

From: Robert Mercer <rmercerc@unca.unc.edu>
Sent: Friday, February 15, 2002 5:16 PM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: independent studies

Field Hockey - 4 (three geography, 1 philosophy)

Baseball - 1 - (EXSS)

M-Lax - 5 - (2 special studies?, 1 comm, 1 exss, 1 french 95)

W-Lax- 6 - (1 exss, 1 french 95, 1 special topics?, 2 comm, 1 geog)

M-Basketball -12- (3 geog, 8 afam/afri, 1comm)

* The comm independent study is only given to comm majors.

I hope I got everything. I checked Fall 00, Spring 01, and Summer 01. Gymnastics had one in Comm but not in the 00-01 year.

RJM

REQUIRED BOOKS

Sports Ethics: An Anthology, by Jan Boxill
Season of Life, by Jeffrey Marx

READINGS:

From Sports Ethics: Introduction

Then choose 3 other chapters and read at least 2 essays from each of these.

Read all of Season of Life.

WRITING ASSIGNMENTS:

OPTIONS: You can choose one of these options.

Option 1. Write 3 5-7 page papers on each of the three topics AND a 3-5 page paper on Season of Life

Option 2. Write 1- 12-15 page paper combining the topics into a coherent thesis.

DUE DATE: April 28, 2006 [Last day of classes]

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 9:32 AM
To: <@email.unc.edu>
Cc: Cynthia Reynolds <cynthiar@mail.uncaa.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Phil
Attach: doc

Have we not met yet? I thought we had. If not, we need to. I've attached the assignment. Since I have you and doing exactly the same thing, we should find a time when I can meet with both of you.

Jan

From: @email.unc.edu>
Sent: Monday, 11:37 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Meeting for PHIL

Hello Professor Boxill,

Thank you so much for allowing me to add your class last second I am sorry for any inconvenience that I may have caused you. I was enrolled in your philosophy class this summer and really enjoyed it so I am excited to take another class with you. Cynthia has relayed to me that I need to meet with you this week so anytime that is convenient for you should most likely be good for me also. Again, thank you so much for your willingness to help me and I look forward to meeting with you this week.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, 8:52 PM
To: email.unc.edu
Subject: Re: classes

Self-paced course on Afam topics. i will give you the assignment parameters soon.

Jan

email.unc.edu wrote:

> What is Afam , is it a regular class or another paper?

>

>

> Quoting Jan Boxill <jmboxill@email.unc.edu>:

>>

>> You are now in Afam as well, so you have a cushion if you need to
>> drop COMM. But you will have to pick up the extra Comm class this
>> summer!!! Remember we want you to be able to be nearly done with
>> your classes during .

>> Jan

>>

>> --

>> Jan Boxill, Ph.D.

>> Senior Lecturer and Associate Chair

>> Director, Parr Center for Ethics

>> Department of Philosophy

>> University of North Carolina

>> Chapel Hill, NC 27599-3125

>> Phone: 919-962-3317

>> Email: jmboxill@email.unc.edu

>>

>>

>

>

--

Jan Boxill, Ph.D.

Senior Lecturer and Associate Chair

Director, Parr Center for Ethics

Department of Philosophy

University of North Carolina

Chapel Hill, NC 27599-3125

Phone: 919-962-3317

Email: jmboxill@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, January 25, 2006 2:17 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: one of your

Hey Wayne. You can say that again. I haven't had time to look at it, but I understand your young child has edited (cleaned up) his page. Life is interesting. Hope the boys do well tonight. I hate that we have so many 9 pm weekday games. FYI, I talked to _____ and switched him out of the SOCI into another one of ours. Betsy and I conferred and decided to leave him in 12 hours for the time being, just to be extra safe.

Wayne Walden wrote:

>Debby,
>I hope you are doing well. Thanks for sending me that information. I
>will share that with the coaches. Some things were much simpler before
>the internet weren't they? Take care!
>
>Wayne
>
>

From: Octavus Barnes <obarnes@mail.uncaa.unc.edu>
Sent: Wednesday, January 25, 2006 1:42 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Debbie,

Debbyyy,
Sorry I have dropped a couple ball in my lifetime this was one of those times.
Does have the same assignment or should he come and see you.
Thank You

>>> Deborah Crowder <dacrowde@email.unc.edu> >>>
He just left. For your information, I told him to write on Rosa Parks,
12 pp., due by last day of classes. I gave him the name of a book that
I pulled off of Barnes and Noble. Hope you are having a blessed day as
well. And I am Debby with a "y". Love you. DC

Octavus Barnes wrote:

> Debbie,
> Hope your having a great and blessed day. I wanted to know
> if . came by your office today to pick up his Afam
> independent study paper for this semester.
> If not I will happily come by today and pick it up.
> Thank You!
>
>
> Octavus Barnes
> Academic Counselor
> Academic Support Program for Student Athletes
> Kenan Field House
> PO Box 2126
> Chapel Hill, NC 27515
> 919-843-4400 (office)
> (cell)

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 25, 2006 12:56 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: favor

Hi,
How are you doing today. I know it's hard to have to do work with all that's going on, but hopefully you can function!!!

I need another big favor. Could you put in either AFAM or ? She is struggling in a class which me may need to drop, so I need a cushion.

Thanks,
Jan

--
Jan Boxill, Ph.D.
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Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: @email.unc.edu>
Sent: Tuesday, 9:19 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: classes this spring

Hey Brent, Thank you so much for helping me with this. I feel so much better knowing it is taken care of. The only concern is with PSYC Since I added the class so late I was unable to get the book before I left. I emailed the teacher letting him know the situation and asked if I could turn in the week one assignment when and he sent me back a kind of mean e-mail saying that I should have thought of these things before I will just try to stay up with the assignments and hopefully this will blow over. Everything else sounds great. Thank you,

Quoting Brent Blanton <blanton@mail.unca.unc.edu>:

> Hi
> I spoke with Dr. Jan Boxill, and she has enrolled you in PHIL it is
> an elective class, but right now you needed the hours. I will forward
> an email to you that has the assignment. As for EXSS I spoke with
> Dr. Osborne this morning, and she is trying to see if she can get the
> online course materials that she can hold you to but leave you in her
> regular class. If she cannot, you will have to drop that class because
> there is an attendance component that she would be forced to hold you
> accountable for. If that is what happens, she will enroll you in an
> EXSS independent study to round out your enrollment. As for EXSS
> you will probably have to drop that as well but not until we get the
> EXSS independent study. That will leave you with MUSC PHIL PSYC
> and either EXSS or the EXSS independent study. Let me know if
> this does not meet your wishes, and I will do what I can tomorrow. As
> for self-paced foreign language, I asked around, and that does not seem
> to be an option.

> Talk to you soon!

> Brent

>
>>>> @email.unc.edu> 8:48 pm >>>>

> Hey Brent-

>
> I have a few questions for you. I'm still having a
> tough time finding any classes to take.

> First of all I am enrolled in three classes on student central that the

>
> teacher will not let me take but due to I cannot
> drop them. I

> need to be dropped from PSYC, EXSS and my BIOL

>
> My next problem is that I am taking two classes on campus right now but

>
>
>
> I have tried e-mailing those

> teachers but have not heard back from them.

>
> It is likely that I am going to have to take all of my classes either
> online, independent study or self paced. I e-mailed Debby Crowder about

>

> an AFAM independent study and Jan Boxil about setting up an independent
>
> study but they have not gotten back to me. I was wondering if you have
>
> any other suggested courses I could take. I also need my
>
> foreign language and was wondering if I could do a the self paced
> course.
>
> I could just try to take 2 or 3 classes instead of a full coarse load
> but I'm not sure how that effects my scholarship. I know the last day
> to add classes is soon and I would really like to knock out at least a
>
> couple of more credits. If you can help in any way please let me know.
>
> My hands are kind of tied here and there isn't much I can do.
>
> Thanks so much for your help.
>
>

From: Cynthia Reynolds <cynthiar@mail.uncaa.unc.edu>
Sent: Tuesday, January 17, 2006 4:00 PM
To: dacrowde@email.unc.edu
Subject: Misc.

just left. They are getting his financial holds off as we speak. He will come by tomorrow morning to get things set from you. Nice call on the Phil 30 (Boxill) correspondence course last semester. Didn't know Jan was doing those. You may be able to schedule him today, but I know you are probably shot, as I am. My first breath of air is right now.

left right before and said that you would add an Afam course (or ??) to his schedule as he is going to drop math . He is going to talk to Mary Willingham to get the things in motion for math substitutions. I don't think he could pass math anyway, nor can he afford to fail the course. So, if he can take another major course that would be great.

also just left and said he couldn't exist without you and you were the greatest!
hmmmm.....
Thanks for your help with getting him in his 12 hours.

Could he be put in Afam for a Phil A&S perspective? I would appreciate it. He is going to drop Psyc so he can focus on Econ, Geol and Phil. He is trying to and needs the best gpa he can get for spring and summer. His PID: He will do the work and on time. Good student and works hard.

Thanks for your help. Hopefully it will slow down after tomorrow!!
Hang in there with me.

c

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, January 17, 2006 1:18 PM
To: Cynthia Reynolds <cynthiar@mail.uncaa.unc.edu>
Subject: Re: Add

Won't he have to go to summer school to finish math? Also he is signed up for 17 hours, and his credit limit is 18, so I couldn't add him at this time. If he has to go to summer school, I am teaching Phil 47 first summer session.
Jan

Cynthia Reynolds wrote:

> Greetings, Jan.
> I am emailing to ask if you would be able to "take on"
> for an independent study class
> for 2.0 hours this semester.
> He is looking for electives as he is . Debbie
> already put 9 hours of Afam and
> he needs 2 more hours. He's a great kid and will do the work you ask
> of him. He is an
> major and I thought that you would find something in
> the sport ethics area or something that he could enjoy combining your
> discipline and interest and his.
> He should be emailing you later today to find a time to speak to you.
> I appreciate anything you can
> do to help. If you have time, please let me know either way.
> Thanks, Jan.
>
> for you.
> Cheers,
> Cynthia
>
>
>

--
Jan Boxill, Ph.D.
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University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, 4:45 PM
To: @email.unc.edu>; @yahoo.com>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: AFAM

AFAM is on Black Nationalism. The authors you can read are W.E.B. Dubois or Marcus Garvey. You have likely already read some DuBois. I recommend two books: First: DuBois's "Souls of Black Folk" The other is: "Classical Black Nationalism: From the American Revolution to Marcus Garvey"--this should be in the library, or see if it is at the bookstore.

For both of these I would go to the bookstore and look at the books that being used for the AFAM courses. See if these books are there. I would think the Souls of black Folk would be required for some course.

I am forwarding this to Debby Crowder to make sure this is acceptable.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, January 17, 2006 12:19 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: [Fwd: AFAM 69]
Attach: AFAM 69.msg

Did I forward this to you? Does this fit the bill for AFAM 69?
If so, I'll send it on to _____ as well.

Jan

--

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Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 1:50 PM
To: @email.unc.edu>
Subject: UNDERLOAD

Hi,
I just spoke with Betsy Taylor. You will need to have 6 hours to get your Pell grant. So I was thinking of just getting an independent study--either PHIL or AFAM. You've not done either. I'm in the office but going down to the academic center at 2.

Jan

--
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Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: @email.unc.edu>
Sent: Thursday, 6:49 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: course load

Hey Brent

I just emailed the one guy about setting up an independent study (that would be for Hist HOPEFULLY, he is cool with it. Right now, I don't even know who my advisor is in the because my original one isn't there anymore. So it is hard to contact someone there that knows what they are talking about. Presently, there is only 1 more class online that I can do which is still necessary for my requirements, and that is Engl So obviously, I can do that now but I was kind of trying to save that for the summer. Do you think I should go ahead and try to sign up for that now since I know I can do that

My other option is to maybe get in touch with someone at the and see if I can somehow change one of my requirements. For instance, Hist is a requirement () but only Hist () is offered online. Is it hard to do that if you are an exceptional case???

Thank you for looking into these things.

Sincerely

Quoting Brent Blanton <blanton@mail.unca.unc.edu>:

> Hi
> My holidays were fabulous; I hope yours went very well and that you
> weren't too busy. In response to your question, there are no
> limitations on the number of independent studies per semester. If your
> prof is cool with it, it should work out OK. Let me know if you need
> anything from me; I will surely get on it. Have a great afternoon, and
> I'll speak to you soon!
>
> Brent
>
>>>> @email.unc.edu> 1:49:51 am >>>>
> Hey Brent
>
> I hope you enjoyed your holidays! I have a couple questions about this
>
> upcoming semester and my classes. I'm here
>
>
>
> I know this seems extreme but I think that I can work it
> out.... I still want to attempt to take 15 hours to continue to stay
> on track. Here's what I'm looking at--
>
> 1 independent study
> 1 online class
> Ed (my professor is super nice and super supportive and I think that
>
> it would be ok)
>

> So those 3 classes are set.
>
> So now I'm trying to kick out 2 more classes. I was wondering if it
> would be ok for me to try to set up at least 1 other independent study
>
> (maybe my History class would be an ok one for that??? I was
> thinking about emailing the professor as he seemed very cool when I
> last got in touch with him). Is there any restrictions on how many
> independent studies you can have per semester???

>
> If you could get back to me ASAP about it that would be great. I
> possibly could be so obviously I would
>
> like to get this stuff sorted before then and before the start of
> school.
>
> Sincerely
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, December 17, 2005 9:51 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM

Debby,
Hopefully I found the AFAM office to turn their papers in. I told them they had to deliver them and not send them by email. Hopefully also they did pretty well on the papers--I know they watched and discussed the videos, which was good. And hopefully the papers are good.
Spanish has a chance of getting all A's, with the possible exception of --she's hoping to make the Dean's list!!! So hopefully her Afam paper will be good enough!!

Nashville is quite interesting!

Jan

--

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Associate Director, Parr Center for Ethics
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Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 6, 2005 7:49 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: AFAM

Hi Debby,

is in AFAM --what does she need to do?

I emailed the group doing AFAM to make sure they include the works cited. I worked with them in Hartford on their papers--esp and

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, 10:41 AM
To:] @email.unc.edu>
Subject: Re: AFAM
Attach: final.doc

Very good start and very interesting. I've made a few changes. It's attached.
Good continual reference to North Carolina--keep it up. Also now make reference to the other readings.

See you tomorrow.
Jan

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, November 15, 2005 9:21 AM
To: Holliday, Corey <cholliday@unca.unc.edu>
Cc: Barnes, Octavus <obarnes@unca.unc.edu>
Subject:
Attach: Text.htm

is in the same class of as . He should be going to class.
There is a section (02) of that same class that is a paper class.
It looks like 1) I will need to get him switched (I am doing that now)
2) He must now be set up for study table hours
I also just received an email from his English teacher and it appears that he is giving her a sad story about his "difficult" situation and he has not been participating in class, etc. I have asked for more clarification on this situation and hopefully will get an email later this morning. I guess when he decides to blatantly cheat and then he gets caught, he must get stressed out and then a "difficult" situation arises and he can't produce work. So I guess he isn't producing on or off the field.....

>>> Corey Holliday 11/15/2005 8:56 am >>>

Is this true:

does not have Afam instead he has an independent study and doesn't have to attend class?

Corey Holliday
Assistant Athletic Director
University of North Carolina
Kenan Football Center
P.O. Box 2126
Chapel Hill, NC 27515
919-962-9114 (W)
919-962-0393 (FAX)

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, October 31, 2005 2:38 PM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject: Re:
Attach: Text.htm

Re:

I did fax the letter off to [redacted] in care of [redacted] :. The young lady, [redacted] said she would have it back to me today.

[redacted] please let me know when it comes in. Need this by tomorrow morning if possible.

How was [redacted] this Friday and Sunday?
I have asked Octavus to get with [redacted] to let you know how Friday went and last night as well as today. He was here on Friday studying and getting tested with Dr. Johnson. Last night was the Drama review. He worked with [redacted] today and has a meeting with Frank Kessler on Friday.

What is the status of [redacted] Does he have his independent study topics in hand? Is he working on his papers on a set schedule (study hall hours or meeting with someone)? Is there anything [redacted] can help with keeping him on task? Please have him see me tomorrow. He is to have his one paper done now. He has two remaining. The one class still has not been decided on and the new one he picked up, I just received the assignment today. When I see him, I will put him back on a schedule until he has paper number 2 done. The third will have to wait until I can get the assignment from Prof. Nyang'oro. There is nothing I or he can do until we get the assign. from Afam. But he can definitely finish the other 2 in the next 3 weeks.

cr

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, October 18, 2005 1:39 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: AFAM paper

So what did do? Did it have nothing to do with the assignment?

Speaking of which, was paper acceptable? I read it and really enjoyed it, but that doesn't necessarily mean it was what was required. We still have the three | added ones to get in. I'll tell them they need to get them in asap, or have you already addressed this?

Thanks,
Jan

Deborah Crowder wrote:

> Hi I hope you are well. This message concerns your first
> AFAM paper, which, as currently submitted is not acceptable. You
> need to look again at the assignment which involves a textbook and
> three web texts. All four of these items need to be discussed and
> referenced in your paper. Please submit your revised paper at your
> earliest convenience. DC
>

--

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From: Anson Dorrance <anson@unca.unc.edu>
Sent: Friday, October 7, 2005 4:50 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Cc: Ducar, Chris <ducar@unca.unc.edu>; @aol.com; Sander, Tom
<pacman@unca.unc.edu>
Subject:
Attach: TEXT.htm;

Brent,

this will be schedule going into This is the kid I asked you about for the independent study starting this January plus the Unks course and the online courses. See if even has an opportunity to register ... see if all this will still work for us. This is our ace in the hole for her, having her and being able to take some classes while she
Thanks Brent!

Sincerely,

Anson Dorrance
Head Coach
UNC Chapel Hill

Phone: 919-962-4100
Fax: 919-962-4038

PO Box 2126
Chapel Hill, NC 27515

CWT-SUPPL00000077

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, October 7, 2005 11:39 AM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: Classes

Hey. I'll go ahead and put her in because it, as well as all our self-paced and independent classes, is controlled enrollment and only we can add her. If you would let her know I did it, I would be grateful. Ok, so registration is a challenge, how about that! DC

Wayne Walden wrote:

>Debby,
>Thank you very much for your help with this. The student just called
>me and let me know that she has decided to take a different COMM class
>to finish her requirement so now she does not have the time
>conflict with AFAM I will have her register for it as long as that
>is ok with you. Her name is if you need
>that information.
>Thank you very much for your help. You make registration much better
>because fun would not be the word that I would use to describe this
>week and the seniors should be the easy part, right? Thanks again for
>your help!

>
>Wayne

>
>
>
>
>>>>Deborah Crowder <dacrowde@email.unc.edu> 10/7/2005 9:16 am >>>>
>>>>

>>>>
>>Since the student has had some of our classes I can add her after she
>>has registered for the Comm class. It does have a time but is self
>>paced so I would have no problem doing at time override. Just send me
>
>the PID at some point. Registration is fun, isn't it? dc

>
>Wayne Walden wrote:

>
>
>
>>Debby,
>>I hope you are doing well. I have a question about AFAM for next
>>semester. I have a senior student-athlete who is supposed
>>
>>
>>to
>
>
>>graduate in May and she wanted to take AFAM ___ to fulfill her A&S
>>Philosophy perspective. She is taking a COMM course which meets
>>
>>
>>from 2:00-3:15 on MW (to complete her requirements) and AFAM is
>
>
>>listed from 2:00-4:50 on W. Does the class meet at that time or is it
>>
>>
>a
>

>
>>self-paced course that she could take? I certainly understand if you
>>reserve that course for majors first but I just wanted to check for
>>
>>
>her.
>
>
>>She has taken AFAM and AFRI in previous semesters so this would
>>not be her only course in the department.
>>Thank you for your help!
>>
>>Sincerely,
>>Wayne Walden
>>
>>
>>
>
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, October 5, 2005 8:49 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM help

Hey,
I need to get _____ in some AFAM class.
I am really nervous about the Math _____ --even tho _____ thinks she is
fine in it.

I watched them play today--looked quite good!!!

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Associate Director, Parr Center for Ethics
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Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, September 28, 2005 8:56 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Help/

Good morning--even though I am writing this at night--I know you won't be reading it until tomorrow morning!

Also, the coaches are worried about the girls in Math and they have no cushion. This involves
So :) is there something we can put them in? It doesn't have to be the same class.

I'll be in fairly early tomorrow.

Thanks,
Jan

--

Jan Boxill, Ph.D.
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AFAM 128

Dr. Nyang'oro

What are the implications of industrial development to the lives of people of color in rural North Carolina? You may look at hog-farming, chicken farming, water quality, industrial waste emissions, and/or landfills. (Most of the students who have done this paper have found an abundance of material on the internet—just be sure to cite the web addresses.)

12-15 pp. paper, due in 108 Battle Hall by **noon on the last day of class**.

Any questions, call Debby at 966-1295 or email her at dacrowde@email.unc.edu.

REQUIRED TEXT

Crow, Jeffrey, Paul Escott, and Flora Hatley **A History of African Americans in North Carolina (1992)**
ISBN 0-86526-255-1

SECTION ONE – NORTH CAROLINA AND SLAVERY

Web texts

Yale	<u>Constitutions of North Carolina from 1663 to 1776</u>
Grandy	<u>Narrative of the Life of Moses Grandy</u>
Jacobs	<u>Incidents in the Life of a Slave Girl</u>
Singleton	<u>Recollections of My Slavery Days</u>

SECTION TWO NORTH CAROLINA AND JIM CROW/CIVIL RIGHTS

Web texts

1898 foundation	<u>Wilmington Riot 1898</u>
NC State Library	<u>Charlotte Hawkins Brown Museum</u>
NC State Library	<u>HBCU's in NC</u>
Sitins.com	<u>Greensboro Sit ins</u>
IBIBLIO	<u>SNCC</u>
UNC Pamphlet	<u>Howard Lee</u>

COURSE REQUIREMENTS

1. Slavery in North Carolina. North Carolina's ante-bellum black population left a number of important narratives describing the lives of slaves and the quest for freedom from slavery. The first four chapters of Crow *et al* will provide the back ground on slavery in North Carolina. Using the narratives of Harriet Jacobs, William Henry Singleton, and Moses Grandy describe the childhood, working life, and family life of enslaved people in North Carolina. How did each of these people achieve freedom? How do you think living in North Carolina affected the nature of slavery experienced by these three people? Your essay should be between 6 and 8 pages long and should provide specific examples from the three narratives you have read. Due by **October 17**.

2. Jim Crow and Civil Rights in North Carolina. After the Civil War, North Carolina's black population encountered a variety of challenges and possibilities. Some black people were able to receive higher education, to hold political office, and to secure wealth while others were victims of race riots, Jim Crow, and lynching. After reading chapters 5-9 in Crow *et al*, use the websites provided, explain the major challenges that black North Carolinians faced in the post-Civil War era. Explain the responses that black Carolinians made to riot and racism, especially through education and through political activism. What do you feel the state of Black North Carolina is today? Your essay should be between 6 and 8 pages long and should reference the websites provided as well as other sources you have consulted. Due by **December 6**.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, September 26, 2005 11:02 AM
To: Reynolds, Cynthia <cynthiar@unca.unc.edu>
Subject: etc
Attach: BLACKS IN NORTH CAROLINA.doc; AFAM 128 assignment Fall 05.doc

The game was fun. That should help morale for a bit. Here's part of what you need (attached):

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, September 20, 2005 11:29 AM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: Classes

Hi Wayne. I hope you are fine as well. Ms. Janet had talked to me at length (twice) this weekend about the student in question and I had told her no. We are getting pressure from on-high to reduce the numbers of independent study type courses in the dept. and it is hard to justify giving one to _____ who has not had one of our introductory courses. Janet assures me that she can work with the student and that it will be in his best long term interest to take this class. I will fill out an add form for AFAM _____ that he can pick up at his convenience and he can drop the other course at the same time. I will need to get his email address so that I can email him the assignments. I do hope it helps. _____ DC

Wayne Walden wrote:

>Debby,

>I hope this finds you doing well. I am wondering if it is still possible for a student to add a class for this semester. We have a student with some diagnosed learning disabilities and we are trying to help him with his reading and writing skills while also tutoring him in his current courses. I sense that he is getting a little overwhelmed and wondered if there might be a course that you would recommend that he might still be able to add in order that he might drop one of his current courses. If there is a course that you would recommend that we could use to help him develop these reading and writing skills, that would be greatly appreciated. I certainly understand if it is too late but I just wanted to explore any options that we might have. Thank you for any suggestions that you may have.

>

>Sincerely,

>Wayne Walden

>

>

>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, . 12:23 PM
To: @email.unc.edu>
Subject: added class

Hi
You likely received an email from Debby Crowder about AFAM . This is a self-paced class that I added you into. We can talk about it on Friday.

Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Associate Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 25, 2005 3:30 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: afam 41

Hi,
Thanks--I decided that they would not take it this term--maybe next term. So don't worry about any of them that I emailed you about. I may want but I need to look carefully at her schedule.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 11, 2005 9:29 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: re none of my business

Grade change was sent in Tuesday.

Deborah Crowder wrote:

> Hey. I know this is none of my business, really. I see that
> Phil grade is still an F* and I know is trying to
> graduate. Are you guys still looking for the prof or is this sitting
> on Dean Cannon's desk? has just been one of my "projects." DC
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Associate Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Cassandra B Gregory <gregoryc@email.unc.edu>
Sent: Wednesday, August 10, 2005 3:24 PM
To: Herman, Amy S. <ajschae@unca.unc.edu>
Cc: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re:
Attach: gregoryc.vcf

Ok, I will go in there now and take her stop off so she will not lose her classes for the Fall. She may have receive the phone call about cancellation of classes please tell her we have took care of it.
Thanks!

Amy S. Herman wrote:

has talked with the AFRI department about the independent study course that they randomly enrolled her in for the summer. She did not know that they were going to put her in the class, and never received any of the materials.

>
>She talked to the lady today, who said that she's going to try to drop her out of the summer class and re-enroll her in it for the fall. Brent, knows that she will then need to drop one of her other fall classes.

>
>I hope that this way she still gets to take the class, and we don't have to pay for the summer version (that she didn't even know they'd registered her for). That's the plan, at least...

>
>I'll let you know when I know more. Cassandra, I'm hoping those charges will disappear from her account once the AFRI dept. gets her dropped from the course. Let me know what happens. We don't want her to lose her courses.

>
>Thanks,

>Amy

>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, July 25, 2005 6:27 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re:

No problem--

We can do what we need when she returns. Just give her an AB or IN and it'll be fine.

I talked with today. My class is all he needs to graduate--Yay.

Jan

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, 3:38 PM
To:
Subject: etc

Hey Not to worry. You know I really, really do care about you. I've just been having lots of trouble with lots of other folks and, all put together, it is hard to take. I'll look at your stuff and talk to Ms. Betsy as soon as she gets back from vacation. Debby

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, 9:41 AM
To: @email.unc.edu; Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM

Hmm--interesting, because when I called her she had no call or email from you. So email her. I'm copying her on this email so she has your right email. But maybe you should call her at 966-1295

Jan

@email.unc.edu wrote:

>Hey mom i have not recieved an email from Debbie. sorry to bother you about
>this but i guess i will have to try her again and see if i can get her. Well
>how u been doing. i hope u been feeling better. How r my freshman holding up.
>
>this hot sun. see ya mom and take care.
>
>
>
>
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Associate Director, Parr Center for Ethics
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 14, 2005 10:09 AM
To: Janet Huffstetler <
Subject: Re: PHIL paper & quiz

Hi Janet,
Thanks;

I have

a follow up appt next week.

So I am at home doing well.

By the way, the boys did pretty well on the paper:
got an A; B+, and both got C+. So
they'll be fine. For paper #2 I'll be doing some of the grading. I'll
likely be grading the abortion & affirmative action papers.

Jan

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, 9:40 AM
To:
Subject: Re:

Hey. I'm glad you didn't get my first email. I was really, really upset with you. On my desk I have two IDENTICAL papers from you and your friend. Come on I really can't believe you would treat me like that. We really don't ask much of you and if that is the way you treat people who are supposed to be your friends and who have been good to you, then maybe you aren't who I think you are. It is time to grow up a little and learn how to treat people. DC

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, July 11, 2005 12:39 PM
To: @aol.com; Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: MBB in Phil

I have re-examined the quizzes and have changed the grades--only slightly in 2 cases

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, July 8, 2005 6:01 PM
To: '@aol.com
Subject: Re: Phil

The quiz was hard--harder than I thought. I think they'll all be fine. I'm giving a take home quiz on Monday. and are doing well; is fine; I'll try to talk with as well, esp when I am at study hall. Things should get better as we are doing issues on Monday--Abortion first. I've put stuff on blackboard.

Also, if they want to bring me their quizzes for me to look at I will, because I found mistakes on others. I met with theTA, but I think she may have been a bit harsh on some quizzes.

Jan

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, 1:08 PM
To: mail.com>; @email.unc.edu>
Subject: Debby is extremely disappointed

Hi guys. You know you two are some of my favorites--I am sitting here staring at two ABSOLUTELY IDENTICAL papers for AFAM . I don't know who copied from whom, or more likely, where both of you got the paper. I need new papers from both of you by the end of next week. Pick a particular African American woman, not Oprah, and write about her significance to the black community. Yes, I have my feelings hurt. This department, and I personally, have always, always tried to give you guys the benefit of the doubt, and this is an insult, more specifically, a slap in the face. DC

SPRING
INCOMPLETES

	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5	INCOMPLETES			Crs	Crs	Comments		
6					Afri	Must finish this paper by end of 1st session.	11:30-1:00	
7				Afam		Must finish paper by mid 2nd session.	9:45-11:15	11:30-1:00
8				Afam	Afam	Completing work around Summer classes	8:00-9:30	1:15-2:45
9				Afam		Turned in	8:00-9:30	1:15-2:45
10				Afam	Afam	Needs to schedule hours on Wed to work on paper.	9:45-11:15	11:30-1
11				Afam	Geog	COMPLETE PAPER IN Geography FIRST. Then work on Afam	11:30-1:00	
12				Afam		Cite Page needs to be turned in.		
13				Afam	Geog	Completing paper in Geography FIRST. Then will work on Afam	Self-Paced	
14				Afam	Afam	Have not reached him.		

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, May 23, 2005 12:20 PM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject: Incomplete status
Attach: TEXT.htm; Incompletes-Sp05.xls

FYI:

	A	B	C	D	E	F	G
1							
2	Psychology			Math			
3		B-			B		
4		B-			AB		
5		B			B		
6		C			C		
7		D			B		
8		C-			AB		
9		B			F		
10		B			F		
11		A-			F		
12		B			FA		
13		C+			D		
14		C			D		
15		F			F		
16		F			D		
17		F			D+		
18		C-					
19		B-			FA		
20		C-			AB		
21		C-			AB		
22		F					
23		C-					
24		B			Failed		
25		D+			Absent from Exam - Could not statistically pass so did not		
26		C+					take final
27		C-					
28		F					
29		C		N= 18			
30		C		55% Failed	-10		
31		F		44% Passed	-8		
32		D+					
33		C-					
34							
35	N=31						
36	80% passed						

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, May 10, 2005 1:44 PM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject: Re: Grade Updates
Attach: TEXT.htm; Spring Grades.xls

Re:

Did you notify Amy in compliance? I will drop their classes if you give the say so and compliance has been told
Or compliance
can tell me to
Please advise.

Now.....regarding Psych and Math.

I understand they are concerned about that class as well as Math. But is the issue that particular class(es) or is it whether they will pass the required hours this spring to be eligible for fall?

You know the problems, There will NEVER be
sure things when you work with 18-22 year olds.

If it is focusing on a specific class then, we have and will continue to take hits. I encourage you to tell the coaches to call me with any grade questions or reasons why...regarding scheduling issues.

ALL GRADES ARE NOT IN YET, so you cannot see a total picture, yet. I will list the grades in Psych and Math. I would be happy to speak to
or any other of his players.

There is one major issue that is the suprise. (so far, anyway)

Failed Dram That puts him at 6 hours passed and he needs 9 hours
passed. I called him this morning and told him to email his Teacher and see why he failed.

He said it was not due to absences and that he is sure he passed the final exam and the class itself. We will see what the issue is once he emails her. Once he does that, then I will probably follow through to see what can be done. The other Drama grades are also poor. Some of The guys just are

not taking these classes seriously enough to even get C's. This will become more of any issue since the AFAM dept is drastically cutting down on the numbers in "paper classes".

That means these "easier" classes like dram 60 (stagecraft) and Dram 35 (acting) and a few others must be passed and taken seriously or we will continue to be on the eligibility line with these high risk guys.

That's it for now. Try and relax and know that all is out of your control right now, so you might as well enjoy your vacation.

c

>>> Corey Holliday 5/10/2005 9:56 AM >>>

Please email any grade information available on the guys listed below. I won't be able to enjoy the remainder of my vacation until I get Coach Thigpen to stop calling me about and Coach Bunting is still worried about Psych
will not be attending first session of summer school, please give me a call if you have any questions, concerns or issues.

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Friday, April 29, 2005 10:41 AM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject:
Attach: TEXT.htm

FYI: from

>>> 4/28/2005 4:46 PM >>>

Here is the info for

passed 9hrs in ; failed Drama and had to be taken out of.

-- Afam 'A'
-- Dram 'F'
-- Engl 'B-'
-- "withdraw"
-- Soci 'C'

Will pass 9hrs for

Should pass at least 12hrs maybe 15hrs this Spring if he completes both independent studies and Drama . We had to put him in independent studies as a result of emails from the teacher for Drama and English saying he may fail.

-- Afam 'A'
-- Afam 'A'
-- Afri 'Pass'
-- Dram 'may fail'
-- Engl 'Pass'
-- Psyc 'F'

Current GPA 2.100 (not including summer)

Worst case scenerio he will need 6hrs this summer to be eligible for the fall semester.

Since previous conversation has been attending study hall regularly and meeting with professors.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, April 13, 2005 10:01 AM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: Tonight

Hi Wayne. Sorry I didn't respond to this yesterday--Janet tracked me down.

I really appreciate you arranging that--as it turned out it probably wasn't necessary but I was afraid there would be a mob there. really appreciated the front row--so he had room for those long legs! It was an extremely emotional evening for us--I am not sure it is possible to convey how we feel about this particular group. We have just been through so much together that you just can't imagine. I know Burgess would be pleased about the Scholar Athlete award being identified with her name--that was a great idea. Anyway, thanks again for taking care of us yesterday and thank you again for the T-shirt. DC

AFRI 120 Contemporary Southern Africa

- 10 – 12 pages
- Double spaced
- 1-inch margins
- Standard 12-point font; Times New Roman (or similar style)
- Primary Sources: *Things Fall Apart* by Chinua Achebe; *Heart of Darkness* by Joseph Conrad; “The Second Coming” by William Butler Yeats
- Additional 5 sources; maximum 3 internet sources
- Must include a cover page with a creative title; your name, PID#, course title, professor name, Honor Code pledge & signature

Topics and Issues to think About:

1. *Things Fall Apart* (1958) by Chinua Achebe is considered to be the most influential African novel in English. The title was taken from a William Butler Yeats poem called “The Second Coming” (1921). How does this novel relate to Yeats’ poem?
2. The book centers on the life of the Ibo people. What are the principle characteristics of their culture? Are they truly “primitive” as white Europeans would have you think? How does the Ibo culture change from the beginning of the book until the end? Who (or what) is responsible for these changes?
3. Analyze the character of Okonkwo in great detail. What does he represent?
4. How is Achebe’s novel a retort to Joseph Conrad’s *Heart of Darkness*? Why was it important that Achebe, a native African, write about his people rather than a European? What issues does he explore as opposed to Conrad and others?
5. What effect did European colonialism have on the people of Africa? What problems still exist today due to that oppression?
6. Chinua Achebe wrote an essay attacking the inherent racism of Conrad’s book. Do you think the criticism was fair? Give examples from the book that illustrate Achebe’s point.

AFRI 120 Contemporary Southern Africa

- 10 – 12 pages
- Double spaced
- 1-inch margins
- Standard 12-point font; Times New Roman (or similar style)
- Primary Source: *Cry, the Beloved Country* by Alan Paton (1948)
- Minimum of 5 additional resources; maximum 2 internet resources
- Must include a cover page with a creative title; your name, PID#, course title, professor name, Honor Code pledge & signature

Topics and Issues to think About:

A term paper is not a summary of the book. Probe deeper into the meaning of the work—understand the author’s motivation, the audience, the purpose and its legacy.

1. Do a thorough analysis of each of the main characters. What are their hopes and dreams? What do they represent on a larger scale?
2. In what ways does the main character’s search for his sister and his son tell the bigger story of South African apartheid?
3. What do the characters learn by the end of the novel?
4. A “cycle of destruction” was said to exist during apartheid. How does the book illustrate this point? How are the character’s lives a part of this cycle? (i.e. Oppression breeds resentment; resentment promotes violence; violence triggers more oppression)
5. In what ways were the South African anti-apartheid and American civil right movements similar? How were they different? Why did apartheid continue longer?
6. In what ways has the author Alan Paton’s dream of a united South Africa, as reflected in *Cry, the Beloved Country*, been realized since his death in 1992?

AFRI 120 Contemporary Southern Africa

- 10 – 12 pages
- Double spaced
- 1-inch margins
- Standard 12-point font; Times New Roman (or similar style)
- Minimum 7 total sources, maximum 3 internet sources
- Must include a cover page with a creative title; your name, PID#, course title, professor name, Honor Code pledge & signature

Topics and Things to think About:

1. Steve Bantu Biko and the Black Consciousness Movement

- A. What was the Black Consciousness movement? When did it develop and who were its greatest proponents? How was it different from typical plans for integration in South Africa?
- B. In what ways was Black Consciousness similar to theories espoused by Karl Marx (communism) and Gramsci (socialism)?
- C. Steve Biko the activist was murdered for encouraging his own people to recognize their worth. Why was he considered such a great threat by the white establishment?
- D. Biko once wrote “In time, we shall be in a position to bestow on South Africa the greatest possible gift—a more human face.” What do you think he meant by that?
- E. Steve Biko wrote a book entitled “I write what I like.” Read through this collection of personal essays and try to gain a better understanding of Biko’s hopes for his people.
- F. “The Essential Steve Biko” by R. Malan and David Phillip contains the powerful essay “Black consciousness and the quest for a true humanity.” What is Biko’s vision of a “true humanity”?
- G. Biko’s life inspired many artists to safeguard his legacy: “Cry Freedom” was a movie loosely based on his life and “Biko” was a song written by Peter Gabriel. Why do you think Steve Biko was such an inspiration to so many? Does his struggle resemble that of famous civil rights leaders in America?
- H. Think about how the power of one man can change the world. What effect did Steve Biko’s activism have on South Africa? Do you think that the Black Consciousness movement is still alive and well in South Africa today?

AFAM 065—American Drug Policy

- 10 – 12 pages
- Double spaced
- 1-inch margins
- Standard 12-point font; Times New Roman (or similar style)
- Primary Source: *Life on the Outside, The Prison Odyssey of Elaine Bartlett*;
- Supporting Information may be found in a number of sources; use at least 5, maximum 2 internet.
- Must include a cover page with a creative title; your name, PID#, course title, professor name, Honor Code pledge & signature

Primary Source: *Life on the Outside: The Prison Odyssey of Elaine Bartlett*
Jennifer Gonnerman
Farrar Straus & Giroux. March 2004.

Issues to think about when writing your paper:

1. Research the Rockefeller Laws of NYC that helped put Elaine Bartlett behind bars. When and why were these laws passed? What effect did they have on the black community at large? Are these laws still on the books today? Have other states adopted similar statutes?
2. Why are these laws considered racist? How many individuals were incarcerated under its provisions? What percentages were black and Latino?
3. How do these laws (and many like them) help carry on the cycle of poverty, abuse, homelessness, and incarceration? How was Elaine's family an example of this cycle?
4. How was the Bartlett family affected by her drug conviction? Do you feel her prison term was beneficial in any way? Who suffered the most from her years in prison? Was society safer without her on the streets?
5. What organizations and programs have been developed to help convicts when they return to "life on the outside"?
6. What do you think would truly help the prison population in America?
7. How effective was America's "War on drugs"?

The object of this paper is to discuss America's drug policy in relation to its African American citizenry. The book, *Life on the Outside*, is meant to give you an accurate portrayal of one woman's struggle with these policies. Use Elaine's experience to illustrate your research points.

Choose one large issue about America's drug policy to address in your introductory paragraph. This will be your thesis statement. You may choose the Rockefeller laws, the "Three strikes your out" legislation or any other area of concern.

The body of your paper will contain the history of the policy, the intention of policy makers, political influence or pressure that may have pushed the laws to be passed, inherent problems with the law, effects of the law and how these laws might be changed.

From: @aol.com
Sent: Wednesday, March 2, 2005 6:29 PM
To: dacrowde@email.unc.edu
Subject: Cynthia Reynolds AFAM topics
Attach: AFAM 065 American Drug Policy.doc; AFRI 120 Biko.doc; AFRI 120 Cry the Beloved Country.doc; AFRI 120 Heart of Darkness.doc

Hello Ms. Crowder,

I have been working on some additional topics for AFAM papers and wanted to get your input on them to see if they would be acceptable.

By the way, I met you a few weeks ago when I delivered some sketches to Bwana Mutima for Swahili class. Thanks for your help!

Suzanne Dirr

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Monday, February 14, 2005 3:17 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd:]rashad article

Thanks for sending me this. and Thanks for working things out for

Jan

Deborah Crowder wrote:

>
>
> -----
>
> From:
>
> Date:
> Mon, 14 Feb 2005 09:36:24 -0500
> To:
> "Deborah Crowder" <dacrowde@email.unc.edu>
>
>
> To understand Rashad
> You've got to read the small print
>
>
> Rashad McCants has been described by national media as 'mercurial' and
> 'enigmatic' but says, 'Just because people can't figure me out, they
> want to bash me for some reason.'
>
> By ROBBY PICKERAL, Staff Writer
>
> CHAPEL HILL -- 'If God is 4 us, who can be against us' right shoe,
> outside, near sole
>
> CHAPEL HILL -- North Carolina basketball player Rashad McCants does not
> wear his heart on his sleeve.
>
> He wears it on his feet.
>
> "Burgess RIP" written near the shoestrings on his favorite left Nike is
> in memory of a much-loved and missed UNC academic counselor. "NPOY"
> Sharpie'd across the instep of his right high-top -- reveals one of many
> preseason goals: to be named national player of the year. And then there
> are "CAM," "Shonda" and "V.C." friends, family members or NBA players
> who have made an impact on his life.
>
> In all, more than three dozen sets of initials, nicknames, symbols and
> sayings adorn McCants' size 13s. They are the junior swingman's comfort
> shoes, in more ways than one.
>
> "I just wanted to have something on the court to remind me of why I'm
> still playing basketball," he said recently, "and why I'm trying to be
> the best at it."
>
> That the 6-foot-4, 207-pound Asheville native has to be reminded says
> something about his tempestuous times at UNC. Since the day his dad
> wrote "4-12-86 next Michael Jordan" in 1-year-old Rashad's baby book,
> basketball has been McCants' passion; besides writing poetry, it's all

> the 20-year-old ever has wanted to do.
>
> But over three college seasons, there have been times when McCants said
> he has had "reflective thoughts" about his career path such as during
> his frustrating freshman encounters with former coach Matt Doherty, his
> ban from the bench last season for not cheering for his teammates
> against UNC-Wilmington, his much-evaluated comparison of college
> basketball to jail, even a commentator's criticism of his distracted
> body language Wednesday at Duke.
>
> "I didn't think basketball came with so much scrutiny," said McCants,
> who still is noted nationally as much for his scowls and gestures as for
> his explosive scoring ability. "Just from playing, I thought it was
> going to be all fun. That's changed my perception. ... I realize now
> that it's not all going to be fun and games."
>
> 'MYSTERY MAN' right shoe, inside
>
> McCants, who describes himself as "private," admits that he's difficult
> to get to know.
>
> The less obvious sides the loving son, the proud brother and cousin, the
> friend, the confident player, the spiritual man can be glimpsed in the
> details, such as the script on his favorite white sneakers.
>
> "Just because people can't figure me out, they want to bash me for some
> reason," he said quietly, shaking his head.
>
> Game analysts search for extra meaning in every McCants frown, as if
> expecting some sort of blowup, even though his only technical foul of
> the season was for slapping the backboard after a dunk. Reporters count
> the minutes he spends on the bench, looking for potential problems with
> UNC coach Roy Williams, even though McCants says he trusts and respects
> his coach, and vice versa.
>
> Some fans continue to insist he's selfish, even though he's only four
> passes shy of surpassing his sophomore assists total (65) and he's
> averaging almost four fewer shots per game than he did last season.
>
> It's little wonder that before the season McCants had four words
> tattooed to each arm.
>
> On his right: "Born to be hated."
>
> On his left: "Dying to be loved."
>
> "Rashad, I think, really does want the fans to love him," said his mom,
> Brenda Muckelvene. "He would like to come out from under that cloud. He
> would like to start over with a fresh, clean slate and say, 'Let the
> games begin.' "
>
> With his innate athletic ability and a body sculpted by early years on a
> football field, McCants has been a beacon for attention ever since he
> was a quiet, introspective kid starring on a neighborhood basketball
> court. His mom's favorite snapshot is of McCants flying above a
> basketball rim at 11 years old.
>
> His father, James, kept him focused on success by stressing academics,
> manners and hard work.
>
> "He always said, 'You can always be in a corner selling drugs; you can
> be in the recreational parks playing basketball, washed up; or you can
> be playing in the NBA. It's your decision,' " said McCants, who played
> at Asheville's Erwin High before transferring to New Hampton (N.H.) Prep
> for his last two seasons.

>
> It was an easy decision ... until that beacon of attention became a
> lightning rod for controversy his freshman year at UNC. McCants said
> then-coach Matt Doherty was irritated by his quiet intensity in practice
> and crowd-exciting displays, such as the now-defunct "X" symbol, during
> games, and punished him. After scoring 28 points in his college debut,
> he found himself waiting on the bench for opportunities late in the season.
>
> "I guess the coach thought it was a threat to him, me not really
> reacting or saying too much [in practice], just going out there and
> playing," McCants said. "I guess I just fitted into that whole scapegoat
> thing. I was the piggy, and he rode me all year, from the first day, and
> never stopped."
>
> Muckelvene said her son also was embarrassed every time Doherty talked
> to the media about McCants' flaws without talking to him first.
>
> Any tenuous thread of trust between the two may have snapped when
> Doherty told McCants he wanted him to meet with a friend who turned out
> to be a sports psychologist.
>
> "What hurt him was the lie behind it," Muckelvene said. "It didn't hurt
> him to talk to anybody; he probably got some things off his chest. But
> the facade of it, the lie behind it. Because Matt told me, 'I want him
> to talk to someone who helped me when I was playing in Chapel Hill.' And
> that is not what happened."
>
> Doherty, who was forced to resign after McCants' freshman season, in
> part because of strained relations with players, clarified in a phone
> interview Friday that the psychologist was also a professor at UNC and a
> longtime friend of the program; former coach Dean Smith introduced him
> to Doherty when Doherty played at UNC.
>
> "Any head coach at a major NCAA program deals with players that have
> significant egos and at the same time fragile personalities," Doherty
> said, reading from a statement he had prepared after being contacted by
> The News & Observer. "Often, talented players are pampered and placed in
> position where they are not held accountable for their actions. As long
> as things go well, they are happy."
>
> "The individual you are asking me about is a talented young man who
> needs to quit looking for people to blame when things don't go his way."
>
> "I haven't been his coach for two years, and he needs to accept
> responsibility for his own actions. When he becomes accountable to
> himself, then he can become the player and person we would all like him
> to be. I hope his current coaches and teammates can help him with this
> process."
>
> "These issues don't have anything to do with me. I've taken the high
> road, and I wish others would, too."
>
> The more McCants thought Doherty harped on him, the more the he drew
> into himself, and the more difficult he became to read, at least to
> people who didn't know him.
>
> That side hasn't entirely changed.
>
> "He's been under a lot of malicious scrutiny, and for people to go out
> there and slash his character like that, it's not forgivable for me,"
> James McCants said.
>
> "He is a great son; he is a great basketball player; he is a great person."
>
> 'M.J. L.B. M.J.' left shoe, outside ankle

>
> (Michael Jordan, Larry Bird, Magic Johnson)
>
> For McCants, who puts thoughts, poetry and rap lyrics in a notebook each
> day, writing is a way to express his feelings quietly. "I don't have to
> say it to anybody where they can hear me," said the wordsmith who still
> sends prose to his mother. "I can just pretty much put it to myself."
>
> When he bought his non-team-issued, Nike Air Huaraches the day before
> the season-opener at Santa Clara, the first thing he wrote on them was a
> favorite line from the Bible.
>
> "I think the first Scripture that came to my mind was, 'If God is with
> us, who can be against us?' " McCants said. "And that just made a lot of
> sense to me, the situation I was in, everybody was pretty much
> scrutinizing and saying things, all the negative articles. I was just
> saying to myself, 'If He's with me, then nobody should be against me.' "
>
> McCants admittedly hasn't always helped his singed reputation. He
> apologized to the U.S. 20-and-under team coaches after being cut last
> summer, reportedly because of attitude problems, even though teammates
> said he was the best player on the court.
>
> When he started writing on his shoes, he still was being blasted for
> repeating the "I'm in jail right now" quote to a local television
> station and then expounding on it. He complained that the quote had been
> taken out of context but conceded that the sentiment also had been
> worded badly.
>
> Most recently, he made a throat-slashing gesture toward a friend in the
> stands during a home victory against N.C. State, prompting multiple
> television replays and national criticism. McCants later acknowledged
> that the gesture was ill-advised after coach Roy Williams told him it
> was ill-advised.
>
> These days, No. 32 grants very few one-on-one interviews and ponders his
> words carefully in postgame media sessions. Often, he pauses before
> responding.
>
> "I always tell my friends and my mother and father that I don't open my
> mouth and say anything unless I really feel like I'm right," said
> McCants, who has two younger sisters. "If I'm wrong, I really won't say
> anything, because I hate the embarrassment of being wrong, and the bad
> judgment."
>
> Teammates say some of McCants' headline-inducing incidents have been
> blown out of proportion because Rashad is, well, Rashad.
>
> They accept him and wish others would, too.
>
> "I told him, if I were to say, 'Carolina is like being in prison,'
> nobody would have read into it," center Sean May said. "... But a lot of
> that is on him, with the way he carries himself and the way he acts on
> the floor sometimes. He's the type of player, he demands respect with
> the way he plays, but a lot of times people don't give him that respect
> because of the statements that he makes and the emotions that he shows.
> We've talked about that.
>
> "Is that fair? No. Is that the reality? Yes."
>
> That was brought home to McCants over the summer, when he went to
> Detroit to visit friends and ended up bonding with some of the NBA's
> Pistons. Detroit's Richard Hamilton and Chauncey Billups spent time
> bowling, eating and talking with McCants and liked the experience.
>

> They even gave him a new nickname, "Yung Hov," which is printed on
> McCants' left high-top, because McCants reminded them of rap artist
> Jay-Z, but younger.
>
> "I never saw any of this 'attitude' from Rashad that people talk about,"
> Hamilton said. "Oh, he has plenty of attitude on the court. He focuses.
> He wants to win. That's why he is going to be a great NBA player. ...
> But he's also a great guy to people who know him."
>
> McCants also found a kindred spirit in former UNC star Rasheed Wallace,
> who has generated his own share of scorn because of his penchant for
> technical fouls and his perceived attitude problems.
>
> "He told me we were very similar as far as the way we carry ourselves,"
> McCants said. "... When he's around his friends, everyone knows how cool
> he is; he's the best guy in the world. But people that don't know him
> don't think that way because they can never figure him out.
>
> "And that's, I think, why we're so similar, because we don't give people
> a chance to figure us out because we already have our friends and we
> already have people close to us."
>
> 'LOG ON' left shoe, inside
>
> The way his mom figures it, her son doodles on his Nikes because he
> wants company on the court.
>
> "I guess he wants to feel like we're out there running with him," said
> Muckelvene, whose first name is written on the outside of his right
> shoe, near his pinkie toe. "James," his father's name, is written on the
> same shoe, near his big toe.
>
> There are also "Fresh" and "Krak King," the nicknames of roommates who
> have special places on his shoes, and "Tre Duce," for Tar Heels running
> back Barrington Edwards, who also wears No. 32.
>
> Yet, McCants hasn't been living as much of a loner existence this season
> as he has in past years.
>
> After games, he sticks around to sign more autographs than he ever has,
> his mom said. And he made a point, beginning in the offseason, to eat,
> play video games and bond with his teammates more.
>
> "Now, he's really fun to be around," May said. "I think it shows out on
> the floor, because there are times when he goes up for a shot and passes
> it, where last year he would have just shot it even if it didn't have a
> 50 percent, 40 percent chance of going in. Now, he doesn't care about
> his numbers. He's looking out for his teammates, and you can see that by
> him not trying to go out there and get 30 every night."
>
> Part of that is comfort; part of that is trust. After he was hired to
> replace Doherty, Williams had to earn McCants' confidence, and vice
> versa. It didn't come until after last year's loss at Kentucky, when
> McCants and three other starters were benched for a spell. Coach and
> player met afterward, cleared the air, and Williams made McCants this
> promise: If you stay all four seasons, I'll be in the "green room" with
> you at the NBA Draft.
>
> McCants, who said he won't decide until this summer whether he will
> leave college early, called that moment "a turning point for both of us."
>
> "He knows I care about him, and I think that's important," Williams
> said. "... I'm not pressing any magic buttons or anything like that. I
> think it comes from being there with him, him struggling and sticking
> with him. I think it's being there when he's really playing well and

> saying, 'Yeah, you did this and that, but you can do a little bit
> better,' because I think my job is to coach him and he understands that."
>
> These days, Williams loves what he's seeing from McCants, who is
> averaging 15.9 points, 48.8 percent shooting, 3.1 rebounds and 2.8
> assists for the second-ranked Tar Heels. Williams laughingly said he
> even accepts his players' penchant for writing on their game shoes, as
> long as "Williams RIP" doesn't end up on any sneakers.
>
> Meanwhile, McCants is trying to slash to the basket more, something his
> coaches told him last spring he needed to do more often. And despite a
> couple of notable dropoffs, including a 3-for-13 shooting effort in the
> frustrating, one-point loss Wednesday at Duke, McCants is priding
> himself on defense.
>
> A tip from his idol, Michael Jordan, helped. "He told me to break the
> court down into sections on the defensive end ... it helps make your man
> go one way," said McCants, who has "LOCK UP" written on the inside of
> his right shoe to remind him to play smart defense.
>
> "LOG ON," marked in block letters on the inside of the other shoe,
> reminds him to take smart shots.
>
> "He's becoming a more complete basketball player," Williams said. "...
> If you go back and think of some of the most outrageous defensive plays
> of our entire season, you think of a lot of his blocks, for example
> chasing people down, making big-time blocks and you probably wouldn't
> have thought too much of those his first two years."
>
> Still, McCants, who often is described with adjectives such as
> "mercurial" and "enigmatic" by the national media, knows he has plenty
> to prove and to improve upon, including defense, ballhandling and his
> midrange game. When he does leave Carolina, he said, he wants to be
> described and remembered as one thing above all else: "a winner."
>
> He'll continue toward that goal today at Connecticut, against the team
> he helped upset last season with a buzzer-beating 3-point shot.
>
> One note, though: He won't be wearing the inked-up Nikes that he donned
> against the Blue Devils. Those were new, he said, with fresh scribbles
> that included, "Your present is my presence."
>
> McCants will never wear that pair again.
>
> "I'm superstitious, so I'll practice in these today," he said, looking
> down at his plain, white, team-issued Jordans. "But if I don't shoot
> well or I don't practice well, I'll go back to the old ones."
>
> His comfort shoes -- graffiti boards to the soul.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 11, 2005 11:14 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: [Fwd: I talked to Mutima]

Here is . email to me regarding her attempt to talk with Mutima.

I don't know what to tell her, except to just go to class and do her work.

Jan

Hey pal,

I tried to talk to Mutima today after class and he wouldn't listen to anything that I said. I didn't have an attitude at all and I simply told him that my advisor said we should talk. This is what I said, "Mutima we seemed to have a misunderstanding last week and I just didn't want u to confuse my frustration with disrespect." He got an attitude with me and said that he is the teacher and i am the student and that his job is to correct me and i shouldn't be so defensive and that i need to be more attentive. And basically what he say goes with no questions asked. (The TA Susy was right beside me so u can ask her) And then I tried to explain to him about the question i asked him last week when he didn't understand what i was asking and he got an attitude and he said something about me listening and he walked out in the middle of our conversation. HE JUST WOULDN'T LISTEN TO ME JAN. If he fails me for that we are going to take him to honor court, and Susy said she would be a witness. He was totally out of line.

Do you Yahoo!?

Yahoo! Mail - Easier than ever with enhanced search. Learn more.

<http://us.rd.yahoo.com/evt=29916/*http://info.mail.yahoo.com/mail_250>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 4:30 PM
To: @yahoo.com>
Subject: Swahili

I need to talk with you about Swahili. I realize you are frustrated with Mutima, but you need to remember that he did you a VERY BIG favor. Maybe we can meet sometime tomorrow. I'm in the academic center from 9:30-10:30 and then back in my office at 11-2.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 4, 2005 1:18 PM
To: Mutima, Sinamenye A <smutima@email.unc.edu>
Subject:

Dear Prof. Mutima,

Cynthia Reynolds called to tell me about your concerns with
I must tell you this disturbs me a great deal; I will address
' behavior with her tonight.

Thank you for letting Cynthia know, and if you have any other concerns
please don't hesitate to contact me.

Jan Boxill
Senior Lecturer & Associate Chair
Department of Philosophy

Academic Advisor for Women's Basketball

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, February 1, 2005 4:03 PM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject:
Attach: TEXT.htm; -Spring2005.doc

Re:
Please see updated Master Schedule....

He was on time today. He was sent up to Ms. Crowder to get the requirements for his paper classes after I gave him a new schedule and we spoke with Mary. He was given the attached Master schedule.

It looks like he will need additional testing for him to get services here.

I will put on my schedule approx. February 16 or 17th to have an appointment with and you to talk about his progress from the academic side.

was also here on time and smiley!

The Psych review was moved to 5:30 -7:30 tonight as well as Thursday for this week only. The guys all received an email from telling them of this change. The following guys are scheduled to be here tonight and Thursday.

c

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, January 5, 2005 9:04 AM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: Spring 2005

Oops. I knew what his middle name is but it was late in the day. It is ok for him to have 18--if you tell me what to drop I'll be happy to do so, or he can wait and check them all out before he makes up his mind. DC

Wayne Walden wrote:

>Debby,
>Thank you for such a quick reply and thank you for your willingness to
>allow to add this course. I should have let you know
>that 's PID is . There are two students currently
>enrolled named . Also, he may need to drop a course
>before you can add him to AFAM because he is currently enrolled in 15
>hours but is planning to drop one course.
>Thank you again for all your help!

>
>Wayne

>>>>Deborah Crowder <dacrowde@email.unc.edu> 01/04/05 4:31 PM >>>>
>>>>

>Hi Wayne. I hope you had a nice holiday. We had a difficult one but
>we
>managed to get through it. I have enrolled your in AFAM
>, the course Janet had mentioned. I don't really need to see
>them--Janet knows what to have them do for that one. Thanks for your
>kind words. We have some great young people in our program and it has
>
>been a pleasure to help them over the years. I am sure we will talk at
>
>some point. DC

>
>
>
>>
>>
>>
>>
>
>
>

From: Regester, Charlene B <regester@email.unc.edu>
Sent: Tuesday, December 28, 2004 2:04 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re:

Dear Debby: Currently, I am on campus. If Travis is around he can deliver to Davis Library on the 3rd floor as I in the Computer Lab. I could read it quickly and give him a grade. Otherwise, what grade do you intend to submit? Sincerely, Charlene Regester

--On Monday, December 27, 2004 1:52 PM -0500 Deborah Crowder <dacrowde@email.unc.edu> wrote:

> Hi Charlene. I hope Christmas was nice. Look, Mr. turned in his
> paper at the last minute before he left. According to him, he has to
> have a grade in this week and since we have to turn it in to the Friday
> Center it takes longer? Do you just want me to go ahead and turn it in?
> I'll put it in your box as I am sure he will want to discuss it with you
> at some point. DC

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, November 10, 2004 12:25 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: Posters and Calendars

Hey. A few more calendars would be great if that is possible. If not,
no worries. DC

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, November 9, 2004 4:42 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: Posters and Calendars

Hi Wayne. Thanks for bringing by the calendars and posters. They have been a big hit. We rolled, banded and labeled and Travis delivered. Then people called and wanted more--as I predicted. My faculty jumped on them as well. I gave out all of the calendars but still have some posters. Thanks especially for the blue books--as I said, the piece on Burgess is really nice. DC

From: Jim Murphy <murphyj@email.unc.edu>
Sent: Friday, October 29, 2004 9:45 AM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: athlete major data

John,

I have never heard more from you about the data you were able to collect on majors of varsity athletes, probably those in third year or more. Once I knew what you had, I was going to try and get comparable data for the entire student body.

It will be a rush now to try and do this prior to the Athletic Committee meeting on Tuesday. I guess that gives us another month.

Jim

--
Jim Murphy
University of North Carolina at Chapel Hill
phone 919 966-4364 fax 919 962-2752
email jim_murphy@unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, October 21, 2004 4:43 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Re: Posters and Calendars

Thanks Wayne. Burgess always had me deliver those things around campus to some of the various and sundry people who help keep these guys in school. It always worked well, spread a little goodwill, etc. The guys, much as I love them, are not always good at showing their gratitude to the people who help them out. It has been a difficult few months for us and I know this season is going to be hard, but we'll get through it. DC

**Spring
Summer I / II
2004 Incompletes**

	A	B	C	D	E	F
1						
2						
3	NAME	PID	COURSE	CRS	Grade	STATUS
4						
5	SPRING 2004					
6						
7			AFAM		AB	Finishing paper
8			AFAM		AB	Has to do journal articles
9			AFAM		AB	Must turn in paper by Fri. Sept 03.
10						
11	SUMMER I 2004					
12						
13			AFAM		AB	Is working on it
14			AFAM		IN	Regester has given him a new assignment of 3 small papers
15			EXSS		IN	Must turn in paper by Fri. Sept 03.
16			AFAM		AB	Must do paper. Just started
17						
18	SUMMER II 2004					
19						
20			Afam		AB	Has seen me, but needs to see the Afam Dept Administrative person.
21			Afri		AB	Needs to finish paper
22			Afri		AB	Needs to finish paper
23						

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, August 31, 2004 2:40 PM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject: Incompletes - Update
Attach: TEXT.htm; Spring-Sum I-II 2004 Eligibility Issues.xls

Please see attachment of the guys who still have outstanding Incompletes.

c

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Thursday, 3:57 PM
To: @email.unc.edu
Cc: Holliday, Corey <cholliday@unca.unc.edu>
Subject: Don't be late.....
Attach: TEXT.htm

You need to be in my office next Monday, 30th at 10:15 am after your Afri class.

Since you have not turned in the Afam paper from LAST SPRING, you will be working on that every Monday and Wednesday from 10:15-noon until you get it done, I have a copy, and it is turned in and verified with Ms. Crowder.

I'll see you next Monday.

Have a great weekend!

cynthia

Cynthia R. Reynolds
Associate Director/
Academic Coordinator for Football
Academic Support Program for Student-Athletes
College of Arts and Sciences
UNC-Chapel Hill
919.962.9893

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, June 8, 2004 1:56 PM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject: misc.
Attach: TEXT.htm

The updates of incompletes:

B+ in Afri 120 // Cum GPA= 2.260 Still needs Hours

Afam 65 A- // Afam 128 A- // Cum GPA= 2.031 Still needs hours
Afam 66 AB (still an incomplete)

Soci 030 D // Cum GPA 1.735 Needs >=1.800 Needs Hours

I want to strongly recommend and want back-up from Coach Bunting, you and position coaches to have the following guys in Dr. Mueller's 8:00am class. Can we get this class checked every day???? Is this possible?? Why this class??.....they have had at least 2 Indep. study type courses and they are using those types of classes up. This greatly limits future options if used all in their freshmen year. In addition, they need to go to class and not be writing papers. THEY have put themselves in this position, and getting up at 8:00 is not an option when your eligibility is in question. Or so I think..
Let me know if this can be supported with class checks, etc.

Possibly

Any other guys in a GPA situation, should be in this class. (not too strenous and they need to show up and be interested)

c

From: jonathan weiler <jweiler@email.unc.edu>
Sent: Monday, February 16, 2004 3:49 PM
To: Debby Crowder <dacrowde@email.unc.edu>
Cc: rahildebrand <rahildebrand@email.unc.edu>
Subject: Re: meeting last Tuesday

Hi Debby

Thanks for your response. I look forward to continuing to work with you and Dr. Hildebrand.

Sincerely, Jonathan

Debby Crowder wrote:

>
> Thanks for your email Jonathan. I did worry a bit about what you said,
> fussed some and then got over it. It is no huge deal, really. We do
> have a fair number of athletes who are majors and many more who take our
> classes. By and large, I believe, that is because we try to treat them
> as regular students. Some of all of our students come in for advising,
> or cause us problems, or are wonderful, or whatever, but sometimes I
> think the athletes get too much scrutiny in relation to the average
> student population. That being said, we try to accommodate their
> schedules, just as we do the single moms, or the students who have to
> work two jobs to stay in school. We work with them all, on an
> individual basis, and that is my only point. Some of our athletes are
> good students, some not, but that goes for the general student
> population. Not to worry, we'll all make it through. If I overreacted,
> it may well be the stress of a particularly difficult semester. We'll
> make it work, that's what we do. DC

--

Jonathan Weiler, Ph. D.
Academic Advising Programs
UNC Chapel Hill, Team#60
Adjunct Assistant Professor, Russian and East European Studies and
Fellow, Center for Slavic, Eurasian and East European Studies,
UNC Chapel Hill
(919) 843-3342

From: @yahoo.com>
Sent: Wednesday, 12:18 AM
To: dacrowde@email.unc.edu
Subject: The Dream
Attach: Martin Luther King, Jr. Paper.doc

Dear Debbie,

My name is _____ and I met with you before the holidays about an Independent Study. Betsy Taylor sent me to you because I am in need of two credit hours of non-drama credit. Our agreement was that I would read Drew Hansen's book, The Dream, and write a response to it. I have attached my paper and hope that it is of appropriate length and substance.

I am now in _____ working in _____ for the semester. You have made a great deal possible for me, thank you for this enormous accomodation. I can be reached at the number below if you have any questions or concerns.

I found the book truly inspiring and experienced Dr. King's birthday in a very different way yesterday because of it.

Please let me know you received the full paper when you have a moment to peruse it.

with gratitude,

Do you Yahoo!?
Yahoo! Hotjobs: Enter the "Signing Bonus" Sweepstakes
<http://hotjobs.sweepstakes.yahoo.com/signingbonus>

From: Regester, Charlene B <regester@email.unc.edu>
Sent: Tuesday, November 11, 2003 8:59 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: indep. (fwd)

Dear Debby: You should have reminded me that this is one of the tutorials. Of course, I had no idea. Will discuss in person on Thursday when I arrive. Hope you will be in the office. Sincerely, Charlene Regester

--On Monday, November 10, 2003 3:57 PM -0500 Debby Crowder <dacrowde@email.unc.edu> wrote:

> Ok Charlene. Help me out here. I was just trying to give you some \$\$.
> If somebody sends you something crazy like this, ask me first, before you
> get me in trouble with the Friday Center. Thanks much. DC

> charlene regester wrote:

>> Dear Debby: This student is not working with me on an independent
>> study. Please find out who she is working with and have her contact
>> them instead. Thanks much. Sincerely, Charlene Regester

>> ----- Forwarded Message -----

>> Date: Sunday, 7:18 PM -0500
>> From: @hotmail.com>
>> To: regester@email.unc.edu
>> Subject: indep.

>> my name is and I am registered for your AFAM indep.
>> studies and was wondering if you could remind me of what and when the
>> assignment is due, how you want it delivered and the exact length.
>> Thank You

>> -----
>> Great deals on high-speed Internet access as low as \$26.95.*
>> * Prices may vary by service area.

>> ----- End Forwarded Message -----

>>
>>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, 1:41 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Cc: @hotmail.com>
Subject: Re: Afam Paper Topic
Attach: jmboxill.vcf

Hi

It looks like you can do something on Black Activism, but you need to work it into something that has to do with career moves, etc. I would recommend you use this and then go into Al Sharpton--showing how activism can lead to significant political aspirations. He is running for President next year. You could also of course talk about Jesse Jackson. But I think the Black Panthers by themselves, is not enough.

Jan

Debby Crowder wrote:

> Hey This will be ok if you are thinking about being a Black
> activist! It is supposed to be about African Americans in a career and
> hopefully something about the potential implications for you in your
> life and chosen career. Hope that helps. DC
>
> . wrote:
>>
>> Hey Debbie! I was wondering for my Black Career paper if it would be
>> okay if I did Black activists and talkj about the Black Panther Party
>> and it's main founders? If this is okay please email me back at your
>> earliest convinience. Thanks.
>>
>>
>>
>> -----
>> Add photos to your e-mail with MSN 8. Get 2 months FREE*.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, 3:41 PM
To: @yahoo.com>
Subject: Re: Management & Society
Attach: jmboxill.vcf

Hi
I just talked with Betsy Taylor in Steele Bldg. and she said she is making you a degree candidate for May, and that we are correct-all you need to do to graduate is to PHIL with an A-!! And THAT will be done!!! This is so great;

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, 4:09 PM
To: @hotmail.com>
Subject: Re: hey q's about school
Attach: jmboxill.vcf

Hello!! What a nice surprise to hear from you. I am so glad you want to finish. I understand completely about your being depressed here, etc. That's all in the past! I will do whatever I can to help you obtain your degree.

Yes, indeed I am swamped trying to get things ready for our trip to Colorado. I am not happy about going there, but Coach Calder says it is a good bracket for us. I am not keen on flying anywhere right now.

Here is what you have, as you know: a total of
Here is what you need: 5 more hours total and need to bring the GPA up, so that means the courses you would need to take have to be UNC courses, and yes you could do all this in one summer session.

For major: 1 course over 100. You've never done a 190 independent study course, so that could do it for that major.
But you are also very close to a philosophy major; Is there anyway you could fulfill the IN in PHIL The prof you took it from has retired, but perhaps we could work something out. If so then you would only need 2 other courses.

I think you could do this in one summer session: an AFAM 190, and 2 phil classes. Or if you just want a minor; we could find some courses that would boost the GPA.

I am here til Wed.

Jan

AFAM 190: INDEPENDENT STUDY

SUMMER 2002

INSTRUCTOR: CHARLENE REGISTER/JULIUS NYANG'ORO

TOPIC: AFRICAN AMERICAN PERFORMANCE: POLITICS AND FILM

The independent research project looked at African American's in film and the theater beginning with and centering on Paul Robeson. The reason it is centered on Robeson is that he was a pioneer in film, but he was also an activist, an academic, a musical artist, and an athlete. Most African American performers forced into being activists because they are actors/performers, but Robeson took it head on. As a result he was shunned by both white and black actors, during his time and later. The project looked at how he retained his dignity against all odds and great adversity. And in the final analysis the project addressed how Robeson's perseverance paved the way for African American actors, and how politics and performance are interrelated.

To do this I began looking at his career from birth to death (1898-1976); his early years, the Rutgers years, early theatrical career, his stardom, his political and ethnic concerns, his anti-fascism, the war and post-war years, his years as a political outcast, and his final years.

I. FILMS/PLAYS

The most noted one being "Emperor Jones."

First film: Oscar Micheaux's "Body and Soul"

Others: Song of Freedom, Proud Valley

II. WRITINGS CONSULTED ON ROBESON

Robeson, Eslanda Goode, Paul Robeson, Negro, New York, 1930

Graham, Shirley, Paul Robeson, Citizen of the World, New York, 1946

Holmes, Burnham, A Voice of Struggle, Raintree/Stec, 1994*

Robeson, Paul Jr., Paul Robeson Jr. Speaks to America, Rutgers University, 1996

Hamilton, Virginia, Paul Robeson, The Life and Times of a Free Black Man, New York, 1974

III. A Look at Contemporary Film African American stars and how portrayed ethnically

This project took advantage of material used in COMM 63 (Performance of African American Literature) and applied it to Robeson and his activism through film.

Final project paper was 18 pages

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 10:52 PM
To: @hotmail.com>
Subject: AFAM
Attach: AFAM . doc

Take a look at what I think you did, and edit it as you think. Then email it back and I will get it to Prof. Nyang'oro

Jan

AFAM 190: INDEPENDENT STUDY

SUMMER 2002

INSTRUCTOR: CHARLENE REGISTER/JULIUS NYANG'ORO

TOPIC: AFRICAN AMERICAN PERFORMANCE: POLITICS AND FILM

The independent research project looked at African American's in film and the theater beginning with and centering on Paul Robeson. The reason it is centered on Robeson is that he was a pioneer in film, but he was also an activist, an academic, a musical artist, and an athlete. Most African American performers forced into being activists because they are actors/performers, but Robeson took it head on. As a result he was shunned by both white and black actors, during his time and later. The project looked at how he retained his dignity against all odds and great adversity. And in the final analysis the project addressed how Robeson's perseverance paved the way for African American actors, and how politics and performance are interrelated.

To do this I began looking at his career from birth to death (1898-1976); his early years, the Rutgers years, early theatrical career, his stardom, his political and ethnic concerns, his anti-fascism, the war and post-war years, his years as a political outcast, and his final years.

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Final project paper was 18 pages

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 6, 2003 3:56 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM 190
Attach: AFAM 190- .doc

I have attached what may serve as a prospectus.

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, 6:02 PM
To: @hotmail.com>
Subject: Semester hours

Hi
We checked with eligibility, and since the Soci does not and cannot show up on your schedule, you must keep 12 hours. But 3 of these are independent study, which will require very little work on your part. So we need to get a drop/add form done for you as well. YOu need to add the Afam and drop AMST and PSYC.

It'll all be okay--

Jan

From: Jim Murphy <jimurphy@email.unc.edu>
<jimurphy@email.unc.edu.GWIA.uncathletics>
Sent: Wednesday, March 20, 2002 9:41 AM
To: jgb.uncaa.uncathletics
Subject: Re: ind studies

John, I am still waiting for a response from the Chair of AFAM/AFRI .
Otherwise, I have the information needed for a revised report to the
committee, and have a drafted that you can use as a starter. We have
another week before the timing gets tight.

Also, you should be aware for the athletes taking summer courses
that the DROP/WITHDRAWAL policy and deadlines are to be followed more
strictly by advisors and Deans. This means that a student taking two
classes, for example, cannot drop one and keep the other after the DROP
deadline. They would have to either take the results in both courses,
or WITHDRAW from the session and not get credit for either. For
courses run under the standard summer session calendar, the DROP
deadline is the tenth day of summer classes.

You should also have some copies of the Summer School Directory of
Classes for your advisor office. Students get all the information
online at www.unc.edu/summer . If you need printed copies of the
Directory for your advisors, tell me how many and the CB #.

Jim

--

Jim Murphy
University of North Carolina at Chapel Hill
phone 919 966-4364 fax 919 962-2752
email jim_murphy@unc.edu

From: Jim Murphy <jimurphy@email.unc.edu>
<jimurphy@email.unc.edu.GWIA.uncathletics>
Sent: Tuesday, March 12, 2002 8:43 AM
To: jgb.uncaa.uncathletics
Subject: Re: athlete data

John, I am sorting through the courses that you had listed as independent study. Some were actual courses. I suggest that you not write up anything on this issue until I finish my "investigation" and give you total enrollments for these courses. I am having to contact a few advisors and chairs, and given this is spring break, I may not get answers this week. There are fewer "independent study" enrollments for athletes than indicated.

Jim

--

Jim Murphy
University of North Carolina at Chapel Hill
phone 919 966-4364 fax 919 962-2752
email jim_murphy@unc.edu

From: Jim Murphy <jimurphy@email.unc.edu>
<jimurphy@email.unc.edu.GWIA.uncathletics>
Sent: Monday, March 11, 2002 11:19 AM
To: jgb.uncaa.uncathletics
Subject: Re: athlete data

John, Thanks for the response. I would stick to the list you had unless we find that a problem seems to exist. I will try to get the Registrar to run a sort on all courses with "INDEP" in the title that are below 200 number and in academic affairs schools or departments. I can then get a count of enrollments in those for the same terms and we can compare percentages of athletes to percentages for all students. This should be sufficient to satisfy the initial request to look at the issue. If it looks fishy, we may have to branch out and look for other courses and other factors. Otherwise, it would be finished.

Jim

--

Jim Murphy
University of North Carolina at Chapel Hill
phone 919 966-4364 fax 919 962-2752
email jim_murphy@unc.edu

From: Jim Murphy <jimurphy@email.unc.edu>
<jimurphy@email.unc.edu.GWIA.uncathletics>
Sent: Monday, March 11, 2002 9:53 AM
To: jgb.uncaa.uncathletics
Subject: Re: athlete data

John, I will send the revised survey to Jacqui in an attachment file. Also, I will preview the new data input process and then send it to her when I can see that it works. This will be for the 27 respondents to the former survey that was already done for Fall graduates.

There will be a new data entry program for using the new survey.

Also, I will get numbers of total enrollment for a few of the independent study classes that were on your list. It will also be possible to get total registrations for all classes that have "independent studies" or some variations in their titles. This would show that the athletes use of such courses is or is not in line with general student body.

Can you tell me, as precisely as possible, how you selected the courses you had on your list? Were they all are named 'independent studies' or were some named 'topics' or 'undergraduate research' or any other one-on-one type courses?

Thanks.

Jim

--
Jim Murphy
University of North Carolina at Chapel Hill
phone 919 966-4364 fax 919 962-2752
email jim_murphy@unc.edu

From: Robert Mercer <rmerc@unca.unc.edu>
Sent: Monday, March 4, 2002 4:31 PM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: independent studies

Here we go...

Baseball - EXSS - ss 01

Field Hockey -Geog 95 (3) ss 01,ss 01, fall 01
Comm 169 fall 00

M-Lax - French 95- ss 01
Comm 169 fall 00

W-Lax - EXSS 99 - ss 01
Spl Topics - spr 01
Comm 169(2)- spr 01, spr 01

W-Golf- Comm 129- fall 00

M-Basketball-
geog 95 fall 00
afam 190 spr 01
geog 95 spr 01
afam190 fall 00
afam 174 fall 00
afam 190 spr 01
afam 190 ss 01
geog 95 spr 01
afri 190 spr 01
afri 190 spr 01

Gymnastics
Comm 129- spr 01

From: Kathy Parker <kparker@unca.unc.edu>
Sent: Thursday, February 28, 2002 10:46 AM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: Re: Student-Athletes in Independent Study classes

Independent Study courses in which student-athletes were enrolled for F'00, Spr'01 & SS'01:

Women's Tennis - 0
Women's Soccer - 1 (Spr'01/EXSS 090)
Men's Swim/Dive - 2 (both Spr'01/ both AFAM 190)
Women's Swim/Dive - 0

Let me know if you need any more info. Thanks.

kp

From: Kathy Parker <kparker@unca.unc.edu>
Sent: Tuesday, February 26, 2002 10:59 AM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: Student-Athletes in Independent Study classes

The following folks from teams assigned to me are enrolled, or have been enrolled in, independent study-type courses over the past year:

Women's Tennis:

1 - GEOG 95 (Topics) Spr. '02

Women's Soccer:

1 - GEOG 95 (Topics) Spr. '02

NOTE: In Men's & Women's Swim/Dive, a trend seems to be developing, starting in the Spring of 2001, when one person enrolled in AFAM 190. In Fall, 2001, 2 people enrolled in AFAM 190, and for Spring, 2002, there are 6 people enrolled in AFAM 190. There are also 2 people enrolled in AFAM 65 (Topics). It is noted, though, that 7 out of a total of 10 people had gpa's above 3.0. It might be a good idea to address it in any pre-advising meetings with the student-athletes in March.

Women's Swim/Dive:

2 - AFAM 190; Fall '01

2 - AFAM 190; Spr.'02

1 - AFAM 65; Spr.'02

Men's Swim/Dive:

4 - AFAM 190; Spr. '02

1 - AFAM 65 (Topics); Spr. '02

To the best of my knowledge, this is it. Thanks.

kp

<p><u>FALL 2000</u></p> <p><u>FB</u> AFAM 71= 2 COMM 159= 1 AFAM 190= 3</p> <p><u>MSO</u> 0</p> <p><u>WRL</u> SPCL 91= 1</p>	<p><u>SPRING 2001</u></p> <p><u>FB</u> AFAM 190= 3 AFAM 65= 2 AFAM 71= 1 RECR 199= 1</p> <p><u>MSO</u> ECON 162= 1 PHIL 99= 1</p> <p><u>WRL</u> 0</p>
<p><u>SUMMER-1 2001</u></p> <p><u>FB</u> FREN 95= 4 AFAM 190= 3 AFAM 65= 1 COMM 159=3</p> <p><u>MSO</u> FREN 95= 1</p> <p><u>WRL</u> 0</p>	<p><u>SUMMER-2 2001</u></p> <p><u>FB</u> AFAM 190= 3 FREN 95= 3</p> <p><u>MSO</u> POLI 99= 1 INLS 110= 1</p> <p><u>WRL</u> 0</p>

From: Heather Murphy <hmurphy@unca.unc.edu>
Sent: Friday, February 22, 2002 3:48 PM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: independent studies report for 00-01
Attach: Independent Studies 00-01.doc

I hope that this is the correct format. If I need to change it, please let me know.

Heather Murphy
UNC -Chapel Hill
Athletic Academic Counselor
Phone: (919) 962-9538
Fax: (919) 962-8247

Independent Studies

TEAM	FALL 2000	SPRING 2001	SUMMER 2001
M-Golf	(1) AFAM	(1) AFAM	None
Softball	None	(1)HIST	None
M-Track	None	(1) SPCL	(1) FREN
W-Track	(1) FREN	(1) EDUC	(1) FREN
Volleyball	None	None	None

From: Marisa Marucci <marucci@unca.unc.edu>
Sent: Thursday, February 21, 2002 1:42 PM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: Independant Studies
Attach: Independantstudies.doc

Mentor Appointment Feedback Form

Student:

Day/Date: 1/17/07

Mentor: Amy
Kleissler

Time
Started: 1230

Time
Finished: 2PM

Student Brought: Books Notes Assignment to work on Nothing
 Other:

Completed tasks b/w
sessions: Y N N/A

Attitude/Effort: 1 2 3 4 5
(Poor) (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

1. We went through his syllabi and entered all assignments, tests, review sessions, etc into his semester planner. Made a goal plan to always be working one class ahead of the syllabus. Did long range planning for exam review and paper writing in Drama .
2. We talked about the importance of sitting up front in class, actively participating in class, absolutely no talking, and no sleeping. He understands that as well as making learning the material easier, it is how you show your professor respect.
3. We talked about the value of class participation as part of his final grade. When you speak up in class, don't worry if your answers are wrong.
4. Note taking in Geography will be tough because the professor goes very fast. We worked on strategies to help this: read ahead to the next chapter and write down the items in bold print. Bring these notes to the lecture and use as an outline for taking notes; check Blackboard every day for postings regarding what will be covered in the next lecture.
5. He feels good about his professors: Drama : the professor is entertaining, easy to understand, and has clear notes; Personal Health: he likes the professor and feels that he can learn valuable things from the course about themselves. He is worried about the exams, but understands that by actively participating in class, he will become more comfortable with the information; Afri: He is a bit confused about the class because the professor will be away all semester and he believes that the class will be an independent study project in which he must write at 25 page paper. We will keep on top of the requirements for this class as he gets more details; Lastly, Geog : He found that the lectures in this class were hard to keep up with in that the professor spoke quickly, and did not put notes on the board for the class to copy down. He feels comfortable with the TA's for this class and we discussed that he can contact the TA's for guidance.
6. We mapped out a weekly study plan. Since three of his classes are TuTh, he will use study hall on MW to prepare for these classes. He will use Sunday study hall, and SI on MW, to prepare for Drama on MWF.
7. : is a smart young man and took an active part in planning a strategy for this semester. He is excited for spring ball to begin, but understands clearly that high academic performance is the key. He wants to do well and is interested in the courses. He expressed that he really

enjoys biology so he feels unfamiliar with geography, but once we started discussing the material, he began to realize that if he takes the material in small sections, he can master the material. We will continue with the weekly planning so that they can fully understand that they must put in work on their own, as well as what they do while at the Academic Center. Keeping on top of the reading and understanding the importance of note taking will be the highest priorities at this point in the semester. Once he understands that these are the two biggest keys to success for him right now, I think he will gain confidence and feel that he can excel in these classes.

8. When we discussed the upcoming play for drama, he was honest in telling me what he did and did not understand about our discussion. This honesty is key to helping me help him.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

- 9. Drama : go to the box office and get tickets for the 3 required plays.
- 10. Geog : read chapter 2 at study hall tonight (1/17). Use CD-ROM and follow along with text book.
- 11. Drama : in study hall Sunday night (1/21) read pp. 1-14 and the first play for class on Monday.
- 12. Be ready for possible pop quiz in drama next week by getting reading done by due date.
- 13. Personal Heath: read materials on how to use the CPS before class tomorrow (Thursday).
- 14. They will keep their textbooks in Beth's office and carry their white notebooks with them. After each lecture they will transfer their notes directly to their white notebooks. Each time we meet we will check the notes to see how it is going. We will try another approach to note taking if this one doesn't work best for them.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

Mentor Appointment Feedback Form

Student:

Day/Date:

1/17/07

Time Started:

12:30

Time Finished:

2PM

Mentor:

Amy Kleissler

Student Brought:

Books

Notes

Assignment to work on

Nothing

Other:

Completed tasks b/w sessions:

Y

N

N/A

Attitude/Effort:

1

2

3

4

5

(Poor)

(Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

1. We went through his syllabi and entered all assignments, tests, review sessions, etc into his semester planner. Made a goal plan to always be working one class ahead of the syllabus. Did long range planning for exam review and paper writing in Drama
2. We talked about the importance of sitting up front in class, actively participating in class, absolutely no talking, and no sleeping. He understands that as well as making learning the material easier, it is how you show your professor respect.
3. We talked about the value of class participation as part of his final grade. When you speak up in class, don't worry if your answers are wrong.
4. Note taking in Geography will be tough because the professor goes very fast. We worked on strategies to help this: read ahead to the next chapter and write down the items in bold print. Bring these notes to the lecture and use as an outline for taking notes; check Blackboard every day for postings regarding what will be covered in the next lecture.
5. He feels good about his professors: Drama : the professor is entertaining, easy to understand, and has clear notes; Personal Health: he likes the professor and feels that he can learn valuable things from the course about themselves. He is worried about the exams, but understands that by actively participating in class, he will become more comfortable with the information; Afri: He is a bit confused about the class because the professor will be away all semester and he believes that the class will be an independent study project in which he must write at 25 page paper. We will keep on top of the requirements for this class as he gets more details; Lastly, Geog : He found that the lectures in this class were hard to keep up with in that the professor spoke quickly, and did not put notes on the board for the class to copy down. He feels comfortable with the TA's for this class and we discussed that he can contact the TA's for guidance.
6. We mapped out a weekly study plan. Since three of his classes are TuTh, he will use study hall on MW to prepare for these classes. He will use Sunday study hall, and SI on MW, to prepare for Drama on MWF.
7. took an active part in planning a strategy for this semester. He came to the session with his notebook completely in order, and had taken care of all of the administrative tasks set to him by Octavus and Beth. He is forthright and personable.
8. He was engaged in the discussion: When we were discussing the upcoming play for drama, he took the time to ask questions of me to verify that his understanding of the play was correct.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

- 9. Drama : go to the box office and get tickets for the 3 required plays.
- 10. Geog : read chapter 2 at study hall tonight (1/17). Use CD-ROM and follow along with text book.
- 11. Drama : in study hall Sunday night (1/21) read pp. 1-14 and the first play for class on Monday.
- 12. Be ready for possible pop quiz in drama next week by getting reading done by due date.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: "Amy Kleissler" <@nc.rr.com>
Sent: Thursday, January 18, 2007 8:35 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: RE: form crisis
Attach: TEXT.htm; mentor form 1 .doc; Mentor form 1 doc

Beth,

I know that Mary was going to talk to you on the phone this morning and tell you that I'm not coming in. I am going to get in the car and see how the roads are with the hope of at least going to class. Since this was to be their first day for the guys to be sitting up front and taking notes, I just have the gut feeling that they will do it if they know I'm in the room. Dumb I know, but I am determined to take their beginning-of-the-semester optimism and turn it into good study habits! If I make it in, then I will drop off a sheet on geography for the guys that they can use during study table today.

Attached to this email are the forms I did for and . I have hard copies that I can give you if I make it in. I couldn't figure out how to check the boxes so I'll do that by hand. They were both prepared, engaged and had good attitudes.

Sorry for all of this inconvenience.

Amy

From: Beth Bridger [<mailto:bridgerb@unca.unc.edu>]
Sent: Wednesday, January 17, 2007 5:54 PM
To: Amy Kleissler
Subject: Re: form crisis

Remember, just like the guys, some days are better than others. You really can't do anything wrong. I always just try to set a little routine...plan and organize, then what are the primary needs and tasks at hand, work on those and incorporate the skills they are lacking while trying to tie it into content, always end with reminders for next time and SMILE and HAVE FUN!!!

Little different than SI, but you will get into the swing of things.

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
(w) 919-843-5669

(c)
bridgerb@unca.unc.edu

>>> "Amy Kleissler"

@nc.rr.com> 1/17/2007 4:53 PM >>>

Beth,

I tried to save the new form you sent yesterday and I managed to lose it from my hard drive. Could you please resend it to me? Thanks,

I did a sloppy job today with mentoring - not as organized as I would like to be and didn't do a good job of explaining at the outset why I was there to work with them. I will read the materials you gave me tonight and be on the ball for Friday. Thanks for all of your help today - you are outstanding!

See you tomorrow.

Amy

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 11:16 AM
To: @email.unc.edu>
Subject: Re: courses

Hi
Thanks for your emails. I will talk with Deb Murray [that's who you mean, right?] to see about an independent study or a course that she would let you miss. Also I'll add an Afri course which fulfills a perspective--not that you need one!!

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

@email.unc.edu wrote:

> Hey Jan,
> Sorry for flooding your inbox! I was thinking maybe I could do an
> independent study in Sports Nutrition with Dr. McMurry. I know that a
> lot of the other girls have taken that class and I was thinking that
> you know her and might be able to talk with her about that. I'm not
> sure what all has to be done to work that out but just let me know. I
> got the stop removed from so everything should
> be fine for putting me in that other class! thanks!
> }

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, January 4, 2007 4:16 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: AFRI

Can you add to this--thanks.
Also add when she !!!
I may have others, but for now that's it.
Thanks,
Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Deborah Crowder wrote:
> Hi folks. If any of your babies have not taken AFRI and could fit
> in an 11 TR course then we can put them in Julius' class. Yes, he
> will meet them as a class but I am quite sure there will be "library
> days." Just let me know because I do have controlled enrollment on
> it. Cheers to all. Debby
>

From: @email.unc.edu
Sent: Thursday, 9:19 AM
To: Jen321@email.unc.edu
Subject: Independent study question

Dr. Nyang'oro,

My name is _____ and this past semester I was enrolled in the African independent study (AFRI _____). I made sure to turn my final paper in on time to the office in Battle Hall. I also asked the secretary if I was turning the paper in to the correct place and she said yes. For some reason, my grade is showing up as an AB and I am not sure why and I do not know what this means. Is there anything I should do to fix this?

If you could get back to me, that would be great. I hope that you are having a wonderful break!

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, December 28, 2006 3:48 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Independent study question]
Attach: Independent study question (1.82 KB).msg

From: Register, Charlene B <register@email.unc.edu>
Sent: Wednesday, December 20, 2006 4:29 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Fwd: AFAM grades

----- Forwarded message from @email.unc.edu -----
Date: Wed, 16:13:10 -0500
From: @email.unc.edu
Reply-To: @email.unc.edu
Subject: AFAM grades
To: Charlene <register@email.unc.edu>

Dear Professor Register,

I know that i didn't do very well in your class during the first part of the term, but after i got a F on the midterm I worked hard for the rest of the term to do better, especailly for the finals. So I was suprised and dissappointed to recieve an F in Afam . I thought I did well enough to get at least a D. I studied very hard for the final and stayed up nearly all night because I had two finals that day--Afam at 8 a.m. and then going immediately to Geog at noon. So I was very stressed out, and I rushed out of my room for the 8 a.m. final. I was so worried about being late I rushed out of the room with a blue book thinking the pen was in the book. I found it later stuffed in the book bag. But this made me even more stressed out which made it difficult to take the final, and worried about the second exam as well. I am hoping you can reconsider my grades. The F in and D in really hurt my GPA. I have not missed classes except for and worked hard to get passing grades, even coming to meet with you.

Is there any thing more I can do to raise my grade to a D in AFAM or a C in AFAM ? Thank you very much for your consideration.

Thank you,

----- End forwarded message -----

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, December 18, 2006 6:13 PM
To: Bobbi Owen <owenbob@unc.edu>
Subject: Happy Holidays

Hi Bobbi:

Sorry our paths have not crossed lately, and sorry for missing the two dinners. Hope the semester has ended well for you. Happy Holidays and hope to see you at the beginning of the year.
Julius

From: Janet Huffstetler
Sent: Monday, December 11, 2006 8:23 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Fw: (no subject)
Attach: AFAM .doc; AFAM ; TP.doc

----- Original Message -----

From
To:
Sent: Sunday, December 10, 2006 9:24 PM
Subject: (no subject)

>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, December 11, 2006 9:53 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: [Fwd: Fw: (no subject)]
Attach: Fw_ (no subject) (74.0 KB).msg

From: Janet Huffstetler
Sent: Friday, December 8, 2006 8:40 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject:
Attach: AFRI Seneg00.ZIP

Debby,
Here's paper. We haven't figured out what is wrong with his email,
yet.

Janet
----- Original Message -----

From: < >
To: < >
Sent: Thursday, December 07, 2006 9:00 PM
Subject: (no subject)

>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, December 8, 2006 8:58 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: [Fwd:]
Attach: (17.3 KB).msg

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 11:29 AM
To: @email.unc.edu>
Subject: AFRI

is not in this class. She is in AFAM. . You,
are in AFRI

Here are your assignments for AFRI for Dr. Julius Nyang'oro. There are two papers assigned for this class. Each paper should be 15 pages in length and should be submitted to the AFAM/AFRI office in 109 Battle Hall. Do not submit your paper via email. The first is due on Thursday October 26 no later than 4:00 pm. The second paper is due no later than Wednesday December 6 no later than 4:00 pm in 109 Battle Hall. Please make to cite all of your sources and sign the honor pledge.

Paper I

Critically discuss the proposition that high rates of urbanization are responsible for the rapid spread of AIDS in Africa. What steps, in terms of public policy, have African states taken to combat the spread of AIDS? In responding to this question, choose one country as a focus of your discussion.

Paper II

Deterioration of the environment has been cited as one of the basic causes of poverty in Africa. In what ways is this proposition correct? What evidence can be cited to argue the point? In responding to this question, please choose either a country, or an aspect of the environment, which could be used as evidence in this discussion. A good place to start would be to analyze poverty indicators in your country of choice, and to relate these indicators to the status of the environment.

--

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
FAX: 919-843-3929
Email: jmboxill@email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, 10:50 AM
To: @email.unc.edu>
Subject: Re: Paper

Bring it to the office.

. wrote:

> Hi Professor Nyang'oro,
> Should I bring my paper by your office or do you have a campus mailbox
> that I should drop it in?
> Ms. Crowder recommended that I apply this paper towards both Afri
> and Afri . so I've made appropriate alterations on the paper. Have a
> good day
>
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 2:58 PM
To: @email.unc.edu>
Subject: Re: Tutorial Independent Study Course

I am not able to give independent tutorials this year. However, I do have a correspondence course you might want to try. If you come to see me perhaps we can talk about your situation and needs.

Jan

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

@email.unc.edu wrote:
> Professor Boxill,
>
> Ms. Debbie Crowder from the African and African American Studies
> Department told me to contact you regarding the possibility of signing
> up for a tutorial independent study course, as her department is no
> longer able to offer them. Is there anytime next week which I could
> meet with you concerning a class or two? Please let me know. Thanks.
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, November 14, 2006 9:30 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Student in my feminism class

Debby,
Who is the person you had me put in my feminism class?
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: @email.unc.edu
Sent: Monday, 4:27 PM
To: jen321@email.unc.edu
Subject: AFAM

Professor Nyang'oro,

My name is . I am a student enrolled in your AFAM class. So far I have not received any information regarding class activities. Should I be worried? Please let me know what the status of the class is when the opportunity arises.

Sincerely,

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, October 23, 2006 6:23 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: AFAM 428]
Attach: AFAM 428 (1.59 KB).msg

From: @email.unc.edu>
Sent: Sunday, 3:02 PM
To: JEN321@email.unc.edu
Subject: AFAM

Hello:

I am a student in your Afam independent studies course. I am just making sure I have not missed any important emails or assignments because I have not received any.

Please advise,

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, October 23, 2006 5:11 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: AFAM Bioethics]
Attach: AFAM Bioethics (1.80 KB).msg

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, October 6, 2006 11:18 AM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject:

Hi Wayne. I hope you are having a lovely day. I note you put [redacted] in Margaret Lee's AFRI [redacted]. First, she is new so we have no old material on which to base anything. Two, I don't think she will be the best bet even down the road if I read her correctly--too theoretical. But, if you want to try, go ahead but [redacted] has become one of my special favorites. DC

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, October 5, 2006 2:50 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject:

Hey Wayne. I hope you are well. Sorry it has taken so long for me to get back to you. I had Travis deliver a letter to Betsy Taylor saying we approved the substitution of AFAM for AFAM for his Talk soon. DC

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, 4:37 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: did you contact her?

Every single conflict in Southern Africa was in one way or another tied to apartheid. South Africa indeed funded most of the rebel movements. So the conflicts in Moz, Angola, etc all would be fantastic topics. As for Moz, they need to consult Joseph Hanlon, WHO CALLS THE SHOTS? and take it from there. As for Angola, John Stockwell, IN SEACH OF ENEMIES might be a good start, but there are plenty of more contemporary sources.

Deborah Crowder wrote:

> dc
>
> -----
>
> Subject:
> Re: Susy Dirr with question!!
> From:
> Deborah Crowder <dacrowde@email.unc.edu>
> Date:
> Tue, 12 Sep 2006 15:58:25 -0400
> To:
> @aol.com
>
> To:
> @aol.com
>
> Hi Susy. I hope you are doing well. I heard you
> I have forwarded your
> questions to Julius, who has disappeared--isn't that a first? I know
> these papers are going to be a challenge. I'll try to coerce some
> answers to him as soon as I see him. Hope to see you soon. DC
>
> @aol.com wrote:
>
>> Hi Debbie!
>>
>> Long time no see...I am trying to leave you alone!
>>
>> Thank you for all the emails with the paper topics; I have been quite
>> busy trying to decipher them and create outlines for the guys to follow.
>>
>> I am having some trouble with AFRI 520 Question #1: IS there any
>> particular regional conflicts he wants them to explore?? Angola,
>> Mozambique, Congo Civil unrest, Rwandan genocide?? I don't know enough
>> history to know how Apartheid affected these conflicts in particular
>> (except that the South African regime funded some of the rebel groups).
>>
>> Any help he could provide would be greatly appreciated!
>>
>> Thanks Debbie,
>>
>> Susy
>> -----
>> *Check out the new AOL*
>> <<http://pr.atwola.com/promoclk/1615326657x4311227241x4298082137/aol?redir=http%3A%2F%2Fwww%2Eaol%2Ecom%2Fnewaol>>.

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>> to millions of high-quality videos from across the web, free AOL Mail
>> and more.
>
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: @email.unc.edu
Sent: Monday, 12:00 PM
To: jen321@email.unc.edu
Subject: Concerning our first assignment for AFAM

Dr. Nyang'oro,

I am enrolled in your African American course for this fall semester and have not yet received a description by email of our first assignment. I spoke to Debbie Crowder about two weeks ago and she informed me that she would be dispatching such an email. My concern is that I was added to the class at a late date and that perhaps an error occurred and the email was sent but did not reach me. I would be happy to meet with you in person to discuss the course or our assignments. Thank you for your time.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, September 18, 2006 2:26 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Concerning our first assignment for AFAM]
Attach: Concerning our first assignment for AFAM (1.80 KB).msg

I thought there was already a standard assignment for this?

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, 4:28 PM
To: @email.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Huffstetler, Janet
<@email.unc.edu>; @aol.com;
<@email.unc.edu>; @email.unc.edu>; @email.unc.edu>;
<@email.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: afri

Hello. Here are your assignments for AFRI for Dr. Julius Nyang'oro. There are two papers assigned for this class. Each paper should be 15 pages in length and should be submitted to the AFAM/AFRI office in 109 Battle Hall. Do not submit your paper via email. The first is due on Thursday October 26 no later than 4:00 pm. The second paper is due no later than Wednesday December 6 no later than 4:00 pm in 109 Battle Hall. Please make to cite all of your sources and sign the honor pledge.
Paper I

Critically examine the political and economic transformation of the Southern African region in light of the demise of apartheid in South Africa. In responding to this question, you need to consider the various conflicts in the region which were triggered by the presence of apartheid and how these conflicts have been resolved. You need to choose one country in the region for special attention.

Paper II

Why is the issue of race still an important question in the political, social and economic conditions of South Africa? What significant changes have occurred in all three areas since the end of formal apartheid? In considering this question, please analyze social issues associated with economic ownership of the major means of production in South Africa, and their relation to the global economy.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, September 7, 2006 2:13 PM
To: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Huffstetler, Janet <@aol.com>; Walden, Wayne <wwalden@unca.unc.edu>
Subject: AFAM 269 assignment

Hi all. This is the info for AFAM 269:

There are two papers assigned for this class. Each paper should be 15 pages in length and should be submitted to the AFAM/AFRI office in 109 Battle Hall. Do not submit your paper via email. The first is due on Thursday October 26 no later than 4:00 pm. The second paper is due on Wednesday December 6 no later than 4 pm in 109 Battle Hall. Please make sure to cite all of your sources and sign the honor pledge.

Paper I

Critically discuss the contributions of both Booker T. Washington and W.E.B. DuBois to the idea of Black nationalism in the United States. What were the major obstacles they faced in their articulation of a Black Nationalist ideology?

Paper II

Compare the radical black nationalism of Malcolm X with the integrationist philosophy of Dr. Martin Luther King, Jr.

From: Janet Huffstetler
Sent: Tuesday, August 29, 2006 8:41 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM
Attach: 2326_001.pdf

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, August 29, 2006 9:55 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: [Fwd: AFAM]
Attach: AFAM (559 KB).msg

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 23, 2006 6:05 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM

Last one!!! Would it be possible to add _____ to AFAM
I'd like to find a class she had to attend, but can't find one she
hasn't had.

Thanks,
Jan

From: Mary W. Brunk <brunk@unca.unc.edu>
Sent: Tuesday, August 1, 2006 8:52 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Brent-

Debbie already told me she is going to give him an IN. Then, once he turns in the paper (by Thursday) she will enter the grade. (yes, it is AFAM...) Is this what you mean?

Mary Brunk
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
brunk@unca.unc.edu

>>> Brent Blanton 08/01/06 3:34 PM >>>

Thanks Mary; which department is the IS -- AFAM/AFRI? Call Susan and see if it is OK to contact Debbie about the possibility of an IN -- not asking for it, just what would need to be the case for such a change. B

>>> Mary W. Brunk 08/01/06 2:42 PM >>>

Brent-

blew off his Independent Study and therefore currently has just hours (and not 51) to be eligible for the fall. has not returned my messages. The coaches are aware of the situation and have been trying to get in touch with him as well. I spoke with Kim Allison and she said that if he takes an IN and gets the grade changed by August 15, does not need to submit an appeal by this Friday.

I will keep you posted, but everyone - coaches, parents, etc. know what is going on and they aren't doing anything to rectify the situation.

Mary

From: Robert Mercer <rmerc@uncaa.unc.edu>
Sent: Monday, July 31, 2006 10:42 AM
To: Jack Evans <EvansJ@kenan-flagler.unc.edu>; Gallo, Jr., Larry A. <athgallo@uncaa.unc.edu>; Blanton, Brent S <blanton@uncaa.unc.edu>; Reynolds, Cynthia R <cynthiar@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Walden, Wayne L <wwalden@uncaa.unc.edu>
Subject: important article

An important article:

AU professors blame lack of faculty

Posted: Friday July 28, 2006 7:21PM; Updated: Friday July 28, 2006 7:21PM

MONTGOMERY, Ala. (AP) -- Professors from the Auburn University department where dozens of students were allowed to take independent study courses say the practice grew from a need for more faculty and was not an attempt to help athletes get better grades.

Professor Greg Kowalski said the issue has been a perennial problem in the Sociology, Anthropology, Social Work, Criminology and Criminal Justice Department, where the number of majors tripled but the number of faculty declined over the last 15 years.

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The department hit a record 695 majors, with just 15 faculty members, in the 2004-05 academic year. That's the same year sociology professor Thomas Petee is accused of letting 250 students -- including 18 athletes -- take directed studies courses, which allow students to meet privately with professors rather than attend regular classes.

Auburn began an internal review of the matter, which gained wide attention after The New York Times reported football players and other athletes who took the courses -- including Carnell "Cadillac" Williams -- made far better grades in those classes than in their other schoolwork.

Mark Konty, a professor who heads the department's graduate studies program, said the case has been blown "way, way out of proportion."

He said a report presented in February by Petee showed how the department, which had 208 majors and 17 faculty members in 1990-91, had failed to keep pace as the demand grew 300 percent.

"This is an internal curriculum matter, period," he said Friday. "The only reason it made it into the press is because of the hook that athletes are taking the classes."

Petee did not immediately respond to requests by The Associated Press for an interview.

Interim Auburn president Ed Richardson has instructed Provost John Heilman and a faculty committee to create new policies next month ensuring the classes are taught with academic rigor, have proper administrative oversight and are offered on a limited basis.

From: Larry Gallo <athgallo@unca.unc.edu>
Sent: Monday, July 31, 2006 11:40 AM
To: Broome, Lissa L <lbroome@email.unc.edu>; Evans, Jack <jack_evans@unc.edu>
Subject: Fwd: important article
Attach: important article (2.32 KB).msg

Lissa & Jack,

FYI! "As always," whether correct or incorrect in its inferences and/or assumptions, there are always two sides to a story!

Larry

From: Robert Mercer <rmercer@unca.unc.edu>
Sent: Monday, July 31, 2006 10:42 AM
To: Gallo, Larry <athgallo@unca.unc.edu>; Blanton, Brent <blanton@unca.unc.edu>; Reynolds, Cynthia <cynthiar@unca.unc.edu>; Evans, Jack <EvansJ@kenan-flagler.unc.edu>; Blanchard, John <jgb@unca.unc.edu>; Walden, Wayne <wwalden@unca.unc.edu>
Subject: important article

An important article:

AU professors blame lack of faculty
Posted: Friday July 28, 2006 7:21PM; Updated: Friday July 28, 2006 7:21PM

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\$145,000 mortgage for \$484 per month. Refinance while rates are still low.
www.lowermybills.com

The department hit a record 695 majors, with just 15 faculty members, in the 2004-05 academic year. That's the same year sociology professor Thomas Petee is accused of letting 250 students -- including 18 athletes -- take directed studies courses, which allow students to meet privately with professors rather than attend regular classes.

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"This is an internal curriculum matter, period," he said Friday. "The only reason it made it into the press is because of the hook that athletes are taking the classes."

Petee did not immediately respond to requests by The Associated Press for an interview.

Interim Auburn president Ed Richardson has instructed Provost John Heilman and a faculty committee to create new policies next month ensuring the classes are taught with academic rigor, have proper administrative oversight and are offered on a limited basis.

From: @email.unc.edu
Sent: Tuesday, 4:23 PM
To: jen321@email.unc.edu; @email.unc.edu
Subject: Independent study final
Attach: Independent Study FINAL[2].doc

Hello Professor Julius,

Here is my independent study final for Afam . My topics was the comparison of the American Civil Rights Movement with decolonization in Africa. I emailed you last weekend because I would have like to come in and talked to you about the paper more, but I guess you were too busy because I didn't recieve a response. Also, it is very important that I obtained A's in both of my summer session classes this session. I worked extremely hard on this paper and I had multiple people proof read it and give me feedback. I believe that it is a very well written paper. Please let me know if there is anything else I can do in order to obtain an A for this summer session? Also I was wondering if you had any idea as to when I will receive my grade? Thank you for your time.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, July 25, 2006 5:36 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Independent study final] (WHY I WANT TO QUIT)
Attach: Independent study final (85.8 KB).msg

So it is important that I get an A in this class....

From: James Moeser <James_Moeser@unc.edu>
Sent: Friday, July 21, 2006 2:50 PM
To: Lissa L Broome <lissa_broome@unc.edu>
Cc: Jack Evans <evans@bschool.unc.edu>; Dick Baddour <lrhodes@mail.uncaa.unc.edu>
Subject: Re: [Fwd: [Fwd: COIA press release 21 July 06]]

Lissa, thanks for copying me on this. While I do not know the details of the COIA recommendation to NCAA, if this proposes a new and onerous level of reporting to NCAA, I would be very opposed to that. If it is, on the other hand, a proposed NCAA bylaw requiring universities to make these data available to appropriate internal faculty and administrative groups for review, I would have no problem with that.

Jack correctly points out that the fault at Auburn, based on what has been reported, lies directly with the faculty and administration of Auburn University in not policing themselves. It is also true that it is a faculty member at Auburn, the chair of the sociology department, who ultimately blew the whistle. The provost appeared to be very slow in responding, apparently only after the New York Times started asking questions.

It is not a pretty story, but it describes a dysfunctional university.

We have consistently said that the solution to these problems is internal vigilance, not NCAA regulation.

jm

----- Original Message -----

Subject: [Fwd: COIA press release 21 July 06]

Date: Fri, 21 Jul 2006 14:30:15 -0400

From: Lissa Broome <lbroome@email.unc.edu>

To: Lissa Broome <lbroome@email.unc.edu>, Jack Evans <evansj@bschool.unc.edu>, Garland Hershey <garland_hershey@unc.edu>, Lloyd Kramer <lkramer@email.unc.edu>, George Lensing <lensing@email.unc.edu>, Barbara Leonard <bjleonar@email.unc.edu>, Brenda Kirby <brenda_kirby@unc.edu>, Dick Baddour <Dbaddour@uncaa.unc.edu>, Larry Gallo <athgallo@uncaa.unc.edu>, John Blanchard <jgb@uncaa.unc.edu>, Kathleen Harris <Kathie_Harris@unc.edu>, Mary Lynn <mary_lynn@unc.edu>, Desmond Runyan <drunyan@unc.edu>, Barbara Wildemuth <wildem@ils.unc.edu>, Rachel Willis <Rachel.Willis@unc.edu>, Steven Reznick <reznick@email.unc.edu>

Friends -- Here is a COIA statement responding to the Auburn situation. Although I'm on the Steering Committee, I did not weigh in on this. As you may recall we have always been of the view that each institution needs to police its own academic integrity without help, guidance, or mandate from the NCAA. On the other hand, I agree with the spirit that faculty groups need to have access to appropriate data to monitor the bona fides of the course of study of student-athletes. As Jack pointed out in his email, we actively monitor the majors of student-athletes as compared to the student body as a whole, and this fall we should discuss his other suggestions relating to additional information we should be reviewing on a regular basis. I'm confident that if we request additional data, we will get it whether or not the NCAA adopts a by-law requiring it.

Lissa

----- Original Message -----

Subject: COIA press release 21 July 06

Date: Fri, 21 Jul 2006 11:09:44 -0700

From: Nathan Tublitz <tublitz@uoneuro.uoregon.edu>

Reply-To: tublitz@uoneuro.uoregon.edu

To: tublitz@uoneuro.uoregon.edu

CC: tublitz@uoneuro.uoregon.edu

Dear COIA members:

In response to the recent publicity stemming from the Auburn situation, COIA has written and publically released the following statement, approved by the COIA steering committee. This statement has been sent to the press and to members of many sports-related organizations. Please feel free to circulate this as you see fit.

A copy of this statement is posted on the COIA website

at: <http://www.neuro.uoregon.edu/~tublitz/COIA/Press%20release%20on%20Auburn%20issue%2021%20July%2006.htm>

Ginny and I hope you all are enjoying your summer!

Cheers,

Ginny Shepherd and Nathan Tublitz, COIA co-chairs

FOR IMMEDIATE RELEASE

from THE COALITION ON INTERCOLLEGIATE ATHLETICS (COIA)

21 July 2006

Recent reports from Auburn University of possible faculty academic fraud involving special treatment of athletes highlights the critical role campus faculties must play in ensuring that the collegiate model of athletics is not based on academic deception. Although the facts concerning this specific case are still being investigated, the Coalition on Intercollegiate Athletics (COIA), an alliance of Division IA faculty senates, has called for policy changes that would enable campus faculties to prevent the type of fraud at issue here.

Without such policies, academic reforms such as those recently established by the NCAA, will increase incentives for fraud; with them, faculties can join the NCAA in attempting to ensure that intercollegiate sports are based on integrity. Faculties can only determine whether academic abuse connected with athletics exists on their campuses if their governance bodies are provided data concerning athlete enrollment and grading patterns. Data would be gathered in a manner that would not compromise the privacy of individual athletes and would be evaluated in the context of the academic standards and culture of the local institution. A COIA proposal for adoption of a new Division I bylaw mandating such data reports is currently under consideration by the NCAA. Such a mandate is the essential tool that will provide faculty on all campuses with the ability to monitor faculty conduct in this area.

Academic integrity and guaranteeing that all students receive the best possible education are the faculties responsibility, but schools have not shown a willingness to provide their faculties the means necessary to fulfill these roles. COIA strongly supports the direction of NCAA academic reform, and has proposed a way to remove a critical weakness in the reforms as they now stand. The investigations underway now underscore the need for swift and positive action on COIAs proposal to the NCAA.

-----For more information on COIA's proposal, please refer to Section 3 (Curriculum Integrity) of our 2005 white paper: "Academic Integrity in Intercollegiate Athletics" (<http://www.neuro.uoregon.edu/~tublitz/COIA/A3.html>).

This statement has been approved by the Steering Committee of the Coalition on Intercollegiate Athletics (<http://www.neuro.uoregon.edu/~tublitz/COIA/SC.html>)

Contacts: COIA Co-Chairs: Virginia Shepherd (Vanderbilt; shephev@aol.com) and Nathan Tublitz (Oregon; tublitz@neuro.uoregon.edu).

*****Professor of Biology Institute of Neuroscience University of Oregon Eugene, Oregon USA 97403 phone: 541-346-4510 fax: 541-346-4548*****

--

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The following section of this message contains a file attachment prepared for transmission using the Internet MIME message format. If you are using Pegasus Mail, or any other MIME-compliant system, you should be able to save it or view it from within your mailer. If you cannot, please ask your system administrator for assistance.

----- File information -----

File: Press release on Auburn issue 21 July 06.doc
Date: 21 Jul 2006, 10:28
Size: 27648 bytes.
Type: Unknown

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James Moeser, Chancellor
University of North Carolina at Chapel Hill
103 South Building
CB#9100
Chapel Hill, NC 27599-9100
Office (919) 962-1365
Fax (919) 962-1647

From: Larry Gallo <athgallo@unca.unc.edu>
Sent: Wednesday, July 19, 2006 12:29 PM
To: Mercer, Robert <rmerc@unca.unc.edu>
Subject: RE: [Fwd: APR and Doonesbury]

Roberto,

Chew on the couple of points Jack Evans has made, especially the paragraph in which he discusses "our due diligence" regarding the Auburn article that you, I, and a bunch more folks received.

Just a FYI.

Thanks,
Larry

From: Robert Mercer <rmerc@uncaa.unc.edu>
Sent: Wednesday, July 19, 2006 12:51 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Maloy, Susan B. <sbmaloy@uncaa.unc.edu>; Walden, Wayne <wwalden@uncaa.unc.edu>
Subject: RE: [Fwd: APR and Doonesbury]
Attach: RE_[Fwd_]APR and Doonesbury].msg

From: steve kirschner <skirschner@unca.unc.edu>
<skirschner@unca.unc.edu.GWIA.uncathletics>
Sent: Friday, July 14, 2006 9:36 AM
To: doug_dibbert@unc.edu.GWIA.uncathletics; jack_evans@unc.edu.GWIA.uncathletics;
@aol.com.GWIA.uncathletics; ajschae.uncaa.uncathletics;
athgallo.uncaa.uncathletics; bmiller.uncaa.uncathletics; cgwaltney.uncaa.uncathletics;
cholliday.uncaa.uncathletics; cricket.uncaa.uncathletics; dbaddour.uncaa.uncathletics;
eculler.uncaa.uncathletics; jgb.uncaa.uncathletics; jmont.uncaa.uncathletics;
kbest.uncaa.uncathletics; mballen.uncaa.uncathletics; rmercer.uncaa.uncathletics;
rsteinbacher.uncaa.uncathletics; sbmaloy.uncaa.uncathletics;
skirschner.uncaa.uncathletics; wscroggs.uncaa.uncathletics
Subject: NY Times article on Auburn

Top Grades and No Class Time for Auburn Players
By PETE THAMEL, New York Times
Published: July 14, 2006

A graphic popped up on James Gundlach's television during an Auburn football game in the fall of 2004, and he could not believe his eyes.

One of the university's prominent football players was being honored as a scholar athlete for his work as a sociology major. Professor Gundlach, the director of the Auburn sociology department, had never had the player in class. He asked two other full-time sociology professors about the player, and they could not recall having taught him, either.

So Professor Gundlach looked at the player's academic files, which led him to the discovery that many Auburn athletes were receiving high grades from the same professor for sociology and criminology courses that required no attendance and little work.

Eighteen members of the 2004 Auburn football team, which went undefeated and finished No. 2 in the nation, took a combined 97 hours of the courses during their careers. The offerings, known as directed-reading courses, resemble independent study and include core subjects like statistics, theory and methods, which normally require class instruction.

The professor for those players and many other athletes was Thomas Petee, the sociology department's highest-ranking member. The star running back Carnell (Cadillac) Williams, now playing in the National Football League, said the only two classes he took during the spring semester of his senior year were one-on-one courses with Professor Petee.

At one point, Professor Petee was carrying the workload of more than three and a half professors, an academic schedule that his colleagues said no one could legitimately handle.

³It was a lot of work,² Professor Petee said. ³And I basically wore myself out.²

Auburn, a public university in eastern Alabama with more than 23,000 students, has a storied football tradition. The team won a national

championship in 1957 and has a track record of producing professional players.

Keeping players academically eligible is a task that has bedeviled many institutions. Colleges have long offered easy courses, and athletes are by no means the only ones who sign up. Under new National Collegiate Athletic Association rules, however, colleges whose athletes do not meet academic standards can be penalized, sometimes by having the number of their athletic scholarships reduced. That change is intended to help ensure that student athletes receive a legitimate education. But the change can also increase the pressure on colleges to find ways to keep athletes from failing.

In Auburn's case, the sociology department and one of its leaders became just the ticket.

Professor Petee's directed-reading classes, which nonathletes took as well, helped athletes in several sports improve their grade-point averages and preserve their athletic eligibility. A number of athletes took more than one class with Professor Petee over their careers: one athlete took seven such courses, three athletes took six, five took five and eight took four, according to records compiled by Professor Gundlach. He also found that more than a quarter of the students in Professor Petee's directed-reading courses were athletes. (Professor Gundlach could not provide specific names because of student privacy laws.)

The Auburn football team's performance in the N.C.A.A.'s new rankings of student athletes' academic progress surprised many educators on and off campus. The team had the highest ranking of any Division I-A public university among college football's six major conferences. Over all among Division I-A football programs, Auburn trailed only Stanford, Navy and Boston College, and finished just ahead of Duke.

Among those caught off guard by Auburn's performance was Gordon Gee, the chancellor of Vanderbilt, a fellow university in the Southeastern Conference and its only private institution. Vanderbilt had an 88 percent graduation rate in 2004, compared with Auburn's 48 percent, yet finished well behind Auburn in the new N.C.A.A. rankings.

³It was a little surprising because our graduation rates are so much higher,² Mr. Gee said. ³I'm not quite certain I understood that.²

The N.C.A.A. cannot comment on specific academic cases. But when asked how much 18 players taking 97 credit hours could affect a football team's academic standing, Thomas S. Paskus, the N.C.A.A.'s principal research scientist, said it would be likely to lift the number. He added that it would be difficult to gauge how much the classes helped the academic ranking.

In the spring of 2005, Professor Gundlach confronted Professor Petee, to whom he reported, about the proliferation of directed-reading courses. That spring, the university's administration told Professor Petee he was carrying too many of the classes. Far fewer have been offered since.

The availability of better grades for some athletes who did not attend class

did not surprise professors who said Auburn sometimes emphasizes athletics at any cost. In December 2003, the university was placed on probation by the Southern Association of Colleges and Schools partly because of concerns about whether trustees had too much involvement in the athletic department.

The N.C.A.A. has cited Auburn through the years for seven major infractions, the most of any university in the SEC and among the most in the nation.

The sociology department became ³a dumping ground for athletes,² according to one sociology professor, Paul Starr. That did not bother Professor Gundlach as much as what he viewed as the university administration's apathy toward Professor Petee's academic approach.

Professor Gundlach took the case to John Heilman, a university administrator who would soon become Auburn's provost. He included paperwork showing that Professor Petee taught more than 250 students individually during the 2004-5 academic year. He also provided Mr. Heilman with examples of how prominent athletes had cut academic corners.

³It was at that point that I figured the corruption runs the full gantlet of the administration,² Professor Gundlach said. ³We were getting sociology majors graduating without taking sociology classes. I'm a director of a program putting out people who I know more than likely don't deserve a degree.²

After Professor Gundlach turned over many of his findings to The New York Times and a reporter began questioning administrators two months ago, the provost's office began an investigation. Mr. Heilman said yesterday in a prepared statement that the investigation began on June 5 after an anonymous complaint was submitted.

In a separate statement yesterday, Edward Richardson, Auburn's interim president, said, ³I want to assure everyone associated with Auburn that upon completion of the investigation we will deal with this issue as we have dealt with other challenges < directly and openly.²

In a telephone interview, Mr. Heilman refused to comment on Professor Petee's courses, saying he could talk only about what had happened since he had become provost.

³I can assure you as provost that academic misconduct will not be tolerated at Auburn University,² Mr. Heilman said in his statement yesterday.

Professor Petee denied that he favored athletes, saying there were only ³a handful of them² in his directed readings. He said nothing was unethical about the number of courses he taught, though other professors viewed his workload as unprecedented and unmanageable.

Raising the Average

The Auburn football team appeared to be the biggest benefactor of Professor Petee's directed-reading offerings.

The 18 football players received an average G.P.A. of 3.31 in the classes,

according to statistics compiled by Professor Gundlach. In all of their other credit hours at Auburn, their average was 2.14.

³He's the kind of teacher that, you know, he wants to help you out, not just pile a lot of stuff on you,² said Carlos Rogers, a former sociology major and defensive back who left the university early and now plays in the N.F.L. for the Washington Redskins.

Mr. Williams said one of the two directed-reading courses he took with Professor Petee during the spring of 2005 was a statistics class.

Asked if that course, considered the most difficult in the sociology major, was available to regular students as a directed reading, Professor Petee said, ³No, not usually.²

Mr. Williams described the class this way: ³You're just studying different kinds of math. It's one of those things where you write a report about the different theories and things like that.²

He said that Virgil Starks, the director of Student Athlete Support Services at Auburn, set up the courses. Mr. Starks said scheduling was not his responsibility, but that of the dean's office. Mr. Williams said he appreciated the convenience of the two courses, because he was traveling around the country auditioning for N.F.L. teams at the time.

³I didn't do nothing illegal or anything like that,² he said when told that Professor Petee was under investigation. ³My work was good. It was definitely real work.²

Mr. Williams said Professor Petee asked him to autograph a football once when they met in his office. ³To be honest with you, if they think that's a problem, they need to investigate all the teachers at Auburn,² Mr. Williams said.

Mr. Williams, who now plays for the Tampa Bay Buccaneers, had already completed his football eligibility at Auburn. He was a B student, according to Professor Petee. But Professor Petee also acknowledged that by taking those two classes, Mr. Williams helped boost Auburn's standing in the academic rankings. He left Auburn six credits short of graduating.

☉One-Assignment Class¹

The academic journey of the former Auburn defensive end Doug Langenfeld illustrates how Professor Petee and the athletic department helped athletes remain eligible.

When Mr. Langenfeld arrived at Auburn in 2003 from a junior college in California, he wanted to major in nursing. To do so would have required him to take a heavy load of 21 credits his first semester. Instead, he said, Mr. Starks suggested he major in sociology. Mr. Langenfeld asked for advice from Mr. Williams, who claimed that the major was ³easy if you studied.²

In the fall of 2004, Mr. Langenfeld found himself in an academic bind. More than two months into the fall semester, he realized he had been attending

the wrong class because of a scheduling error. Mr. Langenfeld approached Professor Gundlach about adding a class, but Professor Gundlach said he could not help him because it was too late in the semester.

Mr. Langenfeld then went to his academic counselor in the athletic department, Brett Wohlers, with a plea: ³I got dropped from a class and need a class to stay eligible for the bowl game,² Mr. Langenfeld recalled in a recent telephone interview. ³I need a class, and I'll take any class right now. I don't not want to play in my last bowl game.²

He said Mr. Wohlers told him about a ³one-assignment class² that other players had taken and enjoyed. So in the ³ninth or 10th week,² Mr. Langenfeld said, he picked up a directed-reading course with Professor Petee. Semesters typically run 15 weeks.

Mr. Langenfeld said he had to read one book, but he could not recall the title. He said he was required to hand in a 10-page paper on the book. Between picking up the class and handing in the paper, he said, he met several times with Professor Petee in his office.

³I got a B in the class,² said Mr. Langenfeld, who started in the Sugar Bowl against Virginia Tech. ³That was a good choice for me.²

Mr. Wohlers said he did not recall Mr. Langenfeld's situation. He said he was familiar with Professor Petee, but denied seeking him out to place athletes in his classes.

Professors around the university said they saw Mr. Langenfeld's late-semester rescue as inappropriate. When told of Mr. Langenfeld's situation, David Cicci, the chairman-elect of Auburn's faculty senate, said: ³From my point of view, that's not much work for three credit hours. It's an awful lot of credits for reading one book.²

To get in a class that late in the semester requires the signature of the interim department chairman, Professor Petee, and the dean of the college. The dean at the time, Joseph Ansell, died in late June after a battle with cancer.

Peggy Kirby, who recently retired as the director of student services in the dean's office, said that the dean typically trusted what was put in front of him for approval.

The senior associate director for admissions and records at Auburn, Louis E. Jimenez, said that a situation in which a student adds a class as late as Mr. Langenfeld did usually happened only once or twice a semester, if at all. ³It's very unusual,² he said.

Confrontation and Change

At a heated faculty meeting in the spring of 2005, Professor Gundlach challenged Professor Petee.

The number of directed readings that Professor Petee offered had jumped to 152 in the spring of 2005, from 120 in the fall of 2004. Professor Gundlach

described them as fake courses and said they were undermining the department's integrity.

Professor Petee offered 15 different courses as directed readings both semesters, along with teaching regular courses. His full-time-equivalent number on his teaching schedule for the fall of 2004 was 3.5, or the workload of three and a half professors. In the spring, it rose to 3.67. He was not compensated for the extra work.

The numbers included his in-classroom teachings and directed readings, but they did not include the time commitment for his responsibilities as interim department chairman. The chairman of the philosophy department, Kelly Jolley, said in a telephone interview that it would be unusual for someone in his department to teach 10 directed readings. As for more than 100?

³Speaking relative to my own department standards, there would be no way,² Mr. Jolley said. ³It couldn't be done. I don't know anyone here, given their regular teaching load, who could hope to do so.²

Cal Clark, the director of Auburn's public administration major, said one of his directed readings consists of reading five or six books and a written report on each. He said he usually would teach between three and five directed readings a semester

³Maybe I'm egotistical,² Mr. Clark said. ³But I thought that I did a lot.²

Professor Gundlach said that within two weeks of the contentious faculty meeting, Professor Petee erased many of the directed-reading courses offered for the next semester. That prompted a rush of dozens of students, including many athletes, to Professor Gundlach to try to sign up for directed readings. So many prospective students approached him that he posted a sign that said: ³Directed readings should be viewed as an opportunity to study in an area of interest, not a way to get some hours.²

He said students would need to read at least 1,200 pages of upper-division text and could not have a history of taking easy courses.

³After I stated that kind of approach, I got only one student who wanted to do a directed reading,² Professor Gundlach said.

Also after the confrontation in the faculty meeting, Professor Petee's grades for the football players dropped sharply. Professor Gundlach found that before the meeting, the players received 81.1 percent A's and 16.8 percent B's in directed-reading courses with Professor Petee. After the meeting, those numbers fell to 40.9 percent A's and 51.7 percent B's.

Professor Petee defended his record on directed readings, saying he provided so many because of an influx of students, a shortage of faculty and the convenience of using the Web to communicate with and teach students. Professor Petee said that the classes were structured, even though he did not meet with the students regularly, if at all. The department office assistant at the time, Rebecca Gregory, said Professor Petee managed the work with students primarily through e-mail messages.

³I would give you a readings course that amounts to substantively reading the stuff,² Professor Petee said. ³You're going to be going through the process of doing the work in the course. You're going to have to take exams. You're going to have to write a paper.²

Professor Petee's mentor, the former sociology department director Gregory Kowalski, said he considered Professor Petee like ³a brother.² Still, he said, he could not find any comparable situation at Auburn in which one teacher taught so many directed-reading courses.

³I don't think it was anything malicious or that he had anything to gain,² Mr. Kowalski said. ³He's always been a very accommodating faculty member.²

But the numbers baffled educators around the university. ³I have never heard of anything of this magnitude in any discipline at any university,² Mr. Cicci said.

Auburn's Past Problems

Auburn University has had its share of embarrassing incidents involving athletes.

In 1991, tapes of the football coach at the time, Pat Dye, talking about arranging a loan for a player were aired on ³60 Minutes.² In the late 1990's, a star tailback from two decades earlier, James Brooks, told a judge in a child-support case that he was illiterate and had used his athletic prowess to skate through high school and college. Brooks did not graduate.

In November 2003, the university president and the athletic director flew on the private plane of a booster and trustee, Bobby Lowder, to the outskirts of Louisville, Ky. They held a meeting with Bobby Petrino, the University of Louisville coach, to gauge his interest in replacing Tommy Tuberville as the head coach at Auburn. No permission was sought from Louisville, and both coaches were still under contract.

Through a spokesman, Mr. Tuberville declined to be interviewed for this article.

The news of the visit emerged, and William Walker, Auburn's president, resigned under pressure two months later. Mr. Tuberville remained as coach and led the Tigers to a 13-0 record the next season.

Auburn admitted two football players in the fall of 2004, Lorenzo Ferguson and Ulysses Alexander, who attended University High School in Miami. That school, an investigation by The Times found, gave fast and easy grades to talented athletes. Ferguson said that during his senior year at University High his grade-point average went to 2.6 from 2.0 in one month. Auburn defended their admission by saying that both players met N.C.A.A. standards.

Once players arrive at Auburn, they tend to find themselves clustered in the same classes.

³When you've got more than five or six athletes in one class, you're guaranteed to have fun,² said Robert Johnson, a tight end who left Auburn in

2003 and now plays for the Washington Redskins. ³Class is guaranteed to not be as hard as the rest of your classes, especially if you're winning.²

Auburn was coming off its 13-0 season in the spring of 2005 when Mr. Heilman met with Professor Petee in the aftermath of Professor Gundlach's initial accusations. Mr. Heilman refused to offer any details of their conversation.

Professor Petee said: ³I got chastised by the provost's office for it. He said you're teaching too many independent study courses to try to accommodate the students. In essence, you know, you really need to stop that practice. And I did.²

After the confrontation, Professor Petee's directed readings dipped to 25 last fall from 152. His full-time-equivalent number dropped to 1.0 from 3.67.

Mr. Heilman left Professor Petee in charge of the sociology department, something that stunned many around the university. That left the department divided, and it was what led Professor Gundlach to decide to retire after next year.

³Things have reached a point where we're getting ready to produce more James Brooks incidents,² Professor Gundlach said. ³It's embarrassing.²

Adam Himmelsbach contributed reporting from Ashburn, Va., for this article.

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stevekirschner@unc.edu
TarHeelBlue.com

From: Robert Mercer <rmercerc@unca.unc.edu>
Sent: Friday, July 14, 2006 11:03 AM
To: Blanton, Brent <blanton@unca.unc.edu>; Brunk, Mary W. <brunk@unca.unc.edu>; Reynolds, Cynthia <cynthiar@unca.unc.edu>; Walden, Wayne <wwalden@unca.unc.edu>
Subject: Fwd: NY Times article on Auburn
Attach: NY Times article on Auburn.msg

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, 5:34 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Cc: @email.unc.edu
Subject: Re: fall independent studies class

I cannot make a decision one way or the other until I speak to the student. She can talk to me upon her return to school in August.

Deborah Crowder wrote:

> Hi . : Dr. Nyang'oro was out of town and has been quite busy since he
> returned. You should try emailing him again to set up an appointment. DC

>
> @email.unc.edu wrote:

>> Ms. Crowder,
>> I have emailed Dr. Nyang'oro about his class that I first asked you
>> about. I have not heard back from him and I am wondering if this is
>> the best way to get in touch with him, or if there is anyone else I
>> could speak to. (I emailed him at jen321@email.unc.edu.) Please Help!

>> Thanks again,

>> Quoting Deborah Crowder <dacrowde@email.unc.edu>:

>>> Hi . You would actually have to talk to Dr. Nyang'oro and
>>> convince him to let you take that particular class. The
>>> administration is really encouraging him (if you know what I mean) to
>>> severely limit his independent studies. So it would be your task to
>>> convince him to let you do that. DC

>>> @email.unc.edu wrote:

>>>> Ms Crowder,
>>>> Thanks for getting me the letter from professor Sahle. I wanted to
>>>> ask you another question...I enrolled in an independent studies
>>>> class through you last semester and was wondering about another in
>>>> the fall. I am interested in Afri 190 (60), Topics in African
>>>> Studies, Professor Nyang'oro. My last independent studies course
>>>> was an Afri class with the same professor and it was pretty
>>>> successful for me. Please let me know if you can do anything to
>>>> help me enroll in this class in the upcoming Fall semester, your
>>>> help is greatly appreciated.

>>>> Many Thanks,

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Julius E. Nyang'oro
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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, June 20, 2006 1:02 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject:

Hey Wayne. I hope you are doing well. [redacted] wants me to register him for [redacted] and fall (when he gets his hold released). I know we talked about it some time back but my memory is not good! I know he needs the SWAH [redacted] which he is in for the fall and the lab. He has to do a second math sub at some point (I'm not sure what you have in mind and when). It looks to me as though he should go ahead and take two IS with us in AFAM for [redacted]. Does he need any more perspectives or just AFAM and hours? Thanks much. DC

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, June 13, 2006 9:07 AM
To: Holliday, Corey <cholliday@unca.unc.edu>
Subject:
Attach: Text.htm

Talked to him last night. He is finishing everything up and sending the papers via email to the Afam dept. and hard copies to me.
He anticipates that all will be finished by next week.
I'll follow-up.
c

>>> Corey Holliday 6/13/2006 8:49 am >>>

Have you had any recent contact with [redacted] about the status of his independent study progress? I'm concerned that if you don't push him or keep his parents in the loop the work may not get done.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 4:03 PM
To: @email.unc.edu
Subject: Re: SS II

You have been enrolled in PHIL for SSII. I teach everyday from 9:45-11:15 and return to my office around 11:30 and usually there until around 12:30. You can come by to see me next week sometime.

Jan

@email.unc.edu wrote:

> Hello Professor Boxill, my name is . I am the member
> of the . who Brent Blanton, here at the Academic Center,
> talked to you about regarding an independent study for the second
> summer session. He told me that you tried to add me to the class but
> failed to do so because of , which has been taken
> off. I stopped by your office today but you were out in a meeting. I
> wanted to thank you for helping me out and was curious to find out
> what the independent study would consist of. Please let me know if I
> should stop by some time next week, or if this communication via email
> works. Have a great day and thank you once again,
>
>
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, 11:36 AM
To: @gmail.com>
Subject: Re: Afri

I would like you to think about how you may conceptualize the study. Why is the study important? What information do you anticipate to find? What have previous studies said about the problem? how does the data diverge from accepted wisdom? Are there any peculiarities about on this question? What have been the policy responses to the problem, both domestically and internationally? Are the domestic and external responses congruent or conflictual?

wrote:

> Dr. Nyang'oro,
>
> I met with you in April about taking AFRI as an independent studies
> course in the fall. I want to let you know that I am in
> and will be traveling up to next week to help
> I am in the
> process of narrowing down the focus of my independent study research.
>
> Please let me know if you have any input. Also, what should I have
> prepared for the start of classes--other than any qualitative or
> quantitative data that is relevant to my topic of study.

> I hope you enjoy your summer.
> Sincerely,

> On , *Julius Nyang'oro* <jen321@email.unc.edu
> <<mailto:jen321@email.unc.edu>>> wrote:

> I just sent you an email.

wrote:

> > Dr. Nyang'oro,

> > I believe , my advisor for
> emailed you

> > about my interest in enrolling in Afri for fall 2006.

> > I will be and would love to take this
> course. I

> > have been to and am going to spend my
> > summer in I think Afri will

> supplement
> > my experience.

> > Do you think it would be possible for me to take this class?

> > Thank you for any help.

> > Sincerely,

> >

> --

> Julius E. Nyang'oro

> Professor and Chair

> African and Afro-American Studies

> University of North Carolina
> CB# 3395, Battle Hall
> Chapel Hill, NC 27599-3395
> Tel: 919-962-1513
> Fax: 919-962-2694
> Email: jen321@email.unc.edu <<mailto:jen321@email.unc.edu>>
>
>

--
Julius E. Nyang'oro
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CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, May 23, 2006 11:50 AM
To: Blanton, Brent S <blanton@unca.unc.edu>
Subject: Re: .

Sure, I'll be glad to help him out.
Jan

Brent Blanton wrote:

> Hi Jan,
> is looking for two hours of independent study to _
> Is there any way he can take it in PHIL during second
> session? He is going to drop by this week and ask in person, but I
> wanted to give you a heads up.
>
> Thanks,
> Brent

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Philosophy Phone: 919-962-3317
Parr Center Phone: 919-843-5640

Email: jmboxill@email.unc.edu

From: Mary W. Brunk <brunk@unca.unc.edu>
Sent: Thursday, May 18, 2006 10:20 AM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Eligibility Issues
Attach: Text.htm

need 51.
needs 78.
needs 105.

Mary Brunk Weeden
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@unca.unc.edu

>>> Brent Blanton 5/18/2006 10:18 am >>>
Are these NCAA issues or UNC. I need to know both. Thanks, B

>>> Mary W. Brunk 5/18/2006 9:59 am >>>

needs 3 hours and is currently enrolled in AFRI

needs 1 hour and is registered for AFAM
needs 3 hours and is supposed to be registering for ENGL , but it has not showed up in the system yet.
and I are staying in touch and are on the same page about what needs to happen.

needs 1 hour and will have this once her AB in AFAM from the Spring 2006 semester changes to a letter grade

Mary Brunk Weeden
Academic Counselor
Coordinator of Scholarships and Awards
Academic Support Program for Student-Athletes
The University of North Carolina at Chapel Hill
Kenan Field House, Ridge Road
P.O. Box 2126, CB #8550
Chapel Hill, NC 27515-2126
Office: (919) 843-2328
Fax: (919) 962-8247
mbw@unca.unc.edu

From: Alice Dawson <adawson@email.unc.edu>
Sent: Wednesday, May 17, 2006 12:23 PM
To: dacrowde@email.unc.edu
Subject: (no subject)

Debbie,

If no one's told you so lately, please allow me: you are a jewel beyond price!!

Thank you.

Alice

--

Alice Dawson, Ph.D.
Assistant Director
Academic Advising Programs
College of Arts and Sciences and General College
University of North Carolina at Chapel
307 Steele Building, CB# 3110
Chapel Hill NC 27599

e-mail: adawson@email.unc.edu
phone: 919/843-7727 fax: 919/962-6888
Advising web site: <http://www.unc.edu/advising/>
To schedule an appointment, click on this link:
<http://advising.artsci.unc.edu/student.htm>

From: @email.unc.edu>
Sent: Thursday, 6:39 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: HELP!

I would love to take online course, i just know that last semester finacially I was unable to. I want to be able to take them, but I was unsure if I would be allowed to. The problem is I wont know any sooner than

I will definately be back: but that is half way through the semester. What do you suggest I do? Thanks for all your help!

Quoting Brent Blanton <blanton@unca.unc.edu>:

> Hi
> Knowing that you've taken quite a few already, I'd probably lean
> towards online coursework.
>
>
> Brent
>
>>>> @email.unc.edu> 9:23 pm >>>>
> Alright Brent it's time for you to earn your money again. If I needed
>
> to take more independent studies next semester what are my options?
>
> Also, is there such a thing as a PE independent study...hahaha, but no
>
> seriously.
>
> Brent Blanton wrote:
>> Thanks I may ask for you to repeat that in front of others
> in
>> the future... Just kidding; glad I could help, and please let me know
> if
>> you need anything else. B
>>
>> >>> @email.unc.edu> 1:31:24 pm >>>>
>> BRENT,
>> THANKS YOU SOOOOO MUCH!!!!!! You are big time!
>>
>>
>> Quoting Brent Blanton <blanton@mail.unca.unc.edu>:
>>
>> > HI
>> > You are now in PHIL with Dr. Boxill. I will forward the
> course
>> > requirements to you in a minute, but let me know if you need
> anything
>> > else (especially if this is not good for you). Talk to you soon,
>> > B
>> >
>> >>>> @email.unc.edu> 12:36 am >>>>
>> > Brent,
>> > I have been trying to talk to Comm professors and many of them
> for
>> > some reason or another can not give me an independent study. I

> just
>> > need one more in anything Comm upper or lower, or an elective. At
> this
>> >
>> > point it doesnt matter to me if it is basket weaving as long as I
> get
>> > one. Can you think of anything or help me out at all? I would
> really
>> >
>> > appreciate it. I know you have done a lot of me already! THANKS
> SO
>> > MUCH!
>> >
>> >
>>
>>
>
>

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, 4:07 PM
To: @email.unc.edu
Subject: Re: Independent Study

The topic would have to be refined. I am therefore not opposed to the idea in principle. You would need to come into the office the first week of school in Fall to finalize the assignment.

@email.unc.edu wrote:

> Yes sir. I have taken independent studies in the Afri/Afam department
> before. Ms. Crowder informed me that she would make it so that I could
> get credit even though she would have to use the same course number
> again for me.

>
>
>

> Quoting Julius Nyang'oro <jen321@EMAIL.UNC.EDU>:

>

>> Have you taken an IS in the department?

>>

>> @email.unc.edu wrote:

>>

>>> Good afternoon,

>>>

>>> I am interested in taking an independent study during the upcoming
>>> fall. I want to write a paper concerning the ethnic identities of
>>> Africans and African Americans, how it has been impacted by
>>> colonialism/slavery and if there is still a strong connection between
>>> Africans and African Americans. I talked to Ms. Crowder and she told
>>> me to email you with topic. I am a
>>> and I really would like to be enrolled in your independent
>>> study.

>>>

>>> Thank you,

>>>

>>

>>

>> --

>> Julius E. Nyang'oro
>> Professor and Chair
>> African and Afro-American Studies
>> University of North Carolina
>> CB# 3395, Battle Hall
>> Chapel Hill, NC 27599-3395
>> Tel: 919-962-1513
>> Fax: 919-962-2694
>> Email: jen321@email.unc.edu

>>

>

>

--

Julius E. Nyang'oro
Professor and Chair
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CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, May 5, 2006 10:39 AM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject:

Hi Wayne. Do you know if _____ has taken his AFAM final with LDS?
We don't seem to have it and Register is about ready to turn in grades. DC

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, May 4, 2006 3:54 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: -Register

thanks, I've emailed her to get it in ASAP. As I told her, she only had
2 real courses, so there is no excuse for not getting the paper in on time.
Thanks,
Jan

From: @email.unc.edu
Sent: Monday, 11:47 AM
To: dacrowde@email.unc.edu
Subject: Thank You

Mrs. Crowder

I will like thank you for giving me four independent studies so I can
. Without your help I would never
been able to fulfill that and now with you help it seems like
everything is going good and preparing to graduate May 14.

Thank You

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, April 28, 2006 3:53 PM
To: Wayne Walden <wwalden@unca.unc.edu>
Subject: Re: question for you

Hi Wayne. The end of the semester is a nightmare, that is all I can say. I'm going to have do independent tutorials through the Friday Center this time around--from talking to neither of them is ready to sit in a classroom yet but need to be making some progress. I have tried to communicate to that they will eventually have to do that but I do know they aren't ready yet. So You don't have to get me anything, seriously, but if you want to get a clothing item get it for --XX or larger--because if you get one in my size I will just take it home and not wear it and he will be happy to wear one! I'll pass along info to Janet and hopefully we can get moving. Cheers. DC

Wayne Walden wrote:

>Debby,
>I hope you are doing well. I'm sure that the end of the semester brings even more things for you to do which makes me wonder if you ever get a break. There is no problem at all with getting some help from Janet and any other tutors that may need Do you happen to know if
>Also, I would like to get you a polo or a sweatshirt as a small thank you for all your help this year. What size do you prefer?
>Thank you for all your help and have a great weekend!

>
>Wayne

>
>
>
>
>
>
>

>>>>Deborah Crowder <dacrowde@email.unc.edu> 4/28/2006 12:30 pm >>>>
>>>>
>>>>

>Hi Wayne. I hope you are doing well. I have seen a number of your
>children who have brought in their papers. I have been in conversation
>with this week about doing some work toward the
>completion of and asked me if Ms. Janet will still be
>able to help them. I didn't want to put her in an awkward situation so
>I thought I would ask you first--are you able to still have her work
>with under your umbrella? I'm hoping we can get to complete
>as many hours as possible this summer while actually have some
>time. Have a good weekend. Debby

>
>
>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, April 28, 2006 12:30 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Bcc: Janet Huffstetler
Subject: question for you

Hi Wayne. I hope you are doing well. I have seen a number of your children who have brought in their papers. I have been in conversation with _____ this week about doing some work toward the completion of their degrees and they asked me if Ms. Janet will still be able to help them. I didn't want to put her in an awkward situation so I thought I would ask you first--are you able to still have her work with them under your umbrella? I'm hoping we can get them to complete as many hours as possible this summer while they actually have some time. Have a good weekend. Debby

From: @email.unc.edu>
Sent: Friday, 6:57 AM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: hey
Attach: NelsonMandela.doc; works cited.doc; title page.doc

Hey! Thanks for the response back. Here is my paper, along with title page and works cited...so I believe it should be 17 pages to print out.

It needs to be turned into room 109 in Battle Hall by 12 noon which I believe is Debbie Crowder's office but I am not sure. She sent us an email yesterday giving us an extension, but I think it is best for me to get it in by this time, just in case. Thanks again.

Quoting Brent Blanton <blanton@unca.unc.edu>:

> Hi

> I did not receive anything before now, but I can absolutely still
> turn it in. How is everything? Having a good time? I'll look for
> your paper and then take it right over.

>

> B

>

>>>> @email.unc.edu> 5:50 pm >>>

> I'm assuming you did not get my email that I sent a day or so ago. But
> i just wanted to check and make sure you could still turn in my
> independent study paper to Debbie Crowder in Battle Hall on Friday by
> 12 noon. I will send it to you tomorrow, but if you could just let me
> know I would feel much better about it. Thanks and hope everything is
> going well

>

>

>

>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, April 13, 2006 3:29 PM
To: Wayne Walden <wwalden@unca.unc.edu>
Subject: thanks

Hi Wayne. Thanks for your kind words and your report on the ceremony. [redacted] are special--although I guess we get to the point where we think most of them are special. I remember when [redacted] came Burgess was skeptical of him [redacted] but he stuck with it and I think he really deserves some credit for that. [redacted] has surpassed my wildest expectations. [redacted] No problem about adding your kids--I try to monitor the wait lists but I miss things so just send me an email any time you can't get what you want. I have a lot of leeway at this point. I hope you have a great holiday weekend. Debby

From: Crowder, Deborah A <dacrowde@email.unc.edu>
Sent: Monday, April 10, 2006 12:59 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:

>
>
> *AFAM *
>
> * *
>
> *Dr. Nyangoro*
>
> *Bioethics in Afro-American Studies*
>
> /Will examine the process involved in resolving moral dilemmas
> pertaining to people of the African Diaspora./
>
> * *
>
> * 12-14 page paper
> * Double-spaced
> * 1-inch margins
> * Standard 12 point font
> * Must include a cover page with a creative title; your name,
> PID#, course title, professor name; Honor Code pledge and signature
> * At least 5 book sources and 3 internet sources
>
> *Bioethics* is the study of the ethical and moral implications of
> discoveries and advances.
>
> Resources:
>
> * The American Journal of Bioethics
> * Blog.bioethics.net
> * Bioethics.lumc.edu
>
> *Topic:*
>
> * *
>
> There are substantial racial disparities for African Americans in our
> current health care system. When did this pattern emerge? Why are
> African Americans still being left behind? How will African Americans
> overcome their distrust of a biased health care system? This and many
> other bioethical questions will be addressed in this paper.
>
> *Subjects to address:*
>
> X Legacy of slavery in the modern health care system
>
> X Achieving equal rights to health care

- >
- > X Racial bias and medical care quality
- >
- > X Incidences of gross racial neglect
- >
- > X Statistics for modern day African Americans
- >
- > X Outlook for health care in the future
- >

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, 1:31 PM
To: @email.unc.edu>
Subject: Afam
Attach: .msg

Here's the assignment for Afam .
Jan

--

Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, 10:48 AM
To: Holliday, Corey <cholliday@unca.unc.edu>
Cc: Reynolds, Cynthia <cynthiar@unca.unc.edu>;
<@email.unc.edu>
Subject:

Hello. asked me to email you concerning a temporary grade from the fall semester in AFAM . When submits a paper for the class we will change his grade. Even a "D" in the class will put his cumulative GPA over a 2.0. Since this would be his it is my understanding that he would then have to petition (in Steele Building) to but I have no authority in those matters. If I can be of further assistance, please let me know.

Debby Crowder

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, 1:13 PM
To: @email.unc.edu
Subject: Re: Afri

I will allow you to take it if you demonstrate substantive familiarity with Africa, that is why you need to talk to me.

@email.unc.edu wrote:

> I have taken Afri 66, but not an Afri course. Am I still allowed to take
> Afri 66? Thanks

>
> Sincerely,

>
>
>
> Quoting Julius Nyang'oro <jen321@email.unc.edu>:

>> You need to talk to me. Have you taken any Afri Course?

>> @email.unc.edu wrote:

>>> Dear Professor Nyang'oro,

>>> Hi, this is [redacted] and I was interested in taking
>>> your Afri 66 class during Fall 06' semester. It says that this class
>>> has controlled enrollment so I was wondering who I needed to talk to
>>> in order to enroll in this class? Thanks for all your help!

>>> Sincerely,

>> --
>> Julius E. Nyang'oro
>> Professor and Chair
>> African and Afro-American Studies
>> University of North Carolina
>> CB# 3395, Battle Hall
>> Chapel Hill, NC 27599-3395
>> Tel: 919-962-1513
>> Fax: 919-962-2694
>> Email: jen321@email.unc.edu

--
Julius E. Nyang'oro
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CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 30, 2006 10:45 AM
To: Janet Huffstetler
Subject: Re: Congratulations!

THANKS. It was amazing.

Do you have a study guide you can send me so that I can work with them at study hall on the trip?

Jan

Janet Huffstetler wrote:

> Jan,
> Read in the paper about your award! Congratulations! And a big thank
> you for all you do for women!
>
> Watching the girls this year has been a treat! Debby said some of
> them were in Register's AFAM They're having a test next week. I
> have a study guide that I have worked up would they want to join us
> for a study session? They are really going to be pushed. I wish I
> had thought of this sooner.
>
> Janet Huffstetler
>
>
>
>
>
>

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, March 27, 2006 11:43 AM
To: Holliday, Corey <cholliday@unca.unc.edu>
Cc: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Barnes, Octavus <obarnes@unca.unc.edu>
Subject:
Attach: Text.htm

Monday, March 27, 11:42

Have an email to English and Comm professors. I will let you know what they say when they respond to my emails.

**Psyc When I or Octavus see him, he will be asked to pull off on Blackboard his Psych scores.

You or Thigpen can also ask him to do this over at All it takes is a computer and looking it up.

He has not come to review sessions for Psyc nor asked for any help.

has not been over here since the week before Spring break. He was scheduled to be here on Tuesday and Thursday's from 9-10:45 and in the afternoon on those same days. (1-3)

AFri : probably hasn't thought or done anything on this, since I haven't seen him here. This class was added for "security". Can finish it later, if needed.

Comm progress reports going out today.....

**Missed Psych class last Friday, along with , but I'm sure your class checkers have already told you that.

In addition missed Wed, (22) also. has missed several classes or has been late to class. I have asked to see him, but so far he hasn't come over to meet with me.

Psych Missing class as you know. Supposedly he got a C on the last exam, but I would need to see that myself from a print out on his blackboard page. When and if he comes for reviews, I will ask him to print out his exam scores.

Afam Has a 7 page paper due this week and has not seen any of his work. He has a test on Thursday in this class. Review on Tuesday.....we'll see if he shows up.

Swah : he's showing up for class. Misses some days of reviews and shows up some other days. (previous emails/conversations to you have documented his attendance for the most part)

Afam : I have not seen anything for this paper class.

Comm : talked with him last week. He said he is doing ok in the class. Since it is a performance class I expect he will do fine. BUT, I have no documentation and the Comm professor has not sent back progress reports.

Phil am emailing professor. Progress reports going out today.

Geol Ok in Lab. Flunked 1st Geol exam. Took 2nd exam on Friday (24th) Scores are not up yet.

AFam : He is working on this paper with and I have seen pages written.

He turned in his paper(from last semester) and therefore must pass 9 hours this semester, instead of the 12 that was on the last eligibility list.

Geol : B or better on first exam. (last exam on Friday)

Geol Lab: doing well.

Soci : Meeting with Tutor regularly.

Soci Doing C or better.

Soci : Doing C or better.

Take him off your lists. He is ok.....

Same information, different day. What is going on and why the request? Just need an update????

Let me know if you have any questions. I will update you if I hear from any faculty on the above guys. (or progress reports returned)

c

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, 2:24 PM
To: @email.unc.edu
Subject: Re: AFAM

The paper should be 20-25pp. I need to see the abstract. I suggest that you come and talk to me. 101 Battle Hall

@email.unc.edu wrote:

> Prof. Nyang'Oro,
>
> I am registered for your AFAM independent study. I am emailing you
> to confirm that the paper topic is about the role of African Americans
> in a particular career and the length is between 12 to 15 pages. Is
> there a format that you prefer for the works cited? Also, is it O.K. to
> use websites for sources?
>
> I have begun to research African Americans in the medical field. Should
> I narrow my topic down to doctors or nurses, etc?
>
> Lastly, are you going to email us when it comes closer to the end of the
> year about how and when we should turn our paper in?
>
> I am sorry I ask so many questions, I just like to be prepared!
>
> Thanks,
> @email.unc.edu

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, 12:10 PM
To: @email.unc.edu>
Subject: Re: afam

I am in town this week and you need to come and see me immediately. I will be in until 3.00 pm this afternoon with a lunch break 12.30-2.00

wrote:

> Hello Dr. Nyang'oro,
>
> I have tried to stop by your office several times to get in touch with
> you in regards to my AFAM independent study but I have always seemed
> to miss you! If you are in town this week I would like to meet with you
> to discuss the topic. When I spoke with Ms. Debby Crowder earlier this
> semester she made the suggestion of hog farmers in North Carolina as a
> topic, but I don't know if you had something else in mind. I look
> forward to hearing from you soon.

>
>
> Thanks,

>
>
>
>
>
>
>
>
>
> PS- Good news! I will probably be going to for the
> summer! I can't wait to tell you about the program!

>
>
>
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: @email.unc.edu>
Sent: Friday, 11:46 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Independent Study

Thank you so much for doing that. I was just wondering one more thing though. Do you think you could check with her and see if I could email her my paper, because by time it is due I will already be It says I have to hand in a hard copy. If she won't budge on that, then I can probably have someone hand it in for me, but just want to check. Thanks.

Quoting Brent Blanton <blanton@unca.unc.edu>:

> Hi
> Ms. Crowder says to complete the paper you've begun, but make sure when
> you submit it, you do so with her. She will take your paper forward to
> be graded so she can explain why you completed the one you did instead
> of the new topic. As for differences in papers written for the same
> class, they are taking a new stance and tailoring papers to specific
> students. They've had so many take advantage of their offerings that
> they are now making it more difficult to get the grade. Still better
> than going to class I guess.
>
> Have a great weekend, and take care!
> B
>
> Let me know what I can do, if anything, and I'll certainly get on it.
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, 2:47 PM
To: @email.unc.edu
Cc: Blanton, Brent <blanton@unca.unc.edu>
Subject: Assignment for AFAM

>
>
> *AFAM 128*
>
> * *
>
> *Dr. Nyangoro*
>
> *Bioethics in Afro-American Studies*
>
> /Will examine the process involved in resolving moral dilemmas
> pertaining to people of the African Diaspora./
>
> * *12-14 page paper
>
> * Double-spaced
> * 1-inch margins
> * Standard 12 point font
> * Must include a cover page with a creative title; your name,
> PID#, course title, professor name; Honor Code pledge and signature
> * At least 5 book sources and 3 internet sources
>
> <>*Bioethics* is the study of the ethical and moral implications of
> discoveries and advances.
>
> Resources:
>
> * The American Journal of Bioethics
> * Blog.bioethics.net
> * Bioethics.lumc.edu
>
> *Topic:*
>
> There are substantial racial disparities for African Americans in our
> current health care system. When did this pattern emerge? Why are
> African Americans still being left behind? How will African Americans
> overcome their distrust of a biased health care system? This and many
> other bioethical questions will be addressed in this paper.
>
> *Subjects to address:*
>
> Legacy of slavery in the modern health care system
>
> Achieving equal rights to health care
>
> Racial bias and medical care quality
>
> Incidences of gross racial neglect
>
> Statistics for modern day African Americans
>
> Outlook for health care in the future
>

Or

What are the implications of industrial development to the lives of people of color in rural North Carolina? You may look at hog-farming, chicken farming, water quality, industrial waste emissions, and/or landfills. (Most of the students who have done this paper have found an abundance of material on the internet—just be sure to cite the web addresses.)

Specifications same as above.

12-15 pp. paper, due in 108 Battle Hall by ***noon*** on the last day of class*.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, March 3, 2006 2:01 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Hi Debbie,

Ok, this is the deal. Julius has met with a bunch of the students enrolled in his independent studies individually. Bottom line is there is going to be disparity between what individuals are asked to do. Unfortunately, friends and teammates like to compare notes. If Ms. _____ has already done substantial work then tell her to just complete the "original" paper and bring it to me and I'll work it out. Julius is especially hard on those he perceives to be trying to "get over" and his perceptions are sometimes accurate, but not always. _____ can do whatever, but they need to make sure they put them in my hands at the end of the semester and I'll straighten it out. For future reference the papers are likely to be longer and more individually tailored than they have been in the past but still better than going to class. Not to worry. DC

Brent Blanton wrote:

> Hi Debbie,
> I hope all is well for you today; thank God it's the weekend.
> _____ told me this morning that the assignment for her independent
> study with Julius was being changed. She is _____
> and has already done extensive work on her previous
> assignment in efforts to lessen what she will have to do while
> _____. Do you know anything about this? Can she complete the
> assignment she has already started?
>
> I am trying to help her,
> _____ get everything in order because of their schedules over the
> _____.
>
> Thanks for all of your help, both at semester's beginning and now.
>
> Brent

From: @email.unc.edu
Sent: Sunday, 5:02 PM
To: jen321@email.unc.edu
Subject: AFRI

Hi~

I just added your afri independent studies class. I was just wondering if there was a syllabus or any materials/websites for the class. All I have is the description of the class that was on the registration page. I'm really excited to read this book. I spent the last semester and as a major I am very interested in race and ethnic relations.

Thanks!

email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, February 27, 2006 9:59 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: AFRI174]
Attach: AFRI174 (1.65 KB).msg

Why is this guy being added at this late hour?

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, . . . 4:33 PM
To: j@email.unc.edu
Subject: Re: Afri + Afri

You need to come and meet with me next week.

j@email.unc.edu wrote:

> Dr. Nyang'oro,
>
> Hi, I am in the 4 hour independent study for Afri and Afri .
> Debbie Crowder has already given me an assignment to do on Nelson
> Mandela. The day that I signed up with her, she said that I needed to
> do a 15-18 page paper focusing on an emphasis of my choice brought up in
> the book as well as other sources. I did not come in and meet with you
> because of this. The email said to meet with you to get our assignment
> if we didn't already have one, but I just wanted to touch base to let
> you know that I already had mine and have started reading the book in
> preparation to complete the paper. Thanks.
>
> Sincerely,
>

--

Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, 11:49 AM
To: @email.unc.edu>
Subject: Re: Afri Assignment

I am usuall in from 10.00 AM everyday. Not this Friday though.

wrote:

> Dr. Nyang'oro,
>
> I was wondering when you will be in your office in the next few days so I
> can come in and chat about the Afri Independent Studies assignment.

> Thanks!

> -----Original Message-----

> From: Julius Nyang'oro [mailto:jen321@email.unc.edu]

> Sent: Wednesday, 10:30 AM

> To:

> Subject: Re: Afri Assignment

> The assignment requires a conversation between us. I suppose that will
> have to wait until you return to CH.

> wrote:

>> Dr. Nyang'oro,

>> I'm sorry I did not explain my situation to you when I told you I was
>> unavailable to make it to your office hours. Currently, I am

> with

>> the 1 We will be here until

>> I will be back in Chapel Hill then and would be happy to meet with
>> you to receive my assignment then if you did not feel good about sending

> it

>> to me over email. Please just let me know! Thanks!

>> -----Original Message-----

>> From: Julius Nyang'oro [mailto:jen321@email.unc.edu]

>> Sent: Tuesday, 9:47 AM

>> To:

>> Subject: Re: Afri Assignment

>> I am in the office today (Tuesday) 10-12:2-4

>> wrote:

>>> Dear Dr. Nyang'oro,

>>> I am a student in your Afri Independent Study class. I was unable to

>>>make it to your office Monday. If you could email me my assignment, I
>>>would appreciate it greatly. Thanks a lot and have a great week!

>>>

>>>

>>>

>>>Sincerely,

>>>

>>>

>>>

>>>

>>>

>>>

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>>>

>>>

>>>

>>>

>>>

>>>

>>

>>

>

--

Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Alice Dawson <adawson@email.unc.edu>
Sent: Tuesday, February 21, 2006 11:15 AM
To: dacrowde@email.unc.edu
Subject: Thanks!

Hi, Debbie.

I hope you are feeling better today - you sounded like you felt so lousy yesterday. I'm so far fighting it off but there is a cold lurking in my body. Zinc cough drops are my friend right now!

I wanted to follow up from our phone conversation yesterday. I spoke a minute ago to the student I called about, and told her what you said about 94A and 80. She wanted to explore the arts class, so I gave her an add form, signed with your initials, to add . Her name is . She's a : and has had a bit of a bumpy ride. I told her that by the end of the week she needs to come see you about details and what specifically the course requires.

I try to use your help judiciously, but knowing you are there when a kid is in a bind is wonderful. You are an absolute Godsend for so many students, Debbie. THANK YOU THANK YOU THANK YOU!!!!

Alice

--

Alice Dawson, Ph.D.
Assistant Director
Academic Advising Programs
College of Arts and Sciences and General College
University of North Carolina at Chapel
307 Steele Building, CB# 3110
Chapel Hill NC 27599

e-mail: adawson@email.unc.edu
phone: 919/843-7727 fax: 919/962-6888
Advising web site: <http://www.unc.edu/advising/>
To schedule an appointment, click on this link:
<http://advising.artsci.unc.edu/student.htm>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, February 20, 2006 2:33 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Miss

>
>
> AFRI 120 assignment
>
> Dr. Julius Nyangoro
>
> <>_Long Walk to Freedom_, autobiography of Nelson Mandela
>
> Write a 12-15 pp paper basically demonstrating you have read the
> book the emphasis is your choice. If you need to use other sources on
> Mandela, once again, your choice.
>
> *Please deliver a hard copy to 109 Battle by 12 noon on the last day
> of classes*

> AFRI 66 001
>
> Contemporary Health Issues in Africa
>
> Most people either pick AIDS, famine, Ebola, or female reproductive
> rights. Write a 12-15 pp. paper examining this issue.
>
> Due by last day of classes (not exams) to Dr. Julius Nyangoro.
>
For AFAM 65, everything is the same except she should write on Rosa
Parks and her significance to the Civil Rights Movement. DC

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, . . . 12:53 PM
To: @email.unc.edu
Subject: Re: Independent Study

We are already running behind schedule. Please come in as soon as possible. I am usually in by 10.00 AM.

@email.unc.edu wrote:

> Hello,
> My name is . . . and I'm a senior here at UNC and I am signed up
> for AFAM . . . , which I was told is an independent study with you. I'm
> sorry for getting in contact with you so late, but Mrs. Crowder said you
> wouldn't be here for the first 2-3 weeks of the semester. I was hoping
> we would be able to meet sometime soon to discuss what my study topic
> will. I have a few ideas but I am willing to tackle whichever you topic
> you choose. Thanks for your time and I look forward to hearing from you.
> Blessings,
>

--

Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, February 16, 2006 1:58 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject: Regester

Hi Wayne. Dr. Regester talked to me after class today briefly. She said she wasn't sure which one he was and she didn't want to call out his name so she plans to put a note on his test when she gives them back for him to come to see her. That wasn't what she told me yesterday but I'm glad she didn't call his name out in front of the class. Hopefully it will all blow over. That was some game last night! dc

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, February 13, 2006 3:10 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject:

Debby,
Thanks for sending the assignment for _____ for AFRI 120. Can we add
to either an Afam or Afri. The Afri 120 actually looks
good if that would work. She has to drop a Philosophy class and she only
has 12 hours. She's coming to see me tomorrow.

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, February 11, 2006 3:33 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Afri 120

Hi Debby,
Did you send me the AFRI 120 assignment for ' I get
so many emails and delete so many, I may have done that!!!

Thanks,
Jan

--
Jan Boxill, Ph.D.
Senior Lecturer and Associate Chair
Director, Parr Center for Ethics
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
Email: jmboxill@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 17, 2008 12:19 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Courses
Attach: Re courses.eml.msg

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Tuesday, November 11, 2008 3:15 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Thank you so much!

Debby,

Sorry to hear that your day yesterday was not good. I hope today is better. Thank you for distributing the posters and calendars. We appreciate that. I'm glad to hear that you are taking a little time to do things that you need to do since you spend so much time taking care of others both in and out of the office. The day that you retire will be a very sad day indeed because you have helped so many students who have been on this campus.

Take care and thank you for all that you do!

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 11/11/2008 1:18 PM >>>

Hi Wayne. I tried to get to you yesterday but had a nightmare of a day. I just wanted to thank you so much for all of the "goodies" you delivered on Friday. Just fyi, I am trying to avoid retirement by just working Mon-Thurs most weeks unless I have to take another day during the week. I'm hoping just being in four days will allow me the leeway to get enough done otherwise that I can keep working for awhile! Anyway, thank you so much and we'll try to get these distributed to folks who want and deserve them! Take care. Debby



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	10/24/08	Time Started:	10:30am
		Time Finished:	12pm
Mentor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	
	<input type="checkbox"/> Other:				
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

and I continued outlining an article on Zambia. It is an excellent article that goes into a lot of detail on Zambia's history of SAPs. It offers multiple angles. We finished outlining the article, and he took 4 pages of outline. In addition, I helped him find useful quotes to support things he wants to say. Great work! He is going to have it all typed by Monday when I see him. He should have 7-8 pages by then!

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Friday, October 24, 2008 4:30 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 10-24-08
Attach: TEXT.htm; 10-24-08.doc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:

Day/Date:

10/23/08

Time Started:

7pm

Time Finished:

9pm

Mentor:

Student Brought:

Books

Notes

Assignment to work on

Nothing

Other:

Completed tasks b/w sessions:

Y

N

N/A

Attitude/Effort:

1

2

3

4

5

(Peer)

(Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

revised their speeches for English. They needed to be more specific with personal examples of how the candidates are supporting their needs. In addition, they needed to pick a candidate's side instead of being so objective. So, they worked on making their speeches more persuasive by inserting personal stories and explaining which candidate's plan they liked better and why. Then, they worked independently on EXSS Ch.12. had asked what could be working on for Afri while she studied with Since he has typed everything into paper format, he needs more outline. So, while worked on EXSS, I worked with on more of an outline for his paper. They all worked extremely well and hard tonight!

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	10/23/08	Time Started:	11am
		Time Finished:	12:15pm
Mentor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

had five pages of his paper typed! He had not finished the outline we had. But, we continued outlining an article we were working with last week on education on SAPs. After finishing the outline for that article, I let . work on typing his outline into paragraph form. He is just over five pages. We are meeting again on Tuesday at 11. His goal is to have everything typed by then. He should have close to 8-9 pages. Also, we went over how to cite sources in APA style. Good work!

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Friday, October 24, 2008 12:54 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 10-23-08
Attach: TEXT.htm; 10-23-08.doc; 10-23-08.doc

Hey Beth, just anted to let you know that I will send the final draft of the outline tomorrow when I get home. I am not quite happy with it, and just want to revise a couple things. I thought I would have time tonight to tweak a couple sections I have been working on. But, it has been busier than I thought with my own work tonight. I promise you will have the outline by tomorrow afternoon! It will be the first thing I do when I get home! Thanks!



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Day/Date: 10/20/08	Time Started: 11am	Time Finished: 12:30pm
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	<input type="checkbox"/> Other:
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

worked on their Afri papers. I checked progress for both of them. has 7 pages. has 3 pages. I worked with outlining for the first half of the session while typed independently. Then my plan was to work with the second half, but he had an academic advising appt. he had to go to. So, I continued outlining with the rest of the session.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Tuesday, October 21, 2008 7:12 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 10-20-08
Attach: TEXT.htm; 10-20-08.doc

Sorry, forgot to attach this in the first email!



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	10/20/08	Time Started:	7pm
		Time Finished:	8:15pm
Tutor:	:		

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	
	<input type="checkbox"/> Other:				
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

finished his feeder 2.2 for English. It is due tomorrow. He only had a page to write. After reviewing what the news reporters said in the clips that he is writing about, he was easily able to write about how their emotions influenced how they reported. He did a really good job explaining how what the said impacted people who watched. Then, I proofread the whole paper with him. He did a great job, one of his strongest papers!

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Day/Date: 10/20/08	Time Started: 8:20pm	Time Finished: 9:00pm
Tutor: _____			

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	<input type="checkbox"/> Other:
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

**read his gender book for Comm He has a test next week on chapters 5, 6, 8, and 9.
worked on memorizing a short story for Comm He has to present tomorrow. I worked with on his small group project. He has to write a proposal for how to improve the parking situation on UNC's campus. He and I made a list of possible solutions and why those would be beneficial solutions. They do not have too much going on this week (no major tests or assignments for Comm classes).**

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Monday, October 20, 2008 9:54 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 10-20-08
Attach: TEXT.htm; 10-20-08.doc; 10-20-08.doc

Hey Beth, here is my extra availability during the week...

Mondays anytime after 12:30
Tuesdays between 12 and 3:30
Fridays anytime after 10:30
(I would prefer Mondays or Fridays)

Also, and I are definitely meeting Friday at 10:30.

Thanks!

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, September 14, 2008 8:04 PM
To: LeFebvre, Donna H. <lefebvre@unc.edu>
Cc: DeSaix, Jean <jdesaix@email.unc.edu>
Subject: Re: Fwd: (fwd)

This is part of the examination/investigation of all special and independent studies!

Donna LeFebvre wrote:

> those folks need to go to the dean or to holden--too much BO

>

> _____

>

> *Donna LeFebvre, J.D. *

>

> *_EMAIL: ** lefebvre@unc.edu _*

>

> *_TEL: ** 919-962-0429 _Fax: _ 919-962-0432*

>

> *_OFFICE_**: 306 **Hamilton** Hall*

>

> *_ADDRESS: ** Political Science Department*

>

> * Campus **Box #** 3265**

> **University** of **North** Carolina**

> **Chapel Hill**, **NC** **27599** **USA** *

>

>

>

> Jan Boxill wrote:

>> I was at a luncheon today and a chem professor named Gary was
>> there--can't remember his last name. He's a biochemist but teaches
>> Chem 101 as well. He told me about the canceling of the peer tutoring
>> program and was outraged. He said it was in the DTH and named you
>> know who; I immediately figured it was another attempt to thwart a
>> good program that just might lead to student progress. After I had
>> just posted the peer tutoring schedule in the Academic Center and in
>> my office!

>>

>> Jan

--

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer

Director of Undergraduate Studies

Department of Philosophy

University of North Carolina

Chapel Hill, NC 27599-3125

Email: jmboxill@email.unc.edu

Website: parrcenter.unc.edu

Phone: 919-962-3317

FAX: 919-843-3929

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Tuesday, August 26, 2008 4:13 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re:

Debby,
You are the best! I appreciate your help very much. I hope you are doing well. Thanks again!

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 8/26/2008 9:31 AM >>>
Done. Hope all is well. dc

Wayne Walden wrote:

>Debby,
>I hope you are surviving this hectic time. just called to let me know that he cleared his hold and paid for tuition for three hours for the fall. His PID is and he would like to enroll in a course if possible. I think you had mentioned AFAM 269 last week but whatever you believe would be best. Thank you very much for your help!
>
>Wayne
>
>
>

From: Regester, Charlene B <regester@email.unc.edu>
Sent: Monday, August 25, 2008 1:04 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: Independent Study

Dear Debby: The student for an independent study is
for only 3 hours. I hope this works out-if not, I will let
you know. The other question is, I am submitting a letter of
recommendation for . If I send the letter by email to
Travis can he print out and slip a copy underneath my Carrell door at
the Library today or bring to my class tomorrow. Let me know. Thanks
much. Sincerely, Charlene Regester Quoting Deborah Crowder
<dacrowde@email.unc.edu>:

> Yes, as long as there are only a few total. Just send me PID and how
> many hours. dc

>
> regester@email.unc.edu wrote:

>
>> Dear Debby: I have one student who wants to take an independent
>> study. I really need him to do work and research for me. Let me know
>> if this is available so that I can get back with him (.
>>). Thanks much. Sincerely, Charlene Regester

>
>
>
>

From: @email.unc.edu
Sent: Tuesday, 10:38 AM
To: jen321@email.unc.edu
Subject: Final Paper Afri
Attach: Darfur Afri doc

Hi Dr. Nyang'oro,

I have completed the requirements for Afri I sent the paper and a message yesterday to your yahoo address (which was email address you replied to an earlier question) and I recieved an email saying it wasn't able to send it to you. If for some reason you have already received this, please disregard.

Attached is the paper on Darfur. I had actually asked Ms. Crowder if it was possible to get a copy of the sheet which stated specifically the question and offered some sources, but she assured me that it was not necessary and all I needed to do was write a ten page paper about Darfur generally. This is what I did. My resources were actually online encyclopedia sources which I didn't cite (being from an encyclopedia) and from who has worked in that area for years. I am grateful for the oppurtunity to learn about Darfur, it was fascinating.

Please let me know that you have recieved this.

Thanks and best regards,

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, August 21, 2008 9:17 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Final Paper Afri]
Attach: Final Paper Afri (58.1 KB).msg

Black Nationalism: AFAM 268

Why was Malcom X such an important figure in the discussion of Black Nationalism in the 1960s? What influence did his work have on current discussions on Black Identity in the United States?

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, August 20, 2008 4:33 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Black Nationalism
Attach: Black Nationalism.doc

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Monday, August 4, 2008 12:01 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Thank You and Fall request

Debby,

Thank you very much for allowing them to enroll in AFAM . I really appreciate it. I just got in DRAM and out of ECON so hopefully he will be ok. Thank you so much for your help!

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 8/4/2008 11:41 AM >>>

Hi Wayne. Of course you are quite welcome. I added them both to Register's section 2. I thought it would be easier for them to study together. Of course that still leaves in Econ! If there is anything else I can do, just let me know. Debby

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Monday, August 4, 2008 10:15 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Thank You and Fall request

Debby,

I wanted to say thank you again for your help with the _____ this summer. I really appreciate your help. I also wanted to see if there is any chance of two of them being able to take AFAM _____ in the fall. _____ and _____ would like to take this course if possible. _____ would like to take the _____ section and drop HIST _____ and _____ could enroll in either the _____ or _____ section (and drop either the ECON _____ or ANTH _____ course). I certainly understand if this is not possible and have not promised them anything so whatever you think will be fine. Thank you again for all your help! I hope that you are able to get a little time away before classes start again.

Wayne

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, August 1, 2008 2:14 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject:

Hi Debby,

I found an assignment that you gave to _____ for Swah 003, in 2005; it was on the evolution of the Swahili culture...

I just met with _____ and I gave that to her and told her just to follow that. Is that okay?

Thanks,

Jan

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: @email.unc.edu>
Sent: Thursday, 5:29 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Cc: dacrowde@email.unc.edu
Subject: AFRAM PAPER.
Attach: African Americans.doc

Dear Professor Crowder,

Here is my paper that is due today July 31st. Thank you so much, this topic was extremely interesting and I learned a lot of new information. Thanks again,

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, 9:43 AM
To: @email.unc.edu
Cc: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Re: summer course special arrangement

Hi Ms. Don't worry about the due date. Just get it to us as soon as you can; we'll assign a temporary grade until you finish. Email submission is fine. Debby Crowder

> *AFAM *
>
> * *
>
> *Dr. Nyangoro*
>
> * *
>
> *Bioethics in Afro-American Studies*
>
> /Will examine the process involved in resolving moral dilemmas
> pertaining to people of the African Diaspora./
>
> *Paper Topic:*
>
> * *
>
> There are substantial racial disparities for African Americans in our
> current health care system. When did this pattern emerge? Why are
> African Americans still being left behind? How will African Americans
> overcome their distrust of a biased health care system?
>
> *Possible Subjects to address:*
>
> * *
>
> Legacy of slavery in the modern health care system
>
> Achieving equal rights to health care
>
> Racial bias and medical care quality
>
> Incidences of gross racial neglect
>
> Statistics for modern day African Americans
>
> Outlook for health care in the future
>
> Your paper should be 20 typed, double-spaced pages and submitted to
> 109 Battle Hall by the last day of classes.
>

@email.unc.edu wrote:

> Hi Mrs. Crowder,
> At the the end of last semester Brent had made the arrangement for me
> to enroll in a summer course but i was to complete in a correspondent
> type manor because I have been
> I am currently enrolled in Afam and I was just wondering if
> you could let me know what assignments I need to finish to complete
> the course.
> Please let me know.
> Thank you,

From: [redacted]@email.unc.edu
Sent: Friday, [redacted] 8:04 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM
Attach: AFAM [redacted].doc

Mr. Crowde,

I took your independent study AFAM [redacted]. I just finished my paper. I was in [redacted] for the month of June. I am sorry this is late, but I tried to get it done as quick as I could. I am also in your AFRI [redacted] independent study. I am almost finished with that paper as well and will send it to you as soon as I finish. If you could let me know you received this paper that would be great.
Thanks,

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, July 11, 2008 9:45 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: [Fwd: AFAM428]
Attach: AFAM428 (69.2 KB).msg

Please print. dc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date: June 26, 2008	Time Started: 1:30	Time Finished: 2:45	
Mentor:			

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

is so on top of things that I am really impressed. She had given her speech today and she thought that she did pretty well with eye contact and her main problem was that her speech was too long; we need to work on cutting unnecessary material out for her upcoming informative speech. She said that she thought the problem may have been that she got too "in to" her speech because it was talking about one of her fond memories. She had already thought about a topic for her informative speech and we talked about it a little bit and finalized the topic (although it is not set in stone), also we talked about the guidelines and the requirements for the speech so that she knew what she was looking for. She is starting to work on Feeder 2 tomorrow in class and there was not really much I could do to help her with that. I asked her about the upcoming Unit Project 1 and she said that she had her groups but they hadn't really talked about it yet. She had not done her English reading yet, but she was planning on doing it tonight. I decided to let her go early because I had been keeping her after time for the last few days working on the Feeder 1 and the plagiarism exercise, and we really just did not have anything left that I could really help her on today. However, we did talk about the quiz that she had on Wednesday in public speaking which she said that she thinks she did alright; they have not gotten the grades back. She said that she and her friends studied for like 45 minutes in her room the night before.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

I told her to make sure she does her reading, which I will quiz her on next time to make sure that she had. I also told her to find at least four sources for her informative speech and to make a list of some information she got from each source and to email them to me by tomorrow and I would help her check to make sure they are legit. She will also have to finish her Feeder 2 this weekend after they start working on it together in class tomorrow. I also told her that she could email this to me and I would make my own comments in red and email it back to her. We decided that she could start writing the speech this weekend if she had time but otherwise we would definitely work on it intensely on Monday, so that Tuesday we could finish it up and practice and begin to worry about the upcoming Unit project.



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes



New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Thursday, June 26, 2008 2:46 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: FF for
Attach: 6-26-08.doc



UNC
KENAN-FLAGLER
BUSINESS SCHOOL

Academic Performance Data for Six Major Conferences: APR (2004-07 years) GSR (1997-2000 Cohorts) Fed Grad Rate (1997-2000 Cohorts)

Jack Evans

May 16, 2008



APR, GSR, and GR (Fed Rate) for Major Conferences

The displays that follow present data on the Academic Progress Rate (APR), Graduation Success Rate (GSR), and Federal Graduation Rate (as defined by the U.S. Department of Education).

The conferences for which data are provided in this file are the ACC, Big-10, Big-12, Big East, PAC-10, and SEC. Data are also presented for 11 peer institutions. The sports for which data are provided are Baseball, Men's Basketball, and Football.

All data were obtained from the NCAA web site.



NCAA Academic Reform Penalties

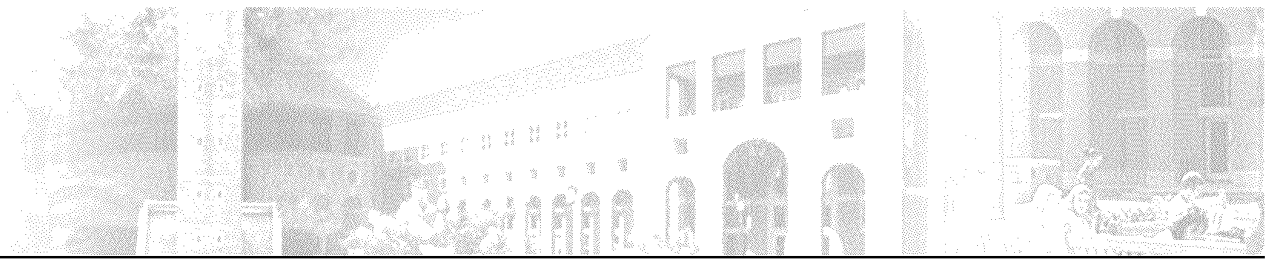
Contemporaneous Penalty – APR scores below 925 qualify for penalties (unless relief is provided by some mitigating circumstance). This penalty is the inability to re-award a GIA if a student-athlete leaves while ineligible to continue.

Historical Penalty – APR scores below 900 qualify for penalties (unless relief is provided by some mitigating circumstance). These penalties are the progressive or graduated penalties that begin with a warning letter and progress through loss of scholarship, financial aid, and practice time, to loss of access to post-season competition.



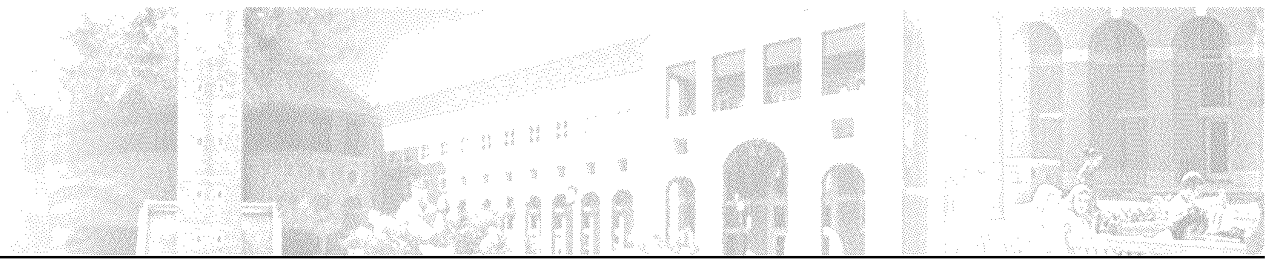
Identification of Squads Qualifying for Penalties

In the displays that follow, cells containing APR values between 900 and 924 are painted yellow. Cells containing APR values below 900 are painted red. This identifies squads that would qualify for either contemporaneous or historical penalties, respectively, in the absence of mitigating circumstances.



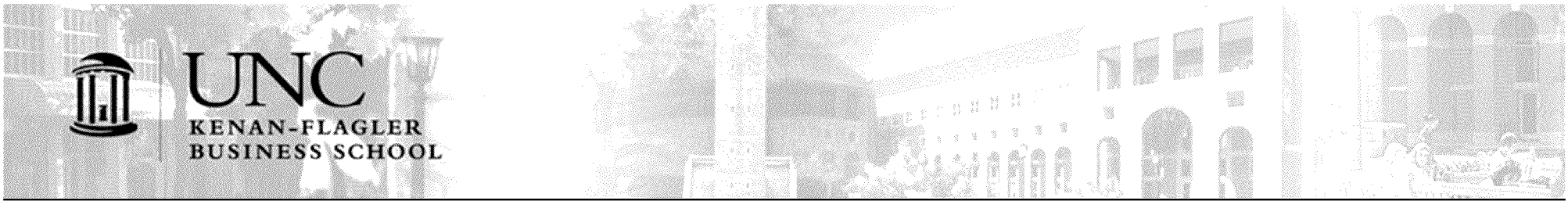
Mitigating Circumstances for Contemporaneous Penalties

1. Squads with APR scores below 925 that gain relief because the squad is performing better than the institution's general student body, or based on institutional, athletics and student resources are denoted by a ¹.
2. Squads with APR scores below 925 that gain relief because of the squad size adjustment are denoted by a ².



Mitigating Circumstances for Historical Penalties

1. Squads with APR scores below 900 that gain relief because of the squad's demonstrated academic improvement and favorable comparison based on other academic or institutional factors are denoted by a ³.
2. Squads with APR scores below 900 that gain relief because of the squad size adjustment are denoted by a ⁴.



Identification of Squads with Low GSR Scores

In the displays of data that follow, cells for squads with GSR or Fed rate values below 50% are painted . Cells for squads with GSR or Fed rate values below 40% are painted red.



Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **ACC**

Institution	Four-Year APR Data (2004-2007)			197-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Boston College	962	944	972	100	64	93	88	44	87
Clemson	966	920	950	88	31	75	40	19	56
Duke	982	984	977	95	67	93	78	54	90
Florida State	934	958	954	82	100	58	45	55	48
Georgia Tech	974	931	951	61	42	51	28	27	43
Maryland	968	906	943	55	0	69	38	0	67
Miami	953	948	969	69	73	70	40	55	63
UNC	985	995	947	68	86	79	38	60	64
NCSU	943	960	941	39	40	60	25	27	45
UVa	963	941	951	83	80	68	72	55	65
Va Tech	929	946	929	59	67	72	55	17	66
Wake Forest	975	974	964	87	100	90	60	69	80

Source: www.ncaa.org



Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **Big-10**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Illinois-Champaign	976	989	930	75	80	73	53	58	59
Indiana-Bloomington	924	899 ³	950	71	78	67	51	58	51
Iowa	974	944	950	89	47	73	52	36	59
Mich St	969	963	926	83	67	43	66	60	36
Michigan	979	927	951	90	57	73	81	38	67
Minnesota, Twin Cities	947	910	927	74	38	49	65	25	48
Northwestern	985	972	969	100	89	94	96	44	79
Ohio State	978	909	942	64	40	53	46	27	48
Penn State	967	964	964	73	64	76	63	54	72
Purdue	946	894	920	72	91	70	44	88	52
Wisconsin-Mad	NA	938	944	-	67	61	-	62	51

Source: www.ncaa.org

³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors



Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **Big-12**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Baylor	974	928	938	84	58	84	50	25	66
Colorado	NA	873	929	-	55	68	-	36	63
Iowa State	NA	869	927	42	17	55	19	14	58
Kansas	925	981	919	48	45	56	34	40	52
Kansas State	927	880	935	63	67	73	30	33	69
Missouri -Col	946	957	939	47	50	60	31	42	51
Nebraska -Lincoln	926	927	941	63	47	83	33	30	77
Oklahoma	913	911	942	51	46	44	22	29	37
Oklahoma State	877	957	935	51	73	64	21	38	63
Texas-Austin	928	929 ³	942	49	33	42	24	23	32
Texas A&M-College Station	946	912	932	54	40	62	28	25	51
Texas Tech	864	928	928	59	44	79	23	40	63

Source: www.ncaa.org

³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors



Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **Big East**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Cincinnati	947	872	939	41	50	67	30	50	71
Connecticut	957	946	950	73	22	78	48	20	55
DePaul	NA	918	NA	-	36	-	-	22	-
Georgetown	975	945	961	92	82	97	86	60	96
Louisville	945	941	943	69	50	55	31	40	50
Marquette	NA	954	NA	-	89	-	-	67	-
Notre Dame	974	971	969	100	91	93	89	57	79
Pittsburgh	928	935	945	84	56	63	68	44	48
Providence	NA	938	NA	-	67	-	0	53	-
Rutgers-NB	974	953	977	63	50	55	54	27	46
St. John's (NY)	961	918	NA	80	56	87	50	38	52
Seton Hall	968	924	NA	68	60	-	48	46	-
South Florida	923	904	917	70	58	61	37	50	57
Syracuse	NA	955	955	-	67	71	-	46	64
Villanova	981	990	978	100	89	91	94	57	83
West Virginia	928	932	935	39	33	65	21	29	56

Source: www.ncaa.org



Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **PAC-10**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Arizona	908	933	902 ³	52	25	41	38	18	39
Arizona State	915	905	933	36	42	55	15	33	50
Oregon	NA	975	921	-	59	55	-	43	48
Oregon State	932	935	926	47	50	62	24	50	54
Stanford	974	954	986	96	67	93	83	67	91
UC-Berkeley	971	942	967	78	33	52	59	20	44
UCLA	943	968	941	62	40	56	44	29	51
USC	964	863	948	50	29	57	40	27	54
Washington	968	943	948	71	70	64	43	44	55
Washington State	921	905	916	86	35	58	67	14	58

Source: www.ncaa.org

³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.



Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **SEC**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Alabama -Tusc.	931	928	944	59	80	49	33	50	45
Arkansas-Fayetteville	914	944	936	56	50	53	25	43	44
Auburn	924	905 ³	953	34	50	59	21	33	51
Florida	967	919	962	71	100	72	26	67	35
Georgia	927	958	965	61	19	41	23	13	36
Kentucky	940	941	943	51	23	59	36	18	46
LSU	908	910	946	44	38	51	36	27	38
Mississippi	947	917	939	69	55	64	31	50	58
Mississippi State	967	901	924	66	75	59	41	70	49
South Carolina	929	899	921	63	70	68	28	43	58
Tennessee-Knoxville	879	911	948	55	33	52	24	20	38
Vanderbilt	974	985	959	100	83	91	57	64	85

Source: www.ncaa.org

³ Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.



Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **Peers**

	Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
		Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
ACC	UNC	985	995	947	68	86	79	38	60	64
	UVa	963	941	951	83	80	68	72	55	65
	Duke	982	984	977	95	67	93	78	54	90
Big-10	Illinois	976	989	930	75	80	73	53	58	59
	Ohio State	978	909	942	64	40	53	46	27	48
	Michigan	979	927	951	90	57	73	81	38	67
PAC-10	UCLA	943	968	941	62	40	56	44	29	51
	Washington	968	943	948	71	70	64	43	44	55
	UC-Berkeley	971	942	967	78	33	52	59	20	44
SEC	Florida	967	919	962	71	100	72	26	67	35
	Vanderbilt	974	985	959	100	83	91	57	64	85
Big-12	Texas	928	929	942	49	33	42	24	23	32

Source: www.ncaa.org

The University of North Carolina at Chapel Hill
Faculty Committee on Athletics
Minutes of Meeting: May 6, 2008

Present: **Committee Members:** Lissa Broome, Glynis Cowell, Jack Evans, Noelle Granger, Garland Hershey, George Lensing, Chancellor Moeser, Steve Reznick, , Barbara Wildemuth, Rachel Willis

Athletic Department Personnel: Dick Baddour, Kevin Best, John Blanchard, Larry Gallo, Willie Scroggs

Guests: Barbara Osborne (newly elected member), Leslie Strohm

I. Resolution for Chancellor Moeser

Professor Broome read a resolution for Chancellor Moeser that had been unanimously adopted by the members of committee. She presented the framed resolution to Chancellor Moeser following which he made brief remarks of thanks. He emphasized the importance that he attaches to faculty involvement and the role of this committee in providing advice on matters related to athletics. A copy of the resolution accompanies these minutes.

II. Kenan Stadium Renovation

Mr. Baddour introduced the plans for renovation and expansion of Kenan Stadium, saying that the objective is a master plan for the stadium and surrounding area. The plan includes multiple elements that can only be implemented over a period of years and with the input from multiple consultants. Kenan Stadium is in the heart of the campus and is an outstanding venue in which to view college football. Some aspects of the exterior of the stadium could be more esthetically pleasing. A significant portion of the plan will address programmatic needs, especially a need for improved space for academic support.

Using the physical model for the project, Mr. Scroggs then provided an overview of the plans and the expected phasing. Work would begin at the west end, in order to create swing space. The full project will propose work on each of the four sides of the stadium, Stadium Drive, and the wooded area that contains the stadium. At completion of the plan, seating would be increased from the current capacity of approximately 60,000 to approximately 75,000.

III. Tour

Mr. Baddour led members of the committee on a short tour of the basketball museum in Williamson building.

IV. APR Data

Jack Evans reported that six Carolina squads had been recognized by the NCAA for achieving four-year APR results in the top ten percent of results in those sports. Squads recognized are: Men: baseball, basketball; Women: fencing, golf, swimming and diving, volleyball. The NCAA has just made public the four-year APR data through the 2006-07 year. They are available at:

http://www.ncaa.org/wps/portal/home?WCM_GLOBAL_CONTEXT=/wps/wcm/connect/NCA/A/Academics+and+Athletes/Education+and+Research/Academic+Reform/APR/2006-07_School_APR_Data_J5lt9A.html

UNC results are available under the U-tab.

In addition to the six squads noted above, these results show that no UNC squad has a four-year APR below 946. All UNC squads are well clear of penalty territory (contemporaneous penalties would apply to squads below 925 and historical penalties would apply for squads below 900).

V. Sports Medicine Review Committee

Mr. Gallo summarized the work of the Sports Medicine Review Committee which he and Melissa Exum co-chair. Following discussions with head coaches, team physicians, the Student-Athlete Advisory Committee and others, the committee has concluded that the two principal opportunities for strengthening of our services are in nutrition and sports psychology. Professor Cowell commented that we are doing a good job with what we have but that unmet needs always exist. Professor Hershey referred to the discussion of some years ago regarding a possible sports medicine institute and observed that perhaps support for that concept will return. The discussion noted that participants in exit interviews occasionally voice focused criticism of specific individuals. This phenomenon has not been particularly prominent for the Review Committee. Mr. Gallo expects recommendations to be formulated by mid-summer.

VI. Policy on Arrests of Student-Athletes

In January Mr. Baddour had invited the committee to discuss selected elements of the existing policy that he thought should be revised. At that time University Counsel Leslie Strohm had agreed to prepare a new draft that would clarify when a student-athlete would be presumptively suspended from participation and in what circumstances a student-athlete would be permanently dismissed from participation. Ms. Strohm joined this portion of the meeting for a discussion of the revised draft that she had distributed in advance. The committee supported the revisions and suggested changing the title of the document to more clearly reflect its content.

VII. Coalition on Intercollegiate Athletics (COIA)

Professor Broome reported on a COIA statement that had been published regarding the incident at the University of Michigan concerning an individual faculty member being responsible for a large number of independent study registrations, a number of which involved student-athletes. She also reported that COIA apparently intends to proceed with its idea for preparation and

publication of an “Academic Integrity Index”. She reported that our comments had been sent to COIA and had been acknowledged but essentially rejected. She also observed that our comments appear to be relevant to the revised plan for a ranking index. The COIA Executive Committee will meet May 30-June 1 in Athens, GA. Although she will not be able to attend that meeting, Professor Broome will continue to serve on the committee and will transmit our comments to the committee.

VIII. Administrative Items

Professor Broome reported that Amy Herman has begun distributing the Compliance Newsletter electronically. Members of this committee should be receiving it.

Kathie Harris had brought to Professor Broome’s attention a published item that compared, unfavorably, trends in faculty salaries to trends in coaches’ salaries.

Previously distributed minutes of the March meeting were unanimously approved. The committee did not meet in April.

Reporting on the work of the Committee on Worker Health, Safety, and Wellness, Professor Hershey noted that an assessment of current needs had identified four primary opportunities: diet, weight control, depression, and stress management. The administration home of the committee is moving to the university’s division of Human Resources. Associate Vice Chancellor Malone is requesting two positions to support this activity.

The committee welcomed new member, Professor Barbara Osborne, from the Department of Exercise and Sports Science. Current members Professor Kathie Harris and Professor George Lensing have been reelected. Rotating off the committee will be Professors Lissa Broome, Desmond Runyan, and Barbara Wildemuth. These colleagues were thanked for their service and contributions.

Professor Steve Reznick was unanimously elected to chair the committee during 2008-09. The committee thanked Professor Broome for exceptional service as chair of this committee in this and recent years.

Minutes submitted by John P. Evans

Resolution of Appreciation for Chancellor James C. Moeser

Whereas, Chancellor James C. Moeser has announced his intention to leave his position as Chancellor of the University of North Carolina at Chapel Hill on June 30, 2008;

Whereas, He has been steadfastly committed to intercollegiate athletics as a legitimate and important part of the University of North Carolina at Chapel Hill;

Whereas, He has worked consistently to ensure that intercollegiate athletics at UNC-Chapel Hill achieves a desirable balance of academic priorities, competitive success, and student-athlete welfare;

Whereas, He has demonstrated throughout his service as Chancellor consistent respect for faculty opinion regarding athletics and has maintained excellent communication with the faculty on matters related to athletics through consultation with the Faculty Athletic Committee and his openness to discussion of matters related to athletics in Faculty Council meetings;

Whereas, During his time as Chancellor our student-athletes have regularly earned university, conference, and national recognition for their academic performance;

Whereas, During his time as Chancellor the University's athletic program has achieved 24 conference regular season first place finishes, 38 conference post-season championships, six national team championships and six top-ten finishes in the Directors' Cup;

Whereas, He has ably represented both UNC-Chapel Hill and the Atlantic Coast Conference with the Group of Six conferences; and

Whereas, He has provided national leadership for intercollegiate athletics by participating on the NCAA Presidential Task Force, chairing a subcommittee of that group, drafting a key statement on fiscal responsibility, and serving on the oversight group that is monitoring implementation of the recommendations of the Presidential Task Force.

Now, Therefore, Be It Resolved that the members of the Faculty Athletic Committee express their great respect and deep gratitude to Chancellor James C. Moeser for these contributions to an athletic program that has earned both academic and competitive respect as well as his contributions to intercollegiate athletics at the conference and national levels.

From: "Evans, Jack" <EvansJ@kenan-flagler.unc.edu>
Sent: Tuesday, June 3, 2008 2:52 PM
To: Gallo, Lorenzo A. (Athletics Director of Athletics) <athgallo@email.unc.edu>; Runyan, Desmond K. <drunyan@unc.edu>; Hershey, H G. (Orthodontics) <garland_hershey@unc.edu>; Cowell, Glynis S. <gscowell@email.unc.edu>; Tauchen, Helen V. <helen.tauchen@unc.edu>; Moeser, James C. <James_Moeser@unc.edu>; Blanchard, John G. <johnblanchard@unc.edu>; Harris, Kathleen M. <KATHIE_HARRIS@unc.edu>; Broome, Lissa L. <lbroome@email.unc.edu>; Lensing, George S. (English) <lensing@email.unc.edu>; Granger, Noelle A. <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Baddour, Richard A. (Athletics Director of Athletics) <rbaddour@email.unc.edu>; Reznick, James S. <reznick@email.unc.edu>; Osborne, Barbara J. <sportlaw@unc.edu>; Wildemuth, Barbara M. <wildem@ils.unc.edu>
Bcc: John Blanchard <jgb@unca.unc.edu>
Subject: Two Items
Attach: TEXT.htm; fca minutes - 5-6-08.doc; APR (04-07),GSR, and Fed GR Results (97-00).ppt

Colleagues:

I have attached two files that I hope are explanatory, but I'll describe them briefly. The first is a slightly edited version of the minutes for our meeting of May 6 (a couple of typos corrected, and a couple of phrasings edited). More important than that, these minutes include a copy of the resolution that we presented to Chancellor Moeser.

The second file contains the most current APR data (released by the NCAA in May 2008) for the six major conferences and our list of peer institutions for the sports of baseball, football, and men's basketball. This file also contains the most recent NCAA data on graduation (for the 1997-2000 entering cohorts). As you will see, UNC compares favorably to other ACC schools and the ACC compares favorably to the other major conferences. I hope these data are clear, but I would be glad to answer any questions that occur to you.

Jack
John P. Evans
Executive Director, Carolina North
Hettleman Professor of Business
304 South Building, CB 4000
Chapel Hill, NC 27599
919-843-2025

CWT-SUPPL00000352

From: Amy Herman <ajschae@unca.unc.edu>
Sent: Friday, May 23, 2008 2:10 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: RE:
Attach: TEXT.htm

Fine, it is. Just trying to decide if I should let her keep her computer until it's over... What do YOU think?

>>> "Brent Blanton" <blanton@unca.unc.edu> 5/23/2008 1:59 PM >>>

I'm not saying it is, and I'm not saying it isn't

From: Amy Herman [mailto:ajschae@unca.unc.edu]
Sent: Friday, May 23, 2008 1:54 PM
To: Brent Blanton
Subject: RE:

So it IS a "paper course"? :-)

>>> "Brent Blanton" <blanton@unca.unc.edu> 5/23/2008 1:52 PM >>>

Don't knock what gets it done. I saw her today, so I should get her registered today.

From: Amy Herman [mailto:ajschae@unca.unc.edu]
Sent: Friday, May 23, 2008 1:45 PM
To: Brent Blanton
Subject:

Brent,

Have you gotten in a 2nd session class? If so, is it an online class? Don't think so - probably one of your infamous "paper courses".

Let me know...

Amy

>>> · @email.unc.edu> 1:35 PM >>>

Hello,

I am replying to the email I received this morning concerning my loaner laptop. I understand that it is a loaner and I will be returning it back to the department. However I have the understanding that I am

still waiting for an email Brent Blanton (academic athletic advisor) to take an Independent Study On line course during second session summer school. I just didn't know what or when I was to return the computer in regards to this class.

Thank you,

From: Robert Mercer <rmerc@uncaa.unc.edu>
Sent: Tuesday, May 20, 2008 4:18 PM
To: Blanton, Brent <blanton@uncaa.unc.edu>; Reynolds, Cynthia <cynthiar@uncaa.unc.edu>; Blanchard, John <jgb@uncaa.unc.edu>
Subject: [Fwd: Mich faculty will appoint committee to review counseling of athletes]
Attach: Text.htm

>>> Lissa Broome <lbroome@email.unc.edu> 5/20/2008 2:17 PM >>>
FYI.
Lissa

University of Michigan professors will review academic counseling of student athletes

Posted by Dave Gershman | The Ann Arbor News May 20, 2008 08:29AM

University of Michigan professors will form a committee to review the academic counseling of student athletes, a faculty group decided Monday.

The Senate Advisory Committee on University Affairs, the executive arm of elected faculty representatives known on campus as SACUA, presented a resolution on Monday afternoon to the Senate Assembly, the larger body of faculty.

The Senate Assembly couldn't vote on the resolution because too few members attended to form a quorum, but the subsequent discussion offered guidance and enough of an endorsement to go ahead and create the committee, David Potter, a classical studies professor and chairman of SACUA, said after the meeting.

Citing issues raised in a series of stories on athletics and academics published by The Ann Arbor News in March, several faculty members said it is an important issue that should be examined.

Reporter Dave Gershman can be reached at 734-994-6818 or dgershman@annarbornews.com.

In The News' series, Michigan athletes described being steered by their academic counselors to certain independent study courses to maintain their eligibility to compete. Some said they were encouraged to pursue a bachelor in General Studies because other majors are too inflexible and will interfere with their sports. University officials said the athletes are free to choose their courses of study and that the academic counselors do a good job of assisting the athletes.

Faculty members said Monday they are concerned that the new committee needs to pursue an unbiased review and not include people who might have potential conflicts of interest, or people who have already made their opinions public.

Potter said he agreed with that sentiment. "I don't think people who have staked out a position are going to be credible on any side of this issue," he said after the meeting.

The 43-word resolution specifies the committee will "review academic counseling given to intercollegiate student athletes." The committee will refine its charge further, said Potter.

Potter said he is not in favor of broadening the committee's task to examining the General Studies major because that is under the purview of the College of Literature, Arts and the Sciences. However, he said the committee will decide what specifically it will examine.

"The entire point is not to prejudge what people who don't have a public view on this right now are going to say," he said.

Kelly Cunningham, a university spokeswoman, said later on Monday that she could not comment on the faculty discussion because university administrators had not yet been officially notified about the committee.

The nine voting members of SACUA will choose five members for the committee, which will report its findings by December.

--

Lissa L. Broome
Wachovia Professor of Banking Law
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100 Ridge Road
CB # 3380, Van Hecke □ Wettach Hall
Chapel Hill, NC 27599-3380

919-962-7066

F: 919-962-1277

Web: <http://www.law.unc.edu/banking>

From: @email.unc.edu>
Sent: Monday, 9:00 AM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: independent study for second session

Hey Brent,

I called and left a message about the class that I needed to take second session and was wondering if you could email me back a list or can even call me so I can be able to decide which class would be the most non challenging.

thanks!

COIA RANKING SYSTEM CRITERIA
(membership draft)
(1 May 2008)

The unique value of intercollegiate athletics lies in its potential to enhance the educational experience of student-athletes through engagement in sports. In the best of worlds, participation in college athletics plays an important role in the personal development of student-athletes, provides a community framework for other students, and develops strong institutional loyalty among students, alumni, faculty, and broader communities. When in concert with the educational mission of the institution, intercollegiate athletics clearly adds value to the educational experience of our student-athletes and to the institution as a whole. The fundamental principle underlying the long term health and success of a college sports program is that it must be in alignment with the institutional academic mission.

The Coalition on Intercollegiate Athletics (COIA) and the Curley Center for Sports Journalism at Penn State University are pleased to collaborate on this assessment of the integration of athletics into the academic goals and values at Division 1A institutions. The goal of this project is identify areas where institutions are performing well and highlight other areas in need of greater effort. The criteria below represent best practices as related to the academic mission of the institution drawn from previous COIA proposals and also championed by other groups including the NCAA, Division 1A FARs, FARA, and the N4A. Data and overall rating will be released publicly in March 2009.

This survey is to be completed by the current Faculty Senate President (or equivalent) with assistance from the campus COIA representative. We hope the Faculty Senate President and COIA representative will consult broadly across campus units to obtain up-to-date answers to these questions. For each question, please answer always/yes, usually, rarely, or never/ no. Please assume that all answers refer to events that have taken place only within the past 12 months.

Each of the 25 questions will be scored on a 4 point scoring system where 4 points will be given for an “always/yes” answer, 3 points for “usually”, 2 points for “rarely”, and 1 point for “never/no”. The total maximum score is 100 points.

A. ADMISSION AND RECRUITING

1. General admissions policies are the same for all students, athletes and non athletes (*i.e.*, average high school GPAs and SATs of incoming athletes are statistically equivalent to general freshman student body.)
2. Special admissions of freshman and transfer student-athletes reflect the same philosophy as special admissions of non athletes (*i.e.*, the percentage of student-athletes admitted under special admissions programs is statistically equivalent to their percentage in the general undergraduate student body.)

3. Faculty is involved in developing and overseeing campus policies regarding recruiting of student-athletes.

B. ACADEMICS

1. Data on student-athletes' choice of major are gathered and evaluated by the campus faculty governance body or the Campus Athletic Board.
2. Student-athletes' courses, sections and grades are collected by sport and assessed by the campus faculty governance body or the Campus Athletic Board.
3. The most recent APR figures for men's basketball and football are 925 or above, where 925 is the cutoff score to avoid NCAA penalties (yes/no answer only).
4. The federal data on annual graduation rates and the NCAA Academic Progress Rate and Graduation Success Rate data are reviewed annually by the campus faculty governance body.

C. SCHOLARSHIPS

1. In accordance with current NCAA policy (NCAA by-law 15.3.2.4 Hearing Opportunity), there are established criteria and mechanisms for revoking an athletic scholarship, including an official appeals procedure.
2. The final authority for revoking a scholarship rests with either the Provost or the campus chief financial aid officer.

D. STUDENT-ATHLETE INTEGRATION

1. There are formal life skills and personal development programs for student-athletes to integrate them into the general student population. (N.B. this is already required by NCAA bylaws so this criteria may not be needed).
2. Individual athletic competitions and associated travel are scheduled to minimize lost class time.
3. Institutional policies designed to minimize lost class time are explicitly described in writing and publicly available.
4. Athletically-related activities (*e.g.*, formal and informal practices, team meetings, and any activities which student-athletes are required to attend) are scheduled outside the prime times for academic classes.
5. Institutional policies to achieve the scheduling goal in D4 are explicitly described in writing and publicly available.

E. ACADEMIC ADVISING

1. The academic advising facility for student-athletes is fully integrated into the existing academic advising structure.

2. The academic advising facility for student athletes reports to the existing academic advising structure or to an academic officer of the institution and not solely to or through the Athletics Department.
3. Athletic academic advisors are appointed by and work for the campus academic advising structure or to an academic officer of the institution and not solely for the Athletics Department.

F. CAMPUS GOVERNANCE OF ATHLETICS

1. The institution has a Campus Athletic Board with that monitors and oversees campus intercollegiate athletics.
2. The voting component of the Campus Athletics Board includes the Faculty Athletic Representative and consists of a majority of tenured faculty members.
3. The faculty members on the Campus Athletics Board are elected/appointed directly by the faculty and/or by the campus faculty governance body.
4. Major athletic department decisions (*e.g.*, hiring of the athletic director and key athletic department personnel, changes in the total number of intercollegiate sports, initiation of major capital projects, etc.) are made after consultation with the Campus Athletic Board and leaders of the campus faculty governance body and appropriate faculty committee(s).
5. The Faculty Athletic Representative is appointed by the University President after consultation with the campus faculty governance body.

G. DIVERSITY AND EQUITY

1. The institution has made progress in the past 12 months towards meeting Title IX requirements.
2. The diversity of the student-athlete population is reflective of the diversity of the entire undergraduate student body.

H. STUDENT-ATHLETE WELFARE

1. The institution has a formal mechanism to assess student-athlete welfare independent of the Athletics Department.

FOR IMMEDIATE RELEASE

from **THE COALITION ON INTERCOLLEGIATE ATHLETICS (COIA)**

<http://www.neuro.uoregon.edu/~tublitz/COIA/index.html>

08 April 2008

In a series of four reports beginning on March 16, 2008 the Ann Arbor News contended that the University of Michigan clusters athletes in programs that would put them on the easiest path to a degree and allows them to enroll in independent study courses that enabled them to pad their grade point averages. The University has denied any impropriety.

The Coalition on Intercollegiate Athletics (COIA) has not investigated the charges; it is not our role to do so and thus we take no position on the merits and specifics of the allegations.

We point out, however, that we have previously taken note of similar accusations at other universities and have warned of the potential for such abusive practices in the absence of explicit policies and controls to prevent them. Specifically, the COIA has called for universities to collect data on enrollment and grading patterns of students in individual sports programs. Such data should be designed to reveal whether there are clusters of athletes enrolled in identical courses or in courses with identical instructors, unusually high class GPAs in such courses or from such instructors, or grades significantly higher than predicted for athletes as compared to others in such courses or from such instructors. Faculty and administrators should be charged with the responsibility for reviewing the data and ensuring that academic integrity is not being compromised. We now reiterate our appeal for universities to adopt our proposals.

The COIA has, in the past, supported the NCAA's efforts to enhance the academic experience of student-athletes. Notably, the NCAA has established a program that requires member schools to measure the academic progress of athletes and imposes penalties on both teams and individual athletes who fail to meet specified standards. We are apprehensive, however, that some athletic departments and their academic counselors may be concerned more with the athletic eligibility of students than with their education. Schools may be enhancing the academic progress ratings of their athletes by steering them to courses that are not necessarily in their best academic and vocational interests, encouraging them to enroll in independent study courses that are not, in fact, consistent with the spirit and rationale for individualized research and scholarship, and by directing them to majors and programs that are designed mainly for athletes.

The current controversy involving the University of Michigan once again underscores the importance of faculty and administrative vigilance over academic practices as they pertain to athletes. It points to the urgency of the reforms proposed by the COIA.

For more information on COIA's academic disclosure proposals, please refer to Section 1.2 (The Primacy of Academics) in our 2007 white paper: "Framing the Future: Reforming Intercollegiate Athletics" paper (<http://www.neuro.uoregon.edu/~tublitz/COIA/index.html>).

This statement has been approved by the Steering Committee of the Coalition on Intercollegiate Athletics (<http://www.neuro.uoregon.edu/~tublitz/COIA/SC.html>)

Contacts: COIA Co-Chairs: Nathan Tublitz (Oregon; tublitz@neuro.uoregon.edu), Virginia Shepherd (Vanderbilt; shephev@aol.com) and Carole Browne (Wake Forest; browne@wfu.edu)

Faculty Athletics Committee – May 6, 4-6 p.m.
****Williamson Building (By Smith Center)****
Agenda

1. Remarks by Chancellor Moeser
2. Tour of basketball museum
3. Remarks by Dick Baddour
 - a. Kenan Stadium plans
4. Remarks by Jack Evans
5. Discussion and Review of Proposed Revisions Policy Statement: Arrest For/Conviction of Felony/Misdemeanor based on discussion at January meeting (if ready) (Leslie Strohm, Baddour, and Gallo)
6. Report or update from Sports Medicine Review Committee (Gallo, Cowell & Hershey)
7. COIA
 - a. COIA Statement regarding Michigan and Ann Arbor News Series (attached)
 - b. Annual Meeting in Athens, Georgia, May 30-June 1
 - c. Review of Proposal re Academic Integrity Ranking (attached)
8. Administrative
 - a. Approve minutes from March meeting (separately circulated). The committee did not meet in April.
 - b. Update on University Steering Committee for Worker Health, Safety and Wellness (Runyan, Hershey)
 - c. Report on Faculty Elections (new member Osborne; reelected: Harris and Lensing)
 - d. Submit exit interview summaries to Barbara Wildemuth
 - e. Thanks members rotating off
 - f. Elect chair for 2008-09
9. Future meetings
 - a. Update on work of Ad Hoc Committee (Cowell, Blanchard, Harris, and Cricket Lane) to revise survey and improve response rate (preliminary draft attached)
 - b. Review of Exit Survey (Harris) and Exit Interview (Wildemuth) results
 - c. Preparation, review, and approval of Annual Report to Faculty Council
 - d. Review of APR & GSR
 - e. 2008-09 Meetings: First Tuesday of the month during the academic year from 4-6; 105 South Building

From: Lissa Broome <lbroome@email.unc.edu>
Sent: Friday, May 2, 2008 4:13 PM
To: Gallo, Larry <athgallo@unca.unc.edu>; Leonard, Barbara <bjeonar@email.unc.edu>; Kirby, Brenda <brenda_kirby@unc.edu>; Baddour, Dick <dbaddour@unca.unc.edu>; Runyan, Desmond <drunyan@unc.edu>; Evans, Jack <evansj@kenan-flagler.unc.edu>; Hershey, Garland <garland_hershey@unc.edu>; Cowell, Glynis <Gscowell@email.unc.edu>; Tauchen, Helen <helen.tauchen@unc.edu>; Blanchard, John <jgb@unca.unc.edu>; Harris, Kathleen <Kathie_Harris@unc.edu>; Lensing, George <lensing@email.unc.edu>; Granger, Noelle <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, Steven <reznick@email.unc.edu>; Wildemuth, Barbara <wildem@ils.unc.edu>
Subject: Faculty Athletics Committee Meeting, May 6, 2008, *Williamson Building*
Attach: May08Agenda.doc; COIA statement on Michigan situation 08 Apr 2008-1.pdf; COIA Ranking.doc

Friends --

Our final meeting of the spring is this Tuesday from 4-6 at the Williamson building, the new building next the natatorium at the Smith Center. We will assemble in the lobby at 4:00. You may park in the lot behind the building. The agenda and some supporting documents are attached.

Helen, Glynis, and Des have already informed me that they will be unable to attend.

I hope to see the rest of you on Tuesday.

Lissa

--

Lissa L. Broome
Wachovia Professor of Banking Law
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100 Ridge Road
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F: 919-962-1277

Web: <http://www.law.unc.edu/banking>

From: Steve May <skmay@email.unc.edu>
Sent: Wednesday, March 12, 2008 1:44 PM
To: 'Jan Boxill' <jmboxill@email.unc.edu>
Subject: RE: Summer Independent Study

From: "Steve May" <skmay@email.unc.edu>
Sent: Wednesday, March 12, 2008 1:44 PM
To: Boxill', 'Jan <jmboxill@email.unc.edu>
Subject: RE: Summer Independent Study
Attach: Header

OK, Jan.

If all goes well with Hap, then just have them submit their paperwork to Jessica Smith, in Bingham 113. I can look everything over when I get back. I will have some catching up to do, but I will get to it as soon as possible after the 26th.

If Hap does not agree to the independent studies, you might try Ed Rankus. Or, we can talk about other options when I get back.

Steve

-----Original Message-----

From: Jan Boxill [mailto:jmboxill@email.unc.edu]
Sent: Wednesday, March 12, 2008 12:28 PM
To: Steve May
Subject: Re: Summer Independent Study

Steve,
Thanks--I calculated their COMM GPA and
Jan

Steve May wrote:

> Jan,
>
> If everything works out with Hap and/or another faculty member, we can
> consider their written requests for a waiver of the GPA. In those letters,
> students often note that their GPA in the major is higher than the overall
> GPA, which is usually persuasive. Or, other rationales can be considered,
> too.

>
> Steve

>
> -----Original Message-----
> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
> Sent: Wednesday, March 12, 2008 10:21 AM
> To: Steve May
> Subject: Re: Summer Independent Study

>
> Hi Steve,
> Thanks so much for your immediate response. We had a good time at the
> APPE conference. I was able to go to several sessions which were
> interesting and some very informative for the Parr Center. We had hoped
> our Ethics Bowl team would have done better, but given that it was our
> first such appearance at nationals, all in all they did a good job.

>

> I don't think any of the students have had Hap; I do think at least one
> of them has had Talenti. But Hap sounds like the ideal person. I printed
> off one of the contract forms yesterday and I did notice there was a GPA
> requirement.
>
> I don't know Hap, so a contact from you might be good to start and then
> I would be happy to talk with him and have the players meet with him as
> well.
>
> Thanks so much. Enjoy your trip--sounds fun!
>
> Jan
>
> Steve May wrote:
>> Hi Jan,
>>
>> It is good to hear from you. I hope you had a good time at the APPE
>> conference. It was a nice surprise to see you there.
>>
>> First, let me warn you that I am about to leave the country for the next
>> couple of weeks. I have a course release this semester and I am going to
>> Ireland for a conference, lecture, and then some travel with family.
>>
>> I will be checking email through the end of the day, but I will not be in
>> contact again until March 26th. So, if we need to discuss it, we should
> do
>> it soon. Our offices in Bingham are being cleaned for mold, so don't
call
>> me there. You can try to reach me at home today but I will be
> in
>> and out running errands. This morning is the best time to catch me.
>>
>> In short, I am happy to work with the student-athletes regarding an
>> independent study and do what I can to assist them with the process. In
> my
>> role, I would likely approve the independent studies.
>>
>> Here is the challenge, though: Our independent studies are done through
>> individual faculty members and, as a result, the women would need to find
> a
>> faculty member willing to serve as the director of their independent
>> studies. The likely faculty members for such a documentary film would be
> Hap
>> Kindem (the most obvious choice, since he is a documentary film-maker),
Ed
>> Rankus (experimental video), or Francesca Talenti (film, animation).
>>
>> I am not personally suitable to evaluate an independent study that
> involves
>> documentary work. I don't know if you have met Hap, but he is very
>> sports-minded. He is currently working on a documentary of the women's
>> soccer team and he has done documentaries of disabled skiers, among other
>> topics. He typically spends the summer, though, with an internship
>> experience with our students in London and Scandinavia.

>>
>> I would be happy to contact him and see if he is willing to work with the
>> students, putting the two of you in touch with one another. Or, feel free
> to
>> contact Hap (kindemg@email.unc.edu) directly if you want to move more
>> quickly. He is really pleasant and quite interested in working with
>> students, in general. As you can probably imagine, though, faculty
members
>> rarely jump at the opportunity to direct independent studies in the
> summer!
>> In terms of departmental approval, the forms for the independent studies
> are
>> on our web site. They can click on "Undergraduate Studies" and then on
the
>> following page, "Independent Studies." There is a GPA requirement--which
>> can be waived if the student submits a written request--and a form to
>> complete.

>>
>> Please feel free to follow up via email or call me at home this morning.

>>
>> Steve

>>
>> -----Original Message-----
>> From: Jan Boxill [mailto:jmboxill@email.unc.edu]
>> Sent: Wednesday, March 12, 2008 8:49 AM
>> To: SKMAY@email.unc.edu
>> Cc: Jan Boxill
>> Subject: Summer Independent Study

>>
>> Hi Steve,
>> I am writing to you in your capacity as the Director of Undergraduate
>> Studies in COMM.

>>
>>
>>
>>
>> In the past we
>> have been able to do independent studies courses. I was hoping we could
>> do this for this group. My thoughts were for them to do a documentary of
>> their tour. Since they will be visiting at least four countries and
>> many different places, there is a good amount of work for each to do to
>> create a documentary. Would this be possible and something you would
>> approve? There are other communications issues that they could also do.

>>
>> I would like to discuss this with you.

>>
>> Thanks,
>> Jan

>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies

Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Thursday, April 24, 2008 10:42 AM
To: Blanton, Brent <blanton@unca.unc.edu>; Mercer, Robert <rmercer@unca.unc.edu>;
Maloy, Susan B. <sbmaloy@unca.unc.edu>
Subject: [Fwd: Re: Summer Independent Study]
Attach: Mail.msg

Susan, Robert, Brent,

Here is some email exchanges with COMM regarding players doing a documentary. I will forward you all the exchanges I have had. I met with the group and Professor Kindem 3 weeks ago; he has met with the entire class and the players last week and this week. They had to submit a proposal which they did. On the first day of class they are to present, along with others in the class, their proposals.

If you think doing the Maymester is not a good way to go, Hap will, I believe, still work with them on an independent study.

Thanks,
Jan

--

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FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, 11:26 AM
To: @email.unc.edu>
Subject: Re: Ethics Bowl Class

I have some time tomorrow and Thursday when I can meet. You don't to do 5 papers-I just need at least 12-15 pages of any number of papers 1,2,or 3...

Jan

@email.unc.edu wrote:

> Hi,
>
> This is I was trying to meet with you to
> talk about the 5 papers we have to write by Friday. I have one done, but
> I was wondering if there was anyway I could get the amount of papers due
> reduced. I know this is my fault due to poor planning, but I have been
> traveling for weeks at a time during the
> entire semester which makes things extremely difficult. I'm sorry to
> ask you this in such short notice, but anything would be greatly
> appreciated. Sincerely,

>
>
>
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>
>
>
>
> andQuoting Jan Boxill <jmboxill@email.unc.edu>:

>> I am out of town until Monday.
>> Jan

>>
>> @email.unc.edu wrote:
>>> Hello,

>>> This is I am taking you Ethics Bowl Class as an
>>> independent study. I was wondering if there was any way that I could
>>> meet with you to discuss the papers due for the class. Anytime Friday
>>> works best for me if thats at all possible for you. Thank you very much!
>>> Sincerely,

>>> Quoting JMBOXILL@email.unc.edu:

>>>> Just a reminder that we will be meeting at 6 p.m. on Tuesday,
>>>> to discuss presentations. I will try to have pizza for us!

>>>> Jan
>>>>
>>>>
>>>> --

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>> Senior Lecturer
>> Director of Undergraduate Studies
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From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, April 7, 2008 3:06 PM
To: Mary Willingham <mwillingham@unca.unc.edu>
Subject: Re: summer SI class

She is welcome in my class.

Mary Willingham wrote:

> Dr. Nyang'oro,
>
> Supplemental Instruction has been very popular as well as successful with our students. We were wondering if it would be possible to add SI to your 1st summer session Afri 101 class? I've attached a sample SI letter for your review, SI would be open to all students in the class. One of our very experienced SI Leaders, Amy Kleissler has expressed an interest in attending your class and leading the sessions. She would be happy to meet with you at your convenience to discuss. Thank you for considering SI.
>
> Regards,
>
>
> Mary C. Willingham
> Learning Specialist/SI Coordinator
> University of North Carolina - Chapel Hill
> Academic Support Program for Student Athletes
> (919)843-6029
> mwillingham@unca.unc.edu
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 10:14 AM
To: Kindem, Gorham A <kindemg@email.unc.edu>
Cc: jmboxill@email.unc.edu; kindemg@email.unc.edu; jmboxill@email.unc.edu;
Subject: Re: Summer Independent Studies - Jan Boxill as Contact Person

Hap,
Thanks. [redacted] can meet at that time
[redacted] has a class at that time, so we'll have to give her the
information. Also, I believe they leave for [redacted] which
means they should be able to come to the first day of classes. But we
can talk about this next week.
Thanks so much for working with us.

Jan

kindemg@email.unc.edu wrote:

> Jane,
>
> Can they meet me in my office (315 Bingham Hall) one week from today,
> next Thursday, at 12:30 pm?

> Hap

>

> Quoting Jan Boxill <jmboxill@email.unc.edu>:

>

>> Hap,

>>> I told the players last week about meeting today, but I forgot to
>>> remind them when we got in at 3 a.m. this morning, so I doubt we will
>>> be meeting you today. Would this Thursday or next Tuesday work for
>>> you? Two of them have class at 11-12:15. I won't be seeing them today,
>>> but hopefully will tomorrow.

>>

>> Thanks,

>> Jan

>>

>> kindemg@email.unc.edu wrote:

>>> Jan,

>>>

>>> Sounds good. Perhaps we could meet in my office (315 Bingham Hall) on
>>> the following Tuesday sometime between 11 am and 12 noon, if they are
>>> available, or if not, perhaps between 12:15 pm and 12:30 pm. I will
>>> be busy with Full Frame Activities beginning Wednesday of that week.

>>>

>>> Hap

>>>

>>> Quoting Jan Boxill <jmboxill@email.unc.edu>:

>>>

>>>> Hap,

>>>>> I have registered the three students in your Maymester class. I
>>>>> think that is the best situation. When we return from [redacted] I'll
>>>>> have them all come see you. We will be in town only Wednesday of
>>>>> this week, but then have more time the following week.

>>>>

>>>>> Thanks,

>>>>> Jan

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--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies

CWT-SUPPL00000330

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From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, March 26, 2008 10:38 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Re: class questions]

----- Original Message -----

Subject: Re: class questions
Date: Tue, 17:32:01 -0400
From: @gmail.com>
To: Travis Gore <stgore@email.unc.edu>
References: <47E91295.5060704@email.unc.edu>

Hi,

Professor Nyang'oro's class I believe is AFRI . My PID is
The time for that class will probably interfere with another class I
have, but Debbie and Professor Nyang'oro said I could still take it
because they only meet a couple times anyways.

And you are very welcome for the banana bread! I might make it again
before the semester is done. I need to make up for how much I annoy
Professor Nyang'oro, so that's why I bring him (and everyone else)
goodies... :)

Thank you very much!!
Hope you had a nice day,

On , *Travis Gore* <stgore@email.unc.edu
<<mailto:stgore@email.unc.edu>>> wrote:

Hi

Can you remind me which class it is for the fall and can you also give
me your PID number. It should not be a problem for that class or for
Professor Selassie's class as well. Thank you for the banana bread. I
had a few slices that afternoon and it was good. That was really nice
of you but you didn't have to do that.

Thanks again,

Travis

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 25, 2008 12:11 PM
To: Davis, Barbara Taylor <barb@unc.edu>
Subject: Re: Geog summer

Wonderful, we won't be back in town until tomorrow; so I'll talk with them about coming tomorrow or Thursday. We leave again Thursday afternoon.

Thanks so much,
Jan

Barbara Taylor Davis wrote:

> Hi Jan ~
>
> I mentioned this to Florin, and he said he is happy to do it. If you
> can have them come by Saunders, Room 205, I'll take care of everyone.
> I'm leaving a little early today for (about 3:15), but
> should be here the rest of the week.

> Barbara

> Jan Boxill wrote:

>> Hi Barbara,
>> I am writing to get settled on the Geog independent study for the
>> women's players in first summer session. Have you talked
>> to John Florin about this? Or should I? We need it for the FIRST
>> summer session, and it would involve about 5 players.
>>
>> Thanks,
>> Jan
>

--
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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, March 25, 2008 11:37 AM
To: Blanton, Brent S <blanton@unca.unc.edu>
Subject: Re:

Hi Brent,

Thanks. We are all just bummed that we play so late tonight. They are ALL ready to play now, and hate waiting around all day to play at nearly 10 p.m. And to make that even worse, we won't be arriving back home until nearly 5 a.m. :(

I have enrolled into the class. We will talk about what she and the others need to do.

Jan

Brent Blanton wrote:

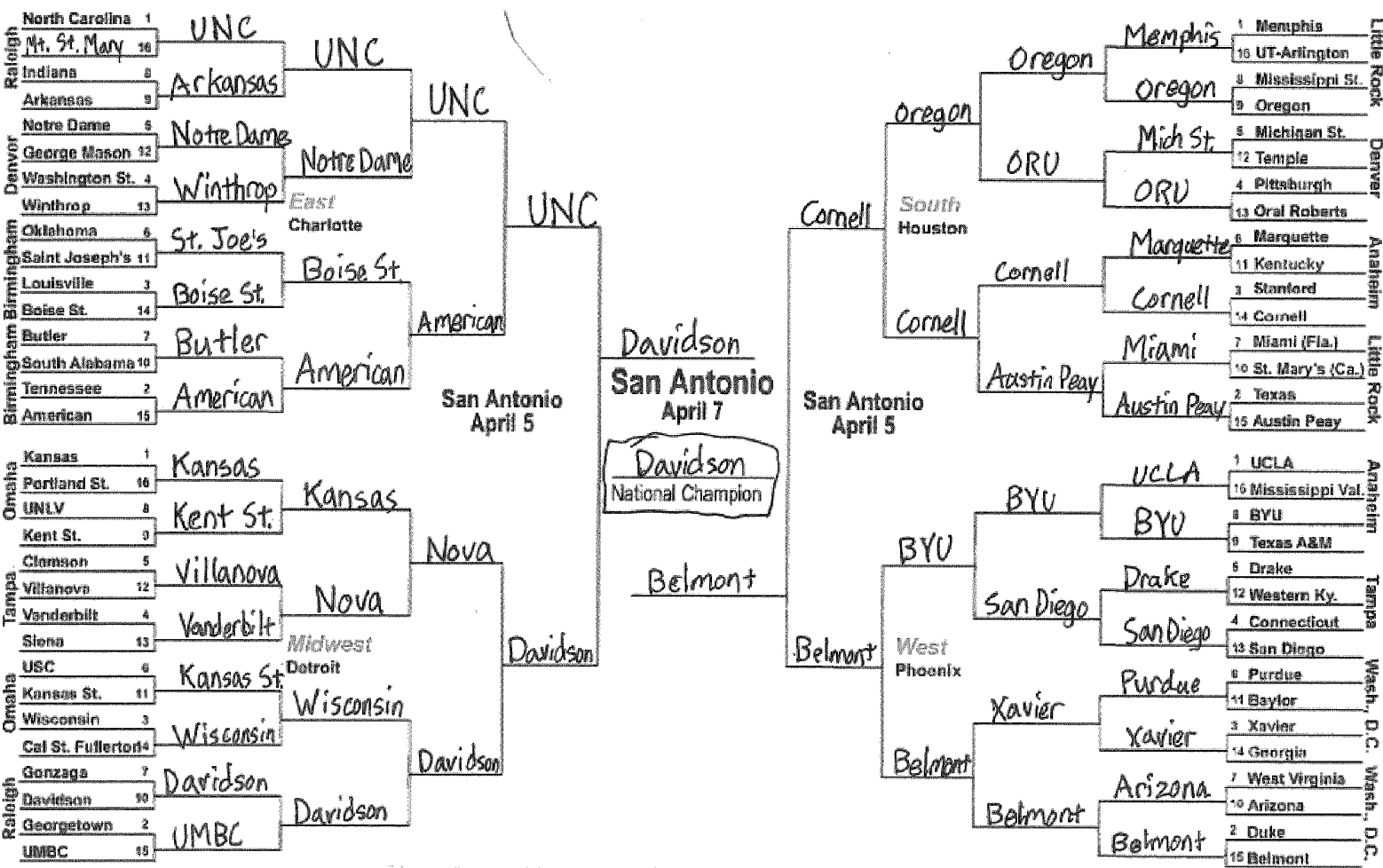
> Hi Jan,
>
> First, good luck to the girls tonight against the Dawgs. Second, I know
> you have a waitlist for your summer class, but is there any way you can
> squeeze into the class via independent study/online? She is
> and needs an upper-level PHIL to ease her load next
> spring
>
>
>
> Anything you can do will be appreciated, but I understand if the answer
> is no.
>
> Brent
>

--

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INSIDE HIGHER ED

insidehighered.com



From: Lissa Broome <lbroome@email.unc.edu>
Sent: Monday, March 17, 2008 1:39 PM
To: Lissa Broome <lbroome@email.unc.edu>; Jack Evans <evansj@kenan-flagler.unc.edu>; Garland Hershey <garland_hershey@unc.edu>; Glynis Cowell <Gscowell@email.unc.edu>; George Lensing <lensing@email.unc.edu>; Barbara Leonard <bjleonar@email.unc.edu>; Brenda Kirby <brenda_kirby@unc.edu>; Dick Baddour <Dbaddour@uncaa.unc.edu>; Larry Gallo <athgallo@uncaa.unc.edu>; John Blanchard <jgb@uncaa.unc.edu>; Kathleen Harris <Kathie_Harris@unc.edu>; Noelle Granger <noelle@med.unc.edu>; Desmond Runyan <drunyan@unc.edu>; Barbara Wildemuth <wildem@ils.unc.edu>; Rachel Willis <Rachel.Willis@unc.edu>; Steven Reznick <reznick@email.unc.edu>; Helen Tauchen <helen.tauchen@unc.edu>
Cc: Robert Mercer <rmercer@uncaa.unc.edu>
Subject: Some items of interest to the FAC
Attach: Inside Higher Ed bracket.BMP

Friends --

The Ann Arbor News is running a 4-day series on academics and athletics at the University of Michigan. The link is <http://www.mlive.com/wolverines/academics/stories/index.ssf/2>. The first day reported on an independent study situation similar to that exposed at Auburn a few years back. Today's story is about the concentration of student-athletes in particular majors.

The second item is a bracket filled out by Inside Higher Education (attached) based on APRs (with a tie-breaker for GSRs). You will note that UNC is the only # 1 seed that advances to the Final Four based on this criteria.

Lissa

--

Lissa L. Broome
Wachovia Professor of Banking Law
Director, Center for Banking and Finance
UNC School of Law
100 Ridge Road
CB # 3380, Van Hecke – Wettach Hall
Chapel Hill, NC 27599-3380

919-962-7066

F: 919-962-1277

Web: <http://www.law.unc.edu/banking>

From: Lissa Broome <lbroome@email.unc.edu>
Sent: Monday, March 17, 2008 1:39 PM
To: Gallo, Larry <athgallo@unca.unc.edu>; Leonard, Barbara <bjeonar@email.unc.edu>; Kirby, Brenda <brenda_kirby@unc.edu>; Baddour, Dick <dbaddour@unca.unc.edu>; Runyan, Desmond <drunyan@unc.edu>; Evans, Jack <evansj@kenan-flagler.unc.edu>; Hershey, Garland <garland_hershey@unc.edu>; Cowell, Glynis <Gscowell@email.unc.edu>; Tauchen, Helen <helen.tauchen@unc.edu>; Blanchard, John <jgb@unca.unc.edu>; Harris, Kathleen <Kathie_Harris@unc.edu>; Lensing, George <lensing@email.unc.edu>; Granger, Noelle <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, Steven <reznick@email.unc.edu>; Wildemuth, Barbara <wildem@ils.unc.edu>
Cc: Mercer, Robert <rmerc@unca.unc.edu>
Subject: Some items of interest to the FAC
Attach: Inside Higher Ed bracket.BMP

Friends --

The Ann Arbor News is running a 4-day series on academics and athletics at the University of Michigan. The link is <http://www.mlive.com/wolverines/academics/stories/index.ssf/2>. The first day reported on an independent study situation similar to that exposed at Auburn a few years back. Today's story is about the concentration of student-athletes in particular majors.

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Lissa

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919-962-7066
F: 919-962-1277
Web: <http://www.law.unc.edu/banking>

From: Robert Mercer <rmercerc@unca.unc.edu>
Sent: Monday, March 17, 2008 1:55 PM
To: Blanton, Brent <blanton@unca.unc.edu>; Reynolds, Cynthia
<cynthiar@unca.unc.edu>; Maloy, Susan B. <sbmaloy@unca.unc.edu>; Walden,
Wayne <wwalden@unca.unc.edu>
Subject: Fwd: Some items of interest to the FAC
Attach: Some items of interest to the FAC.msg

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, March 13, 2008 10:08 AM
To: Salyer, Sherry L <salyer@email.unc.edu>
Subject: Re: Summer

Okay--I understand.
Jan

Sherry Salyer wrote:

> HI!
> good!
>
> Interesting that this should come up. Our chair wants to discuss
> independent studies. On tap for the faculty meeting on Wed, but we don't
> always get to all items.
>
> BUT our departmental policy as it stands now is no independent study is
> offered in summer school.
>
> Hope this helps. Let's do lunch sometime!
>
> Here are our guidelines below:
>
> Independent Study
> EXSS 396
>
> 1. Purpose: to provide an opportunity for majors and non-majors to
> pursue scholarly activity in the exercise and sport science field. This
> avenue provides students with the opportunity to explore exercise/sport
> issues of interest to them but not commonly presented with their classes
> or within their major. It is not to be misconstrued as a way to get
> lab/classroom assistant help or a simple method to get extra credit
> hour(s) for graduation. Only full-time faculty are eligible to
> supervise an independent study.
> 2. Credits and Hours: 1-3 hours of academic credit depending upon
> the scope of the project as determined appropriate by the directing
> faculty member. Actual required time would range from approximately
> 20-60 hours for the semester, based upon the general formula/assumption
> that every hour of class lecture theoretically requires approximately
> one hour of outside study time. Thus, if a 3-credit class meets 22-34
> times (50-90 minute class, 2 or 3X wk class) during the semester, it
> should require approximately 60 hours of total time, 2 credits would
> require about 40 hours, and 1 credit about 20 hours. EXSS 396 is not
> available in summer school.
> 3. General Course Content Requirements: The student puts in the
> recommended amount of time for the appropriate credit hour designation
> (1-3 credits) as listed above. The actual nature of the scholarly
> activity is determined between the student and the faculty advisor
> within the respective major. COURSE PRE-REQUISITES: 2 or more
> 'relevant' EXSS courses completed with at least a "B" grade.
> Pre-requisite course relevancy is determined by the faculty supervisor
> of the directed study in question.
> 4. Academic Standing: Open to juniors and seniors
> 5. Registration Procedure: See Dr. Salyer to register.

>
> Jan Boxill wrote:
>> Hi Sherry,
>> Hope you are enjoying the Spring Break.
>> I am trying to arrange summer school for the players. This
>> summer they will be
>> In the past we have been able to set up
>> independent studies for each player in their majors. Would it be
>> possible to do this for the EXSS majors- ,
>>
>>
>> Jan
>

--
Jan Boxill, Ph.D.
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Senior Lecturer
Director of Undergraduate Studies
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From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, 2:54 PM
To: @gmail.com>
Subject: Re: can we meet on Wednesday?

Call again!

wrote:

> I just called and you were not there to pick up. :(
>
> Anyways, please let me know about the possibility of your contact
> finding me some sort of work/internship in for summer 2009 (I
> know that you know some people who could give me work!). Or I really
> would love to work in the AFRI office also or be your assistant (I
> promise I would be a good researcher, helper, coffee-getter, etc.)
>
> Also, I was wondering if I could do an independent study with you for
> next fall? I have to register in a couple weeks and would like to do
> more research on Zimbabwe, Tanzania, or DRC, or perhaps another country
> or topic I don't know much about yet (how economic policies affect
> environmental degradation, how aid organizations help/hinder Africa, the
> interplay of Western economic policies and African markets/poverty, etc.
> etc.). After visiting Namibia and Zambia maybe I will get more ideas
> about those countries, because I know little about them.
>
> Thanks for all your help! Sorry I'm annoying...
>
>
> PS: I will be able to bake you something next week, if you will be in
> the office to get it. :)
>
> On @gmail.com
> <<mailto: @gmail.com>>> wrote:
>
> okay!
>
>
> On *Julius Nyang'oro* <jen321@email.unc.edu
> <<mailto:jen321@email.unc.edu>>> wrote:
>
> 2.30 would work better.
>
>
> wrote:
>
>> Could I call your office at 2ish to talk?
>>
>> On @gmail.com
> <<mailto: @gmail.com>>
>
>> <<mailto: @gmail.com>>
> <<mailto: @gmail.com>>>> wrote:
>>
>> Hujambo, hope you are well,
>>
>> I won't be on campus then (I didn't bring enough work with
> me to
>> stay that long and get nothing done). I am thinking that I
> won't go
>> to ..after bothering you for so long for the

>> recommendation, which I am quite sorry about.
>>
>> I still want to go for a summer though (like summer 2009),
> find my
>> own place, and hopefully you know someone there (or your
> contact
>> does) who could find me an internship or job? Is that at
> all possible?
>>
>> Or I could stay and work for you (or the AFRI office) next
> summer :)
>> That would be wonderful also!
>>
>> Let me know if I can bring you a pie or something on Friday
> as a
>> thank you for always putting up with me.
>>
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>>
>> On *Julius Nyang'oro* <jen321@email.unc.edu
> <<mailto:jen321@email.unc.edu>>
>
>> <<mailto:jen321@email.unc.edu>
> <<mailto:jen321@email.unc.edu>>>> wrote:
>>
>> I should be in the office for an hour today 2-3.
>>
>>
>> wrote:
>>
>>> Hujambo bwana Julius!
>>>
>>> I hope you had a good trip (in DC, I think?). I was wondering
>> if we
>>> could meet tomorrow. I am still debating the
>> thing...and right
>>> now I am thinking that I would rather go on my own for a
>> summer, and I
>>> was hoping that your contact there could maybe (please?) find
>> me an
>>> internship? I think am too independent to go on a regimented
>> group trip.
>>> That is why I want to meet tomorrow. I can bring you a pie on
>> Friday as
>>> a thank you! Or whatever other baked good you desire (except
>> cake, that
>>> is not my forte).
>>>
>>> The bottomless pit of demands continues...
>>>
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>

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Julius E. Nyang'oro
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CB# 3395, Battle Hall
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Email: jen321@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, February 26, 2008 3:07 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: [Fwd: Re: Help!]

Hi Brent. I signed the girls' forms and asked them to bring them back to me. I thought we would deliver them to Betsy quietly in order to not draw attention. Hope you are hanging in there. It will take some time to get over that trauma. DC

Brent Blanton wrote:

>Hi Debbie,
>Sorry for the delay in responding, but and have not been in the office since.
called me last night with this question, and I told her to see you today (hopefully they did so). needs the class to graduate in the
spring, but the other do not plan to graduate until December. They all three are only in 12. If something can be done, I'd be grateful,
but I understand if nothing can.
>
>Let me know if you need any more information, but I probably won't be able to provide it until Monday (I won't be in later today).
>
>Take care, and have a great weekend,
>Brent
>
>
>
>From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
>Sent: Thursday, February 21, 2008 2:23 PM
>To: Brent S Blanton <blanton@unca.unc.edu>
>Subject: [Fwd: Re: Help!]
>
>
>Could you give me a call to discuss? dc << Message: Message >>
>
>

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, 1:13 PM
To: @email.unc.edu>
Subject: Re: AFRI Independent Study

You need to come and talk to me. 101 Battle Hall.

wrote:

> Good Afternoon Dr. Nyang Oro,
>
> I am writing because I was informed to report to you about my
> Independent study assignment. I spoke with Debbie Crowder and she said
> that you would get in contact with me about an assignment topic when I
> spoke to her about three weeks ago. I did not hear anything from you or
> the department, so I decided to write you and ask personally, just in
> case some wires of communication had been crossed. I look forward to
> hearing from you soon.
>
>
>
> @email.unc.edu
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, February 22, 2008 10:36 AM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: [Fwd: Re: Help!]

Good grief! I hope you are ok! You just never know, do you? I'll be happy to take care of your babies--I just wanted to go through the proper chain of command. Should I have them bring drop add forms to you next week or can they do it without your signature? Take care of yourself and be in touch. Debby

From: @gmail.com>
Sent: Thursday, 12:53 PM
To: Crowder, Deborah <dacrowde@email.unc.edu>
Subject: Re: Help!
Attach: TEXT.htm; Header

I sure can. is playing a majority of games at away locations this season, and we seem to be missing more class than we have in the past I've been here. My two teammates and I are in a computer class, Comp , and are having a hard time keeping up since most of the material is taught in class. We just began traveling and all three of us are already overwhelmed with trying to understand the information and keep up while we are missing so much class. Brent said our best bet would to to throw ourselves at your mercy and see if there is a way we could get an Independent study in the Afam department, or if you had any other ideas about what we should do. As you can tell, we are very desperate, so if there is any possibility of getting out of this class we would surely appreciate it. Please let us know what you think, and we will go from there. Thank you so much.

On Thu, at 10:55 AM, Deborah Crowder <dacrowde@email.unc.edu> wrote:

> Hi there. Unfortunately, I have a lunch meeting at about 12:15 and may
> not be back until close to 2. Can you give me some more information? dc

>
> wrote:

>> Hey Mrs. Crowder-

>> My name is I just spoke to
>> Brent Blanton about a problem that two of my teammates and I are
>> having with a class, and he told us to go see you. We are planning on
>> coming to your office after our classes tomorrow, sometime around
>> 12:30, if you don't mind. Thank you.

>>
>>
>>
>> --
>> "We must accept finite disappointment, but never lose infinite hope."
>> --Martin Luther King, Jr.

>
>
>
>

--
"We must accept finite disappointment, but never lose infinite hope."
--Martin Luther King, Jr.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, February 21, 2008 2:23 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: [Fwd: Re: Help!]
Attach: Mail.msg

Could you give me a call to discuss? dc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Time Started: 7pm	Time Finished: 10:45pm
Day/Date:		
Mentor:		

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

have geography test tomorrow. also has his history paper due. He brought me his draft and I proofread it while the boys quizzed each other back and forth with the sample "test" Amy made. did a good job with his paper, following the outline we made on Tuesday. He has a clear introduction with a thesis, supporting paragraphs on both perspectives of whites including quotes for each perspective and many examples, and a conclusion. He also has exactly two pages, the requirement for the paper. and I discussed some of the surface errors and confusion in the meaning of some sentences. I helped him make better sense of his thoughts. studied a review sheet of geography independently while I worked with . also needed some help writing his paper. He read the sources and started to formulate examples to use in his paper until I was finished working with . Then, at 9, I started looking at _ paper and helped him outline. While he was writing, some of the other guys came in to ask me to read over their history papers quickly (). After reading their papers, I proofread _ paper. He does a very good job of arguing his thesis with specific examples and quotes of the two perspectives of the white captors. said he could write his conclusion on his own. He just wanted to make sure his citations and examples were relevant to his thesis. So, he is finishing the conclusion at home. All the guys worked hard tonight and I am impressed with their papers.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:		Time Started: 5:45pm	Time Finished: 7pm
Day/Date:			
Mentor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

wanted to meet to let me proofread his Afam paper that we outlined yesterday. We met later than expected because ran over almost an hour for all the guys today. had two well written pages for his paper. He wrote straight from the outline and the examples he came up with yesterday. He also has done a great job of utilizing the sources on the background of Durham. After proofreading and helping him correct mainly surface errors, he discussed with me which statistics from the US Census Bureau on Durham and North Carolina were important to include in his paper. Once we figured out which statistics most strongly supported his thesis, he continued to write until 7 when he had math tutoring. He came back to see me at 9 to let me proofread what he wrote before going to math. Again, we corrected surface errors and I think he has done an excellent job and sticking to his thesis throughout the paper and supporting it with historical facts.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Friday, January 25, 2008 9:41 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Fwd: 1-24-08
Attach: TEXT.htm; 1-24-08.doc; 1-24-08.doc

we gotta figure out how to keep everyone from swarming

on Thursday nights when papers are due, since upperclassmen aren't using , maybe I will bring in solely for this reason.

Beth

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> @email.unc.edu> 1/25/2008 12:01 AM >>>



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 7pm	Time Finished: 9:45pm	
Mentor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

and I wrote his history paper tonight. He finished it. It has been proofread and printed for Friday. In his tutoring session for History this afternoon, he made a contrast list of how Equiano saw the whites and how the whites (specially the Byrd article) saw themselves. Basically, Equiano sees the whites as savage and Byrd sees himself as a religious and educated gentleman. We used quotes from the sources and argued that the white men cannot be seen as gentlemen because of their treatment of black slaves. His paper is exactly two pages as the TA required. has a clear understanding of the two extreme portrayals of the colonists. He worked very hard and I am proud of him for getting the paper finished tonight!

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 1pm	Time Finished: 2:40pm	
Mentor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

has an Afam paper due Friday on the black experience in a town in North Carolina. He picked Durham. We researched demographics of Durham from the government census website. We found breakdowns of blacks and whites in Durham including factors such as income, housing, and education. Also, Durham has an excellent website for the city. We printed many of the articles on the history of Durham. Durham is rich in black heritage from Civil rights to “black wall street” to blues music. We came up with his thesis → despite the advancements of the blacks in Durham and their contributions to the city and country, there is still a major gap between what whites have and blacks don’t have. We outlined his paper. He is supposed to work on his paper tonight and we will meet again tomorrow to edit his paper.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, January 24, 2008 12:44 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Fwd: 1-23-08
Attach: TEXT.htm; 1-23-08.doc; 1-23-08.doc

Beth

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> @email.unc.edu> 1/23/2008 11:29 PM >>>

From: @email.unc.edu>
Sent: Thursday, 9:54 AM
To: jen321@email.unc.edu
Subject: Afri

Hi Dr. Nyang'oro,
My name is _____ and I am registered for Afri _____. I emailed
Ms. Debby and she informed me that you are my supervisor for this
course.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, January 17, 2008 7:02 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Afri]
Attach: Afri (1.93 KB).msg

What is the story?

From: Jim Murphy <murphyj@email.unc.edu>
Sent: Monday, January 7, 2008 10:06 AM
To: Julius Nyang'Oro <jen321@email.unc.edu>
Subject: summer schedule

Julius,

As the spring term starts, we are also trying to get all summer term information correct. As students adjust spring schedules, it is important that they know what is available in the summer.

In checking schedules, we note that the SIS system listing includes AFAM 474 and 428 in first session and AFAM 263 and 428 in second session. However, you did not send us course descriptions for these. Are they to be removed from SIS?

Jim

--

Jim Murphy
CB # 3340
University of North Carolina at Chapel Hill
phone 919 966-4364 fax 919 962-2752
email jim_murphy@unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, January 7, 2008 10:22 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: summer schedule]
Attach: summer schedule (1.89 KB).msg

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, December 18, 2007 6:01 PM
To: Crowder, Deborah <dacrowde@email.unc.edu>
Cc: Lee, Jaimie <jaimielee@unca.unc.edu>; Barnes, Octavus <obarnes@unca.unc.edu>
Subject: Re: AFRI 266
Attach: Text.htm

d.c.

Please give him the AB rather than the grade.

I will have Jaimie call him again in the morning, to see why he can't resend the paper to you.

He may have computer issues, but would rather have an IN or AB than have him receive a grade.

Thanks again for all your help and support.

I appreciate YOU, as always.

Have a blessed and, hopefully, restful holiday. :)

Safe travels.

cynthia

>>>> Deborah Crowder <dacrowde@email.unc.edu> 12/18/2007 5:20 PM >>>>

Hi all. I just spoke to Mr. . I told him we would look for his

other paper tomorrow. It is possible we misplaced the original paper.

If not, I told him we could either wait for him to produce another copy

of the paper, or if it would be better, turn in a grade of C and change

it later when he produced the copy of the missing paper. Hopefully I'll

be able to locate it tomorrow, but it has been a long day. Cheers. dc

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 18, 2007 2:20 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: Re: Fwd: AFRI]

He resent it to me and I've changed his grade.

Thanks,
Jan

Deborah Crowder wrote:

>
>
> -----

> Subject:
> Re: Fwd: AFRI
> From:
> @yahoo.com>
> Date:
> Mon, 14:44:40 -0800 (PST)
> To:
> Deborah Crowder <dacrowde@email.unc.edu>
>
> To:
> Deborah Crowder <dacrowde@email.unc.edu>
>

> Hi Ms. Crowder,

>
> Hope you are well. The e-mail that I sent Dr. Boxill on Friday came back
> to me and I just saw it that I had entered her address in incorrectly
> when I checked my UNC webmail. I have resent her the e-mail with my
> assignments.

> Thanks,

> */Deborah Crowder <dacrowde@email.unc.edu>/* wrote:

> I got it--no problem. I had a call from Dr. Jan Boxill. Have you
> sent her something? Or told her when you will have something? dc

> wrote:
>> Hello, Ms. Crowder~

>> Hope you are well. My word documents sometimes give trouble when
>> opening so please let me know if you have trouble and I can send
>> the documents in PDF like I did with previous papers.

>> Thanks.

>> Note: forwarded message attached.

>> Never miss a thing. Make Yahoo your homepage.
>> <http://us.rd.yahoo.com/evt=51438/*http://www.yahoo.com/r/hs>

>> Subject:
>> AFRI
>> From:

>> @yahoo.com>
>> Date: Fri, 15:06:28 -0800 (PST)
>> To: dacrowde@email.unc.edu
>> To: dacrowde@email.unc.edu
>>
>> Hi Ms. Crowder,
>> Hope all is well. Please find my AFRI paper attached.
>> Happy Holidays!
>> Thanks.
>>
>> -----
>> Looking for last minute shopping deals? Find them fast with Yahoo!
>> Search.
>> <http://us.rd.yahoo.com/evt=51734/*http://tools.search.yahoo.com/newsearch/category.php?category=shopping>
>
>
>
> -----
> Be a better friend, newshound, and know-it-all with Yahoo! Mobile. Try
> it now.
> <http://us.rd.yahoo.com/evt=51733/*http://mobile.yahoo.com/;_ylt=Ahu06i62sR8HDtDypao8Wcj9tAcJ>
> >

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, 12:50 AM
To: @gmail.com>
Subject: Re: PHIL -Independent Tutorial

Hi.
I think it is easier to do three short papers, but it is up to you. I go in for and won't be able to access my emails until next Tuesday, but that will still give us time to complete the course before the end of the term.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

wrote:

> Jan,
> Thank you so much for all your help, I really appreciate it all. I
> have completed my final paper for the first independent study and
> attached it in this email. Also, thank you for getting another
> independent study set up for me, and it works great that it is a 3
> hour course. Not a big deal at all, especially for all that you have
> done for me. I looked at the paper topics and will start right away.
> The only question I have is whether you would like me to do one large
> paper or 3 papers again. Please just let me know what you think, and
> again thank you. Regards

>
>
>

> On 1:28 PM, Jan Boxill <jmboxill@email.unc.edu
> <<mailto:jmboxill@email.unc.edu>>> wrote:

>
> GRADE FOR ASSIGNMENT 1: A
> GRADE FOR ASSIGNMENT 2: A

>
> Very interesting and well done papers.
> Jan

>
> Jan Boxill, Ph.D.
> Director, Parr Center for Ethics
> Senior Lecturer
> Department of Philosophy
> University of North Carolina
> Chapel Hill, NC 27599-3125
> Email: jmboxill@email.unc.edu <<mailto:jmboxill@email.unc.edu>>
> Website: parrcenter.unc.edu <<http://parrcenter.unc.edu>>
> Phone: 919-962-3317
> FAX: 919-843-3929

>
>
>

wrote:

> > Jan,
> >
> > I hope you had a wonderful and safe Thanksgiving. I have been
> doing a
> > bunch of work and just wanted to email you my second paper.
> Again I
> > want to thank you for all that you are doing to make this happen for
> > me. Thanks again, I will have my third paper for you very soon.
> > Thanks again

>
>
>
>
>
>

From: @mindspring.com
Sent: Tuesday, November 27, 2007 12:48 PM
To: Arlene Rainey <arlene_rainey@unc.edu>
Cc: JEN321@email.unc.edu
Subject: Re: Part-time Classroom Studies - Fall 2008

Dear Arlene,

I am delighted to teach AFRI 101 in Fall 2008. Many thanks.

Best,

Robert

-----Original Message-----

>From: Arlene Rainey <arlene_rainey@unc.edu>

>Sent: Nov 26, 2007 11:29 AM

>To: @mindspring.com

>Cc: JEN321@email.unc.edu

>Subject: Part-time Classroom Studies - Fall 2008

>

>Dear Robert:

>

>Part-time Classroom Studies (formerly Continuing Studies) has prepared a

>tentative list of evening courses to be offered during fall 2008. We

>would like to offer AFRI 101. If this course meets with your approval,

>I would appreciate hearing from you no later than December 15 so that we

>can forward our list to the University Registrar's Office for inclusion

>in the fall Directory of Classes.

>

>If you have other needs or another suggestion, please let me know by

>December 15. As I understand it, the current stipend that we must match

>is If this is incorrect, please let me know.

>

>As always, thank you for your assistance and efforts on behalf of

>Part-time Classroom Studies. If you have further questions, please let

>me know.

>

>Best,

>

>Arlene

>

>--

>Arlene Rainey

>Student Services Manager

>The William and Ida Friday Center for Continuing Education

>The University of North Carolina at Chapel Hill

>CB #1020, The Friday Center

>Chapel Hill, NC 27599-1020

>Phone: (919) 966-3587 Toll Free(800)862-5669

>Fax: (919) 962-5549

>Website: fridaycenter.unc.edu

>

>

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, November 28, 2007 2:44 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Re: Part-time Classroom Studies - Fall 2008]
Attach: Re_ Part-time Classroom Studies - Fall 2008 (2.92 KB).msg

Making sure he does not exceed the numbers to trigger Bobbi's intervention.

--

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, November 26, 2007 12:53 PM
To: McDonnell, Carol B <cbmcdonn@email.unc.edu>
Subject: Re: PHIL

Carol,
Thanks. I am trying to get it all done this term- as he needs to have this year!!! Fortunately, he has been doing work all term, it's just on my end where the delay has been. So I'm trying to do what I can to

Thanks for all your help.
Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Carol McDonnell wrote:

> Ok. Thanks, Jan. The address for on the tutorial form was in
> so the initial mailing asking him to register went there. It
> took a little time to get worked out. The confirmation and the grade
> report form are in the mail to you.
> Carol

>
> Jan Boxill wrote:

>> Hi Carol,
>> Okay. Thanks.
>> RE: Good. He's been doing the work all term and is
>> nearly done with this course. I've got another one to send through
>> as he needs a 1-hour course, but we only have 3 hour ones. So that
>> will be coming through this week.

>>
>> Thanks,
>> Jan

>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website: parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929

>>
>>
>>
>> Carol McDonnell wrote:

>>> The student decided not to continue with the course. Thanks for your
>>> support, however. Maybe next time?
>>> However, just registered for your tutorial Phil, so
>>> you'll be getting the first part of the payment for this in Dec.

>>> Carol
>>>
>>> Jan Boxill wrote:

>>>> Hi Carol,
>>>> I actually finally figured out how to access the course. I guess I
>>>> will just wait to hear from you or the student, right?
>>>> Thanks,
>>>> Jan

>>>> Jan Boxill, Ph.D.
>>>> Director, Parr Center for Ethics
>>>> Senior Lecturer
>>>> Department of Philosophy
>>>> University of North Carolina
>>>> Chapel Hill, NC 27599-3125
>>>> Email: jmboxill@email.unc.edu
>>>> Website: parrcenter.unc.edu
>>>> Phone: 919-962-3317
>>>> FAX: 919-843-3929

>>>>
>>>>



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	11/4/07	Time Started:	7pm
		Time Finished:	9pm
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
				<input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

and I planned for this week. The most important thing going on this week is their English paper that is due Thursday. A rough draft is due Tuesday. They have a dram test next Monday. The guys also wanted to show me their schedules for next semester, so we talked about some of the classes they are taking and the amount of work some will require. Then, we focused our attention on the English paper. They will be using the same movies they used for their papers last week. This paper is a feeder into their final paper. They have to focus on one aspect of the genre their movie is in and take a stance on that aspect. is talking about time-travel and how it would be a good thing with certain limitations. They need to find articles to support or counterarguments to their stance and put the articles in an annotated bibliography. was dismissed by Octavus from study table; therefore we did not form a thesis for . But, has a clear direction for his paper and is looking for sources in addition to ones he found last week.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Day/Date: 11/4/07	Time Started: 8:30pm	Time Finished: 10pm
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	<input type="checkbox"/> Other:
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

came to work on geology while I was finishing with . . . I had made worksheets on the latest lectures for them to go through. Once . . . left, we reviewed some of the concepts and ideas we had been discussing last week. They have been watching a movie in class for the past two class periods. Therefore, there wasn't much new information to go over tonight. Around 9:10, left to print some things off in the computer lab while . . . wanted some extra help with his English paper. . . and I moved to a smaller study room and I formed a thesis with him for a short story analysis paper. We also made bullet points on ideas that he needs to bring up in his paper. Lastly, we outlined his paper. It's only 2 pages, so the content will not be too in-depth. However, as always . . . worked hard and came prepared to work. He always brings me papers and notes for what assignment is due. I really appreciate his preparedness.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Monday, November 5, 2007 12:38 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 11-4-07
Attach: TEXT.htm; 11-4-07.doc; 11-4-07.doc

Hey Beth, hope you are having a nice trip. Just wanted to let you know that I would like to talk with you about some things that happened with the guys and Octavus tonight when you get back in town. It will explain the feedback forms for the guys better.
Thanks!

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Thursday, November 1, 2007 2:10 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: etc

Debby,

Thanks for your reminder about us having some years of experience over the students. I need to be reminded from time- to- time that they are 18-22 and don't always make the best decisions so I appreciate you saying this. [redacted] did say that he would be in class so hopefully we see some improvement. [redacted] You deserve a restful evening after that. Have a good rest of the week and thanks again for your help!

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 10/30/2007 12:45 PM >>>

Hey Wayne. I know you are frustrated--some things seem so obvious to us but we've been around enough to see the big picture. You can only do so much. I didn't tell you the first time she mentioned it to me--I was hoping [redacted] would show up on his own. If he has something else he has to do he should just tell her--she is pretty cool about things if she knows what is going on. Thanks for the offer re Sat.--it is tempting, but with the football parking and everything I just don't think we are up to fighting through all of that to come.

[redacted] so doing anything else is a lot of effort. Everyone is really excited about the season, but you and I know the better they do on the court, the less they want to do off the court! Take care. Debby



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Day/Date: 10/31/07	Time Started: 7pm	Time Finished: 12am
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
				<input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

These guys worked incredibly hard tonight! and stayed until their papers were completely finished despite it being Halloween and wanting to go out to Franklin. stayed up until 11 but left to go out and said he would finish his paper later. I wasn't going to argue. and computers died but fortunately one could use the computer in the room next to Beth's and I had my computer with me. They all wrote introductions with plot summaries and theses describing the conventions of the movie's genre and the ways it is different from the genre. All three on their own did some comparison with other movies of the genre, which I think really made their papers strong. writes incredibly well and his writing style is quite amazing. did a good job and actually wrote the majority of the paper on his own while I was rotating between the three guys. worked and also writes well when motivated to do something. So I saw final copies of and but never saw the final copy of. They all do have Works Cited that we did with citations. Overall, I really appreciate the work these guys put in tonight because it would have been very easy to take the bad grade and go to Franklin.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Thursday, November 1, 2007 1:19 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 10-31-07
Attach: TEXT.htm; 10-31-07.doc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 7pm	Time Finished: 9pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

I and I worked on his Engl paper. Last night after we finished, he wrote the first two pages of his paper and found 4 articles relating to his topic of a tutor program. He found some really good articles on studies conducted. We discussed the articles tonight and I wrote notes on the board while he typed his paper and formed sentences from the notes. He also gave his opinion on creating a tutor program in high schools like UNC's. He wrote another page and a half on his paper. He was going to work on it some more tonight back at his room. He worked so hard and he stays on task. When he comes to study hall, he definitely comes to work and I really appreciate that.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Thursday, 10:13 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 10-25-07
Attach: TEXT.htm; 10-25-07.doc

Hey Beth. was great tonight. He worked really hard, especially for the distractions in the room from other athletes who were not on task. But, I wanted to let you know that I left the whites boards I used, the marker, and eraser in the workroom on the table next to the computer. Your extension was already locked. Hope you have a great weekend! See you Sunday night!

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 9:04 AM
To: @gmail.com>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Independent study course

Hi

Yes, indeed we WILL get this done this fall. As I told you the hold up is that you need 4 hours, and I have courses for only 3 hours. So Betsy suggested I do two, but I don't know if that will get approved. But I am going to go ahead and do the one. What I will have you do is 3 5-page papers on any issue of ethics in sports--drugs [very popular one]; something about , fan violence, cheating, how pro sports affect children's sports in particular the push to have kids specialize very early. Anything of that nature. Once I get the paperwork done, you will have some of the work done.

Hope this helps,

I am so sorry, but as I am writing this I am at the

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

vrote:

> Jan,
> I am so sorry to bother you as much as I am; however I was still
> hoping that there is a chance to get something done for this fall. If
> you think I should start doing some work to get ahead I can also do
> that. I know you are very busy and am truly sorry for the
> inconvenience, thanks again for your help, regards

>
>
>
>
> Sent from my iPhone

> On , at 3:50 PM, Jan Boxill <jmboxill@email.unc.edu> wrote:

>> I am so sorry. I have been so busy as I am in charge of sponsoring a
>> host of lectures. But I can do this tomorrow. I have to figure out
>> though how to make it four hours. We don't have 4-hour courses. I'll
>> talk to Betsy tomorrow and get it DONE.

>> In any case, you will be able to finish.

>> Jan

>>
>> Jan Boxill, Ph.D.
>> Director, Parr Center for Ethics
>> Senior Lecturer
>> Department of Philosophy
>> University of North Carolina
>> Chapel Hill, NC 27599-3125
>> Email: jmboxill@email.unc.edu
>> Website: parrcenter.unc.edu
>> Phone: 919-962-3317
>> FAX: 919-843-3929

>>
>>
>>
>> , wrote:

>>> Jan,

>>> I am so sorry to keep bothering you but I am starting to get a
>>> little worried that we won't have time to set the independent study
>>> up for this semester. With this final 4 hour class I will
>>> and because of the length and time of c I will
>>> only be able to I do appreciate the help and am
>>> hoping we still have time to make possible.
>>> Thanks again and please let me know what else I can do, regards

>>>
>>>

>>>
 >>> Sent from my iPhone
 >>>
 >>> On , at 9:35 PM, Jan Boxill <jmboxill@email.unc.edu> wrote:
 >>>
 >>>> Hi
 >>>> Thanks for your email. I am sorry I haven't gotten to this yet.
 >>>> I'll get it done asap. You just need hours, correct? or do you
 >>>> need a Philosophy perspective?
 >>>> Jan
 >>>>
 >>>> Jan Boxill, Ph.D.
 >>>> Director, Parr Center for Ethics
 >>>> Senior Lecturer
 >>>> Department of Philosophy
 >>>> University of North Carolina
 >>>> Chapel Hill, NC 27599-3125
 >>>> Email: jmboxill@email.unc.edu
 >>>> Website: parrcenter.unc.edu
 >>>> Phone: 919-962-3317
 >>>> FAX: 919-843-3929
 >>>>
 >>>>
 >>>>
 >>>> wrote:
 >>>> Jan,
 >>>>
 >>>> I just wanted to touch base with you and see if there had been any
 >>>> progress with regards to the independent study that Betsy Taylor
 >>>> has spoken to you about? I know that the semester is well
 >>>> underway; however, I was hoping that we could get something set up
 >>>> for this fall. Please let me know what I can do on my end. I
 >>>> hope this is still a possibility and I appreciate the
 >>>> opportunity. Thanks again for your time,
 >>>>
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 >>>>

From: Mike Fox <mfox@unca.unc.edu>
Sent: Tuesday, October 16, 2007 1:31 PM
To: John Blanchard <jgb@unca.unc.edu>; Susan B. Maloy <sbmaloy@unca.unc.edu>
Subject:

John and Sue,

I have either left a message or spoken to you about situation. I know it would be an exception but it would help him if he could pick up an independent study. It is late but he did drop from 15-12 hours at the beginning of the fall because he had a 1-1:50 MWF class that he dropped because of travel to Cary for practice. As it turns out he could have stayed in that class because we used Boshamer most of the fall.

Anyway, if you all could talk about it and let me know that would be great.
Thanks.

Mike



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 8:40pm	Time Finished: 10:40pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

and I worked on his dram paper. He had only written his introduction and did not have very many notes to start the paper. He also needed help understanding how to give an opinion without using first person. First, we talked about the play and the elements of production that he was going to explain in his paper. I wrote his ideas on the board and the examples with analysis and opinion. The hardest part is stretching his thinking to how the play connects to us today. It is key to put analysis in each paragraph. After we finished writing up ideas for each paragraph, we started writing his paper. We first corrected his introduction that contained personal pronouns and then started on the rest of the paper. His computer died before we were able to finish. But, he handwrote the rest of the paper. He only needs to write his conclusion now and he should be finished. I was checking surface errors as he wrote his paper. Therefore, it should be pretty flawless. There is no reason why he shouldn't be able to finish the paper in study hall on Tuesday.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Tuesday, 12:48 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 10-15-07
Attach: TEXT.htm; 10-15-07.doc

Hey Beth, I got Jaimie's approval for me to come help him tonight. I said something about talking to you about the hours. But, everyone was gone once we left at 10:40. Just let me know what to do about the hours. Honestly, I don't care if they are counted or not. I really do just enjoy being there and helping the guys. Hope you have a great fall break!



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 12:30pm	Time Finished: 2:30pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

worked on their Dram papers today. had not finished his and had not written the paragraphs I had asked him to write. Therefore, we did not finish his paper today like we had planned. We finished outlining his paper and made his title page. He was to put his written thoughts in paragraph while he was with He is going to finish it tonight and email it to me by 11pm. made corrections on his paper. We worked one-on-one on his paper for an hour after left to go to see included more examples in his paper and he corrected all the surface errors. He worked very hard though and I am thoroughly impressed that he finished his paper before Wednesday.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

has to finish his paper.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 3pm	Time Finished: 5pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

was over 30 minutes late. We met with and the other guys to talk about the movie they saw last night for Educ . We went through the question sheet as a group and did a great job going into detail with the guys. They should have no trouble writing two pages. At 4, and I left to go to the computer lab to work on his papers. He had not finished his Dangerous Minds paper. Therefore, we worked on his Dangerous Minds paper and he almost finished it. He was staying after I left at 5 to finish his paper. So he still needs to start his paper on the movie last night. He did work hard during the time he was in study hall. He is a little bit behind but hopefully he can finish this paper over fall break and be on schedule.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Monday, 7:58 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; @email.unc.edu
Subject: 10-15-07
Attach: TEXT.htm; 10-15-07.doc; 10-15-07.doc

From: [REDACTED]@gmail.com>
Sent: Saturday, [REDACTED] 9:15 AM
To: jen321@email.unc.edu
Subject: Question Regarding Afam

Dr. Nyang'oro

My name is [REDACTED], I am a [REDACTED] African American Studies [REDACTED] here at UNC. I am writing with regards to AFAM [REDACTED] which meets on Tuesdays and Thursdays from 2-3:15. In order to finish my [REDACTED] I am required to take this course. According to the Directory, this course is still available with all 70 seats; however, this is incompatible with the registration website. I am worried because this is the only time in which I can take this class. If the course at this day and time has been cancelled for some reason, what other alternatives do I have for fulfilling this requirement given that, to my knowledge, it is not offered online through the Friday Center?

Kindest Regards,

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, October 8, 2007 2:02 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: Question Regarding Afam]
Attach: Question Regarding Afam (3.06 KB).msg

The University of North Carolina at Chapel Hill
Faculty Committee on Athletics
Minutes of Meeting: October 2, 2007

Present: **Committee Members:** Lissa Broome, Glynis Cowell, Noelle Granger, Kathie Harris, Garland Hershey, George Lensing, Steve Reznick, Helen Tauchen, Rachel Willis

Athletic Department Personnel: John Blanchard, Larry Gallo

Guests: Robert Mercer, Ann Whisnant

I. Academic Support Program for Student-Athletes

Robert Mercer, the Director of the Academic Support Program for Student-Athletes reported on the program. He described his dual reporting line to Dean Fred Clark in the College of Arts and Sciences and to John Blanchard, in the Department of Athletics. Robert works with academic counselors, learning specialists, tutors, and mentors. He described the Supplemental Instruction (SI) program, which has enhanced the performance of student-athletes in the courses in which it is offered, but noted that this semester SI was only being offered in two courses, instead of twelve or so courses in prior semesters. The reduction occurred because of the lack of concentration of student-athletes in courses where SI would be helpful. Mr. Mercer and his staff interact as much as possible with other people on campus, including those in the Arts and Sciences advising programs, other academic support programs on campus, and the School of Education (which has proved a fruitful pipeline for tutors). Most tutors are undergraduates (juniors or above) or graduate students, but retired teachers and others from the community have also been successful as tutors. Robert described the training opportunities for tutors that include multiple lessons on the differences between appropriate and inappropriate assistance. The committee discussed the recent press reports of academic misconduct at other schools and the need to be ever vigilant in this regard.

At the end of Spring 2007, the average GPA of student-athletes was 2.95. UNC was tied for third on the ACC Honor Roll. Mr. Mercer also noted that most student-athletes now seem to enroll in one or more summer sessions, and that this is driven by both year-round training and taking somewhat lighter loads during the regular academic year which necessitates having to catch up during the summer sessions to graduate in four years. He also remarked that many of the freshman student-athletes were only able to enroll in twelve hours in the Fall semester because of the scarcity of class opportunities.

The committee thanked Mr. Mercer for his excellent report and the good work of the Academic Support Center. Mr. Mercer noted that his advisory committee included committee members George Lensing and Glynis Cowell. The Faculty Athletics Committee may try to schedule a spring meeting at the Academic Support Center or perhaps arrange for a tour in conjunction with the spring exit interviews which are conducted there.

II. Posting Minutes on the Faculty Governance Website

The committee considered a request from the Faculty Governance Office to post the committee's minutes on the committee's webspace maintained at the Faculty Governance website. A motion not to post our minutes was passed with one vote in opposition. The committee agreed in discussion following the passage of this motion that it would be appropriate to revisit this issue at the next meeting. The competing concerns were transparency of the committee's actions to our University colleagues versus full and free vetting of issues. Drafting minutes that are informative and capture the spirit of the discussion is important for archival purposes. Rachel Willis noted, however, that members of the media may have internet search tools available that would increase their access to and use of such minutes. Posting a summary of the committee's discussion was an alternative that was also discussed

Given this discussion, the committee postponed approval of the September minutes until the November meeting.

III. Administrative and Update Items

Professor Reznick said the priority registration policy would be considered by the Educational Policy Committee on October 10. If the policy should come out of the committee, his understanding is that the policy would be presented to the Faculty Council for discussion and endorsement, and would then be forwarded to the Registrar for her consideration.

IV. Annual Report to Faculty Council

Professor Broome thanked Professors Reznick and Wildemuth (who was in Prague) and Mr. Gallo for their comments and suggestions on the draft report. Additional comments and suggestions were made during the meeting and offered in writing by Professors Harris and Hershey. The committee unanimously approved the report as it would be revised to reflect all these comments by Professor Broome. The committee also discussed issues that should perhaps be highlighted in the committee's oral report to the Faculty Council on Friday.

VI. Future Agenda Items

A tentative and partial schedule of future topics is listed below.

- Exit Interviews and Exit Surveys (November, Barbara Wildemuth and Kathie Harris)
- Title IX Report (November, Beth Miller)
- Admissions (December, Steve Farmer, Barbara Polk, Robert Mercer, Jack Evans, Steve Reznick) (the committee said that it was specifically interested in the number of committee cases admitted in recent years, the sports in which these students are participating, and the academic performance of committee case admits while at Carolina)
- Compliance (January, Amy Herman)

Minutes submitted by Lissa L. Broome

Faculty Athletics Committee
Annual Report to the Faculty Council
October 5, 2007

Overview of Committee's Structure and Purpose

Members 2006-07: Lissa Broome (2008) (Chair), Jack Evans (ACC faculty athletics representative -*ex officio*), Kathleen Harris (2008), Garland Hershey (2009), Lloyd Kramer (2007), George Lensing (2008), Mary Lynn (2007), Steven Reznick (2009), Desmond Runyan (2008), Barbara Wildemuth (2008), and Rachel Willis (2009).

Members 2007-08: Lissa Broome (2008) (Chair), Glynis Cowell (2010), Jack Evans (ACC faculty athletics representative - *ex officio*), Noelle Granger (2010), Kathleen Harris (2008), Garland Hershey (2009), George Lensing (2008), Steven Reznick (2009), Desmond Runyan (2008), Helen Tauchen (2010), Barbara Wildemuth (2008), and Rachel Willis (2009).

The committee was formerly made up of ten elected members of the faculty, serving staggered five-year terms. The Faculty Code was amended in the spring of 2004, to reduce the number of elected positions to nine, with members serving staggered three-year terms. This change made the term length for members of the Faculty Athletics Committee consistent with those of other elected faculty committees. Because this transition in term-length is ongoing, the committee is currently at eleven elected members, transitioning to nine elected members, and the terms of five committee members expire at the end of this academic year.

The faculty athletics representative to the ACC and the NCAA, Jack Evans, if not already an elective member, is an *ex officio* member of the committee. Chancellor Moeser attends meetings as his schedule permits. Director of Athletics Dick Baddour, Senior Associate Athletic Director Larry Gallo, and Senior Associate Athletic Director for Student-Athlete Services John Blanchard also regularly attend the committee's meetings and report each month to the committee for advice or information.

Annual Report: The annual report was prepared by Lissa Broome and reviewed and approved by the committee. It reports on the committee's activities during the 2006-07 academic year.

Meetings: The committee held monthly meetings during the 2006-07 academic year (excluding April, but including May).

Committee Charge: "The Faculty Athletics Committee is concerned with informing the faculty and advising the chancellor on any aspect of athletics, including, but not limited to, the academic experience for varsity athletes, athletic opportunities for members of the University committee, and the general conduct and operation of the University's athletic program" (Faculty Code § 4-7[b]).

Response to Matters Referred to the Committee

Faculty Council referred no matters to the Committee. As explained in more detail below, the Committee acted on behalf of the Faculty Council in making various recommendations and casting various votes at the Coalition on Intercollegiate Athletics (COIA).

The committee corresponded with other committees on matters of mutual interest as specified further below.

Report of Activities

NCAA Legislation Affecting Academics: Jack Evans served on the NCAA Committee on Academic Performance, which implements the NCAA's Academic Progress Rate (APR) and developed the Graduation Success Rate (GSR). The committee, through Jack Evans, monitored these and other developments and provided advice with respect to the institution's position. Jack Evans also served on the NCAA's Management Council, which is the group just below the NCAA's Board of Directors.

Athletic Reform Issues: Chancellor Moeser informed the committee about developments from other groups, including the Group of Six, which is composed of designated presidents from the athletic conferences represented in the football Bowl Championship Series (BCS), and the NCAA Presidential Task Force on the Future of Division I Athletics, on which he served. The charge of the Task Force was to explore the alignment of intercollegiate athletics with the mission, values and goals of higher education. That Task Force was divided into four subcommittees which represented the scope of its work: Implications of Academic Values and Standards, Fiscal Responsibility, Presidential Leadership of Internal and External Constituencies, and Student-Athlete Well-Being. Chancellor Moeser was a member of the Fiscal Responsibility Subcommittee, and helped to prepare a portion of the Task Force Report which was released in October 2006. Chancellor Moeser sought input on this report from members of the committee. The committee discussed the report in detail at its January meeting. On the few occasions where UNC-CH practices were at odds with the report's recommended practices, the committee discussed the reasons for the differences and did not recommend a change. In general, most recommendations made in the report are already in place on this campus. Chancellor Moeser reported that he has been appointed to a committee charged with monitoring implementation of the Presidential Task Force Report.

The Faculty Council became a member of the Coalition on Intercollegiate Athletics (COIA) in the spring of 2004. This organization is composed of fifty-five faculty senates from Division I-A schools around the country. Wake Forest, Duke, and Florida State are the other ACC schools that have joined COIA. Pursuant to agreement, the Faculty Committee on Athletics represented the Faculty Council in providing COIA with comments and questions on various COIA documents, including the COIA statement issued in support of the NCAA Presidential Task Force Report and the 2007 White Paper, *Framing the Future: Reforming Intercollegiate Athletics*. Lissa Broome serves on COIA's Steering Committee. COIA materials are available at <http://www.neuro.uoregon.edu/~tublitz/COIA/index.html>.

The Knight Commission on Intercollegiate Athletics is hosting the Faculty Summit on Intercollegiate Athletics on Monday, October 15, 2007 in Washington, D.C. The Summit is accessible via webcast. Further information is available at <http://www.knightcommission.org/welcome/>. The COIA co-chairs are participating as panelists in the summit.

Title IX: Every year the committee invites Dr. Beth Miller, Senior Associate Athletic Director for Olympic Sports, to report on Title IX matters. Her report for 2006-07 was postponed until November 2007, so that she may present the most recent five-year review conducted by the Title IX

Committee which was finalized in the spring of 2007. Three members of the Faculty Athletics Committee -- Mary Lynn, Kathleen Harris, and Jack Evans -- served on the Title IX committee.

Academic Performance of Student-Athletes: The committee reviews the academic progress of student-athletes each year. This review includes the Academic Performance Rate (APR), as well as the GSR, and the federal graduation rate.

The federal graduation rate is the rate that is reported as the IPEDs or Integrated Postsecondary Education Data System rate. This rate is a six-year rate that includes students who received athletic scholarship aid in their first semester of enrollment. The federal rate includes in the number of total student-athletes those who left the University in good standing prior to graduation.

The Graduation Success Rate (GSR) differs from the federal rate in that a school will not be penalized when a student-athlete leaves in good academic standing to transfer to another institution, pursue a professional career, or for any other reason. The GSR adds to the group of first-time freshman who received athletic aid any students who transferred into the institution, and excludes from the group those students who leave in good academic standing before exhausting athletic eligibility. Under the current federally calculated graduation rate, such departures are counted as failures to graduate from the institution of original enrollment, even if the student later graduates from another institution.

1996-99 Cohorts: Graduation Rates

Men's Sports	UNC-CH	UNC-CH	Women's Sports	UNC-CH	UNC-CH
<i>Sport</i>	<i>GSR*</i>	<i>Fed Rate*</i>	<i>Sport</i>	<i>GSR*</i>	<i>Fed Rate*</i>
Baseball	61	30	-		
Basketball	70	64	Basketball	56	50
CC/Track	79	67	CC/Track	76	59
Fencing**	50	-	Fencing**	-	-
Football	70	61	-		
Golf	100	91	Golf	100	75
Lacrosse	81	71	Lacrosse	96	92
Soccer	70	67	Soccer	88	80
Swimming	94	83	Swimming	95	90
Tennis	75	50	Tennis	100	100
Wrestling	59	45	-		
-			Crew	100	-
-			Field Hockey	100	92
-			Gymnastics	100	100
-			Softball	94	89
-			Volleyball	100	91

* Both GSR and Fed Rate are reported as percentages.

** For sports for which grants-in-aid are not awarded, the school is requested to report graduation information for recruited student-athletes. At UNC-CH, no grants-in-aid are awarded for fencing and few students are recruited for this sport.

The Academic Performance Rate (APR) is computed based on points awarded each semester per student-athlete for eligibility/graduation and retention. Each team member may earn two points per

semester -- one point for maintaining eligibility or for graduation, and a second point for being retained. On a team with ten members, for instance, there would be a maximum of 40 possible points in an academic year. If two student-athletes on the team were not eligible in the spring semester and were not retained, then the hypothetical team would only earn 36 points (losing 2 points for each student during that spring semester). The APR in this hypothetical example is calculated by first dividing 36 by 40 (equals .9), and then multiplying by 1000 to get an APR of 900.

An APR of 925 is equivalent to an expected 50% graduation rate. If a team falls below a 925 APR, it could be subject to a penalty. Penalties such as scholarship reductions, postseason competition bans, and membership restrictions will be imposed on squads that are below a 925 beginning in the fall of 2007, when a four-year cycle of data collection (2003-2007) has been completed. For small teams, such as the 10-person team used in the example in the preceding paragraph, the NCAA will apply a squad size adjustment and may not subject such a team to a penalty based on that adjustment even though the APR is below 925.

The APR data for UNC-CH were computed for 2003-04, 2004-05, and 2005-06 academic years and the final report was made in April 2007. These data represent all student-athletes receiving some athletics scholarship aid (over 500 students). No team was below the 925 level (men's golf was at 917 after two academic years of data, but improved with the addition of the third year of data).

APR for 2003-04, 2004-05, 2005-06

Men's Sports	UNC-CH	Women's Sports	UNC-CH
Baseball	988	-	
Basketball	993	Basketball	989
Cross Country	947	Cross Country	990
Football	948	-	
Fencing	1000	Fencing	1000
Golf	950	Golf	1000
Lacrosse	988	Lacrosse	997
Soccer	977	Soccer	965
Swimming	988	Swimming	997
Tennis	992	Tennis	979
Track-Indoor	944	Track-Indoor	974
Track-Outdoor	944	Track-Outdoor	975
Wrestling	935	-	
-		Field Hockey	988
-		Gymnastics	992
-		Rowing	989
-		Softball	977
-		Volleyball	993

Jack Evans has prepared a comparison of the APR, GSR, and federal graduation rates for the institutions in the ACC for three sports: Baseball, Men's Basketball, and Football. See Appendix 1 to this report. For the APR data, yellow cells (between 900 and 925) qualify for the contemporaneous penalty of inability to award the grant-in-aid of a student-athlete who leaves while ineligible to continue

(subject to some mitigating circumstances). Red cells (below 900) are subject to a historical penalty (absent some mitigating circumstances) that are progressive beginning with a warning letter and culminating in the loss of access to post-season competition. For the GSR data, values below 50% are painted yellow; and below 40% are painted red. UNC-Chapel Hill has no red or yellow cells. The ACC as a conference has fewer yellow or red cells than the other major conferences.

It is also important to note the strong academic performance of many student-athletes. Of our approximately 770 student-athletes, 275 students -- the third highest in the ACC -- were on the ACC Honor Roll (requires a 3.0 GPA or better during the academic year) (compared with 294 in 2004-05 and 244 for 2003-04). For Spring 2006, 309 student-athletes earned a 3.0 or higher, and 153 were on the Dean's List for Spring 2006. The 2005-06 academic year marked the third consecutive year that the American Football Coaches Association recognized the football team for graduating its student-athletes at a level of 70% or above. Several student-athletes received ACC post-graduate awards, NCAA academic awards, or were awarded prestigious internships. Heather O'Reilly and Laura Gerraughty were honored in the NCAA Top VIII recognition, possibly the first time two honorees have come from the same institution. Moreover, student-athletes contributed over 25,000 hours of community service during the 2005-06 academic year.

Academic Support Program for Student-Athletes: The Academic Support Program reports to Fred Clark, an Associate Dean in the College of Arts and Sciences, who oversees other student academic support services. Several members of the Faculty Athletics Committee serve also on an advisory committee to the Academic Support Program. Robert Mercer, the director of the program, is invited to address the committee on occasion and attended in January 2007 to participate in the discussion of majors of student-athletes. Mr. Mercer will provide a full review of the program's operations to the committee in October 2007. He attended a committee meeting in the 2005-06 academic year to provide a similar comprehensive review of the academic support program.

The Educational Policy Committee and the Faculty Council reaffirmed several years ago a policy that provides that: "Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the instructor before the date(s) of the scheduled absence." Notification of the absence will be by a "travel letter" that will now be signed by Fred Clark, Associate Dean of Academic Services in the College of Arts and Sciences, in addition to Mr. Mercer for the Academic Support Center. The committee urges faculty to interpret this policy so that a student-athlete who is absent from class for an approved absence is not counted as absent for the purpose of any class absence policy.

Carolina Leadership Academy: The Carolina Leadership Academy for leadership development for student-athletes, athletic administrators, and members of the coaching staff began during the Spring of 2004 for some student-athletes, and all student-athletes began participation in the program during the Fall 2004 semester. Donors have funded the program for a five-year period. Jeff Janssen is the primary service provider for the Carolina Leadership Academy, working with Cricket Lane from the Department of Athletics. The first level of the Academy, called the CREED¹ program, is required of all freshmen

¹ **C** – I will know and embrace the tradition and **CULTURE** of this great University and its athletics department;
R – I will **RESPECT** myself and others;

student-athletes, meets monthly, and is coordinated by Dr. Lane; the second level for “Rising Stars” is voluntary (with some input from coaches) and is taught by Mr. Janssen; and the third level for “Veteran Leaders” is for juniors and seniors, is also taught by Mr. Janssen, and contains students primarily selected by coaches, often including team captains. The Veteran Leaders program incorporates 360 degree feedback and contains customized leadership development plans. The leadership program also includes programs for coaches and athletics administrators. The program’s comprehensive nature sets it apart from leadership development efforts for athletics at other institutions. The Leadership Academy has been well-received by all participants. The committee receives reports about this program on occasion from John Blanchard, Senior Associate Athletics Director for Student-Athlete Services.

Exit interviews and surveys of senior student-athletes: Each year the committee and the Athletics Department ask all graduating student-athletes to fill out a detailed questionnaire prepared by the committee covering many aspects of the student-athletes’ experience at UNC-CH. In addition, committee members participate, along with personnel from the Athletics Department, in exit interviews with groups of graduating student-athletes. By examining this information, the committee is learning how student-athletes perceive their experience at UNC-CH.

One hundred sixty-eight students answered the survey in 2005-06. We have surveyed students for thirteen years, and this was the fifth year with the updated survey instrument. Kathleen Harris coordinated the compilation and reporting of the survey results. Members of the committee examined and discussed the survey results. Student-athletes reported good academic experiences, which are reinforced and supported by the coaching staff and the department’s advising and counseling services. Student-athletes reported few problems meeting the demands of their course work or getting access to instructors. They believe that Carolina has prepared them well for their future life and careers. We will consider whether to move the questions relating to the Academic Support Center and advising, and survey students on those questions at the end of their freshman and/or sophomore years, when those services are more heavily used by students. That way, suggestions for improvement could be made in a more timely fashion and feedback received would be about recent experience, not practices that may have been changed or improved in the last several years.

Forty-four students participated in the exit interviews, which were held February 27, February 28, and March 1, 2006. Most members of the committee participated in the interviews and each year the committee compiles its impressions based on the anecdotal evidence gained from the interviews. Based on a consolidated report compiled by Barbara Wildemuth of the committee’s impressions from the exit interviews, the committee highlights the following:

- UNC has a strong academic reputation that is emphasized throughout the recruiting process and during the student’s college life.
- Student-athletes feel well-prepared to pursue their career plans, while acknowledging that their demanding athletic schedules limited their opportunities somewhat.

E – I will pursue **EXCELLENCE** in my academic work by striving to reach my academic potential while preparing for a career of significance;

E – I will **EXCEL** athletically by committing myself to performance excellence, team success and continual improvement; and

D – I will **DEVELOP** the capacity to effectively lead myself and others.

- Student-athletes are generally treated fairly in academic settings. Class attendance policies and assignment deadlines are sometimes problematic in relation to team travel.
- Assisted registration would improve student-athletes' access to needed courses, particularly in their majors.
- Communication among student-athletes and between student-athletes and coaches across differences in race, gender, or sexual orientation is respectful and positive.
- The Carolina Leadership Academy is viewed as a strong positive, with some suggestions to fine-tune the freshman year segment of the program and to clarify the selection process for participation in the second and third levels of the program.

The exit interview process provides the committee an opportunity to hear comments from student-athletes and to receive reports on follow-up activities undertaken by the Department of Athletics. In the few instances where criticism is offered or opportunities to improve are identified, the Department's personnel investigate and report back to the committee on the follow-up that has taken place. The committee will continue to discuss the areas and ways in which it may be of assistance in improving the academic experience and general welfare of student-athletes.

Exit surveys were administered in the Fall of 2006 and the Spring of 2007 to senior student-athletes. A smaller group of seniors participated in the exit interviews held on February 26, 27, and 28, 2007. The committee will discuss the reports reporting the exit survey and exit interview results at its November 2007 meeting.

Majors: The committee reviewed data on the majors of student-athletes who have junior status or higher and thus have declared majors and compared the data to our review of majors in 2004-05. The four most popular majors for junior/senior student-athletes in Fall 2006 were Exercise and Sports Science (22%), Communications (16.6%), Management (8.8%), and Business (6.6%). The percentage of junior/senior students in these majors in Fall 2004 were Exercise and Sports Science (4.77%), Communications (5.14%), Management (1.78%), and Business (7.7%). The committee considered these differences and thought the differences could be explained by the interests of our student-athletes. In Fall 2003, the most popular majors for student-athletes were Communications (18.35%), Journalism and Mass Communications (9.74%), Psychology (7.87%), and Biology and Exercise and Sports Science (tied at 7.49%).

The committee was told that many of the Exercise and Sports Science majors were female student-athletes. The addition of a concentration in Sports Administration might help to explain the increase in the number of student-athletes majoring in this area.

The committee determined that it should review the majors of junior and senior student-athletes every year.

Courses: The committee discussed online courses, independent study courses, and possible concentration of student-athletes in certain courses. With respect to on-line courses, the committee reviewed the Athletic Department's policy regarding online courses. Ten students were registered for such courses in December 2006. The committee also learned that a University committee was reviewing the institution's policies regarding online education. Robert Mercer in the academic support center tracks registration in independent studies by student-athletes. At present, the committee found no

questionable uses or patterns in this registration. The committee also agreed that it would be a good idea to ask student-athletes in the exit interviews whether student-athletes tended to congregate in any particular courses.

Priority Registration: Lissa Broome appointed Steve Reznick from the committee to chair a Task Force on Priority Registration. Other members of the committee on the Task Force are Jack Evans, Lissa Broome, and George Lensing. The committee also includes John Blanchard from the Department of Athletics, Robert Mercer from the Academic Support Center for Student-Athletes, Jane Smith and Anne Bryan from Education, Bev Foster from Nursing and the Educational Policy Committee, and Harold Woodard Associate Dean of Student Academic Counseling. The Task Force met throughout the year and prepared a policy for priority registration for student-athletes and other potential student populations, including students who need to schedule time off campus for practicum experiences and student teaching. The Faculty Athletics Committee unanimously voted to recommend the policy to the University Registrar. Chancellor Moeser voiced his support for the concept and the specific proposal. The Registrar has referred the policy to the Educational Policy Committee for discussion and review this fall. The policy was also discussed with the Faculty Executive Committee. If the policy emerges from the Educational Policy Committee with a favorable recommendation, it is anticipated that it would then be considered by Faculty Council.

Admissions: Jack Evans and Steve Reznick sit on the subcommittee of the Admissions Committee that reviews special admissions decisions. In 2008, the committee will discuss the admissions process as it relates to student-athletes with the relevant parties.

Substance Abuse Policy: Dick Baddour reported that the revised Substance Abuse Policy, effective November 1, 2005, would be reviewed by a committee that contained two members of the Faculty Athletics Committee (Lissa Broome and Jack Evans) to consider clarification of the appeal process following a second positive test. The committee learned about the number of tests administered and the small number of positive tests received. The revised policy provides for extensive counseling following a positive test.

Tickets: Faculty-staff ticket distribution is now held for tickets to provide free, reserved seating for faculty for the most popular women's basketball games. The committee invited Clint Gwaltney, Associate Director of Athletics and head of the ticket office for the Department of Athletics, to describe and review the faculty/staff ticket priority formula, adopted in 1994, used for seating in the Smith Center for men's basketball. Under the formula a faculty or staff member receives 1 point per year for their tenure at UNC-CH, plus 6 points per year for each year they ordered men's basketball tickets. For 2005-06, a total of 210 points was required to qualify for lower-level seating (e.g., 30 years at UNC with tickets ordered each of those 30 years). Point totals do not continue to accrue following retirement.

Dick Baddour also described to the committee the new online system for distributing basketball tickets and some football game tickets to students. Although there has been some opposition to the new system from students who feel that loyalty to the team demonstrated by waiting in line for tickets should be rewarded, the committee was in favor of a system that minimized the demands on student time and provided equal access to tickets even to students not able to appear at the designated time to wait in line for tickets.

Football Coaching Transition: The committee discussed the transition in the football coaching staff with Mr. Baddour in closed session. Mr. Baddour also commented on the financial implications of the coaching change at later meetings. The Department retained contractual responsibility for the continued salary of some of the football staff until they retained new employment. The new staff in many cases commanded higher salaries, and the Department also had to absorb moving expenses and temporary housing costs.

Coach Davis attended the February committee meeting for brief remarks and a question-and-answer period. He began his remarks by noting that the academic reputation of UNC was one of the strong attractions for him when he was considering this position.

Facilities: Mr. Baddour reported on a \$5 million project to convert the former Women's Gym into a training room for the University. The facility will provide opportunities for practical experience for graduate students in Exercise and Sports Science. Contributions to the cost of the facility will come from the Athletics Department, Student Health Service, the College of Arts and Sciences, and private fundraising.

Renovation of Boshamer baseball stadium will begin in October 2007. The proposed Kenan Stadium project to enclose the open-end and improve the academic support facilities located in Kenan Field House has been added to the University's master plan for construction.

Finances: In May, Martina Ballen, the Athletic Department's chief financial officer, and Dick Baddour reviewed the department's finances with the committee. Ms. Ballen provided background on principles, the budget process, budget categories, and the department's participation in the Chancellor's intra-university budget review process. The committee reviewed the departmental budget for 2006-07. This discussion included consideration of the level of debt service (felt to be at an acceptable and sustainable level). The committee learned about the principles that guide distribution of funds by the ACC to its member schools. This discussion covered TV contracts, basketball post-season play, and conference tie-ins to football bowls. Mr. Baddour reported on efforts to secure a second sponsorship for Smith Center signage (Wachovia is the only sponsor that has hard signage in the Smith Center now) and capital improvement projects that are beginning now or are in line for future consideration.

Mr. Baddour noted that as a result of the extra expenses associated with the coaching transition in football, the department would run a deficit for 2006-07 for the first time in eight years. Fortunately, the department had accumulated sufficient reserve funds during that eight-year period to fully fund that deficit.

Faculty/Staff Wellness: An often overlooked portion of the charge to the Faculty Athletics Committee is that it advises the Chancellor on "athletic opportunities for members of the University committee." Desmond Runyan and Garland Hershey from the committee were appointed to a University Steering Committee for Worker Health, Safety and Wellness. The Steering Committee will help identify existing resources on campus and recommend how best to develop a coordinated, comprehensive approach to worksite wellness. A staff position was created in 2006-07 to support faculty/staff wellness. The Steering Committee has also established a website and conducted focus groups with faculty and staff representatives.

Competitive Success: Dick Baddour reported that UNC-CH finished third in the Director's Cup (former Sears Cup) for national rankings in athletic programs in 2006-07 (fourth in 2005-06), highlighted by the baseball team's finish as national runner-up in the College World Series for the second consecutive year, and the women's basketball team's Final Four appearance also for the second consecutive year. Moreover, *Sports Illustrated* released its own ranking of collegiate sports programs in the spring of 2007, listing UNC as the top program nationally.

Conclusion

The committee enjoys a good working relationship with the Chancellor and the Department of Athletics. The committee believes that the Athletics Department joins with it to thoughtfully examine issues related to the quality of life for student-athletes at Carolina. The committee is dedicated to addressing the many issues related to the intersection of intercollegiate athletics and the academic enterprise on our campus and on the national scene, and endeavors to provide thoughtful leadership on these issues locally and nationally.

Academic Progress and Graduation Data
Baseball, Men's Basketball, and Football

Conference: **ACC**

Institution	Three-Year APR Data (2003-2006)			1996-99 GSR			1996-99 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Boston College	958	940	976	100	73	96	91	50	91
Clemson	959	894+ ~	945	86	25	77	35	15	59
Duke	967	972	978	95	67	93	86	50	86
Florida State	941	980	952	80	75	52	39	40	42
Georgia Tech	974	944	959	65	42	55	28	23	48
Maryland	963	908+	944	66	18	64	57	13	62
Miami	947	938	966	56	69	68	31	67	65
UNC	988	993	948	61	70	70	30	64	61
NCSU	943	947	942	35	64	57	25	47	41
UVa	954	917+	948	77	85	63	63	62	60
Va Tech	922+	934	928	58	71	74	54	17	62
Wake Forest	975	986	966	80	100	93	55	75	86

Source: www.ncaa.org

From: Lissa Broome <lbroome@email.unc.edu>
Sent: Tuesday, October 2, 2007 9:41 PM
To: Gallo, Larry <athgallo@unca.unc.edu>; Leonard, Barbara <bjeonar@email.unc.edu>; Kirby, Brenda <brenda_kirby@unc.edu>; Baddour, Dick <dbaddour@unca.unc.edu>; Runyan, Desmond <drunyan@unc.edu>; Evans, Jack <evansj@kenan-flagler.unc.edu>; Hershey, Garland <garland_hershey@unc.edu>; Cowell, Glynis <Gscowell@email.unc.edu>; Tauchen, Helen <helen.tauchen@unc.edu>; Blanchard, John <jgb@unca.unc.edu>; Harris, Kathleen <Kathie_Harris@unc.edu>; Lensing, George <lensing@email.unc.edu>; Granger, Noelle <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, Steven <reznick@email.unc.edu>; Wildemuth, Barbara <wildem@ils.unc.edu>
Subject: [Fwd: Links to Articles - for Faculty Athletics Committee Members]
Attach: TEXT.htm; AnnualReport2007rev.pdf; MinutesOctober07.doc

Friends --

Attached:

1. Our revised annual report.
2. Draft minutes for this afternoon's meeting.

See below for the links Larry provided to the articles regarding athletics fundraising. It would be great to have Dick ready to respond on Friday if questions come up about this and for him to be ready to discuss this further with the committee in November.

I believe these are the links to the articles we were referring to today during the latter part of our Faculty Athletics Committee Meeting. Please feel free to forward this information to the members of the Committee.

Thanks very much, and see you Friday afternoon!

Larry

<http://chronicle.com/free/2007/09/2007092501n.htm>

<http://chronicle.com/temp/email2.php?id=Hbhvfr4QzxdvsjbDdkXXmgFbfsndJBpg>

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From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, September 24, 2007 4:06 PM
To: Reynolds, Cynthia R <cynthiar@unca.unc.edu>
Subject: Re: Swah exam for Friday

Hello. I hope you are doing well. It has been a Monday and the moon is full on Wednesday. I talked to Prof. Mutima and he didn't seem to think it would be a problem for us to administer 11 make up tests. So, it would be better if they contacted us individually so we can set up a couple at the time to do this. Cheers! dc

Cynthia Reynolds wrote:

> Swah MWF 11-11:50 - scheduled exam date is this Friday:
>
> The following guys will probably be out on Friday for meetings before
> they board the bus
> to go to
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>
> This is half the class.....would you please let Mutima
> know so that, IF he doesn't reschedule the exam, when could we get
> them all in to make up the test?
> Please advise.....
> How are you? I feel like I haven't spoken to you in
> years.....cr
>



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 8pm	Time Finished: 9pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

and I met to study for his geology test on Chapters 1-6. He had all the powerpoints printed off and his test will come solely from lecture notes. We discussed chapters 5 and 6 since we already reviewed 1-4 on Thursday. We highlighted what was important from the chapters and I wrote on the board big ideas. After I would explain something, I would ask him a question about it or have him point to a picture of what I said or repeat back to me what I explained. He really seemed to pick up on what we discussed and retain the information we discussed. I gave him notecards and notes that I made from when I took geology to use in studying last night.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

Bring back my notecards.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 9pm	Time Finished: 10:15pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	
	<input type="checkbox"/> Other:				
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

had a great attitude for our session and he showed up right after he finished watching the movie for his educ class. He seemed to really value and appreciate my help in completing his geology He had a chart to fill out on rocks and their textures, where they came from, and what minerals compose them. We were able to use the manual and different diagrams like Bowen's Reaction Series to fill in the chart. He demonstrated his own ability to tell me whether the rocks were mafic, felsic, aphanetic, or phaneritic. We completely finished his to turn in.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

He is going to buy his book since they are in at student stores for and bring it to our next session.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:

Day/Date:

Time Started: **7pm**

Time Finished: **8pm**

Tutor:

Student Brought:

Books

Notes

Assignment to work on

Nothing

Other:

Completed tasks b/w sessions:

Y

N

N/A

Attitude/Effort:

1

2

3

4

5

(Peer)

(Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

We looked at the guys PASS books and checked on what was going on this week. They have an ENGL feeder 2.1 due Thursday. They have a EXSS CPS quiz Tuesday. They have DRAM and EXSS reading. They have a PORT test on Friday. We read over DRAM last night (pg. 1193-1196). We also printed out some ENGL documents for class on Tuesday. They will be grading each other's Unit 1 papers and were to be familiar with the grading rubric and what constitutes 6 points or no points. We spent a good bit of time talking about what makes a good paper and how important it is to have no surface errors or only 1 or 2 to get 5 or 6 points. They had pretty good attitudes but did not seem too motivated to work and seemed tired from the weekend.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Monday, 11:50 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>; email.unc.edu
Subject: 9-23-07
Attach: TEXT.htm; 9-23-07.doc; 9-23-07.doc; 9-23-07.doc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 12:45pm	Time Finished: 1:40pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

This was my first session with _____ and I was very impressed by him. We reviewed his geology notes today in preparation for his upcoming test. He seems to know many of the main ideas for the chapters and he is not afraid to ask a question when he doesn't understand. We highlighted what was important in his lecture notes. Also, since I took Geology last semester, I have some of my old notes which I copied out for him. The only question I have and he has is what chapters the test will cover. There is no syllabus on BB that specifies the chapters on the test. His test according to his professor's introduction handout come straight from lecture notes and the professor's tests do not rely heavily on book material. _____ did seem a bit quiet and tired today, maybe he has to warm up to me. _____ would like to review with me some for his test on Sunday night after I am finished working with _____

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

He is to highlight what he thinks is important in the remainder of his lecture notes.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:		Time Started: 7:15pm	Time Finished: 11:15pm
Day/Date:			
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

The boys were working on their Unit 1 papers for Engl that were due Thursday. They all worked extremely hard to finish their 5 pages and clear all surface errors. I worked the most during our time with He has great ideas, but he needed help organizing his ideas. He also writes excellent topic sentences and his paper had few grammatical errors. He genuinely seemed to want to work hard in order to make a good grade. I also read over final copy and we revised some by adding more analysis to his. He was the hardest of the three guys to get motivated to work and revise. But, I was not going to let him leave until he finished his paper and he did. had such a great attitude as always and he waited around for me to finish working with before I had a chance to work with him. He has shown great improvement in his ability to take advice I have given him and actually apply it to make his paper stronger. He did a lot of independent writing and successfully came up with analysis that his paper had originally lacked. All three of the guys expressed that they know Eubanks will give them a C at best regardless of how much work they put into it. I try to motivate them to not think that way, but I do understand why they think that when all the guys are getting the same grades. But, each one of these guys put forth the most effort I have seen in them all semester and they have demonstrated a new level of writing to me. They really can write good, coherent, organized papers.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Thursday, 4:48 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: : 9-19-07 and 9-20-07
Attach: TEXT.htm; 9-19-07.doc; 9-20-07.doc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 1:30	Time Finished: 2:45	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input checked="" type="checkbox"/> Other: Jump drive with paper on it			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Today was my first meeting with _____ He did not express interest to be in our session. He says he hates school. But, I could tell he appreciated my help on his _____ paper for Engl. We corrected the grammar errors in his 3 page paper that needs to be 5. He has done a very good job answering the questions the paper addresses. He refers back to the audience very often. He did not have a clear thesis or introduction. We wrote a thesis and introduction for his paper. He wants to meet with me on Wednesday to review his final paper if possible.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 12:30	Time Finished: 1:30	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Both _____ and _____ showed up 30 minutes late. This is starting to become a daily issue that cannot be tolerated. _____ didn't have his laptop so we could not work on his Engl paper. We emailed Eubanks about meeting tomorrow. They know to check email tonight to see when they can meet him. _____ thought he had _____ at 1:15, so he left. But, he called and realized his _____ were not until later. Therefore, we did not get anything done for him during our session except sending the email. _____ brought his paper to work on. He had not added onto his paper like I had asked. But, he did need an introduction. We wrote his introduction and focused heavily on audience. He still needs a conclusion. _____ has a great attitude and genuinely seeks my help. _____ does not seem to care as much about doing well on his paper.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

They both know they must check email and bring their final revised Unit 1 paper on Wednesday since that will be the last time I can help them before they turn it in.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @email.unc.edu>
Sent: Monday, 2:56 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; @email.unc.edu
Subject:
Attach: TEXT.htm; 9-17-07.doc; 9-17-07.doc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 12:30 pm	Time Finished: 1:20 pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input checked="" type="checkbox"/> Other:	Brought laptop, binder, and PASS book		
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

did not work quite as hard as I think he can today. He said he was tired; but he always says that. brought me his Port teste grade but the TA gave him a different student's grade. Therefore, I don't know his grade. He is supposed to bring his quiz with him on Wednesday. He did not have his privilege card so he was unable to get tickets for Dram after our session. He also still cannot find his feeder 1.1 to resubmit to his TA. Therefore, we still need to rewrite it. But, he needs to bring his advertisement in so I can help him. We started collecting ideas for his Engl paper. His chose an episode of South Park to write about. In the description of the paper, there are probably 10 questions or more to guide his thinking for the paper. We discussed each question and he copied down what I wrote on the board on his laptop. Unfortunately, we did not have time to start on a thesis statement. However, he has plenty to write about to begin his paper.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

He is to bring me his own Port quiz grade. He is to bring his St. Martin's handbook and EXSS book.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:		Time Started: 1:20pm	Time Finished: 2:45pm
Day/Date:			
Tutor:			

Student Brought:	<input checked="" type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other: Still has not brought his binder, PASS book, and privilege card			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input checked="" type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
				<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

had a great attitude today and worked extremely hard with me to organize his ideas for his Engl unit 1 paper. He has over a page of typed bullet points that will help him write his paper. He is writing about the Fresh Prince of Bel-Air focusing on one episode. The main argument we came up with was proving how Fresh Prince targets a specific audience and provides a moral while remaining entertaining. However, still did not bring his binder and planner. He says has them. His privilege card is also in his binder; therefore he was unable to get his Dram tickets today. He did bring his St. Martin's Handbook but we did not get a chance to read the pages for Engl. I did remind him that he has an Exss CPS quiz tomorrow.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

He is to bring his Unit 1 draft or at least a start to his paper and his St. Martin's handbook.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
Port 101	Teste 1	86			



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Time Started: 3:30pm	Time Finished: 4:45pm	
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

This was my first time meeting with At first I thought he had a really bad attitude. But, his attitude got progressively better through our session. We worked on geology the whole time. He had earlier today, so we finished the questions and charts for next week. His was on how igneous, sedimentary, and metamorphic rocks form and decompose. Then, we went through his notes from his Geol lectures. He takes very good notes. We highlighted what I thought was important in his notes to help him condense some of the material. Then, I drew some diagrams for him to help him visualize some of the concepts like the layers of the Earth. He has asked to meet with me on Sunday night in preparation for his test on

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: <@email.unc.edu>
Sent: Tuesday, 12:10 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 9-10-07
Attach: TEXT.htm; .doc; 9-10-07.doc; 9-10-07.doc

Sorry these are late!

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, September 6, 2007 1:41 PM
To: Bobbi Owen <owenbob@unc.edu>
Subject: Re: Talking

Hi Bobbi:

I will make an appointment to come to talk to you about all of this. However, in direct response to the issues raised in your note, here is the deal:

Bobbi Owen wrote:

> Julius -

> We need to talk - and soon about the enormous difficulty in your department with accurately factoring final grades. The proliferation of grade change forms due to clerical or arithmetical error is alarming at best.

I did not realize that grade change forms from my department were as disproportionate as you suggest. The best I can do is to talk to everyone in the department to be more careful in their grade tabulation so that there would not be a need to make these grade changes.

>

> We also need to talk about approving course substitutions in the major when the courses are being offered.

I assume you are talking about substitutions pending her planned happen, I insisted she enrol in AFRI/AFAM to meet the necessary requirements. I had approved two When this did not

>

> We need to talk about why you would support extending the time to complete a course - via tutorial independent study or any other means - beyond the deadlines established by the University.

I am assuming this is about I did not approve the extension, but only stated that we would facilitate whatever your office approved. We specifically told him that we did not think that your office would approve an extension anyway. I am wondering what he said to your office.

>

> I will find time for you when ever are available - you are putting me into an extremely awkward situation by having to reverse decisions made by a department chair - and I don't want to be there.

Bobbi: I would not like you to reverse my decisions because I make them after careful thought. Some of these matters which go through the cracks are issues that can easily be resolved, and they usually arise out of minor errors and miscommunication. I will call you soon to schedule a meeting.

Best,

Julius

>

> Bobbi



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:		Time Started: 12:30	Time Finished: 1:30
Tutor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:	Brought binders and PASS books!!		
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Peer)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
				<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

I am so proud of these guys! They finally each brought their own PASS book, binder, laptop, and computer! Today we worked on their Eng 1.2 that is due tomorrow. Both brought their rough drafts on their computers and we printed those out. I wrote a lot on the board today and they copied what I wrote. We came up with a basic outline for their papers – introduction, describe and analyze one video, describe and analyze the second video, compare and contrast the videos, and a conclusion. We worked on getting their rough drafts into that format as well as focusing on their thesis statements. We also corrected many grammatical errors in their rough drafts. We discussed the importance of writing in one tense (preferably present) and not using contractions. Today was definitely the most productive session we have had to date.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

I told them to keep up the good work and bring everything again on Sunday.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
Exss	CPS Quiz 1	4/5	CPS Quiz 2		grade
Exss	CPS Quiz 1	5/5	CPS Quiz 2		grade

From: @email.unc.edu>
Sent: Wednesday, 3:03 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: 9-5-07
Attach: TEXT.htm;

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, August 30, 2007 2:37 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: A big thank you!]

Tell him to hurry up and get that tenured job!!!!!!!!!!!!!!)

Deborah Crowder wrote:

>
>
> -----
>
> Subject:
> A big thank you!
> From:
> @mindspring.com
> Date:
> Mon, 27 Aug 2007 22:06:07 -0400 (GMT-04:00)
> To:
> Deborah Crowder <dacrowde@email.unc.edu>
>
> To:
> Deborah Crowder <dacrowde@email.unc.edu>
>
>
> Thank you so much, Debby. I can't tell you how much I appreciate your help.
>
> If I ever end up a well paid (or even sort of well paid) tenured professor somewhere, I will want to send you a gift card with a
stunning dollar amount attached in appreciation of everything you have done for me above and beyond the call of duty. (I am most
serious about this) Even just today you added students to my HIST 128 class. Yet you certainly don't work for the history dept! I still
can't get over how tremendously much you helped me with that Latin American history correspondence course.
>
> Robert
>
> -----Original Message-----
>
>>From: Deborah Crowder <dacrowde@email.unc.edu>
>>Sent: Aug 27, 2007 4:38 PM
>>To: @mindspring.com
>>Subject: Re: Can add: AFAM Sec and HIST Sec
>>
>>I'll try to get to your other stuff tomorrow. dc
>>
>
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

8/27/07

To whom it may concern:

I am writing this statement to document what transpire in Swahili 3 class today. When I walked into the classroom (I am the Swahili tutor and SI instructor and therefore attend the class with the students), I was pulled aside by the professor, Bwana Mutima, who proceeded to sternly tell me that my students did not have their textbooks. I looked around the room and out of all the kids, only 4 (that I could see) had brought their textbooks to class: _____ and _____.

Most of the kids later told me that they had bought their books; they just didn't bring them to class.

The kids were assigned homework on Friday (it was due today) and only a handful of kids actually did it or turned it in. I don't have a list of kids who legitimately finished the work (most of them turned in half blank sheets of paper).

About 20 minutes late, _____ decided to come to class. He proceeds to sit down, turn around and start talking to the kid behind him! Rude interruptions are one of the professor's pet peeves and _____ is already on this man's list. _____ also left class to use the bathroom conveniently when the teacher was working around to him to answer questions. The teacher told me later that _____ used this tactic in Swahili 1 and 2 and he is not fooled by it. When he did call on _____ he just said "I don't know," which made the situation even worse.

During class, _____ and _____ continued to have their own private (yet loud) conversations. Their behavior is so rude and juvenile that from across the room I was trying to get them to shut up. I must have said at least THREE times for them to be quiet (in a discreet way). I should not have to tell grown "men" to behave themselves in a college classroom. One football student athlete informed me that when I was not there on Friday, _____ and _____ were out of control with their talking. I know for certain that _____ did not act this way last semester, so it is vital that we get him away from the influences of _____.

The kids that did work hard and act respectful included _____

_____ and _____.

The professor called off class early so he could speak with me in private. Bwana has put up with a lot of unnecessary behavioral issues from _____ players in the past—he should not have to deal with behavioral problems in a language classroom. He has a very specific problem with _____ and _____. As he told me, _____ is an embarrassment—he is in Swahili 3 and doesn't know how to say "hello." And maybe this would be okay if he just KEPT QUIET. All Bwana is asking for is a little respect. These kids owe Bwana for even being put in a level 3 Swahili course, but I have the feeling that he will flunk them right out of there if they can't do the minimum amount of work necessary. Bwana understands the difficulties of learning a foreign language for most of these students and puts a lot of emphasis on effort and participation. All he asks is for the students to bring their books, show up on time, be respectful and TRY.

I have known this man, Bwana Mutima, for three years now. He is a good, honest man. He does not deserve the stress that these kids put on him. He is embarrassed that they are in a level 3 course and know virtually nothing. Adding insult to injury, their behavior distracts those students who are in that class to actually learn. He comes to me to deal with these problems because he is not a confrontational man. I am asking you to deal with this swiftly before the situation gets worse.

My suggestions are as follows:

- Every student needs to bring their books to class every day.
- _____ and _____ are no longer allowed to sit near each other, nor are they allowed to sit in the back row.
- If they are serious about getting back into this man's good graces, they will come to tutoring and take it seriously. I will even offer to spend extra time with those kids (the above-mentioned) that are so far behind.
- If they refuse help, they must sit in that class, eyes straight ahead and respect Professor Mutima and the other students who are in that class.

If you have any questions or comments about what happened today, please feel free to come over to the Academic Center. I am there every day until 2pm.

Thank you for your time,

Susy Dirr

Swahili tutor

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, August 27, 2007 2:47 PM
To: Williams, Andre <awilliams@unca.unc.edu>; Holliday, Corey <cholliday@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>; Barnes, Octavus <obarnes@unca.unc.edu>
Subject: Swah issue
Attach: Text.htm; letter to coaches 8_27.doc

Corey,
Attached is the letter Susy wrote with the issues we are currently having in Swahili .
I am very concerned about this behavior.
The guys who are respectful and trying to learn have confirmed what Susy is stating.....
If you have any questions or issues that need to be clarified, please let me know.
Thanks.
cynthia

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, 4:30 PM
To: @gmail.com>
Subject: Re: country for AFRI

I want my good students to take the tough cases, so I give you Zimbabwe.

wrote:

> Hi Professor,
>
> I was wondering, for the country I have to pick for AFRI , could I
> please choose South Africa, Botswana, Zimbabwe, or DRC? Whichever one
> is fine, as I am interested in all of them!
>
> Thanks! Have a great night,
>

--
Julius E. Nyang'oro
Professor and Chair
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University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, August 21, 2007 2:28 PM
To: dacrowde@email.unc.edu
Bcc: Reynolds, Cynthia <cynthiar@unca.unc.edu>
Subject: MISC issues...
Attach: Text.htm

: did he stop by today?
--any suggestions on this one?

Has two classes at the same time. Afri and Comp which
is his math substitute. Since Afri meets, can something be worked out for
--please advise...

Just needs 1 hour (he hopefully filed for an underload today so Betsy can check this. Is it possible for him to
take Afri for 1.0 credit? He has taken Afri for 1.0 credit this summer and then has a 3.0 hour directed (Phil-from Jan)
readings class he took a year ago. So, I think he has hours left for an independent study course.
Past Incompletes:

I told to take over copies of his Afam course. I will check later to see
if he got it to you.

He said he had the paper done, just didn't take the time to drop it off
I told him to get it done by this Friday. I will check later this week with you on this one, too.
stay tuned

: Swah --- stay tuned.

Any other issues????????????????? Hope your day is going ok. Hang on (once again).....
cr

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, August 16, 2007 1:53 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: AFAM

Thanks for sending me this. She has been back now for quite a while. She wasn't even gone that long. So "busy" is hardly what she has been!!!
But thanks. Interesting that she hasn't contacted me, but that actually may be good. She's trying to do it on her own!

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

"Philosophy, when superficially studied, excites doubt; when thoroughly explored, it dispels it." Francis Bacon

Deborah Crowder wrote:

> Hi . Thanks for the update. I know you have been busy.
> Just get it in when you can. Thanks much. Debby
>
> @email.unc.edu wrote:
>
>
>>
>> morning debbie. i just wanted 2 say thanks for you patience. ive had
>> a busy summer which is going to lead to a busy school year. i tried
>> the best i could on the paper because most of the information came
>> from wikipedia & it was hard to find information from somewhere else
>> with the resources in which i had access to. thanks again & hope you
>> have a great year. GO HEELS!!!
>
>
>



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Mon 7/30/07	Time Started:	10:00am
Mentor:		Time Finished:	3:00pm

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing	<input type="checkbox"/> Other:
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A		
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Today, worked on his independent study papers. He is working primarily with , but I read over and revised his jazz/blues paper which was not yet done. I also met with Beth about some of my upcoming responsibilities.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Tues 7/31/07	Time Started:	10:00am
Mentor:		Time Finished:	4:00pm

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Today, while **worked on finishing up 4 independent study papers with** **I began reading**
through materials for his last paper which will need to be about the crisis in Darfur, Sudan. I was
waiting on **but he never showed up. I started with a rough outline and some articles provided by**
Susie, but I also found several other articles which will be quite helpful.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: "Jaimie Lee" <@gmail.com>
Sent: Wednesday, August 1, 2007 1:09 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: evals
Attach: TEXT.htm; 7.31.07.doc; 7.30.07.doc

--
Jaimie Lee
CarolinaPros, Inc.
<@gmail.com> or
casinonight@carolinapros.com
www.carolinapros.com

From: Janet Huffstetler
Sent: Tuesday, July 31, 2007 10:55 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Fw:
Attach: AFAM .doc; AFAM .doc

I just talked to . He was going to Fed Ex this paper. I told him I could send it.

----- Original Message -----

From:
To:
Sent: Tuesday, 9:53 PM
Subject:

>
>
>
> ***** Get a sneak peek of the all-new AOL
> at
> <http://discover.aol.com/memed/aolcom30tour>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, July 31, 2007 11:49 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: [Fwd: Fw:]
Attach: Fw_ (86.5 KB).msg



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Thurs 7/5/07	/Time Started:	9:00am
Mentor:		Time Finished:	12:00pm

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

were the only ones who came today. was the only person to actually have any work done. 9 pages were done for afam paper. still needed help finding sources.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Tues 7/3/07	/Time Started:	12:00am
Mentor:		Time Finished:	4:00pm

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

all worked on their English assignments today for the entire time. They only ended up with roughly a page per person. worked mostly on his own by himself. He feels he works better when he is isolated, and I agree. I checked on him periodically, and he seemed to be on top of things. worked steadily, while worked sporadically. asked lots of questions, so hopefully, he will be done tonight. I'm not sure how he will do on his afam because he doesn't complete much work on his own.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

Work on Afam papers independently.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
—English	Paper	9.5/10		6/29	
—English	Paper	8.5/10		6/29	



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:					
Day/Date:	Tues 7/3/07	Time Started:	7:30pm	Time Finished:	9:00pm
Mentor:					

Student Brought:	<input type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

all came back tonight to work on their rough drafts for English. They finished enough to post on blackboard for tomorrow night. I worked mostly with and he was able to finish and do some revision before he left. He worked really well, and is able to remain focused during our entire sessions. worked some with and some with me. He prefers to work alone for the most part until he needs editing. He ended up with 2 pages before he left but needed quite a bit of revision since he misunderstood the main purpose of this assignment. worked well tonight and ended up with 2 pages.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

Work on Afam papers independently.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
-English	Paper	9.5/10		6/29	
-English	Paper	8.5/10		6/29	
-English	Paper	8.5/10		6/29	



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Day/Date: Fri 7/6/07	Time Started: 9:00am	Time Finished: 12:00pm
Mentor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

was the first to show up for his English conference, and the rest were on time for theirs. They all stayed for their entire sessions and finished revisions on their papers. The only person to complete all assignments on the checklist, however, was but they all planned to post their blackboard assignments this weekend. They all worked well with me checking in on them periodically.

also had a little problem with his independent study paper. He accidentally replaced his final draft with another copy while saving it on his computer. The only final electronic copy is on Beth's flash drive, so he'll have to turn it in on Monday instead of today. I told him not to feel bad, especially since he at least had on hard copy with revisions written on it. He said he may retype the entire thing over the weekend just to be on the safe side.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student: _____

Day/Date: **Fri 7/6/07**

Time Started: **12:00am**

Time Finished: **4:00pm**

Mentor: _____

Student Brought:

Books
 Other:

Notes

Assignment to work on

Nothing

Completed tasks b/w sessions:

Y

N

N/A

Attitude/Effort:

1

2

3

4

5

(Poor)

(Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Both were able to complete all of the items on the checklist for English during today's session. I also pushed them to work on Afam for the last 30mins even though they begged to leave early. They both had positive feedback during their conference with their English professor. They finished their revisions, made copies of the final drafts along with supporting articles. They also finished their grammar quiz and chapter reading.

did not show up until the end of study hall, so he did not complete his tasks. He had his conference, made corrections, but didn't complete the response for blackboard and the chapter reading.

was in our room today, and he managed to complete all of his tasks. Unfortunately, was ill and did not work together this morning. I was busy with students today, so I did not work very closely with him. He asked me questions frequently, and seemed to have a handle on what was going on. Hopefully he wasn't hiding any particular thing he may have been struggling with since there were other athletes in the room with us.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

Final drafts for English unit 1 projecty. Work on Afam papers independently.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
-English	Paper	9.5/10		6/29	
-English	Paper	8.5/10		6/29	



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:

Day/Date:

Thurs 7/5/07

Time Started:

12:00am

Time Finished:

4:00pm

Mentor:

Student Brought:

Books
 Other:

Notes

Assignment to work on

Nothing

Completed tasks b/w sessions:

Y

N

N/A

Attitude/Effort:

1

2

3

4

5

(Poor)

(Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

did not work on anything yesterday even though they had the day off. They took advantage of the holiday to relax, so I really didn't expect them to accomplish much. I worked a lot with today reading over his English paper. He works very slowly, and struggles to connect his ideas, so me and both looked over it so that he'd have a good draft to show his professor tomorrow during their conference.

worked with because he was still a little lost on what he needed to do. I read and revised what he had for his draft so far, and I primarily corrected grammar errors. I talked with about what he was lacking in terms of context, so they hopefully improved upon that. is a smart kid, but he just has a tendency to get lost and he constantly looks for verification on what his assignments are. He is also slow to complete tasks because he is really lazy about completing assignments in advance of their due dates!

I read over rough draft, and it looked pretty good. I gave him a lot of grammar revision because after several minutes of typing, he stops paying attention and makes several careless mistakes. I also found that his analysis went astray from the assignment, so there was one section he needed to remove completely. Even though he complains that he is worn out, he has been very consistent and efficient about completing assignments during the afternoon.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

Work on Afam papers independently.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
-English	Paper	9.5/10		6/29	
-English	Paper	8.5/10		6/29	



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes





THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Day/Date: Fri 7/6/07	Time Started: 9:00am	Time Finished: 12:00pm
Mentor:			

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

did not add any pages to his paper since yesterday. He came primarily to work on his computer class independently. He still has 9 pages done for his independent study paper which is good. However, I don't plan on reading it and revising it thoroughly because I do not believe he completed it on his own.

is still working on sources and writing on his own supposedly. He hasn't shown me any work, and I consistently ask him if he needs help. He says no, he is handling it on his own. When we discuss the topic, he listens and seems to take notes, but I haven't seen anything completed.

showed up late, but he brought 7 pages for his paper. I can tell that he worked on it himself. It will need a lot of revision which we will work on Monday. We didn't have much time left in our session for me to revise his work so far, but he explained to me exactly what he tried to accomplish so far, and even though he was late, I was proud of what he had done on his own.

did not show up today.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: "Jaimie Lee" <@gmail.com>
Sent: Monday, July 9, 2007 2:27 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: evals
Attach: TEXT.htm; 07.06.07.doc; 7.5.07.doc; 7.6.07.doc; 7.6.07.doc; 7.3.07 night.doc; 7.3.07.doc; 07.05.07.doc

--
Jaimie Lee
CarolinaPros, Inc.
<@gmail.com or
casinonight@carolinapros.com
www.carolinapros.com



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student: _____
 Day/Date: **Thurs 6/28/07** /Time Started: **9:00am** Time Finished: **12:00pm**
 Mentor: _____

Student Brought: Books Notes Assignment to work on Nothing
 Other:
 Completed tasks b/w sessions: Y N N/A
 Attitude/Effort: 1 2 3 4 5
(Poor) **(Excellent)**

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

The only person to show up this morning was _____ and he worked primarily with _____ He went to the library on his own during this session with a book list that he had from working with yesterday. He found one book, and began reading through and doing research.

_____ were all no shows. I have no idea why they didn't show up.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

Show up

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	Wed 6/27/07	/Time Started:	9:00am
Mentor:		Time Finished:	12:00pm

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input type="checkbox"/> Assignment to work on	<input checked="" type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input checked="" type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4
				<input type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

Despite all of them having paper topics, once again, not everyone showed up this morning. [redacted] called and said he had an appointment with LD services. I don't have a clue what happened with [redacted] this morning. [redacted] showed up for a little while at around 10 o'clock without a laptop or his topic. We just talked about how he should take better advantage of these sessions. [redacted] primarily worked with [redacted] on finding sources for his independent study. Overall, they don't seem to be taking this time seriously, and [redacted] in particular has a very challenging.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Thursday, June 28, 2007 5:03 PM
To: Williams, Andre <awilliams@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>
Subject:
Attach: Text.htm; 06.27.07.doc;
06.28.07.doc

Andre,

Probably you and/or a coach needs to speak to these guys.....I do NOT have the resources to spend 8 hours a day with these guys at the last minute when they don't make their appointments throughout the semester. We are trying to do things the right way, but some of these upperclassmen seem to be taking short cuts (cheating).

I think they need a serious wake-up call as soon as possible.

thanks.

c

Please see attached forms. Cyn--I think Jaimie already told you.

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 19, 2007 1:09 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM

was doing an AFAM and I was directing it. He did a great paper on Forty Million Dollar Slaves!!! He gets an A.
Thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Monday, June 11, 2007 6:36 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject:

is going to talk with tomorrow and see if she can still put out the class. What do you think? Is that the right move? She said she went to class the first week and a half, then emailed him that she was wanting to drop the class. He probably thinks she dropped. She said he never emailed her back--and I told her there was no reason for him. You basically told him you were dropping! She said she thought she needed his permission! Now, how long has she been here?

If he does not let her, what about second summer session?

I'll call you tomorrow morning before my class.

thanks,
Jan

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 1:16 PM
To: @email.unc.edu>
Subject: Re: Question

Hi
The paper should be 12-15 pages long and should address any issue in there that you are interested in, but here are some suggestions:
In what sense are athletes "slaves"? Do athletes have power? If so, what kind? If not, what is lacking? Is ownership necessary for power? Is money power? Do athletes have obligations to their community?
These are just some issues, but feel free to talk about any other issues raised in the book.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

@email.unc.edu wrote:
> Professor Boxill,
> This is we had previously met about reading the book,
> Forty Million Dollar Slaves, and writing a paper on the material. I
> was wondering exactly how long you would like the paper to be and what
> subjects or certain ideas in the book you would like me write on. I
> really appreciate what you have done for me and look forward to
> hearing back from you.
>
>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, May 23, 2007 2:36 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: AFAM info fyi

Ok--either he can write one paper (15 pp.) on the conflict in Darfur, Sudan or he can write two shorter ones, 7-8 pp. each on the conflict in Darfur Sudan and the second on the "blood diamonds" issue. Yes, he can watch the movie and write on it as long as he draws in some other material. I hope that helps. DC

Brent Blanton wrote:

> His name is _____, and he is in it for two
> hours in first session. Thanks! Brent
>
>>>> Deborah Crowder <dacrowde@email.unc.edu> 5/23/2007 1:59 PM >>>
> Brent Blanton wrote:
>
>> Debby,
>> Do you know what the assignment is for AFRI ?
>>
>> B
>>
> Hey. Remind me who you have in there and for how many hours. That one
> is done on an individual basis. dc
>

From: Crowder, Deborah A <dacrowde@email.unc.edu>
Sent: Friday, May 4, 2007 11:31 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: McMillan

Hey. got a B and a C. dc

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, May 4, 2007 2:10 PM
To: Mary Willingham <mwillingham@unca.unc.edu>
Subject: [Fwd: McMillan]
Attach: McMillan.msg

This is good!!!

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: @email.unc.edu
Sent: Friday, 12:10 AM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:
Attach: Final Paper

Hey pal,
here's the paper I sent to prof. Watts for my final paper. Sorry I
wasn't able to see you before I . but I'll be back that
way soon. Thanks for letting me use this paper for the final paper for
your class too because you know how busy I am here. I'll see you in a
couple months, take care.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, April 20, 2007 9:42 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: re

Okay, I guess he is worried about the quizzes. He doesn't have to worry about these, just do the final.
Ja

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Deborah Crowder wrote:

> This is the message I got back from Miss Janet who works with
>
>> turned in that paper, but not directly to Jan. Went through
>> the regular process. I told him to go tell her that, and that he
>> would do the Imus paper.
>
>
> dc
>
>

**TOPICS FOR PAPER #2
PHILOSOPHY**

INSTRUCTIONS: Write a 3-5 page essay on one of the following.
Please have a title page with your name, the essay you are writing on and the Pledge with your signature.
Do not put your name on any of the other pages.

DATE DUE: **FRIDAY, APRIL 13 in Recitations**

DIRECTIONS: **See Paper Format**

1. Choose the passage that most interests, excites, disturbs or enrages you.
2. Decide whether you want to argue for or against the position taken in the passage.
3. In your introductory paragraph, reconstruct or construct the argument in the passage, and clearly state your thesis.
4. Define all terms/concepts.
5. Defend/support the position you are taking on the argument you reconstructed.
6. Give objections to your position
7. Defend your position against those objections.

Note: In writing your paper, imagine you are trying to defending your position to a fairly reasonable 15 year old, who is not familiar with any of the readings or the arguments. Or imagine you are trying to present your case to the legislature.

1. Because a person's right to life is stronger and more stringent than the woman's right to decide what happens in and to her body, **abortion cannot be morally justified.**
2. Given that white males have benefited from full membership in our society, **preferential treatment is justified for women and minorities who have not so benefited.**
3. Equal opportunity requires that women be given equal access to sports for their basic benefits and an equal share in the scarce benefits; **Title IX ought to be implemented as a step toward that goal.**
4. **There ought to be ordinances to restrict pornography** because pornography is harmful to women. It is implicated in the committing of violent crimes against women, and among other things, its dissemination supports sexist attitudes and reinforces women's oppression.

WRITING YOUR PAPER

TITLE PAGE: Your name, PID, the paper topic, Honor pledge with signature.

STRUCTURE OF PAPER:

I. FORMAL ARGUMENT CONSTRUCTION/RECONSTRUCTION

Reconstruct the argument in the passage:

Premise 1:

Premise 2:

Premise 3:

...

...

Conclusion:

Clearly state the position you are going to take. This is your thesis statement

II. SUPPORT FOR THESIS:

Argue for the position you are taking. If you are arguing for the conclusion, then support argument you have constructed in Section I with good reasons. If you are arguing against the conclusion, then give reasons why the argument you have constructed is not sound. In so doing be sure to give adequate philosophical support, using the readings and your own ideas. Avoid using "I believe" or "I feel." Personal opinions are acceptable only if supported by good reasons.

III. OBJECTIONS TO YOUR POSITION

Consider obvious objections to your position. That is, how would someone argue against the position you took and what support would they give? Use readings and your own ideas.

IV. ANSWERING THE OBJECTIONS

Answer the objections raised. What reasons can be offered to counter the objections?

V. CONCLUSION

Basically restate your thesis to show why your position is the better one.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, 2:36 PM
To: @email.unc.edu
Cc: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: PHIL
Attach: Paper format.doc; Paper #2-.doc

Hi

First of all, let me tell you not to worry. You will pass the class; you've done okay so far, so that's not a worry.

What you need to do is:

1. Do the paper on any one of the topics attached. I can help you with this. You select a topic, let me know which one you select, and then I'll send you how you need to go about doing it. Once you get the structure you'll be able to write it easily. You can turn it in when you can.
2. Don't worry about the outside events. You can write me something about the Don Imus comments and their relation to rap, and this course-that will be enough. This will count for all and for a makeup quiz.
3. The Final: I will hold review session for you all or we can meet. The final will take some questions from the quizzes, and I'll likely give study questions to work from. You should be fine.

Most of all* DO NOT STRESS!!!* GOT IT? :)

Jan

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, March 27, 2007 3:35 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject:

Hi Brent. I talked to McMillan about (AFAM). TM said was in class today. He didn't do well on the midterm but he did take it. TM just says he needs to do well on the paper. I hope that helps.
Debby

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

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, March 20, 2007 12:15 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Cc: Janet Huffstetler
Bcc: tjm >> Timothy McMillan <tjm1@email.unc.edu>; Crowder, Dorothy
Subject: re your babies

Hi folks. Just fyi. Tim McMillan is out of town today. A video was shown in his AFAM class at 11. There were signatures on the roll for but we stopped the video at 11:45 to return tests just in case anyone wanted to go to the war protest at 12. None of the three were present to pick up their tests. None did well, either. I know, as does McMillan, that they have other things on their minds at the moment, but it still isn't good form. Cheers Debby

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, 2:09 PM
To: Blanton, Brent <blanton@unca.unc.edu>;
<@email.unc.edu>
Subject: AFAM

Hi folks. Dr. McMillan passed along the inquiry re status in AFAM. We were going to make some sort of special arrangements but both McMillan and I are fuzzy on details. Can you come see McMillan (and me as well) either tomorrow or Thursday? We'll figure it out. dc

In the last three decades or so there has been a growing interest in academic circles on the centrality of human rights and social justice issues in Africa's economic, cultural and political development. This trend has resulted in the rise of social movements dedicated to promoting rights-based and social justice framed practices in cultural, economic and political arenas in various parts of the continent. While the discourse on social movement peppers scholarly and activist research in the current conjuncture, collective political action and social justice struggles are not a new phenomenon in Africa. The objective of this class, then, is to engage in critical reflections on various debates on social movements, their frames (human rights, autonomy, gender equity, democracy, etc), and their role in the pushing for transformative social change in various countries in Africa historically and in the contemporary global juncture of neoliberal globalization.

Assignment 1: Due March 26

- 1. Discuss the core arguments by Judith Blau and Alberto Moncada in their critique of the liberal human rights vision and Jack Donnelly defense of the liberal framework of human rights as embodied in John Locke's work. What do you think are the limitations of Donnelly's argument?**

Instructions:

- 1) As per our discussion, please review the UN, 1948 Universal Declaration of Human Rights for a background on the post-1945 international human rights regime.**

Length and other details:

The research paper should be 6 double-spaced pages of narrative pages. The font should be Arial 11.

Your paper should be analytical with a clear thesis statement. Providing a clear and strong thesis statement ensures that you don't lose points allocated to the thesis statement and indicates to your reader that you are clear on what you are writing about. You should also provide a 'road map' indicating the number of sections in your essay and what you plan to discuss in each section.

Please remember to use proper citation methods (preferably footnotes). If you have any questions about citation methods, please refer to the Chicago Manual of Style or any other college writing manual or visit UNC's writing center. The University Honor Code applies to this assignment.

Research sources

As previously discussed, you will be expected to do a close and analytical reading by Blau and Moncada (on blackboard) and Donnelly's chapter in our textbook and provide a critical analysis of their arguments.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, 4:26 PM
To: Blanton, Brent <blanton@unca.unc.edu>; Reynolds, Cynthia <cynthiar@unca.unc.edu>;
Huffstetler, Janet <@email.unc.edu>; <@email.unc.edu>;
<@email.unc.edu>; <@email.unc.edu>;
<@email.unc.edu>
Subject: AFRI
Attach: AFRI .doc

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

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, February 9, 2007 11:50 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Letter for
Attach: Endorsement.doc

Debby,
I've written a letter for Julius! If it is suitable, can you finish it by filling in the info at the bottom, sign it and I'll either pick it up, or you can have Travis walk it over to me.
thanks,
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, 12:09 PM
To: @email.unc.edu
Cc: Blanton, Brent <blanton@uncaa.unc.edu>; Nyangoro, Julius <jen321@email.unc.edu>
Subject: Re: Afri

Well, it met this morning at 11. I'll have to talk to Dr. Nyang'oro and see if he can meet with you individually. I'll let you know, hopefully later today. DC

@email.unc.edu wrote:

> Hi,
>
> Brent Blanton told me that I should speak to you about my Afri
> class. Myself and my teammate, have been
> We were wondering when
> this class meets and what we have missed or have to do to catch up. If
> you could please email me any assignments that we have or let me know
> a good time to meet with you I would really appreciate it.
>
> Thanks!
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, February 8, 2007 9:39 AM
To: Janet Huffstetler
Subject: Re: Tomorrow

Janet,

Do you have access to my blackboard? The quiz is only on Frye's oppression and sexism--What is Frye's definition of oppression? what is the is meant by "double-bind"? what is the significance of the analogy of the bird cage and how does it help us understand oppression? Sexism: what is Frye's first definition of sexism? what's wrong with it? what is sex-marking? give examples.

I haven't assigned anything else.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

Janet Huffstetler wrote:

> Jan,
> called for help preparing for Quiz tomorrow. I have not been
> able to access the article on Racism and Sexism by Laurence Thomas.
> Any suggestions?
>
> had a "tough" week. I'm sorry he waited until the last
> minute to call me in for help. I guess its not unusual, though.
>
> Janet Huffstetler
>
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, 9:11 PM
To: @email.unc.edu>
Subject: Re: Independent Study

Dear
I believe I told you that this is not a class that meets. this is an
"INDEPENDENT" studies class that means you meet one-on-one. There is no
set class time. So you need to come see me in my office to get an
assignment for the Independent study. I am in my office tomorrow from
1-4.

Jan

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer and Associate Chair
Department of Philosophy
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

wrote:

> Hey Professor Boxill,
> My name is and I'm enrolled to have independent study
> with you this semester. I'm not sure if you got my first email, but I
> do fear I may have sent to the wrong "Boxill". However, I came by the
> last two weeks to the classroom it says on my schedule but I could not
> find you. I'm getting worried as to the status of our class and am
> looking forward to getting starting in whatever material you would
> like me to delve into. I hope to see you soon,
>

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, February 1, 2007 6:52 PM
To: jmboxill@email.unc.edu
Subject: Re: abstract

I swear Jan, when I grow up I want to be like you!!!!!!:)You are living a life of luxury. Please let everybody know that we have class next Th.

jmboxill@email.unc.edu wrote:

> Hi Julius,
> I am sending you abstract for AFRI because her computer
> broke, and I access to
> the internet and email.
>
> Hope all is well with you.
>
> Jan Boxill

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, January 23, 2007 12:06 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: AFRI]

It is pretty much open ended. I was counting on their creative minds. Topics could range from the persistence of racism in South Africa, to Mozambique as the most dynamic democracy in the region....compare the regimes of Mandela and Mbeki; Lesotho as the next problem for South Africa; the diamond economy in Botswana, Mugabe and the crisis in Zimbabwe, civil society in Zambia, the Banda regime in Malawi, Nyerere and African Socialism in Tanzania, Civil war in Angola and the role of Blood Diamonds, the AIDS crisis in Swaziland and South Africa, the Democratic Republic of Congo as a failed state.....etc, etc. This is a fun class!!!!!!!!!!!!!!

Deborah Crowder wrote:

>
>
> -----
>
> Subject:
> AFRI
> From:
> "Janet Huffstetler" ·
> Date:
> Tue, 23 Jan 2007 11:17:25 -0500
> To:
> "Debby Crowder" <dacrowde@email.unc.edu>
>
> To:
> "Debby Crowder" <dacrowde@email.unc.edu>
>
>
> met with me last night and said they have an
> outline due on their 25 page papers due Feb 1. Do you have any kind of
> syllabus or info on what subjects they should be thinking about?
>
>
>
>
>
>
>
>
>
>

--

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Monday, November 9, 2009 2:50 PM
To: Blanchard, John <jgb@unca.unc.edu>; Mercer, Robert <rmerc@unca.unc.edu>
Subject: ppt
Attach: TEXT.htm; 24 School Days Left Until Finals.pptx; What is Degree Applicable Anyways.pptx

Here is the ppt I presented to coaches last week.

Also, I added one from earlier in the semester on Degree Applicable hours.

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

AFRI 521

Assignment:

Each of the East African countries has had an important leader who led their respective countries to independence. Jomo Kenyatta for Kenya, Milton Obote for Uganda and Julius Nyerere for Tanzania. Please choose one of these three leaders and analyze the reasons you think made them important to their countries in the nationalist era.

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, November 2, 2009 12:31 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re: Afri521
Attach: Brent521.doc

Jamie:
Here is the assignment for [redacted] I see that your team is beginning
to win in prime time.....)
JEN

Jaimie Lee wrote:

>
> Hello Professor Nyang'oro!
>
> I hope all is well with you!! I have a question for you regarding your
> Afri 521 EAST AFRICAN SOCIETY Course. I have a student who added this
> course, but I do not know if he has received the topic and begun his
> research. [redacted] added the course but has not followed
> up with me. If there is a topic I need to pass on to him, please let me
> know.
>
> Thank you,
> Jaimie
>
>
> Jaimie Lee
>
> Academic Counselor, UNC Football
>
> Academic Support Program for Student Athletes
>
> University of North Carolina-Chapel Hill
>
> 919-843-6566 w
>
> [redacted] c
>
> jaimielee@unca.unc.edu
>

--
Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, October 28, 2009 10:38 AM
To: Beth Bridger <bridgerb@unca.unc.edu>
Subject: Re: question

Good Morning! Yeah yesterday was really busy! I will be happy to check on this for you. Hopefully I can get back to you today with an answer.

Tough loss last Thursday but a win tomorrow would be sweet!

Travis

Beth Bridger wrote:

> Hey Travis-

>

> I hope you are doing well!!!

> I know you are probably getting lots of contact from the students

> during registration time.

> I am excited 1 registration time "down" 3 to go!

>

> Question-

>

> Do you think there will be any possibilities of the seminar type

> classes for Afri/Afam in the Spring? I know Miss Debby usually

> coordinated a lot of those--extremely tedious and time consuming! It

> looked like there might have been one, Afri 166, but it was canceled.

> Just wanted to check out any possibilities. If it is easier for me to

> come by to catch you when you aren't busy, I am more than obliged to

> stop by.

>

>

>

> Beth

>

> Beth Bridger

> Assistant Director/ Learning Specialist

> Academic Support for Student-Athletes

> UNC-Chapel Hill

> (w) 919-843-5669

> (c)

> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Monday, 9:07 AM
To:
Subject: RE: Independent Study: Spring
Attach: TEXT.htm

Hi

I've called Dr. Boxill to see what she does have in the spring; it seems like she's usually done the but since she is not this spring, hopefully she will have a replacement. When I hear from her, I'll let you know. I am around from 7-10 tonight, so anytime works for me.

B

>>>

10:17 PM >>>

Brent,

Also, I just looked up PHIL for the Spring semester, and it is not showing up right now as being offered. I'm not really sure what I should do about that, because I won't be able to sign up for it if it is not being offered.

Thanks,

From: Brent Blanton [mailto:blanton@unca.unc.edu]
Sent: Tuesday, 9:39 AM
To:
Subject: Re: Independent Study: Spring

Hi

We'll probably go with PHIL if Dr. Boxill is OK with that; she has a debate team and a group of researchers to provide data for the debates - you'd be perfect for the research end. Let's go with Monday to meet. What time is good for you? Good luck on your exams & presentation!

B

>>>

6:14 PM >>>

Hey Brent,

I was wondering what I need to do in order to take an independent study for next spring. I think this would really round out my schedule in the right way, but have never done it before so I'm not quite sure what I need to do. I know the AFAM independent studies have been the popular choice of late and that would be perfectly fine with me.

I was also wondering if you are going to be available any time Wednesday afternoon, or if you are leaving. I have 2 midterms tomorrow and another one and a presentation on Wednesday, so I can't really meet before then. So if you are available Wednesday, that would be great. Otherwise, maybe I could meet with you the Monday that we get back from Fall Break to make sure that I will have the credits necessary to graduate.

Thanks in advance,

From: Travis Gore <stgore@email.unc.edu>
Sent: Wednesday, October 14, 2009 4:24 PM
To: Beth Bridger <bridgerb@unca.unc.edu>
Subject: Re: Are you ready for some football?

Awesome!!

Beth Bridger wrote:

> I'm so glad you could make it and enjoyed yourself. I will definitely
> keep you in mind when I get my bball tickets!

>
> Beth

>
> Beth Bridger
> Assistant Director/ Learning Specialist
> Academic Support for Student-Athletes
> UNC-Chapel Hill
> (w) 919-843-5669

> (c)
> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

>>>> Travis Gore <stgore@email.unc.edu> 10/14/2009 2:17 PM >>>>

> Hey Beth,

>
> Thanks again for the pregame get-together last Saturday! It was really
> nice. Had a great time and it was good to see everyone plus the Heels
> won! :)

> Travis

> Beth Bridger wrote:

>> I look forward to seeing you on Saturday at our Football Pre-Game Event.

>> Please let me know if you have any questions about Saturday. Also,

>> here is my cell phone number again in case you need it

>>

>> Also, could you please email me the first and last name of your guest

>> attending the event with you this weekend?

>>

>> Thanks!

>>

>> Beth

>>

>> Beth Bridger

>> Assistant Director/ Learning Specialist

>> Academic Support for Student-Athletes

>> UNC-Chapel Hill

>> (w) 919-843-5669

>> (c)

>> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

From: Travis Gore <stgore@email.unc.edu>
Sent: Monday, October 5, 2009 11:56 AM
To: Beth Bridger <bridgerb@unca.unc.edu>
Subject: Re: Please be our guest!

Cool! Sounds good. Thanks Beth!

Travis

Beth Bridger wrote:

> Awesome!
> I will be by your office later this week to deliver your passes for
> the 5th floor.
> So glad you can join us!
> We have another lunch on Friday Nov. 6th if you can join us then.

>
> Beth
>
> Beth Bridger
> Assistant Director/ Learning Specialist
> Academic Support for Student-Athletes
> UNC-Chapel Hill
> (w) 919-843-5669
> (c)
> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

>
>
>>>> Travis Gore <stgore@email.unc.edu> 10/5/2009 11:08 AM >>>>
> Hi Beth!

>
> I am sorry I missed out on the lunch with Coach Davis. I should have
> sent you an RSVP but at the time I did not know if I was going to be
> here on Friday and then once I realized that I was going to
> be here it was past the Wednesday deadline. I am sure it was a great
> time. I will be here this weekend and I do already have tickets to the
> game but I would be happy to attend the pre-game reception.
> Thank you for the invite!

>
> Travis

>
> Beth Bridger wrote:

>> Hello All!
>>
>> On behalf of Dick Baddour, Butch Davis, and the Academic Support
>> Center for Student-Athletes, I would like to invite you and one guest
>> to a pre-game reception before the football game versus Georgia
>> Southern on Saturday October 10th. Robert Mercer and I will be your
>> hosts for the event.

>>
>>
>> The reception will be held on the newly constructed 5th floor of the
>> Kenan Football Center beginning at *2:00 pm*. All participants
>> will access the reception from the elevator on the 3rd floor
>> concourse level (located in the West End zone of Kenan Stadium). You
>> will receive an official Pre-Game Reception credential prior to
> Saturday.

>>
>> The Event will conclude 20 minutes prior to kickoff. At the conclusion
>> of the event, we will ask all participants to proceed to their game
>> seats to cheer the Tar Heels to a victory! *If you do not already
>> have tickets and need tickets for you and your guest, please let me

>> know and we will provide you tickets.*
>>
>> If you are interested and available to join us for the Pre-Game
>> Reception, please RSVP to me by /*Monday October 5th.*/
>>
>> Hope to see you all soon. Go Heels!
>>
>>
>>
>> Beth
>>
>> Beth Bridger
>> Assistant Director/ Learning Specialist
>> Academic Support for Student-Athletes
>> UNC-Chapel Hill
>> (w) 919-843-5669
>> (c)
>> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>
>>

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Friday, October 2, 2009 9:43 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject:
Attach: TEXT.htm

texted me as well re paper class and came by to ask my advice (!). Reiterated what you told him. Discussed that he needed to come up with a plan and approach a department/professor with a legitimate plan, not "I'm failing STORS so I need a paper class." Discussed what he wants to do with business degree, where he might focus those studies, and talked about the emerging role of Africa in world business. One possibility would be to come at the situation by wanting to look at the role of foreign national businesses in Africa such as the deals that China is striking with emerging nations such as Tanzania. China desperately needs natural resources since they don't have any --- the Chinese govt is making deals 'you give us your resources, we'll build you an infrastructure.' Could this be a potentially bad thing for these struggling African nations to do, or is it worth the risk?

I tried to drive home the point that he needs to be a grown up about this -- approach the professor on his own, have a well-thought out purpose and proposal, and then follow through. I hope I did the right thing by doing this with him?

Student-Athlete Academic Support
kleissle@unca.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, September 24, 2009 6:45 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re: AFAM 396

Hi Jamie:

Good to hear from you. I will be away all of next week. I will be back in the office on Oct 5. Let's get in touch then.

Best,
Julius

Jaimie Lee wrote:

> Hello Professor Nyang'oro!

>

> I hope you are doing well! I just wanted to touch base and say I have
> started collecting abstracts for the group of football student-athletes in
> your AFAM 396 seminar course. I would love to deliver them to you next week
> if you have any availability. Besides Monday, I can stop by any day after
> 2pm. I am open all day next Friday as well. If we could coordinate
> something, that would be great.

>

> Thank you, and I hope to see you soon!

> Jaimie

>

> -----Original Message-----

> From: Jaimie Lee [<mailto:jaimielee@unca.unc.edu>]

> Sent: Thursday, September 10, 2009 3:52 PM

> To: 'Julius Nyangoro'

> Subject: RE: AFAM 396

>

> Hello Professor Nyang'oro!

>

> I would definitely like to schedule a meeting with you whenever you are
> available. I will be leaving town tomorrow morning, but can meet after
> 1:30pm on Monday and after 2pm almost every other day next week. I hope
> this is conducive to your schedule.

>

> Thank you so much, and I look forward to talking to you!

>

> Jaimie Lee

> Academic Counselor, UNC Football

> Academic Support Program for Student Athletes

> University of North Carolina-Chapel Hill

> 919-843-6566 w

>

c

> jaimielee@unca.unc.edu

>

>

>

> -----Original Message-----

> From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]

> Sent: Thursday, September 10, 2009 2:59 PM

> To: Jaimie Lee; Julius Nyangoro

> Subject: AFAM 396

>

> Hi Ms. Jaimie. I met with Dr. Nyang'oro today and he said for you to
> email him to arrange a meeting. He will try to arrange it asap,
> tomorrow if you two can work out a schedule, or early next week.

> Cheers. Debby

>

>

>
>

--

Julius E. Nyang'oro
Professor and Chair
African and Afro-American Studies
University of North Carolina
CB# 3395, Battle Hall
Chapel Hill, NC 27599-3395
Tel: 919-962-1513
Fax: 919-962-2694
Email: jen321@email.unc.edu

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Tuesday, 8:53 AM
To: @email.unc.edu
Subject: IMPORTANT -- paper class!!!
Attach: TEXT.htm

FYI□abstracts are due by Friday for afam paper class

contact Jaimie ASAP

Student-Athlete Academic Support
kleissle@unca.unc.edu

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Tuesday, September 22, 2009 8:51 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>
Cc: Williams, Andre <awilliams@unca.unc.edu>
Subject: Re: AFAM 396...
Attach: TEXT.htm

I am encountering radio silence from but will keep on it

Student-Athlete Academic Support
kleissle@unca.unc.edu

>>> "Jaimie Lee" <jaimielee@unca.unc.edu> 9/21/2009 5:01 PM >>>

FYI abstracts are due by Friday for afam 396 paper class guys. Still haven't seen the following:

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: <butchdavis@unca.unc.edu>
Sent: Tuesday, September 15, 2009 3:52 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Cc: Holliday, Corey <cholliday@unca.unc.edu>
Subject: Clothing Allowance
Attach: TEXT.htm

Dear Beth:

I have established a clothing allowance "account" at Chapel Hill Sportswear through Holly Dedmond-Manager for you to use for yourself and your staff. Here's how this account will work:

- . Allowance is for \$1,500
- o Items will be discounted by Chapel Hill Sportswear
- . Purchases must be made in-store by you with a photo ID
- o Your staff can shop with you to ensure accuracy in sizes, etc.
- . "Gift items" such as jewelry, blankets, golf club covers, etc. are excluded
- . Charges will be placed on my personal charge card
- o Copies of all receipts will be faxed to me by Chapel Hill Sportswear
- . Allowance is good for one (1) year

I sincerely appreciate all you and your staff do to help our student athletes achieve academic success. Through your guidance, they have made great strides and I am very grateful for all you do. You and your staff are an integral part of the Team and I'm happy I can provide you with this clothing allowance.

If you have any questions, please feel free to call my office.

Thanks for all you do!

Coach Davis

919-962-9141-office

919-962-9174-fax

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Friday, September 11, 2009 11:43 AM
To: Cynthia Reynolds <cynthiar@unca.unc.edu>
Subject: Re: Welcome Back!

Hi Cynthia: Greetings! I am in the office today until 2.15. Can you make it? If you cannot make it today, we will have to think about Tuesday around noon. Please let me know and bring A TOT OF GIFTS.....) Julius

Cynthia Reynolds wrote:

> Hi, Julius!
>
> I hear you are doing me a big favor this semester and that I should be
> bringing you lots of gifts and cash???????
>
> :)
>
> Anyway, Debbie said I should contact you to set up a phone call, meeting
> or drinks, whichever you prefer, to talk about
> the assignment for Afam for my 2 students.
>
> When would you like to talk? Please let me know what is good for you
> and I will be available.
> I am on my way to another meeting across campus and will not be checking
> email for the rest of the day.
> Let me know what is convenient for you.
>
> I hope you are well and enjoyed your summer!
> Cheers,
> Cynthia
>
>
>
> Cynthia R. Reynolds
> Associate Director
> Academic Support Program for Student-Athletes
> College of Arts and Sciences
> University of North Carolina - Chapel Hill
> 919.962.9893 (o)
> (c)
>
> "Access without effective support is not opportunity." V. Tinto
>
>

From: Register, Charlene B <register@email.unc.edu>
Sent: Friday, September 4, 2009 3:37 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Fwd: Re: grade check

Dear Debby: The student below wants her grade of A- changed to a solid A. Do you think that she warrants a grade change? Thanks much.
Sincerely, Charlene Register

----- Forwarded message from register@email.unc.edu -----
Date: Thu, 13:27:13 -0400
From: register@email.unc.edu
Reply-To: register@email.unc.edu
Subject: Re: grade check
To: @email.unc.edu>

Dear Your grades were: 90 Exam 1, B+ Paper, 98 Exam 2, and 91 Final Exam. I will have to check to see if you warrant a grade change. Give me until the end of next week. Hope this helps. Sincerely,
Charlene Register Quoting @email.unc.edu>:

>
> Hi Dr. Register,
> I was wondering if you could look over your grade book. I was in AFAM
> summer session 1 2009. Thank you
> Sincerely,
>
>

----- End forwarded message -----

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, August 27, 2009 10:25 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: RE: i am letting you down
Attach: TEXT.htm

no i haven't...it might be crazy dealing with him, but that is a GREAT relationship to build and to visit him on campus!!!

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
919-843-5669
bridgerb@unca.unc.edu

>>> "Jaimie Lee" <jaimielee@unca.unc.edu> 8/27/2009 10:20 AM >>>

From what I understand, yes she's leaving. I would have to be dealing with Nyang's directly :/that's why she hesitated.

Unless you've heard otherwise she's outty!

From: Beth Bridger [<mailto:bridgerb@unca.unc.edu>]
Sent: Thursday, August 27, 2009 10:17 AM
To: Jaimie Lee
Subject: RE: i am letting you down

so ps--is Miss Debbie leaving?

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
919-843-5669
bridgerb@unca.unc.edu

>>> "Jaimie Lee" <jaimielee@unca.unc.edu> 8/27/2009 9:13 AM >>>

Seriously, let me know what I can do to help if necessary! I'm not stressed about the schedules, so let me know if there's anything I can do to take some of the stress off of you!

Also, has port on his schedule now, but doesn't. I've texted him to make sure he gets it taken care of. Nothing has changed on schedule. To no surprise, has a new comm. class on his schedule. It's comm. Interesting.

Heard from miss Debbie and she said it's up to us to keep the independent study papers or not. I vote yes, and I can handle if you'd like.

From: Beth Bridger [<mailto:bridgerb@unca.unc.edu>]
Sent: Wednesday, August 26, 2009 10:17 PM
To: Jaimie Lee; Amy Kleissler
Subject: i am letting you down

I have made super progress on study table
but now need to last things for upperclassmen

BC I am being a bad teammate, I am more than happy to update the individual schedules...

I hope to be done with this by Friday morning!

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
919-843-5669
bridgerb@unca.unc.edu

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, August 27, 2009 10:17 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: RE: i am letting you down
Attach: TEXT.htm

thanks...i just got to bust it out...the info is in front of me it is just getting it organized

as for afam..i would super love if you could take care of that
i would go ahead and start a spread sheet with names pids etc to track

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
919-843-5669
bridgerb@unca.unc.edu

>>> "Jaimie Lee" <jaimielee@unca.unc.edu> 8/27/2009 9:13 AM >>>

Seriously, let me know what I can do to help if necessary! I'm not stressed about the schedules, so let me know if there's anything I can do to take some of the stress off of you!

Also, has port on his schedule now, but doesn't. I've texted him to make sure he gets it taken care of. Nothing has changed on schedule. To no surprise, has a new comm. class on his schedule. It's comm.

Interesting.

Heard from miss Debbie and she said it's up to us to keep the independent study papers or not. I vote yes, and I can handle if you'd like.

From: Beth Bridger [<mailto:bridgerb@unca.unc.edu>]
Sent: Wednesday, August 26, 2009 10:17 PM
To: Jaimie Lee; Amy Kleissler
Subject: i am letting you down

I have made super progress on study table

but now need to last things for upperclassmen

BC I am being a bad teammate, I am more than happy to update the individual schedules...

I hope to be done with this by Friday morning!

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
919-843-5669
bridgerb@unca.unc.edu

EDUCATION SESSION FOR DEPARTMENTAL TUTORS/MENTORS/MONITORS REGARDING NCAA REGULATIONS

Updated 8/19/09

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.12):

An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Unethical Conduct (Bylaw 10.1)

Unethical Conduct by a current or former institutional staff or a prospective or enrolled student-athlete member may include, but is not limited to, the following:

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete
- Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid
- Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor.

Academic Fraud and Academic Offense

The differences between academic fraud and an academic offense determine whether or not the incident must be reported to the NCAA or not. An institution is required to self report a violation of Unethical Conduct if an institutional staff member (e.g. coach, professor, tutor, etc) is knowingly involved in arranging fraudulent academic credit for a prospect or an enrolled student-athlete. Examples of this would be: 1.) if an institutional staff member is involved with assisting a student-athlete in obtaining grade changes in course work, especially if the grade change was unearned, or typing a paper for a student-athlete; 2.) if a student-athlete receives improper academic assistance from an institutional staff member, regardless of credit obtained; and 3.) if an institutional staff member provides improper assistance to prospective or enrolled student-athletes in correspondence and/or online courses via writing papers, taking quizzes and finals, etc.

An institution is also required to self-report a violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit. An example of this would be if a student were to purchase a term paper off the Internet and turns it in for course credit. (e.g. "Apex-Termpapers.com") Also if a student-athlete cheats, does not get caught and it is later determined that he/she cheated.

Other examples are:

- Signing a student-athlete's name on an attendance sheet in a course where participation/attendance is part of the final grade.
- Preparing and typing papers for student-athletes.
- Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams and contacting faculty members in connection with the extension.

If a student-athlete commits an academic offense (e.g. cheating on a test, plagiarism on a term paper and gets caught) with no involvement of an institutional staff member, the institution is not required to report a violation; however, this incident as well as those above must be addressed through the University Honor Court system. An academic offense is considered academic fraud and must be reported to the NCAA if the offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes at UNC.

If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)

An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or the student-athlete's relative or friend a benefit that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and/or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution's students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Typing a paper for a student-athlete or paying the typing costs.
2. Professor providing special study materials only to student-athletes.
3. Providing old tests to student-athletes that have not been approved by the professor. Report to an Academic Support staff member to discuss the use of old tests/quizzes prior to using them in your tutor sessions.

4. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.
5. Professor giving a grade that the student-athlete did not earn.
6. Providing library books or other research materials to the student for purposes of writing a paper.
7. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
8. Providing student-athletes with CDs, zip drives, etc. in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with CDs and zip drives could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on CD or through email and not a hard copy asking for you to proof it. Corrections may not be made directly on the document saved on the CD.
9. Use of a copy machine only for student-athletes is prohibited.
10. Use of a fax machine only for student-athletes is prohibited.
11. Printing long documents should be carefully monitored.
12. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
13. An institution may not provide the student-athlete with an automobile, under any circumstances. However, staff members may provide reasonable local transportation to student-athletes on an occasional basis. Any place beyond the local area would not be permissible even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
14. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.

- In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.
 - Meals must be restricted to infrequent and special occasions
 - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork.** This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**
15. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
 16. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.
 17. It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost.
 18. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
 19. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Online Courses and Exams

It is against UNC and NCAA policy for an institutional staff member to assist a student-athlete or prospective student-athlete with any online quizzes or exams. Some regularly enrolled courses at UNC have an online component, in which students may attend class each week and take quizzes and exams online, but the course is not identified as a typical online course. With this in mind, if a student-athlete should request assistance with an online assignment, please be sure to ask them if the assignment will be graded before working with the student. A professor may authorize group work with online assignments. If so, please ask for written verification before working with the student. Although, online coursework can be accessed from anywhere, remember that institutional staff members (tutors, mentors, etc.) are asked NOT to work with student-athletes outside of the Academic Support Center for Student-Athletes.

Additional Information

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and “hard tickets” shall not be issued.

Gambling – Student-athletes and athletic department staff members may not participate in sports wagering activities or provide information to individuals involved or associated with any type of sports wagering activities concerning intercollegiate or professional athletics competition.

Assisting with Writing a Paper – Do's and Don'ts

I. How to begin without an idea

- 50% of the paper is what you do before you write
- Review the assignment together on the syllabus and underline key points in the assignment.
- Talk to the student about the main idea and what 3 points they want to make
- Ask a series of questions until he/she has developed a thesis and an argument
- Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), but the tutor must keep the paper**

II. How to assist with research

- A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
- **A tutor may not provide library books or other research materials to the student for purposes of writing a paper.**
- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them how to think critically about sources.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper to change its content.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- **A tutor should never take a pen to the student's paper to alter its content that will ultimately turn a "D" paper into a "B" paper.**
- **Do not circle misspelled words or punctuation.**

- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works cited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

When in doubt...."Editing becomes a violation when the thoughts on paper are no longer those of the student-athlete."

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.

- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that illicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

From: Susan B. Maloy <sbmaloy@unca.unc.edu>
Sent: Wednesday, August 19, 2009 9:15 AM
To: Willingham, Mary <mwillingham@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>; Mercer, Robert <rmerc@unca.unc.edu>;
Peace, Sherron <stpeace@unca.unc.edu>
Subject: Tutor Training - Updated Compliance Material
Attach: TEXT.htm; Tutor Training.doc

Hi Mary,

Sorry this has taken me so long. Attached is the updated compliance related material for the tutor training handbook. Thanks for meeting earlier this week. I think the discussions were helpful.

Susan

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

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 12, 2009 10:15 AM
To: Sahle, Eunice N <eunice@email.unc.edu>
Cc: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd:]

THANK YOU so very much,
is at camp and so doesn't have her computer. I have
been able to get through by text only.

Jan

Eunice Sahle wrote:

>
> Hi Jan,
>
> Ms. Debby and I have discussed the matter and we will move forward.
>
> Thanks. Eunice.

>
>
> Jan Boxill wrote:
>> I found some work that we had worked on in my office that is on my
>> computer. I didn't realize that is what she had been talking about. I
>> thought she had sent them to you, but she had sent the paper to you
>> and I had these questions. This was on July 24th which is when she
>> sent me her last email. So I am sending them to you from my computer.
>> I remember we talked and you said it would be fine for her to redo
>> Question 1 of Exam I, and since she and I had worked on Exam II
>> Qestion 1, that that would suffice.

>>
>> Thanks so much. I hope this does it for her.
>> I'll talk to to get her to get hers done as well.

>>
>> Jan

>>
>>
>> Eunice Sahle wrote:

>>
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 12, 2009 9:44 AM
To: Sahle, Eunice N <eunice@email.unc.edu>; Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd:]
Attach: .Afri Exam 1Q1.doc; Afam -Exam 2-Q1.doc

I found some work that we had worked on in my office that is on my computer. I didn't realize that is what she had been talking about. I thought she had sent them to you, but she had sent the paper to you and I had these questions. This was on July 24th which is when she sent me her last email. So I am sending them to you from my computer. I remember we talked and you said it would be fine for her to redo Question 1 of Exam I, and since she and I had worked on Exam II Question 1, that that would suffice.

Thanks so much, I hope this does it for her.
I'll talk to to get her to get hers done as well.

Jan

Eunice Sahle wrote:

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Crowder, Deborah A <dacrowde@email.unc.edu>
Sent: Wednesday, 5:27 PM
To: @email.unc.edu>
Subject: Re:

Hi Ms. Just get them in as soon as you can. Thanks for letting me know that you are working on them. Debby Crowder

@email.unc.edu wrote:

> Professor Debbie,
>
> May I please have some more time to finish up on my papers. When i
> went to for 2 weeks it through me off track and i have so
> much work to catch up on. i have 12 papges for the last paper i have
> due for you. \if i could have a little more time that would be great
> thanks.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, August 5, 2009 11:21 PM
To: Calder, Andrew G <acalder@unca.unc.edu>
Subject: [Fwd: Re:]
Attach: Re .eml.msg

fyi

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Friday, July 31, 2009 4:19 PM
To: dacrowde@email.unc.edu
Subject: FW: Re:
Attach: 15 african american civil rights activists.docx; Struggle during Civil Rights.docx

Hi Debby,
Attached are papers; I can bring over hard copies if need be on Monday. Have a great weekend, and I'll see you soon!

Thanks for everything!
B

From: @email.unc.edu> [mailto: @email.unc.edu]
Sent: Friday, 4:11 PM
To: Brent Blanton <blanton@unca.unc.edu>
Subject: Re:

Quoting Brent Blanton <blanton@unca.unc.edu>:

- > Send reply; thanks!
- >
- > Brent Blanton
- > Associate Director
- > Academic Support Program for Student-Athletes
- > University of North Carolina, Chapel Hill
- > (919) 962.9536 ofc
- > (919) 962.8247 fax
- > <http://tarheelblue.cstv.com/>
- >
- > Kenan Field House
- > PO Box 2126, CB 8550
- > Chapel Hill, NC 27515.2126
- >
- >

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, July 31, 2009 2:59 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: Hey Miss Debbie!

Hey Ms. Jaimie. First, did you get your ticket forgiven??? I felt so bad about that. I did enjoy our visit. [redacted] paper I think was on the wrong topic but we might get over it. I think he turned in pirates paper for [redacted] I recall seeing Mr. [redacted] when I was upstairs. We lost a couple from up there so it is a possibility. He could email it in if he has it so he doesn't have to make a trip. Have a great weekend. dc

Jaimie Lee wrote:

>
> Hey Miss Debbie!
>
> Are you hanging in there? I hope so [redacted] I know times are rough. I just
> wanted to say I appreciate you getting all of those seminar grades in!
> Thank you so much.
>
>
>
> There were a few AB [redacted]s I wanted to touch base on, though. I see
> [redacted] has an AB for Afam [redacted] I thought he dropped
> it off that day when I was in your office. If not or if something was
> wrong with it, I will get on him, but just wanted to check [redacted]
>
>
>
> Also, [redacted] has an AB for Afam [redacted] Did he not get
> it in, either? I thought I saw his paper in the pile, but I could be
> totally wrong. Since he [redacted]'s right in [redacted], I can definitely get him to
> bring you another one asap.
>
>
>
> Thank you, and I really do hope everything is okay with you.
>
>
>
> Jaimie Lee
>
> Academic Counselor
>
> Academic Support Program for Student Athletes
>
> University of North Carolina (Football)
>
> [redacted] (c)
>
> (919) 843.6566 (w)
>
> jaimielee@unca.unc.edu
>
>
>
> Kenan Field House
>
> PO Box 2126
>
> Chapel Hill, NC 27515
>
>
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 5:41 PM
To: <@email.unc.edu>
Subject: Re: PHIL class

Hi
I did get your papers-thanks. I'll get the grade changed tomorrow.
Jan

<@email.unc.edu> wrote:
> Jan,
>
> Just making sure you received my papers. Hope you had a good summer!
> I leave friday for the so just let me know asap if
> you have received my papers!
>
> Thanks a lot!
>
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Wednesday, July 22, 2009 2:04 PM
To: dacrowde@email.unc.edu
Subject: FW: AFAM paper
Attach: AFAM_Paper.doc; IMG_1749.JPG; IMG_1746.JPG; IMG_1687.JPG; IMG_1578.JPG; IMG_1547.JPG

Debby!

When is your last day, and are you sure you have to go?!? Actually, I know you've earned a good long retirement, so I am happy that you are almost ready to begin down that road. paper is below for her AFAM they take so much for granted). Let me know if you need anything in regards to her. Also, I've attached a few new pics of my children; I hope you enjoy them!

Thanks!
B

From: @email.unc.edu <<mailto:@email.unc.edu>>
Sent: Wednesday, 12:53 PM
To: <blanton@unca.unc.edu>
Subject: AFAM paper

here it is. thanks

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Wednesday, July 22, 2009 11:13 AM
To: dacrowde@email.unc.edu
Subject:

Hey Miss Debbie! Yes, I totally agree, but since the information was fresh in his mind, even preferred to try and re-do it before going back to . Please excuse my frustration, we have just had a lot of issues with this kid. I didn't mean to sound insensitive, it has just been a long road with him already. Luckily, he did the paper over and dropped it off before he left this morning. Phew!
-Jaimie

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
Sent: Wednesday, July 22, 2009 10:26 AM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re: one month delay

Hey Ms. Jaimie. When something like this happens it is usually better, imo, to give them the time. Otherwise they get panicked and either buy a paper or totally copy it from somewhere. I know you guys have your rules..... but I am still of the opinion that sometimes we need to treat them like we would treat other students. DC

Jaimie Lee wrote:

> Hello Miss Debbie!! One of our young men, , has accidently erased one of his papers for Afri
> Ugh! He is so special. He needs to re-do the paper and has a flight scheduled Wednesday to return home to
>
> All that to say, he has screwed himself, and we are trying to get him to complete it asap before he leaves. Honestly, based on how he has been since he's arrived, I do not trust he will get it done if he goes home. Just wanted to give you a heads up about his situation in case he comes to you with a sad song as he has two other papers to turn in!! Yikes!
>
> Thank you, and have a blessed day!!
> Jaimie

> From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
> Sent: Monday, July 20, 2009 5:51 PM
> To: Jaimie Lee <jaimielee@unca.unc.edu>
> Subject: one month delay

>
> Hey. Just in case your boys are in a panic.... I've delayed my
> retirement by one month. There are lots of things going on in the dept.
> and I decided to help them get through the beginning of the semester.
> So if anyone hasn't finished their papers, we will have a bit of
> leeway. You may feel free to pass the word..... Debby

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, July 22, 2009 10:26 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: one month delay

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> Thank you, and have a blessed day!!

> Jaimie

>

> From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]

> Sent: Monday, July 20, 2009 5:51 PM

> To: Jaimie Lee <jaimielee@unca.unc.edu>

> Subject: one month delay

>

> Hey. Just in case your boys are in a panic.... I've delayed my retirement by one month. There are lots of things going on in the dept. and I decided to help them get through the beginning of the semester. So if anyone hasn't finished their papers, we will have a bit of leeway. You may feel free to pass the word..... Debby

>

>

From: Kleissler, Amy Byrne <kleissle@email.unc.edu>
Sent: Tuesday, . 12:01 PM
To: @email.unc.edu>
Subject: jaz
Attach: paper class paper 1.doc



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



Date: 7/20/09

Time 10:00am-4:45pm

Subject: Afam/Comm

Tutor: _____

Student	Sport	Was the Student-Athlete... (please mark if YES)	<ul style="list-style-type: none"> • Comments on Session (REQUIRED) • Any things to work on for next time
<p align="center">and</p> <p>(AFAM and AFRI)</p> <p>10:00am-11:30am</p>		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>had finished his second Afri paper. We proofread the paper together checking grammar and citations. He made cover pages and printed all his papers, so they are ready to turn in tomorrow. brought me his second Afri paper to proofread. So I proofread with him. But he is not finished with the first Afri paper yet. So, I told him he could email me if he wanted to later today.</p>
<p>(COMM)</p> <p>11:30pm-2:30pm</p>		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>worked on their final papers for Comm. had written his paper over the weekend. So all he had to do was proofread the paper with me. used notes he had taken on Bamboozled when they watched it in class to write his paper. He felt strongly about the movie, since it was attacking black stereotypes. So, I think he was very engaged in writing the paper and had a lot to say about the deeper meaning and implications of the movie. He finished his paper, and we proofread it together. There is no study guide for the final, and the final is based on in-class screenings they have done these last couple days. So, they do not feel like they need a review session for the final.</p>
<p>(AFRI) and (AFAM)</p> <p>2:30pm-4:45pm</p>		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>and emailed me their papers last night. We proofread their papers together today. We checked for citations, the biggest issue, and grammar. They actually had very well-written and organized papers. The citing was the issue. The quotes were cited, but there were no citations for paraphrasing. So, the put in citations. They also wrote conclusions, made their reference page, and did the cover page. They printed their papers and are ready to turn them in tomorrow.</p>
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions	



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



		<input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Monday, July 20, 2009 6:19 PM
To: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Fwd: misc SSII - comm/afam 7-20-09
Attach: TEXT.htm; misc - SSII - 7-20-09.doc

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> @gmail.com> 7/20/2009 4:53 PM >>>
Hey Beth!

All paper guys are done!!! I think this is the earliest guys have ever been done!

So, the Comm guys do not need a review for the final. It's based on in-class screenings of movies these past several days. They are reviewing in class tomorrow and feel confident with their memory of the movies.

For Comm I think it will be best to just have a drop in hour. I spoke with _____ and _____ today. _____ feels like he can write the paper on his own. But _____ wants me to at least look his over. So, I am thinking Wednesday from 1:30-2:30 could be Comm stopping by if they need it. What do you think?

Thanks!

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Monday, July 20, 2009 6:01 PM
To: dacrowde@email.unc.edu
Subject: RE: one month delay

Wow! That is surprising. I am sorry that you have to stay longer, but it is definitely good news for our knuckleheads! Most should be done this week, and I may keep this our little secret unless I see guys totally panicked. Lol

Thank you for letting me know! I am going to try again and get over there this week ! I hope you are hanging in there!!

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
Sent: Monday, July 20, 2009 5:51 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: one month delay

Hey. Just in case your boys are in a panic.... I've delayed my retirement by one month. There are lots of things going on in the dept. and I decided to help them get through the beginning of the semester. So if anyone hasn't finished their papers, we will have a bit of leeway. You may feel free to pass the word..... Debby

From: Kleissler, Amy Byrne <kleissle@email.unc.edu>
Sent: Thursday, 2:16 PM
To: @email.unc.edu
Subject: THIS IS IT!!!!!!!!!!
Attach: swahili Thur 12PM.doc

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Wednesday, July 8, 2009 6:46 PM
To: dacrowde@email.unc.edu
Subject: RE: hey

THANK YOU SO MUCH! You're the best! I'm going to attempt to come see you again this week! I've got to make that happen .

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
Sent: Wednesday, July 08, 2009 5:25 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: hey

Hi there. I just wanted to let you know that I finally located Mr. 's AFRI paper. We'll mail in a grade tomorrow. Sorry about that but thanks for following up. Debby

From: bounce-24926257-19014562@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, July 1, 2009 6:13 PM
To: african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>
Subject: [african-and-afro-american-studies-faculty] Spring 2010

Hi to all. We have started on the spring 2010 schedule and it would be helpful if you would all send an email stating your teaching requests for spring 2010. Please do so no later than July 6. I do not plan to continue to add fictitious courses on MWF to make our percentages comply with the university's regulations. So, if no one volunteers, be prepared to be assigned. I did not make the rule, but unfortunately have to enforce compliance. Thanks in advance for your cooperation and I hope you have a wonderful holiday weekend. Debby

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, July 1, 2009 3:35 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: hello!

Hey Ms. Jaimie. It took me a while to find it. I don't know what he was doing in summer I--probably this but I don't know. It doesn't matter, at this point.

> Piracy has been a growing phenomenon on the East Coast of Africa for
> the past few years. Critically discuss this development in light of
> governance issues in Africa.

It is a hot topic in the news so hopefully he can locate some material.
I am basically around but make sure you call before you come. Take care. dc

Jaimie Lee wrote:

>
> How are you doing?? I would like to come see you today or tomorrow!
>
> I have to run something by you, though. stopped
> by to get his seminar paper topic for Afri Cynthia is out of
> town, and I cannot find a topic for this course. Also, I didn't know
> if it was modified because he said it would be combined with the
> seminar he had for Summer Session I.
>
> If you get a chance, could I get the topic from you so I can get him
> going on his paper? I would really appreciate it.
>
> Thank you a million!!!
>
> Jaimie Lee
>
> Academic Counselor
>
> Academic Support Program for Student Athletes
>
> University of North Carolina (Football)
>
> (c)
>
> (919) 843.6566 (w)
>
> jaimielee@unca.unc.edu
>
> Kenan Field House
>
> PO Box 2126
>
> Chapel Hill, NC 27515
>

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Friday, June 26, 2009 11:55 AM
To: dacrowde@email.unc.edu
Subject: RE: need any prompts from me?

Thank you Debby! Good to hear that things are getting somewhat settled for you again; having to move for any reason is a pain ☐ out of our comfort zone. Have a great two weeks, and we ☐ll touch base on the other side, B

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
Sent: Thursday, June 25, 2009 12:08 PM
To: Brent Blanton <blanton@unca.unc.edu>
Subject: Re: need any prompts from me?

Hey. Happy vacation! We are mostly back down in the offices--the copier is still upstairs but most everything else is back here. It has certainly been interesting. Here is the prompt for 398. Talk soon. DC

>
> AFAM 398
>
>
> "According to many scholars (Maulana Karenga, Russell Adams, Molefi
> Asante, and others) it is impossible to understand the discipline of
> African American Studies unless one understands the political
> struggles for civil rights in America dating back to the 1950s.
> Critically assess this argument in light of current trends in African
> American Studies which have incorporated topics such as race,
> identity, feminism, post-modernism and the African diaspora. Your
> paper should be at least 20 pages in length, typed and double spaced.
> Be sure to include the works of at least two authors. Examples
> include, but are not limited to: Cornel West, Race Matters; Molefi
> Asante, Afrocentricity; Maulana Karenga, Introduction to Black
> Studies; bell hooks, Ain't I a Woman? Be sure to properly document all
> of your sources.

>
Brent Blanton wrote:

> HI Debby,
> How are you these days? Are you moved back in? I know how much of a pain that must have been, so hopefully you are settled back into your office.

>
> I believe is the only one in courses during summer II outside of . What are the assignments for AFAM ? I think she has already.

>
> Thanks for the help, and we ☐ll see you soon! I am on vacation the next two weeks, but I will swing by when I return.

> B

> From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
> Sent: Wednesday, June 24, 2009 6:50 PM
> To: Brent S Blanton <blanton@unca.unc.edu>
> Subject: need any prompts from me?

>
>
> dc

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Thursday, June 25, 2009 3:48 PM
To: dacrowde@email.unc.edu
Subject: RE: Hey Miss Debbie!

Hey, I feel you on that for sure! Okay, I will definitely connect with you next week. Thank you again!

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
Sent: Thursday, June 25, 2009 3:35 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re: Hey Miss Debbie!

Hey. We'll all always do what we do for the kids, no matter who we are angry with or not. Sometimes I just have to vent a little bit. Just give me a call or email any time next week and I can work my schedule around yours. dc

Jaimie Lee wrote:

>
> Hey Miss Debbie!
>
> I hope you are doing well!! Cynthia is out today, and I am covering
> for her with a student-athlete of ours who is ineligible. It will not
> be possible for him to be eligible for fall unless we add another course.
>
>
> Would it be possible to add *Afam to
> ??? If it is too late, I completely understand, but he is
> definitely in a bind and I figured I'd give it a try!
>
>
> Thank you,
>
>
> Ps I need to come visit you asap! When is a good time next week??
>
>
> Jaimie Lee
>
> Academic Counselor
>
> Academic Support Program for Student Athletes
>
> University of North Carolina (Football)
>
> (c)
>
> (919) 843.6566 (w)
>
> jaimielee@unca.unc.edu
>
>
> Kenan Field House
>

> PO Box 2126
>
> Chapel Hill, NC 27515
>
>
>

Incompletes-Summer session I - 2009

		Afri	
		Afam	
		Afam	
		Afam	Afam
		Afam	Busi
		Afri	
		Afri	
		Afam	

Grades needed to become eligible or if on the line

Name

GPA

		Comm	
		Afam	Afri
		Comm	
		Afri	Afam
		Afam	Afri
		Psych	
		Engl	Afam
		Afri	
		Math	Afam
		Afam	Afri
		Afam	
		Afam	Afam
		Afam	Afam
		Psych	Afam
		Lfit	
		Afri	
		Math	
		Math	

(Grade must be posted on system before check given)
(He must have proof he turned this in)
(Grade must be posted on system before check given)
(Grades must be posted on system before check given)
(Grades must be posted on system before check given)
(Grade must be posted on system before check given)
(Must have 6 pages done before check given and have met with Amy or Beth to show proof)
(Grades must be posted on system before check given)

Needs C to count for Needs to D or better to have a 2.0
Complete with B or better - both seminar classes
Needs C or better for major. Pass class for 2.0
Needs 2- B's or better for 2.0
Needs 2- B's or better for 2.0
With an in Psyc 210 will still NOT BE ELIGIBLE.
Must have C or better in English; must have B or better in Afam; must complete IN in Psyc with D
Must have B or better
Must pass math and have a B or better in Afam
Must have 2 - B's or better for 2.0
B or better in course - Summer I session
B's or better in both courses
Must have 2 - B's or better for 2.0 from 1st summer session
Must have B in Afam 102
Pass class
Must have B from 1st summer session
Must pass math w D or better
Pass class

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Wednesday, June 24, 2009 11:47 PM
To: Williams, Andre <aWilliams@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Misc....ineligibles and check holds.....
Attach: TEXT.htm; Andre Misc-Summer Incompletes-Eligibility.xls

Per your request.....see template for list of ineligible and what they need.
I will call you tomorrow about
cr

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, June 24, 2009 4:20 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: call

okay--makes sense. Let's leave it as is.
Thanks,
Jan

Deborah Crowder wrote:

> Lord have mercy. We'll talk tomorrow. I am always hesitant to do too
> much fabrication--those things tend to come back to bite you. Maybe
> we can scare her up some books around here. dc
>

> Jan Boxill wrote:

>> Okay--I need a syllabus like form that has some required books for
>> AFAM 398 and 474. This way they can get books paid for. We have been
>> trying unsuccessfully to get books from the library.

>>

>> Call me tomorrow.

>> Jan

>>

>> Deborah Crowder wrote:

>>> Sorry, I didn't see this--have been trying to move back in

>>> downstairs. Let me know what I can do. DC

>>>

>>> Jan Boxill wrote:

>>>> Can you call me in the office -- I am meeting with right now

>>>> and need your help.

>>>> Thanks,

>>>> Jan

>>>>

>>>

>>>

>>

>

>

--

Jan Boxill, Ph.D.

Director, Parr Center for Ethics

Senior Lecturer

Department of Philosophy

University of North Carolina

Chapel Hill, NC 27599-3125

Email: jmboxill@email.unc.edu

Website: parrcenter.unc.edu

Phone: 919-962-3317

FAX: 919-843-3929

Assignment for SWAH 403

Dr. Nyang'oro

Please trace the evolution of Swahili culture on the East Coast of Africa from circa 1 A.D. to the present. Please highlight what you perceive to be the major milestones in its evolution.

References: Please use three sources:

John Middleton, The Swahili

Any book with a history of Kiswahili language

Any book on Arab/African relations on the coast of East Africa

Your paper should be at least 20 pp. in length and is due in the department office by the last day of classes.

Helpful websites:

<http://wsu.edu/~dee/CIVAFRCA/SWAHILI.HTM> → describes early Swahili kingdoms; background info on Arab-Africa relations.

http://www.zanzinet.org/swahili_history.html

http://www.pbs.org/wnet/africa/explore/swahili/swahili_overview.html

http://www.glcom.com/hassan/swahili_history.html

http://www.pbs.org/wonders/Episodes/Epi2/2_wondr2.htm → this has a video attached of a PBS series on the history of the Swahili coast, Arab-African relations.

<http://orvillejenkins.com/profiles/swahili.html> → statistics on present day population.

library books:

The World of the Swahili, John Middleton

DT429.5 S94 Davis and Undergrad libraries

Swahili + Sabaki: a linguistic history Derek Nurse

PL 8701.N87 Davis Library

The Swahili: reconstructing the history + language of an African Society 800-1500 Derek Nurse

DT 365.45.S93 N87 Davis Library

1. Describe the region that is relevant to the Swahili culture.
 - A. What countries of present day Africa does it encompass? Physical aspects of East African coast and interior.
 - B. Where is this area in relation to the Indian Ocean Basin?
 - C. Describe the geographical and political location of the East African/Swahili coast in relation to the Indian Ocean, the African continent, and the Indian Ocean dhow ports.
 - D. What are the habitats of the people in East Africa -- Massai, Kikuyu, Gyriama, Swahili, Buganda, Mijikwenda, Yao, Ruanda, Burundi

2. Pre-Swahili Indigenous People of the coast
 - A. Who were the indigenous people? What were the East African kingdoms before the colonial era?
 - B. What was their lifestyle like?
 - C. What resources did they have that they could sell? What did they lack? How was trade conducted?
 - D. Did they have cultural/belief systems that promoted trade? How did they contribute to the trading empire that would become so important and eventually lead to the creation of the Swahili culture?

3. Trade Routes into the East African interior, across the Indian Ocean and Asia
 - A. What were the important ports, gulfs, estuaries, etc.
 - B. How did monsoon winds on maritime trading patterns in the Indian Ocean before 1500
 - C. Why was East Africa desirable as trading ports?
 - D. What factors enabled coastal Swahili to act as brokers in Indian Ocean trade?
 - Kiswahili language for interior; Arabic for exterior
 - Slaves and slavery
 - Money and bartering systems; shells, coins
 - Markets and transportation
 - Legal structure – Muslim/African

4. The Spread of Islam
 - A. How did Islam help to build the Indian Ocean trade system?
 - B. How did the Swahili differ from their African neighbors?
 - C. Why did coastal people adopt Islam?
 - D. How was Islam a key factor in developing Swahili identity?
 - Intermarriage
 - Advantages in international trade and society
 - Protection against enslavement

5. The Colonial era
 - A. Portugal
 - B. Great Britain
 - C. Germany

6. The origins of the Bantu language: what is meant by “Bantu”?
7. Discussion of the language
 - A. The language has absorbed words from other languages. Which ones? Does this illustrate a timeline of invasions?
 - B. How did the language spread to the interior of the East Coast of Africa?
8. What factors contributed to the “Swahili” identity?
 - A. Intermarriage
 - B. Conquest
 - C. Colonization
 - D. Changing belief systems – indigenous, Muslim, Christian
 - E. Political identity as related to power and importance
 - F. Tourism
 - G. Capitalism
 - H. Internet/globalization
9. What changes have taken place over time? What is the present state of Swahili culture?

From: @nc.rr.com>
Sent: Monday, June 22, 2009 7:55 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: outline for 403
Attach: Assignment for SWAH 403.doc

Beth

I hope this is what you were looking for. I have included a couple of web sites and books with call numbers. All books listed are currently available in library indicated.

Thanks,

Amy

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Friday, June 19, 2009 5:57 PM
To: Williams, Andre <awilliams@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: checks.....
Attach: TEXT.htm

I will be on vacation so Jaimie will need to handle these issues while I am gone.
With Beth teaching classes, etc., Jaimie will be the only one available from 9-4:00 to take care of issues like this.
Beth can also help, but she will be out of the office for a few hours each day.
cr

>>> Andre Williams 6/19/2009 5:37 PM >>>
We will hand out another check no earlier than July 2nd or July 6th..

Best regards,

Andre'

>>> Cynthia Reynolds 6/19/2009 11:40 AM >>>
Andre,
When is the next check given to the guys?

I would like all future summer checks given to me.....No check will be given to any student with an AB from summer I session.

In addition any student who has a paper class second summer session will not be given their check if they do not have 80% of the required work done by the time the check is given to me.

No exceptions.....

Ms. Crowder is retiring at the end of July.....if the guys papers are not in.....I would expect D's or C's at best.

Most need better than that.....ALL WORK FROM THE AFAM DEPT. MUST BE DONE AND TURNED IN ON THE LAST DAY OF CLASS.

c

From: Kleissler, Amy Byrne <kleissle@email.unc.edu>
Sent: Thursday, June 18, 2009 8:33 PM
To: Beth Bridger <bridgerb@unca.unc.edu>
Subject: Re: 6/22

ok -- thanks.

If you are at the office . . . GO HOME!!
See you Monday,
A

Quoting Beth Bridger <bridgerb@unca.unc.edu>:

> no it is on papers
> is in psyc but they he tutors for that- is just in papers
>
> ps--i can't really talk about it, but please do not listen to
> anything Oct says, only take
> info from me cynthia or jaimie
> you may be able to figure it out but we can talk more next week
>
> Beth
>
> Beth Bridger
> Assistant Director/ Learning Specialist
> Academic Support for Student-Athletes
> UNC-Chapel Hill
> (w) 919-843-5669
> (c)
> bridgerb@unca.unc.edu
>
>
>>>> <kleissle@email.unc.edu> 6/18/2009 8:18 PM >>>>
> B
> Last email of the week -- just wanted to check on Monday. It says that
> I am working with ; -- this is not on paper classes,
> correct? Psychology maybe? I know that Oct was moving things around
> for them last week but I'm not positive how it all ended up. I won't
> be getting back to Chapel Hill until very late Sunday night so I wanted
> to get my thoughts together now.
> Thanks,
> Amy
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 18, 2009 4:37 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: grade

Any "update" on grade?
Also any news for me on AFRI , what she is expecting from them?

I am home if you want to call

Thanks,

Jan

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 18, 2009 11:55 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM classes

Do you have assignments for AFAM 474 and SWAH 403, so I can get them on them asap.

Thanks,
Jan

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Wednesday, June 17, 2009 2:41 PM
To: Crowder, Deborah <dacrowde@email.unc.edu>
Subject: Re: time for me to go
Attach: TEXT.htm

Debbie,
I don't know why all ties would be severed.
What is it that has been done to the department and faculty that would have this as an outcome?
I don't understand.

>>> Deborah Crowder <dacrowde@email.unc.edu> 6/17/2009 2:16 PM >>>
Well, all I can say is I made the right decision in getting out of this
mess. I am not sure what road you guys are paving, but I do believe that
ties to my department are more or less severed. It is such a shame and
so avoidable. I wish you all of the best. dc

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 16, 2009 3:13 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re:

that's what I thought!! I wanted to get some of the freshmen in Tim's first year seminar, but it filled up immediately.
Jan

Deborah Crowder wrote:

> NO! dc
>

> Jan Boxill wrote:

>> Hi,

>> Darn, I forgot to call him. Of course I'll do whatever for .

>> Also, would you recommend any of to take afam 102 w/ Jenkin?

>>

>>

>>

>> Jan

>>

>>

>> Deborah Crowder wrote:

>>> Hey. Wayne W. may contact you regarding an independent course for

>>> for 2nd session. Do you have anything? dc

>>>

>>

>

>

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, June 16, 2009 10:36 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject:

Hi Debby,
I completely forgot until just this minute that you are not at your phone.
[redacted] are taking the AFAM [redacted] just got back
from [redacted] and I haven't been able to work with [redacted]
Could you please give them both either an AB or IN? Thanks. They should
have them done next week.

SWAHILI folk!!! [redacted] thinks she did well on the final-I hope so. I
hope enough to get B. But who is taking SWAH [redacted] and AFAM next term so we
may be okay, but I don't want to have to worry!

I have [redacted] in AFAM [redacted], section 1 this summer with Tim. I
have [redacted] in section [redacted], so at least she won't be in the class with
them.

Jan

--

Jan Boxill, Ph.D.
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FAX: 919-843-3929



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



Date: 6/15/09

Time 9:00am-3:00pm

Subject: Afam/Comm

Tutor: _____

Student	Sport	Was the Student-Athlete... (please mark if YES)	<ul style="list-style-type: none"> • Comments on Session (REQUIRED) • Any things to work on for next time
(AFAM) 9:00am-10:45am		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">and I reviewed for his Afri final. He went over his notes independently, then we discussed his country (Ghana) and what he learned about Ghana from his paper and from class.</p>
(AFAM) 11:00am-2:00pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">finished up their papers. Both were on the last pages and were writing conclusions. They checked their citations and finished their works cited pages. They are coming in tomorrow at 10am to let me look over it with them one last time.</p>
(Afam) 12:00pm-2:30pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">had 18 pages. We went through it together and proofread. Then he worked on it independently. He is on the last section on public policy. He is coming at 10am tomorrow for one last check over.</p>
(COMM) 2:00pm-3:00pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">and I reviewed for his final. He had notes from class and had highlighted what he needed to know. We discussed the concepts. He is going to come in tomorrow to study before the final, since he knows he will be more likely to study at the academic center than in his room.</p>
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions	



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



		<input type="checkbox"/> Participating	
--	--	--	--



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	6/15/09	Time Started:	9am
		Time Finished:	10:00am
Mentor:			

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
				<input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

I quizzed _____ on the review guide. He knew everything except for one or two concepts! I can definitely tell he has been studying very hard!

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @gmail.com>
Sent: Monday, June 15, 2009 3:52 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: and misc SSI - comm/afam 6-15-09
Attach: TEXT.htm; 6-15-09.doc; misc - SSI - 6-15-09.doc

Hey Beth! I wanted to check and see if it is ok to meet with some of the guys tomorrow morning. and are all within a page or two of being done, which they wrapped up today in my session. But we didn't get a chance to look over those couple pages together. So I said they could drop by between 10 and 11 tomorrow to check it over before they turn it in. Is that ok?

Also, wants to come in to review before his final in the morning around 10 or so. His final is at 11:30. Would this also work?

Also, has not finished his Afri paper. He wanted to know if he could shedule time to work with me the first week of second summer session to finish the paper. Let me know what you think!

Thanks!!

From: Octavus Barnes <obarnes@unca.unc.edu>
Sent: Monday, June 15, 2009 12:36 PM
To: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Crowder, Deborah
<dacrowde@email.unc.edu>
Subject: Re: LIST
Attach: TEXT.htm

Deborah,

All the names were on that list that I had with me last week or would you like one with names and faces. Let me know and I will bring it up today. Thank you in advance!

>>> Deborah Crowder <dacrowde@email.unc.edu> 6/15/2009 11:45 AM >>>
Hey. Julius wants a list of all of your student athletes. I can only identify some of them--don't know the young ones yet. Thanks. dc

Summer Session 2 2009
Study Table Schedule

Daytime: Monday-Friday			
10-12pm	1030-12pm	1130-1pm	12-130pm
Papers <i>Amy (M/W)</i> 213B	Papers (T/TH) 210 102 266/102	Phil SRA SI	Engl 226B
	Papers (T/TH) 227 474 266		Engl : 222
	Ind Study Jaimie's Off.		Engl 210
	(SS1 papers)		Math
			213A SI
Nighttime: Monday-Thursday (Possible Sundays, as needed)			

Summer Session 2 2009
Study Table Schedule

7-9pm	7-9pm	7-9pm	7-9pm
Math 118	Psyc 210	Phil	Engl 100
			<i>Beth</i>
Cyn Off.	Wayne's Off.	213A	Beth's Off.
	213B		210
225	226B		RR/RRE
			RR/RRE
			RR/RRE
SRC			
		Musc 281	
SRB		Tony's Off.	
		Exss 276	
SRA		Library	
222			
OLYMPIC	SPORTS		

Summer Session 2 2009
Study Table Schedule

		Done at 1115	
	INLS/AFAM		
		2-330	
	Afam 101, Engl 100		
		2-330	
	Afam 101, Comm 113		
		2-330	
	Afam 101, Math 118		
		Open	
	Papers		
		need ???	
	Math 118		

Summer Session 2 2009
Study Table Schedule

12-130pm	130-3pm	2-330pm		
Comm 140	Comm 160	Soci 252	Paper Check IN	
			Amy (W ONLY)	
227	227	SRA	Start 6/24	
			213B	
			474/102	
			396	
			474	
			102/607	
Swah 403	Swah 403		398?	
Amy (T/TH)	Amy (T/TH)		474	
213B	213B		396	
			396	
102				
	Papers			
Port 102				
	226B			
SRB	102			
	Probation/Ineligible			
	Paper Courses:			
	Swah 403	Afam 474	Afri 396	Afri 266 Afam 102
	Do not meet as indicated on class schedule			
	times on this schedule reflect "class/review" time			

Summer Session 2 2009

Study Table Schedule

7-9pm				
Engl 100	320/760			
	380/890			
RR/RRE	340/730			
	440/1010			
Jaimie's Off	440/850			
	460/960			
RR/RRE	370/920			
	400/860			
RR/RRE	370/630			
	390/880			
RR/RRE	410/770			
	460/1040			
	460/880			
	410/870			
	440/990			

Summer Session 1 2009
 Study Table Schedule

Daytime: Monday-Friday					
945-1115am	11am	12-1pm	12-130pm	12-130pm	1-2pm
Afam 428	Afam/Afri	Afri 101	Afam 428	Math 118	Afri 101
227	210	213B	227	213A SI Session	213B
	(until 2)				
Afam 428			Afam 428	Misc	
210	1130am	Exss 163	<i>Ind Study</i>	Ind. Study	
	Comm 120	<i>Beth</i> 226B	AUD	AUD	
	227				Exss 163 <i>Beth</i> 226B
			Afam 398 <i>Ind Study</i> AUD (til 1) (til 1)		
			Afri 396 TBD TBD		
Nighttime: Monday-Thursday (Possible Sundays, as needed)					

Summer Session 1 2009
Study Table Schedule

7-9pm	7-9pm			
			Math 118 Groups	
Math 118	Port 203			222
+5				
see groups	213B			227
				SRB
				SRC
	(Walk-ons)			
	<i>if needed</i>			
				226B
Musc 280				225
SRA				
T and TH				

Summer Session 1 2009
Study Table Schedule

	Weekly Check In			
	Paper Assignments			
			Thurs 10-3	AUD

Staff Availability

Summer 1
Daytime

Nighttime

Summer 2
Daytime

Nighttime

Psyc
psyc ?? vacation
psyc ??

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, June 11, 2009 3:19 PM
To: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>; Barnes, Octavus <obarnes@unca.unc.edu>
Subject: THANK YOU!!!
Attach: TEXT.htm; SS09 Study Table.xlsx

Thank you so much for all of your input and corrections
Everything is noted in the newly updated and submitted SS2 study table schedule

As you can see, we will have a packed house.

I will continue to work on groups for night time, probably up until study table Thursday (esp for new Freshmen)

Game plan for study table will be this

Thursday 6/18
EVERYONE (fresh & upperclassmen) will meet in Aud at 7pm. I will do announcements, etc

AFTER Thursday
ALL FRESHMEN will need to meet in Aud by 7pm each night
Upperclassmen will go straight to their sessions.

Thanks!

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

ETHICAL THEORY OUTLINES

MORALITY: Socrates: “No small matter, but how we ought to live.”

First and foremost morality is a matter of consulting reasons

- Establish facts
- Use moral principles
- Are the principles sound?
- Are they being intelligently applied?
- Every theory includes the idea of **impartiality**.
(i.e. adopting a moral point of view)
- Conscientious moral agent: impartial, listens, gets facts.

I. RELATIVISM:

- A. Soundness of relativism:
Claim: Different cultures have different moral values, and thus no universal standard.
How much difference is there?
Life forces may be different; religious beliefs differ; More “universal” than appears. Three values:
1. Care and protection of young.
 2. Truthfulness
 3. Prohibition of murder.
- Why? Necessary for any society to exist.
So it is a mistake to overestimate the amount of differences.
Can we criticize practices within a culture? Relativism undermines any criticism.
Female excision: how is it justified? Beneficial—this is an independent standard.
- B. Relativism’s lessons:
Keep an open mind; Don’t assume our preferences as absolute standard

II. RELIGION & MORALITY: What is the connection?

- A. Divine Command Theory: Something is morally right if it is commanded by God; morally wrong if forbidden by God.
- B. Dilemma:
- C. Is conduct right because God commands it?
Or
- D. Does God command it because it is right?
- E. If right because God commands it, it makes his commands arbitrary.
- F. If God commands it because it is right, then there is some standard of right and wrong independent of God’s will. Thus,
- G. Right and wrong are not to be defined in terms of God’s will; morality is a matter of reason and conscience.
- H. Morality and religion then are different.
(This does not assume that Christianity or any other religion is false, only that even if such a system is true, morality remains an independent matter.)

III. UTILITARIANISM

John Stuart Mill sets forth basic principles of Utilitarianism and Principle of Utility.

Foundation of morality is “utility” or “Greatest Happiness Principle”

Actions are right in proportion as they tend to promote happiness, wrong as they tend to promote the reverse.

Happiness: Intended pleasure and absence of pain

Pleasures are the only things desirable as ends in themselves.

But not just any pleasures—must include quality as well as quantity of pleasures.

Otherwise a doctrine for swine.
Human's pleasure are not the same as a beast's pleasure; Happiness is not "contentment"
Standard of utility is not simply the agent's own, but concerns all, impartially.
Greatest happiness altogether.
Golden Rule: Do as you would be done by.

Is the principle sound?

Proof of his principle that happiness desirable and only thing desirable as an end:

Not really able to prove first principles, but can offer a direct appeal to our faculties.

Uses analogies:

Proof of something visible? People actually see it.

Proof of something audible? People actually hear it.

Proof of something desirable? People actually desire it.

Are these on a par?

"Desirable" has a moral quality that the others don't have.

It is a mistake to go from a factual claim to a moral claim.

(Known as the Naturalistic Fallacy)

But Mill would answer: "Proof" as best can be rests on fact that everyone desires happiness, so what more proof could one want. If all people desire something, isn't that enough for it to be desirable?

Qualities of Pleasure:

Based on progressive human beings

Requires pleasures of different kinds to develop human faculties.

Human faculties include reasoning, intellect, imagination, aesthetic, moral, sentiments and senses.

Pleasures must not only be sensations, or titillations of the senses.

Thus, not all pleasures are alike, such that "pushpin is a good as poetry."

CASE: Baby Jane Doe

IV. KANT'S ETHICAL THEORY

A. DEONTOLOGICAL THEORY

Utilitarianism looks at the consequences; deontological theories look at obligations that must be followed irrespective of consequences. Deontologists urge us to consider that actions are morally wrong, not because of their consequences, but because the action involves a moral violation.

B. THE GOOD WILL

The only thing good without qualification

It is not good because of what it effects or accomplishes; it is good through its willing alone—that is, it is GOOD IN ITSELF.

C. DUTY

Actions done from the motive of duty vs.

Actions done in conformity with duty.

An act is praiseworthy not for self-interested reasons, nor as a result of natural inclinations, but only if done from duty, from the idea of the law.

D. CATEGORICAL IMPERATIVE

Morality can be summed up in one ultimate principle or moral law from which all our duties and obligations are derived. That principle is: THE CATEGORICAL IMPERATIVE.

Act only on that maxim through which you can at the same time will it should become universal law.

What does that mean?

What is a maxim?

What is an imperative? Categorical?

Universalizability: universal, applicable to everyone consistently.

Does the Golden Rule fit this?

E. **FORMULA OF THE END IN ITSELF**

The practical imperative that follows from the Categorical Imperative:

Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as means but always at the same time as an end.

This requires respecting persons and not treating them as things, but as rational persons with their own maxims

V. JOHN RAWLS: CONTRACTARIANISM

Rawls develops his theory using Kant and others and also modifies to some extent Mill's ideal utilitarianism; however Rawls is NOT a utilitarian, as we shall see.

A. **SOCIAL CONTRACT**

Ultimate basis of society is a set of agreements, tacit or explicit;

What might these agreements be.

Conditions from which such agreements might come?

B. **JUST & UNJUST**

His aim then is to present a conception of justice which is not set from or for any particular society, or form of government, but

Provides principles of justice for the basic society generalized from the original agreement.

C. **CONDITIONS:**

One who looks at the world from a "moral point of view." What does this require?

1. A HYPOTHETICAL position

2. VEIL OF IGNORANCE.

→all operate as free and rational persons with all factors of inequality eliminated from our thinking.

3. In this veil, you are rationally self-interested and mutually disinterested. What does this mean?

- Rationally self-interested—you are interested in promoting your own advantages—everyone.

- Mutually disinterested tempers self-interest because you are not interested in gaining at another's expense

4. These ideas –veil of ignorance, and ideal observer status constitute what Rawls calls

ORIGINAL POSITION, or ORIGINAL CHOICE POSITION

And it is in this "original position" that principles of social justice are set forth.

C. **TWO PRINCIPLES OF JUSTICE**

Rawls comes up with 2 principles that would be agreed on in an initial choice situation that are fair.

1. Each person has an equal right to the most extensive liberty compatible with a similar liberty for others.
2. Social and economic inequalities are permissible and to be arranged so that they are both:
 - a. reasonably expected to be to everyone's advantage (in particular the least advantaged)
 - b. Offices and positions attached to these are open to all under conditions of fair equality of opportunity.
3. Principle 1 is known as the Equal Liberty Principle
Principle 2 is known as the Difference Principle

Principles are serially ordered and the first principle takes priority so that one cannot be used to promote advantages. The principles constitute a conception of justice which is a complex of three ideas:

Liberty, Equality, and A reward for services contributing to the common good

It is on the this basis that reciprocity achieves self-respect and mutual respect

4. Justice and fairness
Common element fundamental to both: **RECIPROCITY**
Distinction he makes between justice and fairness?
Rawls wants to make justice as close to fairness, and this is through reciprocity. What does this mean?
In any society while we are different, we all have similar capacities and desire for goods.
There is one primary good: **SELF-RESPECT**.
We all have capacities and a desire that these be developed.
We can't develop these without others;
So we reciprocate and **COMPLEMENT** one another → partners → achieve self-respect and mutual respect.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, June 11, 2009 3:02 PM
To: Janet Huffstetler
Subject: Re: [REDACTED]
Attach: ETHICAL THEORY OUTLINES.doc

Hi Janet,
This kinda disappoints me, as I explicitly wrote him twice after the instructor came to talk to me about his performance, and I said I would help him with his papers etc. and that if he was going to miss class to be sure to let the instructor know before if possible, but not after the fact. I've attached some notes which may help, but I am

Yes, I have been seriously thinking about the men's job. I actually think Roy and Joe would be grateful if I did apply.

And the only other person they feel comfortable with is Mary Willingham. Mary said if I took the job she would stay to work with them, but she is looking for another job as well.

Jan

Janet Huffstetler wrote:

> Jan,
> I've been helping [REDACTED] with his Philosophy. This has been a task
> because his heart has not been in it.
> I've got to stay on him for the exam and told him I would work with
> him over the weekend.
> Any ideas as to the best way to do it? Would it be enough to just go
> over each philosopher and give him a basic understanding of the
> theory? If he is asked to compare or differentiate theories, we're in
> trouble. The papers have been like pulling teeth!
>
> Hope you're doing ok. I do wish you could get Wayne's job. I'm
> afraid this may be my last time with the boys. I'm just not sure I
> want to go through a "new" totally unprepared (for UNC) person. They
> just don't GET it. This is not Kansas or MN or wherever.....you
> know what I mean? I wish I could put my two cents worth in, but I'm
> afraid they keep me "under the cover" and only get called in when
> they're in a panic. I'm not sure Joe even knows how much I still
> help. Very frustrating.
>
> I love it, but its killing me!
>
>
>
> Janet Huffstetler
>
>
>
>
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer

Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Janet Huffstetler
Sent: Wednesday, June 10, 2009 10:16 AM
To: Debby Crowder <dacrowde@email.unc.edu>
Subject:

If _____ calls you in a panic, tell him to call me at work 401-8586 or my home number _____. He has left me messages and when I return his call HIS MAILBOX IS FULL!!!!

Do you need his by Friday or is Monday ok? We may have them by Friday if I can get through to him!!!!

I'm almost finished!!!

What does second session look like? I have heard not one word. And I emailed Sherron Peace about my time and have received no answer. I just don't feel like messing with Wayne right now. I'm just fed up with it.

Janet
Janet Huffstetler

919-401-8586
919-493-7306 (Fax)

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, June 10, 2009 10:17 AM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd:]
Attach: .eml (3.61 KB).msg

From: Octavus Barnes <obarnes@unca.unc.edu>
Sent: Tuesday, June 9, 2009 2:46 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: hi

any news on the afri 396 assignment

>>> Deborah Crowder <dacrowde@email.unc.edu> 6/8/2009 12:10 PM >>>
Hey. I hope all is going well with you. Sorry you haven't heard much from me. We are up here cut off from civilization. I'm in an office with no phone so I should be getting a lot done. I just wanted to let you know that Mr. Barnes has been doing a good job with public relations with my faculty. Dr. Regester really likes dealing with him and Julius does as well. I know there is no way you have time to get out and give that personal touch with faculty, but I think it is very helpful for your guys. I always thought that Octavus' forte would be in relating to the players, but I forgot how much professors liked him even when he was a student. That has continued and actually grown noticeably in the last year or so. It makes me feel better about leaving you guys. Anything you need from me, just email. I have to go to
on Wed. afternoon, but otherwise I am basically around. Debby

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, June 9, 2009 1:47 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: FW:
Attach: TEXT.htm

ok.

>>> Jaimie Lee 6/9/2009 1:20 PM >>>
FYI seminar has been dropped for SSII and added to schedule. She gave me a heads up about fall schedule which I will talk to you about, Cynthia, asap.

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
Sent: Tuesday, June 09, 2009 12:58 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re:

Hey Ms. Jaimie. Your wish is my command. I have dropped/added as per instruction. I do notice that Mr. is registered for the class in the fall. I would never, ever suggest that for any student athlete. It is just too risky under that instructor. Cheers. Debby

Jaimie Lee wrote:

> Hello Miss Debbie!!

>

> I hope all is well! I have one request, please, for Summer Session II. I would like to drop the AFAM seminar course from I schedule and have it added to schedule

>

> We decided this would be a good move for these guys based on their efforts this session and their current GPAs.

>

> I hope this request is okay with you!

>

> Thank you so much,

> -Jaimie

>

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Tuesday, June 9, 2009 1:19 PM
To: dacrowde@email.unc.edu
Subject: RE:

Thank you so much! You're the greatest!! Thank you for the heads up about [redacted] s fall schedule! That will be adjusted asap!!!
Take care!
Jaimie

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]
Sent: Tuesday, June 09, 2009 12:58 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re:

Hey Ms. Jaimie. Your wish is my command. I have dropped/added as per instruction. I do notice that Mr. [redacted] is registered for the class in the fall. I would never, ever suggest that for any student athlete. It is just too risky under that instructor. Cheers. Debby

Jaimie Lee wrote:

> Hello Miss Debbie!!

>

> I hope all is well! I have one request, please, for Summer Session II. I would like to drop the AFAM 102 seminar course from [redacted] s schedule ([redacted]) and have it added to [redacted] schedule ([redacted]).

>

> We decided this would be a good move for these guys based on their efforts this session and their current GPAs.

>

> I hope this request is okay with you!

>

> Thank you so much,

> -Jaimie

>



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



Date: 6/4/09

Time 9:45am-4:00pm

Subject: Afam/Comm

Tutor: _____

Student	Sport	Was the Student-Athlete... (please mark if YES)	<ul style="list-style-type: none"> • Comments on Session (REQUIRED) • Any things to work on for next time
(AFAM) 9:45am-11:15am		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">continued working independently on his paper this morning using the notes and articles he had. He printed sources on public policy and AIDS. Then we looked at the sources briefly. He has 10 pages! Half way done!!</p>
(COMM) 11:30am-1:00pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">wrote a 2 page paper for extra credit where he talked about implementing one of the articles he used in a lit review.</p>
(AFAM) 12:00pm-1:30pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">both typed their papers today. was working on writing about the transmission and treatment of AIDS. He is backtracking because he already has discussed the cultural factors. worked on statistics about AIDS.</p>
(COMM) 1:30pm-3:00pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">discussed what his group is doing for their final paper. He was supposed to meet with his group this morning, but one of the girls canceled. They did not have class today. worked on his Afam paper. He has 7 pages. are not meeting with me tomorrow.</p>
(COMM) 3:00pm-4:00pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input checked="" type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">printed articles on the Cosby show. His teacher really liked his idea about how the Cosby Show reveals a counterstereotype to African Americans. We discussed the articles together. We are not meeting tomorrow. He is leaving for</p>
(AFRI) 3:00pm-4:00pm		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p align="center">continued to work on his Afri paper. He has 6 pages! We are meeting from 1:15 to 2:00 tomorrow since I will be done at 1:30 tomorrow.</p>



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM





THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:	Day/Date: 6/4/09	Time Started: 9am	Time Finished: 9:30am
Mentor:			

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

and I outlined his paper due tomorrow. They watched an episode of the West Wing in class and he decided to write about poor listening habits and the cognitive view of emotions. He found definitions for the terms and wrote down examples. He is going to email me his paper to proofread. We will meet Tuesday, Thursday, and Friday next week.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: . @gmail.com>
Sent: Thursday, June 4, 2009 5:08 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: and misc SSI - afam/comm 6-4-09
Attach: TEXT.htm; 6-4-09.doc; misc - SSI - 6-4-09.doc

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, May 29, 2009 11:48 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: AFAM 398

Is the AFAM 398 assignment the same as it has been for the past few years?
Jan

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Thursday, May 28, 2009 1:11 PM
To: May, Steve <skmay@email.unc.edu>
Subject: RE:
Attach: TEXT.htm

I understand; thank you for the opportunity. His name is _____ and I'll have him contact you the same as _____. B

>>> "Steve May" <skmay@email.unc.edu> 5/28/2009 11:14 AM >>>
I can do one more, Brent, but that is probably my limit for the semester.

Steve

From: Brent Blanton [mailto:blanton@unca.unc.edu]
Sent: Thursday, May 28, 2009 9:37 AM
To: Steve May
Subject: RE:

Hi Steve,
I have another request for one of _____ teammates who is in a similar situation. Can I have another student take the same course in the fall? I don't mean to be a pest, but their schedules/needs are so tricky.

Thanks,
Brent

>>> "Steve May" <skmay@email.unc.edu> 5/27/2009 9:42 AM >>>
OK. I am in town through June 15th and checking email. After that point, I will be out of contact until mid-July.

Steve

From: Brent Blanton [mailto:blanton@unca.unc.edu]
Sent: Wednesday, May 27, 2009 9:41 AM
To: Steve May
Subject: RE:

Great; thanks Steve. He'll get on it probably after our post-season is over. Take care, Brent

>>> "Steve May" <skmay@email.unc.edu> 5/27/2009 9:33 AM >>>
Hi Brent,

All of the information for registering for an independent study is on our department's web site, under Undergraduate Studies, then Opportunities for Undergraduate Students, and then Independent Studies.

_____ will need to complete and submit that paperwork, including a summary of the independent work that he will do with me. He and I can communicate about the specific nature of the independent study and the assignments for it. After that is completed, he can register for the class with Jessica Smith (jesmit@email.unc.edu). He will want to register for the upper-level version of independent study (Comm _____ rather than Comm _____).

I don't have access to _____ courses to date, so I can't guarantee that this is his last upper-level course. If he is unsure, he should check with his Arts and Sciences Advisor. The Comm _____ course can count as one of his 3 required upper-level courses, though.

Steve

From: Brent Blanton [mailto:blanton@unca.unc.edu]
Sent: Wednesday, May 27, 2009 9:16 AM
To: Steve May
Subject: RE:

Hi Steve,
Thanks for getting back to me. _____ wants to do one in the fall. What should he do from here, and this will take care of his last upper-level correct?

Brent

>>> "Steve May" <skmay@email.unc.edu> 5/25/2009 4:20 PM >>>

Hi Brent,

I am available for an independent study during the first summer session, but I will be traveling out of the country for much of the remainder of the summer (after mid-June) and won't be available at that point.

I am available in the fall, though, if he wants to do an independent study with me. Let me know if that would be an option.

Steve

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]

Sent: Friday, May 22, 2009 1:45 PM

To: skmay@email.unc.edu

Subject:

Good afternoon,

I hope all is well for you. A new situation has arisen regarding Mr. _____ with which I am hoping you can help me. He is on track to _____, but it is contingent upon his completing one more upper-level IOC requirement. He is currently enrolled in _____, but he may not be available because he is contemplating pursuing a professional _____ career that takes him away from campus. His current courseload for the fall includes everything else he needs _____, but there is no opportunity for him to complete an upper-level. Is there any way he could complete an independent version of _____ this summer or of an upper-level in the fall opening up?

I appreciate any assistance you can lend and hope you have a great holiday weekend!

Brent

Brent Blanton

Associate Director

Academic Support Program for Student-Athletes

University of North Carolina, Chapel Hill

(919) 962.9536 ofc

(919) 962.8247 fax

<http://tarheelblue.cstv.com/> (<mailto:blanton@unca.unc.edu>)

Kenan Field House

PO Box 2126, CB 8550

Chapel Hill, NC 27515.2126

From: Janet Huffstetler
Sent: Tuesday, May 26, 2009 10:56 AM
To: Debby Crowder <dacrowde@email.unc.edu>
Subject:
Attach: AFAM TP.doc; AFAM .doc

sent this for me to send you.

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, May 26, 2009 2:04 PM
To: Travis Gore <stgore@email.unc.edu>
Subject: [Fwd:]
Attach: .eml (71.5 KB).msg

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Friday, May 22, 2009 3:27 PM
To: dacrowde@email.unc.edu
Subject: Add Fall
Attach: TEXT.htm

Can we talk about Swah for Summer and Fall next week? (overall conversation)
Summer II

Afam
Fall
Afam
This would finish his major requirements. (if he passes Afri this session)
We can talk about all these emails.....will call next week.
Thanks.
cr
Has no hold as of today.....

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Thursday, 2:58 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject:

Yes, I forgot you! Sorry. dc

> AFAM

>

> Dr. Nyang'oro

>

> Critically examine the reasons for the rapid spread of HIV/AIDS in the
> black community in the United States. In your response, please address
> issues of culture, socio-economic circumstances and public policy as
> they relate to this problem.

>

> 20 pp. paper, typed, double-spaced, due in the departmental office on
> the last day of classes.

>

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Friday, 12:10 PM
To: @email.unc.edu; Bridger, Beth <bridgerb@unca.unc.edu>; @email.unc.edu;
@email.unc.edu; @email.unc.edu; @email.unc.edu;
@mac.com
Subject: Fwd:
Attach: TEXT.htm, msg

Good afternoon,

Attached is an email with the AFAM assignment. Let me know if you have any questions about it, and remember that it is due on the last day of exams.

Take care,
B

Brent Blanton
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
(919) 962.9536 ofc
(919) 962.8247 fax
<http://tarheelblue.cstv.com/> (<mailto:blanton@unca.unc.edu>)

Kenan Field House
PO Box 2126, CB 8550
Chapel Hill, NC 27515.2126

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Thursday, May 21, 2009 1:39 PM
To: dacrowde@email.unc.edu
Subject: afri 101 - su ii

do you think the incoming students could get c's or better in sahle's class?
remember.....they never have taken a college class.....
thoughts?
c

	A	B	C	D
1	SUMMER SESSION I			
2	Afam		Student received assignment?	ASSIGNMENT RECEIVED FROM AFAM
3				Working independently
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10			emailed assign 5.20	Working independently
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13			emailed assign 5.20	
14				Working independently
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18	Afri			
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20				2.0 credits - Working Independently
21				1.0 credit
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From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Wednesday, May 20, 2009 2:17 PM
To: Crowder, Deborah <dcrowde@email.unc.edu>
Subject: hi.....
Attach: TEXT.htm; Afam-Afri Name-Crs SU I - 2009.xls

dc.
just wrote you a long email and the system deleted it or whatever the heck it does.....ugh!!!!
So, the short version:

Re: Arlo Guthrie

Re: Afam 428
Thanks for sending that today!!

Re: Attachment
Is summary of the courses and names of guys that have seminar classes this session

Re: Need assignments

Afri
Afri
Afri

Hope you're feeling better. Don't work late and get out and enjoy the sunshine!!!!!!
cr

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 18, 2009 3:33 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: paper
Attach: ·AFAM· paper.doc

Of course I forgot to attach it.

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 18, 2009 3:32 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject:

Debby,

I didn't realize until I had emailed [redacted] about his AFAM paper that he had sent it to me and I didn't send it on to you. He sent it to me on May 7th. I thought he was just sending it to me to read! It is on philosophy and AIDS, so hopefully this will remove his AB. It's a very interesting and well written paper.

Jan

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

WRITE A 4-6 PAGE ESSAY ON FOUR OF THE FOLLOWING PASSAGES.**DATE DUE: FRIDAY, JULY 25TH****INSTRUCTIONS:**

- I. Put the passage at the top of the paper.**
 - II. Construct or reconstruct the argument in the passage.**
 - III. State your thesis. That is, take a position on the conclusion.**
 - IV. Define necessary concepts.**
 - V. Support your position.**
 - VI. Present objections to your position (i.e. take the opposite side)**
 - VII. Conclusion: answer the objections—briefly explain why your position is preferable.**
1. Like education, sport is a means, and participation in our civilization is the end. That is why equal opportunity in both is important. By thinking of sports in terms of education, we can benefit from what we have learned about working toward equal opportunity in education to promote equal opportunity in sports; i.e. that gender equity is required for both. [Be sure to use the readings, ethical theories, and the video, A Class Divided, in your discussion, plus your own ideas supported by reasons.]
 2. Objections to competition are two fold. First it may be argued that the intrinsic nature of competition is immoral. Competition is selfish and egoistic; it involves treating others as means, as enemies to be defeated, or as obstacles thwarting one's victory or success to be removed by any means possible. Second, it may be argued that the consequences of competition are harmful; in aiming for success, competitors view their opponents as enemies, and focus on winning by whatever means possible including cheating, using drugs, and harming their opponents. In any case competition is immoral.
 3. If individuals who live in a society are excluded from important parts of the civilization, that is unjust. So, justice requires that school sports participation be made available to every student in our society.

[Be sure to use readings and the ethical theories, in your discussion, plus your own ideas supported by reasons.]
 4. Violence in sports runs contrary to the very nature of sports. Rules are often changed to eliminate or at least curtail violence. Football, ice hockey, and especially boxing are by definition violent. Hence, they ought to be banned or at least significantly altered.
 5. Performance-enhancing drugs run contrary to the very nature of sports. Not only do they harm the athletes, but in fact they may even be considered a form of cheating. Hence, every effort must be made to eliminate drugs of all kinds, but most importantly performance-enhancing drugs.
 6. College education and intercollegiate athletics are in conflict. Athletics are at best a necessary evil, perhaps useful to allow students to let off steam, but they are in basic conflict with the

educational values the university is trying to foster. Therefore, intercollegiate athletics ought to be abolished.

7. Title IX legislation is justified to promote gender equity.

8. We all have a duty to be good role models, but professional athletes, and other celebrated athletes have as special responsibility to be good role models.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, 5:28 PM
To: @email.unc.edu>
Subject: Re: PHIL class
Attach: Papers-Sum 08.doc

Hi
What I would like you to do is get my book: Sports Ethics and write a total of 4 papers: 4-6 pages each. I've attached paper topics from which you can choose as well, and also it says how the paper is to be structured.

Jan

@email.unc.edu wrote:

> hey Jan,
>
> Since i'm taking this as an independent study i was just wondering how
> you wanted to work it out. I was thinking we would meet once a week or
> something? just let me know what you're thinking and we will work
> something out. Also, if there are any changes to the syllabus just let
> me know! thanks!
>
> happy 1st day of class!
>
>
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
FAX: 919-843-3929

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Tuesday, May 12, 2009 3:24 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Fwd: AFAM 474 assignment
Attach: TEXT.htm

fyi:
c

>>> Deborah Crowder <dacrowde@email.unc.edu> 5/12/2009 2:32 PM >>>
>
>
> AFAM 474
>
> Dr. Nyangoro
>
> The relationship between Africa and the Americas began in the 15th
> century with the trans-Atlantic slave trade and continues until today
> with rising numbers of immigrants from sub-Saharan Africa. Write an
> essay examining the ways in which Africa has influenced a particular
> part of the New World (South Carolina, Brazil, Haiti, for example.)
> You should focus on a particular aspect of culture such as religion,
> language, food, or music.
>
> 20 pp. paper due by the last day of class
>

If anyone is doing this second session, the same assignment will work. dc

From: < @email.unc.edu>
Sent: Monday, 10:06 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Summer School

Quoting Brent Blanton <blanton@unca.unc.edu>:

> Hi
> I am sorry to hear the emergency; I hope all is well. We are going
> to go the paper-class route this summer. We also need to change your
> major because neither EXSS nor PSYC are good options. I will get you
> enrolled in classes; just check in with me as soon as you return.
>
> Take care,
> B
>
>>>> < @email.unc.edu> 4:09 PM >>>>
> Hey Brent, this is
> I was wondering if it were possible to sign up for online classes
> because
> : late last night. I wont be back to Chapel Hill until the
> end of this week. Let me know the deal. Thanks Brent
>
>

Ok, thanks Brent! I will see you on monday if that's okay.

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Friday, May 8, 2009 10:00 AM
To: McCay, Matthew <mccay@unca.unc.edu>; Fox, Mike <mfox@unca.unc.edu>; Forbes, Scott <sforbes@unca.unc.edu>; Jackson, Scott <sjackson@unca.unc.edu>
Subject: Grade Updates
Attach: TEXT.htm; 5.8 ba grade summary.pdf

Good morning gentlemen,

Congrats on the win last night; I'm sure you would have preferred a non-nailbiter, but a win is a win right? Attached is today's update - quite a few more grades since Wednesday. [redacted] is still [redacted] because of his D, but we can take care of that in summer school (online/paper class, whatever is best for him) - he will need at least a C+ to [redacted], but that should be easy with what we'll pick to take. [redacted] is now put to rest; he is fully eligible and ready for the fall.

Let me know if there are any other questions, and good luck this weekend against the Pack!

B

From: Timothy R. Sanford <Tim_Sanford@unc.edu>
Sent: Monday, May 4, 2009 9:33 AM
To: banders1@email.unc.edu
Subject: something to be aware of

Hi Barbara -

Jennie Brooks, one of our academic advisors, got this from a student and forwarded it to me. We don't know if anything will come of it, but we want to let you know about it so that you can be aware in case anything unusual seems to be going on in your course this summer. You may even want to mention it to your class and tell them that you are going to be extra vigilant because of it. I don't know if that would help, but it might scare the person off if someone does go for this offer.

We're also checking to see if there is anyone to find out who the person is with the AOL e-mail address.

I hope this won't be a problem but we thought you should know about it.

Tim

----- Original Message -----

Date: Fri, 01 May 2009 15:58:34 -0400

From: vhbrooks@email.unc.edu

To: tim_sanford@unc.edu

Tim,

Someone who asked not to be indentified sent me this posting that he saw on Craig's List. He found it troubling and so do I. Jennie

"If you are smart and want to do a college course for pay, this is a wonderful opportunity for you. You would be sent weekly course work via e-mail and be payed per assignment (I would pay for and provide the text books and disks). It is a semester course titled "AFAM 101-The Black Experience". The course would require comprehensive reading skills with stellar writing skills and learning abilities (and good writing discussion abilities). The course is 11 lessons long (designed for a summer school session) and begins Monday May 11. The course consists of reading responses (20% of course grade), two course essays (20% of course grade), and a final exam (40% of course grade). Assignments would be paid for on a weekly completion basis once it receives a grade (assignments would only be paid for if they received a B or higher), but the whole course would pay \$350-\$400 total. We could work out the logistics of payment with something you and I are both comfortable with. The course looks really interesting. If you are interested please e-mail me at saints6987@aol.com."

--

Timothy R. Sanford, Ph.D.
Asso. Dir., Credit Programs
Adjunct Asso. Prof., Info & Lib. Sci.
CB# 1020, Friday Center
UNC-Chapel Hill
Chapel Hill, NC 27599-1020
919-962-2644, fax 919-962-5549

From: Barbara Anderson <b_anderson@unc.edu>
Sent: Monday, May 4, 2009 12:00 PM
To: Deborah Crowder <dacrowde@email.unc.edu>; Stacey Elizabeth Sewall <sewall@email.unc.edu>; Tim Mcmillan <tjm1@email.unc.edu>; Eunice Sahle <eunice@email.unc.edu>
Subject: [Fwd: something to be aware of]
Attach: something to be aware of.eml (3.72 KB).msg

FYI, folks. Always a potential problem, but how bold to advertise on Craig's list!!! B

--

Barbara Shaw Anderson
Associate Director, African Studies Center
Lecturer, Department of African and Afro-American Studies
African Studies Center, CB#7582
3027 FedEx Global Education Center
University of North Carolina
Chapel Hill, NC 27599-7582
(919) 962-1406 office
(919) 843-2102 fax
b_anderson@unc.edu
www.global.unc.edu/africa

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Monday, 10:40 AM
To: @gmail.com>
Subject: Re: summer class
Attach: TEXT.htm

Hi

May's course is probably the best one for you; he is familiar with the needs of athletes and their travel schedules and is more accommodating. My only other suggestion would be to touch base with Emily Ravenscroft; she is VERY good and also has some history working with us - maybe she can do an independent study.

B

@gmail.com> 4:52 PM >>>

Hey there Brent,

So I signed for comm and (expecting to take one or the other) and emailed both asking if I would be able to miss 7-8 day and still take the class. They both basically said not to take the class.

I just emailed Steve May who is teaching comm

. told him I may miss the first 7-8 days of class and he said I can take his class. It is a class that was just added.

Do I have any other options? I don't know anything about and its a 8AM :) not what i was thinking for the summer.. haha but i could deal.

The tough part is, I might not even miss much class because it all depends on how the team does. And right now

From: JEN321@email.unc.edu
Sent: Sunday, 5:32 PM
To: JEN321@email.unc.edu
Subject: AFAM Dr. Nyang'oro Independent Study,
Attach: AFAM paper.doc

Dr. Nyang'Oro,

My name is JEN321 and I attached my paper for the AFAM independent study I am enrolled in through my academic advisor Brent Blanton. I would hand it in to you personally but I am unable to due to my schedule. Thank you for the interesting subject matter to research. I truly enjoyed learning about the issues African Americans deal with involving the HIV/AIDS virus. PLease email me with any questions or concerns and I will answer them. Again, thank you

JEN321@email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Sunday, May 3, 2009 5:44 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: [Fwd: AFAM Dr. Nyang'oro Independent Study,
Attach: AFAM Dr. Nyang'oro Independent Study, .eml (183 KB).msg

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Thursday, April 30, 2009 10:33 AM
To: Williams, Andre <awilliams@unca.unc.edu>
Subject: Re: Afam 428 (paper course?)
Attach: TEXT.htm

Yes.
c

>>> Andre Williams 4/30/2009 10:28 AM >>>
Cynthia,

Is Afam 428 2:00 pm - 3:30 pm (Summer Session I) a paper course?

Best regards,

Andre'

UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES



TUTOR HANDBOOK 2007-2008

August 20, 2007

Dear Tutor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a tutor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a tutor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our tutoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our tutor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of tutors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

Robert Mercer, Director
Academic Support Program for Student-Athletes

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	Director
<u>Wayne Walden</u>	Associate Director Men's Basketball, Men's & Women's Swimming and Diving, Volleyball
<u>Cynthia Reynolds</u>	Associate Director Football
<u>Brent Blanton</u>	Associate Director Women's Basketball, Baseball, Women's Soccer, Men's Golf, Softball, Field Hockey, Women's Tennis
<u>Tony Yount</u>	Academic Counselor Women's Golf, Women's Lacrosse, Men's Lacrosse, Wrestling
<u>Kym Orr</u>	Academic Counselor Men's and Women's Track & Field and Cross Country, Men's Soccer, Gymnastics, Men's Tennis, Rowing, Fencing
<u>Octavus Barnes</u>	Academic Counselor Football
<u>Jaimie Lee</u>	Academic Counselor Football
<u>Beth Bridger</u>	Learning Specialist Football
<u>Mary Willingham</u>	Learning Specialist Olympic Sports
<u>Dr. Jan Boxill</u>	Academic Counselor Women's Basketball
<u>Sherron Peace</u>	Tutorial Assistant
<u>Doug Roberts</u>	Office Manager
<u>Shade Little</u>	Assistant Dean

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

ACADEMIC CENTER HOURS OF OPERATION

Monday-Thursdays	8:00am to 5:00pm & 7:00pm to 10:00pm
Fridays	8:00am to 5:00pm
Sundays	7:00pm to 10:00pm

TUTORING SESSIONS

Sunday-Thursdays	7:00pm - 10:00pm
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Daytime tutoring TBD- Check tutoring bulletin board for times

TUTOR INFORMATION

JOB DESCRIPTION

Primary Responsibilities

The primary goal of the tutoring program is to provide student-athletes with quality academic assistance beyond that which they receive in the classroom. In order to accomplish this goal, our tutors must be able to understand and clearly communicate course content to students. Tutors must also report concerns about students to the tutor coordinator or academic counselor. Areas of concern to report are: absenteeism, lack of class participation, emotional stress, or other indications of impediments to academic progress. When tutors report such concerns in a timely fashion, the full-time staff can more effectively provide the appropriate services. **A Daily Tutoring Summary on all students tutored is now required at the end of each day.**

Desirable Knowledge and Abilities

1. Thorough knowledge of the subject matter to be tutored
2. The ability to communicate subject matter effectively
3. The ability to motivate and provide study skills assistance
4. The ability to act professionally at all times and serve as a positive role model
5. The ability to know when to make referrals
6. The ability to work as part of a team

Requirements

1. Must be a graduate student enrolled at the University of North Carolina at Chapel Hill.
Exceptions: Exceptional seniors/juniors or non-students who have already graduated with a bachelor's degree or advanced degree may be considered.
2. Prospective tutors who have previously taken or taught the course at UNC or at another institution.
Exceptions: Individuals who show competency in a specific course or area, such as math or languages.

3. Tutors are required to maintain confidentiality regarding the student-athlete's grades or progress with anyone other than the staff of the Academic Support Program for Student-Athletes.
4. Tutors must be available for scheduled night study hall hours, including extra hours during finals. Availability for special appointments is desirable but not required.

RELEASE AND DISMISSAL

Since tutoring demands vary from semester to semester, it is difficult to maintain a fixed number of tutors or to guarantee any tutoring work beyond a given semester. For that reason, you are encouraged not to depend on tutoring as your only source of income.

A tutor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a tutor as outlined in the handbook, **including repeatedly failing to turn in daily tutoring summaries.**
2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Deficient academic skills.
4. Falsification of time sheets.
5. Failure to keep tutoring appointments.
6. Violation of University policies regarding academic honesty.
7. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Academic Support Program for Student-Athletes, the student-athletes or the University.

PAYMENT

1. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment.
2. All time for tutoring must be submitted on the appropriate form. Your times must be consistent with the Daily Tutoring Summary forms for that pay period; any irregularities in times will not be honored. **Time sheets without signatures cannot be submitted for payment.**
3. Time sheets should be turned in by noon on Friday of the pay period ending the following Sunday. If you tutor on Sunday, you should anticipate your Sunday hours for that pay period and turn in your time sheet on Friday. **Time sheets turned in late will be held until the next pay period.**

4. Paychecks will be issued only on a Direct Deposit basis; two weeks following the day time sheets were submitted. (See the Tutor Board in the resource room for Pay Schedule and consult the Fall Calendar at the end of this handbook, Appendix A).

RULES AND POLICIES

TUTOR DUTIES/REQUIREMENTS

Tutoring is similar to any other employment opportunity. As such, the following are required:

- All tutoring must be done at the Academics Center.
- Arrive promptly for all sessions.
- Be in the room assigned to you. If no student is in the room with you, leave the door open and be accessible. If you are doing some of your own work, remain ready to tutor.
- In the event that you must miss a tutoring session, it is your responsibility to find a substitute (get names, schedules and numbers from the posted tutor list) and inform the tutor coordinator of that substitution. In extreme cases, alert the tutor coordinator of your absence so the coordinator can inform students.
- Work only the hours assigned or requested. The tutor coordinator assigns all tutor hours. **Neither students nor tutors may make appointments for private sessions without the express approval of a counselor.**
- Wait 15 minutes for special appointments, and then ask a full-time counselor if you should leave.
Document the no-show on your tutor report form.
- Properly fill out and turn in the Daily Tutoring Summary forms and time sheet.

NO SHOW POLICY

If a number of weeks go by and not many students have been showing up to seek your tutoring services, we may reduce the number of nights/hours you work and/or make you an on-call tutor. An on-call tutor would be used on an appointment basis only when requested by the student through his/her counselor.

TUTOR REPORT FORMS

Fill out a Daily Tutoring Summary for each tutoring session, even for no-shows. Please use black pen or dark pencil and legibly write out each student's full name, sport and course. Return these sheets to the appropriate box in the break room (See sample forms, Appendices B and C). The hours on your time sheet are verified by these reports. **All tutorials MUST be scheduled by Sherron if pay is expected!**

TIME SHEETS

Properly fill out time sheets and return them to the appropriate box in the break room. Use the guide on the back of the time sheet to determine fractions of hours. Time sheets are due no later than noon on the Friday nearest the period ending date for that pay period. Early submissions apply around holidays.

CONFIDENTIALITY

Tutors are to maintain confidentiality in all areas regarding student-athletes. You may discuss a student's academic concerns only with the student and the academic counselors. You may not discuss the student's academic concerns with other students, faculty or members of the media. This would be a violation of the student's right to privacy under the Buckley Amendment.

FACULTY CONTACT

Tutors are not to contact a faculty member or graduate assistant regarding a student's work. If you feel it is absolutely essential that you do so, contact the student's academic counselor for approval.

PLAGIARISM

Tutors are not to prepare the student's work or encourage plagiarism in any way. Should a student-athlete make such a request, or if it appears he/she may be involved in inappropriate activities, please bring it to the immediate attention of the tutor coordinator.

NCAA/UNC ACADEMIC HONESTY POLICY FORM

As a tutor for the Academic Support Center for student-athletes, you are required to carefully read, sign and date the NCAA/Academic Honesty Policy Form. The form provides guidelines that should be followed throughout your employment with the Academic Support Center. It is a statement indicating that tutors will abide by all UNC and NCAA guidelines as articulated by the Academic Support Program for Student-Athletes. Failure to comply will result in immediate termination of employment.

TUTOR DEPENDENCY

Tutor dependency is actively discouraged. Tutors should help the student learn for him/herself. This may involve working on study skills.

EVALUATIONS

Tutors are not evaluated by the grades of their students, but rather by their own performances in teaching and directing students. You will be asked to complete an evaluation of our tutor program and likewise the students will have the opportunity to evaluate the tutoring program.

WEATHER POLICY

If we are experiencing bad weather or may have the threat of bad weather, please call 962-9536 after 5pm, and a message regarding our plans for the evening operation of the building will be stated.

PARKING POLICY

Night tutors can park in the S-8 lot in front of the Kenan Field House after 5:00pm. No parking fines are issued after that time except during special events. Those who must report to work between 8:00am and 5:00pm are subject to ticketing if they park in the S-8 lot.

EDUCATION SESSION FOR DEPARTMENTAL TUTORS/MENTORS/MONITORS REGARDING NCAA REGULATIONS

Updated 7/9/04

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.12):

An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Unethical Conduct (Bylaw 10.1)

Unethical Conduct by a current or former institutional staff or a prospective or enrolled student-athlete member may include, but is not limited to, the following:

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete
- Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid
- Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor.

Academic Fraud and Academic Offense

The differences between academic fraud and an academic offense determine whether or not the incident must be reported to the NCAA or not. An institution is required to self report a violation of Unethical Conduct if an institutional staff member (e.g. coach, professor, tutor, etc) is knowingly involved in arranging fraudulent academic credit for a prospect or an enrolled student-athlete. An example of this would be if an institutional staff member is involved with assisting a student-athlete in obtaining grade changes in course work or typing a paper for a student-athlete; and if a student-athlete receives improper academic assistance from an institutional staff member, regardless of credit obtained.

An institution is also required to self-report a violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit. An example of this would be if a student were to purchase a term paper off the Internet and turns it in for course credit. (e.g. “Apex-Termpapers.com”) Also if a student-athlete cheats, does not get caught and it is later determined that he/she cheated.

Other examples are:

- Signing a student-athlete’s name on an attendance sheet in a course where participation/attendance is part of the final grade.
- Preparing and typing papers for student-athletes.
- Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams and contacting faculty members in connection with the extension.

If a student-athlete commits an academic offense (e.g. cheating on a test, plagiarism on a term paper and gets caught) with no involvement of an institutional staff member, the institution is not required to report a violation; however, this incident as well as those above must be addressed through the University Honor Court system.

If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)

An extra benefit is any special arrangement by an institutional employee or a representative of the institution’s athletics interests to provide a student-athlete or the student-athlete’s relative or friend a benefit that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution’s students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Typing a paper for a student-athlete or paying the typing costs.
2. Professor providing special study materials only to student-athletes.
3. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.
4. Professor giving a grade that the student-athlete did not earn.

5. Providing library books or other research materials to the student for purposes of writing a paper.
6. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
7. Providing student-athletes with disks in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with disks could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on disk and not a hard copy asking for you to proof it. Corrections may not be made directly on the document saved on the disk.
8. Use of a copy machine only for student-athletes is prohibited.
9. Use of a fax machine only for student-athletes is prohibited.
10. Printing long documents should be carefully monitored.
11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
12. An institution may not provide the student-athlete with an automobile, under any circumstances. However, staff members may provide reasonable local transportation to student-athletes on an occasional basis. Any place beyond the local area would not be permissible even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.
 - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.

- Meals must be restricted to infrequent and special occasions
 - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork.** This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**
14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
 15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.
 16. It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost.
 17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
 18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Additional Information

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and “hard tickets” shall not be issued.

Assisting with Writing a Paper – Do’s and Don’ts

- I. **How to begin without an idea**
 - 50% of the paper is what you do before you write
 - Review the assignment together on the syllabus and underline key points in the assignment.
 - Talk to the student about the main idea and what 3 points they want to make
 - Ask a series of questions until he/she has developed a thesis and an argument
 - Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), but the tutor must keep the paper**
- II. **How to assist with research**
 - A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
 - **A tutor may not provide library books or other research materials to the student for purposes of writing a paper.**

- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them how to think critically about sources.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly cite resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- **A tutor should never take a pen to the student's paper.**
- **Do not circle misspelled words or punctuation.**
- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works cited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that elicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

APPENDIX A

Spring pay periods and pay dates will be posted at the beginning of the spring semester.

**University Holidays
During Fall Semester 2007 &
Spring Semester 2008**

Labor Day	September 3, 2007 (Mon)
Fall Break	October 8-19, 2007 (Thu, Fri)
Thanksgiving	November 21-23, 2007 (Thu, Fri)
Martin Luther King Day	January 21, 2008 (Mon)
Spring Break	March 10-14, 2008 (Mon-Fri)
Good Friday	March 21, 2008 (Fri)

See back of time sheet for table to round minutes worked to nearest one-tenth hour

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Monday, April 27, 2009 1:10 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Re: tutor handbook
Attach: TEXT.htm; 2007-2008 Tutor Handbook.docx

This is the most recent that I have. B

>>> Beth Bridger 4/27/2009 12:49 PM >>>
Do you have an updated copy of the handbook?
Mary doesn't seem to have one...

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Monday, 11:55 AM
To: @gmail.com>
Subject: Re: Afri 001
Attach: TEXT.htm

You won't actually have to attend...

>>> @gmail.com> 11:53 AM >>>
Hi Brent,

Although that course sounds great, it is still during a time that we have practice. That was the issue that I previously addressed. Should I just go in and speak with Debbie about it, because I am not sure what to do.

11:30 AM, "Brent Blanton" <blanton@unca.unc.edu> wrote:

Hi
I finally got in touch with AFAM, and Ms. Crowder enrolled you in AFRI. She stated that it's the same kind of course, just a different region (East vs. Central). Since that course is not on the approved listing, go by INTS and ask for it to be approved. If it is, you are already enrolled, so all should be fine.

Let me know if you have any questions,
B

@gmail.com> 1:53 PM >>>
Hey Brent,

I think I would need to do an independent in one of them to graduate. I need an Afri course for my concentration...unless you have another idea?

On 1:07 PM, "Brent Blanton" <blanton@unca.unc.edu> wrote:

Hi
I'm not sure what you want me to ask on this one. Are you looking for a possible independent study under one of these course numbers? That may be a stretch, but I can certainly ask if that is what you want me to ask.

B
@gmail.com> 9:11 AM >>>

Hi Brent,

Below is an e-mail that I sent Debbie Crowder. The afri dept cancelled a class I was registered for that completes my ints major and focus on africa. They also cancelled two of the other courses that fulfill my concentration. There is nothing left that does not conflict with practice schedule as well as fulfill the requirement. She responded to my first e-mail (prior to this response) but has not since responded. Is there any way that you can contact her. This is really important. Thanks.

----- Forwarded Message

From @gmail.com>
Date: Tue, 11:11:41 -0400
To: Deborah Crowder <dacrowde@email.unc.edu>
Conversation: Afri 001

Subject: Re: Afri 261 001

Hi Debbie,

Thanks for your quick response. I just looked through the courses again and the classes that have been closed, despite being able to fulfill the requirement, namely Afri 270, falls during the period of 1pm-4pm that we have practice. Classes that fulfill the requirement Afri 523, Afri 416, and Afri 261 have all been cancelled. Please if you know of another solution to this problem, any help would be incredibly appreciated!

Thank you,

On 10:55 AM, "Deborah Crowder" <dacrowde@email.unc.edu> wrote:

> Hi. If you can pick out something that is closed I can probably put you
> in it. That is our best option. Debby

>
> wrote:

>> Dear Debbie,

>>
>> I just received an e-mail regarding Afri 001 saying that the
>> course has been cancelled. I am in a tight position as I need this
>> class to . As an INTS major with a focus on
>> Africa, I need just one more class from the area study. I have looked
>> through the course listing for what would fill this requirement and
>> all of the other courses are either 1) not offered in 2)
>> cancelled 3) closed 4) during a time that has practice
>> (of which I cannot budge because we are in-season) . I was wondering
>> if you or Professor Nyang'oro can please help me out to find a
>> solution to this situation. Thank you.

>>
>> Sincerely,

>>
>
>

----- End of Forwarded Message

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, April 23, 2009 8:00 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: No prob! I have attached the papers I have so far, but FYI, I have started working with [redacted] to fix quotes because, yes, it's pretty much just that. We are going through and adding his own words to paragraphs, etc.
Attach: TEXT.htm

[redacted] are pretty much right where they were last week, just keep on trekking
i think it would help [redacted] to actually print out sources [redacted] too...they tend to just want to bookmark and go back and forth....1. i think they use less info that way, 2. they aren't citing...i have recommended this to them several times, but they don't ever do it..

[redacted] paper looks AWESOME!!!!
I think if he just creates a thesis about Jazz and Blues being a music form that withstands the tests of time in representing African American culture....then we could probably just go very historical and be done
THANKS..that looks great!

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Jaimie Lee 4/22/2009 9:22 PM >>>

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I'll keep you posted, but like I said, please don't worry and get plenty of rest!!!

From: Beth Bridger
Sent: Wednesday, April 22, 2009 5:32 PM
To: Jaimie Lee
Subject: Re: Hey, just to keep you posted on the guys progress, I figured I'd give you a brief synopsis on how the guys are doing [redacted]

all sounds good--as for papers, feel free to email them to me, i can look and make comments

from your notes...

·18 pages for Jazz..only has to be 12, we did highlighting and my concern is he typed up all paragraphs on ones he just needed to paraphrase...also, we focused a lot on history, check the outline, there was a second section we didn't hit too much

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push to get english done at night along with phil paper...

we can finish afam before finals is over...i am not too worried

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expected...just try for him to show for tomorrow, she can help with afam...i haven't seen his at all??

no show for playday--go figure, aren't classes canceled for that anyway???

have fun, thanks for all of this!

Beth

Beth Bridger
Assistant Director/ Learning Specialist

Academic Support for Student-Athletes

UNC-Chapel Hill
(w) 919-843-5669

(c)
bridgerb@unca.unc.edu

>>> Jaimie Lee 4/22/2009 2:31 PM >>>

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- 1) No afternoon study table today due to their backyard battle; everyone came to see amy EXCEPT . all guys eventually showed for
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Okay, just wanted to catch you up. Let me know if you have concerns/questions you want me to address with guys tonight. I have electronic copies of afam papers if you want to take a look, just let me know since I know you've had trouble sleeping!!

Please do not worry or stress. I'm keeping tabs on everyone and pushing them to get stuff done!!

Jaimie Lee
Academic Counselor
Academic Support Program for Student Athletes
University of North Carolina (Football)

(c)
(919) 843.6566 (w)
jaimielee@unca.unc.edu

Kenan Field House
PO Box 2126
Chapel Hill, NC 27515

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, April 23, 2009 7:54 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: No prob! I have attached the papers I have so far, but FYI, I have started working with [redacted] to fix quotes because, yes, it's pretty much just that. We are going through and adding his own words to paragraphs, etc.
Attach: TEXT.htm

if you don't mind to keep working with [redacted]. then feel free to send it to me
you will be out tomorrow and Monday right?

also, [redacted] will be out tonight...she is going to a concert...as for [redacted], just maybe give him some research to do for hip hop to do on his own...

i can do this Monday or if you want to today, just give andre a heads up that any freshmen who isn't done with afam by Tuesday, will need to spend all "extra" time at AC to finish it...i can give him a list on Tuesday...

Beth

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Attach: TEXT.htm; [redacted]_afam[1].docx; AFAM UP TO DATE.docx; [redacted] paper (Autosaved).docx

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, April 8, 2009 6:27 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: paper
Attach: Afri paper

Attached is AFRI paper!!! yay, she is finally done--I BELIEVE. It's actually a pretty interesting paper.

Jan

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Wednesday, April 8, 2009 4:02 PM
To: dacrowde@email.unc.edu
Subject: Swah
Attach: TEXT.htm

Did you want to wait to add the Swah guys to ?
The guys who want to take it are:

Two guys - are going to have to try and do the best they can
for as they need the class for balance in the
Thanks!!
cr

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Wednesday, April 8, 2009 1:32 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: freshmen schedules
Attach: TEXT.htm

Please go through all summer schedules and fall to ensure they have the hours and courses they need. Start with summer and see what needs to be done with each one. Any issues..please bring to my attention.

For fall.....no independent study courses. They must find another class and they need to do it in the next 2 weeks. Incoming will be registering soon and all must have 12 appropriate hours for fall before that happens.

Thanks.

c

	A	B	C	D
1	SUMMER SESSION I			
2				
3	Afam			
4			DONE	
5			DONE	
6			DONE	
7			DONE	
8			Hold-will call	
9			DONE	
10			DONE	
11			DONE	
12			DONE	
13			DONE	
14				
15	Afam			
16				PLEASE ADD
17				
18	Afam			
19			1.0 credit	Second session II only
20			5.0 credits	Second session II only
21			2.0 credits	FIRST session
22			1.0 credit	Second session II only
23				
24	Afam			
25			DONE	
26			DONE	
27			DONE	
28				
29	Afri			
30			PLEASE ADD	

	A	B	C	D
31				
32	SUMMER SESSION II			
33				
34				
35	Afri			
36			Afri	Hold-will call
37			Afri	PLEASE ADD
38			Afri	PLEASE ADD
39			Afri	PLEASE ADD
40			Afri	PLEASE ADD
41				
42				
43	Afam			
44			DONE	
45			DONE	
46				
47				
48	Afam			
49				<i>NEEDS TO DROP ONE CLASS</i>
50				
51				
52	Afam			
53			Hold-will call	Hold-will call
54				PLEASE ADD
55				
56	Afri			
57			1 credit	PLEASE ADD
58			1 credit	PLEASE ADD
59			1 credit	PLEASE ADD
60			1 credit	PLEASE ADD
61			1 credit	Hold-will call
62				
63				
64	Afam			
65			Hold-will call	Hold-will call
66				
67				
68	Afam ??			
69				
70				

	A	B	C	D
71				
72				
73				

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, April 6, 2009 1:30 PM
To: dacrowde@email.unc.edu
Subject: Adds
Attach: Afam-Afri Summer-09- 04-06-09-crr.xls

Of course I started this first thing in the morning.....so will rerun schedules again.....since you have probably finished all the requests.....be patient with me.....

But this is the updated template with what was done (last Thursday).....

I will check it again and outside of with holds (& some drops needed to be done) it looks like all is good!

Thank you!!

Got my "crowder-dirr" planted this weekend.....I decided I'm going for the Pink rather than the blue. So I limed it this weekend!!

Thanks again and I'll let you know how it develops since you'll be retired by the time it blooms!!!!!! :)

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	SUMMER SESSION I													
2														
3	Afam													
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15	Afam													
16														
17														
18	Afam													
19			1.0 credit											
20			5.0 credits											
21			2.0 credits											
22			1.0 credit											
23														
24	Afam													
25														
26														
27														
28														
29	Afri													
30														

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
31														
32	SUMMER SESSION II													
33														
34														
35	Afri													
36			Afri											
37			Afri											
38			Afri											
39			Afri											
40			Afri											
41														
42														
43	Afam													
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48	Afam													
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52	Afam													
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54														
55														
56	Afri													
57			1 credit											
58			1 credit											
59			1 credit											
60			1 credit											
61			1 credit											
62														
63														
64	Afam													
65														
66														
67														
68	Afam ??													
69														
70														
71														
72														

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Friday, April 3, 2009 4:50 PM
To: dacrowde@email.unc.edu
Subject: updated template
Attach: TEXT.htm; Afam-Afri Summer-09- 04-03-09.xls

d.c.

I have updated the template. All should be able to register for the classes. Most only have 3.0 credits so adding shouldn't be a problem.

Let me know if you see any issues with summer classes.

Thanks for your help!

cr

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Thursday, April 2, 2009 5:58 PM
To: Williams, Andre <aWilliams@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>;
Barnes, Octavus <obarnes@unca.unc.edu>
Subject: Summer I schedule
Attach: TEXT.htm

The AFam dept will not be able to work on the schedules for the requested seminar classes until next week.

We can send you what we have on Monday, but it won't reflect the total picture of needed mentoring hours.

cr

From: @email.unc.edu>
Sent: Wednesday, 1:58 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject:
Attach: Soc paper.doc

Hey Jan, sorry again for the misunderstanding of where to meet at. But before I forget, when we do meet, I want to discuss my last history paper, we wrote it together on one of our trips, but I got a 50% on it, I'm not sure why because we worked on it together. Also, my exam, I got a 74% on my exam, that's wayyyy better than my first exam, but I'm a little confused as to why it wasn't a B? My soc paper is due tomorrow as well, would you mind reading over it for me? It's attached to this e-mail.

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Thursday, 9:12 AM
To: @email.unc.edu
Subject: Re: Fwd: Re:
Attach: TEXT.htm

Hi .
Great job! I will touch base with Jan and get her to add you in the next few days.

Thanks for touching base!
B

>>>> < @email.unc.edu> 8:09 AM >>>>
Hey Brent,

I got in for the summer!!! Should I email Jan and let her know? Remind her that I am taking her class as an independent study and that I can't register for it online because it's the same time as my class. Thanks!

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Wednesday, March 25, 2009 8:34 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Thank you so much!

Debby,

I'm glad that you enjoyed the game on Saturday and I'm glad we were able to withstand LSU's hot shooting at the beginning of the second half. Thank you for everything that you do for our students. You have been terrific in doing so much for them and I appreciate your help more than I can express. Have a great week!

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 3/24/2009 3:57 PM >>>

Hi Mr. Wayne. Thank you so much for arranging for us to go to the game on Saturday. We had a wonderful, wonderful, wonderful time. I can not express my gratitude enough. I hope your next trip is pleasant and successful! Talk soon. Debby

From: Jan Boxill <jmboxill@email.unc.edu>
Sent: Monday, 12:23 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re:

Hi Brent,
No problem, I can let her do that. She can register for the course and we can work out the details.

Jan

Brent Blanton wrote:

> Hi Jan,
> I have a question for you. is a major and needs to
> take both both this and next summer
> from 9-1. This presents a problem as she wants to take your class to
> meet her PHIL requirement. Is there any way she can take your class
> "independently"? She spoke with you last summer and has been looking
> forward to taking it. With her major restrictions regarding
> practice/games during the year, however, she is now forced to take these
> major classes during summer, precluding her from taking yours.
>
> Any assistance you can lend will be greatly appreciated.
>
> B
>
> Brent Blanton
> Associate Director
> Academic Support Program for Student-Athletes
> University of North Carolina, Chapel Hill
> (919) 962.9536 ofc
> (919) 962.8247 fax
> <http://tarheelblue.cstv.com/> <mailto:blanton@unca.unc.edu>
>
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> PO Box 2126, CB 8550
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>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
FAX: 919-843-3929

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Monday, 2:11 PM
To: @email.unc.edu
Subject: Fwd: Re:
Attach: TEXT.htm; Re_ .msg

Hi
Attached is Dr. Boxill's response. You are in! Just register for the class this Thursday, and we will work the details out with Jan after that. Let me know when you are registered.

Thanks!
B

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To: Blanton, Brent S <blanton@unca.unc.edu>
Subject: Re:

Hi Brent,
No problem, I can let her do that. She can register for the course and we can work out the details.

Jan

Brent Blanton wrote:

> Hi Jan,
> I have a question for you. is a major and needs to
> take both ; both this and next summer
> from 9-1. This presents a problem as she wants to take your class to
> meet her PHIL requirement. Is there any way she can take your class
> "independently"? She spoke with you last summer and has been looking
> forward to taking it. With her major restrictions regarding
> practice/games during the year, however, she is now forced to take these
> major classes during summer, precluding her from taking yours.
>
> Any assistance you can lend will be greatly appreciated.
>
> B
>
> Brent Blanton
> Associate Director
> Academic Support Program for Student-Athletes
> University of North Carolina, Chapel Hill
> (919) 962.9536 o/c
> (919) 962.8247 fax
> <http://tarheelblue.cstv.com/> <<mailto:blanton@unca.unc.edu>>
>
>
> Kenan Field House
> PO Box 2126, CB 8550
> Chapel Hill, NC 27515.2126
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Phone: 919-962-3317
FAX: 919-843-3929

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Thursday, 12:10 PM
To: @email.unc.edu
Subject: Re: Spring Semester
Attach: TEXT.htm

Hi

Jan sent me the information below late yesterday afternoon. Let me know if there are any more problems. I look forward to seeing you next month.

B

Book: Sports Ethics: An Anthology, by Jan Boxill

Select three topics in the Anthology and either:

1. Write one paper that incorporates all three--15-20 pages
2. Write a 5-7 page paper on each of the three.

You can get the book on Amazon, but if it is too difficult to get, then find readings on three ethical issues. Possible topics to choose from: Title IX, performance-enhancing drugs, violence & cheating, sportsmanship, Athletes as role models.

All work due by May 1.

>>> @email.unc.edu 2:05 PM >>>
Hey B,

No i have not. I'm gonna write a paper on a bioethic subject from my other class with her and hope she accepts it. I got a lot of papers to write and am hoping to finish them by April 16th. I'm that weekend (April 16h-20th) to finish my comm film and catch up with everyone. If she doesn't give me a passing grade, and that would be bad. Keep me updated but i will have something for her to grade regardless.

Quoting Brent Blanton <blanton@unca.unc.edu>:

> Hi
> Have you heard from Jan yet?
>
> B
>
>>>> @email.unc.edu 1:20 PM >>>>
> Hey Brent,
>
>
> Anyways, I have yet to hear back about the afam class. Jan Boxill
> has told me through my self paced course that she will contact me via
> email about comm but she has not. I am staying afloat with the
> other classes and am April 16-20 to turn in papers
> and anything else that I need to accomplish. Can you find
> out about the afam and comm class requirements for me? Thank
> you and I attached the latest pic of

>
>
>

> Quoting Brent Blanton <blanton@unca.unc.edu>:

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, March 16, 2009 12:50 PM
To: Crowder, Deborah <dacrowde@email.unc.edu>
Subject: Re: misc. student issue
Attach: TEXT.htm

I think whatever you have done in the past is fine.
It's WHO is reading it that gets their panties in a bundle!!
Go with whatever you have.....I'm trying to remember who has needed a letter in the past so I can
look in their file.....but my brain seems to have "lost" that piece of information in memo-space!! :)
c

>>> Deborah Crowder <dacrowde@email.unc.edu> 3/16/2009 11:38 AM >>>
Of course. Would you like to tell me exactly what you want me to say?
It seems as though our phrasing is always incorrect. dc

Cynthia Reynolds wrote:

> d.c.
> Trying to clean up and get any letters needed done as I go through
> worksheets.....
>
>
> He took Afam in
> He took Afam in
>
> Can a letter be written stating that the topic was different (which it
> was) and that the dept. would allow him credit for both times the
> class was taken?
> If it is not possible for him to use the second class as an Afam major
> course, he can put it in his electives.
> He just needs the letter or it will be a duplicate course and not
> count.
> Whatever you think can be done is fine. Just let me know what you
> think.
> Thanks.
> cr
>
>

Spring 2009

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	AFAM [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
2		crr	on his own										
3		ob			Yes								
4		crr	on his own										
5		crr			Yes								
6		ob	amy										
7		ob	amy										
8													
9	AFAM [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
10		jl	mentor										
11		jl	mentor										
12		jl	mentor										
13		jl	mentor										
14		ob	on his own										
15		jl	Jaimie										
16		jl	mentor										
17		jl	mentor										
18													
19													
20	AFAM [redacted] - 2 papers	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
21		ob	on his own										
22		crr	Amy										
23		crr											
24		crr	on his own										
25		jl	mentor										
26		crr	Amy										
27		crr	Amy										
28		crr	on his own										
29		ob	Amy	Next Friday	No								
30		crr	No show	for scheduled	weekly		has not	met	with	CRR			
31		ob	on his own										
32		ob	on his own										
33													
34													
35	AFAM [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
36		ob											
37		crr	on his own										
38													

Spring 2009

	1	2	3	4	5	6	7	8	9	10	11	12	13
39	AFAM [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
40		ob											
41		crr	on his own										
42													
43	AFRI [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
44		crr	on his own										
45		crr	Amy	as needed									
46													
47	AFRI [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
48		crr	on his own										
49													
50	AFRI [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
51		ob	on his own										
52		ob	Amy										
53		crr	Amy										
54		crr	Amy										
55		ob	Amy	Meet each Fri.									
56		crr	Amy	as needed									
57		crr	Amy	as needed									
58		crr	Amy	as needed									
59													
60	Afri [redacted] - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
61		crr	on his own										

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, March 16, 2009 11:03 AM
To: Williams, Andre <aWilliams@unca.unc.edu>
Subject: Seminar list
Attach: AFAM-AFRI SP09 Template.xls

Please keep this list confidential. If you have any questions, please call.
Thanks.
cr

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Monday, March 16, 2009 10:48 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: paper class chart...
Attach: TEXT.htm

no.
I will forward another copy.
thanks.
c

>>> Jaimie Lee 3/16/2009 10:36 AM >>>

Hello,
Andre requested another chart showing all of the guys who have peper classes and their due dates. Should I just forward him this attachment that Amy sent last week?

Jaimie Lee
Academic Counselor
Academic Support Program for Student Athletes
University of North Carolina (Football)
(c)
(919) 843.6566 (w)
jaimielee@unca.unc.edu

Kenan Field House
PO Box 2126
Chapel Hill, NC 27515

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Saturday, March 14, 2009 1:11 AM
To: Williams, Andre <awilliams@unca.unc.edu>
Subject: Re: Paper Assignments

Hey Andre!
I'll be back on Monday and will get this info to you! I hope all is well!
-jaimie

>>> Andre Williams 03/13/09 2:08 PM >>>
Jaimie,

When time permits, can you please send a chart (similar to last semester) outlining our student-athletes who are in seminar classes for this spring?

Thanks so much!!

Andre

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Friday, March 13, 2009 1:51 PM
To: Williams, Andre <aWilliams@unca.unc.edu>
Subject: Re:
Attach: TEXT.htm

Some AB's are really "F's". Most of the time it is Afam AB's that can be completed. This fall we had one AB in Hist 128 for [redacted] I don't know why the instructor gave him that grade rather than an F. [redacted] had an AB in History but he took care of it right away.

But we would be safe to tell the guys if they have an AB or IN that they cannot get their check until it is resolved and that it must be resolved within 3 weeks of the first day of classes, in case they have a legitimate issue and need that time.

As long as we are communicating, I think we won't have many issues. [redacted] kept saying he was working on both AB's when he wasn't. But since money is the motivator, we might as well use it to help them finish their prior work as quickly as possible.

Sometimes they can not have it done and they are still eligible. Each case is different.

We should take to see who is INELIGIBLE and who is ok with the In's or Ab's. It's still the best direction to have them finish it within the first 3 weeks regardless of eligibility or not.

cr

>>> Andre Williams 3/13/2009 12:25 PM >>>

Cynthia,

With that being said, is it safe to say that we lose APR points for all "AB's" at the end of the semester?

I will make sure to make a note, not to provide checks to any student-athletes who have "AB's".

Thanks,

Andre

>>> Cynthia Reynolds 3/13/2009 12:14 PM >>>

According to Susan Maloy, we have lost the point. The grade must be submitted by the last day of classes or it will turn to an "F". So he actually has time to get the paper in to get a grade. I will still hold his check until a grade has been sent over to the registrar and is posted.

When you look at the grade report given to you at the end of the semester, you can also see who has an AB or IN on their transcript. That way both of us will be telling them not to expect any money unless their work is completed.

cr

>>> Andre Williams 3/13/2009 12:01 PM >>>

Cynthia,

In the future we can definitely hold checks until papers are completed. All you have to do is provide me with the names of the student-athletes who have outstanding papers and we will not provide those individuals with their checks.

At this point, do you know for sure that we have lost an APR point due to [redacted] not turning in his paper? Does [redacted] have until **Monday, March 16th** turn in the assignment, before it turns into an "F"? Please continue to keep me

updated?

Thanks,

Andre

Andre' Williams
Director of Football Student-Athlete Development
University of North Carolina at Chapel Hill
Department of Athletics

(o) 919.962.9119
(c)
(f) 919.962.0393
awilliams@unca.unc.edu

>>> Cynthia Reynolds 3/5/2009 1:46 PM >>>
Re:

Just so you know,,,,,,,,,,,,,,,,,,,,,because did not finish (nor has he started as of today) his AB in Afam within the 6 week window, we have lost an APR point on him.

He came by late yesterday and said he would have the paper done "by Friday". I told him to go see Ms. Crowder in the Afam dept today.
He did that. But he also asked her for the assignment from last fall. I guess he lost it! So, he has not even started it yet. Of course, he did not tell me that yesterday.
I told him until the paper is turned in to Ms. Crowder and she tells me a grade, I would not give him his check. He says he will have it done tomorrow! (I'm not sure how you can write a 20+paper overnight.)

He kept saying he was working on the paper when I spoke with him in January. I assume from the above information he was not telling me the truth.
After Spring Break I am requiring him to be here a couple days a week. I doubt it will help him much, but until I get progress reports back from professors verifying his grade to date, I want to send him a message.
He will get it done. I know that. He knows what he needs to do.....

He just came by now.....I discussed all this with him.....I am out of the office tomorrow, but will give the check to Jaimie, just in case Ms. Crowder gets a paper from him.

I guess in the future, we may want to hold, any and all checks, for any student who has an Incomplete or AB in a class from the previous semester. Thoughts?

c

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Sunday, 10:59 PM
To: <jmboxill@email.unc.edu>
Subject: Re: Hello
Attach: HBCU paper.doc

Which email do you use? this one, or a different one.

I've attached your paper. I made some grammatical changes, and added some quotes if you want to use them. Also the conclusion is good--I edited it.

Sorry about the game. I was so sure we were going to win in regulation!

Jan

@email.unc.edu wrote:

> Sorry I just got your email. I don't really check my school email as
> much. I am ok. The game really made me sad. But thats another story. I
> am trying to focus on school work. However it is very difficult. Here's
> my paper I was telling you about. I also send the assignment.
>

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Wednesday, February 25, 2009 4:41 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: Thanks and ticket question

Debby,

I put in the request for the Georgia Tech game. I asked Joe about Duke but Coach W. told the assistants not to ask for any tickets for the Duke game because he would not have any since their are seven seniors and they will have a lot of family members for their last game (not to mention the fact that it is also the Duke game). So I don't know if that will be a possibility. We probably should put a temporary dome over Kenan for that game. I'll let you know as soon as I know something for sure.

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 2/24/2009 2:58 PM >>>

Hey Wayne. Thanks for the call about the newspaper article. I printed it off the computer but it is nice to have the real thing. We'd like to ask for four tickets for the G. Tech. game on Saturday if that is a possibility. I am afraid to ask for the Duke game but haven't been in years and would love to go to the senior game. If not, I completely understand. Anyway, thanks for everything. Debby

Spring 2009

	1	2	3	4	5	6	7	8	9	10	11
1	AFAM	Weekly Appointment Time	Outline Appt Done?			6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
2											
3											
4		On his own									
5											
6											
7											
8											
9											
10	AFAM	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
11											
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15											
16											
17											
18											
19											
20											
21	AFAM	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
22											
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30											
31											
32											
33											
34											
35											
36											
37	AFAM	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
38											
39		On his own									
40											
41											
42	AFAM	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
43											
44		On his own									

Spring 2009

	1	2	3	4	5	6	7	8	9	10	11
45											
46											
47											
48	AFRI	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
49		On his own									
50											
51											
52	AFRI	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
53		On his own									
54											
55	AFRI	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
56											
57											
58											
59											
60											
61											
62											
63											
64											
65	Afri	Weekly Appointment Time	Outline Appt Done?	20-Feb	27-Feb	6-Mar	20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
66		On his own									

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Friday, February 13, 2009 12:33 PM
To: dacrowde@email.unc.edu
Subject: afam/afri template
Attach: AFAM-AFRI SP09 Template for DC.xls

d.c.

Happy Friday!! I am hoping you are

Just wanted you to have a copy of the guys who are FB students registered for the seminar classes this spring.

If I can do anything to improve it or help you, please let me know.

Thanks again for all that you do.

Have you

Have a good weekend!!!!

cr

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Friday, February 13, 2009 11:10 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: RE: this is my last email until next week...

Oh wow ☐ thanks for the heads up ☐ what a dummy

HAVE FUN!! PARTY HARD FOR ME!!!

From: Beth Bridger
Sent: Friday, February 13, 2009 11:01 AM
To: Jaimie Lee
Subject: this is my last email until next week...

(mentor for player)
heard talking about cheating on his soci test next week

just a heads up--i know you will handle
and at least don't be stupid enough to talk about it where people can hear you

HAVE A SUPER DAY!!!
Hope things are going well...

BETH

Beth Bridger
Learning Specialist, Football
UNC-Chapel Hill
919-843-5669
bridgerb@unca.unc.edu

From: Octavus Barnes <obarnes@unca.unc.edu>
Sent: Tuesday, February 3, 2009 11:28 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: AFAM 102

I love you

>>> Deborah Crowder <dacrowde@email.unc.edu> 2/3/2009 10:58 AM >>>

>

>

> AFAM 102

>

> McMillan

>

> SPRING 2009

>

> How did the lives of individual African Americans reflect and create
> the changes in American society between the Civil War and the
> inauguration of Barack Obama? Explore the lives of the following
> people and provide a narrative account of the history of the United
> States from 1865 to the present by providing a brief (1 page each)
> biography of each person *and then an explanation of how all these
> individuals fit into the struggle for civil rights*. *Do not rely on
> Wikipedia for your answers.* Papers that do not address all 16 points
> (15 individuals in addition to the overall analysis) will be
> considered incomplete. Please turn in a hard copy of your paper to
> the AFAM office by 4:00 p.m. on the last day of classes.

>

> The people to explore are:

>

> Frederick Douglass (after 1865)

>

> Booker T. Washington

>

> W.E.B. DuBois

>

> Marcus Garvey

>

> Walter White

>

> Pauli Murray

>

> Thurgood Marshall

>

> Daisy Bates

>

> Bayard Rustin

>

> Ella Baker

>

> Fannie Lou Hamer

- >
- > Elijah Muhammad
- >
- > Stokely Carmichael
- >
- > Colin Powell
- >
- > Barack Obama
- >
- >
- >

AFAM 428

- Paper must be 12-15 pages in length
- Typed, double-spaced, Times New Roman 12 pt.
- Cite all sources
- Signed Honor Pledge
- Do not use Wikipedia as one of your sources
- You must use books and journals in addition to Internet sources
- PAPER 1 IS DUE MAY 31st no later than 4PM in Office 109 Battle Hall

“What are the principle issues relating to the Tuskegee syphilis experiment which make many African-Americans suspicious of America’s public health system?”

- I. Introduction
Briefly describe the nature of the experiment, what happened, and the issues that arose out of it that made African Americans wary of the public health system
- II. Explanation/history of the experiment itself
Who was responsible for running the experiment; who was involved (government)
- III. Participants in the experiment
Identify some of the men who were used as human guinea pigs without their consent; show the personal side to the story
- IV. Discovery of deception of the experiment
How was the truth uncovered?
- V. Aftermath/Fallout
Who apologized? Did any government agency apologize? Was any financial compensation given to the patients and/or their families? What promises were made so that this would never happen again?
- VI. Legacy of Tuskegee in the African American culture concerning the public health system/**PRINCIPLE ISSUES:**
These are a matter of personal opinion, but a few issues should be addressed—this was a government-sponsored experiment that deceived a group of black men and intentionally put their lives at risk for little purpose. These men were treated in a fashion that brings to mind the days of slavery. Government involvement, conspiracy, deceit, disease, deprivation of medication, and treating humans like animal test subjects—the list could go on and on. This was not that long ago—why would the African American community trust the government or white establishment to meet their healthcare needs considering this tainted past?
- VII. Possible solutions to the problem of distrust
Communication, Education, Government Responsibility, Increasing the number of African American healthcare professionals, etc.
- VIII. Conclusion

*There are probably hundreds of books at the library and sources on the Internet covering this topic. Just do a general search for “Tuskegee Syphilis Experiment”

AFAM 428

- Paper must be 12-15 pages in length
- Typed, double-spaced, Times New Roman 12 pt.
- Cite all sources
- Signed Honor Pledge
- Do not use Wikipedia as one of your sources
- You must use books and journals in addition to Internet sources
- PAPER 2 IS DUE JUNE 14th no later than 4PM in Office 109 Battle Hall

“What diseases disproportionately afflict African Americans? What are the reasons for this?”

*The following information was adapted from *The Covenant With Black America*; Covenant 1: Securing the Right to Healthcare and Well-Being by David M. Satcher, M.D., pp.1-22

Diseases that disproportionately afflict African Americans include:

- Hypertension (high blood pressure)
- Heart Disease
- Diabetes
- Kidney Disease
- AIDS
- Asthma
- Cancer
- Obesity

I. Introduction

Identify which diseases disproportionately afflict African Americans
Give your explanation(s) as to why

II. Historical perspective

References to slavery and racism, Tuskegee experiment, limitation of African Americans to attend medical school and become doctors, etc.

III. Reasons that African Americans are disproportionately afflicted by many diseases

A. Lower socio-economic status/Poverty

1. Access to healthcare is limited
2. Lack of health insurance
3. Living in underserved communities
4. Environment
 - a. Children living in poverty are over-exposed to lead poisoning
 - b. Low income neighborhoods are often located next to environmental hazards or in crowded cities, which affects air quality (which increases rates of asthma)
5. Lifestyle
 - a. 50% of African Americans do not exercise at all
 - b. Eating fatty and unhealthy foods (less expensive, cultural)
 - c. Obesity plagues the African American community
 - d. Smoking, drinking and drugs

- 6. Access to nutritious food outlets is limited
 - a. Lack of full-service grocery stores in impoverished neighborhoods (1/2 of all black neighborhoods lack a full-service grocery store)
 - b. When there is a supermarket in the community, fresh fruit and vegetable consumption increases by 32%
 - 7. Lack of safe spaces to exercise
 - a. The disproportionately small amount of park space in black communities as compared to white communities
 - b. Violence often plagues low-income areas and creates unfriendly places to walk or exercise
 - B. Racism/Discrimination
 - 1. White doctors statistically miss diagnosing diseases and under-treat African Americans
 - 2. The poor are always victims of the healthcare system because only those with money and insurance can see the specialists they may need
 - C. Being uninformed about healthcare services and need
 - 1. Lack of health education in the community
 - 2. Not knowing what services are available to them
 - D. Under representation in the healthcare profession
 - 1. Culture of healthcare system if white European
 - E. Distrust of the healthcare system
- IV. Possible solutions to rectify the disparities
(These can vary widely depending on what you think is the most feasible)
- A. Community involvement
 - B. Elected officials and the responsibility of government
 - C. Promote universal health coverage and create access to healthcare
 - D. Education
 - E. Incentives for Health Living?
- V. Conclusion

I would highly recommend reading the first chapter of *The Covenant With Black America* to get a great overall view of the problem and possible solutions.

Search UNC libraries and the Internet for “race + health care”; “racial disparities + health care”

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Wednesday, January 28, 2009 10:23 AM
To: dacrowde@email.unc.edu
Subject: Afam 428 assignment.....
Attach: AFAM 428 paper2.doc; AFAM 428 paper1.doc

Good morning!!

I hope things are slowing a bit.....I'm trying to justify pre-registration again as it is due in a week. (all special interest groups that want it must submit a "petition" for the privilege every single semester!) Just another game we play that takes time away from other things.....but, life is all good. Have a job and health care so not complaining too much!! :)

Re: Afam 428

Is this a possibility for Afam 428? This follows old assignments in the emphasis on health & disease of A-Amer. that we have previously received from you/nyang'oro a couple summers ago.

Once we get the assignments, we try to do an outline for the mentors to work off of with the students. (this is not given to the students) See attachments below..

Since most of the Afam 428 are we want to get these started as soon as possible.
Take a look and see what you think.....We have 697 from you and will try and catch up with the rest later.
Thoughts?
cr

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Friday, January 16, 2009 1:17 PM
To: dacrowde@email.unc.edu
Subject: Misc.
Attach: TEXT.htm

When you return.....some misc. issues.....
Is the Afri course that has on his schedule a seminar class?
I told him both were individual classes.

Can he take Afam

Can we talk??
cr
(Thanks for all your help last night!!! Very much appreciated!!)

From: Regester, Charlene B <regester@email.unc.edu>
Sent: Thursday, January 15, 2009 4:34 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Fwd: paper
Attach: paper finale.docx

Dear Debby: This is the student _____ who did not complete AFAM _____ in the Fall of 2008. Change the AB to a D until he produces additional work in order to merit a grade change. Thanks much. I had his PID but destroyed the paper when I did not hear from him, then all of a sudden he sent the email. I will call you tomorrow. Sincerely,
Charlene Regester

----- Forwarded message from _____@email.unc.edu -----
Date: Thu, _____ 11:38:04 -0500
From: _____@email.unc.edu
Reply-To: _____@email.unc.edu
Subject: paper
To: regester@email.unc.edu

Hey Professor Regester,

Im in Davis Library and my card is not working for the printer so I am emailing it to you now

----- End forwarded message -----

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Wednesday, January 14, 2009 4:13 PM
To: dacrowde@email.unc.edu
Subject:

Any grade forthcoming for Just a reminder that he completed it in su 07.....
(Afam)
Wasn't sure if you told me grade was sent over or not, so thought I'd check in with you.....
cr

From: Cynthia Reynolds <cynthiar@unca.unc.edu>
Sent: Sunday, 6:03 PM
To: @email.unc.edu
Bcc: Williams, Andre <awilliams@unca.unc.edu>
Subject: finishing your degree ...
Attach: TEXT.htm

you must be eligible at the end of this semester or the team will lose APR points. Coach would not be happy if he allowed you to continue your scholarship and you were a detriment to the teams statistics. You cannot just take anything.....everything you do must be "degree applicable".

So, with that said, If you are serious about trying to finish your degree, stop by my office and let's talk as soon as possible. (i.e. within the first couple days of classes) I will look at your worksheet and see what you need to finish your degree.

See you soon!!

cr

>>> < @email.unc.edu> 3:50 PM >>>

hey cynthia i was wondering if there was any way you could get me into some online classes.i have classes but i was not sure if the ones that i have to were switch to different classes but i really need online classes or other paper classes cuz i have a few places i am goin to workout. thanks you.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, December 16, 2008 3:23 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re:

Thanks--

And I got a paper from ! YAY
Jan

Deborah Crowder wrote:

> Received a B. dc
>

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, December 15, 2008 12:06 AM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: student

Debby, Do you remember this student I was doing an independent study with- He came to see me last week, but I don't have him on any roll sheet!

Jan

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, 8:31 PM
To: @email.unc.edu>
Subject: Re: Afam - 20 page paper
Attach: Afam .doc

Here is the paper again. I've added a conclusion.
Now what you have to do is format it double-spaced and give a
bibliography--or works cited page. Also make it 12-point font.

Jan Boxill wrote:

> Hi
> I have read the paper and edited the grammar etc. I didn't get to the
> conclusion. I have an appointment at 1:30-2, so will look at it as soon
> as I return. What I would do is format the paper using 12-point font and
> double space it, add the reference info however you are going to do
> that, and then when I look at the conclusion you are done. The paper is
> very interesting. There is some repetition, but not too bad.
>
> Jan
>
> @email.unc.edu wrote:
>> Hi Jan,
>>
>> I was going to email you this paper yesterday, but I didn't feel too
>> good. I woke up this morning with
>> I haven't double space my paper yet. Also
>> I have all the quotes in bold front so I can cite my paper easily
>> without missing anything. I know I have a lot of grammar mistakes
>> throughout the paper. If you have time can you read through it? I do
>> understand that this is a busy time of the year for you.
>>
>> Thank you for everything
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Friday, 8:18 PM
To: @email.unc.edu>
Subject: Re: attachment
Attach: AFAM Final Journals.doc

Is there a conclusion you want to add to this? If so, I've added a last paragraph. You can keep it or delete it.

Make sure you put your name, course, etc. before you send it to the instructor.

@email.unc.edu wrote:

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Director of Undergraduate Studies
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, 1:27 PM
To: @email.unc.edu>
Subject: Re: Afam - 20 page paper
Attach: Afam .docx

Hi
I have read the paper and edited the grammar etc. I didn't get to the conclusion. I have an appointment at 1:30-2, so will look at it as soon as I return. What I would do is format the paper using 12-point font and double space it, add the reference info however you are going to do that, and then when I look at the conclusion you are done. The paper is very interesting. There is some repetition, but not too bad.

Jan

@email.unc.edu wrote:

> Hi Jan,
>
> I was going to email you this paper yesterday, but I didn't feel too
> good. I woke up this morning with
> I haven't double space my paper yet. Also I
> have all the quotes in bold front so I can cite my paper easily without
> missing anything. I know I have a lot of grammar mistakes throughout the
> paper. If you have time can you read through it? I do understand that
> this is a busy time of the year for you.
>
> Thank you for everything

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, December 1, 2008 1:47 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: AFAM

Wonderful -- thanks,
Jan

Deborah Crowder wrote:

> Anytime that suits you will be fine. Hope all is well otherwise. dc
>

> Jan Boxill wrote:

>> Debby,

>> The girls are diligently working on their papers. Can they turn them
>> in on Friday the 6th or Monday the 8th?

>>

>> Thanks,

>> Jan

>

>

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Friday, November 28, 2008 7:13 PM
To: dacrowde@email.unc.edu
Subject: Re: thank you

Debby,

I checked with Jennifer and Kaye in the basketball office and you will have four tickets for Sunday that you can pick up at the back door. Do you mind e-mailing or calling me at _____ so that I know that you got this message. Thanks!

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 11/25/08 1:35 PM >>>

Hi Wayne. Thanks for checking on tickets for me. Last night's game was pretty fun to watch. I hope the next two go as well! Take care. Debby

From: Wayne Walden <wwalden@unca.unc.edu>
Sent: Monday, November 24, 2008 7:01 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: request

Debby,

I'm sorry to hear that the weather is bad. Hope that is not a sign of a tough winter. I will be glad to put in this request for the UNC-Asheville game for four. I hope you have a wonderful Thanksgiving! Thank you for all that you do for us!

Wayne

>>> Deborah Crowder <dacrowde@email.unc.edu> 11/24/2008 5:12 PM >>>

Hi Wayne. I hope all is well in beautiful Hawaii. It is cold and rainy here--wish we were all there! I am sorry to bother you but was afraid to wait until you all return to ask. My group would really like to come to the game on Sunday against UNC Asheville. I would need my "normal" three tickets plus one for . is the person who always accompanied Mr. to the games since Burgess died so we would like to bring her if we could. Could you pass along my request to whomever or to Coach Holladay? I hope everyone has a successful tournament and a great Thanksgiving. All the best and thanks so much.
Debby

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Saturday, 8:10 PM
To: @email.unc.edu>
Cc: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: courses

Hi
Glad to hear from you.

I am trying to look through all my emails to find what you need to do for the courses.

SOCIOLOGY: Ann Hastings:
You just were going to analyze the team from a sociological perspective -how do you and the others create an "us" against them? Why is this so necessary for team cohesion, and what role does competition for resources fit in?

AFAM: Finish up the paper, and then can you go on IMDB.com and get some information about the movies. I can't find the names of the movies--send the names to me so I can take a look at them.

GEOG: do you have any of the stuff done on that? Which arena were you doing? Carmichael? Let me know.

AFRI : You have this for Summer Session I. This is just an independent study class on Afri. We can pick a topic--maybe something about African athletes in the Olympics.

Jan

CONTRACT FOR INDEPENDENT STUDY COURSES

REQUIREMENTS AND PROCEDURES

Independent Study courses are intended to provide undergraduate African and Afro-American Studies majors with an opportunity to engage in a research project that entails a workload that meets or exceeds that of a regular 3-credit course. Approval for Independent Study courses will only be considered in exceptional circumstances. Such courses must focus on a theme or topic that is not currently covered in an existing undergraduate course, be it inside or outside the department. Majors may take only one Independent Study in the department.

1. Students and their prospective faculty advisors are required to sign a contract before a student will be permitted to register in an Independent Study course in the Department. Further, the approval and signature of the Chair of the Academic Affairs Committee is also required.
2. Faculty may supervise a maximum of two Independent Study courses per academic year.
3. Student Requirements: Independent Studies are only open to junior- and senior-level African and Afro-American Studies majors. African and Afro-American Studies majors with a 3.00 and above GPA will be allowed to register in an independent study project
4. Enrollment in an independent study project:

During the semester prior to an Independent Study, each student must consult with their intended faculty advisor and develop a research proposal for the proposed Independent Study. It is the student's responsibility to meet all required deadlines in order for his/her proposal for an Independent Study to be given serious consideration.

In order to receive departmental approval for enrollment in an Independent Study course, a student must meet the following requirements:

- a. Submission of a Research Proposal: Students should submit a 2-page research proposal to his or her faculty advisor four weeks before the end of the semester preceding the semester during which an independent study will be done. Expected assignments and levels of effort should be developed in consultation with the faculty advisor and clearly outlined in the proposal.
 - b. Review by the Academic Affairs Committee: Faculty advisors should submit their students' research proposals for review by the Academic Affairs Committee three weeks prior to end of the semester. Following the review, the Committee will inform the faculty of the status of their students' proposal. The status will be indicated along the following lines: Approved (without revisions); Approved with minor revisions; Declined. Only students whose proposals fall in the first two categories will be approved for registration.
5. Registered students: During the semester that a student is registered, he or she will be required to meet with their Faculty advisor on a bi-weekly basis and maintain a log-of their research activities which they should submit to their advisor prior to each meeting for Departmental Records.
 6. Required assignments and workload for a 3-credit hour independent study project:

In general, the following assignments will be required for Independent Studies. Modifications to these requirements must receive approval from the Chair of the Academic Affairs Committee.

- a. Preliminary annotated bibliography (journals, books, archives and other scholarly sources) - To be submitted within the first 4 weeks of the semester a student is registered.
- b. Detailed research paper outline by week 10 of a given semester.

- c. Bi-weekly research log – research activities and discussions with Faculty advisor.
 - d. 25 page research paper the last day of the semester.
7. Storage of Independent Study Projects: Copies of the graded Independent Study project will be stored in the department office for 3 years.

Signature and date:

_____ Chair, Department of African and Afro-American Students

_____ Chair, Academic Affairs Committee

_____ Faculty Advisor

_____ Student

CONTRACT FOR INDEPEDENT STUDY COURSES

REQUIREMENTS AND PROCEDURES

Revised December 8, 2011

Independent Study courses are intended to provide undergraduate African and Afro-American Studies majors with an opportunity to engage in a research project that entails a workload that meets or exceeds that of a regular 3-credit course. Approval for Independent Study courses will only be considered in exceptional circumstances. Such courses must focus on a theme or topic that is not currently covered in an existing undergraduate course, be it inside or outside the department.

1. Students and their prospective faculty advisors are required to sign a contract before a student will be permitted to register in an Independent Study course in the Department. Further, the approval and signatures of the Director of Undergraduate Studies and the Associate Chair are also required.
2. Faculty may supervise a maximum of two Independent Study courses per academic year.
3. Student Requirements: Independent Studies are only open to junior- and senior-level African and Afro-American Studies majors. African and Afro-American Studies majors with a 3.00 and above GPA will be allowed to register in an independent study project
4. Enrollment in an independent study project:

During the semester prior to an Independent Study, each student must consult with their intended faculty advisor and develop a research proposal for the proposed Independent Study. It is the student's responsibility to meet all required deadlines in order for his/her proposal for an Independent Study to be given serious consideration.

In order to receive departmental approval for enrollment in an Independent Study course, a student must meet the following requirements:

- a. Submission of a Research Proposal: Students should submit a 2-page research proposal to his or her faculty advisor four weeks before the end of the semester preceding the semester during which an independent study will be done. Expected assignments and levels of effort should be developed in consultation with the faculty advisor and clearly outlined in the proposal.
 - b. Review by the Academic Affairs Committee: Faculty advisors should submit their students' research proposals for review by the Academic Affairs Committee three weeks prior to end of the semester. Following the review, the Committee will inform the faculty of the status of their students' proposal. The status will be indicated along the following lines: Approved (without revisions); Approved with minor revisions; Declined. Only students whose proposals fall in the first two categories will be approved for registration.
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 6. Required assignments and workload for a 3-credit hour independent study project:

In general, the following assignments will be required for Independent Studies. Modifications to these requirements must receive approval from the Director of Undergraduate Studies.

- a. Preliminary annotated bibliography (journals, books, archives and other scholarly sources)
- To be submitted within the first 4 weeks of the semester a student is registered.

- b. Detailed research paper outline by week 10 of a given semester.
 - c. Bi-weekly research log – research activities and discussions with Faculty advisor.
 - d. 25 page research paper the last day of the semester.
7. Storage of Independent Study Projects: Copies of the graded Independent Study project will be stored in the department office for 3 years.

Signature and date:

_____ Associate Chair

_____ Director of Undergraduate Studies

_____ Faculty Advisor

_____ Student

From: Janken, Kenneth R <krjanken@email.unc.edu>
Sent: Monday, October 1, 2012 10:56 AM
To: Owen, Bobbi A <owenbob@unc.edu>; Sahle, Eunice N <eunice@email.unc.edu>
Cc: Owen, Bobbi A <owenbob@unc.edu>
Subject: RE: IND Study change in summer 2012
Attach: Independent Study Contract Form - revised 2011-12-08.pdf; Independent Study Contract Form - revised 2012-06-27.pdf

Dear Bobbi,

I think it is fair to say that prior to the fall 2011 semester the department had no policy for independent study. I can say for certain that I was not aware of one. In November 2011 the department adopted a procedure, which was subsequently revised in 2012. I'm attaching copies of both of them to this email.

Kenneth

Kenneth R. Janken
Professor of Afro-American Studies
Department of African and Afro-American Studies
109 Battle Hall, CB# 3395
University of North Carolina
Chapel Hill, NC 27599-3395

(919) 962-1519 (voice)

(919) 966-2694 (fax)

Click on a link for information about my publications:

http://www.umass.edu/umpress/spr_97/janken.html

<http://uncpress.unc.edu/books/T-8059.html>

<http://undpress.nd.edu/book/P00780>

<http://undpress.nd.edu/book/P00723>

-----Original Message-----

From: Bobbi Owen [mailto:owenbob@unc.edu]

Sent: Monday, October 01, 2012 10:39 AM

To: Janken, Kenneth R; Sahle, Eunice N

Cc: Owen, Bobbi A

Subject: IND Study change in summer 2012

Hi -

Can you be specific for me about what changed and exactly when, concerning your departmental policies for Independent study? Can you send - soon - the doc before and doc after?

Bobbi

--

Bobbi Owen

Senior Associate Dean for Undergraduate Education, and Michael R. McVaugh Distinguished Professor of Dramatic Art University of North Carolina at Chapel Hill CB# 3504, 3011 Steele Building

214 East Cameron Avenue

Chapel Hill, NC 27599-3504

Phone: 919 843-7773

FAX: 919 843-4775

From: Anson Dorrance <anson@unca.unc.edu>
Sent: Wednesday, April 18, 2012 7:53 PM
To: Robert Mercer <rmerc@unca.unc.edu>
Cc: Chris Ducar <ducar@unca.unc.edu>; @aol.com>
Subject: Re: recruit
Attach: TEXT.htm

Excellent!!!! Keep grinding because I want us to present two online and two independent study courses for her let's get her here!!!
This kid will represent us VERY well (Mia Hamm potential).

Anson Dorrance
Head Coach
UNC Women's Soccer
w) 919-962-4100

>>> Robert Mercer 4/18/2012 2:26 PM >>>

Anson - Sherry Salyer from EXSS can meet with
waiting on one more faculty person. RJM

Friday morning at 10:15 in her office. Sherry is in 211 Fetzer. I'm still

From: <@live.unc.edu>
Sent: Wednesday, 1:06 PM
To: dacrowde <dacrowde@email.unc.edu>
Subject: Re:

Hi Debbie, it and i am honestly feeling pretty desperate. I don't know what else to do, I've been trying my hardest and doing everything thing that ive been told to try to have this all resolved and at this point i literally dont know what to do.

I think Travis may have talked with you about whats going on, and the deadline to submit all info for graduation is Friday and i thought i was done and now i dont know, im starting to come unraveled, ive been up all night working on a paper that may not even get accepted.

I just want to have this all done, if there is absolutely anything that you know of or can think of, please let me know.

I can be reached at

----- Reply message -----

From: "dacrowde" <dacrowde@email.unc.edu>
To: @email.unc.edu>, "Travis Gore" <stgore@email.unc.edu>
Subject:
Date: Fri, 8:17 am

I'm not sure what they have available. Things have changed quite a bit. That is likely one of the few independent classes they have. I'll talk to Travis but they will try to help you out, I feel sure. Debby

On Wed, 09:46:25 -0500, '@email.unc.edu' <@email.unc.edu> wrote:

> Travis did email me back yesterday about an independent class with Dr.
> Register, I'm not sure if that's the recommendation you sent them.

Should

> I follow up with Travis again?

>

> ----- Reply message -----

> From: "dacrowde" <dacrowde@email.unc.edu>

> Date: Wed, 8:54 am

> Subject:

> To: @email.unc.edu>

>

>

> Hi there. It really isn't too early to start on this. I forwarded the
> email to Travis and to Dr. McMillan and asked them to investigate
something

> for you for the summer. If you don't hear from them, let me know and I

> will harass them. Thanks for keeping me in the loop. Talk soon. Debby

>

> On Mon, 13:41:03 -0500, d@email.unc.edu> wrote:
>> Thanks Debbie for all your help. You asked that I keep you updated
>> which
>> is the primary focus of this email. Well I ended up doing pretty well
>> in
>> the class I took last summer, I ended with a B+, I started taking a class
>> in
>> the fall but it started to require a little more time that i thought it
>> would in order for me to succeed, so I dropped it. However, I did
>> petition
>> to have a few classes that were showing on my transcripts as F/A's and
>> got
>> those drops which tremendously helped my gpa. In addition, I am
>> currently
>> taking a communications class that i am doing VERY well in and expect a
>> high mark. Assuming that I get an A in this class, I am only looking at
>> about 3 classes left to finish. In your email you mentioned that the
>> summers were the best times for the AFAM dept to help me out which is a
>> second purpose for this email. I emailed Travis Gore a few times during
>> the fall and we never really picked up something that would work for me
>> at
>> the time. I've emailed him again today as well, but I didn't think it'd
>> hurt to ask you for suggestions again at this time also. I'm honestly
>> pretty excited with my progress at this point and hope to be done with
>> this
>> this summer or years end at the latest. I thank you in advance again
>> for
>> all of your help, I can't express in words how much i appreciate it. I
>> know it is a bit early to be inquiring, but I did want to get the ball
>> rolling sooner than later in case there is something or someone else
>> that
>> I
>> need to talk to, or some other process that i need to attempt.
>>
>> Again thanks, and I hope to hear from you soon.
>>
>> On Mon, 14:50:30 -0400, dacrowde <dacrowde@email.unc.edu>
>> wrote:
>>> Hi Mr. Of course I remember you and I am happy that you are
>>> trying
>>> to finish up. The problem is that it is much easier to do during
>>> summer
>>> school. In fact, to my knowledge, that is likely the only time the
>>> AFAM
>>> dept. could help you. Just fyi, I retired at the end of September last
>>> year, but I still keep in touch with the dept. I am copying this to
>>> Travis
>>> Gore and will confer with him about any possibilities. They don't have
>>> those independent tutorials any more and the options as far as online
>>> classes are very limited. Anyway, I'll have Travis check with Betsy
>>> Taylor's successor (she retired before I did) and see exactly what you
>>> will
>>> need and the best way to go about getting it. Travis is going to take
>>> some

>>> time off so it may be 10 days or so before you hear from him. Please
>> keep
>>> me in the loop and please do try to finish that degree. I hope all is
>> well
>>> with you. Debby
>>>
>>> On Mon, 09:59:22 -0400, @email.unc.edu wrote:
>>>> Good morning Ms. Crowder, I hope that you remember me. My name is
>
>>>> and I was/am a student at UNC a few years back. I've included
my
>
>>>> PID so that you can take a look at my file. Back in , I was
>>>> working really hard on trying to get my degree. I took a ton of econ
>>>> classes while working full time that summer to finish up my
coursework,
>
>>>> at which point i found out i couldnt graduate still becuae i needed a
>>>> 2.0 gpa. I was refereed to you by Betsy/Elizabeth Taylor, I don't
>>>> remember her name and you were working with me to find classes that
>>>> might help me get my gpa up. You found a couple for me and i
>>>> unfortunately just ran out of money and wasnt able to finish.
>>>>
>>>> I made a promise to myself to not leave Chapel Hill until I finished
>>>> and I'm still here. I've been working locally in Chapel Hill for a
>>>> and I am really ready to finish up and get my
>>>> degree. I am ready to move onto the next stage of my life and i
>>>> honestly want to accomplish this goal first before moving on. I
>>>> enrolled in a online class over this summer and im actually waiting on
>>>> the results of that right now, but after sucessfully completing it and
>>>> I expect to get and A or a B, I thought i might get in touch with you
>>>> to see if you could also help. If there is anything that you can do
or
>
>>>> can think of that might be helpful, please let me know.
>>>>
>>>> I would be more than delighted to sit down and talk with you and catch
>>>> up. Please let me know of a convenient time to maybe meet up and
chat,
>
>>>> I work pretty much on and my schedules are very
>>>> flexible. Thank you and I hope to hear from you soon.

From: Cramer, Richard <mrcramer@email.unc.edu>
Sent: Monday, 1:39 PM
To: <@email.unc.edu>
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: RE: Afri add

; Travis,

It appears that the hours and grade changes will be sent to the Registrar's Office in time for us to process you for August graduation, assuming the grades are what you need.

I'm counting on you, Travis to get the forms where they need to go.

Dr. C.

M. Richard Cramer, Ph.D.
Graduation Advisor, College of Arts and Sciences

-----Original Message-----

From: [mailto: @email.unc.edu]
Sent: Monday, 1:37 PM
To: Cramer, Richard
Cc: Gore, Travis
Subject: RE: Afri add

Yes, all work has been submitted, it was turned in on I spoke with Travis in the Afam/Afri department earlier this morning, and I believe all work has also been graded. I am copying him on this email as well for clarity, and I just want to be sure that i am communicating the correct information to get this resolved as soon as possible.

As I understand it, the Afri course will be corrected and registered for 4 hours instead of 1 and my grade needs to be submitted for that course. I don't know if there is a specific person or procedure for it, but is there anything or anyone that Travis needs to communicate this information to directly?

Additionally, a retroactive drop form (for 1 hour) and a add form (for 4 hours) needs to be submitted with the grade to Dean May's office in the Steele building for Afam

This information must be received by in order for my graduation to be effective

Please verify that the above information is correct and please feel free to offer any suggestions on how we might get this accomplished as soon as possible. Thank you.

On Mon, 17:01:40 +0000, "Cramer, Richard" <mrcramer@email.unc.edu> wrote:

>
> That helps some. We found the form, which was not processed by the
> Registrar's Office. We will re-send it to that office. But it's only
for
> AFRI , not AFAM Right now you have AB grades in both courses
for
> one hour. The AFRI grade should be submitted directly to the
Registrar's
> Office by the department. The AFAM grade will require a retroactive

drop

> form (for one hour) and add (for four hours) and a grade awarded to it.
> That form has to come by way of Dean May's office here in Steele
Building.
> Have you finished the coursework for the courses? You didn't say
whether
> the work would be done in time to count as being completed during the
> summer term.

> Best wishes, Dr. C.

> M. Richard Cramer, Ph.D.
> Graduation Advisor, College of Arts and Sciences

> -----Original Message-----

> From: [mailto:_____@email.unc.edu]
> Sent: Monday, . 11:38 AM
> To: Cramer, Richard
> Cc: Gore, Travis
> Subject: Fwd: Afri add

> Dr. Kramer,

> I don't know if this helps but below is a emailed confirmation from Alice
> Dawson confirming registration for my first summer session course. I'm
not
> sure how it only got entered for 1 hour but it should have been for four.

> Do you still need a letter regarding this registration or does this
> suffice?

> I talked with the department of African American studies this morning and
> he is working on getting the information the second summer session
> registration corrected. Would you please remind me what information we
> need to have submitted to you. I will try to be sure the information is
> submitted as soon as possible.

> ----- Original Message -----

> Subject: Afri add
> Date: Wed, 19:53:55 +0000
> From: "Dawson, Alice C" <adawson@email.unc.edu>
> To: " @email.unc.edu" < @email.unc.edu>

> Hi, Mr.

> I wanted to let you know that I received the add form for Afri
> for 4 hours, with approval indicated by the department. I have approved
> the add and sent the form on over to the Registrar's Office. Let me know
> if I can assist with anything else, and I hope that you enjoy your class!

> Regards,
> Alice Dawson

> _____
> Alice Dawson, Ph.D.
> Senior Assistant Dean
> Academic Advising Program
> College of Arts and Sciences and the General College
> University of North Carolina at Chapel Hill
> 1014 Steele Building
> CB# 3110
> Chapel Hill, NC 27599-3110

> email: alice_dawson@unc.edu<mailto:alice_dawson@unc.edu>
> 919.843-7727
> 919/966-5116 to schedule an appointment
> 919/962-6668 fax
> Advising web site: <http://advising.unc.edu/>

> _____
>

> ****Confidentiality notice:** This email message, including any attachments,
> is for the sole use of intended recipient(s) and may contain confidential
> and privileged information. Any unauthorized review, use, disclosure, or
> distribution is prohibited.**

From: @email.unc.edu
Sent: Thursday, 11:09 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: Re: Afri add

I've been looking online and I found a little information, at first glance though I don't know how much it'll transfer into for a paper. I'll know more after this weekend when I actually get a chance to sit down and look at everything. Thank you again for all your help!!

Sent from my HTC on the Now Network from Sprint!

----- Reply message -----

From: "Gore, Travis" <stgore@email.unc.edu>
Date: Thu, 11:02 am
Subject: Afri add
To: <@email.unc.edu>

Hi ,

It does sound like you have had an eventful week. Did the paper topic turn out to be ok? Were you able to find enough information on it? I went ahead and registered you for Second Summer session so you will not need to fill out an add form. Let me know when you want to start working on that paper.

Thanks, and hang in there!

Travis

-----Original Message-----

From: [mailto:@email.unc.edu]
Sent: Thursday, 10:08 AM
To: Gore, Travis
Subject: RE: Afri add

good morning Travis,

I am sorry i am just now getting back with you. I've had a very eventful past week and a half.

Anyway, down to business...I'm going to try to get you that paper by the end of next week, I will be working on it most of the weekend.

What do i need to do for the second summer session course?

Thank you.

On Mon, 17:06:35 +0000, "Gore, Travis" <stgore@email.unc.edu> wrote:

> Battle Hall room 109!

>

> From: @email.unc.edu [mailto:@email.unc.edu]

> Sent: Monday, 12:20 PM
> To: Gore, Travis
> Subject: Re: Afri add
>
> I guess I need to know where I am coming? Where is your office?
>
> Sent from my HTC on the Now Network from Sprint!
> ----- Reply message -----
> From: "Gore, Travis" <stgore@email.unc.edu>
> Date: Mon, 11:19 am
> Subject: Afri add
> To: " @email.unc.edu" < @email.unc.edu>
> I would say 10am is best but I am also flexible.
>
> From: @email.unc.edu [mailto: @email.unc.edu]
> Sent: Monday, 11:14 AM
> To: Gore, Travis
> Subject: Re: Afri add
>
> Tomorrow morning is fine, is there a time that works best for you? I am
> very flexible.
>
> Sent from my HTC on the Now Network from Sprint!
> ----- Reply message -----
> From: "Gore, Travis" <stgore@email.unc.edu>
> Date: Mon, 10:07 am
> Subject: Afri add
> To: " @email.unc.edu" < @email.unc.edu>
> Hey
>
> Since It was pretty busy on Friday, I was thinking Monday would probably
> work best for both of us but let me know if Tuesday morning is better
for
> you because that would also work for me as well.
>
> Thanks!
> Travis
>
> From: @email.unc.edu [mailto: @email.unc.edu]
> Sent: Wednesday, 6:15 PM
> To: Gore, Travis
> Subject: Re: Afri add
>
> Yes, the best time would be sometime Friday afternoon or Monday morning.
> The only time I'm really ever busy at work is the first week of every
> month, but let me know when is best for u and ill do my best to get
there.
> Thank you.
>
> Sent from my HTC on the Now Network from Sprint!
>
> ----- Reply message -----
> From: "Gore, Travis" <stgore@email.unc.edu>
> Date: Wed, 5:11 pm

> Subject: Afri : add
> To: " " <"@email.unc.edu" <"@email.unc.edu">
>
> We are finally back in our office! We still have a lot of unpacking and
> moving around to do but at least we are back. The next step we want to
> take is to get your assignment. Are you able to stop by at some point
this
> week?
> Thanks!
> Travis
>
> From: " " <"@email.unc.edu" [" " <"@email.unc.edu"]>
> Sent: Tuesday, 12:21 PM
> To: Gore, Travis
> Subject: Re: Afri : add
>
> Have you gotten back into your office? What do I need to do now?
>
> Sent from my HTC on the Now Network from Sprint!
>
> ----- Reply message -----
> From: "Gore, Travis" <stgore@email.unc.edu>
> Date: Wed, 4:13 pm
> Subject: Afri : add
> To: " " <"@email.unc.edu" <"@email.unc.edu">
>
> Great!! I took it over there this afternoon. Thanks for letting me
know!
>
> Travis
>
> From: " " <"@email.unc.edu" [" " <"@email.unc.edu"]>
> Sent: Wednesday, 4:01 PM
> To: Gore, Travis
> Subject: Fwd: Afri : add
>
> FYI...
>
> Sent from my HTC on the Now Network from Sprint!
>
> ----- Forwarded message -----
> From: "Dawson, Alice C" <adawson@email.unc.edu>
> Date: Wed, 3:53 pm
> Subject: Afri : add
> To: " " <"@email.unc.edu" <"@email.unc.edu">
> Cc: "Gore, Travis" <stgore@email.unc.edu>
>
>
> Hi, Mr.
>
> I wanted to let you know that I received the add form for Afri :
> for 4 hours, with approval indicated by the department. I have approved
> the add and sent the form on over to the Registrar's Office. Let me know
> if I can assist with anything else, and I hope that you enjoy your class!

>
> Regards,
> Alice Dawson
>
>
> _____
>
> Alice Dawson, Ph.D.
> Senior Assistant Dean
> Academic Advising Program
> College of Arts and Sciences and the General College
> University of North Carolina at Chapel Hill
> 1014 Steele Building
> CB# 3110
> Chapel Hill, NC 27599-3110
> email: alice_dawson@unc.edu<mailto:alice_dawson@unc.edu>
> 919.843-7727
> 919/966-5116 to schedule an appointment
> 919/962-6668 fax
> Advising web site: <http://advising.unc.edu/>
>
> _____
>

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> is for the sole use of intended recipient(s) and may contain confidential
> and privileged information. Any unauthorized review, use, disclosure, or
> distribution is prohibited.**

From: McMillan, Tim </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=TIM MCMILLAN (TJM1)>
Sent: Tuesday, June 21, 2011 4:20 PM
To: Yopp, Jan Johnson <jan_yopp@unc.edu>
Subject: RE: Nomination form

Hi Jan --

Glad it worked out, the more students we can service the happier I am.

So far summer school is working out well, but there do seem to be some odd issues with room availability -- I'm teaching two classes back to back but for some reason they couldn't be scheduled in the same building. I actually don't mind the change in scenery but it does seem odd.

take care

Tim

From: Yopp, Jan Johnson
Sent: Tuesday, June 21, 2011 3:15 PM
To: McMillan, Tim
Subject: Nomination form

Hi, Tim,

Sorry we didn't connect via phone earlier. Thanks for getting the nomination form in for Julius. I am glad that we could open the section and a good number of students could get that course this session. I hope your summer is going well.

Best,

Jan

Jan Johnson Yopp
Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: Nyang Oro, Julius E </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=JULIUS E NYANG ORO (JEN321)>
Sent: Monday, June 20, 2011 10:10 AM
To: Yopp, Jan Johnson <jan_yopp@unc.edu>
Subject: RE: AFAM 280 in second session

OK Jan. I will get on with it. Thanks.

From: Yopp, Jan Johnson
Sent: Monday, June 20, 2011 10:07 AM
To: Nyang Oro, Julius E
Subject: RE: AFAM 280 in second session

Whoa! That's terrific. So we need to do a contract letter for you for second session. I am fine with paying your capped salary of Since Tim is the summer administrator, we would need a nomination form for you for second session ASAP sent to Erin Moseley.

Would you discuss with him? If he has any questions, he can call me at 962-8266.

I know the students appreciate your willingness to take on this course at the last minute. One of the positive aspects of Summer School is the ability to do this. If we can get the nomination in today, then your HR person can start the payroll action, which would need to be done by mid-week to get your first paycheck. Otherwise you will get all the pay in the final check in late July.

Thanks again,

Jan

Jan Johnson Yopp
Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: Nyang Oro, Julius E
Sent: Monday, June 20, 2011 9:57 AM
To: Yopp, Jan Johnson
Subject: RE: AFAM 280 in second session

Dear Jan:

Good morning. Here is the moment of truth! I have 18 students in the class. I am totally taken by surprise!
Julius

From: Yopp, Jan Johnson
Sent: Thursday, June 16, 2011 2:55 PM
To: Nyang Oro, Julius E

Subject: RE: AFAM 280 in second session

Hey, Julius,

With students able to register through tomorrow, I will look at enrollment on Monday, then let's make a decision about some salary for you. I don't think it's fair for you to take on a face-to-face course that will require you to be here in second session and for you to waive any kind of payment.

I am willing to discuss with Tim. But let's touch base on Monday and see how enrollment played out.

Thanks,

Jan

Jan Johnson Yopp
Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: Nyang Oro, Julius E
Sent: Thursday, June 16, 2011 2:47 PM
To: Yopp, Jan Johnson
Subject: RE: AFAM 280 in second session

Thanks Jan. Have a Good Summer.

From: Yopp, Jan Johnson
Sent: Thursday, June 16, 2011 2:46 PM
To: Nyang Oro, Julius E
Subject: AFAM 280 in second session

Hi, Julius,

Good to chat with you a few minutes ago.

I just checked and AFAM 280 is open, so students can register for it now. Just FYI as you and others in AFAM contact students about the course.

Best,

Jan

Jan Johnson Yopp
Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor

School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: <bridgerb@unca.unc.edu>
Sent: Saturday, June 18, 2011 10:35 AM
To: Jaimie Lee <jaimielee@unca.unc.edu>; Tia Overstreet <overstre@unca.unc.edu>
Subject: New class

Just needed to drop a quick note..

I've been stressing a little since yesterday thinking about needs for the new class. Obviously I didn't anticipate or plan for this course at ALL! Therefore I'm not sure how plentiful our resources are going to be realistically.

So, I will keep you posted BUT we as a staff are really going to have to step up and help our students through this course. I will put my creative thinking cap on this weekend to try to figure it out.

Thanks!

Sent from my Verizon Wireless BlackBerry

From: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Sent: Friday, June 17, 2011 9:46 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: FW: AFRI
Attach: independent study-afri ppr.docx

Here is [paper](#).

From:
Sent: Friday, 9:31 AM
To: Boxill, Jeanette M
Subject: RE: AFRI
This is all i got so far

From: JMBOXILL@email.unc.edu
To:
Subject: AFRI
Date: Fri, 03:34:15 +0000

Hi
I need to get something from you. How is the paper coming?

Jan
Jan Boxill, Ph.D
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Office Phone 919-962-3317
Cell Phone
Fax: 919-962-3329
web: parrcenter.unc.edu

From: Yopp, Jan Johnson <jan_yopp@unc.edu>
Sent: Thursday, June 16, 2011 2:56 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: RE: AFAM 280 in second session

Hey, Julius,

With students able to register through tomorrow, I will look at enrollment on Monday, then let's make a decision about some salary for you. I don't think it's fair for you to take on a face-to-face course that will require you to be here in second session and for you to waive any kind of payment.

I am willing to discuss with Tim. But let's touch base on Monday and see how enrollment played out.

Thanks,

Jan

Jan Johnson Yopp
Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: Nyang Oro, Julius E
Sent: Thursday, June 16, 2011 2:47 PM
To: Yopp, Jan Johnson
Subject: RE: AFAM 280 in second session

Thanks Jan. Have a Good Summer.

From: Yopp, Jan Johnson
Sent: Thursday, June 16, 2011 2:46 PM
To: Nyang Oro, Julius E
Subject: AFAM 280 in second session

Hi, Julius,

Good to chat with you a few minutes ago.

I just checked and AFAM 280 is open, so students can register for it now. Just FYI as you and others in AFAM contact students about the course.

Best,

Jan

Jan Johnson Yopp

Dean, Summer School
University of North Carolina at Chapel Hill
Office: 919.962.8266
Fax: 919.962.2752

Walter Spearman Professor
School of Journalism and Mass Communication
University of North Carolina at Chapel Hill
Office: 919.962.4083
Fax: 919.962.0620
jyopp@email.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, June 14, 2011 12:09 PM
To: @yahoo.com
Subject: Leaving Soon?

Hi Carl:

Greetings. Hope you have had a wonderful Summer teaching. I am done teaching and gave my exam yesterday. I should be done with grading tomorrow. I intend to be in town for the next couple weeks and then leave for the rest of Summer. When are you planning to leave? Should we get together to catch up and plot the way forward? Happy grading and looking forward to hearing from you.

Best,
Julius

From: @email.unc.edu>
Sent: Sunday, 10:48 AM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Final exam Afri

Professor,

What are we going to be tested on for the final exam? You have given no indication via email, on our syllabus, or through (the lack of) lectures.

I do not know what material I need to study for this exam, and if you follow the same format as the mid-term, reading the chapters is not enough.

Please inform us of what is expected on the exam for Afri .

Thanks,

AFRI : INDEPENDENT STUDY IN AFRICAN STUDIES

Do an in depth study of the African influence in the Bahamas—where the people came from; why they came from where they did to the Bahamas; what expertise did they bring with them? Show how their origins of the countries they came from are still present in the Bahamas.

Outline:

- I. History and origins of the Bahamian people
 - A. What countries in Africa did they originally come? I would imagine that most Bahamians came from a small number of countries.
 - B. Describe some cultural aspects of each country: language, celebrations, religion.
 - C. Give a brief description of present economics and education.

- II. How and why they left Africa.

I would presume most came as slaves or indentured servants.
How did they come?

- III. How did they arrive in the Bahamas? i.e. Why there?

Were they in other island in the Caribbean before coming to the Bahamas.

- IV. African culture in the Bahamas

What part of the African countries culture is still seen in the Bahamian culture?
Describe the various cultural remnants—celebrations, language, religion. Show how they reflect the aspects described above, in I-B

- V. Conclusion: A brief overview of the multinational citizens of the Bahamas and how they still retain some of their cultural heritage.

From: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Sent: Wednesday, _____, 8:54 PM
To:
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: AFRI
Attach: -AFRI .docx

here is what we discussed.

Travis--I am copying you to make sure this topic will be okay.

Jan

From: Robert Mercer <rmercerc@unca.unc.edu>
Sent: Tuesday, May 17, 2011 4:48 PM
To: Brent Blanton <blanton@unca.unc.edu>
Subject: Fwd: Small concern . . .
Attach: TEXT.htm

We need to make sure the counselors are aware of this...

>>> "Dawson, Alice C" <adawson@email.unc.edu> 5/16/2011 1:34 PM >>>
Hey, Robert!

How are you? I hope that your summer is going well so far.

I just ran into a situation and thought I'd check in with you to pass the word along. Apparently an incoming first year student who is an athlete was encouraged by her person in Athletics to get a little ahead this summer, so she was registering (or trying to do so) for two self-paced classes. I appreciate the idea, but there are actually a couple of problems with this. The first is that effective fall 2008, self-paced courses may not be used towards a degree in the College of Arts and Sciences (except in the most extraordinary circumstances). The other aspect is that generally distance courses are not a good option for first year students. Again, I appreciate the student's enthusiasm and her counselor's suggestions, but this isn't the best way to get things going. Could you pass this information along to all the folks? If it's helpful or you have any questions about this, please feel free to give me a call!

Thanks so much, and hope you have a good week.

Regards,
Alice

Alice Dawson, Ph.D.
Senior Assistant Dean
Academic Advising Program
College of Arts and Sciences and the General College
University of North Carolina at Chapel Hill
1014 Steele Building
CB# 3110
Chapel Hill, NC 27599-3110
email: alice_dawson@unc.edu<mailto:alice_dawson@unc.edu>
919.843-7727
919/966-5116 to schedule an appointment
919/962-6668 fax
Advising web site: <http://advising.unc.edu/>

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From: Bobbi Owen <owenbob@unc.edu>
Sent: Wednesday, May 11, 2011 1:58 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>; Buell, Agatha <abuelli@email.unc.edu>
Subject: missing grades that were due Monday!

Missing grades that were due Monday! Where are they??? Degrees are supposed to be posted tonight and these courses may prevent students from graduating. SWAH 404 is especially important.

Bobbi

Not Reviewed	UGRD	AFAM	396	002	A	5877008578	INDEPENDENT STUDIES	7
Not Reviewed	UGRD	AFAM	398	001	A	5879005402	I AFAM SEMINAR	3
Not Reviewed	UGRD	AFRI	266	001	A	3611016147	ICONTEMPORARY AFRICA	18
Not Reviewed	UGRD	SWAH	404	001	A	5967019815	IKISWAHILI 4	21

--
Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-6557

From: < @email.unc.edu>
Sent: Wednesday, 12:23 PM
To: Dawson, Alice C <adawson@email.unc.edu>
Cc: Gore, Travis <stgore@email.unc.edu>
Subject: RE:

Ms. Dawson, please see the below email from Mr. Gore. It appears that for some reason I'm still unable to get registered for the course. Do you know what the problem might be? During our meeting you'd mentioned that if I had any trouble getting my summer class added to contact you. Please get back with me as soon as possible, so that we can get this resolved. Thank you!

On Wed, 15:19:18 +0000, "Gore, Travis" <stgore@email.unc.edu> wrote:

> Hi ,
>
> I tried again this morning thinking maybe it was something with the system
> but got the same result. When I try to add you, the summer term is not
> coming up. Do you know of someone that you could call to find out about
> it? Let me know as soon as you can because I would like to add you today
> if I can!

>
> Thanks,
> Travis

>
> From: @email.unc.edu [mailto: @email.unc.edu]
> Sent: Tuesday, 3:45 PM
> To: Gore, Travis
> Subject: Re:

>
> No, not that I know of. I shouldn't have any stop. The only stop I think
> I have is academically ineligible, but I don't think that counts for summer
> school. Let me know if there is anything that I need to do. Thank you.

>
> Sent from my HTC on the Now Network from Sprint!
> ----- Reply message -----

> From: "Gore, Travis" <stgore@email.unc.edu>
> Date: Tue, 3:32 pm
> Subject:

> To: < @email.unc.edu>
> Hi Eric,

>
> I tried to enroll you but for some reason I was having trouble. Don't
> worry we will get you in but just wanted to check with you to see if it was
> maybe something you were aware of that was preventing me from adding you.

>
> Thanks!
>
> Travis

>
> From: @email.unc.edu [mailto: @email.unc.edu]
> Sent: Monday, 11:04 AM
> To: Gore, Travis
> Subject: Re:

>

> Yes, that's probably best. Let's do it that way instead. I'd really
> prefer to have it all done 1st session, but I don't want to risk not
> getting the grade that I need in the courses or else I just end up having
> to take more hours.

> Sent from my HTC on the Now Network from Sprint!

> ----- Reply message -----

> From: "Gore, Travis" <stgore@email.unc.edu>

> Date: Mon, 10:29 am

> Subject:

> To: < @email.unc.edu>

> Hi

> Sorry didn't get back to you last week but it was very busy up here with
> the end of exams and graduation. I know that we had talked about doing
two

> classes in a session vs. one class each session. I think you mentioned
> that you would prefer to get both of them done in first session. Now
that

> you know that you will need 8 hours, do you think that may be too much
in

> one session and would you rather do one each session? Let me know how
you
> feel about it.

> Thanks!

> Travis

> -----Original Message-----

> From: [mailto: @email.unc.edu]

> Sent: Wednesday, 6:54 PM

> To: Gore, Travis

> Subject: RE: Re:

> I know we talked the other day about getting me in 7.0 hours of
independent

> studies courses, but I didn't get an A in my class like I thought, I only
got

> a B+. So I need 8 hours of A's in order to be done! Which is a little

> frustrating, but it's still not far off. Is there a way to make both

> classes 4 hour independent courses? What options do we have?

> On Fri, 13:58:07 +0000, "Gore, Travis" <stgore@email.unc.edu>

> wrote:

>> Hi Mr. ,

>> I apologize for not getting back to you sooner but it has been pretty

>> hectic around here with last day of classes and beginning of exams plus

>> an

>> unexpected leak from our roof. I haven't forgotten about you. I just

>> tried calling you but got your voicemail. If you could give me an hour

>> time frame today when you will be available and I will give you a call!

>> Thanks,

>> Travis

>> -----Original Message-----

>> From: [mailto: @email.unc.edu]

>> Sent: Friday, 8:42 AM

>> To: Gore, Travis

>> Cc: Crowder, Deborah A

>> Subject: RE: Re:
>>
>>
>> Good morning, again trying to catch up with you again. I
>> emailed you on Wednesday and called your office and left a voice mail
>> yesterday morning as well. I'd really like to try and get something
> nailed
>> down as soon as possible, could you please get back with me as soon as
> you
>> can?
>>
>> I spoke with Dean Alice Dawson yesterday and I only need 10 hours with
>> grades of an A to finish up. The course i am currently taking i have an
> A
>> going into the final which is today so I really need about 2 classes
this
>> summer that i can definitely get A's in so that i can finish up.
>>
>> I thank you again for all your help and I hope to hear from you soon.
> Feel
>> free to email me or contact me by telephone at
>>
>> On Wed, 09:37:10 -0400, hines < @email.unc.edu> wrote:
>>> Good morning Travis. I am following back up with you to see what the
>>> best
>>> thing for us to do at this point is. I am pretty sure I only need
about
>>> 3
>>> classes with A's in them from finishing up (thank god!). I have a
final
>>> on
>>> Friday, i have an A going into it, so I feel pretty good about my grade
>>> I'll get. I'd like to do as much as I can in the way of finishing up
>>> this
>>> summer, if it's possible to knock out all three I think that'd probably
>>> be
>>> my preference. Please let me know what steps I should be taking or
what
>>> i
>>> need to do at this point. I really appreciate both your help and
>> Debbie's.
>>> Thanks!
>>>
>>> On Tue, 19:31:02 +0000, "Gore, Travis"
> <stgore@email.unc.edu>
>>> wrote:
>>>> Hi ,
>>>>
>>>> Good to hear back from you. I was wondering how you were doing.
> Thanks
>>>> for getting to me ahead of time. That sounds like a good plan for
over
>>>> the
>>>> summer. I was thinking about an Afam and Afri Independent study.
> Matter
>>>> of
>>>> fact I believe Dr. Regester is doing one in the summer and you have
>> taken
>>>> one of her classes before so that is good. Enrollment for summer
school
>>>> has
>>>> not started yet but when it does that's when we can sign you up. You
>> can
>>>> also send me a reminder once registration for summer opens up.
>>>>

>>>> Thanks,
>>>> Travis
>>>>

>>>> -----Original Message-----

>>>> From: [mailto:_____@email.unc.edu]
>>>> Sent: Monday, 1:33 PM
>>>> To: Gore, Travis
>>>> Subject: RE: Re:

>>>>
>>>>
>>>> Good afternoon Mr. Gore, I emailed you a few times back in the fall at
>>> the
>>>> instruction of Debbie Crowder trying to figure out the best way for me
>>> to
>>>> finish up my classes. Please see below for someone the correspondence
>>>> between Ms. Crowder and myself, I was also working at one point with
>>> Betsy
>>>> Taylor. Well at this point i am MUCH closer to my goal that I was at
>>> last
>>>> time that we spoke. I am really only about 3-4 classes, assuming that
>>> I
>>>> get A's away from finishing. I am currently taking an online class
>>> that
>>>> i
>>>> am doing very well in and expect to get an A, so we are really talking
>>>> about 3 classes before im done. I know at one point we'd talked on
>>> teh
>>>> phone and you mentioned that the summers were easier to work with
>>> given
>>>> my
>>>> situation so I'm emailing now to see what options we may have. I'd
>>> like
>>>> to
>>>> get as much if not all taken care of this summer if possible. I know
>>>> it's
>>>> a little earlier, but it's a pretty big priority for me now to finish
>>>> this
>>>> up ASAP, my job kind of depends on it. Please email me as soon as you
>>>> can
>>>> with whatever suggestions or recommendations that you may have.
>>>> Thanks.

>>>>
>>>> On Thu, 01:37:17 -0400, "Gore, Travis"

>>>> <stgore@email.unc.edu>

>>>> wrote:

>>>>> Hi _____,

>>>>>
>>>>> How bout AFRI 265? It is an on-line class with a great professor. It
>>>>> would
>>>>> help him out too because he needs one more student in order to teach
>>>> the
>>>>> class. We would need to get this done tomorrow so let me know as
>>>>> soon
>>>> as
>>>>> you can!

>>>>>
>>>>> Thanks,
>>>>> Travis
>>>>>

>>>>> -----Original Message-----

>>>>> From: [mailto:_____@email.unc.edu]
>>>>> Sent: Tuesday, 9:05 AM

>>>>> To: Gore, Travis
>>>>> Subject: Fwd: Re:

>>>>>

>>>>>
>>>>> Good morning Mr. Gore, per Debbie Crowder's recommendation I am
>> touching
>>>>> base with you again, to see if there is anything thing that you might
>> be
>>>>> able to offer to help with my situation. Please feel free to email
me
>>>> back
>>>>> or contact me by telephone directly at . Thank you.
>>>>>
>>>>> ----- Original Message -----
>>>>> Subject: Re:
>>>>> Date: Fri, 09:34:10 -0400
>>>>> From: < @email.unc.edu>
>>>>> To: <stgore@email.unc.edu>
>>>>>
>>>>> Good morning Mr. Gore. Please see the below email correspondence
>>> between
>>>>> myself and Ms. Crowder. Classes are about to begin and I was
touching
>>>> base
>>>>> with you to see if you have any suggestions or anything that might
>> help.
>>>
>>>>> If there is nothing that you guys can do or help with, then i guess i
>>>> will
>>>>> have to take another online class. The only thing with that is I
have
>>> no
>>>>> idea what to take, it's not like I need any classes to fulfill any
>>>>> perspectives, I really only need the quality points to get my GPA up
> to
>>> a
>>>>> 2.0. Thanks for your help with this, anything at all that you can do
>> or
>>>>> think of would be greatly appreciated. T
>>>>>
>>>>> On Mon, 14:50:30 -0400, dacrowde <dacrowde@email.unc.edu>
>>>>> wrote:
>>>>> Hi Mr. Of course I remember you and I am happy that you are
>>>>> trying
>>>>> to finish up. The problem is that it is much easier to do during
>>> summer
>>>>> school. In fact, to my knowledge, that is likely the only time the
>>> AFAM
>>>>> dept. could help you. Just fyi, I retired at the end of September
>> last
>>>>> year, but I still keep in touch with the dept. I am copying this to
>>>>> Travis
>>>>> Gore and will confer with him about any possibilities. They don't
>> have
>>>>> those independent tutorials any more and the options as far as
online
>>>>> classes are very limited. Anyway, I'll have Travis check with Betsy
>>>>> Taylor's successor (she retired before I did) and see exactly what
> you
>>>>> will
>>>>> need and the best way to go about getting it. Travis is going to
> take
>>>>> some
>>>>> time off so it may be 10 days or so before you hear from him.
Please
>>>>> keep
>>>>> me in the loop and please do try to finish that degree. I hope all
> is

>>>>> well
>>>>> with you. Debby
>>>>>
>>>>> On Mon, 09:59:22 -0400, @email.unc.edu wrote:
>>>>> Good morning Ms. Crowder, I hope that you remember me. My name is
>>>>>
>>>>>
>>>>> and I was/am a student at UNC a few years back. I've
included
>>> my
>>>>> PID so that you can take a look at my file. Back in , I
was
>
>>>>>> working really hard on trying to get my degree. I took a ton of
> econ
>>
>>>>>> classes while working full time that summer to finish up my
>>> coursework,
>>>>>
>>>>>> at which point i found out i couldnt graduate still becuae i
needed
>> a
>>>
>>>>>> 2.0 gpa. I was refereed to you by Betsy/Elizabeth Taylor, I don't
>>>>>> remember her name and you were working with me to find classes that
>>>>>> might help me get my gpa up. You found a couple for me and i
>>>>>> unfortunately just ran out of money and wasnt able to finish.
>>>>>>
>>>>>> I made a promise to myself to not leave Chapel Hill until I
finished
>
>>>>>> and I'm still here. I've been working locally in Chapel Hill for a
>>>>>> I am really ready to finish up and get
my
>
>>>>>> degree. I am ready to move onto the next stage of my life and i
>>>>>> honestly want to accomplish this goal first before moving on. I
>>>>>> enrolled in a online class over this summer and im actually waiting
>> on
>>>>>
>>>>>> the results of that right now, but after sucessfully completing it
>> and
>>>>>
>>>>>> I expect to get and A or a B, I thought i might get in touch with
> you
>>
>>>>>> to see if you could also help. If there is anything that you can
do
>>> or
>>>>>
>>>>>> can think of that might be helpful, please let me know.
>>>>>>
>>>>>> I would be more than delighted to sit down and talk with you and
>> catch
>>>>>
>>>>>> up. Please let me know of a convenient time to maybe meet up and
>>> chat,
>>>>>
>>>>>> I work pretty much on and my schedules are very
>>>>>> flexible. Thank you and I hope to hear from you soon.

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Tuesday, May 10, 2011 12:08 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Fwd: RE: Afri 101 required books
Attach: TEXT.htm

you are awesome thanks

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu
>>> Jaimie Lee 5/10/2011 11:58 AM >>>

for discussion purposes only

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

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>>> "Nyang Oro, Julius E" <JEN321@EMAIL.UNC.EDU> 5/10/2011 11:57 AM >>>

Hello Ms Lee:

A Grain of Wheat is a required text.

Best,

JEN

From: Jaimie Lee [jaimielee@unca.unc.edu]

Sent: Tuesday, May 10, 2011 11:49 AM

To: Nyang Oro, Julius E

Subject: Afri 101 required books

Hello Professor Nyang'oro,

Do you mind confirming if Grain of Wheat is a required text for Afri 101? Student athletes are only covered to purchase required texts, not recommended texts and in the system the book is considered recommended. If you do not mind clarifying, I would really appreciate it.

Jaimie

for discussion purposes only

Jaimie Lee
Academic Counselor, UNC Football

CWT-SUPPL00000863

Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

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From: Gore, Travis <stgore@email.unc.edu>
Sent: Monday, May 9, 2011 7:24 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: FW: paper
Attach: AFRI 266.docx

From: Boxill, Jeanette M
Sent: Monday, May 09, 2011 7:04 PM
To: Gore, Travis
Subject: ; paper

Here is the paper.

Jan Boxill, Ph.D
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Office Phone 919-962-3317
Cell Phone
Fax: 919-962-3329
web: parrcenter.unc.edu

From: @email.unc.edu>
Sent: Monday, 9:52 AM
To: Brent Blanton <blanton@unca.unc.edu>
Subject: RE: quick question

Im hanging on by a thread with the phil class.. I think ill slide by.

I called you a few times because I realized the class in in with Jan Boxill is the exact class I was in last semester.. Is that a major problem?

Quoting "Blanton, Brent S" <blanton@unca.unc.edu>:

> Hi
> It's Jan Boxill. Send her an email at jmboxill@email.unc.edu or call
> her at (919) 962-3317. She work with you pretty quickly, I am sure.
> How is the PHIL class going?
>
> B
>
> -----Original Message-----
> From: @email.unc.edu [[mailto: @email.unc.edu](mailto:@email.unc.edu)]
> Sent: Tuesday, 2:06 PM
> To: Blanton, Brent S
> Subject: quick question
>
> Hey Brent,
>
> For my independent study (Phil) I don't know who the instructor is.
> I wanted to start writing my paper and get it over with soon. How do
> I go about finding out who the teacher is?
>
> ALMOST THERE!!!!!!!!!!!!
>
> Thanks,
>
>
>
>

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Friday, April 15, 2011 2:31 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>; Tia Overstreet <overstre@unca.unc.edu>
Subject: where we stand . .
Attach: TEXT.htm

Hello friends :)

Here is where we stand on the independent study papers for students that you and I work with in tandem:

Due Tuesday, April 26th

No school Friday, April 22nd

Many sweet, but delusional, students think they are leaving for the long weekend Thursday, April 21th before study hall.

The students have been told that their paper must be completed -- 20pp, works cited page, proofread, properly cited, coherent, -
- by Thursday night, April 20th. This will allow them to make any revisions needed on Monday, April 24th.

Amy Kleissler
Academic Support Program for Student Athletes, Football
UNC-Chapel Hill
919-843-8635 o
c
kleissle@unca.unc.edu

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From: Bobbi Owen <owenbob@unc.edu>
Sent: Thursday, April 14, 2011 1:24 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Re: Hello

Hooray - now you will need to learn how to award grades. Let's find time to celebrate!

B.

On 4/13/2011 1:26 PM, Julius Nyang'oro wrote:

> Hi Bobbi:
> Just wanted to let you know that I completed FERPA yesterday at
> exactly 5.55 pm.....:) Hope you are well.
> Julius
>

--

Bobbi Owen
Senior Associate Dean for Undergraduate Education, and
Michael R. McVaugh Distinguished Professor of Dramatic Art
University of North Carolina at Chapel Hill
CB# 3504, 3011 Steele Building
214 East Cameron Avenue
Chapel Hill, NC 27599-3504
Phone: 919 843-7773
FAX: 919 843-6557

Meeting with Athletic Department Academic Counselors and Learning Specialists [Tuesday, 3/15/2011]

In their response to questions, group participants described several routes to the position of academic counselors/ learning specialists. These routes included years of high school teaching; psychology background and experiences with student populations with learning disabilities; a business degree and a graduate degree in sports management; study hall monitor; mentor; and Supplemental Instructor.

In describing the roles and responsibilities of their positions, group participants shared the following comments and/or sentiments:

- Expected to serve as “One-Stop Shop for almost everything” and academic counselors don’t always feel qualified to provide this broad-based support (e.g., “I can’t tutor in geology.”)
- “Everybody expects them to be everything for the students” (e.g., in addition to academic support, they are called on to fix students’ cell phones, help with boyfriend/girlfriend issues, etc.). They are often the students’ “go-to” person within the University.
- Do one-on-one sessions (e.g., tutoring, discussing personal problems) for a significant part of the day (e.g., 8:00 a.m.-2pm) and then must do programmatic duties (e.g., data entry, reports)
- Fill in where needed (e.g., serve as a tutor or mentor)
- Be very familiar with the syllabi of all students for whom they are responsible in order to appropriately monitor their progress and performance. “Everything is so individualized.”
- Perform daily duties which include scheduling, reporting on tutoring sessions in database, sometimes daily updates with coaches about particular students, mentoring sessions, homework completion, monitoring project deadlines; and tests; follow-up with student-athlete about past reports; read summaries about student-athlete during the day so can identify areas to be addressed in the evening tutoring and/or mentoring sessions; and write a report at the end of every week for coaches.
- Academic counselors function as air traffic controllers constantly monitoring a group of students’ statuses and needs.
- Perform additional administrative tasks during the semester including scheduling, registration, insurance, book distribution, etc.
- Academic counselors have between 20-47 required weekly appointments with students and additional drop-in meetings with students

In describing what facilitates doing a good job, group participants shared the following comments and/or sentiments:

- It’s important to know what it is like to work with a student who is very vulnerable or to know what a successful academic interaction with a student who is very vulnerable looks like.
- Extensive teaching experience is an advantage.
- “Learning by doing” or “learning on the job” is vital and a chief source of training or development of expertise.

In contemplating what should be addressed or done to make efforts more impactful, group participants shared the following comments and/or sentiments:

- Narrow responsibilities to include duties that directly facilitate the academic development of student-athletes
- Work with fewer students
- Significantly decrease the turnaround time from the diagnosis of learning challenges to the provision of services
- Alter culture so that the common vision is to help student-athletes rather than maintain them
- Alter culture so that eligibility to play is not the sole criteria for success
- Clearly define responsibilities and enforce accountability at all levels—from student-athlete to coaches to athletic/ University administration
- A for-credit “College 101” class would be helpful for many students; even well-prepared students may be naïve about academic structures and expectations.
- Athletic consequences/ outcomes for academic performance reports are not clear to academic counseling team or they are not consistently applied within or across teams/ student populations.

General comments and/or sentiments shared by group participants:

- Develop a common vision that centralizes academic performance among all the Athletic Department personnel
- Individual coaches have high expectations for academic counselors but they don’t always enforce messages or provide leverage the academic counselors need with students in fostering value/ importance of academic endeavors.
- Mid-year transfers are as risky as committee case admissions
- Mentoring works well. It is needed for students with SAT scores below 1000.
- Create a “home” for student-athletes.
- Student-athletes (like all humans) have thresholds; adding more time is not always the answer. There’s a limit of what students can learn in a certain time span.
- There are 4 academic counselors for Olympic sports (non-revenue-producing sports) who are responsible for 685 students. Four academic counselors are assigned to football, a team described as high-needs.

From: "Parsons, Eileen R" <rparsons@email.unc.edu>
Sent: Friday, March 18, 2011 12:36 PM
To: Beth Lyons <emlyons@unca.unc.edu>; Jaimie Lee <jaimielee@unca.unc.edu>; Amy Byrne Kleissler <kleissle@email.unc.edu>; Kym Orr <knorr@unca.unc.edu>; Tia Overstreet <overstre@unca.unc.edu>; tonyyoung@unca.unc.edu; Spencer Welborn <welborn@unca.unc.edu>
Subject: Tuesday's Meeting- Summary
Attach: comprtf.001; Meeting Summary [AC and LS feedback copy].doc

Hi everyone,

Thanks for taking the time to speak with the committee on Tuesday. The information you provided is very helpful in the committee's endeavors.

I attach a summary of the meeting. Please send me an email (reply to me only) to correct any comments or sentiments you believe do not capture what was shared in the meeting or if you would like to provide additional thoughts. I will delete emails after information is added to the summary and I will continue to include information in the summary such that anonymity is retained. If you do not wish to send an email then please feel free to call me at 843-9133. If I'm unavailable then please leave a callback number and a time to call.

Thanks again for your assistance. I hope all have a wonderful weekend.

Eileen R. Carlton Parsons
Associate Professor, Science Education
Program Affiliation: PhD in Education (Culture, Curriculum, and Change Strand)
Associate Editor, Journal of Research in Science Teaching
(919) 843-9133 (p)
(919) 843-2614 (f)

From: Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>
Sent: Wednesday, February 16, 2011 10:27 AM
To: Dawson, Alice C <adawson@email.unc.edu>
Subject: RE: Students . . .

Hey Alice,

I was actually wondering about myself because I have not heard from him. I think [redacted] may have just tried calling. I couldn't get to the phone in time but her name popped up on the screen. Maybe if you hear from [redacted] and find out if he was still interested in doing it because if he has decided not to then I could probably work it out so that [redacted] could take place in the Independent Study. Let me know what you find out! Thanks so much and yes I am enjoying this spring like weather. It is supposed to get up to 75 on Friday!!

Travis

From: Dawson, Alice C
Sent: Wednesday, February 16, 2011 9:23 AM
To: Gore, Travis
Subject: Students . . .

Hey, Travis.

Alas - students..... Just touching bases. Did you ever hear from [redacted]? He's the student I asked you about an independent study for a couple of weeks ago. I'm very concerned about him. Also, with apologies, I did suggest your name to another student, [redacted]. She's in a pickle and is an Afam major. I told her among other options she could explore would be to see if you had any suggestions. I've suggested several other things but she may be in touch and I wanted to let you know so if this is not a happening thing for any reason, you aren't put on the spot! Thank you so much for your help!

Hope you are enjoying the spring like weather!

Alice

Alice Dawson, Ph.D.
Senior Assistant Dean
Academic Advising Program
College of Arts and Sciences and the General College
University of North Carolina at Chapel Hill
1014 Steele Building
CB# 3110
Chapel Hill, NC 27599-3110
email: alice_dawson@unc.edu
919.843-7727
919/966-5116 to schedule an appointment
919/962-6668 fax
Advising web site: <http://advising.unc.edu/>

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CWT-SUPPL00000855

From: Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>
Sent: Thursday, February 3, 2011 2:38 PM
To: Dawson, Alice C <adawson@email.unc.edu>
Subject: RE:

You're welcome Alice! I am glad everything worked out.

I always feel bad when I'm unable to help someone and I was worried we wouldn't be able to help out so I was very happy when I was able to get a professor to agree to do it!

Travis

From: Dawson, Alice C
Sent: Thursday, February 03, 2011 10:53 AM
To: Gore, Travis
Subject: RE:

Travis,

Bless you! This is great news. I neglected to say in my last message that I completely understand if this wasn't possible. But this is great and I will let the student know. His name is **THANK YOU!**

Alice

From: Gore, Travis
Sent: Thursday, February 03, 2011 10:51 AM
To: Dawson, Alice C
Subject: RE:

Hi Alice,

I was actually getting ready to email you! I have great news. I finally found someone who will do an independent study with the student! If he brings the drop/add form to me in Battle Hall room 109 then I can sign it. I am heading out right now but will be back after 1pm.

Thanks!

Travis

From: Dawson, Alice C
Sent: Thursday, February 03, 2011 10:42 AM
To: Gore, Travis
Subject:

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

Alice

Alice Dawson, Ph.D.
Senior Assistant Dean
Academic Advising Program
College of Arts and Sciences and the General College
University of North Carolina at Chapel Hill
1014 Steele Building
CB# 3110
Chapel Hill, NC 27599-3110
email: alice_dawson@unc.edu
919.843-7727
919/966-5116 to schedule an appointment
919/962-6668 fax
Advising web site: <http://advising.unc.edu/>

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From: Dawson, Alice C <adawson@email.unc.edu>
Sent: Tuesday, February 1, 2011 2:27 PM
To: Gore, Travis <stgore@email.unc.edu>
Subject: RE: Course question . . .

Hey, Travis.

Again, THANK YOU for your help. The student has not taken any Afam or Afri courses previously. If it's of any help, he's a Poli/Hist double major.

Thanks again, and let me know if you need more info!

Alice

From: Gore, Travis
Sent: Monday, January 31, 2011 1:55 PM
To: Dawson, Alice C
Subject: RE: Course question . . .

Hi Alice,

Could you tell me if the student has had any afam or afri classes and which ones. It might help me when looking to see if any of the professors would be able to do it.

Thanks!

Travis

From: Dawson, Alice C
Sent: Friday, January 28, 2011 2:47 PM
To: Gore, Travis
Subject: RE: Course question . . .

Thanks, Travis! I really appreciate it (and the student will too, although he doesn't know it!).

Alice

From: Gore, Travis
Sent: Friday, January 28, 2011 2:36 PM
To: Dawson, Alice C
Subject: RE: Course question . . .

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

From: Dawson, Alice C
Sent: Friday, January 28, 2011 2:19 PM

To: Gore, Travis
Subject: Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

ALice

Alice Dawson, Ph.D.
Senior Assistant Dean
Academic Advising Program
College of Arts and Sciences and the General College
University of North Carolina at Chapel Hill
1014 Steele Building
CB# 3110
Chapel Hill, NC 27599-3110
email: alice_dawson@unc.edu
919.843-7727
919/966-5116 to schedule an appointment
919/962-6668 fax
Advising web site: <http://advising.unc.edu/>

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From: "Deborah Stroman" <dstroman@email.unc.edu>
Sent: Monday, January 10, 2011 12:39 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>; Tia Overstreet <overstre@unca.unc.edu>
Subject: FW: exss
Attach: TEXT.htm

Hi. How about an independent study with him? EXSS 396 for three hours?

d

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

http://www.unc.edu/depts/exercise/sport_administration
http://www.unc.edu/depts/exercise/sport_administration

"Who dares nothing, need hope for nothing." J.C.F. von Schiller

From: [redacted]@yahoo.com]
Sent: Sunday, . 6:14 PM
To: dstroman@email.unc.edu
Cc: [redacted]@yahoo.com
Subject: exss

Good Evening Professor Stroman,

I am a exss major i would like to be added to your exss class on tues
and thurs at 11 a.m
Thank you very much

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, November 29, 2010 7:29 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Books

Dear Ms Lee:

Greetings. I have been able to locate the books you requested. Please call me Tuesday (Nov 30) to arrange to pick them up. I should be in the office after 10.

Best,
JEN

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Monday, November 29, 2010 7:24 PM
To: Sam T Gore <stgore@email.unc.edu>
Subject: My Spring Teaching

Mr Gore: I keep on forgetting. My class for Spring should be AFAM 428 meeting on Tuesday afternoon. Restrict it please!!!!

From: Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>
Sent: Monday, November 15, 2010 10:31 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: RE: name

I sure will. Hope he comes back to the office soon!

Travis

From: Beth Bridger [mailto:bridgerb@unca.unc.edu]
Sent: Monday, November 15, 2010 10:26 AM
To: Gore, Travis
Subject: RE: name

Maybe just ask Nyang'oro, see what he thinks. Thanks!

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> "Gore, Travis" <stgore@email.unc.edu> 11/15/2010 10:08 AM >>>

In the Spring we will be offering 2 sections of 402. 1 section of 404, 1 section of 406, and 1 section of 408. In SS 1 we will have the Swah 1 and 2 combo. It does not look like there will be a Swah 403 for the Spring. I guess because there are currently two sections of 403 being taught now. I would be happy to let the professor know that someone needs to take it in the spring and I can see what he says if you would like.

Thanks,

Travis

From: Beth Bridger [mailto:bridgerb@unca.unc.edu]
Sent: Monday, November 15, 2010 9:43 AM

CWT-SUPPL00000845

To: Gore, Travis
Subject: RE: name

No problem. Also, on a work note, is there any plans for Swah 403 for the spring semester?

Beth

Beth Bridger
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(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> "Gore, Travis" <stgore@email.unc.edu> 11/15/2010 9:35 AM >>>

Hey Beth,

Thank you so much for everything! and I had so much fun. wanted to apologize for having to
leave a little early She would have loved
to stay till the end if she could have!

Thanks again!

Travis

From: Beth Bridger [mailto:bridgerb@unca.unc.edu]
Sent: Monday, November 15, 2010 9:28 AM
To: Gore, Travis
Subject: name

Hey Travis

Thanks for coming up this weekend to our event. I hope you had fun!

Can you tell me your name again?

Thanks!

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Tuesday, 6:37 PM
To: @unc.edu
Subject: Re: Extra 3 Hours for next year?
Attach: TEXT.htm

Independent studies have gone the way of the dinosaur, I'm afraid. Just jump into anything that sounds interesting I guess.

>>> (@unc.edu> 8:01 PM >>>
Hey Brent-

Wondering if there was any shot to get that independent study class-
I've got 9 hours total that I have to take next semester, want to take
12 due to scholarship stuff and don't want to underload.

Is this still a possibility? If not, any other suggestions?

Thanks!

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Tuesday, November 2, 2010 12:54 PM
To: Tia Overstreet <overstre@unca.unc.edu>
Subject: Re: .
Attach: TEXT.htm

I would email Travis in Afam and ask.

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Tia Overstreet 11/2/2010 12:50 PM >>>

That's what I told him, but he saw Afam 396 was offered this Spring and signed up for it because he assumes it's a paper class...it doesn't have the name of the professor, time, location, etc. What should he make of that type of class?

>>> Beth Bridger 11/2/2010 11:53 AM >>>

probably wouldn't plan on any paper courses

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
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(c)
bridgerb@unca.unc.edu

>>> Tia Overstreet 11/2/2010 11:41 AM >>>

inquired about a "random class as in 1 hr DA paper class in the summer BUT it wouldnt fulfill all 3 of the hours he has left. Sorry for the confusion, but random as in still having DAs left for fall.

>>> Beth Bridger 11/2/2010 11:30 AM >>>

but if it is a "random" class that will count as DA for an elective...so unless he only takes PHYA anything else will count for that elective space...lets talk it over...

Beth

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(c)
bridgerb@unca.unc.edu

>>> Tia Overstreet 11/2/2010 11:20 AM >>>

Right...he's not going to take any DA hrs until Fall 2011 after the 12 DAs in the Spring, so the summer would be phyA classes or any random class he finds that he'll pass.

>>> Beth Bridger 11/2/2010 10:43 AM >>>

right, but if you take classes this summer, that would eat up the free elective...
unless it was only 2 phy courses

Beth

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(c)
bridgerb@unca.unc.edu

>>> Tia Overstreet 11/2/2010 10:08 AM >>>

The thought was to open up the free elective so he can just take the elective in the Fall. He already took Biol 101, so in order to fulfil the CI he just needed the lab...I may not understand what you're saying, so we may just have to go over everything together...sorry.

>>> Beth Bridger 11/2/2010 9:17 AM >>>

Tia

take a look at schedule
if you take the Biol lab this spring--you will use that CI connection up

I would possibly go ahead and take a CI like comm 113, and wait on the bio lab for the summer/fall when we figure out if he is staying...and that will leave a DA hour left for him if he is here in the fall

using the CI will open up an elective, but again then no DA left for fall

any scenario--if he has to take 12 in the fall, he has to take 12 in the fall, leaving the bio lab may just solve that...

take a look, let me know

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

From: Beth Bridger <bridgerb@uncaa.unc.edu>
Sent: Tuesday, November 2, 2010 11:53 AM
To: Gore, Travis <stgore@email.unc.edu>
Subject: RE: Virginia Tech Pre-Game Event

Great!

I will be in touch next week!

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@uncaa.unc.edu

>>> "Gore, Travis" <stgore@email.unc.edu> 11/2/2010 11:38 AM >>>

Hi Beth!

I am still planning on coming and using the two tickets! I will be bringing with me. I usually go with
shirt size if I know it is going to shrink a little after washing it. If it is really big to begin with and already pre-shrunk
then sometimes I will go with Thanks again and I am looking
forward to it!

Travis

From: Beth Bridger [mailto:bridgerb@uncaa.unc.edu]
Sent: Tuesday, November 02, 2010 8:41 AM
Subject: Virginia Tech Pre-Game Event

Good Morning!

I hope you are doing well! I am preparing for our pre-game T.H.A.N.K.S. Event for the Virginia Tech game next weekend (Sat 11/13).

I just wanted to touch base and see if you were still planning to attend our event and that you still needed 2 tickets to the game. I will send out more information next week, but as a heads up, our event starts an hour and a half before the

CWT-SUPPL00000840

scheduled kick off time. You can come any time during that time frame to eat, mingle, and tour our football facility.

Also, could you send me your shirt size?

Any questions please let me know. I look forward to seeing you next weekend!

Beth

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Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu



ACADEMIC SUPPORT
Fall 2009

CHANGE

- **Our only security is our ability to change.**

~John Lilly

- **Just because everything is different doesn't mean anything has changed.**

~Irene Peter

- **Change is inevitable - except from a vending machine.**

~Robert C. Gallagher

EXPECTATIONS

- Communication
- Work with us NOT against us
- That which holds true for Football is the same for Academics

NEW RESPONSIBILITIES

BETH BRIDGER

- Assistant Director/Learning Specialist
 - Eligibility, Registration, Study Table
 - OL, DB, QB, LB

JAIMIE LEE

- Academic Counselor
 - Eligibility, Registration
 - DL, RB, WR, TE, SP

AMY KLEISSLER

- Temp Academic Counselor/Learning Specialist
 - Accommodations, Mentors, Subject Tutoring
 - Designated by Beth/Jaimie, Freshmen Walk-ons

NCAA REQUIREMENTS

- How many credit hours must you be ENROLLED in?
 - 12 credit hours (~4 classes)
- How many credits hours must you PASS to be Bowl Eligible?
 - 6 credit hours (degree applicable) (~2 classes)
- What GPA do you have to earn to be eligible + no UNC probation?
 - Freshmen: 2.0
 - Sophomores: 2.0
 - Juniors: 2.0
 - Seniors/5th Years: 2.0

SCHEDULES

**NEED TO SEE BETH/JAIMIE A.S.A.P.
FOR ANY SCHEDULE CHANGES!**

- LESS THAN 12 HOURS
- UNDERLOAD (Dyer, Hemby, Jolly, Tinsley, E.Wilson)
- DROP A CLASS
- SWITCH A CLASS
- MWF= Mon, Wed, Fri
- TR= Tue, Thur
- HOLDS (Can't help if you have a hold!)

SCHEDULES cont.

**Please DO NOT CHANGE your
SCHEDULE without speaking to
Beth/Jaimie FIRST!**

This might be difference between
going to a Bowl Game and
watching it on TV.

STUDENT CENTRAL

studentcentral.unc.edu
itarheel.com

Access to check:

- Class schedule
- Stops/Holds
- Grades
- Look for classes (Course Search Engine)
- Add/Drop classes

BOOKS

BOOK FORMS

Academic Center Computer Lab

can only be signed by Compliance

Monday 8/24 until Friday 8/28

10am-2pm

BOOKS Cont.

- Beth/Jaimie/Amy CAN NOT SIGN BOOK FORMS
- Did you DROP A COURSE and GET THE BOOK?
 - You must return the book to staff!!!
- WHY?
 - ALABAMA BOOK SCANDAL
 - Vacate 21 wins
 - 5 players suspended

STUDY TABLE

Kenan Football Center

730-930pm

Freshmen: Sunday-Thursday

Start: WEDNESDAY 8/26

Returners: Monday-Thursday

Start: TUESDAY 9/1

So WHO has Study Table?

(Here come the groans...)

RETURNERS

- ALL SCHOLARSHIP
FRESHMEN
- NEW TRANSFERS
- RETURNERS
(2.3 & Below)

WEEKLY MEETINGS

- Please see designated staff to set up your weekly meeting by **FRIDAY 8/28**
- Sooner you come, better time you get!
- Copy of syllabi
- Must bring your **P.A.S.S. BOOK**

So WHO has Weekly Meetings?

- All Scholarship Freshmen
- All Freshmen Walk-ons
- New Transfers
- Returners (2.3 & Below)
- Returners (designated by staff)
- Underloads

RETURNERS

WEBMAIL/BLACKBOARD

Please check your email and blackboard *before* class tomorrow.

Professors have emailed course drops/changes and instructions for the first day of class.

Tips for Academic Success

- Go to class
 - **PUT YOUR CELL PHONES AWAY**
 - **STAY OFF OF NON-ACADEMIC WEBSITES**
 - Be early
 - Sit in the front
 - Separate from your teammates
 - Participate, take notes
 - Sit quietly without sleeping
- Meet with your Professors
 - Know their names
 - Go to office hours
 - Turn in your Travel Letter
- Class Assignments/Tests
 - Know your due dates
 - Start Early
 - Have working knowledge of the assignment
 - Ask for help (Professor/Tutors)
- Attend Weekly Meetings
 - P.A.S.S. Book
- Attend Study Table / Tutor / Mentor / SI Sessions
 - Be on time
 - Prepared with class notes, textbooks, laptops
 - Actively participate

WE ARE PROUD OF YOU!

Great Summer! Let's carry it over to the Fall!

100% passed Math 118

100% passed Psyc 210

Summer School TEAM GPA: 2.816

Team GPA: 2.490

Team GPA GOAL: 2.5

Academic Support is **READY TO GO!**

Are you?



ACADEMIC SUPPORT

Spring 2010

A New Year!

“Many people look forward to the new year as a new start on old habits.” --Unknown

We need a fresh start on old habits...

- **Lowest Fall GPA in 10 years:
2.121**
- **48 people with Semester GPA
below 2.0**

Tips for Academic Success

- **Class Attendance/Class Checkers**
 - GO!
 - Stay the entire time
- **Cell Phones/Computer**
 - Stay engaged, don't get distracted
- **Professor Relationships**
 - Do your professors know who you are for good reasons?
- **Tutors/Mentors**
 - Use to your benefit, be prepared, engage in sessions
- **Study Table**
 - On time, prepared, get work done, distraction free

NCAA REQUIREMENTS

- How many credit hours must you be **ENROLLED** in?
 - **12 credit hours (~4 classes)**
- How many credits hours must you **PASS** to be Eligible for the LSU Game?
 - **6 credit hours (degree applicable) (~2 classes)**
 - **As many that equals 18 credit hours (Fall + Spring)**
- What **GPA** do you have to earn to be NCAA eligible + no UNC probation?
 - Freshmen: **2.0**
 - Sophomores: **2.0**
 - Juniors: **2.0**
 - Seniors/5th Years: **2.0**

SCHEDULES

**NEED TO SEE BETH/JAIMIE A.S.A.P.
FOR ANY SCHEDULE CHANGES!**

- NOTE ON YOUR SCHEDULE
- LESS THAN 12 HOURS
- APPLY FOR GRADUATION
- DROP A CLASS
- SWITCH A CLASS
- MWF= Mon, Wed, Fri
- TR= Tue, Thur
- **HOLDS (Can't help if you have a hold!)**

SCHEDULES cont.

**Please DO NOT CHANGE your
SCHEDULE without speaking to
Beth/Jaimie FIRST!**

**A change can mean your eligibility
for the FALL 2010 season!**

STUDENT CENTRAL

studentcentral.unc.edu

Access to check:

- Class schedule
- Stops/Holds
- Grades from Fall
- Look for classes (Course Search Engine)
- Add/Drop classes

BOOK FORMS

Academic Center Computer Lab

***can only be signed by
Compliance***

Monday 1/11 until Friday 1/15

10am-2pm

BOOKS Cont.

- Beth/Jaimie/Amy **CAN NOT SIGN BOOK FORMS!**
- Did you **DROP A COURSE** and **GET THE BOOK?**
 - You must return the book to staff!!!

GET BOOKS THIS WEEK!

STUDY TABLE

Freshmen: Sunday-Thursday

Start: TUESDAY 1/12

KFC Aud, 7-9pm

Returners: Sunday-Thursday

Start: WEDNESDAY 1/13

KFC Aud, 7-9pm

So WHO has Study Table?

- ALL SCHOLARSHIP FRESHMEN
- RETURNERS: **2.3 & Below**
- Anyone with **BELOW** a **2.0** for the **FALL** semester.

RETURNERS

(Note on your schedule)

WEEKLY MEETINGS

- Please see designated staff to set up your weekly meeting by **Friday 1/15.**
- Sooner you come, better time you get!
- Copy of syllabi
- Must bring your **P.A.S.S. BOOK**

So WHO has Weekly Meetings?

- Anyone in Study Table
- If you have a note on your schedule
- All others, need to check in 3 times a semester—Schedule check (Jan), Registration, Before Finals

WEBMAIL/BLACKBOARD

Please check your email and blackboard **before** class tomorrow.

Professors have emailed course drops/changes and instructions for the first day of class.

FOR THIS WEEK:

- PROBATION –see Amy on MONDAY!
- IN and AB from Fall-must resolve these ASAP
- SCHEDULE ISSUES
- Set up Accommodations—See Amy
- BOOKS
- SET UP WEEKLY MEETING
- STUDY TABLE
 - Freshmen: Tuesday
 - UPC: Wednesday

Are you ready for a new
start on old habits?

Academic Staff is always
here for you!



ACADEMIC SUPPORT

Fall 2010

ACADEMIC EXPECTATIONS

- Try your best
- Use the resources provided
- Communicate with Academic Staff
- Create and respect a productive learning environment

STAFF RESPONSIBILITIES

- Beth Bridger
 - QB, OL, LB
- Jaimie Lee
 - WR, DL
- Tia Overstreet
 - DB, RB, ST/TE
- Amy Kleissler
 - Extra Academic Help, Tutors/Mentors, Accommodations

NCAA REQUIREMENTS

- How many credit hours must you be ENROLLED in?
 - 12 credit hours (~4 classes)
- How many credits hours must you PASS to be Bowl Eligible?
 - 6 credit hours (degree applicable) (~2 classes)
- What GPA do you have to earn to be eligible + no UNC probation?
 - Freshmen: 2.0
 - Sophomores: 2.0
 - Juniors: 2.0
 - Seniors/5th Years: 2.0

SCHEDULES

**NEED TO SEE BETH/JAIMIE/TIA
A.S.A.P. FOR ANY SCHEDULE
CHANGES!**

- LESS THAN 12 HOURS
- UNDERLOAD
- DROP A CLASS
- SWITCH A CLASS
- MWF= Mon, Wed, Fri
- TR= Tue, Thur
- HOLDS (Can't help if you have a hold!)

SCHEDULES cont.

**Please DO NOT CHANGE your SCHEDULE
without speaking to Beth/Jaimie/Tia
FIRST!**

**This might be difference between going to
a Bowl Game and watching it on TV.**

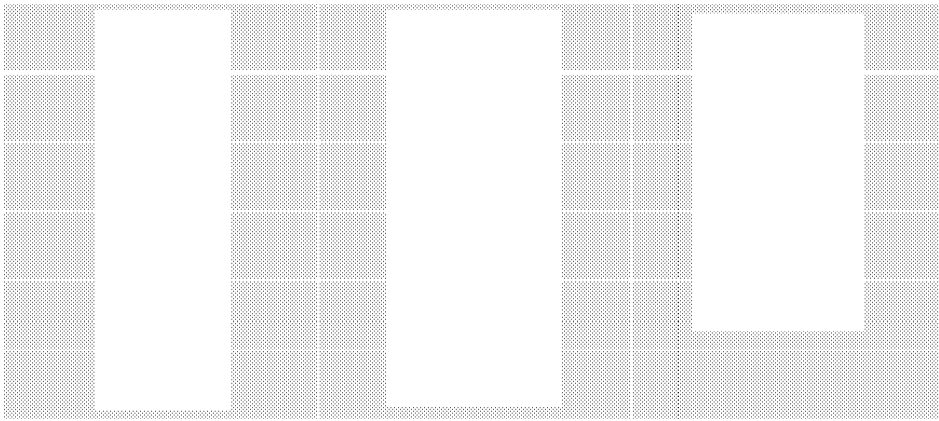
Last day to add: Monday 8/30

Last day to drop: Tuesday 9/7

HOLDS

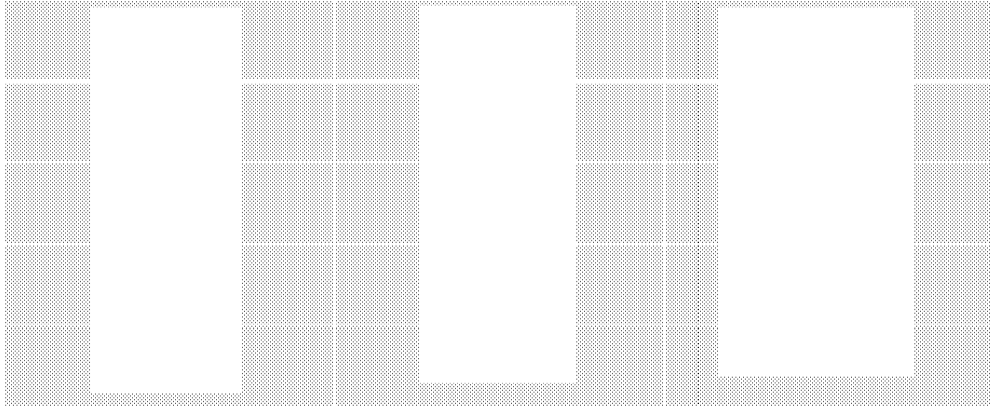
The following students have HOLDS.

***You can not fix your schedule until you have
this taken care of!***



UNDERLOADS

The following **MUST** see your counselor **TOMORROW Tuesday 8/24** to fill out your under-load approval/graduation application!



CONNECT CAROLINA

Your new “system” at Carolina!

MY.UNC.EDU

Access to check:

- Class schedule
- Holds
- Look for classes
- Add/Drop classes

BOOK FORMS

5TH FLOOR POPE BOX

can only be signed by Compliance

Tuesday 8/24 until Friday 8/27

10am-2pm

Must get books by FRIDAY 8/27

Must have schedule and ONE Card

BOOKS Cont.

Beth/Jaimie/Tia/Amy
CAN NOT SIGN BOOK FORMS!
You must go to Pope Box by Friday.

Did you DROP A COURSE and GET THE BOOK?
--- You must return the book to staff ASAP!!!

WHY?

NCAA Violation to have books that are not on your schedule
(extra benefit)

TRAVEL LETTERS

- PLEASE GIVE YOUR TRAVEL LETTERS TO YOUR PROFESSORS ASAP!
- Pick up from your Counselor.
- THIS IS A GOOD TIME TO INTRODUCE YOURSELF TO YOUR PROFESSOR.
- IF YOU DO NOT TRAVEL, YOU ARE NOT EXCUSED FROM CLASS. PROFESSORS ASK FOR THE TRAVEL ROSTER FOR AWAY GAMES.
- DO NOT MISS CLASS OUTSIDE OF THE "EXCUSED ABSENCES". YOU WILL ALREADY MISS 4 CLASSES, THIS IS ABOVE THE ABSENCE LIMIT.

WEEKLY MEETINGS

- Please see your Counselor to set up your weekly meeting by **FRIDAY 8/27**
- Sooner you come, better time you get!
- Copy of syllabi
- Must pick up your **P.A.S.S. BOOK**
(If you are in Study Table, you will get your PASS Book then)

So WHO has Weekly Meetings?

EVERYONE

Freshmen, Sophomores, Juniors, Seniors, 5th years, Non-Scholarship, Scholarship, Above 2.3, Below 2.3

EVERYONE WILL HAVE A MEETING!

See us by Friday 8/27 to set this time up!

THIS IS WHEN YOU WILL GET TRAVEL LETTERS AND PASS BOOKS.

STUDY TABLE

Kenan Football Center

7:00-9:00pm

Freshmen: Sunday-Thursday

Start: WEDNESDAY 8/25 7pm

Returners: Sunday-Thursday

Start: WEDNESDAY 8/25 7pm

PLEASE MEET IN SWOFFORD AUDITORIUM

Bring books and copies of your syllabi!

So WHO has Study Table?

- ALL FRESHMEN (Scholarship and Non-Scholarship)
 - JAN ADMIT FRESHMEN
 - NEW TRANSFERS
 - RETURNERS
(2.3 & Below)

**STUDY TABLE STARTS
THIS WEDNESDAY
8/25 AT 7PM IN
SWOFFORD
AUDITORIUM.**

WEBMAIL/BLACKBOARD

Please check your email and blackboard before class tomorrow.

Professors have emailed course drops/changes/classroom changes and instructions for the first day of class.

RESOURCES

- The role of the Academic Support Program is to provide you with academic resources.
- You need to see BETH/JAIMIE/TIA/AMY if you are need of setting up resources.
- You are NOT ALLOWED to set up your own sessions with a tutor.
- ****Please do not call/text/or email tutors or mentors for ANY REASON. ****
- You need to set up all meetings through the Academic Staff.
- PER NCAA RULES, it is not permissible to work with tutors or mentors who are no longer on staff or not designated by the campus as a certified tutor.

Refresher on Academic Lingo...

***WHAT WE REALLY
MEAN WHEN WE
SAY...***

GO TO CLASS

- Arrive to class a few minutes before the scheduled start time in order to get your materials out and ready to go no matter when the professor arrives.
- Be prepared to take notes – on your laptop or with pen and paper, whatever works best for you. Other than test days, always be prepared to take notes.
- Be smart when you pick your seat. Sit up front – the less you have between you and your professor (other students and their laptops), the less you have to distract you. You have plenty of time to be with your teammates – you will be less distracted if you sit by yourself. You want the professor to know your face for a good reason
- Stay off the internet and your phone in class. It may seem like ‘all the other students are doing it’ but like mom always said, “you aren’t everybody!” When you allow yourself to be distracted in class, it makes your studying outside of class twice as hard. You may think they won’t know you are doing it, but they will. Professors weren’t born yesterday

YOU HAVE STUDY TABLE TONIGHT

- Be ON TIME and bring all materials you may need such as notes, textbooks, laptop, paper, etc. to work on upcoming assignments.
- Take this opportunity to check Blackboard – check for announcements, print out anything you may need for upcoming classes such as worksheets or powerpoint slides that the professor will use in the upcoming lecture. Take these to class and take your notes right on there.
- Come to study hall with a plan of what you need from the session – have a to-do list for yourself.
- This is the perfect time to ask questions and get help.

YOU WILL BE WORKING WITH A MENTOR

- As a student-athlete, you have your coach for football, for the **athlete** side of you. Think of your mentor as your academic coach for the **student** side of you.
- Your mentor can help you as you learn to balance all of your new responsibilities. Your mentor will help you learn how to manage your time – how/when will you get your reading/studying done? When will you sleep?!
- Your mentor can help you try out different ways of doing things in your classes so that you can find what helps you be most successful with course content – For example, perhaps writing your vocabulary words over and over helps you retain the information, but flashcards do not, helping create outlines for major paper assignments, different ways to analyze research etc. Ask your mentor questions – together you can find the answers!

YOU HAVE INDEPENDENT STUDY

- Be ON TIME and bring all materials you may need such as notes, textbooks, laptop, paper, etc. to work on upcoming assignments.
- Since you are required to be here, take advantage of the resources – a quiet room, textbooks, tutors, etc. – and get your work done. Your life will be much easier in the long-run: you will be more relaxed because you have knocked out your work, and less stressed because your coaches and advisors will be off your back. And hey, get above a 2.3 and no more study table.
- There is always something you can work on. Even if you have completed all of your upcoming assignments, you can be working on upcoming reading assignments.

YOU HAVE A TUTOR SESSION

MW @ 10AM

- Be ON TIME and bring all materials relevant to this class – notes, textbook, assignment you are working on.
- Come to the session with a plan of what you need from the session – the tutor is there to support your learning of the subject, not to be your personal teacher.
- When you come to tutoring it is expected that you will have been working on the course outside of this session – paying attention in class, working on the reading, meeting with the professor. The tutor is here to help you with problems you are encountering, clarify concepts that are confusing you, work on reading assignments, review for exams, etc.

GO MEET WITH YOUR PROFESSOR

- Actually check the syllabus, and see when office hours are. If there are none, schedule an appointment.
- Physically go to their office and have a conversation with your professor. Do not just try to 'catch' them before or after class.
- Talk about how class is going, where you are having problems, and how you can do better.
- This is about making a connection so your Professor knows you for a good reason and sees that you are trying to do well and show interest in the class.
- (Email your prof) As a reminder, seeing your professor in person is always the best avenue! If you do email your prof, you should NEVER ask them for help because you will be ineligible or that you play football. Never offer them tickets or gear for a grade. Also, it is against NCAA rules for professors to boost your grades because you are an athlete.

THERE IS WORK TO BE DONE...

We have to start to rebuild our academic reputation on campus starting NOW!

There are resources available to you to help with your academic success.

It is up to YOU to use them!

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, October 21, 2010 9:44 AM
To: Amy Herman <ajschae@unca.unc.edu>; Robert Mercer <rmerc@unca.unc.edu>
Subject: request
Attach: TEXT.htm; F10 FB Academic Presentation.pptx; S10 FB Academic Presentation.pptx; F09 FB Academic Presentation.pptx

Amy

Please see the requested information below.

Also, I included my powerpoint presentations for beginning of the semester team meetings. This may serve to show that tutor and mentor assistance as a point in our program of discussion.

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w)919-843-5669
(c)
bridgerb@unca.unc.edu

From: Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>
Sent: Tuesday, October 19, 2010 4:20 PM
To: Dawson, Alice C <adawson@email.unc.edu>
Subject: RE: A question!

Hi Alice,

I just now was able to get in touch with Professor Mutima. He said that after giving it some thought he has determined he already has a full workload but he did suggest another professor that teaches the same course. The problem is that it is Swah 403. Now I know this would just be an independent study but if the student has never taken 401 or 402 then the question is could he be registered for 403. Oh by the way we found out today that we have had problems with emails so our theory was right! You can let me know how we should proceed.

Thanks,
Travis

From: Dawson, Alice C
Sent: Tuesday, October 19, 2010 10:16 AM
To: Gore, Travis
Subject: RE: A question!

Travis,

Thanks a bunch! That's the email I have for Professor Mutima (and today I used the University email address book rather than type it in by hand), but I think there is a lot of weirdness electronically lately! I appreciate your giving him a heads up. Many thanks!

Alice

Alice Dawson, Ph.D.
Senior Assistant Dean
Academic Advising Program
College of Arts and Sciences and the General College
University of North Carolina at Chapel Hill
1014 Steele Building
CB# 3110
Chapel Hill, NC 27599-3110
email: alice_dawson@unc.edu
919.843-7727
919/966-5116 to schedule an appointment
919/962-6668 fax
Advising web site: <http://advising.unc.edu/>

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From: Gore, Travis
Sent: Tuesday, October 19, 2010 10:00 AM

CWT-SUPPL00000774

To: Dawson, Alice C
Subject: RE: A question!

Hi Alice,

I got your message. I am going to contact Professor Mutima to let him know. He said he didn't see a message yesterday from anyone about this. His email is smutima@email.unc.edu. I was wondering if perhaps he didn't get it with all the email migration changes going on around campus now. I will let him know that it is still not too late if he acts on this quickly. I wish I could be more of a help with this but I just don't know what class he was going to put it on. I will find out though!

Thanks,

Travis

From: Dawson, Alice C
Sent: Monday, September 13, 2010 3:42 PM
To: Gore, Travis
Subject: A question!

Hey, Travis.

I have a quick question (and I think even the answer is quick!). Is Dr. Lambert still DUS for Afri and Dr. Hildebrand for Afam?

Thanks so much!

Alice

Alice Dawson, Ph.D.
Senior Assistant Dean
Academic Advising Program
College of Arts and Sciences and the General College
University of North Carolina at Chapel Hill
1014 Steele Building
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CWT-SUPPL00000775

UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL
ACADEMIC SUPPORT PROGRAM FOR STUDENT-ATHLETES



TUTOR HANDBOOK
2010-2011

August 24, 2010

Dear Tutor:

Welcome to the staff of the Academic Support Program for Student-Athletes at the University of North Carolina. I am excited that you have joined us in our efforts to provide professional and high quality academic support to our student-athletes.

Your job as a tutor carries with it a great amount of responsibility and challenge. Our students run the full gamut in terms of ability, motivation, and areas of interest. As a tutor you can help the students reach their full potential. However, please keep in mind that student-athletes neither gain special privileges nor lose basic rights. They are to do their own work and reap the consequences, positive or negative. Likewise, they do not forfeit their right to confidentiality regarding their academic progress. The ethics and integrity which guide your own academic work fully apply here in the Academic Support Program for Student-Athletes.

This handbook is designed to help you understand our tutoring program and to clarify your role. Please read it thoroughly. If you have any questions, please feel free to ask our tutor coordinator or any full-time staff member. They are available to assist you at any time.

Over the years our program has become one of the finest in the country. A key ingredient to our success is having a staff of tutors committed to quality education. I appreciate your contributions to improving upon our tradition of academic excellence.

Best wishes for an enjoyable and rewarding experience.

Sincerely,

A handwritten signature in cursive script that reads "Robert Mercer".

Robert Mercer, Director
Academic Support Program for Student-Athletes

INTRODUCTION

The Academic Support Program for Student-Athletes is administratively part of the Academic Services unit of the College of Arts and Sciences. The program serves as an educational resource to students who participate in varsity athletics at the University.

We are committed to the true student-athlete concept, applying the same principles that have made superior athletes to develop superior students. A superior athlete is dedicated, hardworking, committed, and never misses practice. A student with the same qualities who never misses class will achieve the same high level of academic success.

Staff members include:

<u>Robert Mercer</u>	Director
<u>Brent Blanton</u>	Associate Director Women's Basketball, Baseball, Women's Soccer and Women's Tennis
<u>Jenn Townsend</u>	Associate Director Men's Basketball, Women's Swimming and Diving and Softball
<u>Beth Bridger</u>	Associate Director Football
<u>Kym Orr</u>	Academic Counselor Men's and Women's Track & Field and Cross Country, Men's Tennis, Rowing and Fencing
<u>Spencer Welborn</u>	Academic Counselor Men's Lacrosse, Men's Soccer, Men's Golf, Men's Swimming & Diving and Wrestling
<u>Tony Yount</u>	Academic Counselor Women's Golf, Women's Lacrosse, Field Hockey and Volleyball
<u>Jaimie Lee</u>	Academic Counselor Football
<u>Tia Overstreet</u>	Academic Counselor Football
<u>Beth Lyons</u>	Learning Specialist Olympic Sports Academic Counselor Gymnastics
<u>Dr. Jan Boxill</u>	Academic Counselor Women's Basketball
<u>Nate Yarbrough</u>	Office Manager

Feel free to contact any of us if you have a question or concern about a student-athlete or the policies and procedures of the Academic Support Program for Student-Athletes.

ACADEMIC CENTER HOURS OF OPERATION

Monday-Thursdays	8:00am to 5:00pm & 7:00pm to 10:00pm
Fridays	8:00am to 5:00pm
Sundays	7:00pm to 10:00pm

TUTORING SESSIONS

JOB DESCRIPTION

Primary Responsibilities

The primary goal of the tutoring program is to provide student-athletes with quality academic assistance beyond that which they receive in the classroom. In order to accomplish this goal, our tutors must be able to understand and clearly communicate course content to students. Tutors must also report concerns about students to the tutor coordinator or academic counselor. Areas of concern to report are: absenteeism, lack of class participation, emotional stress, or other indications of impediments to academic progress. When tutors report such concerns in a timely fashion, the full-time staff can more effectively provide the appropriate services. **A daily tutoring summary on all students tutored is required at the end of each day.**

Desirable Knowledge and Abilities

1. Thorough knowledge of the subject matter to be tutored
2. The ability to communicate subject matter effectively
3. The ability to motivate and provide study skills assistance
4. The ability to act professionally at all times and serve as a positive role model
5. The ability to know when to make referrals
6. The ability to work as part of a team

Requirements

1. Must be a graduate student enrolled at the University of North Carolina at Chapel Hill. **Exceptions: Exceptional seniors/juniors or non-students who have already graduated with a bachelor's degree or advanced degree may be considered.**
2. Prospective tutors who have previously taken or taught the course at UNC or at another institution. **Exceptions: Individuals who show competency in a specific course or area, such as math or languages.**
3. Tutors are required to maintain confidentiality regarding the student-athlete's grades or progress with anyone other than the staff of the Academic Support Program for Student-Athletes.
4. Tutors must be available for scheduled night study hall hours, including extra hours during finals. Availability for special appointments is desirable but not required.

RELEASE AND DISMISSAL

Since tutoring demands vary from semester to semester, it is difficult to maintain a fixed number of tutors or to guarantee any tutoring work beyond a given semester. For that reason, you are encouraged not to depend on tutoring as your only source of income.

A tutor may be terminated for any of the following reasons:

1. Failure to uphold the general duties of a tutor as outlined in the handbook, **including repeatedly failing to turn in daily tutoring summaries.**

2. Failure to observe the rules and regulations of the Academic Support Program for Student-Athletes.
3. Deficient academic skills.
4. Falsification of time sheets.
5. Failure to keep tutoring appointments.
6. Violation of University policies regarding academic honesty.
7. Disruptive behavior that calls unfavorable attention to the tutor as a representative of the Academic Support Program for Student-Athletes, the student-athletes or the University.

PAYMENT

1. Pay rate is established on an hourly basis. No additional pay is granted for simultaneously tutoring a number of students during a given time period. No additional pay is granted for preparation time outside of your scheduled hours unless an academic counselor has requested your services for a special assignment.
2. All time for tutoring must be logged in the TIM system with the University. Your times must be consistent with the daily tutoring summary forms for that pay period; any irregularities in times will not be honored.
3. Time sheets within the TIM system **MUST** be approved by the end of the final Sunday of the pay period. If you fail to approve your timesheet, the payroll manager will not approve your time and **you will NOT be paid on time.**
4. Paychecks will be issued only on a Direct Deposit basis – two weeks following the day time sheets are approved.

RULES AND POLICIES

TUTOR DUTIES/REQUIREMENTS

Tutoring is similar to any other employment opportunity. As such, the following are required:

- All tutoring must be done at the Academics Center.
- Arrive promptly for all sessions.
- Be in the area assigned to you. If no student is with you, do not leave the area and be accessible. If you are doing some of your own work, remain ready to tutor.
- In the event that you must miss a tutoring session, it is your responsibility to inform the tutor coordinator.
- Work only the hours assigned or requested. The tutor coordinator assigns all tutor hours. **Neither students nor tutors may make appointments for private sessions without the express approval of a counselor.**
- Wait 15 minutes for special appointments, and then ask a full-time counselor if you should leave. **Document the no-show on the tutor report form online.**
- Properly complete daily tutoring summaries and your time sheet.

NO SHOW POLICY

If a number of weeks go by and not many students have shown up to seek your tutoring services, we may reduce the number of nights/hours you work and/or make you an on-call tutor. An on-call tutor would be used on an appointment basis only when requested by the student through his/her counselor.

TUTOR REPORT FORMS

Fill out a daily tutoring summary for each tutoring session, even for no-shows. This form is online via tarheelblue.com and must be completed at the end of each work day. The hours on your time sheet are verified by these reports. **All tutorials MUST be scheduled by the tutor coordinator if pay is expected!**

TIME SHEETS

Properly punch in and out via the TIM system. If you have a missed punch, it is your responsibility to report that to the tutor coordinator so the situation can be rectified. If a pay period closes and the missed punch is still on record, your time sheet cannot be verified and approved – a delay in payment will result.

CONFIDENTIALITY

Tutors are to maintain confidentiality in all areas regarding student-athletes. You may discuss a student's academic concerns only with the student and the academic counselors. You may not discuss the student's academic concerns with other students, faculty or members of the media. This would be a violation of the student's right to privacy under the Buckley Amendment.

FACULTY CONTACT

Tutors are not to contact a faculty member or graduate assistant regarding a student's work unless prior approval is granted by the tutor coordinator.

PLAGIARISM

Tutors are not to prepare the student's work or encourage plagiarism in any way. Should a student-athlete make such a request, or if it appears he/she may be involved in inappropriate activities, you **MUST** bring it to the immediate attention of the tutor coordinator.

NCAA/UNC ACADEMIC HONESTY POLICY FORM

As a tutor for the Academic Support Center for student-athletes, you are required to carefully read, sign and date the NCAA/Academic Honesty Policy Form. The form provides guidelines that should be followed throughout your employment with the Academic Support Center. It is a statement indicating that tutors will abide by all UNC and NCAA guidelines as articulated by the Academic Support Program for Student-Athletes. Failure to comply will result in immediate termination of employment.

TUTOR DEPENDENCY

Tutor dependency is actively discouraged. Tutors should help the student learn for him/herself. This may involve working on study skills.

EVALUATIONS

Tutors are not evaluated by the grades of their students, but rather by their own performances in teaching and directing students. You will be asked to complete an evaluation of our tutor program and likewise the students will have the opportunity to evaluate the tutoring program. The tutor coordinator also will occasionally drop in on tutor sessions to monitor the learning environment to ensure the integrity of the program.

WEATHER POLICY

If we are experiencing bad weather or may have the threat of bad weather, please call 962-9536 after 5pm; a message regarding our plans for the evening operation of the building will be stated.

PARKING POLICY

Evening tutors can park on Stadium Drive (S4) after 5:00pm. No parking fines are issued after that time except during special events. Those who must report to work between 8:00am and 5:00pm are subject to ticketing if they park in S4 spaces. The Ramshead Parking Deck is usually the best option for daytime appointments.

EDUCATION SESSION FOR DEPARTMENTAL TUTORS/MENTORS/MONITORS REGARDING NCAA REGULATIONS

Updated 8/19/10

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.12):

An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Unethical Conduct (Bylaw 10.1)

Unethical Conduct by a current or former institutional staff or a prospective or enrolled student-athlete member may include, but is not limited to, the following:

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete
- Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid
- Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor.

Academic Fraud and Academic Offense

The differences between academic fraud and an academic offense determine whether or not the incident must be reported to the NCAA or not. An institution is required to self-report a violation of Unethical Conduct if an institutional staff member (e.g. coach, professor, tutor, etc.) is knowingly involved in arranging fraudulent academic credit for a prospect or an enrolled student-athlete. Examples of this would be: 1.) if an institutional staff member is involved with assisting a student-athlete in obtaining grade changes in course work, especially if the grade change was unearned, or typing a paper for a student-athlete; 2.) if a student-athlete receives improper academic assistance from an institutional staff member, regardless of credit obtained; and 3.) if an institutional staff member provides improper assistance to prospective or enrolled student-athletes in correspondence and/or online courses via writing papers, taking quizzes and finals, etc.

An institution is also required to self-report a violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit. An example of this would be if a student were to

purchase a term paper off the Internet and turns it in for course credit. (e.g. “Apex-Termpapers.com”) Also if a student-athlete cheats, does not get caught and it is later determined that he/she cheated.

Other examples are:

- Signing a student-athlete’s name on an attendance sheet in a course where participation/attendance is part of the final grade.
- Preparing and typing papers for student-athletes.
- Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams and contacting faculty members in connection with the extension.

If a student-athlete commits an academic offense (e.g. cheating on a test, plagiarism on a term paper and gets caught) with no involvement of an institutional staff member, the institution is not required to report a violation; however, this incident as well as those above must be addressed through the University Honor Court system. An academic offense is considered academic fraud and must be reported to the NCAA if the offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes at UNC.

If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)

An extra benefit is any special arrangement by an institutional employee or a representative of the institution’s athletics interests to provide a student-athlete or the student-athlete’s relative or friend a benefit that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and/or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution’s students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Writing and/or Typing a paper for a student-athlete or paying the typing costs.
2. Professor providing special study materials only to student-athletes.
3. Providing old tests to student-athletes that have not been approved by the professor. Report to an Academic Support staff member to discuss the use of old tests/quizzes prior to using them in your tutor sessions.
4. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.
5. Professor giving a grade that the student-athlete did not earn.
6. Providing library books or other research materials to the student for purposes of writing a paper.

7. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
8. Providing student-athletes with CDs, zip drives, etc. in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with CDs and zip drives could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on CD or through email and not a hard copy asking for you to proof it. **Corrections may not be made directly on the document saved on the CD. Additionally, a tutor should NEVER type on a student's computer.**
9. Use of a copy machine and/or fax machine is prohibited. Tutors and mentors must see the counselor on duty to request the use of the fax and copy machines for any purpose.
10. Printing long documents should be carefully monitored.
11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
12. An institution may not provide the student-athlete with an automobile, under any circumstances. Tutors and mentors may not provide transportation to student-athletes for any reason, even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home, on campus or at a facility that is regularly used for home competition. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.
 - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.
 - Meals must be restricted to infrequent and special occasions
 - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork.** This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**
14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.

16. It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost. A staff member may not make a charge on their personal credit card for which a student-athlete will reimburse.
17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Online Courses and Exams

It is against UNC and NCAA policy for an institutional staff member to assist a student-athlete or prospective student-athlete with any online quizzes or exams. Some regularly enrolled courses at UNC have an online component, in which students may attend class each week and take quizzes and exams online, but the course is not identified as a typical online course. With this in mind, if a student-athlete should request assistance with an online assignment, please be sure to ask them if the assignment will be graded before working with the student. A professor may authorize group work with online assignments. If so, please ask for written verification before working with the student. Although, online coursework can be accessed from anywhere, remember that institutional staff members (tutors, mentors, etc.) are asked NOT to work with student-athletes outside of the Academic Support Center for Student-Athletes.

Additional Information

Contact with Student-Athletes Outside of the Academic Center – All tutoring and mentoring should be conducted in the Academic Center ONLY. **Student-athletes should not be contacting tutors and mentors via phone call, email, social networking sites, or text messaging to arrange additional academic assistance after hours outside of the Academic Center. NO tutoring/mentoring sessions may be conducted outside of the Academic Center.**

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and “hard tickets” shall not be issued.

Gambling – Student-athletes and athletic department staff members may not participate in sports wagering activities or provide information to individuals involved or associated with any type of sports wagering activities concerning intercollegiate or professional athletics competition.

Assisting with Writing a Paper – Do’s and Don’ts

- I. **How to begin without an idea**
 - 50% of the paper is what you do before you write
 - Review the assignment together on the syllabus and underline key points in the assignment.
 - Talk to the student about the main idea and what 3 points they want to make
 - Ask a series of questions until he/she has developed a thesis and an argument
 - Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), the tutor must keep the paper and the student should leave with their own written copy of the notes from the session.**
- II. **How to assist with research**
 - A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.

- **A tutor may not Check-Out and/or provide library books or other research materials to the student for purposes of writing a paper.**
- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them strategies/skills on how to think critically about sources and analyze the research.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper to change its content.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- **A tutor/mentor should NEVER type on a student's computer.**
- **A tutor should never take a pen to the student's paper to alter its content that will ultimately turn a "D" paper into a "B" paper.**
- **If you circle misspelled words or punctuation that Spell Check is unable to catch, use a colored pen and be sure to write your initials beside any markings on the paper.**
- **Do not let a student drop off a paper for you to proofread and return in an hour.**
- **Do not read papers from a student's disks or laptops, only from printouts.**
- **Do not accept papers from students via email.** Should a student send you an email with a paper attached, simply reply stating that you are not permitted to assist the student with their paper that is sent electronically. Please instruct them to bring a hard copy version (ONLY) of the paper to you during your tutoring hours.
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works cited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

When in doubt...."Editing becomes a violation when the thoughts on paper are no longer those of the student-athlete."

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that illicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

IMPORTANT DATES

**University Holidays
During Fall Semester 2010 &
Spring Semester 2011**

Labor Day	September 6, 2010 (Mon)
Fall Break	October 21-22, 2010 (Thu, Fri)
Thanksgiving Break	November 24-26, 2010 (Wed - Fri)
Martin Luther King Day	January 17, 2011 (Mon)
Spring Break	March 7-11, 2011 (Mon - Fri)
Good Friday	April 22, 2011 (Fri)

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Wednesday, September 29, 2010 2:23 PM
To: @unc.edu; @email.unc.edu>;
@gmail.com>; @gmail.com; @email.unc.edu>;
@gmail.com>
Subject: Tutor Handbook
Attach: TEXT.htm; IMAGE.JPG; 2010-2011 Tutor Handbook.docx

Good afternoon,

Attached you should find the tutor handbook for this year. After going through the Compliance portion of it with Susan Maloy, you have a good understanding of what is expected from an NCAA standpoint. That portion is included in the second half of this document. The first half are the rules and procedures that apply from an administrative standpoint.

Let me know if you have any questions,
Brent

Brent Blanton

Associate Director
Academic Support Program for Student-Athletes
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North Box, Kenan Memorial Stadium
PO Box 2126, CB 3107
Chapel Hill, NC 27599.3107

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Tuesday, September 28, 2010 5:37 PM
To: Beth Bridger <bridgerb@unca.unc.edu>
Subject: Re: Saturday!

Beth: Greetings. I plan to attend and would be thankful for the tickets. In terms of the pre-game event, when does it start? Food is the best part of course...:) Thanks again. Julius

On 9/27/2010 6:14 PM, Beth Bridger wrote:

> Game time is scheduled for 330pm this Saturday. I hope you can join us
> for the Football Pre-Game event. Please let me know if you need tickets.

>

> Thanks!

> Beth

> Beth Bridger

> Associate Director/ Learning Specialist

> Academic Support for Student-Athletes

> UNC-Chapel Hill

> (w) 919-843-5669

> (c)

> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Wednesday, September 22, 2010 11:34 AM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: Professor Nyang'oro

I totally understand. You could have come up late, we had plenty of food and fun to go around!

Just keep me posted!
Hope to see you next weekend!

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> "Julius Nyang'oro" <jen321@email.unc.edu> 9/22/2010 10:48 AM >>>

Beth:

Greetings. Sorry, with kids you know anything is possible. We were a little late but we made it to the game. If you do not mind I would like to consider coming to the game on the 2nd. I am just trying to figure out if I will be in town on that day. If it happens that I will not be in town, I will let you know right away and will return the passes. Thank you for your consideration.

Best,
Julius

On 9/20/2010 10:47 AM, Beth Bridger wrote:

> Professor Nyang'oro
> I hope you were able to make it to the game on Saturday. We missed you
> at the pre-game event. Did you want to try to come for the ECU game on
> the 10/2?
> If so, please keep the THANKS Passes until then. If not, could you drop
> them in the campus mail to me? CB 3107. Sorry we missed you this
> weekend, but hopefully we will see you on the 2nd!
> Beth
> Beth Bridger
> Associate Director/ Learning Specialist
> Academic Support for Student-Athletes
> UNC-Chapel Hill
> (w) 919-843-5669
> (c)
> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

From: Mutima, Sinamenye A <smutima@email.unc.edu>
Sent: Friday, September 17, 2010 10:42 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Re: Invitation to Pre-Game Event

Thank you, Beth. I need four.

Alphonse

Beth Bridger wrote:

> Not at all! How many do you need?

>

> Beth

>

> Beth Bridger

> Associate Director/ Learning Specialist

> Academic Support for Student-Athletes

> UNC-Chapel Hill

> (w) 919-843-5669

> (c)

> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

>

>

> >>> Alphonse Mutima <smutima@email.unc.edu> 9/17/2010 10:25 AM >>>

> Hi Beth. Is it too late for me to request a ticket for Saturday, October 2?

>

> Best.

>

> Alphonse Mutima

>

> Beth Bridger wrote:

> > Apparently a computer glitch! Sorry about that.

> > Here is the attachment.

> >

> > Beth

> >

> > Beth Bridger

> > Associate Director/ Learning Specialist

> > Academic Support for Student-Athletes

> > UNC-Chapel Hill

> > (w) 919-843-5669

> > (c)!

> > bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

> >

> >

> > >>> Beth Bridger 9/7/2010 2:04 PM >>>

> > Good Afternoon!

> >

> > Please see attached invitation for a Pre-Game event hosted by the

> > Academic Support Program for Student-Athletes.

> >

> > I hope to hear from you soon!

> >

> > Beth

> >

> > Beth Bridger

> > Associate Director/ Learning Specialist

> > Academic Support for Student-Athletes

> > UNC-Chapel Hill

> > (w) 919-843-5669

> > (c)

> > bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

From: Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>
Sent: Tuesday, September 14, 2010 3:44 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: RE: Good Morning!

Awesome!!

Shirt sizes:

Me: XXL

Julius: XL

His wife: L

His son: M

His daughter: S

Thanks!!!

Travis

From: Beth Bridger [mailto:bridgerb@unca.unc.edu]
Sent: Tuesday, September 14, 2010 3:27 PM
To: Gore, Travis
Subject: RE: Good Morning!

You are in!

I will send you more info as the game draws near--same type of event as last year.

Can you send me your shirt size?

Also, I did email Julius, but could you get his shirt sizes for me--him and his family? I need those as soon as I can.

Thanks!

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669

CWT-SUPPL00000754

(c)
bridgerb@unca.unc.edu

>>> "Gore, Travis" <stgore@email.unc.edu> 9/14/2010 3:12 PM >>>

Hi Beth!

I think Saturday, November 13 vs Virginia Tech would work best for me! You can let me know if that one is already full. Thanks for the offer!

Travis

From: Beth Bridger [mailto:bridgerb@unca.unc.edu]
Sent: Tuesday, September 14, 2010 9:40 AM
Subject: Good Morning!

Good Morning!

Just a note to let me know if you are interested in attending any of our Pre-Game Events this year for a home football game!

Let me know if you have any questions, and I hope to hear from you soon!

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu



Dear Faculty,

On behalf of the Academic Support Program for Student-Athletes, I would like to extend a special invitation for you to participate in a Pre-Game Event for a home football game this season. This invitation is in recognition of your commitment to student development and your support of Carolina student-athletes.

You are invited to a Pre-Game Event in the newly renovated recruiting area on the 5th floor of the Kenan Football Center. The event includes a pre-kick off meal in the hospitality suites, a tour of the Kenan Football Center, and 2 tickets to the football game.

Please see the list of games below and indicate your **top preferences**. If you are not able to join us this season, please let me know if you would be interested in seasons to come!

-Saturday, September 18 vs Georgia Tech

-Saturday, October 2 vs East Carolina

-Saturday, November 13 vs Virginia Tech

It is with tremendous pleasure that we offer you this unique opportunity. You will experience an inside look at Carolina football and interact with the coaches, student-athletes, and other members of the Carolina Community, becoming an ambassador for UNC-Chapel Hill.

If you would like to accept this invitation, please **RSVP by Wednesday September 15th** at 919. 843. 5669 or bridgerb@unca.unc.edu with your game selections. I sincerely hope you will join us!

Go Heels!

Beth Bridger
Associate Director
Academic Support Program for Student-Athletes

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Tuesday, September 14, 2010 9:40 AM
To:
Subject: Good Morning!
Attach: Pre-Game Event Letter.DOC

Good Morning!

Just a note to let me know if you are interested in attending any of our Pre-Game Events this year for a home football game!

Let me know if you have any questions, and I hope to hear from you soon!

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

From: "Waltman, Michael S" <waltmanm@email.unc.edu>
Sent: Thursday, August 26, 2010 4:33 PM
To: Brent Blanton <blanton@unca.unc.edu>; Steven K May <skmay@email.unc.edu>
Subject: RE:

Brent, If _____ want to do an independent study _____ can take care of that when _____ come here and _____ can petition individual faculty _____ own. That will be additional work that has not been planned for and I can't, in good conscience, ask that of my faculty. It is not something that I have time for and I doubt that any of them would have the time. My _____ section is closed but I will let _____ in and it will be up to _____ to catch up with the rest of the class. There are no other upper level classes that are open. I have have talked with colleagues and have not found someone who is able to help you. I have not spoken with Dr. May but I have cc'd him and you may address him. As I said, his class is closed.

The main problem is that _____ gave us enough warning to help _____. Of course, _____ can wait until spring to register for classes next fall and do that in a timely fashion when our faculty will be in a position to help. As you know, our classes are oversubscribed. I'm sorry that I can't be more help but your request came at a busy time when I have no real options.

Best
Michael Waltman
Associate Professor and Director of Undergraduate Studies
Communication Studies

From: Brent Blanton [blanton@unca.unc.edu]
Sent: Wednesday, August 25, 2010 9:38 AM
To: Waltman, Michael S
Subject: RE:

Hi Mike,
In looking at some of the course listings, I didn't realize there was a _____ independent study that could serve as the upper-level interpersonal. Can you recommend a faculty member that may be agreeable to helping _____ out with this matter? _____ needs only one more upper-level IOC and _____ in need for the same reason, one more.

Again, I appreciate any assistance you can lend,
Brent

>>> "Waltman, Michael S" <waltmanm@email.unc.edu> 8/19/2010 8:01 PM >>>
Hi Brent, _____ is a special topic course designation. It is a normal class but on a topic not normally taught in the department. Are you asking if _____ could do an independent study? This might be difficult to work out at this late date. Has _____ taken a class with a faculty member who might be willing to make these special arrangements? It would also help if you could provide me with a specific date in which _____ will be _____ ready to start working. Let me know when you can.

mike

From: Brent Blanton [blanton@unca.unc.edu]
Sent: Thursday, August 19, 2010 12:01 PM
To: Waltman, Michael S
Subject:

Good afternoon Dr. Waltman,
I serve as Associate Director of the Academic Support Program for Student-Athletes and, more specifically, _____ academic advisor. _____ at the University but also _____ Unfortunately, _____ s

the unfortunate situation of trying to wrap up _____ degree while

At this point in _____ academic career, _____ only needs two more major classes - both upper-level courses, one needing to be an IOC. Is there any way _____ could do a _____ course working with someone understanding of the fact of her late arrival?

I appreciate any assistance you can lend in this matter and look forward to speaking to you soon.

Sincerely,
Brent Blanton

Brent Blanton
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
(919) 962.9536 ofc
(919) 962.8247 fax
<http://tarheelblue.cstv.com/>

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Chapel Hill, NC 27599.3107

EDUCATION SESSION FOR DEPARTMENTAL TUTORS/MENTORS/MONITORS REGARDING NCAA REGULATIONS

Updated 8/19/10

Representative of Athletics Interests/Institutional Staff Member (Bylaw 13.02.12):

An individual, independent agency, corporate entity or other organization that is known by the athletic administration to:

- Have participated in promoting the institution's athletics program
- Have made financial contributions to the athletics department or booster organization
- Be assisting or to have been requested by the athletics department staff to assist in the recruitment of prospects
- Be assisting or to have assisted in providing benefits to enrolled student-athletes or their families

By virtue of you being paid by the athletic department even if you work 2 hours a week, you are considered an institutional staff member. Institutional staff member includes an individual who performs work for the University or the Athletics Department, even if the individual is a student (e.g. student manager, student trainer) and/or does not receive compensation from the institution for performing such services. Once an individual is identified as such a representative, he/she retains this identity indefinitely. (Bylaw 13.02.13) Others considered in this category are coaches, professors, other students and student-athletes, secretaries, etc.

Unethical Conduct (Bylaw 10.1)

Unethical Conduct by a current or former institutional staff or a prospective or enrolled student-athlete member may include, but is not limited to, the following:

- Refusal to furnish information relevant to an investigation of a possible violation
- Knowing involvement in arranging for fraudulent academic credit or false transcripts for a prospective or an enrolled student-athlete
- Knowing involvement in offering or providing a prospective or enrolled student-athlete an improper inducement or extra benefit, improper academic assistance or improper financial aid
- Receipt of benefits by an institutional staff member for facilitating or arranging a meeting between a student-athlete and an agent, financial advisor or a representative of an agent or advisor.

Academic Fraud and Academic Offense

The differences between academic fraud and an academic offense determine whether or not the incident must be reported to the NCAA or not. An institution is required to self report a violation of Unethical Conduct if an institutional staff member (e.g. coach, professor, tutor, etc) is knowingly involved in arranging fraudulent academic credit for a prospect or an enrolled student-athlete. Examples of this would be: 1.) if an institutional staff member is involved with assisting a student-athlete in obtaining grade changes in course work, especially if the grade change was unearned, or typing a paper for a student-athlete; 2.) if a student-athlete receives improper academic assistance from an institutional staff member, regardless of credit obtained; and 3.) if an institutional staff member provides improper assistance to prospective or enrolled student-athletes in correspondence and/or online courses via writing papers, taking quizzes and finals, etc.

An institution is also required to self-report a violation if a student-athlete knowingly becomes involved in arranging fraudulent academic credit. An example of this would be if a student were to purchase a term paper off the Internet and turns it in for course credit. (e.g. "Apex-Termpapers.com") Also if a student-athlete cheats, does not get caught and it is later determined that he/she cheated.

Other examples are:

- Signing a student-athlete's name on an attendance sheet in a course where participation/attendance is part of the final grade.
- Preparing and typing papers for student-athletes.
- Obtaining a fraudulent medical excuse on behalf of a student-athlete for the purpose of obtaining extensions to take exams and contacting faculty members in connection with the extension.

If a student-athlete commits an academic offense (e.g. cheating on a test, plagiarism on a term paper and gets caught) with no involvement of an institutional staff member, the institution is not required to report a violation; however, this incident as well as those above must be addressed through the University Honor Court system. An academic offense is considered academic fraud and must be reported to the NCAA if the offense results in an erroneous declaration of eligibility and the student-athlete subsequently competes at UNC.

If you become aware of anything that appears to be unethical even if it is merely a rumor, we would like for you to make us aware. Any violation that goes unreported may cause huge problems in the future. The penalties will certainly be greater than if the self-report was made at the time of the incident. Keep in mind that cheating that does not provide enough assistance to enable a student-athlete to pass the course does not lessen the violation. Also, improper assistance provided to a student-athlete who is not specifically assigned to you does not diminish the seriousness of the violation.

Extra Benefits (Bylaw 16.02.3)

An extra benefit is any special arrangement by an institutional employee or a representative of the institution's athletics interests to provide a student-athlete or the student-athlete's relative or friend a benefit that is not expressly authorized by NCAA legislation. Receipt of a benefit by student-athletes and/or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to all of the institution's students or a particular segment of the student body.

Bylaws and Interpretations of incidences that constitute an extra benefit:

1. Writing and/or Typing a paper for a student-athlete or paying the typing costs.
2. Professor providing special study materials only to student-athletes.
3. Providing old tests to student-athletes that have not been approved by the professor. Report to an Academic Support staff member to discuss the use of old tests/quizzes prior to using them in your tutor sessions.

4. Professor offering special treatment to a student-athlete and providing a grade for eligibility purposes.
5. Professor giving a grade that the student-athlete did not earn.
6. Providing library books or other research materials to the student for purposes of writing a paper.
7. We are permitted to purchase textbooks for a student-athlete on scholarship. This does not include course supplies (e.g. calculators, notebooks, art supplies or other study materials not specified on the course syllabus). Students may come to you unprepared and you may want to help by providing them with a notebook and other materials that you thought would help them pass the course. This would not be permissible although you may certainly make a strong suggestion that they bring these materials to your next session.
8. Providing student-athletes with CDs, zip drives, etc. in the computer lab is not permissible no matter what kind of a bind they are in with their course work. Another issue with CDs and zip drives could come up that borders on the line of academic fraud and that is, if a student turns a paper in to you on CD or through email and not a hard copy asking for you to proof it. **Corrections may not be made directly on the document saved on the CD. Additionally, a tutor should NEVER type on a student's computer.**
9. Use of a copy machine and/or fax machine is prohibited. Tutors and mentors must see the counselor on duty to request the use of the fax and copy machines for any purpose.
10. Printing long documents should be carefully monitored.
11. An institutional staff member may not provide payment of any expenses (e.g. room, board, transportation etc.) for friends or relatives to visit a student-athlete at the institution where he or she is enrolled.
12. An institution may not provide the student-athlete with an automobile, under any circumstances. Tutors and mentors may not provide transportation to student-athletes for any reason, even if the student-athlete provides reimbursement of expenses. (A University student who is also a part-time employee of the athletic department and is an established family friend of a student-athlete may continue to provide transportation and occasional home meals to the student-athlete based on the individual's preexisting relationship.)
13. A student-athlete or the entire team in a sport may receive an "occasional meal" from an institutional staff member or booster/representative of athletics interests under the following conditions:
 - If provided by a booster, the meal must be provided in the booster's home, on campus or at a facility that is regularly used for home competition. It may, however be catered.
 - If an institutional staff member provides the meal, it may be at a restaurant, but must be in the locale of the institution.
 - In either case, the booster or the staff member may provide reasonable local transportation to the student-athletes to attend the meal.

- Meals must be restricted to infrequent and special occasions
 - **Most importantly, the staff member or booster must notify the compliance office, receive permission to provide the meal, and complete the necessary paperwork.** This must occur PRIOR to the meal. **Failure to follow this policy could result in an NCAA extra benefits violation.**
14. A student-athlete may not receive a special discount, payment arrangement or credit on a purchase or a service from an institutional staff member or a representative of athletics interest.
 15. A student-athlete may not receive services (e.g. movie tickets, dinners, use of car, etc.) without charge.
 16. It is not permissible to allow a student-athlete to use a telephone or credit card for personal reasons without charge or at a reduced cost. A staff member may not make a charge on their personal credit card for which a student-athlete will reimburse.
 17. An institutional staff member or representative of athletics interest may not provide a student-athlete with a loan even if the student-athlete plans to repay the loan.
 18. An institutional staff member may not arrange for another individual to provide benefits for an enrolled student-athlete and/or their relatives and friends.

Online Courses and Exams

It is against UNC and NCAA policy for an institutional staff member to assist a student-athlete or prospective student-athlete with any online quizzes or exams. Some regularly enrolled courses at UNC have an online component, in which students may attend class each week and take quizzes and exams online, but the course is not identified as a typical online course. With this in mind, if a student-athlete should request assistance with an online assignment, please be sure to ask them if the assignment will be graded before working with the student. A professor may authorize group work with online assignments. If so, please ask for written verification before working with the student. Although, online coursework can be accessed from anywhere, remember that institutional staff members (tutors, mentors, etc.) are asked NOT to work with student-athletes outside of the Academic Support Center for Student-Athletes.

Additional Information

Contact with Student-Athletes Outside of the Academic Center – All tutoring and mentoring should be conducted in the Academic Center ONLY. **Student-athletes should not be contacting tutors and mentors vial phone call, email, social networking sites, or text messaging to arrange additional academic assistance after hours outside of the Academic Center. NO tutoring/mentoring sessions may be conducted outside of the Academic Center.**

Complimentary Tickets – An institution may provide four complimentary admissions per home and away contests to a student-athlete in the sport in which he/she is participating. However, admissions shall be provided only through a pass list for individuals designated by the student-athlete, and “hard tickets” shall not be issued.

Gambling – Student-athletes and athletic department staff members may not participate in sports wagering activities or provide information to individuals involved or associated with any type of sports wagering activities concerning intercollegiate or professional athletics competition.

Assisting with Writing a Paper – Do's and Don'ts

I. How to begin without an idea

- 50% of the paper is what you do before you write
- Review the assignment together on the syllabus and underline key points in the assignment.
- Talk to the student about the main idea and what 3 points they want to make
- Ask a series of questions until he/she has developed a thesis and an argument
- Students should be taking notes during the brainstorming discussion rather than the tutor. **Although the tutor may write on a separate sheet of paper (i.e. mapping, outlining), the tutor must keep the paper and the student should leave with their own written copy of the notes from the session.**

II. How to assist with research

- A tutor may go to the library with the student to teach him/her how to find research materials and point them in the right direction.
- **A tutor may not Check-Out and/or provide library books or other research materials to the student for purposes of writing a paper.**
- A tutor may teach a student how to use the Infotrac and how to choose the best articles rather than the first 3 on the list.
- A tutor may teach a student how to research a topic on the internet by helping them to come up with good search words.
- **A student must take their own notes on the research; however, a tutor may discuss the material.**
- A tutor may teach a student how to look beyond the internet for resources.
- A tutor may help a student determine if the source is reliable for the assignment by teaching them strategies/skills on how to think critically about sources and analyze the research.
- A tutor may recommend books and experts within the area they are writing about to talk to.

III. How to Assist in the Writing Process

- Teach a student how to structure a paper with an outline.
- Teach a student how to skim the resource and put the material into their own words.
- Have them talk about what they want to say as they are writing. Use a tape recorder if a student is having trouble remembering his/her thoughts. **A tutor should never be writing on a student's paper during any stage of the paper to change its content.**
- Have the student read what he/she has written out loud to see if it makes sense and to listen for mistakes.
- Teach them how to properly site resources used within a paragraph.

IV. Proper Ways to Proofread/Edit a Paper

- A tutor/mentor should NEVER type on a student's computer.
- A tutor should never take a pen to the student's paper to alter its content that will ultimately turn a "D" paper into a "B" paper.
- If you circle misspelled words or punctuation that Spell Check is unable to catch, use a colored pen and be sure to write your initials beside any markings on the paper.
- Do not let a student drop off a paper for you to proofread and return in an hour.
- Do not read papers from a student's disks or laptops, only from printouts.
- Do not accept papers from students via email. Should a student send you an email with a paper attached, simply reply stating that you are not permitted to assist the student with their paper that is sent electronically. Please instruct them to bring a hard copy version (ONLY) of the paper to you during your tutoring hours.
- Review the structure of their paper to be sure that they have a good thesis and argument.
- Review their works cited according to the appropriate style manual.
- In parts of the paper that do not flow, ask the student to talk about what he/she meant to say.
- Have the student read the paper out loud and listen for mistakes.

When in doubt..."Editing becomes a violation when the thoughts on paper are no longer those of the student-athlete."

TUTORING TECHNIQUES

TOOLS FOR THE TUTOR SESSION

Course Syllabus

- Review the syllabus with the student to identify requirements of the course, test dates, and assignment deadlines.
- Discuss use of tutoring surrounding these dates for test readiness, emphasizing that last-minute tutor sessions are useful only for cursory review.

Class Notes, Tests, and Homework Assignments

- Review notes, old tests, and homework with the student to pinpoint the student's strengths and weaknesses in the course.
- Assist the student in effective note taking.
- Review incorrect and correct answers from old tests or homework assignments.

Textbook

- Help the student to read actively.
- Analyze a section of the text with the student, asking him/her to look for major themes.

GUIDELINES FOR WORKING WITH STUDENTS

Student Involvement

- Emphasize the importance of student involvement in the learning process: advance preparation, effective note taking, active listening, and class participation. Repeatedly remind students of the negative effects of procrastination and last minute efforts.
- Involve the student in the discussion of material and explanation of problems. Your goals are to guide rather than teach, show rather than tell, and question rather than lecture.

Communication

- Listen actively to the student--what he/she is saying and how he/she is saying it.
- Ask open-ended questions that illicit conversation.
- Follow the student's pace, slowing down if necessary.
- Observe how the student approaches a problem; this pinpoints where you need to begin with the student.
- Report any problems or concerns to one of the academic counselors.

Encouragement

- Be supportive of students, especially those who appear lost or frustrated.
- Reinforce positive academic behavior; give reassurance for efforts and improvements made.
- If you are confronted with a problem that is more emotional than academic in nature, inform the academic counselor for that student's sport.

From: Susan B. Maloy <sbmaloy@unca.unc.edu>
Sent: Thursday, August 19, 2010 10:07 AM
To: Beth Bridger <bridgerb@unca.unc.edu>
Cc: Brent Blanton <blanton@unca.unc.edu>
Subject: Re: Tutor Training/ncaa materials
Attach: TEXT.htm; Tutor Training.doc

Beth,
Thank you for this great feedback and thank you for taking the time to look it over in detail. It is helpful for me because you are closer to the issues than I am. I made most of your suggestions except the occasional meal. I left that because I didn't want to create an environment to where they do things behind our back when in fact it is ok for them to do provided they seek the permission.

Brent, can you go ahead and delete the version from yesterday and insert the attached?

Thanks again for the help.

Susan

>>> Beth Bridger 8/18/2010 7:58 PM >>>
Susan

I think the NCAA materials you sent look good, here are some suggestions:

Last para. before Extra Benefits--bold, hi lite, underline it--it may even help to use underline, bold etc throughout that section to hi lite important words and phrases

Bylaws

- #1. Maybe put Writing/Typing a paper for a student...
- 9. copy machine is prohibited for students.
- 12. I think it would be "clearer" to tutors to just say NO RIDES
- 13. same thing, no meals!
(I think we should just put our foot down and say no, it is a clear line and a standard we set!)
- 16. Add--may not charge a cost on your credit card for a s-a to reimburse you

Additional Info--should not contact tutors and mentors via email/phone calls/or text messaging and at the end restate sessions can not be out side of the academic center

Writing paper

last bullet--take out but before the tutor must keep the paper--and add in addition, student should leave with their own copy of the notes from the session

Research

A tutor may not CHECK OUT library books (might be clearer than provide??)
Next bold in that section..at end of material..and teach strategies/skills on how to critically analyze research

Proofread

Add a bullet, a tutor should NEVER type on a student's computer

Let me know your thoughts...

Beth

Beth Bridger
Associate Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Wednesday, August 11, 2010 10:16 AM
To: dacrowde <dacrowde@email.unc.edu>
Subject: Re: hello
Attach: TEXT.htm

Hi Debby! All is well on this end - busy summer though. Julius hasn't been much help, but we are getting by. Right now, I just need Travis to help me find a SWAH tutor if that is possible, but I know Kym has already begun that conversation. How are you? I hope you are thoroughly enjoying retirement - are you? I'll send you some new pics after I've downloaded the summer takes.

Speak to you soon!
Brent

>>> dacrowde <dacrowde@email.unc.edu> 8/10/2010 4:53 PM >>>

Hi Brent. Just checking in to see how you all are getting along over there. I'm sure the summer has been a bit tense with the NCAA around. How are the kids? I'd still love to see some pictures. I understand my former boss has not been helpful. I am sorry, but not surprised. If there is ever anything I can do for you, please feel free to contact me. Debby

From: dacrowde <dacrowde@email.unc.edu>
Sent: Monday, 2:51 PM
To: @email.unc.edu
Cc: Travis Gore <stgore@email.unc.edu>
Subject: Re:

Hi Mr. . Of course I remember you and I am happy that you are trying to finish up. The problem is that it is much easier to do during summer school. In fact, to my knowledge, that is likely the only time the AFAM dept. could help you. Just fyi, I retired at the end of September last year, but I still keep in touch with the dept. I am copying this to Travis Gore and will confer with him about any possibilities. They don't have those independent tutorials any more and the options as far as online classes are very limited. Anyway, I'll have Travis check with Betsy Taylor's successor (she retired before I did) and see exactly what you will need and the best way to go about getting it. Travis is going to take some time off so it may be 10 days or so before you hear from him. Please keep me in the loop and please do try to finish that degree. I hope all is well with you. Debby

On Mon, 09:59:22 -0400, @email.unc.edu wrote:
> Good morning Ms. Crowder, I hope that you remember me. My name is
> and I was/am a student at UNC a few years back. I've included my
> PID so that you can take a look at my file. Back in , I was
> working really hard on trying to get my degree. I took a ton of econ
> classes while working full time that summer to finish up my coursework,
> at which point i found out i couldnt graduate still becuase i needed a
> 2.0 gpa. I was refereed to you by Betsy/Elizabeth Taylor, I don't
> remember her name and you were working with me to find classes that
> might help me get my gpa up. You found a couple for me and i
> unfortunately just ran out of money and wasnt able to finish.
>
> I made a promise to myself to not leave Chapel Hill until I finished
> and I'm still here. I've been working locally in Chapel Hill for a
> and I am really ready to finish up and get my
> degree. I am ready to move onto the next stage of my life and i
> honestly want to accomplish this goal first before moving on. I
> enrolled in a online class over this summer and im actually waiting on
> the results of that right now, but after sucessfully completing it and
> I expect to get and A or a B, I thought i might get in touch with you
> to see if you could also help. If there is anything that you can do or
> can think of that might be helpful, please let me know.
>
> I would be more than delighted to sit down and talk with you and catch
> up. Please let me know of a convenient time to maybe meet up and chat,
> I work pretty much on and my schedules are very
> flexible. Thank you and I hope to hear from you soon.

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Thursday, July 22, 2010 4:26 PM
To: Beth Bridger <bridgerb@unca.unc.edu>
Cc: Tia Overstreet <overstre@unca.unc.edu>
Subject: afri 521
Attach: TEXT.htm

Here's my list for guys who need the Afri. We will prob need to come together soon to request anything which may need to be added!!

FYI, Swah 403 paper won't be possible until the Spring.

521

I have emailed to see if Afam 428 and Afri 520 will be offered. Any other ideas?

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: @email.unc.edu>
Sent: Tuesday, 4:27 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Afri paper
Attach: Afri .docx

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 22, 2010 2:35 PM
To: Gore, Travis <stgore@email.unc.edu>
Subject: [Fwd: Afri paper]
Attach: Afri paper.eml.msg

Here is paper--it is very good and informative. I would give it an A- or at least a B+

Jan

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
Mobile:
FAX: 919-843-3929

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Thursday, July 15, 2010 10:36 AM
To: Julius Nyang'oro <jen321@email.unc.edu>
Subject: Re: Hey
Attach: TEXT.htm

Hello!!! It's time to harass you again! When will you be in town?? I would like to come meet with you as soon as you can. Thank you sincerely, and I hope all is well!!

Jaimie

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> "Julius Nyang'oro" <jen321@email.unc.edu> 6/8/2010 2:28 PM >>>
OK....

Jaimie Lee wrote:

>
> Oh that's right! Okay, Thursday it is!! It's been crazy around here! 4pm
> on Thursday okay??

>
>
> Jaimie Lee
>
> Academic Counselor, UNC Football
>
> Academic Support Program for Student Athletes
>
> University of North Carolina-Chapel Hill
>
> 919-843-6566 w
>
> c
>
> jaimielee@unca.unc.edu
>
>

> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 6/8/2010 2:09 PM >>>
> Either Wed or Th. Friday I am gone...Thought you didn't love me
> anymore.....)

> Jaimie Lee wrote:

> >
> > Greetings!! So glad you emailed me. Time to harass you again! Should I
> > come on Friday?? Monday?? What day is best for you???

> >
> > J
> >
> >
> > Jaimie Lee
> >

> > Academic Counselor, UNC Football

> >
> > Academic Support Program for Student Athletes
> >
> > University of North Carolina-Chapel Hill
> >
> > 919-843-6566 w
> >
> > c
> >
> > jaimielee@unca.unc.edu
> >
> >
> >
> > >>> "Julius Nyang'oro" <jen321@email.unc.edu> 6/7/2010 8:20 PM >>>
> > Do you miss me?????)
> >

--

From: "J. Whitney Read" <@gmail.com>
Sent: Wednesday, June 9, 2010 8:32 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>; Overstreet, Tia <overstre@unca.unc.edu>
Subject: Re: afri 101 papers
Attach: TEXT.htm

Hey,

Amy said to contact you about the AFRI 101 papers... and the fact that I haven't received any yet! When will the guys get them to me? I hope before 9:30...

Amy said just to make suggestions via email about the papers, because I won't be able to get hard copies back to the guys before 2:00 tomorrow. When are the papers due?

Thanks,
Whitney

On 9 June 2010 20:07, Amy Kleissler <kleissle@unca.unc.edu> wrote:

> thanks -- was having a friend look at his (he just called me). keep
> in touch with Tia/Jaimie/Beth because they'll be aware of what is going on
> at the office.
> thanks

>
> Student-Athlete Academic Support
> UNC-Chapel Hill
>

> kleissle@unca.unc.edu
> 919-843-8635

> cell
>>>> "J. Whitney Read" 06/09/10 7:41 PM >>>>
> Haven't gotten any papers from your guys yet...I'll check my email every
> couple hours...

>
> On 9 June 2010 17:06, J. Whitney Read wrote:

>
>> When is the paper due tomorrow? Depending on the time I could stop the
>> at 1:30 and give the guys their papers by 2.

>>
>>
>> Jessica Whitney Read
>>

>> B.A. African Studies
>> University of North Carolina at Chapel Hill
>> Phone:
>> Email: @gmail.com

>>
>>
>> On Jun 9, 2010, at 16:56, "Amy Kleissler" wrote:
>>
>> we can't touch their papers on a computer. If anyone sends their paper
> to

>>> you, at this point it would probably just be that you read it, and then
>>> email them back with suggestions. their fault for not getting their
> papers
>>> to us earlier.

>>>
>>> Student-Athlete Academic Support

>>> UNC-Chapel Hill
>>>
>>> kleissle@unca.unc.edu
>>> 919-843-8635
>>> cell
>>>
>>>> "J. Whitney Read" 06/09/10 4:51 PM >>>
>>>>>
>>>>> I thought the paper was due tomorrow. What time is it due? I get to
> the
>>> football center at like 2-2:30. So I won't be able to get them the hard
>>> copies back before 2 or 2:30. I'm not sure this will work!! Why can't I
>>> use
>>> the review tool on MS word?
>>>
>>> On 9 June 2010 15:22, Amy Kleissler wrote:
>>>
>>> Whitney,
>>>> I have sent a text to the following students, telling them to email you
>>>> their paper for you to read over:
>>>>
>>>>
>>>>
>>>>
>>>> I have offered to these guys to do the same if they want someone to
> give
>>>> theirs a final look, but they were on track today:
>>>>
>>>>
>>>>
>>>>
>>>> If/when they send them to you, please print them out and use the hard
>>>> copy
>>>> to proof/read. You can give the hard copies to Jaimie/Beth/Tia and
> email
>>>> the student to let them know.
>>>>
>>>> thanks so much for your help on this.
>>>> A
>>>>
>>>>
>>>>
>>>> Amy Kleissler
>>>> Academic Support Program for Student Athletes
>>>> UNC-Chapel Hill
>>>> c
>>>> kleissle@unca.unc.edu
>>>>
>>>>
>>>>
>>>>
>>> --
>>> Jessica Whitney Read
>>>
>>> African Studies B.A.
>>> UNC-Chapel Hill 2009
>>> Cell:
>>> Email: ' @gmail.com
>>>
>>>
>>>
>

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> --
> Jessica Whitney Read
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> African Studies B.A.
> UNC-Chapel Hill 2009
> Cell:
> Email: @gmail.com
>
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>

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Jessica Whitney Read

African Studies B.A.
UNC-Chapel Hill 2009
Cell:
Email: @gmail.com



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



Date: 5.18.10

Time 3:15

Subject SWAH

Tutor/Mentor: Whitney Read

Student	Sport	Was the Student-Athlete... (please mark if YES)	<ul style="list-style-type: none"> • Comments on Session (REQUIRED) • Any things to work on for next time
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Talked to him about needing extra sessions as per Jaimie. Will get finalized tomorrow?</p> <p>Needs me to call on him in order to participate, doesn't ask questions. Needs help to get the right answer (could not tell me the answers himself).</p>
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Sometimes he participated, could usually get right answer (maybe just pronounced it wrong). Seems to get the material, just doesn't want to participate as much.</p>
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Bwana Mutima told me he is concerned about moving on Swahili 3, and that "he has no desire to learn, is not interested in learning." Needs me to call on him in order to participate, needed help to get right answer. Needs extra tutoring with , I think.</p>
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Asked questions, participated, could get right answer about half the time (pronunciation issues for "wrong" answers). Seems to be getting it.</p>
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Asked questions, participated, could get right answer about half the time (pronunciation issues for "wrong" answers). Seems to be getting it.</p>



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



Date:

Time 7pm

Subject

Tutor/Mentor:

Student	Sport	Was the Student-Athlete... (please mark if YES)	<ul style="list-style-type: none"> • Comments on Session (REQUIRED) • Any things to work on for next time
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Asked questions, participated, could get right answer about half the time (pronunciation issues for “wrong” answers). Seems to be getting it.</p>
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Participated a lot, got right answers, asked questions. I’m not sure he needs extra help!</p>
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	<p>Participated and asked questions. Got some right answers, some wrong because of pronunciation issues. Bwana Mutima asked me if he has LD, because he is concerned about forgetting to say syllables in words, inverting order of words when he says/reads them, that kind of thing, also asks questions about stuff we just went over that is on the board (like he wasn’t paying attention).</p>
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with	



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes
FEEDBACK FORM



		assigned work between sessions <input checked="" type="checkbox"/> Participating	
--	--	--	--

From: "J. Whitney Read" <@gmail.com>
Sent: Tuesday, May 18, 2010 4:40 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>;
Kleissler, Amy <kleissle@unca.unc.edu>; Overstreet, Tia <overstre@unca.unc.edu>;
Welborn, Spencer B. <welborn@unca.unc.edu>
Subject: swah 112 5.18.10
Attach: TEXT.htm; swah 112 5.18.10.doc

--
Jessica Whitney Read

African Studies B.A.
UNC-Chapel Hill 2009
Cell:
Email <@gmail.com>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, May 17, 2010 2:37 PM
To: Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>
Subject: Student help

Hi Julius,

Hope all is going well with you. I have a
player in your AFRI class, She really needs to
do well in the class. I will have her come see you, but what can I do to
help her do well.

Thanks for any help you might give.
Jan

--

Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

AFAM 474: Key Issues in African and Afri-American Linkages

Explain the significance of one nationalist movement in Africa to the struggle for civil rights in the United States. Compare/contrast two movements (one in an African country to one in the US) and explain the ideologies and goals of each one. Discuss issues of identity in the quest for civil rights. Focus on key leaders from each movement and compare/contrast their differences and similarities. For example, focus on the Civil Rights movement during the 1950s in America and the ideologies of such leaders as Martin Luther King, Jr. Compare these struggles with those of Nelson Mandela of South Africa and the quest to end Apartheid or Kwame Nkrumah, an influential 20th century advocate of Pan-Africanism, and the leader of Ghana and its predecessor state, the Gold Coast, from 1952 to 1966.

To learn about one **nationalist movement in the US**, look at the Black Nationalist movement during the civil rights era. To learn about the nationalist movement in Africa take a look at some of these websites:

<http://science.jrank.org/pages/8292/Anticolonialism-in-Africa-Development-Nationalism.html>

<http://exploringafrica.matrix.msu.edu/students/curriculum/m7b/activity4.php>

To learn about **Nelson Mandela** and his significance to the nationalist movement in South Africa, you can watch a documentary on him and read the materials on the related website:

<http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

You can watch the entire documentary on: <http://video.google.com/videoplay?docid=-5196561604397046465#>

To learn about **Kwame Nkrumah** look for this book: [Kwame Nkrumah: The Father of African Nationalism](#) by David Birmingham.

Also look at [Kwame Nkrumah: a case study of religion and politics in Ghana](#) by Ebenezer Obiri Addo.

AFAM 474: Key Issues in African and Afri-American Linkages

Juxtapose economic development in Africa with the social/economical conditions of blacks in the United States. Make connections between African leaders and the efforts of the Sullivan Foundation. Focus on the African American Summit. Begin research using the following link: <http://www.thesullivanfoundation.org/summit/summit.asp>. Discuss African leaders and the initiatives being taken towards economic development in an African country of your choice, comparing them to the initiatives being taken by the Sullivan foundation. Are blacks in America (compared to the white majority) better or worse off than Africans? Are blacks in America, overall, noticing any economic improvement?? What is being done to promote economic growth among blacks in the US?

To learn about the Reverend Leon Sullivan who The Sullivan Foundation is named after, take a look at this website: <http://muweb.marshall.edu/revleonsullivan/indexf.htm>

To learn about some approaches being taken in various countries in Africa to encourage economic development, look at this:

<http://www.fiuc.org/iaup/esap/publications/umu/detecgrowth.php> *Economic Development & Nation-building in Africa: In Search of a New Paradigm*

Economic development within African American communities: Here is a report that focuses on efforts being made in Chicago, but it gives you a good idea of how some very effective initiatives are being taken at the grassroots level – small businesses. This is very similar to the idea of “micro loans” being used in Africa right now. The idea of “micro loans” is that by loaning a single person such as a woman in a small village in Tanzania \$150, she will then be able to purchase a sewing machine, some fabric, and other supplies, and set up her own business sewing such things as school uniforms. Such small businesses have proven to be very successful so that the loans are quickly paid back, and the success of such small businesses leads to other new small businesses in the community.

http://www.thechicagourbanleague.org/723210130204959623/lib/723210130204959623/Files/FINAL_08_AA_Eco_Study.pdf *The Future of Economic Development for African Americans in the Chicago Metropolitan Area: The Next Ten Years, February 2008*

Here is a journal article about the history of entrepreneurship (small businesses) in the south:
<http://www.rural.org/publications/Christy00-10.pdf>

Take a look at this book: [African-American Economic Development and Small Business Ownership](#) by Kilolo Kijakazi

AFAM 474: Key Issues in African and Afri-American Linkages

Compare/contrast the political thoughts of one African American leader to one African leader. Examples:

- a. Jomo Kenyatta (the first Prime Minister (1963–1964) and President of Kenya/founding father of the Kenyan nation) versus Malcom X, African American Civil Rights leader.**
- b. Nelson Mandela versus Booker T. Washington**
- c. Julius Kambarage Nyerere (one of Africa's leading independence heroes and a leading light behind the creation of the Organization of African Unity) versus Martin Luther King, Jr.**

This gives you a very brief biography of **Jomo Kenyatta**,
http://www.africawithin.com/bios/jomo_kenyatta.htm

To learn about **Nelson Mandela** and his significance to the nationalist movement in South Africa, you can watch a documentary on him and read the materials on the related website: <http://www.pbs.org/wgbh/pages/frontline/shows/mandela/>

You can watch the entire documentary on:
<http://video.google.com/videoplay?docid=-5196561604397046465#>

This is a tremendous resource for information on **Julius Nyerere**:
<http://www.anc.org.za/ancdocs/history/people/nyerere/index.html>

Julius Nyerere was a tremendous figure in the socialist movement in Tanzania whose goal was equal rights for all citizens, similar to the goals of Martin Luther King, Jr.

AFAM 396: Black Politics

Provide a critical analysis of black elected officials in the United States Congress. Pick one to two leaders and discuss their longevity and why they have been able to remain a political force throughout their careers. Have their political views changed over time? Why? What strides have they made within the African American community? What has been their major impact on politics in general, and are their initiatives focused on improvements for African Americans. Focus on current political figures like Congressman John Lewis, Congresswoman Maxine Waters, etc.

www.baic.house.gov *Black Africans in Congress*

www.biography.com/blackhistory This is a good website to give you the background on African American politicians.

Other politicians that you can look at other than the ones Professor Nyang'oro mentioned in the paper prompt, you can also look at such people as Eleanor Holmes Norton, Al Sharpton, and Jesse Jackson. Congresswoman Norton worked her way up through positions in the government of the District of Columbia. Both Jesse Jackson and Al Sharpton have had long careers politics, each shifting their focus over the years which have given them a greater impact on the lives of African Americans.

AFAM 396: Black Politics

Discuss the evolution of the Black Caucus in Congress and its significance to African Americans in society. Analyze the efforts of the Black Caucus and its effects on blacks and their social, political, and economic conditions in the US.

Helpful websites to give you the history, goals, current situation within the Black Caucus:

www.cbcfinc.org

www.avoiceline.org *African Americans Voices in Congress*

www.voicesofcivilrights.org

www.thecongressionalblackcaucus.com This is not a site that you can use for citing purposes, but you can learn a lot about the caucus that will help you.

AFAM 396: Black Politics

Critically analyze the significance of Barack Obama's presidential election and its impact on black politics in America.

Topics to look at:

- How he rose through the ranks at such a young age to become a congressman and then onto President of the United States. In order to achieve such tremendous goals at his young age he had to have two things: he had to be smart/talented/charismatic, and he had to have powerful people behind him. Who were those powerful people who believed in him and supported his rise? Look at the history of African Americans in politics in Chicago. Then, take a look at how African American politicians moved from the local and state level like he did from Chicago to Washington, DC. Look at the Congressional Black Caucus.

www.cbcfinc.org

www.avoiceline.org *African Americans Voices in Congress*

www.voicesofcivilrights.org

www.thecongressionalblackcaucus.com This is not a site that you can use for citing purposes, but you can learn a lot about the caucus that will help you.

- Look at African American youth and their involvement in politics – their involvement in his election campaign and since he has been elected President. Are they more involved now than before? Has voter registration among African Americans increased? Who are some of the up-and-coming African Americans involved in politics/policy/civil rights that we should keep an eye out for?

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Friday, May 14, 2010 2:07 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>;
Overstreet, Tia <overstre@unca.unc.edu>
Subject: paper ideas
Attach: TEXT.htm; AFAM 474 and AFAM 396 paper ideas.docx

I am giving Jaimie hard copies of this document, together with some journal articles and materials that I printed out. I hope this helps - let me know if you would like something more in depth. Once they get their abstracts together, I can then help them with in-depth outlines.

A

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill
c
kleissle@unca.unc.edu

From: tjm1 <tjm1@email.unc.edu>
Sent: Thursday, 6:59 PM
To: @email.unc.edu>
Cc: Julius E Nyang Oro <JEN321@email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>
Subject: Re: swahili class request

Hello Ms. --

I have consulted with our Swahili instructor and I am afraid that an independent studies will be impossible due to time and labor constraints. I would speak to your adviser about the most appropriate course of action. You certainly may enroll in more Swahili classes, but we can't offer an independent tutorial version this year.

Good luck with your

Tim McMillan

On Mon, 13:07:27 -0400, @email.unc.edu>

wrote:

> Dr. McMillan,

> I understand that it is not possible this summer. But if a teacher is
> teaching the course, Swahili 234, during the year, is there any way I
could

> do an independent study then?

>

>

> On Mon, 07:40:42 -0400, tjm1 <tjm1@email.unc.edu> wrote:

>> Hello --

>>

>> Unfortunately we cannot offer the Swahili 234 in the summer because we
>> would have to pay someone to teach the class and that is impossible with
>> only one student and one professor who could teach the class. You
should

>> speak to your adviser about alternatives based on the summer school
>> offerings that currently exist.

>>

>> Good luck with your schedule and with your

>>

>> Tim McMillan

>>

>> On Thu, 15:27:40 -0400, @email.unc.edu>

>> wrote:

>>> Dr. Tim McMillan,

>>> I have contact Travis Gore and professor Mutima about an independent
>> study

>>> for Swahili 234 and I was told to contact you.

>>> I am a and was unable to take a language because of some

>>> misunderstandings (I was under the impression I was exempt from taking
a

>>> language because of . Before my year I

>> learned

>>> this was not the case and was unable to register for a language because

>> it

>>> was full.) I hope to this summer but only the first courses

for

>>> Swahili were offered, which I am taking. I have heard of a few

>> people
>>> doing independent studies and was wondering if there was anyway I could
>> do
>>> one for Swahili 234 this summer. Please let me know if this is at all
>>> possible.
>>>

From: <@yahoo.com>
Sent: Tuesday, May 4, 2010 10:42 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>; @yahoo.com
Subject: Re: still on today?
Attach: TEXT.htm

Come get me at noon.
Sent from my Verizon Wireless BlackBerry

-----Original Message-----

From: "Jaimie Lee" <jaimielee@unca.unc.edu>
Date: Tue, 04 May 2010 20:30:42
To: <jen321@email.unc.edu>
Subject: still on today?

Hello! Can we still do lunch tomorrow (Wed)?? Please let me know how your schedule is looking. I have a meeting at 2pm but free before then!

Jaimie

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Tuesday, May 4, 2010 8:32 PM
To: jen321@email.unc.edu
Subject: Afam 398 previous topic
Attach: TEXT.htm

Also, I found an old Afam 398 topic if this helps:

398
AFAM 398
>
>
>
>
>
> "According to many scholars (Maulana Karenga, Russell Adams, Molefi
> Asante, and others) it is impossible to understand the discipline of
> African American Studies unless one understands the political
> struggles for civil rights in America dating back to the 1950s.
> Critically assess this argument in light of current trends in African
> American Studies which have incorporated topics such as race,
> identity, feminism, post-modernism and the African diaspora. Your
> paper should be at least 20 pages in length, typed and double spaced.
> Be sure to include the works of at least two authors. Examples
> include, but are not limited to: Cornel West, Race Matters; Molefi
> Asante, Afrocentricity; Maulana Karenga, Introduction to Black
> Studies; bell hooks, Ain't I a Woman? Be sure to properly document
> all of your sources.

Jaimie Lee
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Academic Support Program for Student Athletes
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c
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Thoughts from the Drive-In Conference, April 30, 2010
“serving students to the highest level possible”

Communication: [*facilitator put these 4 images on screen, asking us to pick one*]



Z

Squares: follow rules, are detailed oriented, structured.
Circles: harmonizers, want people to be happy, want support
Triangles: are task driven, value competition, get right to the point
Z's: think outside the box, are colorful/expressive/optimistic, brainstorm

- We must know what kind of person it is that we are trying to communicate to, and communicate in a manner that they are receptive with.
- Regarding your audience, keep in mind:
 - What has created his perceptions?
 - His peers & family, his life experiences, his culture
- We need to worry about how we are perceived because it can be more important than the actual facts that we are trying to portray.
 - How we can get them to respond will be based upon how they formed their beliefs of what we have said to them.
 - In order to be successful in our goals, we must know what our audience values. His values are what motivates him – *put yourself in your students' shoes*.
 - In the case of our unmotivated, at-risk students, he will not be motivated by long-term, intangible goals such as a college degree. May be motivated by:
 - If you work for 1 hour and get 2 pages done to my satisfaction, I will be off your back. – advisors of his back, coach off his back, you can get a lower grade in that hard science you have to take next semester, etc.
- Intention of your message vs. how you & your message are perceived:
 - **Squares** can be seen as inflexible, critical, exacting & stubborn
 - **Circles** can be seen as wanting to be diplomatic and cooperative, but also as weak, people-pleasers.
 - **Triangles** can be perceived as cold, insensitive, & dominating
 - **Z's** can be perceived as unrealistic, careless, disruptive, & emotional

- Learn to look at the situation from *their* perspective, and put your message in *their* language. *“Treat others as they want to be treated.”*
 - Coach wants his guys on the field, training, watching film. He wants to concentrate on his own job and not be distracted.
- When you are giving feedback (to coaches or students alike) you need to address observed behavior only, and be specific. No generalizations – they are spoken with emotion and that lessens the credibility of your words.
 - For guys who are doing well, articulate to them and the coaches **precisely** what they are doing well.
- Do not deliver your message in a good-bad-good sandwich -- you don't want them to lose your message.
- When dealing with coaches regarding at-risk students, remind them (diplomatically!) “this is who **you recruited**, then take them through the process of what you have provided this student. This is a conversation for Robert or John Blanchard to have. “You recruited this student. We have provided the extent of our services available to this student. You need to cough up the money to continue services for this student.”
- Never assume the coach understands your vernacular, hears everything you say, or remembers anything from one conversation to the next.
- *You don't have to like or respect someone, but you have to be respectful of everyone.*

Tutoring program and handbook:

- (no one brought handbooks so we just got a comprehensive rundown of how NCSU has completely revamped their program since last August; see below for details)
- As tutors get certification, they qualify for raises; NCSU conducts minimum of 2, 2hr training sessions.
- At both Duke and NCSU, head FB coach comes to all tutor/mentor trainings; not just to thank them, but actually engages in brainstorming sessions.

What is happening at NC State:

- **BIG MESSAGE : All parties have bought into the program.** This mandate comes from the top down – Provost, Athletic Director, Director, counselors, mentors/tutors. One message, one set of standards, one response. Everyone has to be **strong and stick to their guns; no negotiation.** Final responsibility is put back on the coach to manage his student – “you recruited him, you get him to follow our rules. If not, you will deal with him on your own.”
- They have their mentoring/tutoring separated into its own program under the ASPSA called the ASEP (see details below).
- When there is an issue, the head of ASEP deals with it – one voice and avenue of communication. She is the one who is out on campus, forming relationships with departments and recruiting staff. One voice for all of athletics on this front.
- The athletic academic advisors take a secondary role to the main campus advisors; they set up study hall and coordinate academic plans. ASEP has the relationships with the faculty.
- 5-Point Policy (fall and spring Semester)/ 3-Point Policy (each summer session)
 - 1 no show = 1 point
 - 2 tardies (at least 15 minutes) = 1 point (or ½ pt per tardy)
 - 2 unprepared sessions = 1 point (or ½ pt per tardy)
 - (Unprepared = If a tutor states this in a session report and/or an ASEP administrator observes)
 - (A student is expected to bring syllabi and class materials (books, notes, etc) to each session or it will count as an unprepared session)
 - Must cancel session more than 4 hours in advance to be in the clear – must get coach on board for this – meetings can’t pop up. If you are notified of doctor appointment, rehab or trainer session, etc. >4hrs in advance, it is excused. Otherwise, it isn’t. --> overall message is that student is responsible for thinking ahead, and the team staff must do the same.
- Should a student athlete reach 5 points, then the student athlete loses his/her privileges from the Academic Skills Enhancement Program for the rest of the semester. Should a student athlete reach 3 points in a summer session, then the student athlete loses his/her privileges from the ASEP for the rest of the session. When this threshold is met, a meeting takes place between the student, coach, academic counselor, director of ASPSA, and athletic director. [it seemed as though they do this meeting

at around 3 points actually as a real come-to-Jesus for coach and student).

- The 5-Point System has the full support of Provost, Academic Director, Academic Center Director, and the coaches. The message came from the top down, “this is what we are doing, and you will buy in.” When a coach was resistant, it was the Director of ASPSA who then said to the coach, “we have rules. Your student-athlete is not complying with our rules. Would you like to provide money out of your budget to provide your own tutoring of this athlete?” The head of NCSU’s ASEP reported that some coaches, when confronted with this choice, began to provide the necessary money. (Kym says that Roy Williams does this?)
 - There is no earning back of points within the semester – the student is simply doing what he/she was supposed to be doing in the first place.
 - Each student is entitled to one warning per semester, but that is one warning across the board (not one for each type of infraction).
- No member of the ASEP staff has contact with the student-athletes outside of scheduled sessions – in our case mentors and tutors – in any form: **no exchange of phone numbers or email, no texting, no facebook friends.**
 - this eliminates risk of emailing papers, mentors/tutors covering for student, or relationships where student manipulates or disrespects mentor/tutor. This lends credence to the position of the tutor/mentor.
- NCSU ASEP strives to recruit more adults – they want to create longevity and deep resources within their staff. They hire former teachers, retired professionals, former tutors who are now professionals, etc. – then they train them through a certified program – CRLA. Consequently, they will be able to hold tutors and mentors more accountable.
- Due to their reporting structure, tutor FF are sent in weekly, and go to the Main Campus (academic advising?) and not to the team academic advisors. Advantage is completely transparent procedures and practice; disadvantage is that academic advisor has little information on his students (MBB advisor relayed this practice).
- Utilize The Learning Center more? At NCSU they make the appointments for the student there so that they do not duplicate resources, and helps to maintain a very fluid relationship with the Main Campus support programs for all students – attempt to work against perception of student-athletes as separate and receiving special services.
- Their tutors wear nametags much like ONE cards, displayed prominently.

- In order to get more help with all of the day-to-day minutia, the GA's and interns all have to do time in academics on a regular basis – they are monitoring study hall – if they are going to learn college coaching, part of college coaching is academics ☺
- Rather than mail progress reports to professors, the students must personally take them to each professor. Hand it to him, and make an appointment/arrangements when to pick it up. Student then personally delivers it to their coach.
- Their system is not perfect and it is not smooth – the students still regularly pitch a fit, but the staff never backs down or compromises. However, this new system has **greatly** reduced the high-maintenance students to a few.
- Their system of students swiping ONE cards upon entering/leaving has eliminated all the disputes over lateness/attendance.
- During a typical day/night, NCSU typically has **100-130 tutor sessions** taking place outside of structured study hall.
- **Physical set up of their study hall: “baseball rule”**
 - no backs to the wall, no comfy chairs
 - computer screens are always in full view of monitor; students must ask to use computer. [Elon has seen a significant decrease in use of computers period since the firm crackdown on nonacademic websites. Less use of computers and greater use of books.]
 - Independent study room arranged like classroom – monitors are constantly on the move and interacting with environment: talking to students or simply walking and observing. Monitors may not read or do their own work. Montors/mentors/tutors are not permitted to have phones or computers out. You are to lead by example, and are there to work.

Thoughts for our study hall:

- From day 1, have firm phone policy of checking them in. no negotiation, no exceptions.
- No personal laptops; only use study hall computers, which will have restricted internet access – espn, scout, skype, facebook, etc. all blocked. They can create documents on computers provided and either email them to themselves at the end of the night, or copy onto a memory stick.

- If they need anything off their computer for the session such as notes, print them off **before 7pm**. If not, work without them.
- With all academically at-risk students (based upon high school or college performance), have them sign a contract similar to bounceback that clearly states the radical consequences possible. NCSU does this in a meeting with the student, coach, academic advisor, Robert & Blanchard.
 - You will need consequences to take place **during** this process so that they are acutely felt.
- Less babysitting, more teaching

My own random thoughts on our program:

- Create a mini writing lab within the football study hall at night. I have had numerous mentors/tutors come to me over the year and express their nervousness in working with a student on writing. They are confronted with students whose writing skills are badly deficient, and they 1) feel inexperienced or ill trained to properly help the student, or 2) sense student is or may resort to dishonest practice outside of their sessions, and do not want to be associated with it. --> We could have one person whose sole role is writing.
- Recruitment of mentors/tutors, with an eye toward long term/consistency: we need to balance the energy and youth of undergrads, with the knowledge base and perspective/balance of an older person. We need staff that have the content knowledge **and** the ability to teach, re-teach, be creative, think on their feet, self-confidence, and perspective of life experience.
 - Retired teachers or people through The Friday Center
 - Students working on service-learning hours, both college and high school. HS students are young, but some are incredibly smart, mature, and engaging. For example, Chapel Hill High/East Chapel Hill have peer-mentoring programs that are well respected.
 - Work-study students
 - Morehead Scholars or any scholarship program that has a service learning component.
 - Approach other schools such as NCCU and look at their Dept of Ed or Dept of Counseling – NCSU now has a track within academic advising for athletics.
- How do we work against the mindset/attitude: “it’s not the Carolina way” – one of the most prominent aspects of “the Carolina way” is academic excellence. Provost/AD/Director need to be the tail that wags the dog, not the other way around. Need to have tough conversations: “If school stats go down due to your lack of involvement and quality of students you bring in, **this** brings the University bad publicity.”

A closer look at NCSU: Within NCSU's ASPSA they have their "Academic Skills Enhancement Program." This division runs all the mentoring/tutoring: www.ncsu.edu/aspsa/Tutoring.General_information.html

The ASEP mission statement: The Academic Skills Enhancement Program promotes student accountability and provides student athletes with programs and services that improve academic skills in an efficient way. Their goal is to enhance academic skills through teaching study strategies, providing tutoring and academic mentoring within ASPSA's facilities throughout the academic year and to provide appropriate guidance with diagnostic testing referrals to our student population.

Some of their goals: Reduce number of no shows and schedule changes; Increase skills enhancement of student athletes; Retention of Academic Skills Enhancement Program staff; Reduce number of Academic Skills Enhancement Program staff and increase quality of employees; Increase number of returning Academic Skills Enhancement Program staff with CRLA certification

- ☐ NCSU's ASEP is a nationally certified program through The College Reading and Learning Association (CRLA)

▪ **They conduct workshops for tutors/mentors:**

- *A Day in the Life of a Student-Athlete: The purpose of this workshop is for you to gain a better understanding of the student-athlete population. We will discuss some of the eligibility requirements that student-athletes are held too and walk you through the day of a student-athlete. The goal is to create awareness of the obligations that student-athletes have in addition to the academic demands in hopes that they may have more of an understanding of some reasons behind tiredness, lack of focus, and other student rationale given that may some times hinder tutoring sessions.*
- *Organization and Study Skills: Study and organizational skills are essential as students move toward independent learning. Individuals with strong study and organization skills are able to break down information more easily and use time more efficiently. In this workshop, we will discuss study skills and organization techniques that can be used to help students become independent learners.*
- *Communication Skills: Do you work with students who are not quite vocal? Would you like to know how you could read your students? In this training, you will learn how to pick up all types of communication cues and learn how to pull information you need from them to help them in sessions.*

- *Assessing and Changing Study Behaviors: The purpose of this workshop is to learn how to assess study behaviors and then incorporate strategies to teach students how to change their own study habits.*
- *Alternative Tutoring Methods: Does your student seem disinterested in the material being covered? Can't seem to get your student excited about the learning process? In this workshop, we discuss some of the creative tutoring activities that you and your peers have used to change the atmosphere of the tutoring session. Bring the games, tools, ideas, strategies that you have used to get your students jumpstarted and get ready to share in this open discussion!*
- *Best Practice for Team Study Hall: The purpose of this workshop is to review best practices for team study hall, and evaluate the reasoning behind these ideas. Special focus will be placed upon how to best prepare for study hall sessions, and dealing with difficult scenarios.*
- NCSU has an *incredibly comprehensive website.*

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Saturday, May 1, 2010 12:06 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>; Overstreet, Tia <overstre@unca.unc.edu>
Subject: notes from conference
Attach: Thoughts from conference.doc

Attached are the notes I took today -- please forgive their length. you know me. besides, i'm just following the theme of Beth's presentation . . . size isn't everything!!!

Also, Beth, here is the website of the organization that has certified NCSU's mentoring and tutoring program. As you'll read in my notes, around about page 38 (jk), they have officially made that aspect of their academic success program for student-athletes a separate entity (no dividing it between Brent, Beth, etc). It looks tremendous.

<http://www.crla.net/>

Student-Athlete Academic Support
UNC-Chapel Hill

kleissle@unca.unc.edu
919-843-8635
cell

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Friday, April 30, 2010 5:41 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: cynthia question

B

I got this from Jasmine today -- I love Cynthia but this makes me hot. Who do I direct her/ to??? Didn't the directive to have Cynthia work with her come from Blanchard? Let me know.

thanks,

A

I was wondering if Cynthia was coming back. She told she was going to be gone for a few weeks, but she still isn't back and it looks like her office is cleaned out (which could be because of the moving). She was supposed to find a class for the summer and it's almost that time! She needs like a paper class so she can still complete the class without missing too much since their season continues into the first summer session. Do you have any ideas?

Student-Athlete Academic Support
UNC-Chapel Hill

kleissle@unca.unc.edu
919-843-8635

cell

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Tuesday, April 27, 2010 4:51 PM
To: jen321@email.unc.edu
Subject: Greetings....
Attach: TEXT.htm

Hello!! Just checking in to see when I should come see you about these papers. Is the morning best for you? I have another appointment tomorrow at 1pm, so I can also come after that (after 2pm or so).

Thank you, and I hope all is well!

Jaimie

Jaimie Lee
Academic Counselor, UNC Football
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919-843-6566 w
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jaimielee@unca.unc.edu

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, 12:25 PM
To: @email.unc.edu>
Subject: Re: PHIL CLASS: PHIL

I have to say this is getting ridiculous! You have had the entire term to do *VERY MINIMAL* work. The last thing you did for this class was post a some research which was all of one page on January 27th. I feel used and disrespected. Interestingly, it is only the players who have asked for any special consideration. I am sure that your teammate let you know that I said he could turn it in on Monday. I will extend this to you as well.

. wrote:
> Professor Boxill,
> I feel terrible that i have to ask but with all of the games we
> play and how much stress a tough season we are having my paper which
> is due Wednesday has been very hard to work on. I was planning on
> working on it this past weekend when we were in clemson but there was
> an issue with weather and internet service at the hotel. I know i had
> all semester to complete this and it is absolutely unacceptable for me
> to have left it til the last minute. Due to this i was wondering if
> it was possible to have a slight extension on the paper.
> Thank you for your time,
>
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer
Department of Philosophy
University of North Carolina
Chapel Hill, NC 27599-3125
Email: jmboxill@email.unc.edu
Website: parrcenter.unc.edu
Phone: 919-962-3317
FAX: 919-843-3929

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Friday, April 23, 2010 6:33 AM
To: @yahoo.com
Subject: Re: meeting tomorrow...

Oh okay! I thought I was supposed to give you these papers today! My fault. I was just checking in. I will just try to catch you Monday! Thank you.

Jaimie Lee

--message sent via blackberry--

-----Original Message-----

From: Julius Nyang'oro <@yahoo.com>

To: Jaimie Lee <jaimielee@unca.unc.edu>

Sent: 4/23/2010 3:48:55 AM

Subject: Re: meeting tomorrow...

I am still on the road. The earliest I will be in the office is Monday morning. What's wrong?

--- On Thu, 4/22/10, Jaimie Lee <jaimielee@unca.unc.edu> wrote:

From: Jaimie Lee <jaimielee@unca.unc.edu>

Subject: meeting tomorrow...

To: jen321@email.unc.edu

Date: Thursday, April 22, 2010, 5:43 PM

Hello! Sorry to be a pest, but what time is best for us to get together tomorrow, please? I can be there around 11:30am or later in the afternoon around 3:30pm or 4pm.

Thank you! See you soon!

Jaimie Lee

Academic Counselor, UNC Football

Academic Support Program for Student Athletes

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jaimielee@unca.unc.edu

From: Brent Blanton <blanton@unca.unc.edu>
Sent: Wednesday, April 21, 2010 1:35 PM
To: Gore, Travis <stgore@email.unc.edu>
Subject: RE: Paper topics
Attach: TEXT.htm

Hi Travis,
I've gotten my students in class this semester to contact Julius but I still need the topic for _____ who took AFAM _____ in the fall.
Can you send me that so _____ can get it completed? Her AB is due to expire next week.

I appreciate it and hope all is well!
B

>>> "Gore, Travis" <stgore@email.unc.edu> 4/12/2010 4:05 PM >>>

Hey Brent!

I was actually going to call you this morning but then Julius dumped a lot of work on my desk that needed to get done asap!

I have been talking to Julius to get the topics from him. I wanted him to just give me the topics so I could pass them on to you and he wanted _____ to come see him so after talking to him we have come to a conclusion with a compromise. He said that he would just like _____ to email or call him and he would give them the topic. I hope this way is ok with you and sorry it has taken so long!

Thanks,
T

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]
Sent: Monday, April 12, 2010 3:57 PM
To: Gore, Travis
Subject: RE: Paper topics

Hi Travis!

I hope you had a great weekend. Any news on the paper topics? Now that we're two weeks away from the end of the term, I have a few students getting a little anxious.

Thanks!

B

>>> "Gore, Travis" <stgore@email.unc.edu> 4/6/2010 3:42 PM >>>

Thanks. Hope you had a good Easter weekend as well. I spent mine _____ I tried
calling you a few times today but you must be out of the office. Just let me know a good time to reach you. Thanks!

T

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]
Sent: Thursday, April 01, 2010 10:05 AM
To: Gore, Travis
Subject: Re: Paper topics

Hi Travis,

Thanks for the help. I need AFAM from the fall and AFRI from this spring. Thanks much, and have a great Easter weekend!

B

>>> "Travis Gore" <stgore@email.unc.edu> 3/31/2010 5:50 PM >>>

Hey Brent!

Julius's kids have been out of school for spring break all week so has not been around. I have a feeling that since we don't have work on Friday that he will try to touch base with me tomorrow and that is when I can get the paper topics from him and pass them on to you.

How bout them heels playing for a championship! 20 win season!!

Travis



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:			
Day/Date:	4/16/10	Time Started:	10:35
Mentor:		Time Finished:	

Student Brought:	<input type="checkbox"/> Books	<input type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
	<input type="checkbox"/> Other:			
Completed tasks b/w sessions:	<input checked="" type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> N/A	
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 (Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

We came in to work on assignment because **paper for her paper class. We talked to Amy about the was not informed of the official due date of the paper.**

We worked on the paper, found additional resources, images, and tables. We also worked on citations (internal and external).

I will be going with her on Sunday to a math review session at 6:30 and then we will come back to the academic center to finish the paper.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: < > @email.unc.edu>
Sent: Friday, April 16, 2010 1:38 PM
To: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Kleissler, Amy
<kleissle@unca.unc.edu>
Subject: 4/16
Attach: 4_16_10.doc

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Thursday, April 8, 2010 3:30 PM
To: Nyang'oro, Julius <jen321@email.unc.edu>
Subject: Re: Hello! Can we touch base???
Attach: TEXT.htm

Greetings! When are you in town, please?? Can we touch base soon? Thank you!!

Jaimie

Jaimie Lee
 Academic Counselor, UNC Football
 Academic Support Program for Student Athletes
 University of North Carolina-Chapel Hill
 919-843-6566 w
 c
 jaimielee@unca.unc.edu

>>> "Julius Nyang'oro" <jen321@email.unc.edu> 3/17/2010 5:06 PM >>>
 I have added AFAM 398 to our Summer Schedule.....)

Jaimie Lee wrote:

> :-) thanks! I appreciate that!

>

>

> Jaimie Lee

>

> Academic Counselor, UNC Football

>

> Academic Support Program for Student Athletes

>

> University of North Carolina-Chapel Hill

>

> 919-843-6566 w

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> c

>

> jaimielee@unca.unc.edu

>

>

> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 3/17/2010 11:20 AM >>>

> Driving a hard bargain; should have known.....)Will have to think about

> this, but talk to me....

>

> Jaimie Lee wrote:

> > Hello again!

> > I failed to mention yesterday that Swahili 403 last summer was offered

> > as a research paper course. I meant to as, do you think this may happen

> > again in the future?? If not the summer, maybe the fall?

> > Thanks,

> > Jaimie

> >

> >

> > Jaimie Lee

> >

> > Academic Counselor, UNC Football

> >

> > Academic Support Program for Student Athletes

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> > University of North Carolina-Chapel Hill
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> > 919-843-6566 w
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> >
> > jaimielee@unca.unc.edu
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> >

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Wednesday, April 7, 2010 11:03 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Re: update on stuff
Attach: TEXT.htm

K -- don't have amazing stuff, but I'll show you what I have

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill
c
kleissle@unca.unc.edu

>>> Beth Bridger 4/7/2010 10:46 AM >>>

Swah 403---i meant the 20 page paper...not so much the actually 403 course...i think you had a bunch of websites and articles about swah culture?

we will throw pass books out

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Amy Kleissler 4/7/2010 9:07 AM >>>

A couple of things while I am thinking of it:

1. I have a case of old PASS books in my office -- ideas?
2. You can tell we are going to move because the hottest commodity around here these days appears to be xerox boxes! I got one early and filled it with some text books. At some point I'll have you glance to see if I grabbed things we can use.
3. I can show you what I have set up for SWAH 403 -- I think I have you in good shape starting with review worksheets on 401/402, practice dialogues, notes and worksheets on the new verb tenses/parts of speech/vocab covered in 403. There are also practice quizzes and exam reviews. Can I ask one thing though?! You feel me on the organization "thing" I have . . . whoever works with the 403 guys must swear on their life to treat these notebooks as if they are the Rosetta Stone and return all originals to the notebooks. I have actually started keeping my old GEOG/GEOL notebooks because they were getting decimated in the copy room. Hope that is ok. There are here for all to use but they aren't any good if the worksheets are removed.

Thanks,
A

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill
c
kleissle@unca.unc.edu

From: Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>
Sent: Wednesday, March 31, 2010 3:08 PM
To: Bridger, Frances Elizabeth <bridgerb@unca.unc.edu>
Subject: RE: question

Hey Beth,

Yeah this semester is flying by! Hope you are enjoying this nice weather!

It looks like the Afam 190 will be set up like the independent study although I am not sure yet who will be grading it!

Travis

From: Beth Bridger [mailto:bridgerb@unca.unc.edu]
Sent: Tuesday, March 23, 2010 1:38 PM
To: Gore, Travis
Subject: question

Hey Travis-

I hope you are doing well. I can't believe the semester is almost over!

Quick question, do you know what and when Afam 190 will be in the fall? I have a senior graduating, and trying to find him one last course!

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

From:
Sent: Monday, 12:34 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: Registration demonstration session

Yes, port . . No- the test is schedule for the 25th and paper suppose to be due tomorrow. Thank you. :)

Sent on the Sprint® Now Network from my BlackBerry®

-----Original Message-----

From: Jan Boxill <jmboxill@email.unc.edu>
Date: Mon, 12:19:40
To: .
Subject: Re: Registration demonstration session

The class you are talking about is Port, right? Do you think there is an exam?

Yes, registration is the 25th. I will email Julius today about doing an AFRI independent study and also contact Debby Stroman for something as well.

Jan

wrote:

> Hey Jan

>

> I been emailing my professor but he have not respond. I have class tomorrow but I am afraid I will not be prepared. Also I can not make the 7pm thing tonight. I already had an appointment set up. I was wondering if you find out anything about this summer session for me. I noticed you said we can sign up on the 25th.

>

>

> Sent on the Sprint® Now Network from my BlackBerry®

>

> -----Original Message-----

> From: Jan Boxill <jmboxill@email.unc.edu>
> Date: Mon, 11:43:46
> To: @email.unc.edu>; @email.unc.edu>; @email.unc.edu>; @email.unc.edu>; Jan
Boxill<jmboxill@email.unc.edu>; @email.unc.edu>; @email.unc.edu>; @email.unc.edu>; @email.unc.edu>; @email.unc.edu>; @email.unc.edu>;
@email.unc.edu>; Andrew Calder<acalder@uncaa.unc.edu>; @email.unc.edu>; @email.unc.edu>; @email.unc.edu>;
@aol.com>; @email.unc.edu>; @email.unc.edu>

> Subject: Registration demonstration session

>

> Hi All,

> EVERYONE RETURNING IN THE FALL SHOULD ATTEND THIS SESSION:

>

> Registrar will present the new system in our auditorium tonight at 7.

> The session should only last about 30 minutes, but it will be a good

> look into the new design and features and will hopefully make the next

> few weeks smoother as we transition.

>

> Jan

>

> --

> Jan Boxill, Ph.D.
> Director, Parr Center for Ethics
> Senior Lecturer
> Department of Philosophy
> University of North Carolina
> Chapel Hill, NC 27599-3125
> Email: jmboxill@email.unc.edu
> Website: parrcenter.unc.edu
> Phone: 919-962-3317
> FAX: 919-843-3929

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From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Wednesday, March 17, 2010 6:40 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Fwd: Re: Hello! Can we touch base???
Attach: TEXT.htm

i try! lol jk...thanks

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> Beth Bridger 3/17/2010 5:45 PM >>>
jaimie

you are truly awesome!

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Jaimie Lee 3/17/2010 5:28 PM >>>
hot dog!...he is looking into the 403 paper and will follow up...

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> "Julius Nyang'oro" <jen321@email.unc.edu> 3/17/2010 5:06 PM >>>
I have added AFAM 398 to our Summer Schedule.....)

Jaimie Lee wrote:
> :-) thanks! I appreciate that!
>
>
> Jaimie Lee
>
> Academic Counselor, UNC Football
>
> Academic Support Program for Student Athletes
>
> University of North Carolina-Chapel Hill

>
> 919-843-6566 w
>
> c
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> jaimielee@unca.unc.edu
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> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 3/17/2010 11:20 AM >>>
> Driving a hard bargain; should have known.....:)Will have to think about
> this, but talk to me...
>
> Jaimie Lee wrote:
> > Hello again!
> > I failed to mention yesterday that Swahili 403 last summer was offered
> > as a research paper course. I meant to as, do you think this may happen
> > again in the future?? If not the summer, maybe the fall?
> > Thanks,
> > Jaimie
> >
> >
> > Jaimie Lee
> >
> > Academic Counselor, UNC Football
> >
> > Academic Support Program for Student Athletes
> >
> > University of North Carolina-Chapel Hill
> >
> > 919-843-6566 w
> >
> > c
> >
> > jaimielee@unca.unc.edu
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> >

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Wednesday, March 17, 2010 5:46 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Fwd: Re: Hello! Can we touch base???
Attach: TEXT.htm

jaimie

you are truly awesome!

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Jaimie Lee 3/17/2010 5:28 PM >>>
hot dog!...he is looking into the 403 paper and will follow up...

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

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> Academic Support Program for Student Athletes
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> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 3/17/2010 11:20 AM >>>
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> > Thanks,
> > Jaimie
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> > Jaimie Lee
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> > Academic Counselor, UNC Football
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> > Academic Support Program for Student Athletes
> >
> > University of North Carolina-Chapel Hill
> >
> > 919-843-6566 w
> >
> > c
> >
> > jaimielee@unca.unc.edu
> >
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From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Friday, March 5, 2010 1:03 PM
To: Williams, Andre <awilliams@unca.unc.edu>; Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>; Overstreet, Tia <overstre@unca.unc.edu>
Subject:
Attach: TEXT.htm

came in this morning to finish up the paper for his INC from last semester in AFAM. He had a full 7 of the required 7-9pp and a couple of citations. I proofed/edited the paper once this morning, but he printed his final copy before I could verify that he had included my notations (had to rush to hand it in before work). I will let you know when I hear that a grade has been submitted by Dr. Regester.

Let me know if you need anything else

Amy

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill

c

kleissle@unca.unc.edu

From: <@email.unc.edu>
Sent: Tuesday, 11:30 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: Re: (no subject)

Jeanette Boxill wrote:

> Hi
> Yes, it was nice to see you. I think I can help you out. Come talk to me
> next week if you are in town, otherwise we can talk on the phone. I am
> out of town from tomorrow til Monday.
> Which Soci class are you in?

>
> Jan

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> wrote:

>> Hi Professor Boxill,

>> It was nice to see you the other day, I hope you have been doing
>> well. I have a question for you, do you do independent studies for
>> students? I have to have 12 hours to be eligible to compete and I am
>> taking a sociology class that I am not doing well at all in, and I
>> have found out the class does not fulfill any requirements. Basically
>> I am taking the class and not doing well for no reason. If you do not
>> do these studies I completely understand, but I figured that I'd go
>> ahead and ask just to make sure.

>>

>> Thank you for your consideration!

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Thank you so much! I will be in town until Wednesday or Thursday of next
week for practice so I can come in whenever you are available. I am in
sociology I needed one more class and
I just enrolled in it to get my necessary hours.

Thank you very much again!

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Wednesday, February 24, 2010 10:34 AM
To: Read, J. Whitney <@gmail.com>
Subject: Re: 2.23.10
Attach: TEXT.htm

I was thinking of bringing them in here for independent study, so no worries on your part. Thanks for the heads up, though.

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> "J. Whitney Read" <@gmail.com> 2/24/2010 8:59 AM >>>

Speaking of scheduling for the afternoon: when would that be??? what times? I HAVE to go home in between my morning/early afternoon sessions and study hall at night, so if we do do that, we need to find a good time...Tuesdays and Thursdays right before/right after I have would be the best...not 3-5 or anything like that, I wouldn't be able to do that. Just letting you know now!

On 23 February 2010 21:48, Jaimie Lee <jaimielee@unca.unc.edu> wrote:

Yes, you do have a system! Getting them to the library, going over the material step by step...trust me, that is a system! We all have to really push them to make more progress, but I know you're doing your best. I am nervous about them getting me 20 pages in a month, but we will all try and push them more to work outside of your sessions. With some guys we may have to add some more afternoon time, but no worries. We'll work it out!
-Jaimie

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> "J. Whitney Read" <whitlangr@gmail.com> 2/23/2010 3:29 PM >>>

I have a system?!? I didn't think I was doing well at this but maybe I'm wrong. I'm glad the guys are getting into the papers and also liking me more. I'm just worried we're still behind, but what do you think about their progress?

Jessica Whitney Read

B.A. African Studies
University of North Carolina at Chapel Hill
Phone:
Email: @gmail.com

On Feb 23, 2010, at 13:16, "Jaimie Lee" <jaimielee@unca.unc.edu> wrote:

Thanks, Whitney! It seems like your report with these guys is improving and they are starting to buy into your system. I'm hopeful!...

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes

University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> "J. Whitney Read" <@gmail.com> 2/23/2010 12:33 PM >>>

--
Jessica Whitney Read

African Studies B.A.
UNC-Chapel Hill 2009
Cell: |
Email: | @gmail.com

--
Jessica Whitney Read

African Studies B.A.
UNC-Chapel Hill 2009
Cell:
Email: | @gmail.com

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Monday, February 22, 2010 11:30 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>; Overstreet, Tia <overstre@unca.unc.edu>
Subject: Amy FF 2-22-10

Tonight all of the _____ were on time and accounted for at attendance time.

I worked with _____ on their DRAM _____ Kable papers. They are understandably worried about the complexity of this paper (dialogue between 2 playwrights) and _____ especially expressed the need to do very well on the paper in order to bring up their class grade. We read the assignment aloud together, talked about examples of what the professor did and did not want, and came up with the beginnings of a game plan:

- > pick two time periods/playwrights
- > do prelim research on easy sites such as wikipedia to teach himself about the topic so that he can get an idea of how these two things might relate, what the two people might have in common to talk about, or how they could argue something with one another. For example, when we googled two specific play titles together, we found a great deal of material out there on the role of feminism in each play.
- > once they had picked their playwrights I spent time poking on the library site to find them some links to journal articles and call numbers for books they could look at. I will give them this material by Wednesday.
- > BEFORE spring break go see Prof. Kable in his office hours with a brief plan, and ask for his advice on how to transform ideas into a conversation. TA's grade the papers so it might be helpful to meet with the TA, but TA's aren't listed on the syllabus. The guys will need to ask professor which person would be most appropriate for them to meet with.
- > they need to allow time for working on this paper in study hall, coming to see me, seeing _____ or working with a mentor so that they give good attention to proofing, grammar, and the structure of their paper. Small, steady goals will get this paper done well.

Intermittently I had other visitors during my study table time: _____ came by to ask advice about a COMM paper he was writing. FYI: He made a reference to his "other half" working on another paper he has on his agenda this week so I shut that conversation down fast. _____ came by right at 8 to tell me that he really "likes study hall now" because he gets things done more easily (out of the mouths of babes). He asked me to look at his AFRI _____ paper. I think Whitney might have been a bit put out that I read it -- she seemed to interpret it that _____ wanted a different opinion, but he really only asked me to read it because he was proud of what he had accomplished.

At 845 I went to check in with _____ While there _____ came to me and asked for "help in the lounge." On the walk to the lounge she gave me a blow-by-blow of her telling _____ to get off of facebook, and his not listening to her. She also said that she was trying to get _____ off the internet. Her face was composed but to me her voice seemed keyed up.

On the 2 computers in the lounge I found _____ (working) and _____ (on facebook) -- at this time it was 8:50PM.

I asked _____ why he was on facebook -- was he supposed to be working on something or was he done with study hall. He said that he was done for the evening at study hall, and that he didnt have a computer at home so he was using this computer. I asked him if he had heard _____ ask him to get off the computer during study hall time. He said that he had, and started to get upset telling me about his interaction with _____

I told him that if he had a disagreement with a mentor/tutor he needed to be respectful by looking them in the eye and talking to them about it calmly and directly, not ignore them or disregard the rules they were seeking to enforce. He then got really hot, telling me that he felt she was disrespectful of him in her tone of voice, and had treated him like a child -- that she did not speak to him respectfully. She then stepped into the conversation with him again and they were going around in circles. In my opinion this conversation was heating up between them and becoming counterproductive, so I told him that he should go so that everyone could take a breather. The "conversation" was continuing between the two of them which I did not think was a healthy situation. He immediately signed off the computer and stood up to leave, but was upset. _____ got right back to work with _____

I walked [redacted] out to the lobby. I asked him to understand that there are rules to study hall, and that [redacted] was trying to enforce them. He said that he understood that, but he felt that she came 'at him out of nowhere' and came down hard on him, like he was 'a child.' I told him that when he hit situations like this it was best to quietly do as he was asked, but seek out one of us to discuss it in a calmer moment -- that he should always seek first to resolve it respectfully with the mentor/tutor, but also he could seek out whichever one of us was on duty rather than getting into a shouting match with a mentor/tutor. Honestly, I've never seen [redacted] upset like that, ever.

I went back in to the lounge to confirm that [redacted] then wanted help with [redacted] because I did not see him in the lounge. She said yes, and was still upset about [redacted] but was focused on [redacted] I found [redacted] in the cafe and at least at that moment, he was not on facebook -- you know I checked!! He was working on his english paper on asthma. We talked through some ways to lengthen it to 5 pages (he was at 2 full single spaces pages), and he wanted some help citing web materials. By that time it was 910 and I had to get to [redacted] -- sorry about that.

As an aside. At 715 [redacted] came to me to ask if she should be working with [redacted] and explained the email she had received from Jaimie. I advised her to work with [redacted] and offer herself to [redacted] if he wanted. At 8 I saw her working with [redacted] and I believe [redacted] looked fine then -- quietly conversing with her and not misbehaving.

Sorry to write so much -- it just seemed a bit surreal tonight. It seemed to be going well because all the guys I encountered were seeking out help working, until [redacted] came to me. From what I can tell she wasn't working with him she just saw him on the computer when she was nearby with [redacted] perhaps.

One last thing: I expect [redacted] will put this in her FF but [redacted] from my quick interaction with him, was not on task tonight. When I ran into the UPC to tell [redacted] re: [redacted] excused absence, I noticed all the guys quiet and focused except for [redacted] who was talking rather loudly without any materials out. After getting the standard reply that he didn't have anything to do, I told him that if he was going to flagrantly avoid any appearance of working, then he needed to remain silent and not disturb others in any way. I had my drama guys to get back to and didn't have the time to put his feet to the fire by seeing what he actually as going on this week. Sorry about that, but I figured I owed my time to [redacted] at that moment ~

A

Student-Athlete Academic Support
kleissle@unca.unc.edu



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:

Day/Date:

2.18.10

Time Started:

7:00

Time Finished:

9:00

Mentor:

Student Brought:

Books

Notes

Assignment to work on

Nothing

Other:

Computer

N

(completed

some tasks

between

sessions,

but not

all)

Completed tasks b/w sessions:

Y

N/A

Attitude/Effort:

1

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5

(Poor)

(Excellent)

Feedback: (Please be SPECIFIC. Comment on productivity of session, the area(s) in which the student received assistance, the chapters, concepts, or assignments you worked on during the session, and any academic/behavioral problems you noticed. Add any other suggestions for improvement, questions, or additional comments.)

talked for a while to both Jaimie and Tia about his classes, before joining me around 7:30. He worked a little bit on his Afri paper, before getting stuck on finishing his conclusion. We agreed he would stop for now and work on his Drama paper, and printed his paper for me to read through and edit.

As I read through paper, the critiques/summary of the movie and his thoughts about it sounded very different. The language and overall feel of these different sections was noticeably changed. I remembered seeing on imdb.com looking at character's names on Tuesday, and I googled a portion of his paper. It popped up on imdb.com with almost the exact same wordage. The language was the same and the order of the topics and sequence of the paper was almost identical. I spoke to about the paper and the similarities to the website. He told me the work was his and he had already submitted the critiques to his teacher. "I already turned these papers in, she read them, they're mine." Was the basis of what he told me. I explained to that I wouldn't be able to help him with a paper that was so similar to the website.

Ultimately, I kept paper and read through it to edit. I made the decision to keep his paper to talk to someone else (Jaimie) about. He repeatedly asked me to just give him the papers back, told me he didn't want my help, and was extremely upset. To be honest, I lied to in order to keep his paper. I felt the need to have a tangible copy of his paper to show to someone else.

At around 8:45, packed up, asked for his paper several more times, and left in a hurry.

As I left, I spoke to Jaimie and gave her the copy of paper.

Specific tasks for next session: (Reminders/asked the student to complete or bring the following items for next meeting)



THE UNIVERSITY OF NORTH CAROLINA
Academic Support Program for Student-Athletes



New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments

From: @gmail.com>
Sent: Thursday, February 18, 2010 10:25 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>;
Kleissler, Amy <kleissle@unca.unc.edu>; Overstreet, Tia <overstre@unca.unc.edu>
Subject: Feedback Form 2.18
Attach: 2.18.doc

My feedback form for tonight is attached.
Thanks for all your help tonight Jaimie!

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Friday, February 19, 2010 3:07 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Fwd: Feedback Form 2.18
Attach: TEXT.htm; Feedback Form 2.18.msg

FYI-- and I spoke about this incident last night. I have a copy of the paper to compare with the info from the web.

Also, I met with and Andre today to discuss the issue with the plagiarism in the first place. insisted he hadn't yet had a chance to do the proper citations, but just didn't give him a chance to defend himself.

In conclusion, I am not having them work together Sunday night until I see the final paper with revisions. I, of course, know fully intended to use the copied material, but I am giving him a chance to bring the proper paper in Sunday.

was noticeably upset last night, so we will need to discuss and perhaps revamp this working relationship between these two.

Thanks,
Jaimie

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Monday, February 8, 2010 9:45 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re SOC I vs. AFRI

was already on the ball and has him organized -- Whitney was worried that he would get behind in . I still don't think she is absorbing what I am saying about the paper. I finally just said "think middle school report, not college seminar paper." who knows if it got through!

A

Student-Athlete Academic Support
kleissle@unca.unc.edu

>>> Jaimie Lee 02/08/10 3:51 PM >>>

i agree! let's def focus on the make up work in regards to afri , but this may throw whitney completely off! lol just let focus on that...he has has a soci quiz wed and speech outline for comm but other than that he can do more work on this...THANK YOU!

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> Amy Kleissler 2/8/2010 3:01 PM >>>

has copies of all the articles he needs, plus the book, for the SOCI reading he needs to do. The reading notes don't have to be much, but it is a good bit of material to get through. Since the work needs to be handed in next Monday, I was wondering if for this week, he could focus on getting this work done with his mentors (and Whitney R) as opposed to working on AFRI ? I can give them the low down on what need to be accomplished. Let me know your thoughts

Thanks,
A

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill
c
kleissle@unca.unc.edu

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Monday, February 8, 2010 3:31 PM
To: @email.unc.edu>;
@email.unc.edu>; @email.unc.edu>;
@email.unc.edu>; @email.unc.edu>;
Whitney @gmail.com>; Read,
@email.unc.edu>;
Subject: AFRI papers
Attach: TEXT.htm

Hello ~

You are receiving this email because you are mentoring a student that is working on the independent study paper for AFRI 370 this semester. You may or may not be working with your mentee on this paper specifically, but just in case, I wanted to give you an update on it.

Professor Nyang'oro, Chair of the AFRI/AFAM Studies Department, has been very generous in granting several students (not just student-athletes) the opportunity to do independent study papers. Since we have worked with him in the past in this same manner I wanted to let you know that his expectations are very reasonable and easily achievable for our students.

Professor Nyang'oro wants to see that the papers are properly cited, proofread, that they use books or journals in addition to web sites, that they stick to educational web sites, and that it is a full 20 pages, not including title or citation page. Beyond that, he is very laid back. He wants to see that the student picked a somewhat narrow issue; for example, "the reasons behind the lack of healthcare funding available in Botswana due to the current political in-fighting", as opposed to "AIDS in Africa." These papers are meant to have the students learning about, and then writing about, the broad background of the country they are focusing on in order to "set the stage" for the political issue that they are going to narrow in on -- start broad and bring into focus. If your student is unfamiliar with his country, have him read up on Wikipedia, and perhaps the CIA (good country backgrounds), and then once they have an idea of what the country is like, they can then get a better idea where to look next as far as putting together their outline, and books or journal articles. Whitney Read suggested looking on the BBC website for good background material as well.

Your greatest gift as mentor to the staff is simply to keep the guys progressing along because if we left them to their own devices, they would wait until the last 72 hours to get it done! THANK YOU so much for the great start you have gotten them off on. Please let me know if you need anything.

take care,
Amy

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill
c
kleissle@unca.unc.edu

Student: @email.unc.edu
Advisor: Jaimie Lee jaimielee@unca.unc.edu

Academic Team:
Whitney Read @email.unc.edu mentor
@gmail.com AFRI
@email.unc.edu MATH

Class Schedule: COMM COMM MATH
SOCI AFRI (paper class)

Notes:

COMM The class consists of response papers, a midterm, and final. The exams will be multiple choice, short answer, and essays. Any material, such as vocabulary, that you can put to flashcards will help prepare him for multiple choice questions. So often, he will narrow the answers down to two choices, and pick the wrong one, falling for the professor's trap. The traps are usually designed to see if the student has memorized, or if he can relate the concepts to one another. Look at the material yourself and try to anticipate how the material relates together, and then show the student. Prepare practice exams for him that involve fill in the blank.

Writing: he has to pick two out of four offered essay topics. They won't be too hard, but the key to success will be to start early and plan out carefully. The papers are not difficult, but need to be thorough.

COMM: He must attend two department performances and write a 1-page review on each. There are two major papers, the midterm and final papers, that will require him to use his PASS book to back plan in order to break these projects into manageable goals. These papers are more opinion than research which can be difficult to do since they require careful thought that can't be rushed. Unlike research papers in other classes where he has had to retell history or a specific topic, this is more difficult to complete at the eleventh hour. The rest of this class is performances so he will need to practice these so that he feels comfortable.

MATH This class focuses on abstract ideas and analysis, with three tests and a final exam. The professor has offered to set up 1:1 sessions with TA's and the Math Center is also available Monday-Thursday, 4-8PM.

SOCI The professor stresses the need to keep on top of the reading – wants students to dedicate 1.5 hours of studying for each class. Keeping up on the reading will be the key in this class, and a portion of the grade involves notes that the student must take on their reading and submit for a grade (20% of final grade). These notes only have to be 1-2 paragraphs, but not doing them regularly will impact the final grade. These notes should not be a summary, but comment on what the reading makes you think about, or questions it makes you think of. The professor wants to see the students engaged so the more the student talks about emotions, feelings on the reading, or questions, the better.

This is a paper-heavy course so use the yellow calendars in the PASS book and back-plan to allow for plenty of time to get these done. Make a detailed outline together for the papers and give him homework between sessions of what he needs to complete to keep him progressing.

READING/WRITING: The process of reading and writing is slow and laborious for so anything seek out other resources for him to learn the material – search on the internet for video lectures or demonstrations; have him use Wikipedia to familiarize himself with a concept, then that will help him look for further resources he needs such as journal articles.

You could look over his reading before he needs to do it in order to familiarize yourself with the terms he will encounter. Before you guys begin to attack the reading, give him a brief intro/summary so that he will recognize key ideas when he hears them. To help him with writing, use outlines. For longer papers, your first outline will be pretty bare, but as he learns more about the topic, update the outline with him to make it more detailed. This will help him string his thoughts together more easily when he is writing on his own.

is a good guy, but has a difficult time focusing, and getting down to business. He is easily distracted and **loves** to talk and debate **everything**. Once focused, he is a hard worker in sessions, and has good thoughts to contribute. Between sessions he is unreliable as far as getting his work done, going to class, handing assignments in, keeping on top of on-line submissions. Keep in touch with him between sessions and make sure that you discuss regularly upcoming assignments. Give short, explicit directions, then give him some space to work alone, always circling back to see what he has accomplished.

Student: @email.unc.edu
Advisor: Jaimie Lee jaimielee@unca.unc.edu

Academic Team:

Amy Kleissler	@unca.unc.edu kleissle@unca.unc.edu	mentor DRAM
Whitney Read	@email.unc.edu @gmail.com	AFAM AFRI

Class Schedule: AFAM AFAM DRAM
AFRI (paper class)

Notes:

AFAM The class has very good resources on Blackboard including video links. It is pretty straightforward with a couple of quizzes, 2 exams, and 2 essays.

AFAM The writing for this class involves weekly replies to the reading assignments, approximately 1 page responses. One tactic you can use is for you to read aloud while he take notes, or he can use a highlighter in the text while you both share reading aloud. In the writing assignments the professor wants to see that he is thinking about what he is reading, and that he is putting some thought into what he is learning. In the reading responses he should talk about his reactions to what he is reading, what it makes him think about, questions it makes him wonder about, ideas he has. The more touchy-feely thoughts he puts in there, the more the professor will believe he is engaged. Do this rather than a strict summary of the reading. For the project you will need to use the PASS book to back plan the steps he will need to follow to allow plenty of time to get this done – small, frequent goals for completing the project will save headaches in the long run. are also in this class.

NOTE for Reading/Writing: The process of reading and writing is slow and laborious for so anything seek out other resources for him to learn the material – search on the internet for video lectures or demonstrations; have him use Wikipedia to familiarize himself with a concept, then that will help him look for further resources he needs such as journal articles. You could look over his reading before he needs to do it in order to familiarize yourself with the terms he will encounter. Before you guys begin to attack the reading, give him a brief intro/summary so that he will recognize key ideas when he hears them. To help him with writing, use outlines. For longer papers, your first outline will be pretty bare, but as he learns more about the topic, update the outline with him to make it more detailed. This will help him string his thoughts together more easily when he is writing on his own.

is very sweet, friendly, respectful, and forthright. I have never known him to be dishonest with me, but he will ditch me if he knows he isn't doing what he needs to do. He will leave things until the last minute or simply drop the ball. You will need to see **everything** – do not take his word on it – such as completed assignments, any writing assignments. If he needs to contact a professor or counselor, have him do it with you or show it to you. He will work well with you, but outside on his own he may drop the ball – poor class attendance, not turning assignments in on time, etc. Work to establish a warm, encouraging relationship where you can

be open, realistic, and honest with one another. Offer to send text to remind him about handing in a lab report, printing off something from Blackboard, etc. He has a lot going on in his life that he must juggle, and this can overwhelm him at times. Talk about what your plan will be with him when/if he starts to feel that way. In what ways does he feel that you can be the most help to him? What plans does he have set up to help him succeed this semester?

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Tuesday, February 2, 2010 9:26 AM
To: Read, Whitney <@gmail.com>
Subject: info on your students
Attach: TEXT.htm; info S10.docx; info S10.docx

Whitney,

Attached is some background information on some of the students you are working with this semester. In the feedback forms we received from mentors/tutors last semester, some requested to have a little background information on their students in order to give them a more full picture of their students as learners. These are thoughts, not directives so you can read then and toss, or keep around in case you ever think they might be helpful.

When I started mentoring/tutoring, sometimes I felt as though we had a giant pile of work ahead of us, that I didn't have any idea how to attack it, and that in the end, we barely touched upon 1% of what I thought we might. I hated that frustrated and clueless feeling I got sometimes! It took me a while to realize that I needed to let go of the feeling that we needed to be accomplishing more. As tutors and mentors we are here to support and guide, and that is just what you have been doing splendidly! In any event, the idea behind this info on your student is simply to help you get a better idea of him as a learner, and have some extra ideas at your fingertips in case you need any. I put these things together as ideas if you ever need them, so please don't worry these are things you should do.

Please let me know if you ever need anything.

Amy

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill

c

kleissle@unca.unc.edu

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Thursday, January 28, 2010 1:53 PM
To: jen321@email.unc.edu
Subject: Re: Meeting with Freelon

Hello Professor! On my way with those abstracts!!!

Jaimie Lee

--message sent via blackberry--

-----Original Message-----

From: "Julius Nyang'oro" <jen321@email.unc.edu>

To: Jaimie Lee <jaimielee@unca.unc.edu>

Sent: 1/26/2010 9:26:25 AM

Subject: Re: Meeting with Freelon

Yes, yes.

Jaimie Lee wrote:

> Hello!

>

> Are we good for meeting with Prof Freelon at 11am?? Should we meet in your office?

>

> Thank you,

> Jaimie

> Jaimie Lee

> --message sent via blackberry--

> -----Original Message-----

> From: Jaimie Lee

> To: <jen321@email.unc.edu>

>

> Sent: 1/12/2010 10:27:14 PM

> Subject: Re: touch base...

>

> Hello! I hope all is well! When you return, I look forward to touching base with you! Happy New Year! I am ready to meet when you get back!

>

> Jaimie

> Jaimie Lee

> --message sent via blackberry--

> -----Original Message-----

> From: Jaimie Lee

> To: Julius Nyang'oro <jen321@email.unc.edu>

>

> Sent: 12/21/2009 10:34:15 AM

> Subject: Re: touch base...

>

> Greetings!! I hope your travels were wonderful! Will you be able to meet with me today?? I had it in my calendar we need to touch base today.

>

> I hope all is well! Thank you!!

> Jaimie

>

>

> Jaimie Lee

> Academic Counselor, UNC Football

> Academic Support Program for Student Athletes

> University of North Carolina-Chapel Hill

> 919-843-6566 w

>

c

> jaimielee@unca.unc.edu

>

>
>>>> "Julius Nyang'oro" <jen321@email.unc.edu> 12/3/2009 4:32 PM >>>
> OK....So we talk to Freelon next semester.
>
> Jaimie Lee wrote:
>> Hello again! I just wanted to correct myself and say yes, the Afam 259
>> Professor I was talking about meeting with was Freelon. I hope we will
>> have the opportunity to talk with this Professor early next semester
>> because there are a lot of our students in the course.
>>
>> Thank you and safe travels to you!
>> -Jaimie
>>
>>
>> Jaimie Lee
>>
>> Academic Counselor, UNC Football
>>
>> Academic Support Program for Student Athletes
>>
>> University of North Carolina-Chapel Hill
>>
>> 919-843-6566 w
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>> c
>>
>> jaimielee@unca.unc.edu
>>
>>
>>
>> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 11/30/2009 8:10 PM >>>
>> The best day for me will be tomorrow (Tuesday). I will check my schedule
>> and try to reach you in the morning to confirm. Hope you are well.
>>
>> Jaimie Lee wrote:
>> >
>> > Hello!
>> >
>> > I hope all is well. I just wanted to touch base, so when you get the
>> > opportunity, I would love to talk.
>> >
>> > Thank you!
>> > -Jaimie
>> >
>> >
>> >
>> > Jaimie Lee
>> >
>> > Academic Counselor, UNC Football
>> >
>> > Academic Support Program for Student Athletes
>> >
>> > University of North Carolina-Chapel Hill
>> >
>> > 919-843-6566 w
>> >
>> > c
>> >
>> > jaimielee@unca.unc.edu
>> >
>> >
>> -----
>>
>> Subject:
>> Re: touch base...

>> From:
>> "Jaimie Lee" <jaimielee@unca.unc.edu>
>> Date:
>> Tue, 12 Jan 2010 22:27:14 -0500
>> To:
>> <jen321@email.unc.edu>
>>
>> To:
>> <jen321@email.unc.edu>
>>
>> Hello! I hope all is well! When you return, I look forward to touching base with you! Happy New Year! I am ready to meet when you get back!
>>
>> Jaimie
>> Jaimie Lee
>> --message sent via blackberry--
>> -----Original Message-----
>> From: Jaimie Lee
>> To: Julius Nyang'oro <jen321@email.unc.edu>
>>
>> Sent: 12/21/2009 10:34:15 AM
>> Subject: Re: touch base...
>>
>> Greetings!! I hope your travels were wonderful! Will you be able to meet with me today?? I had it in my calendar we need to touch base today.
>>
>> I hope all is well! Thank you!!
>> Jaimie
>>
>>
>> Jaimie Lee
>> Academic Counselor, UNC Football
>> Academic Support Program for Student Athletes
>> University of North Carolina-Chapel Hill
>> 919-843-6566 w
>> c
>> jaimielee@unca.unc.edu
>>
>>
>>>>> "Julius Nyang'oro" <jen321@email.unc.edu> 12/3/2009 4:32 PM >>>
>> OK....So we talk to Freelon next semester.
>>
>> Jaimie Lee wrote:
>>> Hello again! I just wanted to correct myself and say yes, the Afam 259
>>> Professor I was talking about meeting with was Freelon. I hope we will
>>> have the opportunity to talk with this Professor early next semester
>>> because there are a lot of our students in the course.
>>>
>>> Thank you and safe travels to you!
>>> -Jaimie
>>>
>>>
>>> Jaimie Lee
>>>
>>> Academic Counselor, UNC Football
>>>
>>> Academic Support Program for Student Athletes
>>>
>>> University of North Carolina-Chapel Hill
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>>> 919-843-6566 w
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>>> jaimielee@unca.unc.edu
>>>
>>>
>>>
>>> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 11/30/2009 8:10 PM >>>
>>> The best day for me will be tomorrow (Tuesday). I will check my schedule
>>> and try to reach you in the morning to confirm. Hope you are well.
>>>
>>> Jaimie Lee wrote:
>>> >
>>> > Hello!
>>> >
>>> > I hope all is well. I just wanted to touch base, so when you get the
>>> > opportunity, I would love to talk.
>>> >
>>> > Thank you!
>>> > -Jaimie
>>> >
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>>> >
>>> > Jaimie Lee
>>> >
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>>> >
>>> > Academic Support Program for Student Athletes
>>> >
>>> > University of North Carolina-Chapel Hill
>>> >
>>> > 919-843-6566 w
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>>> >
>>> > jaimielee@unca.unc.edu
>>> >
>>>
>>> -----
>>>
>>> Subject:
>>> Re: touch base...
>>> From:
>>> "Jaimie Lee" <jaimielee@unca.unc.edu>
>>> Date:
>>> Mon, 21 Dec 2009 10:34:15 -0500
>>> To:
>>> "Julius Nyang'oro" <jen321@email.unc.edu>
>>>
>>> To:
>>> "Julius Nyang'oro" <jen321@email.unc.edu>
>>>
>>>
>>> Greetings!! I hope your travels were wonderful! Will you be able to
>>> meet with me today?? I had it in my calendar we need to touch base
>>> today.
>>>
>>> I hope all is well! Thank you!!
>>> Jaimie
>>>
>>>
>>> Jaimie Lee
>>>
>>> Academic Counselor, UNC Football
>>>
>>> Academic Support Program for Student Athletes
>>>
>>> University of North Carolina-Chapel Hill

>>>
>>> 919-843-6566 w
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>>>
>>> jaimielee@unca.unc.edu
>>>
>>>
>>> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 12/3/2009 4:32 PM >>>
>>> OK....So we talk to Freelon next semester.
>>>
>>> Jaimie Lee wrote:
>>> > Hello again! I just wanted to correct myself and say yes, the Afam 259
>>> > Professor I was talking about meeting with was Freelon. I hope we
>>> will
>>> > have the opportunity to talk with this Professor early next semester
>>> > because there are a lot of our students in the course.
>>> >
>>> > Thank you and safe travels to you!
>>> > -Jaimie
>>> >
>>> >
>>> > Jaimie Lee
>>> >
>>> > Academic Counselor, UNC Football
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>>> > 919-843-6566 w
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>>> > jaimielee@unca.unc.edu
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>>> >
>>> >
>>> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 11/30/2009 8:10 PM >>>
>>> > The best day for me will be tomorrow (Tuesday). I will check my
>>> schedule
>>> > and try to reach you in the morning to confirm. Hope you are well.
>>> >
>>> > Jaimie Lee wrote:
>>> > >
>>> > > Hello!
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>>> > > I hope all is well. I just wanted to touch base, so when you get the
>>> > > opportunity, I would love to talk.
>>> > >
>>> > > Thank you!
>>> > > -Jaimie
>>> > >
>>> > >
>>> > > Jaimie Lee
>>> > >
>>> > > Academic Counselor, UNC Football
>>> > >
>>> > > Academic Support Program for Student Athletes
>>> > >
>>> > > University of North Carolina-Chapel Hill
>>> > >
>>> > > 919-843-6566 w

>>> > >
>>> > >
>>> > >
>>> > > jaimielee@uncaa.unc.edu
>>> > >

From: "Deborah Stroman" <dstroman@email.unc.edu>
Sent: Saturday, January 16, 2010 12:46 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: RE: Exss independent study

I submitted the 3 hours. You need to drop the course asap so the 396 will process.

d

Go Heels,
Deborah Stroman, Ph.D., CLU
Explore. Engage. Empower.
919.843.0336
http://www.unc.edu/depts/exercise/sport_administration
Happy New Year! Share a smile.

Weekly Weird Fact: Almonds are a member of the peach family.

-----Original Message-----

From: Jaimie Lee [<mailto:jaimielee@unca.unc.edu>]
Sent: Friday, January 15, 2010 6:31 PM
To: dstroman@email.unc.edu
Subject: Exss independent study

Hello again! I just wanted to let you know I have 1 student, _____, who could really benefit from the independent study or internship you mentioned. I hope that is still okay. Let me know! Hope your travels are going well.

Talk to you soon!!!

Jaimie Lee
--message sent via blackberry--

-----Original Message-----

From: "Deborah Stroman" <dstroman@email.unc.edu>
To: Jaimie Lee <jaimielee@unca.unc.edu>

Sent: 1/12/2010 1:50:50 PM
Subject: RE: travel this week!

Great! We will be down there in 15 mins. Thanks!

d

Go Heels,
Deborah Stroman, Ph.D., CLU
Explore. Engage. Empower.
919.843.0336
http://www.unc.edu/depts/exercise/sport_administration

Happy New Year! Share a smile.

Weekly Weird Fact: Almonds are a member of the peach family.

From: Jaimie Lee [<mailto:jaimielee@unca.unc.edu>]
Sent: Tuesday, January 12, 2010 1:46 PM
To: Deborah Stroman
Subject: RE: travel this week!

found the wallet!

Jaimie Lee

Academic Counselor, UNC Football

Academic Support Program for Student Athletes

University of North Carolina-Chapel Hill

919-843-6566 w

c

jaimielee@unca.unc.edu

>>> "Deborah Stroman" <dstroman@email.unc.edu> 1/12/2010 12:07 PM >>>

We will work to find sites (within UNCAA or outside) to match their schedules and availability. Needless to say, they must be responsible students as they are "independent." There is no classroom setting.

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

http://www.unc.edu/depts/exercise/sport_administration

Happy New Year! Share a smile.

Weekly Weird Fact: Almonds are a member of the peach family.

From: Jaimie Lee [<mailto:jaimielee@unca.unc.edu>]

Sent: Tuesday, January 12, 2010 12:01 PM
To: Deborah Stroman
Subject: RE: travel this week!

Wonderful! Thank you for your help. You're right, the 290 may be better, but what are the hours like? They have spring ball which makes the schedule still pretty tight. Tuesdays are their day off this semester, though.

Also, I will touch base with Beth to finalize the 2 people who could use this the most and would work hard! Thank you, again.

Jaimie

Jaimie Lee

Academic Counselor, UNC Football

Academic Support Program for Student Athletes

University of North Carolina-Chapel Hill

919-843-6566 w

c

jaimielee@unca.unc.edu

>>> "Deborah Stroman" <dstroman@email.unc.edu> 1/12/2010 11:57 AM >>>

Hi Jamie. I could handle two more 396 independent study students.

I am off to the NCAA Convention. Let's chat next week. Send me their names and what their career interest is for life after UNC. Also, maybe the 290 internship course would be better. Let's look at both options. See attached.

If we need to handle this matter this week, call me on my cell tonight.

d

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, 12:10 PM
To: @email.unc.edu>
Subject: Re: PHIL.

okay--what I want you to do is read through the cases. I'll let you know this week which cases will be assigned to you to do research.

Jan

 wrote:
> Hey Jan,
>
> Just to let you know, Brent signed me up for this Ind. study because I am
> in training with the for the
> semester and so I will not be attending the meeting tonight. I have
> printed the cases out and have read over them. Let me know what I should
> do or what goes on at the meeting.
>
> Ps. says hello!
>
>
>

--
Jan Boxill, Ph.D.
Director, Parr Center for Ethics
Senior Lecturer, Department of Philosophy
University of North Carolina at Chapel Hill
Office phone: 919-962-3317
Cell phone: 919-270-6815
Fax: 919-962-3329

From: "Deborah Stroman" <dstroman@email.unc.edu>
Sent: Tuesday, January 12, 2010 12:08 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: RE: travel this week!
Attach: TEXT.htm

We will work to find sites (within UNCAA or outside) to match their schedules and availability. Needless to say, they must be responsible students as they are ☐ independent. ☐ There is no classroom setting.

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

<http://www.unc.edu/depts/exercise/sport_administration> http://www.unc.edu/depts/exercise/sport_administration

Happy New Year! Share a smile.

Weekly Weird Fact: Almonds are a member of the peach family.

From: Jaimie Lee [<mailto:jaimielee@unca.unc.edu>]
Sent: Tuesday, January 12, 2010 12:01 PM
To: Deborah Stroman
Subject: RE: travel this week!

Wonderful! Thank you for your help. You're right, the 290 may be better, but what are the hours like? They have spring ball which makes the schedule still pretty tight. Tuesdays are their day off this semester, though.

Also, I will touch base with Beth to finalize the 2 people who could use this the most and would work hard! Thank you, again.

Jaimie

Jaimie Lee

Academic Counselor, UNC Football

Academic Support Program for Student Athletes

University of North Carolina-Chapel Hill

919-843-6566 w

CWT-SUPPL00000661

c

jaimielee@unca.unc.edu

>>> "Deborah Stroman" <dstroman@email.unc.edu> 1/12/2010 11:57 AM >>>

Hi Jamie. I could handle two more 396 independent study students□

I am off to the NCAA Convention. Let□s chat next week. Send me their names and what their career interest is for life after UNC. Also, maybe the 290 internship course would be better. Let□s look at both options. See attached.

If we need to handle this matter this week, call me on my cell tonight.

d

From: "Deborah Stroman" <dstroman@email.unc.edu>
Sent: Tuesday, January 12, 2010 11:58 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: RE: travel this week!
Attach: TEXT.htm; EXSS 290 FESA Overview S10.pdf

Hi Jamie. I could handle two more 396 independent study students.

I am off to the NCAA Convention. Let's chat next week. Send me their names and what their career interest is for life after UNC. Also, maybe the 290 internship course would be better. Let's look at both options. See attached.

If we need to handle this matter this week, call me on my cell tonight.

d

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

http://www.unc.edu/depts/exercise/sport_administration

Happy New Year! Share a smile.

Weekly Weird Fact: Almonds are a member of the peach family.

From: Jaimie Lee [mailto:jaimielee@unca.unc.edu]
Sent: Tuesday, January 12, 2010 11:05 AM
To: Deborah Stroman
Subject: RE: travel this week!

Hello Debbie!

Happy New Year! I hope all is well. I am curious to know if by any chance you are doing any research/independent studies with any students this semester? If you have the time or know of anyone in the EXSS department willing to do one, we have a few seniors in a bind who could really use it.

I was just wondering. I really hope the semester is starting off well for you! Thank you!

Jaimie

Jaimie Lee

Academic Counselor, UNC Football

Academic Support Program for Student Athletes

University of North Carolina-Chapel Hill

919-843-6566 w

c

jaimielee@unca.unc.edu

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Tuesday, January 12, 2010 12:08 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Fwd: RE: travel this week!
Attach: TEXT.htm; RE_ travel this week!.msg

fyi--for future reference in case we don't need this semester

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

EXSS 290 - Field Experience in Sport Administration

This spring (2010) EXSS 290 will be offered again to students interested in receiving academic credit for a sport administration internship. This field experience offers implementation of theory and the practical application of sport administration in a sport organization worksite under the direct supervision of a business professional. Students do not report to a classroom but rather to their internship site. Note: This course is now eligible for EE credit.

Course Rationale -

As the sport industry expands and becomes increasingly more competitive, it is crucial that students have tangible experiences to prepare them for post-graduation employment. Field experience or internships in sport administration provides students with the opportunity to apply academic course work in the business environment. This experiential education offers rewarding practical management learning while supplementing classroom knowledge and textbook studies. Also, students may "test" a given occupation to further explore career options.

Students may self-search for their own internship (within the UNC athletic department or external to UNC).

Credit is for three credit hours.

Conference Call recording from fall semester (overview of course):
(712) 432-1590, Access Code: 286316#

Permission by Dr. Stroman required. Exceptions are made on case-by-case basis for non-EXSS Sport Administration students. Enrollment Limited.

dstro@unc.edu

919.843.0336

From: "Deborah Stroman" <dstroman@email.unc.edu>
Sent: Tuesday, January 12, 2010 11:58 AM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: RE: travel this week!
Attach: TEXT.htm; EXSS 290 FESA Overview S10.pdf

Hi Jamie. I could handle two more 396 independent study students.

I am off to the NCAA Convention. Let's chat next week. Send me their names and what their career interest is for life after UNC. Also, maybe the 290 internship course would be better. Let's look at both options. See attached.

If we need to handle this matter this week, call me on my cell tonight.

d

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

http://www.unc.edu/depts/exercise/sport_administration

Happy New Year! Share a smile.

Weekly Weird Fact: Almonds are a member of the peach family.

From: Jaimie Lee [<mailto:jaimielee@unca.unc.edu>]
Sent: Tuesday, January 12, 2010 11:05 AM
To: Deborah Stroman
Subject: RE: travel this week!

Hello Debbie!

Happy New Year! I hope all is well. I am curious to know if by any chance you are doing any research/independent studies with any students this semester? If you have the time or know of anyone in the EXSS department willing to do one, we have a few seniors in a bind who could really use it.

I was just wondering. I really hope the semester is starting off well for you! Thank you!

Jaimie

Jaimie Lee

Academic Counselor, UNC Football

Academic Support Program for Student Athletes

University of North Carolina-Chapel Hill

919-843-6566 w

c

jaimielee@unca.unc.edu

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Thursday, January 7, 2010 7:37 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re:
Attach: TEXT.htm

he left me a message too..
i dont know what the hell is up with him
i told him if he wants a paper to email stroman for an exss one

i think he is realizing his gpa needs to be higher for

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Jaimie Lee 1/7/2010 2:48 PM >>>

has stopped by and called me today. he was asking if he could be enrolled in the easiest class at unc or even get into a paper class. i looked at his scheduled and he's clearly covered, and i told him he is in the easiest class here which is dram

i hope this helped put his mind at ease...

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: Corey Holliday <cholliday@unca.unc.edu>
Sent: Wednesday, January 6, 2010 9:08 PM
To: Herman, Amy <ajschae@unca.unc.edu>; Williams, Andre <awilliams@unca.unc.edu>
Subject: Fwd: Re: Update?
Attach: TEXT.htm; Holliday, Corey.vcf

Amy,
We (Andre, Beth and I) are planning to discuss with Coach Davis tomorrow at our 11:30 academic meeting.

Corey Holliday
Associate Athletic Director
University of North Carolina
Kenan Football Center
P.O. Box 2126
Chapel Hill, NC 27515
919-962-9114 (W)
919-962-0393 (FAX)

>>> Amy Herman 1/6/2010 8:53 PM >>>

Any word on this? Probably need to make a decision, for sake... Is he ? Are we going to pay for it?

Amy

>>> Beth Bridger 1/5/2010 2:50 PM >>>

All are good except . He is eligible, but not a great semester. He got a 1.0. He failed Navs (attendance issues/all came down to the final) D+ in Comm (speech course, lots of attendance issues), B- Afam (seminar course) IN in Afam . He was very inconsistent with communicating and meeting with my staff. From what I have "heard" he was working 3 jobs last semester. is not someone who academically can juggle all of these responsibilities. He will now have to pass 19 hours to unless he finishes the incomplete in AFAM, then he will have to pass 16. This is also the 3rd time he is taking Geol . Not an easy semester for him at all with the requirements he has remaining.

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
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(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Amy Herman 12/30/2009 12:58 PM >>>

Hey, Beth! Can you give me an update on how are looking for the fall?

Thanks,
Amy

From: Blanton, Brent S <blanton@unca.unc.edu>
Sent: Thursday, December 17, 2009 3:20 PM
To: Boxill, Jeanette M <JMBOXILL@email.unc.edu>
Subject: PHIL Independent Studies for Spring

Hi Jan,

I thought I'd touch base with you and see if we can do anything for my other [redacted] on the [redacted] team that will miss a GREAT portion of next semester. [redacted] took [redacted] with you in the past but hasn't had anything else, and [redacted] is who has had nothing to date in PHIL. Can you accommodate the two of these in similar fashion to [redacted] ?

Thanks for any assistance you can lend!

B

From: "Evans, Jack" <EvansJ@kenan-flagler.unc.edu>
Sent: Monday, December 14, 2009 2:19 PM
To: Herman, Amy <ajschae@unca.unc.edu>; Gallo, Larry <athgallo@unca.unc.edu>; Blanchard, John <jgb@unca.unc.edu>; Markos, Lance <markos@unca.unc.edu>; Mercer, Robert <rmerc@unca.unc.edu>; Maloy, Susan B. <sbmaloy@unca.unc.edu>
Subject: RE: Florida State ~ ESPN's Outside the Lines
Attach: TEXT.htm

I assume we will hear more about the FSU case - and based on this, I think we should. And I think this helps to understand John's comments this morning about the circumstances that can lead an individual SA to cross the line into cheating. This whole topic seems worth discussion.

Jack
John P. Evans
Executive Director, Carolina North
Hettleman Professor of Business
304 South Building, CB 4000
Chapel Hill, NC 27599
919-843-2025

From: John Blanchard [<mailto:jgb@unca.unc.edu>]
Sent: Monday, December 14, 2009 2:01 PM
To: Evans, Jack; Herman, Amy S.; Gallo, Lorenzo A Jr.; Lance Markos; Mercer, Robert J Jr.; Maloy, Susan B.
Subject: Re: Florida State ~ ESPN's Outside the Lines

Larry,

Robert has it and has sent it to me. I have watched it and we are going to discuss. I think we should all discuss at some point. Thanks. John

John Blanchard
Senior Associate Director of Athletics
P.O. Box 2126, CB# 8550
Chapel Hill, NC 27515-2126
University of North Carolina
(919) 962-9533
Fax: (919) 843-2327

>>> Larry Gallo 12/14/2009 1:49 PM >>>
Jack, John, & Robert ~

I don't know if you have received/seen this or not ~ it causes one to reflect how "things" are done elsewhere. Please share with whomever you wish.

Thanks,
Larry

<http://espn.go.com/video/clip?id=4738805&categoryid=2564308>

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Wednesday, December 9, 2009 5:35 PM
To: Williams, Andre <awilliams@unca.unc.edu>; Bridger, Beth <bridgerb@unca.unc.edu>; Kleissler, Amy <kleissle@unca.unc.edu>
Subject: afam research papers...
Attach: TEXT.htm

FYI--ALL afam research papers have been delivered to the dept EXCEPT for _____ paper. When the Professor returns back to the country, I will see if he will still have time to read and grade the paper by bowl time.

Thank you EVERYONE for helping them submit the papers ON TIME!! That was a great effort! There is a good chance they will all be graded. The Professor has many papers from many other students as well.

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Tuesday, December 8, 2009 5:39 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Fwd: Re:
Attach: TEXT.htm

awesome! thanks...i knew there was no way i could capture the heat of your convo myself lol

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

>>> Beth Bridger 12/8/2009 5:37 PM >>>
I will also document conversation with professor in the database.

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> Robert Mercer 12/7/2009 11:57 AM >>>

>>> Zaragosa Vargas <zvargas@email.unc.edu> 12/7/2009 11:44 AM >>>
Robert Mercer wrote:

> Professor Varagas - Thank you for updating me on this serious and
> unfortunate situation. I am forwarding your email to Mr.
> . academic counselor, Beth Bridger. Beth will be contacting
> you so we can discuss this situation.
> Robert Mercer, Director

>
> >>> <zvargas@email.unc.edu> 12/7/2009 8:13 AM >>>

> Robert Mercer:
>
> . is enrolled in my lecture course
> this fall semester. He has missed an inordinate amount of classes--17.
> received 57% on his mid-term examination out of a possible
> 100%. The most serious problem is that both my graduate student
> and me suspect that . plagiarized his first
> term paper. I am obligated to report cases of suspected plagiarism to
> the Dean's office. claims he turned in his second term
> paper. Neither my graduate student or me received this paper, hard
> copy or otherwise. In the syllabus I noted that students should
> make back-up copies of their paper.

>
> I can be reached at 962-2384 this morning between the hours of 9:00 and
> 10:30 a.m. I can also meet with you about this serious matter.

>
> Thank you for your attention to this matter.

>
> Zaragosa Varagas
> Kenan Distinguished Professor
Robert Mercer:

I have contacted the Dean's Office on this matter as well.

Professor Vargas

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Friday, 9:33 AM
To: @email.unc.edu
Subject: paper
Attach: TEXT.htm; AGM 88 presentation paper.docx

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill

^c
kleissle@unca.unc.edu

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Thursday, December 3, 2009 4:33 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re: touch base...

OK....So we talk to Freelon next semester.

Jaimie Lee wrote:

> Hello again! I just wanted to correct myself and say yes, the Afam 259
> Professor I was talking about meeting with was Freelon. I hope we will
> have the opportunity to talk with this Professor early next semester
> because there are a lot of our students in the course.

>
> Thank you and safe travels to you!

> -Jaimie

>

>

> Jaimie Lee

>

> Academic Counselor, UNC Football

>

> Academic Support Program for Student Athletes

>

> University of North Carolina-Chapel Hill

>

> 919-843-6566 w

>

> c

>

> jaimielee@unca.unc.edu

>

>

>

> >>> "Julius Nyang'oro" <jen321@email.unc.edu> 11/30/2009 8:10 PM >>>

> The best day for me will be tomorrow (Tuesday). I will check my schedule
> and try to reach you in the morning to confirm. Hope you are well.

>

> Jaimie Lee wrote:

> >

> > Hello!

> >

> > I hope all is well. I just wanted to touch base, so when you get the
> > opportunity, I would love to talk.

> >

> > Thank you!

> > -Jaimie

> >

> >

> >

> > Jaimie Lee

> >

> > Academic Counselor, UNC Football

> >

> > Academic Support Program for Student Athletes

> >

> > University of North Carolina-Chapel Hill

> >

> > 919-843-6566 w

> >

> > c

> >

> > jaimielee@unca.unc.edu

> >

From: Amy Kleissler <kleissle@unca.unc.edu>
Sent: Thursday, 1:55 PM
To: @email.unc.edu
Subject: AGM 88
Attach: AGM 88.pptx

here is the powerpoint presentation

Student-Athlete Academic Support
kleissle@unca.unc.edu

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Tuesday, December 1, 2009 5:09 PM
To: Williams, Andre <aWilliams@unca.unc.edu>; Bridger, Beth <bridgerb@unca.unc.edu>; Kleissler, Amy <kleissle@unca.unc.edu>
Subject: afam papers...
Attach: TEXT.htm

Final push! Please assist in making sure the following student-athletes turn in their 25 page research papers to me by Wednesday, December 9th! (last day of classes).

FOR SOME OF THEM, BOWL ELIGIBILITY DEPENDS ON THIS PAPER GETTING DONE, GRADED, AND SUBMITTED!!!

I met with the Professor, and he says he should have time to get grades posted AS LONG AS HE GETS THE PAPERS BY THEN!!

I will collect the papers personally in order to make sure I get them all. They can drop them off to me any time before Wednesday.

Thank you!
Jaimie

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Monday, November 23, 2009 7:15 PM
To: Williams, Andre <awilliams@unca.unc.edu>; Bridger, Beth <bridgerb@unca.unc.edu>; Holliday, Corey <cholliday@unca.unc.edu>; Williams, Charlie <cwilliams@unca.unc.edu>
Subject: -
Attach: TEXT.htm

Major concern about [redacted] At this point, it is unclear if [redacted] is passing 6 degree applicable hours. I would like to meet ASAP to talk about this. He dropped a course early in the semester because he was failing and added a course which was not Degree Applicable. That leaves him with 3 courses, 2 of which must be passed in order to [redacted] and I talked today and here is my concern:

-Comm [redacted] is not sure if he will pass this course. He still needs 18 hours of C or better in the comm major, so if he doesn't get a C, he will have no choice but to get a C in the Spring
-Comm [redacted] feels like he can pass this class a C or D
-Hist [redacted] does not think he will pass this class
-Afri [redacted] this is a research paper class but it is NOT degree applicable

Thank you!
Jaimie Lee

Jaimie Lee
Academic Counselor, UNC Football
Academic Support Program for Student Athletes
University of North Carolina-Chapel Hill
919-843-6566 w
c
jaimielee@unca.unc.edu

From: @unca.unc.edu>
Sent: Tuesday, November 17, 2009 10:03 AM
To: Kleissler, Amy <kleissle@unca.unc.edu>
Cc: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Re: The big push
Attach: TEXT.htm; IMAGE.BMP

Amy,

I know how important it is for him to stay eligible. That being said, I am having a really hard time with him and this paper he's working on for AfAm (independent study).

He has a solid 8 pages but needs 20 pages and it is due Dec. 9th. We have hit a wall because he needs to find additional books or articles and he has done nothing in terms of research. I have been asking him to go to the library for over a month and have offered to go with him but still no progress.

I am leaving on Thursday and won't be back until Dec. 1st - leaving just a week until it is due. If you or Mary or Cynthia can provide any encouragement/guidance for him while I am gone, I think that would be incredibly helpful (and necessary!). Thank you for all the work you do and let me know if you have any questions,

@unca.unc.edu

>>> Amy Kleissler 11/16/2009 4:09 PM >>>

With the big win on Saturday we have officially turned a corner and are now bowl eligible! While this is very exciting, this means that the stakes for the guys academically are even higher, for they must pass 6 hours this fall in order to be eligible to play. For the upperclassmen, it is also important to continue to be making strides to stay above the minimum GPA.

As we head into these last few weeks our new motto with the guys is to "Finish Strong". If you need any help keeping the guys on top of their work and keeping up with their responsibilities please let me know.

Thanks so much,
Amy

Amy Kleissler
Academic Support Program for Student Athletes
UNC-Chapel Hill
c
kleissle@unca.unc.edu

From: Travis Gore <stgore@email.unc.edu>
Sent: Saturday, November 14, 2009 8:27 PM
To: Beth Bridger <bridgerb@unca.unc.edu>
Subject: Re: question

Hey Beth!

I actually meant to send you an email earlier. I wanted to thank you for the offer Sunday but I will be at the Panthers game!

Thanks again,

Travis

Beth Bridger wrote:

> Hey Travis-

>

> I hope you are doing well!!!

> I know you are probably getting lots of contact from the students

> during registration time.

> I am excited 1 registration time "down" 3 to go!

>

> Question-

>

> Do you think there will be any possibilities of the seminar type

> classes for Afri/Afam in the Spring? I know Miss Debby usually

> coordinated a lot of those--extremely tedious and time consuming! It

> looked like there might have been one, Afri 166, but is was canceled.

> Just wanted to check out any possibilities. If it is easier for me to

> come by to catch you when you aren't busy, I am more than obliged to

> stop by.

>

>

>

> Beth

>

> Beth Bridger

> Assistant Director/ Learning Specialist

> Academic Support for Student-Athletes

> UNC-Chapel Hill

> (w) 919-843-5669

> (c)

> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

From: janet
Sent: Thursday, November 12, 2009 4:32 PM
To: Jennifer Townsend <jtownsend@unca.unc.edu>
Subject: Re:

Jenn,

Well I'm sure his paper will be OK. She's usually not too rough on papers, especially since he's done well on his tests. I would have been happy to help him more, but scheduling time is the hardest thing for freshmen to do, I think. If they don't handle it well, you have to dictate more of course, but if they're doing ok, I think its important for them to handle things themselves. It's not an easy adjustment at all.

I think a lot of things went on this summer that were just things out of our control. I think the boys did not do well in McMillan's course because McMillan was lashing out because someone had put 50 athletes in his class. That made him angry. I hope some one learned from that.

Jenn, for many years, was very separate from the Academic Center. Burgess McSwain whom I'm sure you have heard of, kept it that way because Coach Smith wanted it that way. He wanted the boys to remain separate and not get lumped in the "athlete label" that I'm sure you have witnessed, often works against them. After Burgess got sick, Coach Williams came, Wayne came, they put in the middle of the Academic Center. There have been many adjustments over the years, but this summer was the first time that I felt it has made a difference in how our boys were handled. I think this is something that you need to be aware of at least. This school is not as gracious to its athletes as some.

I cannot believe this semester is almost over. Things just go by way too fast the older you get, unfortunately. Please call on me if I can help you in any way.

Janet

----- Original Message -----

From: Jennifer Townsend

To: janet

Sent: Thursday, November 12, 2009 4:18 PM

Subject: Re:

Hi, Janet:

I'm so sorry for not getting back to you sooner. Thanks for the materials on Jubilee. did get his paper done. It was not great, but he did okay. He did also get a 93 on his second test, so that he is moving in the right direction.

is actually doing okay in all of his classes which is good, but also puzzling after his performance this summer. He is very reluctant to except help in preparing for tests so I am not sure how he manages to do better than the other guys.

This semester is rapidly coming to a close; it seems to have flown by. I hope you are doing well.

Thanks again,

Jenn

Jenn Townsend
Associate Director

CWT-SUPPL00000638

Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

>>> "janet"

11/9/2009 4:17 PM >>>

Jenn,

Before Wayne left he felt that _____ would need the most "assistance". After working with him this summer, I realized it was not going to be easy. I do hope he's doing ok. I have not heard from him. I do not have material in his class and was at somewhat of a loss, but I hope he's doing ok.

J

----- Original Message -----

From: Jennifer Townsend

To:

Sent: Monday, November 09, 2009 4:00 PM

Subject:

Hi, Janet:

I just wanted to check in with you to see if _____ ever contacted you about his paper. He told me was going to get in touch with you so you could meet him last night, but apparently he did not. I am sorry about any confusion. The freshmen are having a little bit of trouble getting on track this semester.

The paper is supposed to form an argument about an aspect of the book, so he is going to write about the strength of slave families even though they are not traditional. I have read the book, so I have been able to help him with the basic information. I am not sure if he will try to set up a meeting with you or not since they have two games this week and the paper is due on Thursday. If he does contact you, please let me know. Also, if you do e-mail him anything, please copy me on it so I can make sure that either Mary Willingham or I are able to use the material to help him with the paper.

I apologize again about not having things as organized as I would like this semester. I really do appreciate your help and I know the guys do, too.

Hope your week is off to a good start,

Jenn

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

From: @aol.com
Sent: Monday, November 9, 2009 10:48 PM
To: jtownsend@unca.unc.edu
Subject: Re:
Attach: AFAM Families in Jubilee.doc

Jenn,
This is an old paper. I wouldn't have given this to , but quickly, I can send it to you for reference on quotes, etc. Use what you can.
Ms. J

-----Original Message-----

From: Jennifer Townsend <jtownsend@unca.unc.edu>
To:
Sent: Mon, Nov 9, 2009 4:00 pm
Subject:

Hi, Janet:

I just wanted to check in with you to see if ever contacted you about his paper. He told me was going to get in touch with you so you could meet him last night, but apparently he did not. I am sorry about any confusion. The are having a little bit of trouble getting on track this semester.

The paper is supposed to form an argument about an aspect of the book, so he is going to write about the strength of slave families even though they are not traditional. I have read the book, so I have been able to help him with the basic information. I am not sure if he will try to set up a meeting with you or not since they have and the paper is due on Thursday. If he does contact you, please let me know. Also, if you do e-mail him anything, please copy me on it so I can make sure that either Mary Willingham or I are able to use the material to help him with the paper.

I apologize again about not having things as organized as I would like this semester. I really do appreciate your help and I know the guys do, too.

Hope your week is off to a good start,

Jenn

Jenn Townsend
Associate Director
Academic Support Program for Student-Athletes
University of North Carolina, Chapel Hill
919-962-9538
919-962-8247 (fax)

CWT-SUPPL00000637

**What Does
Degree Applicable
Mean Anyways?**

Presented by:
Your Academic Team!

The Break Down: NCAA Rules

6 DA for FALL

6 DA for SPRING

18 TOTAL DA for FALL and SPRING

What does DA really mean?

- Degree Applicable
 - In a nut shell: DA are credits that count toward a degree program and are counted by the NCAA
 - General Education (Foundations, Approaches, Connections)
 - Major courses
 - Free Electives (any other course taken to count towards 120 hours NOT fulfilling Gen Ed or Major)

COMMUNICATION STUDIES, BA (120 credit hours)

NAME _____	PID _____	Optional 2 nd Major or Minor _____
------------	-----------	---

FOUNDATIONS

English Comp. and Rhetoric	Foreign Language* HSFL(s)		Quant. Reas. (QR)	Lifetime Fitness (LFT)
ENGL 101 _____	1. _____	2. _____		(2 hr.)
ENGL 102 _____	3. _____	4. _____		

* Through Level 3 unless placed into Level 4 of HSFL

APPROACHES

Phys. and Life Sciences (PL/PS) <small>or</small>	Social and Behavioral Sciences ***	Humanities/Time Arts
w/lab _____	Hist. Analysis (HE):	Vis. & Perf. Arts (VP):
	Soc. Sci./Hist. Analysis (SS/HS):	Literary Arts (LA):
	Soc. Sci./Hist. Analysis (SS/HS):	Phil. Reasoning (PR):

** At least one with lab

*** From at least two departments

CONNECTIONS

Communication Int. (CI)	Foreign Lang. Int. (FI)	Quant. Int. (QI) or 2 nd Quant. Reas. (QR)	Experiential Ed. (EE)
	N/A		
US Diversity (US)	North Atlantic World (NA)	World before 1750 (WB)	Beyond the NA (BY)
			Global Issues (GI)

SUPPLEMENTAL EDUCATION Distributive must be ~199 and from these divisions other than that of primary major, may double with Connections
For Integrative option go to: <http://www.usm.edu/apps/academic/intro.html>

<input type="checkbox"/> Distributive <input type="checkbox"/> Integrative	1. _____	FA H3M NAT SSR	2. _____	FA H3M NAT SSR	3. _____	FA H3M NAT SSR
--	----------	-------------------	----------	-------------------	----------	-------------------

MAJOR/MINOR/ELECTIVES

CORE COURSES * (3 courses, 9 hours)	CONCENTRATION/ELECTIVES * (7 courses, 21 hours) CDNC: (60)	Optional Minor: _____	Electives	Electives
Three from COMM 130, 140 (VP), 160 (LA), 270 (PH) (6)	_____			

* 4 of the 7 Electives must be in your concentration (listed on back/mtr page). Note pre-requisites for concentrations.	→ 400 _____			
* 3 of the 7 Electives must be → 400	→ 400 _____			
	→ 400 _____			

* 18 hours @ C (not C-) required, includes C- required for three core classes. No more than 45 hours of COMM classes will count toward graduation. COMM 683N and 693H count in the major, but not as part of a concentration.
(6) Students must successfully complete the three core requirements with a grade of C (not C-) or better.
(60) Each major must have a coherent program of study, defined as at least four courses in an area of study/concentration identified by the department (Option A), or at least four courses selected and justified by the student and approved by the directors of undergraduate studies (Option B). See concentration lists on reverse.

- When a student DOESN'T have 12 DA hours, this means they are taking a course that DOESN'T count for NCAA rules.
- The student can still need the course for graduation, it doesn't mean they are taking it for no reason.
- There is a "numbers" game, and the student has used a lot of their "numbers" up.

Inheritance

- As a staff, we have inherited these issues.
- We are and will continue to do our best to prevent these situations, but most of all will KEEP YOU INFORMED when these situations arise.
- In a perfect world, if we didn't worry about students passing all their classes each semester with the grades needed we wouldn't have this conversation.
- However, we know some of our students' realities...

Why and How does this happen?

- Bailouts—Low GPA/Probation/Failed Courses
- Not earning required grade for course
- Attendance Issues
- Don't like the course/professor
- Major Changes
- Transfers
- Course Availability
- Underloads (this is a good one!)

Does this mean they will not be eligible?

- NO!
- It isn't completely uncommon to see select students (Jrs and Srs) with under 12 DA.
- It just means there is more pressure to
 - Pass certain classes
 - Earn certain grades in certain classes

**Does this up the “risk” of them
eligible for a bowl game?**

- YES!
- But please keep in mind the student and the student’s academic past (good or bad).
- The “risk” may not have just started today.
- The situation may be a result of a compilation of past academic situations.

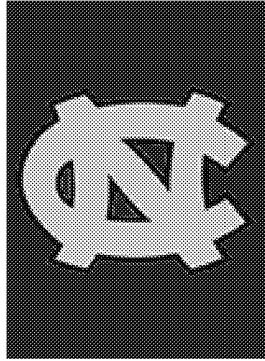
What does this mean for the Spring?

- The student will have to pass 18 DA Total for the Fall and Spring.
- They will need to pass however many credits it takes them to get to 18 DA to be eligible for the fall.
- Example: 6 DA for Fall, must pass 12 DA for Spring

SPECIFIC EXAMPLES

- 11 DA
- Changed Major from Biology to Chemistry
- Biology courses already taken count into Free Electives

- 10 DA
- Wants to apply to Business School
- Must have at least a 3.0 gpa for a chance of admission
- Used up all Free Electives to boost his GPA



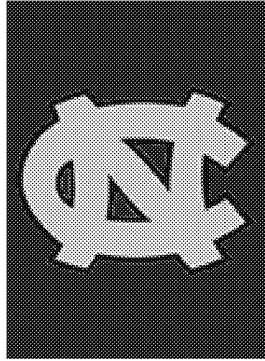
- 10 DA
- Transfers
- No UNC GPA
- Have to balance schedule to get DA and a GPA booster class

- 10 DA
- Potential 5th year student
- Did not want to take Comm
- Only class available to add was Recr
- Needs a C or better in Comm

- 9 DA
- Bail out
- Took a lot of electives early
- Needs to earn a C or better in Comm
- Needs to pass Exss and Exss

- 9 DA
- Bail out
- Took a lot of electives early
- Needs to pass Exss , Comm , and Comm

- 9 DA
- Used all of his electives early
- Likes to change his schedule at beginning of each semester after attending class
- Isn't diligent about meeting with academics for advising



- 9 DA
- Transfer
- Bail out
- Needs to pass Afam
 , Swah , and Hist

- 6 DA
- Originally in 9 DA
- Didn't like his courses/professors
- Course availability
- Must pass Econ and Mgmt to be eligible

- 6 DA
 - Didn't like his professors
 - Course availability
 - Out of Electives
 - GPA boosts when he was Fresh/Soph
-
- Must pass Comm and Comm to be bowl eligible

UNDERLOADS

-
-
-
- Must get C or higher in Comm
-
-
- Must pass their courses in order to be bowl eligible and to graduate!

**Other situations to
be aware of...**

-
-
- Must be enrolled in 12 hours
- They have “technically” met all graduation requirements
- Therefore, they only have to pass 6 credit hours (any 2 classes)

Others

- - Needs C or better in Comm
- - Needs C or better in Soci and Soci
- - Needs C or better in Comm and
- - Needs C or better in Hist

-
- Only intends on passing 2 courses this semester
-
- Needs C or better in Comm

What to do with all this information...

- **Beth, Jaimie, and Amy are well aware of these issues.**
- **Our role is to continue to inform and remind the students of these issues and provide resources for them to be academically successful!**
- **Coaches—your continued support for students to go to class, attend tutor sessions, and work at study table is most helpful!**

24

School Days Left Until Finals

Down to the Wire:
Getting the Guys to Finish Strong.

- Progress reports
- Weekly meetings
- Good “outlook” of grades at this point of the semester
- More thorough on the Reds and Yellows (as per our focus)
- If need more that isn’t provided, please let us know! (ie Greens)

Game Plan

- So what can we do to get our “at-risk” to become more academically responsible?
 - Continual reinforcement:
 - Attend weekly meetings w/Beth, Jaimie, Amy
 - Attend study table/tutor sessions
 - ENGAGE in classroom and academic sessions
 - **CLASS ATTENDANCE**

Where do 'at-risk' students struggle?

- In the classroom
 - Attendance
 - Taking notes
 - Staying awake
 - Paying attention
 - Phones/Computers
 - Meeting with Professors
 - Understanding the material
 - Doing Assignments

What was part of the solution in the past?

- We put them in classes that met degree requirements in which
 - They didn't go to class
 - They didn't take notes, have to stay awake
 - They didn't have to meet with professors
 - They didn't have to pay attention or necessarily engage with the material
- AFAM/AFRI SEMINAR COURSES
 - 20-25 page papers on course topic
 - **THESE NO LONGER EXIST!**

Specific Examples

- **Struggles Academically + Lacks Responsibility**

- : **2.2**
 - Afam GPA: 3.7
 - Other GPA: 1.86

- : **2.262**
 - Afam GPA: 3.2
 - Other GPA: 1.9

- **Struggles Academically + Uses Resources**

- : **2.096**
 - Afam GPA: 3.7
 - Other GPA: 1.98

- : **2.528**
 - Afam GPA: 3.63
 - Other GPA: 2.036

Specific Examples

- **Lacks Responsibility**

- : **2.191**

- Afam GPA: 3.5
- Other GPA: 2.0

- : **2.267**

- Afam GPA: 3.85
- Other GPA: 1.99

- : **2.301**

- Afam GPA: 3.6
- Other GPA: 1.77

- **2.262**

- Afam GPA: 3.7
- Other GPA: 1.8

Need to keep our options open!

- Bridges Burned:
 - Educ 441
- Bridges On Fire:
 - Port 270, Port 275, Navs, Exss, Swah

What can we do?

- Keep reinforcing **STUDENT RESPONSIBILITY**
- They are going to have to do better in the courses they take.
- We set them up in the best situations we can for success-courses, professors, tutors/mentors/SI.
- **STEP IT UP!**

24 Day Watch List

REDS

&