

Interviews Conducted during the Investigation of Irregular Classes in the Department of African and Afro-American Studies at the University of North Carolina at Chapel Hill

I. UNC and Chapel Hill Senior Leadership

William L. Andrews
E. Maynard Adams Professor of English
Department of English;
Senior Associate Dean for the Fine Arts and Humanities (former)

Jeanette M. Boxill
Senior Lecturer in Philosophy
Department of Philosophy;
Director, Parr Center for Ethics;
Academic Counselor
Academic Support Program for Student Athletes (former)

M. Richard Cramer
Associate Dean
Academic Advising Program (former)

James W. Dean, Jr.
Executive Vice Chancellor and Provost;
Professor of Organizational Behavior
Kenan-Flagler Business School

Stephen M. Farmer
Vice Provost for Enrollment and Undergraduate Admissions

Carol L. Folt
Chancellor

Karen M. Gil
Dean of the College of Arts and Sciences;
Professor
Department of Psychology

Jonathan Hartlyn
Senior Associate Dean for Social Sciences and Global Programs in the College of Arts and Sciences;
Kenneth J. Reckford Distinguished Professor of Political Science
Department of Political Science

Arne L. Kalleberg
Senior Associate Dean for Social Sciences and International Programs (former);
Kenan Distinguished Professor of Sociology
Department of Sociology

Madeline G. Levine
Interim Dean of the College of Arts and Sciences (former);
Kenan Professor of Slavic Literatures, Emerita
Department of Germanic and Slavic Languages and Literatures

Tammy J. McHale
Senior Associate Dean for Finance and Planning

James C. Moeser
Chancellor Emeritus;
Professor
Department of Music

Roberta A. Owen
Senior Associate Dean for Undergraduate Education (former);
Michael R. McVaugh Distinguished Professor of Dramatic Art
Department of Dramatic Art

Thomas W. Ross
President
University of North Carolina

Erin Schuettepelz
Chief of Staff to the Chancellor (former)

Leslie Chambers Strohm
Vice Chancellor and General Counsel

H. Holden Thorp
Chancellor (former);
Kenan Professor
Department of Chemistry (former)

Samuel R. Williamson
Provost and Vice Chancellor for Academic Affairs (former)

Harold Woodard
Associate Dean
Center for Student Success and Academic Counseling;
Interim Director
Academic Support Program for Student-Athletes (former);
Lecturer
Department of African/Afro-American Studies (former)

Jan Johnson Yopp
Dean of Summer School for Academic Affairs;
Walter Spearman Professor
School of Journalism and Mass Communication

II. Faculty and Staff in the Department of African and Afro-American Studies

Deborah A. Crowder
Department Manager
Department of African and Afro-American Studies (former)

S. Travis Gore, IV
Administrative Support Associate
Department of African, African American, and Diaspora Studies

Perry A. Hall
Associate Professor
Department of African, African American, and Diaspora Studies

Reginald F. Hildebrand
Associate Professor
Department of African, African American, and Diaspora Studies

Kenneth R. Janken
Professor
Department of African, African American, and Diaspora Studies

Timothy J. McMillan
Senior Lecturer and Associate Chair
Department of African, African American, and Diaspora Studies

S. Alphonse Mutima
Lecturer
Department of African, African American, and Diaspora Studies

Julius Nyang'oro
Chair and Professor
Department of African, African American, and Diaspora Studies

Georges Nzongola-Ntalaja
Professor
Department of African, African American, and Diaspora Studies

Robert Porter
Lecturer
Department of African, African American, and Diaspora Studies

Charlene Regester
Associate Professor
Department of African, African American, and Diaspora Studies

Walter C. Rucker
Associate Professor
Department of African, African American, and Diaspora Studies

Eunice Sahle
Associate Professor and Chair
Department of African, African American, and Diaspora Studies

Mamaramé Seck
Assistant Professor
Department of African, African American, and Diaspora Studies

Bereket Selassie
William E. Leuchtenburg Professor of African Studies
Department of African, African American, and Diaspora Studies;
Professor
School of Law

III. Chapel Hill Faculty

Todd L. Austell
Research Assistant Professor
Department of Chemistry;
Academic Advisor
Academic Advising Program in the College of Arts and Sciences and the General College

Kenneth S. Broun
Henry Brandis Professor of Law Emeritus
School of Law

Fred M. Clark
Professor of Portuguese Emeritus
Department of Romance Languages & Literatures;
Academic Coordinator for the Carolina Covenant (former)

Michael J. Gerhardt
Samuel Ashe Distinguished Professor in Constitutional Law
School of Law

Jay M. Smith
Professor
Department of History

Deborah Stroman
Lecturer
Department of Exercise and Sport Science;
Member of the Faculty Athletics Committee

Jonathan Weiler
Adjunct Assistant Professor of Global Studies
Curriculum in Global Studies;
Faculty Advisor
Academic Advising Program in the College of Arts and Sciences and the General College

Members of the Faculty Athletics Reform Group

IV. Members of the Faculty Athletics Committee

Lissa L. Broome
Wells Fargo Professor of Banking Law
Director of the Center for Banking and Finance
School of Law;
Faculty Athletics Representative

John P. “Jack” Evans
Professor Emeritus of Operations
Kenan-Flagler Business School;
Faculty Athletics Representative (former)

Kathleen M. Harris
James Haar Professor
Department of Sociology
Member of the Faculty Athletics Committee (former)

H. Garland Hershey, Jr.
Professor
School of Dentistry;
Member of the Faculty Athletics Committee (former)

Lloyd S. Kramer
Professor
Department of History;
Member of the Faculty Athletics Committee (former)

George S. Lensing, Jr.
Mann Family Distinguished Professor
Department of English & Comparative Literature;
Member of the Faculty Athletics Committee (former)

Mary Lynn
Professor and Assistant Director
School of Nursing
Member of the Faculty Athletics Committee (former)

Joy J. Renner
Clinical Associate Professor
Department of Allied Health Sciences;
Director, Division of Radiologic Science;
Chair of the Faculty Athletics Committee

J. Steven Reznick
Professor
Department of Psychology;
Member of the Faculty Athletics Committee (former)

Barbara M. Wildemuth
Professor and Associate Dean
School of Information and Library Science;
Member of the Faculty Athletics Committee (former)

Rachel A. Willis
Associate Professor
Department of American Studies;
Adjunct Associate Professor
Department of Economics;
Member of the Faculty Athletics Committee (former)

V. Chapel Hill Staff and Advisors

Joanna Carey Cleveland
Associate University Counsel
Office of University Counsel (former)

Alice C. Dawson
Senior Assistant Dean
Academic Advising Program in the College of Arts and Sciences and the General College

James R. “Jim” Kessler
Director
Department of Accessibility Resources and Service (retired)

Melinda Manning
Assistant Dean of Students (former)

Chloe J. Russell
Assistant Dean
Academic Advising Program in the College of Arts and Sciences and the General College

Elizabeth B. “Betsy” Taylor
Student Services Manager
Academic Advising Program in the College of Arts and Sciences and the General College

VI. Academic Support Program for Student-Athletes Staff

Bradley Bethel
Learning Specialist
Academic Support Program for Student-Athletes

Brent Blanton
Associate Director
Academic Support Program for Student-Athletes

Beth Bridger
Associate Director
Academic Support Program for Student-Athletes (former)

Catherine Frank
Tutor
Academic Support Program for Student Athletes (former)

Janet Huffstetler
Tutor
Academic Support Program for Student-Athletes (former)

Amy Kleissler
Learning Specialist
Academic Support Program for Student-Athletes (former)

Jaimie Lee
Academic Counselor
Academic Support Program for Student-Athletes

Robert Mercer
Director
Academic Support Program for Student-Athletes (former)

Kym Orr
Academic Counselor
Academic Support Program for Student-Athletes

Tia Overstreet
Academic Counselor
Academic Support Program for Student-Athletes

J. Whitney Read
Tutor
Academic Support Program for Student Athletes (former)

Jennifer Wiley Thompson
Tutor
Academic Support Program for Student-Athletes (former)

Jennifer Townsend
Associate Director
Academic Support Program for Student-Athletes

Wayne Walden
Associate Director
Academic Support Program for Student-Athletes (former)

Spencer Welborn
Assistant Dean
Academic Advising Program in the College of Arts and Sciences and the General College;
Academic Counselor
Academic Support Program for Student-Athletes (former)

Mary Willingham
Academic Advisor
The Center for Student Success and Academic Counseling (former);
Learning Specialist
Academic Support Program for Student-Athletes (former)

VII. UNC Chapel Hill Athletic Department

Richard A. Baddour
Director of Athletics (former)

John Blanchard
Senior Associate Director of Athletics (retired)

John S. Bunting
Head Coach
Football (former)

Lawrence R. “Bubba” Cunningham
Director of Athletics

Paul Hilton “Butch” Davis, Jr.
Head Coach
Football (former)

Matthew S. Doherty
Head Coach
Men’s Basketball (former)

Anson Dorrance
Head Coach
Women's Soccer

Scott Forbes
Associate Head Coach / Pitching Coach
Baseball

Michael Fox
Head Coach
Baseball

Larry Gallo, Jr.
Executive Associate Athletic Director

Sylvia R. Hatchell
Head Coach
Women's Basketball

Amy S. Herman
Associate Athletic Director for Compliance (former)

Joe R. Holladay
Director of Basketball Operations (former);
Assistant Coach
Men's Basketball (former)

Corey L. Holliday
Associate Athletic Director for Football Administration.

Susan B. Maloy
Assistant Athletic Director for Certification and Eligibility (former);
Tutorial Coordinator
Academic Support Program for Student-athletes

Lance Markos
Director of Compliance

Samuel D. Pittman
Associate Head Coach
Football (former)

John Shoop
Offensive Coordinator and Quarterbacks Coach
Football (former)

John Swofford
Director of Athletics (former);
Commissioner
Atlantic Coast Conference

André Williams
Director of Football Student-Athlete Development (former);
Associate Director of Development
Arts and Sciences Foundation

Roy A. Williams
Head Coach
Men's Basketball

VIII. Chapel Hill Students

We spoke with 22 current and former students, including 17 student athletes.

IX. Others

Donald W. Curtis
Member of Board of Trustees for the University of North Carolina at Chapel Hill

Forrest Blane Hicks
Special Agent in Charge
Business & Logistics Section
State Bureau of Investigation

Erik A. Hooks
Assistant Director
State Bureau of Investigation

Daniel Kane
Reporter
Raleigh News & Observer

Frank T. Prochaska
Associate Vice President
Academic Affairs
University of North Carolina

A. Donald Stallings
Member of Board of Trustees for the University of North Carolina at Chapel Hill (former)

James R. Woodall, Jr.
District Attorney
Orange and Chatham Counties



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



Date:

Time

Subject:

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
		<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	
		<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	
		<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	
		<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	
		<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	
		<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	

From: "Jaimie Lee" @gmail.com>
Sent: Monday, July 30, 2007 2:37 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: evals
Attach: TEXT.htm; and , 7.25.07 night.doc; and ,
7.25.07.doc; , 7.26.07 night.doc; , 7.26.07.doc; and ,
7.26.07 night.doc; , and , 7.27.07.doc

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Jaimie Lee
CarolinaPros, Inc.
@gmail.com or
casinonight@carolinapros.com
www.carolinapros.com
(919) 942-9993



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

Mentor Appointment Feedback Form

Student: _____ and _____, night _____
Day/Date: **Wed 7/25/07** Time Started: **7:30pm** Time Finished: **9:30pm**
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.)

_____ and _____ returned tonight to keep working on their papers. They were not able to finish their first papers completely, but they only have a few pages to finish up for tomorrow.

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: _____ and _____
Day/Date: **Wed 7/25/07** Time Started: **9:00am** Time Finished: **4:00pm**
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.)

_____ and _____ are still trying to get these independent study papers done. They made really good progress today, and are on track to hopefully finishing paper 1 by tomorrow. They have been continuing their research, reading through the material, and I have helped guide them to find stronger articles. When _____ has time, she has been coming to help _____.

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: (night)
Day/Date: Thurs 7/26/07 Time Started: 7:30pm Time Finished: 10:00pm
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
Attitude/Effort:	<input type="checkbox"/> 1 (Poor)	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<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 still working on his independent study papers, and he is slowly but surely making progress. We are still reading through all sources, he's typing his ideas, and then I give him revisions and he corrects them. He is getting very close to finishing both papers. I have a few suggestions left for how he can improve his first paper, and he needs to add a few pages onto his second paper. We managed to get to 10 pages for his second 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



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

Mentor Appointment Feedback Form

Student:		,		, and	
Day/Date:	Fri 7/27/07	Time Started:	10:00am	Time Finished:	3:00pm
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.)

Unfortunately, lost some of his work from yesterday and only had 6 pages to go from on paper 2. We spent a bit of time searching for the file from last night, but after awhile, he realized he just had to try to remember what he had from last night. He managed to get everything wrapped up by 2pm, however! He finished his corrections and figured out how to do his works cited with direction from me and Beth. was not completely finished when we left at 3pm, but he only had a few minor details to clean up. He still needed to do his work cited pages which I was confident he could finish on his own.

After took an exam this morning, he came to the academic center to work on his independent study papers. I began revising his jazz/blues paper while Beth revised his hip hop paper. He has a lot of work to do, so he'll have to come back 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



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

Mentor Appointment Feedback Form

Student:

Day/Date:

Thurs 7/26/07

Time Started:

10:00am

Time Finished:

5:00pm

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.)

I helped chip away at his afam papers. He had about 5-6 pages done on paper 2 by the time he left. His goal is to have both papers done by tonight so all he will have to do for tomorrow are his work cited. At this point, it is still a matter of reading through the articles, making sure he understands the material, and explaining it clearly in 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: "J. Whitney Read" @gmail.com>
Sent: Friday, April 16, 2010 1:36 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: 4.16.10
Attach: TEXT.htm; 4.16.10.doc

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Jessica Whitney Read

African Studies B.A.
UNC-Chapel Hill 2009

Cell:

Email: @gmail.com

From: "J. Whitney Read" @gmail.com>
Sent: Monday, April 12, 2010 8:44 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: 4.12.10
Attach: TEXT.htm; 4.12.10.doc

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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

Mentor Appointment Feedback Form

Student:

Day/Date:

4.12.10

Time Started:

7

Time Finished: 9

Mentor:

Whitney Read

Student Brought:

☐ Books

☐ Notes

☒ Assignment to work on

☐ Nothing

☒ Other:

computer

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.)

is pretty much DONE with his paper! YAY! We worked on formatting because some of his paper was messed up (he copied and pasted it from an email, so each line was too short). That took a long time. I edited a hard copy for formatting (I have already edited for style/grammar). I made a list of a few extra things he has to do to finish and then he is completely done! We did have some extra time for him to do the things on that list but he did not want to and said he would do it tonight. He has always done his work on time so I trust him to do it, but I wish he could have just finished while he was here. But he's tired of the paper and needed a break tonight.

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

Do the list of things I gave him (add and correct a couple citations, correct the formatting for the appendix table, etc.), and then he's done! Give the paper to Jaimie when he's done.

New Grade Information:

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

From: "Jaimie Lee" @gmail.com>
Sent: Wednesday, June 6, 2007 12:02 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Cc: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Barnes, Octavus <obarnes@unca.unc.edu>
Subject: Evals
Attach: TEXT.htm; , 6.5.07.doc; 6.5.07.doc; .,
6.5.07.doc; , , and , 6.5.07.doc; , , and
, 6.5.07.doc

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Jaimie Lee
CarolinaPros, Inc.
@gmail.com or
casinonight@carolinapros.com
www.carolinapros.com
(919) 942-9993

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

Mentor Appointment Feedback Form

Student: _____
 Day/Date: **Tues 6/5/07** Time Started: **9:30am** Time Finished: **10:30am**
 Mentor: **Jaimie Lee**

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.)

studied for his Afam midterm tomorrow. He wasn't sure about what the exam will cover, so I encouraged him to ask a lot of questions today about what the exam will be like. I told him to at least look over all notes for the films they have watched so far, but he did not have many strong notes to work with. He said he plans to get a study group together tonight to study with.

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

Study for Afam midterm.

New Grade Information:

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

Mentor Appointment Feedback Form

Student: _____
 Day/Date: **Tues 6/5/07** Time Started: **10:00am** Time Finished: **11:30am**
 Mentor: **Jaimie Lee**

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.)

continued working on his 2nd afam paper. He has plenty of sources, and he has written roughly one page. He knows that he needs to finish a rough draft on Monday, but he only has about 1 page so far. I think he'll be fine, though, and he was really focused today on getting work done.

is still trying to finish his overdue Afam paper, so he worked on it all morning and afternoon in order to finish by tomorrow.

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

- Afam paper, 2 pages
- Afam paper finished

New Grade Information:

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

Mentor Appointment Feedback Form

Student: _____
 Day/Date: **Tues 6/5/07** Time Started: **12:00pm** Time Finished: **1:30pm**
 Mentor: **Jaimie Lee**

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.)

's still out due to _____, but he said everything went well. I expect to see him on Thursday.

had 2 pages done for his exss paper. Amy read over it and revised it earlier, so he made his final corrections while I finished up revising his first 7 pages for his Afri paper. He should do very well on his exss response paper, but his independent study needs a lot of work. So far, it does not sound like a research paper, and it is very poorly cited. He does not have that many grammar problems, but there was not much concrete information or facts in his first 7 pages. I wrote a list of everything he needed to work on, so his goal is to fix them and still have 10 pages done by tomorrow.

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

- exss paper is already done (due Mon); 10 pages done for Afri

New Grade Information:

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

Mentor Appointment Feedback Form

Student: _____ ,
 Day/Date: **Tues 6/5/07** , Time Started: **2:00pm** Time Finished: **4:00pm**
 Mentor: **Jaimie Lee**

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.)

With Susie's help from her old SI notes, I helped _____ and _____ collect all kinds of notes to use to prepare for their midterm tomorrow. They already received their new paper topic which will need to be 5 pages due next week. They will get the grades back from their first paper tomorrow (which will also be their first grade for the class so far). _____ and _____ have a lot of studying to do, but there will only be a few essay questions which should not be too bad. Professor Regester told them that they should be fine and that the test will not be too hard.

_____ and _____ then worked on their Application #3 paper for Thursday. They both aim to finish the first 2 sections of this paper, and they did a great job of looking at their first paper to make sure that they make the necessary improvements.

_____ also plans to at least get his introduction done for his second Afam _____ paper since he looked over his sources and outlined his paper last night. They all worked very well today.

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

- Application #3 paper (rough draft) and intro for Afam
- study for Afam _____ midterm; Application #3 rough draft
- study for afam _____ midterm

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
	Quiz/Application paper	9/10 and 8.5/10	Thurs/application n 2	6/1	Great job! They were very proud!
	Quiz/Application paper	10/10 and 8.5/10	Thurs/application n 2	6/1	



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



Date: Fri 4/3/09

Time 900AM-2PM

Subject:

Tutor: Amy Kleissler

Student	CLASS	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	<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	Came and I helped with a history paper that was due today at 11AM. He then got to work on jazz – he is now at 9 pages. Said he will finish it over the weekend and begin hip hop. He will email me jazz on Monday because I will be away next week. He knows it is crunch time.
	AFRI	<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	No show, no word
	AFAM	<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	Now show, no word
	AFRI	<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	Thinks that he will be done with the paper by the end of next week. Will email it to me and I will get back to him with my revisions.
	AFAM	<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	No show, no reply to my text/email/FB message
	AFAM	<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	No show, no reply to my text/email/FB message



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



	AFAM	<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	Making good progress on paper; plans on being done next week; will email me paper and I will get back to him ASAP with my revisions/thoughts.

From: @email.unc.edu>
Sent: Tuesday, April 17, 2007 9:31 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: Mentor Feedback
Attach: 4-17-07.doc; 4-17-07.doc

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

Mentor Appointment Feedback Form

Student:

Day/Date: **4-17-07**

Time Started: **1:15 pm**

Time Finished: **2:00 pm**

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.)

First I read over the comments which professor had made on his Drama paper. Then we discussed the comments. believed that his professor misunderstood a part of his paper however I stated that might not have explained the actual setting of the play. Therefore emailed his professor to ask if he should only talk about the physical setting or if he could also discuss South Africa during this time period. For the remainder of study table revised his paper. I told him to email me his paper once he was finished. Therefore tonight I read over his paper and made comments concerning punctuation and word choice. I also made comments where I believe needs to explain more and connect quotes to his thesis. Then I emailed this back to him for him to revise.

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

I reminded him to do a bibliography and cover page.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
Drama			paper	4-19-07	

Mentor Appointment Feedback Form

Student:

Day/Date: **4/17/07**

First Session: **12:30-1:15**

Second session:

7:15-8:25 pm

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.)

First Session: First we read over the comments on _____'s drama paper written by his professor. Then we began to make corrections on this formulate a better thesis. For the remainder of the time we looked for quotes to include throughout the paper in support of _____'s argument.

Second Session: First I assisted _____ in formulating a more functional intro paragraph. We started by connecting it to the world and then to the play and then we stated his thesis. I think it flows a lot better now. Then added a few more quotes. Next _____ printed out two copies of the paper and we read over it and made comments separately. I wanted him to see for himself what places did not flow. Then we made some of the changes.

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

Make all changes which I specified on his paper that I reviewed, polish his paper, and write the conclusion.

New Grade Information:

Course	Test/Assign.	Grade	Next Test/Assign.	Date	Comments
Drama			Paper	4/19/07	



THE UNIVERSITY OF NORTH CAROLINA



Academic Support Program for Student-Athletes

Mentor Appointment Feedback Form

Student:

Day/Date:

06-23-09

Time Started:

11AM

Time Finished:

12PM

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.)

: came to work on papers. Did not appear to me that he had worked on the revisions I had sent him on the 17th. He asked to meet me here tonight to continue to work on it – it is a given that he doesn't work on the paper outside of the AC, but it is beginning to feel as though he doesn't work unless he is physically in my presence! I had two new books for him. The paper that really needs the work is the Black Studies paper. I will force him to work on that one tomorrow.

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: @nc.rr.com>
Sent: Tuesday, June 23, 2009 3:28 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: FF Tues 6-23
Attach: FF 6-23-09.docm; SWAH 6-23-09.doc; Part.002

From: Hartlyn, Jonathan <hartlyn@unc.edu>
Sent: Friday, September 17, 2010 11:01 AM
To: Nyang Oro, Julius E <JEN321@email.unc.edu>
Subject: Afri

Julius, Thanks for working with us to assist this one student with an independent study. The student's name is:

(may be a middle name). I believe the email is: @email.unc.edu .

Please remember that Afri , like all ug courses, must meet during final exam period and have a final exam requirement.

Thanks, Jonathan

Jonathan Hartlyn
The University of North Carolina at Chapel Hill
Senior Associate Dean for Social Sciences and
International Programs, College of Arts and Sciences
Kenneth J. Reckford Professor of Political Science
205 South Building, CB 3100
Chapel Hill NC 27599-3100 USA
Email: hartlyn@unc.edu
Office: 919 962-1165 Fax: 919 962-2408



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



Date: 4.16.10

Time: 9-1

Subject: AFRI

Tutor: 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
	Football I	<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>n worked very well today! He got here and started working right away. He has about 17 pages now (he wrote 2 during the session), and today he worked on national integration failure from a book on the internet he had found. I asked if I could edit what he had written and he said it wasn't necessary (I have only edited the first 11 pages, and they were pretty good). He needs someone to edit his fully finished his paper, and since he is going home this weekend, he definitely needs someone to help him on Sunday night and/or Monday morning before he turns it in. was here for about 1 hour 45 minutes working.</p> <p>He needs to finish the 3 pages he has left to do (finish federalism section, conclusion, etc. other sections he has yet to do [he has an outline]). Get someone to edit the paper and have put in the edits. Make sure all citations are correct and do the bibliography (everything is in the MS Word system so he just has to click the button).</p>
	Football I	<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 today on paraphrasing more and editing from the hard copy that Tia and me worked on. He did stray to other websites occasionally but was mostly good today. was here for about 1 hour 45 minutes.</p> <p>still has to work with Tia on Saturday because the flow of his paper is not the best. His citations still need to be corrected, but his bibliography is all set to go (he just has to push the button because everything is in the MS Word system). General editing still had to be done by someone else or checked by someone else as well.</p>
	Football I	<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	<p>Finish! Editing, citations, bibliography.</p>
	Football I	<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions	<p>didn't come today, was sick so he went home. He texted me at 11:35 to say he wasn't coming.</p>



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



FEEDBACK FORM

		<input type="checkbox"/> Participating	I think [redacted] should work with someone more experienced, because the flow of his paper is not the best. His citations still need to be corrected, but his bibliography is all set to go (he just has to push the button because everything is in the MS Word system). General editing still had to be done as well.
		<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	
		<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	

Mentor Appointment Feedback Form

Student:	, , and	Time Started:	7:00pm	Time Finished:	9:00pm
Day/Date:	Tues 6/5/07	Mentor:	Jaimie Lee and		

Student Brought:	<input checked="" type="checkbox"/> Books	<input checked="" type="checkbox"/> Notes	<input checked="" type="checkbox"/> Assignment to work on	<input type="checkbox"/> Nothing
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.)

finished his paper already, and I have started working on revisions for him. It is a decent draft, and he does have 12 pages, but he'll definitely need improvement. Everyone else from this group came in and worked for two hours again tonight without much progress. and I checked on each one frequently because, once again, they worked in separate rooms. left with almost 3 pages done, had just under 2 pages done, had 3 pages done, and left with just under 1.5 pages. They all understand that they are still expected to finish 12 pages by Thursday, so I told them they should continue working at home tonight. They were all given a huge wake-up call this afternoon, so they seemed like they were really trying to buckle down. I think the best thing to do is see how they will respond and simply wait to see who actually has 12 pages on Thursday.

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

Spring 2009

AFAM	- 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
		crr	on his own							
		ob								
		crr	on his own							
		crr								
		ob								
		ob								

AFAM	- 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
		jl								
		jl			done/Beth					
		jl			done/Beth					
		jl			13-Feb					
		ob								
		jl			done/Beth					
		jl								
		jl								

AFAM	- 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
		ob								
		crr	Amy	Fri 1215-115	25-Feb Jazz	no show	research	1 of 8 done	outline	3 done
		crr								
		crr	on his own							
		jl								
		crr	Amy	Fri 930-1045	13-Feb Jazz	no show	no show		outline	no show
		crr	Amy	Fri 930-1045	6-Feb Jazz	0/3	6 pp done	7 of 9	absent	8 done
		crr	on his own							
		ob		Fri 9A 20-Feb		outline	4pp	no show		
		crr	No show	for scheduled	weekly	meetings	so has not	met	with	CRR
		ob								
		ob								
AFAM	- 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

Spring 2009

	ob									
	crr	on his own								

AFAM	- 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
		ob								
		crr	on his own							

AFRI	- 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
		crr	on his own							
		crr	Amy	as needed						

AFRI	- 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
		crr	on his own							

AFRI	- 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
		ob								
		ob		1030-1130AM	6-Feb #4		research	new ppr		absent
		crr	Amy	11-1150AM	20-Feb	outline	research	6 of 8		5p done
		crr	Amy	11-1150AM	16-Feb #6		absent	2 of 8 done	9p due 3.27	5p done
		ob	Amy		6-Feb #3					
		crr	Amy	as needed	6-Feb #4					
		crr	Amy	as needed						
		crr	Amy	as needed						

Afri	- 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
		crr	on his own							



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



Date: Fri 4/3/09

Time 1230-2

Subject: Drama

Tutor: Amy Kleissler

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 type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	Saw him at Subway at 1230 and told him we were working in 227 but he did not come.
		<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	12:20PM Has not read the play but paid careful attention to our discussion. He is behind in learning this material. We went over all the resources they have at their disposal in order to prepare for the upcoming exam.
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	Working with mentor
		<input type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	Working with mentor
		<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	Worked on flash cards for period of drama
		<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	Worked on flash cards and terms
		<input checked="" type="checkbox"/> On time <input checked="" type="checkbox"/> Prepared	Worked with mentor



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



		<input type="checkbox"/> Done with assigned work between sessions	
		<input checked="" type="checkbox"/> Participating	

FYI made an appointment to meet with me this morning at 11AM to work on his outline (he chose the time) but he never arrived, nor got in touch with me.

From: Cynthia R. Reynolds <crr8@cornell.edu>
Sent: Tuesday, April 08, 2014 12:14 PM
To: Jay, Joseph
Subject: Re: Cadwalader - UNC

Dear Mr. Jay,

With all due respect, I am now almost 4 years removed from my last appointment at UNC and not inclined to revisit my experiences at this time.

Best,

Cynthia R. Reynolds

From: <Jay>, Joseph <Joseph.Jay@cwt.com>
Date: Friday, April 4, 2014 2:00 PM
To: Cynthia Reynolds <crr8@cornell.edu>
Cc: "Wainstein, Ken" <Ken.Wainstein@cwt.com>
Subject: Cadwalader - UNC

Dear Ms. Reynolds,

I work with Ken Wainstein, the attorney who has been asked to conduct an independent inquiry into certain academic irregularities at the University of North Carolina, Chapel Hill. We understand that prior to your current position at Cornell, you worked at UNC.

We would like to speak with you regarding your time at UNC and understand your perspective. Could you please give me a call at (202) 862-2248 (my office) on _____ (my cell phone) at your convenience? I can provide additional information regarding the review and answer any questions you might have.

Thanks,
Joe

A. Joseph Jay III
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, DC 20001
Tel: +1 202.862.2248
Fax: +1 202.862.2400

Joseph.Jay@cwt.com
www.cadwalader.com

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advice based on the taxpayer's particular circumstances from an independent tax advisor.

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From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Monday, April 6, 2009 3:50 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Fwd: FF
Attach: TEXT.htm; AFAM-AFRI FF 4-3-09.doc; AFAM-AFRI SP09 04-03-09.xls; Drama FF 4-3-09.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

>>> @nc.rr.com> 4/3/2009 2:41 PM>>>

CADWALADER

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New York London Charlotte Washington
Houston Beijing Hong Kong Brussels

July 28, 2014

VIA US MAIL

Mr. Chuck Pagano
Head Coach
Indianapolis Colts
C/O Dan Emerson, General Counsel
7001 West 56th Street
Indianapolis, IN 46254
Dan.Emerson@Colts.NFL.NET

Re: Independent Inquiry at University of North Carolina at Chapel Hill

Dear Mr. Pagano:

As you may know, I have been appointed, along with my law firm, Cadwalader, Wickersham & Taft LLP, to undertake an independent inquiry into academic irregularities at the University of North Carolina at Chapel Hill ("UNC-CH") by President Thomas Ross of the University of North Carolina and Chancellor Carol Folt of UNC-CH. At my request, my colleague, Joseph Jay, has attempted to reach you to ask you to speak with us regarding the subject of our inquiry, given your past employment as an Assistant Coach for the football team. As of yet, we have not heard back from you about whether you will speak with us.

I am writing to ask that you agree to speak with us regarding the subject of our inquiry. Given our review of documents and information to this point, we understand that you may have important relevant information. Understanding your perspective on this information is important as we continue our inquiry. As has been publicly reported, our investigation is looking at all aspects of these irregularities, and will ultimately conclude with a thorough written report of our factual findings. It will be far better if the report could include your explanation and perspective on the events and circumstances relevant to our inquiry, rather than simply noting that you declined to speak with us.

Please let me know if you have any questions regarding this letter or our request for your participation in our inquiry. You may contact me by email (ken.wainstein@cwt.com) or by phone at (202) 862-2474. I am happy to answer any questions or share additional information regarding our inquiry.

Very truly yours,



Kenneth L. Wainstein

From: Emerson, Dan <Dan.Emerson@Colts.nfl.net>
Sent: Wednesday, July 16, 2014 12:07 PM
To: Jay, Joseph
Cc: Wainstein, Ken
Subject: RE: Contact information

Mr. Jay—

Thanks for the elaboration. Both coaches are still on vacation but should be back in the building early next week before our training camp starts next Wednesday. I'll speak to each of them and determine whether they're willing/able to participate in your investigation. Thanks.

--Dan Emerson

Daniel C. Emerson
Vice President and General Counsel
Indianapolis Colts
7001 West 56th St
Indianapolis, IN 46254
(W)317.808.5327 (M) 317.443.2225
Dan.Emerson@Colts.NFL.Net

From: Jay, Joseph [<mailto:Joseph.Jay@cwt.com>]
Sent: Wednesday, July 16, 2014 12:03 PM
To: Emerson, Dan
Cc: Wainstein, Ken
Subject: RE: Contact information

Mr. Emerson,

Thank you for your email.

I work with Ken Wainstein, the attorney appointed to conduct an independent investigation into academic irregularities at the University of North Carolina, Chapel Hill. We understand that Coach Pagano and Coach Williams were both Assistant Coaches at UNC before joining the Colts. We are seeking to speak with them regarding the subject of our investigation, particularly regarding any knowledge they may have of the academic irregularities.

We have been retained by the University of North Carolina (the UNC system) and the University of North Carolina, Chapel Hill (the campus).

Please let me know if you have any questions or would like to discuss further.

Thanks,
Joe

A. Joseph Jay III
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, DC 20001
Tel: +1 202.862.2248
Fax: +1 202.862.2400

Joseph.Jay@cwt.com
www.cadwalader.com

From: Emerson, Dan [<mailto:Dan.Emerson@Colts.nfl.net>]
Sent: Wednesday, July 16, 2014 11:51 AM
To: Jay, Joseph
Subject: Contact information

Mr. Jay—

Your inquiry to our webmaster on July 7 about contact information for Coach Pagano and Coach Williams has been directed to me. Please elaborate on the nature of the independent investigation you're working on, who you represent, and the areas of inquiry you wish to explore with our coaches. Thanks.

--Dan Emerson

Daniel C. Emerson
Vice President and General Counsel
Indianapolis Colts
7001 West 56th St
Indianapolis, IN 46254
(W)317.808.5327 (M) 317.443.2225
Dan.Emerson@Colts.NFL.Net

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From: Emerson, Dan <Dan.Emerson@Colts.nfl.net>
Sent: Tuesday, July 29, 2014 12:56 PM
To: Dill, Kathi
Cc: Wainstein, Ken; Jay, Joseph
Subject: RE: letter from Ken Wainstein to Charlie Williams

Ms. Dill—

Thank you for the letters to Coach Pagano and Coach Williams and I'm sorry for my delay in getting back to Mr. Jay—as I hope you can understand, we've all been occupied with training camp and the many matters that need to be addressed in connection with an upcoming NFL season. As promised, I spoke with both coaches about Mr. Wainstein's inquiry and was advised they were aware of no information that might have a bearing on his investigation. If there are any specific matters Mr. Wainstein would like me to try to track down, I'll make a reasonable effort to do so.

Thanks.

--Dan Emerson

Daniel C. Emerson
Vice President and General Counsel
Indianapolis Colts
7001 West 56th St
Indianapolis, IN 46254
(W)317.808.5327 (M) 317.443.2225
Dan.Emerson@Colts.NFL.Net

From: Dill, Kathi [<mailto:Kathi.Dill@cwt.com>]
Sent: Tuesday, July 29, 2014 12:07 PM
To: Emerson, Dan
Cc: Wainstein, Ken; Jay, Joseph
Subject: letter from Ken Wainstein to Charlie Williams

Mr. Emerson,

Please see the attached letter from Ken Wainstein to Charlie Williams. Mr. Wainstein looks forward to speaking with Mr. Williams.

Thank you.

Kathi

Kathi Dill
Assistant to Kenneth L. Wainstein
202.552.7684 (Direct)
kathi.dill@cwt.com

Cadwalader, Wickersham & Taft LLP
700 Sixth Street, NW, Washington, DC 20001
202.862.2200
www.cadwalader.com

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From: Emerson, Dan <Dan.Emerson@Colts.nfl.net>
Sent: Monday, October 06, 2014 6:43 PM
To: Jay, Joseph
Cc: Wainstein, Ken
Subject: RE: letter from Ken Wainstein to Charlie Williams

Joe—

I checked with both coaches today and they both reconfirmed they were aware of no facts which might have a bearing on your investigation. I take them both at face value and wouldn't characterize them as being uncooperative. Thanks.

--Dan

Daniel C. Emerson
Vice President and General Counsel
Indianapolis Colts
7001 West 56th St
Indianapolis, IN 46254
(W)317.808.5327 (M) 317.443.2225
Dan.Emerson@Colts.NFL.Net

From: Jay, Joseph [<mailto:Joseph.Jay@cwt.com>]
Sent: Monday, October 06, 2014 11:25 AM
To: Emerson, Dan
Cc: Wainstein, Ken
Subject: RE: letter from Ken Wainstein to Charlie Williams

Hi Dan,

We're winding up our investigation at UNC and are looking to identify those individuals that would or would not cooperate with us. As we discussed in July, we can't provide you with a list of questions we'd like to discuss with Coach Pagano and Coach Williams, but I can assure you that our conversations with both (via phone) would be quite short.

Could you let me know if either coach would be willing to speak briefly with us?

Thanks,
Joe

From: Emerson, Dan [<mailto:Dan.Emerson@Colts.nfl.net>]
Sent: Tuesday, July 29, 2014 12:56 PM
To: Dill, Kathi
Cc: Wainstein, Ken; Jay, Joseph
Subject: RE: letter from Ken Wainstein to Charlie Williams

Ms. Dill—

Thank you for the letters to Coach Pagano and Coach Williams and I'm sorry for my delay in getting back to Mr. Jay—as I hope you can understand, we've all been occupied with training camp and the many matters that need to be addressed in connection with an upcoming NFL season. As promised, I spoke with both coaches about Mr. Wainstein's inquiry and

was advised they were aware of no information that might have a bearing on his investigation. If there are any specific matters Mr. Wainstein would like me to try to track down, I'll make a reasonable effort to do so.

Thanks.

--Dan Emerson

Daniel C. Emerson
Vice President and General Counsel
Indianapolis Colts
7001 West 56th St
Indianapolis, IN 46254
(W)317.808.5327 (M) 317.443.2225
Dan.Emerson@Colts.NFL.Net

From: Dill, Kathi [<mailto:Kathi.Dill@cwt.com>]
Sent: Tuesday, July 29, 2014 12:07 PM
To: Emerson, Dan
Cc: Wainstein, Ken; Jay, Joseph
Subject: letter from Ken Wainstein to Charlie Williams

Mr. Emerson,

Please see the attached letter from Ken Wainstein to Charlie Williams. Mr. Wainstein looks forward to speaking with Mr. Williams.

Thank you.

Kathi

Kathi Dill
Assistant to Kenneth L. Wainstein
202.552.7684 (Direct)
kathi.dill@cwt.com

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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 R. Reynolds <crr8@cornell.edu>
Sent: Tuesday, April 29, 2014 6:07 PM
To: Dill, Kathi
Cc: Wainstein, Ken; Jay, Joseph; Cynthia R. Reynolds
Subject: RE: Letter from Ken Wainstein

Mr. Wainstein and Mr. Jay,

I am writing to confirm receipt of this email, hard copy letter and voicemail message on 04.28.2014.

As per my previous communication, I do not wish to speak with you at this time. Thank you for respecting this request. I will retain your contact information.

Sincerely,

Cynthia R. Reynolds

From: Dill, Kathi <Kathi.Dill@cwt.com>
Sent: Thursday, April 17, 2014 2:11 PM
To: Cynthia R. Reynolds
Cc: Wainstein, Ken; Jay, Joseph
Subject: Letter from Ken Wainstein

Ms. Reynolds,

Please see attached letter from Ken Wainstein.

Thank you.

Kathi

Kathi Dill
Assistant to Kenneth L. Wainstein and David F. Williams
202.552.7684 (Direct)
kathi.dill@cwt.com

Cadwalader, Wickersham & Taft LLP
700 Sixth Street, NW, Washington, DC 20001
202.862.2200
www.cadwalader.com

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New York London Charlotte Washington
Houston Beijing Hong Kong Brussels

April 29, 2014

VIA E-MAIL (A.GAETA@CORNELL.EDU)

Professor Alexander L. Gaeta
Samuel B. Eckert Professor of Engineering
Cornell University
School of Applied and Engineering Physics
271 Clark Hall
Ithaca, NY 14853-3501

Re: Independent Inquiry at the University of North Carolina at Chapel Hill

Dear Professor Gaeta:

The University of North Carolina has appointed me, along with my law firm, Cadwalader, Wickersham & Taft LLP, to conduct an independent inquiry into academic irregularities and anomalies at the University of North Carolina at Chapel Hill ("UNC"). As part of this independent inquiry, we have been meeting with current and former UNC faculty, staff, and students and reviewing documents to understand what occurred.

One of your employees, Cynthia R. Reynolds, currently the Academic Programs Administrator in the School of Applied and Engineering Physics, was previously employed at UNC. We understand, based on our discussions with others and our review of documents, that Ms. Reynolds may have significant information regarding the subject matter of our inquiry. Accordingly, we have called and written to Ms. Reynolds and invited her to speak with us on a date and at a time convenient to her. She has declined our invitation, stating that she was "not inclined to revisit [her] experiences at this time." We also left her a voicemail yesterday informing her that we would be reaching out to you as her supervisor if we did not hear from her (and we did not). While we certainly appreciate her desire to move on from her time at UNC, we nevertheless believe that she (and perhaps she alone) may have information critical to fully understanding certain aspects of the subject of our inquiry.

I am writing to ask that you encourage and facilitate her cooperation with our independent inquiry and participation in an interview with us. As a faculty member at another higher education institution, you can appreciate the importance that UNC has placed on this matter and our inquiry. As we shared with Ms. Reynolds, we are willing to travel to Ithaca, NY to meet with her at a mutually convenient day and time.

CADWALADER

Professor Alexander L. Gaeta
April 29, 2014

As has been announced, our inquiry will result in the issuance of a public report of our findings. It would both enhance our review and reflect well on Ms. Reynolds' commitment to the cause of academic integrity if we could note in our report that she cooperated and provided useful information in an interview.

Please contact me if you have any questions regarding this inquiry and/or Ms. Reynolds' participation therein.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Kenneth L. Wainstein". The signature is fluid and cursive, with the first name "Kenneth" and last name "Wainstein" clearly distinguishable.

Kenneth L. Wainstein

cc: Professor Bruce Kusse
Professor Frank Wise
Provost W. Kent Fuchs

SCHLATHER, STUMBAR, PARKS & SALK, LLP

ATTORNEYS AT LAW

200 EAST BUFFALO STREET

P.O. BOX 353

ITHACA, NEW YORK 14851

TELEPHONE (607) 273-2202

FACSIMILE (607) 273-4436 (NOT FOR SERVICE OF PROCESS)

RAYMOND M. SCHLATHER

DAVID MAKATO PARKS

JAMES A. SALK

Associates

JEFFREY D. WALKER

ELIZABETH M. ALDRIDGE

JACOB P. McNAMARA

RECEIVED
MAY 27 2014

DIANE V. BRUNS

CW&T

L. RICHARD STUMBAR, of Counsel
MARTIN A. LUSTER, Retired
MICHAEL LoPINTO (1915-1987)

May 21, 2014

Kenneth L. Wainstein, Esq.
Cadwalader, Wickersham & Taft, LLP
700 Sixth Street, N. W.
Washington, D. C. 20001

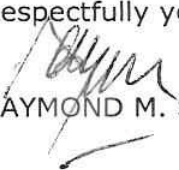
Dear Mr. Wainstein:

Please be advised that this firm has been retained to represent Cynthia Reynolds in connection with her prior employment at the University of North Carolina at Chapel Hill. I have reviewed your letters dated April 17, 2014 to Ms. Reynolds and to Cornell University personnel dated April 29, 2014, together with Cornell University's responding letter of May 5, 2014.

Lest you or the University of North Carolina at Chapel Hill have any doubt, be advised as follows:

1. Ms. Reynolds is a professional with absolute integrity. She discharged all of her responsibilities at the University of North Carolina at Chapel Hill transparently, honestly, honorably and in all ways above reproach. Any suggestion by you that she has a less than full "commitment to the cause of academic integrity" is completely unwarranted.
2. Ms. Reynolds previously has made clear to you, and I reiterate, that she simply is not interested in being further involved in whatever internal proceedings the University of North Carolina at Chapel Hill seeks to pursue.
3. Although this is a free country, given the clarity of Ms. Reynolds' position, and the clear support that she has from Cornell University in that regard, any further attempts by you, the University of North Carolina at Chapel Hill, or anyone on your or its behalf, to contact Ms. Reynolds hereafter will be construed as harassment and reported to the police accordingly.
4. Any and all further communication related to this matter involving Ms. Reynolds must be directed to me as her attorney, and not to Ms. Reynolds.

Respectfully yours,


RAYMOND M. SCHLATHER

RMS/sed

cc: Cynthia R. Reynolds



Cornell University

Mary George Opperman, SPHR
Vice President for Human Resources
and Safety Services
130 Day Hall
Ithaca, NY 14853-2801
t. 607.255.3621
f. 607.255.4302
e.mgo5@cornell.edu
www.hr.cornell.edu

May 5, 2014

Kenneth L. Wainstein, Esq.
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, D.C. 20001

Re: Independent Inquiry at the University of North Carolina Chapel Hill

Dear Mr. Wainstein:

I am writing in response to your letter dated April 29, 2014 to Professor Alexander L. Gaeta and copied to Professors Kusse and Wise and Provost Fuchs.

Although we certainly understand your desire to interview relevant witnesses for your internal investigation, and would unquestionably appreciate cooperation from the University of North Carolina in similar circumstances, the extent of appropriate assistance we can offer is limited.

Whatever information Ms. Reynolds may have pertinent to your inquiry relates to her prior employment at the University of North Carolina and does not pertain to her position at Cornell. Thus, the decision whether to participate in your inquiry is a personal one entirely within Ms. Reynolds' discretion to make. We spoke with Ms. Reynolds and shared your letter to Professor Gaeta with her. We also notified her that, if she chose to speak with you, Cornell would give her paid release time to do so. It is our understanding that Ms. Reynolds is not willing to meet with you under the circumstances outlined in your letter. She was also quite troubled by the fact that you thought it was appropriate to contact multiple individuals at her current employer. In any event, Cornell has taken the steps we think are appropriate under the circumstances and cannot offer further assistance.

Very truly yours,

A handwritten signature in cursive script, reading "Mary G. Opperman".

Mary George Opperman
Vice President, Human Resources and Safety Services

cc: Provost W. Kent Fuchs
University Counsel James J. Mingle
Professor Alexander L. Gaeta
Professor Bruce Kusse
Professor Frank Wise

From: Withers, Everett Rowe - witherer <witherer@jmu.edu>
Sent: Friday, July 11, 2014 5:09 PM
To: Jay, Joseph
Subject: Re: UNC - Independent Investigation

Mr Jay

I hope you understand my reason for declining the offer to speak to you about my experience at UNC. My experience was a very bittersweet one split into 2 parts; (1) The 1st year and a half-Positive growth in a athletic program headed in a direction never reached at UNC.(2)-a very negative and attacking experience both toward the student athlete in FB and the FB staff!

Therefore,since my dismissal as HFC, I have moved on and do not want to " Go Back" to that time.

Again, sorry but I will have to decline the offer to speak with anyone regarding my time at UNC!

Everett Withers

Sent from my iPhone

On Jul 11, 2014, at 3:10 PM, "Jay, Joseph" <Joseph.Jay@cwt.com> wrote:

Coach Withers,

I'm following up on this email. We very much would like to speak with you regarding your experience at UNC-Chapel Hill.

Many thanks,
Joe

From: Jay, Joseph
Sent: Monday, July 07, 2014 12:41 PM
To: 'witherer@jmu.edu'
Cc: Jay, Joseph
Subject: UNC - Independent Investigation

Coach Withers,

I work with Ken Wainstein, the attorney appointed to conduct an independent investigation at UNC-Chapel Hill. I'm writing today because we would like to speak with you regarding your time as an Assistant (and Interim Head) Coach at UNC as part of our investigation.

Please let me know if you would be willing to speak with us, as your insights and experience could be particularly helpful to our work. Please also let me know if you have any questions or would like to discuss the matter further.

Many thanks,
Joe

A. Joseph Jay III
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, DC 20001
Tel: +1 202.862.2248
Fax: +1 202.862.2400

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July 16, 2014

VIA E-MAIL & U.S. MAIL (WITHERER@JMU.EDU)

Mr. Everett R. Withers
Head Football Coach
James Madison University
Plecker APC 201 (220 Champions Dr.)
MSC 2201
Harrisonburg, VA 22807

Re: Independent Investigation at University of North Carolina at Chapel Hill

Dear Mr. Withers:

As you may know, I have been appointed, along with my law firm, Cadwalader, Wickersham & Taft LLP, to undertake an independent investigation into academic irregularities at the University of North Carolina at Chapel Hill ("UNC-CH") by President Thomas Ross of the University of North Carolina and Chancellor Carol Folt of UNC-CH. At my request, my colleague, Joseph Jay, contacted you last week to ask you to speak with us regarding the subject of our inquiry given your past employment relationship as Assistant Coach and Interim Head Football Coach at UNC-CH. I understand that you replied to Mr. Jay's email on July 11, 2014, and stated that you have "have moved on and do not want to 'Go Back' to that time."

I am writing to ask that you reconsider your decision and agree to speak with us regarding the subject of our inquiry. Given our review of documents and information to this point, we understand that you may have important relevant information. Understanding your perspective on this information, and documents you authored, received, and sent, is important as we continue our inquiry. It is important for our investigation that we speak with as many people with relevant information, regardless of whether they are currently employed at, or attending, UNC-CH. As has been publicly reported, our investigation will ultimately conclude with a written report. It will be far better if the report could include your explanation and perspective on the events and circumstances relevant to our inquiry, rather than simply noting that you declined to speak with us.

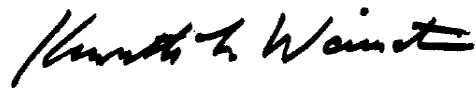
C A D W A L A D E R

Mr. Everett R. Withers
July 16, 2014

We understand that you are now employed at James Madison University, another higher education institution. We would be willing to travel to Harrisonburg, Virginia to meet with you to discuss this matter.

Please let me know if you have any questions regarding this letter or our request for your participation in our inquiry. You may contact me by email (ken.wainstein@cwt.com) or by phone at (202) 862-2474. I am happy to answer any questions or share additional information regarding our inquiry.

Very truly yours,

A handwritten signature in black ink, reading "Kenneth L. Wainstein". The signature is written in a cursive, flowing style with a large initial 'K' and a long horizontal stroke at the end.

Kenneth L. Wainstein

From: Withers, Everett Rowe - witherer <witherer@jmu.edu>
Sent: Monday, July 28, 2014 10:58 PM
To: Jay, Joseph
Subject: Re: letter from Ken Wainstein

Sounds like a threat to me.

Sent from my iPhone

On Jul 28, 2014, at 3:14 PM, "Jay, Joseph" <Joseph.Jay@cwt.com> wrote:

Mr. Withers,

I'm following up on the letter Ken Wainstein sent earlier this month to see if you have had a chance to consider our request. We know that you likely have summer practice beginning shortly; we are confident that our conversation can be taken care of quickly so as not to interfere with your schedule. In similar situations where we are seeking to speak with a former UNC employee who has since joined another college or university, we have typically contacted the college or university to ensure that the employee will speak with us. We much prefer to arrange the meeting directly with you, rather than through JMU, if possible.

Please let me know if you have any questions or concerns.

Thanks,
Joe

From: Wainstein, Ken
Sent: Wednesday, July 16, 2014 9:37 AM
To: 'witherer@jmu.edu'
Cc: Wainstein, Ken; Jay, Joseph
Subject: letter from Ken Wainstein

Mr. Withers,

Please see attached letter. I look forward to speaking with you.

Ken

Kenneth L. Wainstein
Partner
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, DC 20001
Tel: +1 202.862.2474
Fax: +1 202.862.2400
ken.wainstein@cwt.com

www.cadwalader.com

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July 30, 2014

VIA US MAIL AND E-MAIL (algerjr@jmu.edu)

Jonathan R. Alger
President
James Madison University
800 S. Main Street
Harrisonburg, Virginia 22807

Re: Independent Investigation at the University of North Carolina at Chapel Hill

Dear President Alger:

The University of North Carolina has appointed me to conduct an independent investigation into academic irregularities and anomalies at the University of North Carolina at Chapel Hill ("UNC"). As part of this independent inquiry, we have been meeting with current and former UNC faculty, staff, and students and reviewing documents to understand what occurred.

One of your employees, Everett R. Withers, currently the Head Football Coach at James Madison University, was previously employed at UNC as an Assistant Football Coach and Interim Head Football Coach. We understand, based on our discussions with others and our review of documents, that Mr. Withers may have significant information regarding the subject matter of our inquiry.

Accordingly, we emailed Mr. Withers on July 7, 2014 and invited him to speak with us on a date and at a time convenient to him. On July 11, 2014, Mr. Withers replied and declined our invitation, stating that he had "moved on and do not want to 'Go Back' to that time." On July 16, 2014, I wrote Mr. Withers a letter requesting that he reconsider his decision and agree to speak with us. We received no response, and on July 28, 2014, we emailed Mr. Withers and requested that he respond to our letter, noting that "[i]n similar situations where we are seeking to speak with a former UNC employee who has since joined another college or university, we have typically contacted the college or university to ensure that the employee will speak with us. We much prefer to arrange the meeting directly with you, rather than through JMU, if possible." Mr. Withers responded late that evening, writing "Sounds like a threat to me."

C A D W A L A D E R

President Jonathan R. Alger
July 30, 2014

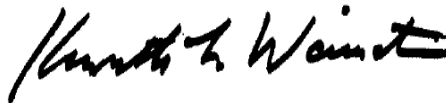
While we certainly appreciate Mr. Withers' desire not to revisit his time at UNC, we nevertheless believe that he may have important information about the subject of our inquiry.

I am writing to ask that you encourage and facilitate his cooperation with our independent investigation and participation in an interview with us. As President of another higher education institution, you can appreciate the importance that UNC has placed on this matter and our investigation. As we shared with Mr. Withers, we are willing to travel to Harrisonburg to meet with him at a mutually convenient day and time.

As has been announced, our inquiry will result in the issuance of a public report of our findings. It would both enhance our review and reflect well on Mr. Withers' commitment to the cause of academic integrity if we could note in our report that he cooperated and provided useful information in an interview.

Please contact me if you have any questions regarding this inquiry and/or Mr. Withers' participation therein.

Very truly yours,

A handwritten signature in black ink, appearing to read "Kenneth L. Wainstein".

Kenneth L. Wainstein

cc: Jeff Bourne, Director of Athletics (moshiemj@jmu.edu)

August 13, 2014

A. Joseph Jay III, Esq.
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, D.C. 20001

Re: UNC Investigation

Dear Mr. Jay:

I am writing to you in response to your recent requests to interview me in connection with your UNC investigation.

As you know, I fully cooperated during last year's UNC investigation which included a detailed interview of me. Therefore, I am not sure what would be accomplished by another interview, especially at this very busy time of year for football.

Having said that, I would be willing to review a list of questions that you would propose asking me during another interview (should one occur) to ensure that we are not addressing issues previously covered in my first interview. Submitting the proposed questions to me would, I think, be the most efficient manner to proceed at this time. Please let me know if this proposed plan is acceptable to you.

I look forward to hearing from you.

Very truly yours,

Everett Withers



Terence B. Prince, Esq.

September 3, 2014

VIA FEDEX

-and-

EMAIL (ken.wainstein@cwt.com)

Kenneth L. Wainstein, Esq.
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, D.C. 20001

Re: Everett Withers/UNC Investigation

Dear Mr. Wainstein:

I am in receipt of your August 29, 2014 letter to Everett Withers. As you know, CAA represents Coach Withers and, as such, Coach Withers has asked me to respond on his behalf.

As Coach Withers's agent, CAA has been privy to all of the developments regarding the University of North Carolina investigation during the past year. Notwithstanding the assertions in your August 29th letter, we view the entire UNC matter as one investigation emanating from alleged academic improprieties at Chapel Hill.

As has been well-documented, Coach Withers fully cooperated last year during the early stages of the investigation. During the past few months, Coach Withers has consistently expressed his willingness to work with your firm regarding the investigation. However, it must be noted that your firm's aggressive and, at times, arrogant demeanor is off-putting, to say the least. Coach Withers is under no obligation to assist you with your investigation, especially since it appears to have little, if anything, to do with Coach Withers. Coach Withers now is fully-engaged in this, his first season at a new university. Simply put, Coach Withers cannot afford to spend time on this matter while in the throes of the season. Accordingly, from this point forward, please direct to me all communications regarding this matter. Coach Withers cannot be further distracted at this point. I will liaise with Coach Withers in response to future inquiries from you, as appropriate.

Finally, please stop copying President Alger and Ms. Wheeler on your letters. Doing so serves no good purpose and, in fact, appears to be a thinly-veiled attempt to exert inappropriate pressure on Coach Withers through his current employer. That must stop. (In the spirit of full transparency, I am copying President Alger and Ms. Wheeler on this letter so that they are aware of my position on this matter.)

As noted above, Coach Withers is willing to cooperate with your investigation, but it must be in a reasonable and appropriate manner. Your attempts to dictate the process is counterproductive and, quite frankly, inappropriate.

I look forward to working with you on this matter in the future.

Sincerely yours,

Terence B. Prince

cc: Jonathan R. Alger
Susan L. Wheeler, Esq.
Client
Trace Armstrong

CreativeArtistsAgency

405 Lexington Avenue, 19th Floor
New York, NY 10174
212.277.9000 / Fax 212.277.9099

August 29, 2014

VIA E-MAIL & U.S. MAIL (WITHERER@JMU.EDU)

Mr. Everett R. Withers
Head Football Coach
James Madison University
Plecker APC 201 (220 Champions Dr.)
MSC 2201
Harrisonburg, VA 22807

Re: Independent Investigation at University of North Carolina at Chapel Hill

Dear Mr. Withers:

I received a copy of the letter you sent my colleague, A. Joseph Jay III, through your agent, CAA Sports. In that letter, you noted that you had been interviewed in an earlier inquiry at UNC, and requested that Mr. Jay provide you with written questions for you to review so that you could consider whether our interview would be repetitive.

While we do not provide interviewees with written questions in advance, we will explain the subject matter of our inquiry to assure you that there will be no repetitiveness. Our investigation is separate from that earlier review, which related to potential NCAA and/or criminal violations involving sports agents and tutors. We are charged to investigate the existence of irregular courses at Chapel Hill – how and why they came to be offered, why they persisted, and whether and to what extent such classes helped student athletes remain academically eligible to compete. We are asking to speak with you about those courses and any relationship between those courses and academic eligibility for student-athletes, to review certain documents with you, and to understand, from your perspective, how academics were handled for student-athletes while you worked for Chapel Hill.

As you can see, we will not be covering the same ground as the earlier review for which you were interviewed. As such, repetitiveness will not be an issue.

We understand that the fall is a busy time for you as a football coach, especially as you begin a new position at James Madison University and prepare for your first season. That is why we began contacting you in early July – to try and schedule a time to speak with you before the season started. Now, nearly two months later, we are nearing the end of our

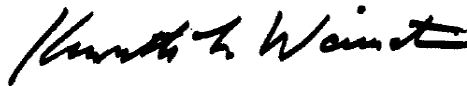
C A D W A L A D E R

Mr. Everett R. Withers
August 29, 2014

investigation. Accordingly, we again ask that you cooperate with our investigation and grant us an interview.

Please let me know if you have any questions. I hope to hear from you soon.

Very truly yours,

A handwritten signature in black ink, appearing to read "Kenneth L. Wainstein". The signature is written in a cursive, slightly slanted style.

Kenneth L. Wainstein

CC: President Jonathan Alger
Susan Wheeler, University Counsel

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

July 16, 2014

VIA E-MAIL & U.S. MAIL (CAROLYNCLARKCANNON@ME.COM)

Ms. Carolyn Cannon

Re: Independent Inquiry at University of North Carolina at Chapel Hill

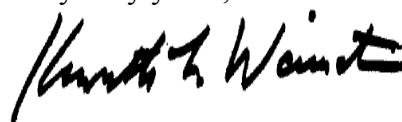
Dear Ms. Cannon:

As you may know, I have been appointed, along with my law firm, Cadwalader, Wickersham & Taft LLP, to undertake an independent inquiry into academic irregularities at the University of North Carolina at Chapel Hill ("UNC-CH") by President Thomas Ross of the University of North Carolina and Chancellor Carol Folt of UNC-CH. At my request, my colleague, Joseph Jay, has attempted to reach you to ask you to speak with us regarding the subject of our inquiry, given your past employment in Academic Advising at UNC-CH. While Mr. Jay has left messages for you, he has not received a return phone call.

I am writing to ask that you agree to speak with us regarding the subject of our inquiry. Given our review of documents and information to this point, we understand that you may have important relevant information. Understanding your perspective on this information is important as we continue our inquiry. As has been publicly reported, our investigation is looking at all aspects of these irregularities, and will ultimately conclude with a thorough written report of our factual findings. It will be far better if the report could include your explanation and perspective on the events and circumstances relevant to our inquiry, rather than simply noting that you declined to speak with us.

Please let me know if you have any questions regarding this letter or our request for your participation in our inquiry. You may contact me by email (ken.wainstein@cwt.com) or by phone at (202) 862-2474. I am happy to answer any questions or share additional information regarding our inquiry.

Very truly yours,



Kenneth L. Wainstein

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

&

YELLOWWS

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Wednesday, August 26, 2009 4:51 PM
To: Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Re: here tomorrow and Wed for sure

Hey. Tell me what you think. If you really need it, we can keep it. My preference would be to cancel it for a number of reasons but if you need it I am sure JN would work with you. I will need to know soon as will you. Let me know. dc

Jaimie Lee wrote:

> Hello! I hope everything is going well with you. Just wanted to follow up
> and see if you were considering dropping the afam 396 course. Our guys
> could definitely use it and it would be great if they could hold on but I
> understand if that's not going to work.

>

> Thank you!

> J

>

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

> From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]

> Sent: Wednesday, August 19, 2009 3:32 PM

> To: Jaimie Lee

> Subject: Re: here tomorrow and Wed for sure

>

> Hey. Sorry, I have been swamped. I am here until at least 6 today. dc

>

> Jaimie Lee wrote:

>

>> hello again! What time is good for you today?? i would love to stop by...

>>

>> -Jaimie

>>

>> Jaimie Lee

>> Academic Counselor

>> Academic Support Program for Student-Athletes

>> (919) 843-6566

>>

>>

>>

>>>>> Deborah Crowder <dacrowde@email.unc.edu> 8/17/2009 5:36 PM >>>>>

>>>>>

>> Hey. Hope you are hanging in or on or something. I would love to hear

>> your take on all that has developed. I'll bring you some quarters if

>> you tell me when you are coming. dc

>>

>>

>

>

>

>

>

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Wednesday, March 17, 2010 5:07 PM
To: Jaimie Lee <jaimielee@unca.unc.edu>
Subject: Re: Hello! Can we touch base???

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

>

> 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

> >

> > University of North Carolina-Chapel Hill

> >

> > 919-843-6566 w

> >

> > c

> >

> > jaimielee@unca.unc.edu

> >

> >

C A D W A L A D E R

Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W., Washington, DC 20001
Tel +1 202 862 2200 Fax +1 202 862 2400
www.cadwalader.com

New York London Charlotte Washington
Houston Beijing Hong Kong Brussels

May 28, 2014

VIA E-MAIL (REVRARD@BSK.COM)

Richard J. Evrard, Esq.
Bond Schoeneck & King PLLC
7500 College Boulevard, Suite 910
Overland Park, KS 66210-4035

Re: The University of North Carolina at Chapel Hill

Dear Rick:

This letter follows up on our conversations regarding the interest of the National Collegiate Athletic Association (“NCAA”) in learning about any relevant new information uncovered through my work at the University of North Carolina at Chapel Hill (“UNC-Chapel Hill”). As you know, I was appointed, along with my law firm, Cadwalader, Wickersham & Taft LLP (“Cadwalader”), to “conduct an independent inquiry of academic irregularities at UNC-Chapel Hill [and to] take any further steps necessary to address any questions left unanswered during previous reviews commissioned by the University.” In announcing my appointment, UNC-Chapel Hill Chancellor Carol Folt and UNC President Tom Ross explained that I would produce a written report of my findings at the conclusion of my inquiry, and that that report would be publicly released.

From the very beginning, Chancellor Folt and President Ross have recognized the importance of maintaining the independence of my inquiry. To that end, they have directed that I am not to share my investigative findings with UNC personnel until after I release my final report. The only exception to that rule arises if we discover clear evidence of a direct violation of NCAA rules, in which case we are to notify Chancellor Folt and President Ross of that information so that the University can consider its self-reporting obligations vis-à-vis the NCAA. These directions are essential to demonstrating (1) that I am conducting this inquiry without direction or interference from the University, (2) that my investigative information is being kept within the investigative team to prevent any suggestion that it may be used to influence future interviewees or the course of our inquiry, and (3) that my ultimate findings and conclusions will be based purely on my investigation and factual analysis. As we all recognize, it is

C A D W A L A D E R

Richard J. Evrard
May 28, 2014

critical that those objectives guide every step we take throughout the course of this inquiry.

I understand that the NCAA has expressed an interest in reviewing several discrete issues that overlap with the scope of my inquiry. In order to facilitate and cooperate fully with the NCAA, UNC-Chapel Hill has asked that I consider whether and how I could provide relevant information to the NCAA staff ahead of the completion of my investigation and the issuance of my report. Specifically, I understand that the NCAA wishes to have a meeting and speak with me regarding the information relating to their areas of interest that I have developed from the interviews and document review I have thus far conducted.

I would be comfortable having such a meeting with the NCAA staff, as they operate under a rule of confidentiality. With a clear agreement between us that that rule will govern our interactions and that, except as outlined below, my investigative information will not be conveyed to UNC personnel, I would have no concern that my participation in such a meeting would in any way compromise the independence or integrity of my investigation. A concern would arise only if an employee or other representative of the University were permitted to attend the meeting and hear my investigative information relating to the areas of the NCAA's interest before the completion of my investigation and the issuance of my report.

We all agree that we must do everything possible to ensure the continued integrity of my inquiry. At the same time, we must respect the University's obligation to cooperate with the NCAA's work. I recognize that it is standard procedure for the NCAA to conduct a review jointly with a representative or counsel for the member institution involved, and for that representative or counsel to be present at interviews and fact-finding sessions relating to such matters. This raises the question of how we could structure an information-sharing session with you and the NCAA without imperiling the integrity and independence of our investigation.

C A D W A L A D E R

Richard J. Evrard
May 28, 2014

As we have discussed and agreed with you, President Ross and Chancellor Folt, it is possible to both protect our investigation and conduct such a meeting, but only if the meeting is conducted under the following conditions:

- 1) I will meet with you to provide information developed through my independent investigation that, in our mutual judgment, is related to the NCAA enforcement staff's review. No UNC employee will attend our meeting.
- 2) You will assess the information to determine its relevance to the NCAA review. We will then meet jointly with the NCAA and I will provide to them the information identified by you as relevant to their review.
- 3) You agree not to disclose any of the information that my colleagues and I share, in either our meeting together or our joint meeting with the NCAA, to any person outside of that meeting, including specifically any UNC personnel, until after Cadwalader's final report is publicly issued. The only exception to that condition is where, in your judgment, our investigation has raised a question about the eligibility of a current student-athlete who will be practicing or competing before any report is publicly issued. In that event, you would be permitted to disclose to Chancellor Folt and President Ross information relating to that student-athlete so that the University can consider any eligibility implications under the NCAA by-laws.
- 4) Once the information is provided to the NCAA enforcement staff, you will follow NCAA protocol and procedure to jointly review information and conduct interviews with them.

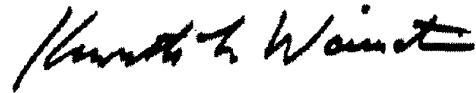
We understand UNC-Chapel Hill's need to promote the cooperative investigative effort between the NCAA and UNC-Chapel Hill. We believe that these conditions will permit the University to accomplish those objectives, while ensuring that our inquiry continues to be – and to be perceived as – a fully independent fact-finding effort that is free from outside influence.

C A D W A L A D E R

Richard J. Evrard
May 28, 2014

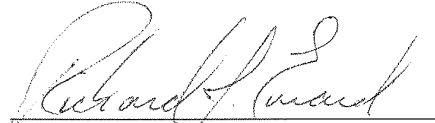
Please let me know if you have any questions concerning this letter. If the above-stated conditions are acceptable to you and UNC, please sign below and return the letter to us. Upon your signature, we will be able to move forward and arrange a convenient meeting time with you and then with the NCAA.

Very truly yours,



Kenneth L. Wainstein

AGREED:


Richard J. Evrard

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
1989 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1989 Fall	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	.	1
1990 Spring	AFAM190 001	INDEPENDENT STUDIES	1	3	.	.	5	9	.
1990 Spring	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1990 Summer II	AFAM190 001	INDEPENDENT STUDIES	.	3	.	.	2	4	1
1990 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	4	2	2
1991 Spring	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	5	5	.
1991 Spring	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1991 Summer I	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1991 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	2	.	.	.	2	.
1991 Summer II	AFAM190 001	INDEPENDENT STUDIES	.	1	.	.	.	1	.
1991 Summer II	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	.	1	.
1991 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	3	3	.
1991 Fall	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	3	2	2
1992 Spring	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	5	4	1
1992 Spring	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	6	4	2
1992 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	3	.	.	1	4	.
1992 Summer II	AFRI190 001	INDEPENDENT STUDIES	.	3	.	.	2	5	.
1992 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	6	6	.
1992 Fall	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	.	1	.
1992 Fall	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1993 Spring	AFAM190 001	INDEPENDENT STUDIES	1	.	.	.	5	6	.
1993 Spring	AFRI090 001	INDEPENDENT STUDIES	1	1	.	.	2	4	.
1993 Spring	AFRI190 001	INDEPENDENT STUDIES	.	3	.	.	2	4	1
1993 Summer I	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
1993 Summer II	AFAM190 001	INDEPENDENT STUDIES	2	2	.	.	1	5	.
1993 Fall	AFAM190 001	INDEPENDENT STUDIES	1	.	.	.	11	12	.
1993 Fall	AFRI190 001	INDEPENDENT STUDIES	3	1	.	.	1	5	.
1994 Spring	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	11	11	.
1994 Spring	AFRI090 001	INDEPENDENT STUDIES	1	.	1	.	2	4	.
1994 Spring	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	4	5	.
1994 Summer I	AFAM190 001	INDEPENDENT STUDIES	.	.	1	.	.	1	.
1994 Summer I	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	1	2	.
1994 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1994 Summer II	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
1994 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	2	.	.	.	2	.
1994 Summer II	AFRI190 001	INDEPENDENT STUDIES	1	.	.	.	3	4	.
1994 Fall	AFAM190 001	INDEPENDENT STUDIES	2	1	.	.	4	7	.
1994 Fall	AFRI090 001	INDEPENDENT STUDIES	.	3	.	.	3	6	.
1994 Fall	AFRI190 001	INDEPENDENT STUDIES	.	2	.	.	3	2	3
1994 Fall	AFRI190 002	INDEPENDENT STUDIES	.	.	.	.	3	.	3
1995 Spring	AFAM190 001	INDEPENDENT STUDIES	2	2	.	.	14	15	2
1995 Spring	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	4	5	.
1995 Spring	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	5	5	1
1995 Spring	AFRI190 002	INDEPENDENT STUDIES	.	.	.	.	1	.	1
1995 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1995 Summer II	AFAM190 001	INDEPENDENT STUDIES	1	1	.	.	.	2	.
1995 Summer II	AFRI190 001	INDEPENDENT STUDIES	1	1	.	.	.	2	.
1995 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	7	7	.
1995 Fall	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1995 Fall	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	5	1	5
1996 Spring	AFAM190 001	INDEPENDENT STUDIES	1	1	.	.	8	10	.
1996 Spring	AFRI090 001	INDEPENDENT STUDIES	1	1	.	.	.	1	.
1996 Spring	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	8	6	2
1996 Summer I	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	1	.	1
1996 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1996 Summer II	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
1996 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1996 Summer II	AFRI190 001	INDEPENDENT STUDIES	.	4	.	.	.	4	.
1996 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	6	6	.
1996 Fall	AFAM190 002	INDEPENDENT STUDIES	.	.	.	.	2	1	1
1996 Fall	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	1	2	.
1996 Fall	AFRI190 001	INDEPENDENT STUDIES	2	.	.	.	4	5	1
1997 Spring	AFAM190 001	INDEPENDENT STUDIES	4	1	.	.	15	18	1
1997 Spring	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1997 Spring	AFRI190 001	INDEPENDENT STUDIES	1	3	.	.	4	7	1
1997 Summer I	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1997 Summer I	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	2	3	.
1997 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
1997 Summer II	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	5	5	.
1997 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
1997 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	17	17	.
1997 Fall	AFRI090 001	INDEPENDENT STUDIES	1	.	.	.	.	1	.
1997 Fall	AFRI190 001	INDEPENDENT STUDIES	2	.	.	.	6	6	2
1998 Spring	AFAM190 001	INDEPENDENT STUDIES	2	1	2	.	16	19	1
1998 Spring	AFRI090 001	INDEPENDENT STUDIES	1	1	.	.	9	11	.
1998 Spring	AFRI190 001	INDEPENDENT STUDIES	2	2	.	.	8	12	.
1998 Summer I	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
1998 Summer I	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	.	1	.
1998 Summer I	AFRI190 001	INDEPENDENT STUDIES	1	1	.	.	2	3	1
1998 Summer II	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	3	3	.
1998 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	1	2	.
1998 Summer II	AFRI190 001	INDEPENDENT STUDIES	2	2	.	.	.	4	.
1998 Fall	AFAM190 001	INDEPENDENT STUDIES	6	1	.	.	17	24	.
1998 Fall	AFRI090 001	INDEPENDENT STUDIES	1	1	2	.	6	10	.
1998 Fall	AFRI190 001	INDEPENDENT STUDIES	2	.	.	.	7	9	.
1999 Spring	AFAM190 001	INDEPENDENT STUDIES	3	1	1	.	18	22	1
1999 Spring	AFRI090 001	INDEPENDENT STUDIES	7	3	2	.	6	18	.
1999 Spring	AFRI190 001	INDEPENDENT STUDIES	14	1	1	.	12	26	2
1999 Summer I	AFAM190 001	INDEPENDENT STUDIES	2	.	2	.	.	4	.
1999 Summer I	AFRI090 001	INDEPENDENT STUDIES	2	.	1	.	3	6	.
1999 Summer I	AFRI190 001	INDEPENDENT STUDIES	7	2	.	.	1	9	1
1999 Summer II	AFAM190 001	INDEPENDENT STUDIES	7	1	2	.	6	15	.
1999 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
1999 Summer II	AFRI190 001	INDEPENDENT STUDIES	5	2	.	.	.	7	.
1999 Fall	AFAM190 001	INDEPENDENT STUDIES	5	2	2	.	14	22	.
1999 Fall	AFRI090 001	INDEPENDENT STUDIES	2	1	.	.	3	6	.
1999 Fall	AFRI090 999	INDEPENDENT STUDIES	.	.	.	.	1	1	.
1999 Fall	AFRI190 001	INDEPENDENT STUDIES	8	1	.	.	6	13	2
2000 Spring	AFAM190 001	INDEPENDENT STUDIES	1	.	1	.	43	45	.
2000 Spring	AFRI090 001	INDEPENDENT STUDIES	.	1	.	.	8	9	.
2000 Spring	AFRI190 001	INDEPENDENT STUDIES	2	2	.	.	5	8	.
2000 Summer I	AFAM190 001	INDEPENDENT STUDIES	.	.	1	.	5	6	.
2000 Summer I	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2000 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2000 Summer II	AFAM190 001	INDEPENDENT STUDIES	3	.	.	.	11	14	.
2000 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
2000 Summer II	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	.	1	.
2000 Fall	AFAM190 001	INDEPENDENT STUDIES	6	1	4	1	20	28	3
2000 Fall	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	5	5	.
2000 Fall	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	5	3	3
2000 Fall	AFRI190 002	INDEPENDENT STUDIES	.	.	.	.	1	.	1
2001 Spring	AFAM190 001	INDEPENDENT STUDIES	10	5	2	5	68	86	2
2001 Spring	AFRI090 001	INDEPENDENT STUDIES	1	2	1	.	7	11	.
2001 Spring	AFRI190 001	INDEPENDENT STUDIES	1	1	.	.	11	12	1
2001 Spring	AFRI190 853	INDEPENDENT STUDIES	.	1	.	.	.	1	.
2001 Summer I	AFAM190 001	INDEPENDENT STUDIES	2	1	.	.	16	19	.
2001 Summer I	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	6	6	.
2001 Summer I	AFRI090 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2001 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	.	1
2001 Summer II	AFAM190 001	INDEPENDENT STUDIES	4	.	.	.	19	23	.
2001 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2001 Summer II	AFRI190 001	INDEPENDENT STUDIES	3	.	.	.	.	3	.
2001 Fall	AFAM190 001	INDEPENDENT STUDIES	8	2	1	3	52	65	.
2001 Fall	AFRI090 001	INDEPENDENT STUDIES	6	2	.	1	12	20	.
2001 Fall	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	8	3	5
2001 Fall	AFRI190 002	INDEPENDENT STUDIES	.	.	.	.	3	.	3
2001 Fall	AFRI190 853	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2002 Spring	AFAM190 001	INDEPENDENT STUDIES	3	2	.	10	79	92	1
2002 Spring	AFAM190 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2002 Spring	AFRI090 001	INDEPENDENT STUDIES	1	.	.	1	12	14	.
2002 Spring	AFRI190 001	INDEPENDENT STUDIES	1	.	.	.	17	14	4
2002 Spring	AFRI190 851	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2002 Summer I	AFAM190 001	INDEPENDENT STUDIES	2	.	.	1	11	14	.
2002 Summer I	AFAM190 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2002 Summer I	AFRI090 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2002 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2002 Summer II	AFAM190 001	INDEPENDENT STUDIES	4	.	1	1	16	22	.
2002 Summer II	AFAM190 853	INDEPENDENT STUDIES	1	.	.	.	2	2	1
2002 Summer II	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2002 Summer II	AFRI190 001	INDEPENDENT STUDIES	1	1	.	.	7	8	1
2002 Fall	AFAM190 001	INDEPENDENT STUDIES	3	.	.	1	51	55	.
2002 Fall	AFAM190 002	INDEPENDENT STUDIES	1	.	.	2	18	21	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
2002 Fall	AFAM190 853	INDEPENDENT STUDIES	.	.	.	.	6	6	.
2002 Fall	AFRI090 001	INDEPENDENT STUDIES	1	1	.	1	8	11	.
2002 Fall	AFRI190 001	INDEPENDENT STUDIES	2	.	.	1	11	14	.
2002 Fall	AFRI190 853	INDEPENDENT STUDIES	.	.	.	.	3	3	.
2003 Spring	AFAM190 001	INDEPENDENT STUDIES	3	1	.	5	51	60	.
2003 Spring	AFAM190 002	INDEPENDENT STUDIES	6	.	.	3	58	67	.
2003 Spring	AFRI090 001	INDEPENDENT STUDIES	.	.	.	1	7	8	.
2003 Spring	AFRI190 001	INDEPENDENT STUDIES	3	.	.	1	16	19	1
2003 Summer I	AFAM190 001	INDEPENDENT STUDIES	5	.	.	4	9	18	.
2003 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2003 Summer II	AFAM190 001	INDEPENDENT STUDIES	13	1	.	.	16	30	.
2003 Summer II	AFAM190 853	INDEPENDENT STUDIES	.	.	.	.	4	4	.
2003 Summer II	AFRI090 001	INDEPENDENT STUDIES	2	.	.	.	1	3	.
2003 Summer II	AFRI190 001	INDEPENDENT STUDIES	2	.	.	.	5	7	.
2003 Summer II	AFRI190 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2003 Fall	AFAM190 001	INDEPENDENT STUDIES	2	.	.	5	52	58	1
2003 Fall	AFAM190 002	INDEPENDENT STUDIES	6	.	.	6	46	58	.
2003 Fall	AFAM190 853	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2003 Fall	AFRI090 001	INDEPENDENT STUDIES	2	.	.	.	3	5	.
2003 Fall	AFRI090 002	INDEPENDENT STUDIES	.	.	.	1	16	17	.
2003 Fall	AFRI190 001	INDEPENDENT STUDIES	.	.	.	2	4	6	.
2003 Fall	AFRI190 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2004 Spring	AFAM190 001	INDEPENDENT STUDIES	.	.	.	8	45	53	.
2004 Spring	AFAM190 002	INDEPENDENT STUDIES	2	.	.	10	83	95	.
2004 Spring	AFAM190 003	INDEPENDENT STUDIES	.	.	.	1	4	5	.
2004 Spring	AFAM190 853	INDEPENDENT STUDIES	.	.	.	.	3	3	.
2004 Spring	AFRI090 001	INDEPENDENT STUDIES	.	.	.	1	2	3	.
2004 Spring	AFRI190 001	INDEPENDENT STUDIES	.	.	.	4	7	11	.
2004 Spring	AFRI190 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2004 Summer I	AFAM190 001	INDEPENDENT STUDIES	2	1	.	3	14	18	2
2004 Summer I	AFRI090 001	INDEPENDENT STUDIES	1	.	.	.	.	1	.
2004 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	1	.	.	1	2	.
2004 Summer I	AFRI190 853	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2004 Summer II	AFAM190 001	INDEPENDENT STUDIES	2	.	.	3	14	19	.
2004 Summer II	AFAM190 853	INDEPENDENT STUDIES	.	.	.	.	6	6	.
2004 Summer II	AFRI190 001	INDEPENDENT STUDIES	1	.	.	.	3	4	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
2004 Fall	AFAM190 001	INDEPENDENT STUDIES	.	.	.	.	26	26	.
2004 Fall	AFAM190 002	INDEPENDENT STUDIES	3	3	.	6	43	55	.
2004 Fall	AFAM190 851	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2004 Fall	AFAM190 853	INDEPENDENT STUDIES	.	.	1	.	5	6	.
2004 Fall	AFRI090 001	INDEPENDENT STUDIES	1	1	.	.	1	3	.
2004 Fall	AFRI190 001	INDEPENDENT STUDIES	2	.	.	1	19	21	1
2005 Spring	AFAM190 001	INDEPENDENT STUDIES	.	.	.	8	59	67	.
2005 Spring	AFAM190 002	INDEPENDENT STUDIES	1	.	.	.	6	7	.
2005 Spring	AFAM190 003	INDEPENDENT STUDIES	6	2	1	4	27	40	.
2005 Spring	AFAM190 004	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2005 Spring	AFAM190 005	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2005 Spring	AFAM190 851	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2005 Spring	AFRI090 001	INDEPENDENT STUDIES	2	1	.	2	3	8	.
2005 Spring	AFRI190 001	INDEPENDENT STUDIES	4	3	.	1	20	25	3
2005 Spring	AFRI190 002	INDEPENDENT STUDIES	.	.	.	.	5	5	.
2005 Spring	AFRI190 003	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2005 Spring	AFRI190 004	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2005 Spring	AFRI190 005	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2005 Spring	AFRI190 851	INDEPENDENT STUDIES	.	.	.	1	.	1	.
2005 Summer I	AFAM190 001	INDEPENDENT STUDIES	2	.	.	2	12	16	.
2005 Summer I	AFRI190 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2005 Summer II	AFAM190 001	INDEPENDENT STUDIES	2	.	.	2	7	11	.
2005 Summer II	AFAM190 851	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2005 Summer II	AFRI190 001	INDEPENDENT STUDIES	1	.	.	.	.	1	.
2005 Fall	AFAM190 001	INDEPENDENT STUDIES	1	.	.	1	16	18	.
2005 Fall	AFAM190 002	INDEPENDENT STUDIES	4	.	.	1	14	19	.
2005 Fall	AFAM190 003	INDEPENDENT STUDIES	.	.	.	.	6	6	.
2005 Fall	AFAM190 851	INDEPENDENT STUDIES	.	.	.	.	4	4	.
2005 Fall	AFRI090 001	INDEPENDENT STUDIES	.	.	.	.	4	4	.
2005 Fall	AFRI190 001	INDEPENDENT STUDIES	1	.	.	1	8	8	2
2005 Fall	AFRI190 002	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2005 Fall	AFRI190 003	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2006 Spring	AFAM190 001	INDEPENDENT STUDIES	.	1	.	.	16	17	.
2006 Spring	AFAM190 002	INDEPENDENT STUDIES	5	.	1	6	23	35	.
2006 Spring	AFAM190 003	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2006 Spring	AFAM190 004	INDEPENDENT STUDIES	.	.	.	.	2	2	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
2006 Spring	AFAM190 005	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2006 Spring	AFRI090 001	INDEPENDENT STUDIES	.	1	.	1	2	4	.
2006 Spring	AFRI190 001	INDEPENDENT STUDIES	5	.	.	4	14	21	2
2006 Spring	AFRI190 002	INDEPENDENT STUDIES	.	.	.	.	6	5	1
2006 Spring	AFRI190 003	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2006 Spring	AFRI190 004	INDEPENDENT STUDIES	.	1	.	.	.	1	.
2006 Spring	AFRI190 005	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2006 Spring	AFRI190 006	INDEPENDENT STUDIES	.	.	.	1	2	3	.
2006 Spring	AFRI190 851	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2006 Summer I	AFAM190 001	INDEPENDENT STUDIES	1	2	.	1	7	10	.
2006 Summer I	AFAM190 002	INDEPENDENT STUDIES	1	.	.	.	.	1	.
2006 Summer I	AFRI190 001	INDEPENDENT STUDIES	3	.	.	.	4	7	.
2006 Summer II	AFAM190 001	INDEPENDENT STUDIES	1	.	.	.	7	8	.
2006 Summer II	AFAM190 002	INDEPENDENT STUDIES	1	.	.	.	9	10	.
2006 Summer II	AFAM190 003	INDEPENDENT STUDIES	.	.	.	.	1	.	1
2006 Summer II	AFAM190 851	INDEPENDENT STUDIES	.	.	.	.	3	3	.
2006 Summer II	AFRI190 001	INDEPENDENT STUDIES	1	.	.	1	4	6	.
2006 Summer II	AFRI190 851	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2006 Fall	AFAM396 001	INDEPENDENT STUDIES	.	.	.	2	16	18	.
2006 Fall	AFAM396 002	INDEPENDENT STUDIES	.	.	.	.	4	4	.
2006 Fall	AFAM396 003	INDEPENDENT STUDIES	1	.	.	.	3	4	.
2006 Fall	AFAM396 004	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2006 Fall	AFAM396 851	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2006 Fall	AFRI296 001	INDEPENDENT STUDIES	.	.	.	1	.	1	.
2006 Fall	AFRI396 001	INDEPENDENT STUDIES	3	.	.	6	23	32	.
2006 Fall	AFRI396 003	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2007 Spring	AFRI396 004	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2007 Summer I	AFAM396 001	INDEPENDENT STUDIES	1	.	.	.	11	12	.
2007 Summer I	AFRI396 001	INDEPENDENT STUDIES	.	1	.	1	9	11	.
2007 Summer II	AFAM396 001	INDEPENDENT STUDIES	1	.	.	.	6	7	.
2007 Summer II	AFAM396 851	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2007 Summer II	AFRI396 001	INDEPENDENT STUDIES	7	1	.	2	7	17	.
2007 Fall	AFRI396 001	INDEPENDENT STUDIES	3	.	.	2	2	7	.
2007 Fall	AFRI396 851	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2008 Spring	AFAM396 001	INDEPENDENT STUDIES	1	.	.	.	7	8	.
2008 Spring	AFRI396 001	INDEPENDENT STUDIES	3	3	.	3	6	15	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
2008 Spring	AFRI396 002	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2008 Summer I	AFAM396 001	INDEPENDENT STUDIES	1	.	.	2	1	4	.
2008 Summer I	AFRI396 001	INDEPENDENT STUDIES	1	.	1	1	2	5	.
2008 Summer II	AFAM396 001	INDEPENDENT STUDIES	5	.	.	1	3	9	.
2008 Summer II	AFRI396 001	INDEPENDENT STUDIES	2	.	.	2	10	14	.
2008 Fall	AFAM396 001	INDEPENDENT STUDIES	2	.	.	1	4	7	.
2008 Fall	AFRI396 001	INDEPENDENT STUDIES	4	.	.	1	4	9	.
2009 Spring	AFAM396 001	INDEPENDENT STUDIES	2	.	.	1	8	11	.
2009 Spring	AFAM396 002	INDEPENDENT STUDIES	.	.	.	.	5	5	.
2009 Spring	AFRI396 001	INDEPENDENT STUDIES	.	.	.	.	5	4	1
2009 Spring	AFRI396 002	INDEPENDENT STUDIES	1	.	.	1	2	4	.
2009 Spring	AFRI396 003	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2009 Spring	AFRI396 004	INDEPENDENT STUDIES	.	.	.	.	1	.	1
2009 Summer I	AFAM396 001	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2009 Summer I	AFRI396 001	INDEPENDENT STUDIES	3	.	.	.	1	4	.
2009 Summer II	AFAM396 001	INDEPENDENT STUDIES	1	.	.	1	3	5	.
2009 Summer II	AFRI396 001	INDEPENDENT STUDIES	4	.	.	1	.	5	.
2009 Fall	AFAM396 001	INDEPENDENT STUDIES	8	.	.	3	4	15	.
2009 Fall	AFAM396 002	INDEPENDENT STUDIES	.	.	.	.	3	3	.
2010 Spring	AFAM396 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2010 Spring	AFAM396 002	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2010 Spring	AFAM396 003	INDEPENDENT STUDIES	.	.	.	.	3	3	.
2010 Spring	AFRI396 001	INDEPENDENT STUDIES	1	.	.	.	1	2	.
2010 Spring	AFRI396 002	INDEPENDENT STUDIES	.	.	.	1	2	3	.
2010 Spring	AFRI396 003	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2010 Summer I	AFAM396 001	INDEPENDENT STUDIES	6	1	.	.	.	6	.
2010 Summer I	AFRI396 001	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2010 Summer II	AFAM396 001	INDEPENDENT STUDIES	.	.	.	.	4	4	.
2010 Summer II	AFRI396 001	INDEPENDENT STUDIES	8	.	1	.	2	11	.
2010 Fall	AFAM396 001	INDEPENDENT STUDIES	1	.	.	.	2	3	.
2010 Fall	AFAM396 01S	INDEPENDENT STUDIES	.	.	.	.	3	3	.
2011 Spring	AFAM396 001	INDEPENDENT STUDIES	1	.	.	.	4	5	.
2011 Spring	AFAM396 002	INDEPENDENT STUDIES	.	.	.	.	7	7	.
2011 Spring	AFAM396 003	INDEPENDENT STUDIES	.	.	.	.	1	1	.
2011 Spring	AFAM396 004	INDEPENDENT STUDIES	.	.	.	.	2	2	.
2011 Spring	AFRI396 001	INDEPENDENT STUDIES	.	.	.	.	3	3	.

ENROLLMENTS IN AFAM INDEPENDENT STUDIES, 1989-2011

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled
2011 Summer I	AFAM396 001	INDEPENDENT STUDIES	.	.	.	.	4	4	.
2011 Summer II	AFAM396 001	INDEPENDENT STUDIES	2	.	.	.	2	4	.
2011 Summer I	AFRI396 001	INDEPENDENT STUDIES	13	.	1	.	3	17	.

ENROLLMENTS IN CROWDER PAPER CLASSES

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled	Total Enrolled
1999 Fall	AFRI066 001	CONTEMPORARY AFRICA	.	1	.	.	2	3	.	3
1999 Fall	AFRI120 001	SOUTHERN AFRICA	.	.	.	.	5	5	.	5
2000 Spring	AFAM071 001	FIELD RESEARCH	.	.	.	.	4	4	.	4
2000 Spring	AFAM174 001	KEY ISS/AFRI/AFRO L	4	1	5	.	35	45	.	45
2000 Spring	AFRI120 001	SOUTHERN AFRICA	15	6	.	1	40	59	1	60
2000 Summer I	AFAM071 001	FIELD RESEARCH	.	1	.	.	2	3	.	3
2000 Summer I	AFRI066 001	CONTEMPORARY AFRICA	1	4	2	.	3	10	.	10
2000 Summer II	AFAM070 001	AFAM SEMINAR	2	3	.	.	2	7	.	7
2000 Summer II	AFRI060 001	TOPICS IN AFRI STU	1	1	.	.	.	2	.	2
2000 Fall	AFRI124 001	NORTH-EAST AFRICA	1	.	.	.	22	23	.	23
2001 Spring	AFRI066 001	CONTEMPORARY AFRICA	1	3	.	1	3	7	.	7
2001 Summer I	AFAM070 001	AFAM SEMINAR	2	2	1	.	1	4	.	4
2001 Summer I	AFAM071 001	FIELD RESEARCH	2	1	.	.	1	4	.	4
2001 Summer I	AFAM128 001	AFAM BIOETHICS	.	.	.	.	1	1	.	1
2001 Summer I	AFAM174 001	KEY ISS/AFRI/AFRO L	.	.	.	.	2	2	.	2
2001 Summer I	AFRI066 001	CONTEMPORARY AFRICA	3	2	.	.	1	5	.	5
2001 Summer II	AFAM070 001	AFAM SEMINAR	2	.	.	.	.	2	.	2
2001 Summer II	AFRI121 001	EAST AFRICA	1	1	.	.	1	2	.	2
2001 Fall	AFAM071 001	FIELD RESEARCH	3	.	.	.	2	5	.	5
2001 Fall	AFRI070 001	POL PROB IN AFRI ST	7	2	.	.	7	16	.	16
2002 Spring	AFAM065 001	TOPICS IN AFAM STUD	15	11	4	6	24	59	.	59
2002 Summer I	AFAM070 001	AFAM SEMINAR	1	.	1	.	1	3	.	3
2002 Summer I	AFAM071 001	FIELD RESEARCH	2	.	.	1	2	5	.	5
2002 Summer I	AFAM128 001	AFAM BIOETHICS	.	.	.	1	1	2	.	2
2002 Summer I	AFRI066 001	CONTEMPORARY AFRICA	5	.	.	.	.	5	.	5
2002 Summer II	AFRI121 001	EAST AFRICA	12	.	.	1	1	14	.	14
2002 Fall	AFAM041 003	BLACK EXPERIENCE	3	.	.	.	5	8	.	8
2002 Fall	AFAM071 001	FIELD RESEARCH	14	5	3	9	9	40	.	40
2002 Fall	AFRI060 001	TOPICS IN AFRI STU	2	3	1	9	39	54	.	54
2003 Spring	AFAM065 002	TOPICS IN AFAM STUD	11	.	.	3	13	27	.	27
2003 Spring	AFAM071 002	FIELD RESEARCH	12	3	4	9	7	35	.	35
2003 Spring	AFAM128 002	AFAM BIOETHICS	2	.	3	3	17	25	.	25
2003 Spring	AFAM174 001	KEY ISS/AFRI/AFRO L	4	.	.	.	.	4	.	4
2003 Spring	AFRI060 001	TOPICS IN AFRI STU	8	2	1	16	52	79	.	79
2003 Spring	AFRI120 001	SOUTHERN AFRICA	4	1	.	2	11	18	.	18
2003 Summer I	AFAM070 001	AFAM SEMINAR	7	.	.	.	.	7	.	7
2003 Summer I	AFAM071 001	FIELD RESEARCH	2	.	.	.	.	2	.	2
2003 Summer I	AFAM128 001	AFAM BIOETHICS	.	.	.	1	1	2	.	2
2003 Summer I	AFRI066 001	CONTEMPORARY AFRICA	3	6	.	.	1	10	.	10
2003 Summer II	AFAM070 001	AFAM SEMINAR	2	.	1	.	.	3	.	3
2003 Summer II	AFAM174 001	KEY ISS/AFRI/AFRO L	9	.	1	.	5	15	.	15
2003 Summer II	AFRI120 001	SOUTHERN AFRICA	1	.	.	2	5	8	.	8
2003 Fall	AFAM069 001	BLACK NATIONALISM	26	3	3	4	23	59	.	59

ENROLLMENTS IN CROWDER PAPER CLASSES

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled	Total Enrolled
2003 Fall	AFAM128 002	AFAM BIOETHICS	1	.	.	.	22	23	.	23
2003 Fall	AFRI070 001	POL PROB IN AFRI ST	2	.	1	1	1	5	.	5
2003 Fall	AFRI120 001	SOUTHERN AFRICA	16	8	.	12	58	92	2	94
2003 Fall	AFRI131 001	PRACT IN AFRI STUD	.	.	.	1	16	17	.	17
2004 Spring	AFAM065 002	TOPICS IN AFAM STUD	23	9	1	6	47	85	.	85
2004 Spring	AFAM071 002	FIELD RESEARCH	1	.	.	1	.	2	.	2
2004 Spring	AFAM128 002	AFAM BIOETHICS	5	7	3	5	43	63	.	63
2004 Spring	AFAM174 002	KEY ISS/AFRI/AFRO L	8	9	1	.	12	30	.	30
2004 Spring	AFRI060 001	TOPICS IN AFRI STU	5	.	1	.	2	8	.	8
2004 Spring	AFRI120 001	SOUTHERN AFRICA	17	3	2	23	109	154	.	154
2004 Spring	AFRI122 001	WEST AFRICA	1	1	1	1	2	6	.	6
2004 Spring	AFRI123 001	CENTRAL AFRICA	.	.	.	.	1	1	.	1
2004 Spring	AFRI174 002	KEY ISS/AFRI/AFRO L	.	.	.	.	1	1	.	1
2004 Summer I	AFAM065 001	TOPICS IN AFAM STUD	7	.	4	1	1	13	.	13
2004 Summer I	AFAM070 001	AFAM SEMINAR	5	3	2	.	.	10	.	10
2004 Summer I	AFAM071 001	FIELD RESEARCH	7	.	.	1	7	15	.	15
2004 Summer I	AFRI070 001	POL PROB IN AFRI ST	.	1	.	.	.	1	.	1
2004 Summer II	AFAM128 001	AFAM BIOETHICS	1	3	1	.	3	8	.	8
2004 Summer II	AFAM174 001	KEY ISS/AFRI/AFRO L	5	.	2	1	2	10	.	10
2004 Summer II	AFRI121 001	EAST AFRICA	2	.	.	.	1	3	.	3
2004 Summer II	AFRI124 001	NORTH-EAST AFRICA	4	.	.	.	1	5	.	5
2004 Summer II	AFRI174 001	KEY ISS/AFRI/AFRO L	.	.	.	.	1	1	.	1
2004 Summer II	SWAH003 001	KISWAHILI 3	.	.	.	.	1	1	.	1
2004 Fall	AFAM041 002	BLACK EXPERIENCE	11	4	2	2	11	30	.	30
2004 Fall	AFAM069 001	BLACK NATIONALISM	14	1	.	3	21	39	.	39
2004 Fall	AFAM071 001	FIELD RESEARCH	14	1	.	20	40	75	.	75
2004 Fall	AFAM128 002	AFAM BIOETHICS	11	.	.	11	39	61	.	61
2004 Fall	AFAM174 002	KEY ISS/AFRI/AFRO L	3	.	1	1	5	10	.	10
2004 Fall	AFRI065 001	AFRICAN POLI/ECON	1	.	.	.	2	3	.	3
2004 Fall	AFRI120 001	SOUTHERN AFRICA	4	1	.	21	87	113	.	113
2004 Fall	AFRI121 001	EAST AFRICA	2	2	.	1	4	9	.	9
2005 Spring	AFAM040 005	BLACK EXPERIENCE	.	.	1	.	5	6	.	6
2005 Spring	AFAM065 001	TOPICS IN AFAM STUD	16	5	1	18	60	100	.	100
2005 Spring	AFAM069 001	BLACK NATIONALISM	16	6	.	4	14	39	.	39
2005 Spring	AFAM071 001	FIELD RESEARCH	10	5	4	18	39	76	.	76
2005 Spring	AFAM076 001	BLACKS IN FILM	1	.	.	3	9	13	.	13
2005 Spring	AFAM094A001	AFAM ARTS/AESTHETIC	8	2	.	.	6	16	.	16
2005 Spring	AFAM128 001	AFAM BIOETHICS	30	2	1	7	52	92	.	92
2005 Spring	AFRI120 001	SOUTHERN AFRICA	12	.	1	37	116	166	.	166
2005 Spring	SWAH003 001	KISWAHILI 3	.	.	.	.	1	1	.	1
2005 Summer I	AFAM065 001	TOPICS IN AFAM STUD	1	1	.	1	4	6	.	6
2005 Summer I	AFAM128 001	AFAM BIOETHICS	.	.	1	.	5	6	.	6
2005 Summer I	AFRI066 001	CONTEMPORARY AFRICA	2	.	.	.	1	3	.	3
2005 Summer I	AFRI120 001	SOUTHERN AFRICA	1	.	.	1	5	7	.	7

ENROLLMENTS IN CROWDER PAPER CLASSES

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled	Total Enrolled
2005 Summer II	AFAM066 001	BLACK WOMEN	2	1	1	.	6	10	.	10
2005 Summer II	AFAM070 001	AFAM SEMINAR	5	.	.	.	1	6	.	6
2005 Summer II	AFAM128 001	AFAM BIOETHICS	.	.	.	.	4	4	.	4
2005 Summer II	AFRI120 001	SOUTHERN AFRICA	.	.	.	2	3	5	.	5
2005 Summer II	AFRI122 001	WEST AFRICA	1	.	.	.	2	3	.	3
2005 Fall	AFAM052 001	BLACKS IN THE WEST	7	.	1	1	12	21	.	21
2005 Fall	AFAM054 002	BLACKS IN LATIN AMER	8	.	.	4	3	15	.	15
2005 Fall	AFAM069 001	BLACK NATIONALISM	2	2	2	2	17	25	.	25
2005 Fall	AFAM071 001	FIELD RESEARCH	6	.	.	6	24	36	.	36
2005 Fall	AFAM080 001	BLACKS IN NORTH CAROLINA	29	6	5	22	56	118	.	118
2005 Fall	AFAM128 001	AFAM BIOETHICS	6	1	1	8	45	61	.	61
2005 Fall	AFRI060 001	TOPICS IN AFRI STU	3	.	.	.	4	7	.	7
2005 Fall	AFRI066 001	CONTEMPORARY AFRICA	7	.	.	.	7	14	.	14
2006 Spring	AFAM065 001	TOPICS IN AFAM STUD	9	3	10	6	11	39	.	39
2006 Spring	AFAM069 001	BLACK NATIONALISM	6	2	4	3	16	31	.	31
2006 Spring	AFAM071 001	FIELD RESEARCH	5	5	1	14	21	46	.	46
2006 Spring	AFAM080 001	BLACKS IN NORTH CAROLINA	1	.	.	2	14	17	.	17
2006 Spring	AFAM094A001	AFAM ARTS/AESTHETIC	4	1	.	3	19	27	.	27
2006 Spring	AFAM128 001	AFAM BIOETHICS	16	1	2	11	67	96	.	96
2006 Spring	AFAM174 002	KEY ISS/AFRI/AFRO L	11	.	2	5	22	40	.	40
2006 Spring	AFRI066 001	CONTEMPORARY AFRICA	2	1	.	10	24	37	.	37
2006 Spring	AFRI120 001	SOUTHERN AFRICA	5	1	2	13	50	71	.	71
2006 Spring	AFRI122 002	WEST AFRICA	.	.	.	.	1	1	.	1
2006 Spring	AFRI174 002	KEY ISS/AFRI/AFRO L	.	.	.	1	1	2	.	2
2006 Summer I	AFAM073 001	BLACKS/CRIM JUSTICE	6	1	.	.	2	8	.	8
2006 Summer I	AFAM094A001	AFAM ARTS/AESTHETIC	4	.	.	.	3	7	.	7
2006 Summer I	AFAM128 001	AFAM BIOETHICS	3	.	.	2	6	11	.	11
2006 Summer I	AFRI120 001	SOUTHERN AFRICA	5	.	.	1	18	24	.	24
2006 Summer I	AFRI121 001	EAST AFRICA	2	.	.	.	.	2	.	2
2006 Summer II	AFAM041 001	BLACK EXPERIENCE	.	.	.	.	2	2	.	2
2006 Summer II	AFAM069 001	BLACK NATIONALISM	.	.	.	.	1	1	.	1
2006 Summer II	AFAM070 001	AFAM SEMINAR	3	1	.	.	2	6	.	6
2006 Summer II	AFAM094A001	AFAM ARTS/AESTHETIC	10	1	.	1	20	31	.	31
2006 Summer II	AFAM128 001	AFAM BIOETHICS	.	1	.	2	5	8	.	8
2006 Summer II	AFAM174 001	KEY ISS/AFRI/AFRO L	3	.	.	.	8	11	.	11
2006 Summer II	AFRI066 001	CONTEMPORARY AFRICA	1	2	.	1	9	13	.	13
2006 Summer II	AFRI120 001	SOUTHERN AFRICA	1	.	.	.	13	14	.	14
2006 Summer II	SWAH003 001	KISWAHILI 3	.	.	.	.	2	2	.	2
2006 Summer II	SWAH004 001	KISWAHILI 4	.	.	.	.	1	1	.	1
2006 Fall	AFAM269 001	BLACK NATIONALISM	15	.	.	3	13	31	.	31
2006 Fall	AFAM428 001	AFAM BIOETHICS	3	.	1	9	29	42	.	42
2006 Fall	AFAM697 001	AFAM ARTS/AESTHETIC	11	6	.	19	29	65	.	65
2006 Fall	AFRI190 001	TOPICS IN AFRI STU	2	1	.	.	.	3	.	3
2006 Fall	AFRI266 001	CONTEMPORARY AFRICA	17	4	3	23	48	95	.	95

ENROLLMENTS IN CROWDER PAPER CLASSES

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled	Total Enrolled
2006 Fall	AFRI520 001	SOUTHERN AFRICA	3	1	.	4	17	25	.	25
2006 Fall	AFRI521 001	EAST AFRICAN SOCIETY	1	1	.	.	1	3	.	3
2006 Fall	AFRI523 001	CENTRAL AFRICA	2	.	.	.	.	2	.	2
2007 Spring	AFRI520 001	SOUTHERN AFRICA	26	5	3	4	15	50	2	52
2007 Summer I	AFAM395 001	FIELD RESEARCH	3	.	.	.	2	5	.	5
2007 Summer I	AFAM428 001	AFAM BIOETHICS	18	1	.	1	4	24	.	24
2007 Summer I	AFAM697 001	AFAM ARTS/AESTHETIC	12	1	1	1	2	17	.	17
2007 Summer I	AFRI520 001	SOUTHERN AFRICA	1	1	.	1	1	4	.	4
2007 Summer I	AFRI521 001	EAST AFRICAN SOCIETY	1	2	.	.	1	4	.	4
2007 Summer II	AFAM102 001	BLACK EXPERIENCE II	6	3	.	1	2	12	.	12
2007 Summer II	AFAM269 001	BLACK NATIONALISM	.	1	.	.	.	1	.	1
2007 Summer II	AFAM398 001	AFAM SEMINAR	7	3	1	.	1	12	.	12
2007 Summer II	AFAM428 001	AFAM BIOETHICS	14	2	1	7	18	41	.	41
2007 Summer II	AFAM474 001	KEY ISS/AFRI/AFRO L	.	1	.	.	2	3	.	3
2007 Summer II	AFAM697 001	AFAM ARTS/AESTHETIC	5	1	.	.	9	15	.	15
2007 Summer II	AFRI266 001	CONTEMPORARY AFRICA	1	1	.	1	5	7	.	7
2007 Summer II	AFRI520 001	SOUTHERN AFRICA	1	1	1	.	1	3	.	3
2007 Summer II	SWAH403 001	KISWAHILI 3	3	.	.	3	.	6	.	6
2007 Fall	AFRI523 002	CENTRAL AFRICA	2	5	.	.	2	8	1	9
2008 Spring	AFRI266 001	CONTEMPORARY AFRICA	4	.	.	6	2	12	.	12
2008 Spring	AFRI520 001	SOUTHERN AFRICA	10	1	1	4	15	30	1	31
2008 Spring	AFRI521 001	EAST AFRICAN SOCIETY	2	1	.	.	1	3	1	4
2008 Spring	SWAH403 001	KISWAHILI 3	.	.	.	.	1	1	.	1
2008 Summer I	AFAM398 001	AFAM SEMINAR	4	1	.	.	.	5	.	5
2008 Summer I	AFAM428 001	AFAM BIOETHICS	3	1	.	9	9	22	.	22
2008 Summer I	AFRI266 001	CONTEMPORARY AFRICA	6	.	.	4	6	16	.	16
2008 Summer I	AFRI520 001	SOUTHERN AFRICA	1	.	.	.	2	3	.	3
2008 Summer I	SWAH402 001	KISWAHILI 2	.	1	.	.	.	1	.	1
2008 Summer I	SWAH403 001	KISWAHILI 3	.	1	.	.	1	2	.	2
2008 Summer II	AFAM392 001	AFAM CONTEMPORARY ISSUES	.	1	.	.	.	1	.	1
2008 Summer II	AFAM428 001	AFAM BIOETHICS	5	1	.	5	11	22	.	22
2008 Summer II	AFAM474 001	KEY ISS/AFRI/AFRO L	8	1	.	1	3	13	.	13
2008 Summer II	AFRI266 001	CONTEMPORARY AFRICA	.	.	.	.	2	2	.	2
2008 Summer II	SWAH403 001	KISWAHILI 3	1	2	1	1	.	5	.	5
2008 Summer II	SWAH404 001	KISWAHILI 4	.	.	.	.	1	1	.	1
2008 Fall	AFAM269 001	BLACK NATIONALISM	9	1	2	5	10	27	.	27
2008 Fall	AFAM428 001	AFAM BIOETHICS	3	.	1	8	11	23	.	23
2008 Fall	AFAM697 001	AFAM ARTS/AESTHETIC	.	.	.	1	1	2	.	2
2008 Fall	AFRI266 002	CONTEMPORARY AFRICA	12	.	.	9	2	23	.	23
2008 Fall	AFRI521 001	EAST AFRICAN SOCIETY	3	.	.	3	6	10	2	12
2009 Spring	AFAM428 001	AFAM BIOETHICS	12	1	1	13	9	36	.	36
2009 Spring	AFAM474 002	KEY ISS/AFRI/AFRO L	2	.	.	.	1	3	.	3
2009 Spring	AFAM697 001	AFAM ARTS/AESTHETIC	14	.	1	6	7	28	.	28
2009 Summer I	AFAM398 001	AFAM SEMINAR	6	1	2	.	1	10	.	10

ENROLLMENTS IN CROWDER PAPER CLASSES

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled	Total Enrolled
2009 Summer I	AFAM428 001	AFAM BIOETHICS	16	.	.	8	8	32	.	32
2009 Summer I	AFAM474 002	KEY ISS/AFRI/AFRO L	3	1	.	2	1	7	.	7
2009 Summer I	AFRI266 001	CONTEMPORARY AFRICA	2	1	.	5	1	9	.	9
2009 Summer I	AFRI520 001	SOUTHERN AFRICA	5	1	.	.	1	6	.	6
2009 Summer I	SWAH403 001	INTERMED. KISWAHILI III	.	.	.	.	2	2	.	2
2009 Summer II	AFAM102 001	BLACK EXPERIENCE II	12	2	.	1	1	15	.	15
2009 Summer II	AFAM398 001	AFAM SEMINAR	1	.	.	3	1	5	.	5
2009 Summer II	AFAM428 001	AFAM BIOETHICS	1	.	.	3	30	34	.	34
2009 Summer II	AFAM474 001	KEY ISS/AFRI/AFRO L	6	.	2	1	5	14	.	14
2009 Summer II	AFAM697 001	AFAM ARTS/AESTHETIC	4	.	.	1	.	5	.	5
2009 Summer II	AFRI266 001	CONTEMPORARY AFRICA	5	.	.	2	2	9	.	9

ENROLLMENTS IN POST-CROWDER PAPER CLASSES

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled	Total Enrolled
2010 Fall	AFAM428 001	AFAM BIOETHICS	.	.	.	.	8	8	.	8
2011 Summer II	AFAM280 001	BLACKS IN NORTH CAROLINA	19	.	.	.	.	19	.	19

ENROLLMENTS IN BIFURCATED CLASSES

Term	Section ID	Section Description	Enrolled Football Players	Enrolled Men's Basketball Players	Enrolled Women's Basketball Players	Enrolled Other Olympic Sport Athletes	Enrolled Non- Athletes	Total UGRD Enrolled	Total GRAD/PROF Enrolled	Total Enrolled
2000 Fall	AFRI070 001	POL PROB IN AFRI ST	7	7	.	.	9	21	.	21
2007 Fall	AFRI266 001	CONTEMPORARY AFRICA	24	2	.	15	31	71	.	71
2010 Spring	AFRI370 001	POL PROB IN AFRI ST	9	.	.	5	7	21	.	21
2010 Fall	AFRI521 001	EAST AFRICAN SOCIETY	4	.	1	1	20	24	2	26
2011 Spring	AFRI266 001	CONTEMPORARY AFRICA	9	.	4	.	4	17	.	17

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, September 23, 2008 12:31 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: -Afri paper

Hi Debby,
Yes, a D will be fine; that's all she needs. I didn't look at the paper
but figured it was a recycled one as well, but I couldn't figure from where!

Thanks for whatever you can do.

Jan

Deborah Crowder wrote:

> I am so sorry you are sick. That must be miserable. A bunch of folks
> are sick, but more with respiratory stuff than stomach stuff! Rest up,
> please! No worries. As long as I am here I will try to accommodate as
> many favors as possible. Did you say a D will do for ? I'm
> only asking that because 1. no sources, 2, it has absolutely nothing to
> do with the assignments for that class and 3. it seems to me to be a
> recycled paper. She took AFRI in spring of 2007 and that was likely
> for that class. dc
>
> Jan Boxill wrote:
>
>> Attached is a paper that did for the AFRI class. I never
>> heard from Eunice, so I hope this is okay, as we need a grade recorded
>> by Sept 29th. She said there were dots misplaced, but I couldn't see
>> any when I opened it up.
>>
>> I was home sick yesterday, and not sure if I'll be in today.

>>
>> Thanks, I may have to ask some HUGE FAVORS this week as well, but
>> I'll call you tomorrow.
>>
>> 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: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Thursday, July 22, 2010 4:01 PM
To: Gore, Travis <stgore@email.unc.edu>
Subject: Re: [Fwd: Afri paper]

GREAT!!! Thanks,
I liked the topic and I found it very interesting and informative. Good background info.

Jan

Gore, Travis wrote:

> Hi Jan,
>
> I got the paper. She did a good job and I like the topic. It looks like an A- to me.
>
> Thanks,
>
> Travis
>
> -----Original Message-----
> From: Jan Boxill [<mailto:jmboxill@email.unc.edu>]
> Sent: Thursday, July 22, 2010 2:35 PM
> To: Gore, Travis
> Subject: [Fwd: Afri paper]
>
> 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
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FAX: 919-843-3929

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 SOC I 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: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, November 11, 2002 1:44 PM
To: Cynthia Reynolds <cynthiar@mail.uncaa.unc.edu>
Subject: Re: Debbie,

Hi Cynthia. I'm trying to stay with you but you may be asking for more creativity than I can muster. We can often do many of the things you are asking, but we do them in the summer. None of the professors are going to go along with that during a regular semester. Occasionally when we have a number of people with special issues we can put them together in a special section but we never ever put an athlete into a special section alone--just too many red flags and we have a little bit of academic credibility to try to uphold. All of that being said, talk to me and we'll see if there are any creative options. Does the student have to graduate in the spring or can they do summer school? If the student is not otherwise enrolled (not likely I realize) then they can do courses via independent tutorial--two at the time and finish up that way. Normally, if I know an athlete is a major I try to arrange the 70 especially the summer after their junior year. We'll do something. DC

On Mon, 11 Nov 2002, Cynthia Reynolds wrote:

> Debbie,
>
> Please stay with me.....although what I'm asking may sound idiotic.
>
> I have a senior student who has to take the following courses in order
> for him to graduate
> with a Afam major:
> Afam 41
> Afam 70
> Afam/Afri 174
> 1- >100 Afam course
>
> Is is possible at all to take any or all of these courses in the spring
> by working independently with
> faculty? () If there is
> any way possible for him to get this done through correspondance or any
> other way, I would appreciate
> your input, suggestions, and opinion.
> If there is a possibility or if he would need to speak to someone about
> his plan, please let me know.
> Thanks for your help and idea's, Debbie.
>
> Cynthia
>
> Cynthia R. Reynolds
> Associate Director/
> Academic Coordinator for Football
> Academic Support Program for Student-Athletes
> UNC-Chapel Hill
> 919.962.9893
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Tuesday, March 28, 2006 4:15 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Cc: Janet Huffstetler < >
Subject:

Hi folks. I had a visit this afternoon from . I realize he has not had AFAM 70 or 174 but according to my reading of his transcript he has had 9 classes that can count toward his major. Since he will only be here I won't have an independent 70 or 174 so we will have to substitute something--that is no problem. Wayne--he says he needs perspectives but could not locate the paper saying which ones. He did mention that he needs --if so, we have AFAM on the books this semester (I don't think we will have it next semester) and since it is a course you can use it as a even though it is I have added several non-athletic persons to classes this week so am comfortable adding him to it if you think there would be time to get it complete. (This is another independent class.) It is up to you guys but it would take care of a requirement. He mentioned he has to take the two math subs, Music and _____. I asked Betsy Taylor her opinion on the best "other" math sub and she suggested COMP 4 (Computers and Society). I will put him in something for his 10th AFAM for the fall. Anyway, we have to decide soon before they put his hold back on. Let me know. Debby

From: Julius Nyang'oro <jen321@email.unc.edu>
Sent: Friday, February 2, 2007 2:28 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: take a deep breath

I just don't like it when they all try to turn you into their hired help to do their little errands. Remember: when you ask them to do a little adjustment to their schedules or help out a sinking kid they bitch as if there is no tomorrow.

Deborah Crowder wrote:

> It is not worth getting bent out of shape about people's errand running
> requests. They all request different levels of such requests and we are
> usually able to accommodate them without a problem. Lambert, for
> example, thinks we should take his videos back to the library. I'm
> sorry Travis asked you--I was just thinking aloud and probably would
> have sent the envelope with Eunice. Sorry. The moon is full tonight. DC
>

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Wednesday, January 31, 2007 2:11 PM
To: Crowder, Deborah A <dacrowde@email.unc.edu>
Subject: Re: [Fwd: [Fwd: afri]]

NO!! Did you tell her that indeed the class has met.

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:

>
>
> -----
>
> Subject:
> [Fwd: afri]
> From:
> "Julius Nyang'oro" <jen321@email.unc.edu>
> Date:
> Wed, 31 Jan 2007 13:34:57 -0500
> To:
> Deborah Crowder <dacrowde@email.unc.edu>
>
> To:
> Deborah Crowder <dacrowde@email.unc.edu>
>
>
> No! Unless it is a request from Jan Boxill.
>
>
>
> -----
>
> Subject:
> afri
> From:
> @email.unc.edu
> Date:
> Wed, 31 Jan 2007 11:45:06 -0500
> To:
> jen321@email.unc.edu
>
> To:
> jen321@email.unc.edu
>
>
> Hi,
> I was wondering if I could join your roster in afri . A couple of
> my other teammates (women's basketball) is in there and said
> that you havent started classes yet. Is it possible for me to join? I
> would really like to.
>
> thanks,
>

From: Alice Dawson <adawson@email.unc.edu>
Sent: Thursday, January 27, 2005 5:15 PM
To: dacrowde@email.unc.edu
Subject: (no subject)

Hi, Debbie.

I am so sorry!! I tried to call you with a heads up that a student might show up and that I did not send him to you and I wouldn't let him into my class if it were me (unless it was a very difficult course requiring copious amounts of study and time; he really got on my nerves!), but your line was busy and I had four students waiting and by the time I finished with a couple of them and could try to get back with you, Betsy said you'd called. I did NOT send that goober over to see you this afternoon, I tried to discourage him when he brought up having heard about independent studies in Afam and asked if he could do that, and I'm very sorry he showed up on your doorstep. Betsy had told me during registration that you all had had to literally close the doors because the demand was too much, so I have not sent anyone since then (I figured if it was a hard luck case and someone who truly needed help, I'd ask her to ask you before doing anything or else I'd talk to John Florin). You had also told me one day in Betsy's office last semester that word about your independent studies had sort of gotten into the frat circuit so I've tried to remember to give a student one of my cards before sending them over to you and to actively squash students who are being slack. When Betsy referred this kid to me today, I confirmed with her that you still had all the problem kids you could handle so I very specifically was not going to offer any of your courses as a solution to him; my lips were sealed. And once I began talking to this student, I had less than -0- sympathy and specifically wouldn't have offered your classes to him even if you had needed students to fill them! I found him 3 courses (Soci 10, Poli 41, and Geog 20) with openings that fit his schedule. He informed me he didn't want to take any more "classes that are a waste" and didn't want to have to "like go to any more classes during the week this semester" (which is why he was in the predicament with an underload) but he didn't want to be part-time (which is it, kiddo??? add a class or you are part-time!!). Then he said that he had heard of taking an "independent study in like Afam or something" and could he do that. I told him that it was up to departments but I'd suggest he try one of the open courses we'd found but it was pretty clear he wasn't going to try to do so. He wants to study architecture so I suggested going to the Art Dept. about independent studies, and he sounded interested in that, but obviously didn't go there. So I'm sorry. I don't ever want to do anything to make your life more difficult. You are so wonderful to always be willing to help students who truly need it (graduated!!!! THANK YOU AGAIN!!) so I try to not take advantage of your good heart. I promise to always try to honor what you do and protect against slackers like today's student. You and Betsy have countless stars in your respective crowns in my book, and ANYthing that I can do to help I will do. Including NOT sending goobers to see you!

At least tomorrow is Friday, and it's not a moment too soon. Take care, and again, thank you for all you do.

Alice

August 24, 2004

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>	<i>Director</i>
<u>Wayne Walden</u>	Assistant Director, Men's Basketball, Men's & Women's Swimming
<u>Cynthia Reynolds</u>	Associate Director, Football
<u>Marisa Brnardic</u>	Assistant Director, W-Soccer, M-Golf, Softball, Volleyball, W-Tennis, Rowing Tutor/Study hall Coordinator
<u>Mary Weeden</u>	Academic Counselor- Baseball, Field Hockey, W-Golf, W-Lacrosse, M-Lacrosse Scholarships & Awards;
<u>Kym Orr</u>	Academic Counselor-Track & Field, M-Soccer, Wrestling, Gymnastics, M-Tennis Student Programs
<u>Jenny Olson</u>	Learning Specialist-Football
<u>Michelle Nixon</u>	Learning Specialist-Football
<u>Dr. Jan Boxill</u>	<i>Academic Counselor</i> -- Women's Basketball
<u>Ron Brewer</u>	<i>Intern</i> ; Academic Counselor -- M&W Fencing, Rowing
<u>Doug Roberts</u>	<i>Office Manager</i> ; Administrative Assistant

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.

ACADEMICS CENTER HOURS OF OPERATION

Monday-Thursdays-	8:00 a.m. to 5:00 p.m. & 7:00 p.m. to 10:00 p.m.
Fridays-	8:00 a.m. to 5:00 p.m.
Sundays-	7:00 p.m. to 10:00 p.m.

TUTORING SESSIONS

Sunday-Thursdays- 7:30-9:30pm

**(Daytime tutoring in Math, English, Foreign Languages
TBA- Check tutoring bulletin board for times)**

TUTOR 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.

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 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 not to discuss any 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.
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, or to 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 (See Appendix D). Your times must be consistent with the Tutor Report Forms for that pay period; any irregularities in times will not be honored. **Time sheets without signatures cannot be submitted for payment.**
3. Time sheet should be turned in by noon on Friday of the pay period ending that 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. Due to recent budget shortages, paychecks will be issued only on a Direct Deposit basis; two weeks following the day time sheets were submitted. (See Appendix A for Pay Schedule and consult your Fall Calendar at the end of this handbook).

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 *on time* Tutor Report 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 a appointment basis only when requested by the student through their counselor. .

TUTOR REPORT FORMS

Fill out a Tutor Report Form 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 reception area. (See sample form, Appendix B.) The hours on your time sheet are verified by these reports. **Where there is no form, there is no time worked!**

*Please be aware of the colored RECORD OF TUTORING SESSION FORM for those students who are checking out of study hall to see a tutor. The students will bring this form with them to the tutoring session. The forms should be filled out accurately and neatly because it will result in study hall credit for the student. (See Appendix E)

ENGLISH TUTORS

For each student in English 10, 11, and 12 **ONLY**, you will need to fill out a Tutor Conference Summary report. (See Appendix C.) On your Tutor Report Form you need to write "See Tutor Conference Summary" for these students. For all others, fill out the Tutor Report Form as usual.

TIME SHEETS

Properly fill out time sheets and return them to the appropriate box in the reception area. 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. (See Appendix D-Time Sheet and Appendix A-Pay Schedule.)

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 his/her 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 Center Office. 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 my voicemail at 962-9536 after 5pm and I will leave a message regarding our plans for the evening operation of the building.

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 5:00 p.m. except during special events. Those who must report to work between 8:00 a.m. and 5:00 p.m. are subject to ticketing if they park in the S-8 lot.

Academic Honesty Policy

Academic Center for Student-Athletes

University of North Carolina

Tutoring sessions are meant to be learning experiences. Tutors are encouraged to discuss subject matters with students in effort to ensure that they understand and appreciate the material.

Tutors are not to do work for students. Examples of academic fraud, unacceptable tutoring practices and extra benefits include and are not limited to:

- writing or altering a paper for the student-athlete
- completing assignments for the student-athlete
- taking exams for the student-athlete
- any practice that presents the tutors work as the students'
- conducting research for the student-athlete

I attest to the fact that I have received training regarding NCAA and UNC academic assistance policies and regulations, specifically academic fraud and extra benefits. I fully understand my role as an institutional staff member and I will adhere to all NCAA, UNC and Academic Support Center policies. I understand that violating these policies would result in my termination.

Print Name

Signature

Date:

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 who 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 members include and 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.

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.

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 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 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.**
- **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. (See Appendix for SQ5R method.)
- 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.

APPENDIX A

2004 Bi-Weekly Pay Schedule

Pay Period Number	Period Ending	Payday
05	SEPT 5	SEPT 17
06	SEPT 19	OCT 1
07	OCT 3	OCT 15
08	OCT 17	OCT 29
09	OCT 31	NOV 12
10	NOV 14	NOV 24
11	NOV 28	DEC 10
12	DEC 12	DEC 21

University Holidays During Fall Semester 2004 & Spring Semester 2005

Labor Day	September 6, 2004 (Mon)
Fall Break	October 14 –17, 2004 (Thu, Fri, Sun)
Thanksgiving	November 24 & 28, 2004(Thu, Fri, Sun)
Martin Luther King Day	January 17, 2005 (Mon)
Spring Break	March 14-20, 2005 (Mon-Sun)
Good Friday	March 25, 2005 (Fri)

APPENDIX B

APPENDIX C

APPENDIX D

*** See back of time sheet for table to round minutes worked to nearest one-tenth hour**

TUTOR PASS

*****You will not receive study hall credit for this tutoring session if you do not return this form back to your appropriate team academic counselor.***

Name: _____ **Date:** _____

Sport: _____

Subject of Tutor: _____

TUTOR USE ONLY:

Session Began: _____ **Session Ended:** _____

**Tutor
Signature:** _____

June 18, 2014

VIA FEDEX

Mr. Rashad Dion McCants

Re: Independent Investigation at The University of North Carolina at Chapel Hill

Dear Mr. McCants:

As you know, I was appointed by President Thomas W. Ross of the University of North Carolina and Chancellor Carol L. Folt of the University of North Carolina at Chapel Hill ("UNC-CH") to conduct an independent investigation of academic irregularities at UNC-CH. You may recall that my colleague, Joseph Jay, emailed and called you on May 8, 2014, and invited you to speak with us regarding your academic experiences while a student athlete at UNC-CH. At the time, you sent us an email declining our invitation, explaining that "[a]s of right now I'm not interested in speaking with anyone."

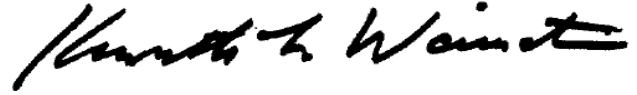
We see that you have now given an interview on ESPN's "Outside the Lines" television program that aired on Friday, June 6, regarding your academic experience at UNC-CH. We also understand, based on media reports, that you also met with Congressman Cardenas on the same day to discuss your academic and athletic experience. The information you shared in your televised interview is directly relevant to the independent investigation I am leading at UNC-CH. I am writing to ask if you would now be willing to meet with us to share any information you wish regarding your academic experiences, given your recent interview to ESPN.

I look forward to speaking with you. Please let me know when would be a convenient time and location for us to meet, or if you have any questions regarding our independent investigation. I can be reached at 202-862-2474 or at ken.wainstein@cwt.com.

C A D W A L A D E R

June 18, 2014

Very truly yours,

A handwritten signature in black ink, appearing to read "Kenneth L. Wainstein". The signature is written in a cursive, flowing style with a prominent initial "K".

Kenneth L. Wainstein

cc: Joseph Jay

Text Message

Thu, Jun 12, 5:53 PM

Mr. McCants: this is Joseph Jay. I work with Ken Wainstein. We exchanged emails on May 8 regarding our independent investigation at UNC. We are trying to get a letter to you. Could you let me know if you have an address or email address we can use? We would like to speak with you regarding your experience at UNC. Thank you.



Text Message

Send

From: King Suni Blac @gmail.com>
Sent: Thursday, May 08, 2014 3:04 PM
To: Jay, Joseph
Subject: Re: UNC - Independent Inquiry

How did you get my information? And why are you reaching out to me?

On May 8, 2014 10:33 AM, "Jay, Joseph" <Joseph.Jay@cwt.com> wrote:

Dear Mr. McCants:

I work with Ken Wainstein, the attorney appointed by the University of North Carolina to undertake an independent inquiry into academic anomalies at Chapel Hill.

Mr. Wainstein asked that I contact you and ask if you would be willing to speak with us regarding your academic experience as a student-athlete at UNC.

Please give me a call at if you have any questions or would like more information about the independent inquiry.

Thank you,

Joe

A. Joseph Jay III
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, DC 20001
Tel: [+1 202.862.2248](tel:+12028622248)
Fax: [+1 202.862.2400](tel:+12028622400)

Joseph.Jay@cwt.com

www.cadwalader.com

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From: King Suni Blac @gmail.com>
Sent: Thursday, May 08, 2014 4:22 PM
To: Jay, Joseph
Subject: RE: UNC - Independent Inquiry

That does not tell me who you got my number and email from.

As of right now I'm not interested in speaking with anyone in that regards.

On May 8, 2014 1:18 PM, "Jay, Joseph" <Joseph.Jay@cwt.com> wrote:

Dear Mr. McCants:

Thank you for getting back to me so soon.

As you know may know from press reports and UNC's statements, Ken and I have been conducting an independent inquiry for the university. As part of our inquiry, we have been conducting an extensive series of interviews with people who may have relevant information. Our interviews have included faculty members, staff members, current and former students, and current and former student-athletes, among others. In each interview, we have asked for the names (or positions/titles) of people that may have information relevant to our inquiry. Your name has been given to us in that regard.

We would very much appreciate the opportunity to meet with you and learn about your experience as a student-athlete at UNC. We are happy to meet with you at any place any time that is convenient.

Please let me know if you have any questions about our inquiry, or if either Ken or I can provide you with more information. We do hope that you'll speak us regarding your experience.

You can reach me by phone at (cell) or by email anytime.

Thanks,

Joe

From: King Suni Blac [mailto:king_suniblac@gmail.com]
Sent: Thursday, May 08, 2014 3:04 PM
To: Jay, Joseph
Subject: Re: UNC - Independent Inquiry

How did you get my information? And why are you reaching out to me?

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Mr. Wainstein asked that I contact you and ask if you would be willing to speak with us regarding your academic experience as a student-athlete at UNC.

Please give me a call at _____ if you have any questions or would like more information about the independent inquiry.

Thank you,

Joe

A. Joseph Jay III
Cadwalader, Wickersham & Taft LLP
700 Sixth Street, N.W.
Washington, DC 20001
Tel: [+1 202.862.2248](tel:+12028622248)
Fax: [+1 202.862.2400](tel:+12028622400)

Joseph.Jay@cwt.com

www.cadwalader.com

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From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Monday, April 16, 2007 11:10 PM
To: @email.unc.edu>
Subject: Re: Progress Report
Attach: -Afam280 paper.doc

I didn't read the entire paper as I figured you had others read it. But
I did add some stuff for the intro and conclusion.

From: Boxill, Jeanette M <jmboxill@email.unc.edu>
Sent: Tuesday, 2:20 PM
To: @email.unc.edu>
Subject: Re: paper 2
Attach: Hipmusicpaper2.doc

The paper is good. I added a brief conclusion which follows nicely from what you have.
Also, I think putting the quote right at the beginning is powerful. So start the paper that way and then it leads to your intro.
Fill in your citations and add your reference page and then you are DONE and ready to turn them in. You need to print them off and hand deliver them to Debby Crowder. You can also email them as well, just to make sure she knows they are done today.

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

@email.unc.edu wrote:
> Here's the paper

Expert Academic Evaluation of Retrieved Paper Set
African and African American Studies Department
University of North Carolina, Chapel Hill
Spring 2005 – Spring 2011

Prepared by:

Edmond J. Keller, PhD
Derek Malone-France, PhD
Imani Perry, PhD

Submitted to UNC Independent Investigation Team
Cadwalader, Wickersham, & Taft, LLP
October 13, 2014

Background

This report is based on an evaluation of the retrieved paper set associated with the investigation of academic irregularities at the University of North Carolina, Chapel Hill (UNC). The paper set represents a diverse assortment of written work submitted for courses held in the Department of African and African American Studies (AFAM) during the period from spring 2005 through spring 2011.

The paper set was provided to the evaluation team by the investigators at Cadwalader, Wickersham, & Taft, LLP (CWT), who were able to retrieve a small but significant sample of the written work produced by AFAM students during this period through a search of available email correspondence between students and the department (total AFAM enrollment during period = ~4,000; paper set = 150 papers associated with 24 different course designations).

The evaluation team was comprised of three academic consultants with expertise relevant to the evaluation of the paper set: Edmond J. Keller, Research Professor, Department of Political Science, University of California, Los Angeles; Derek Malone-France, Executive Director, University Writing Program, and Associate Professor of Writing, of Religion, and of Philosophy, the George Washington University; Imani Perry, Professor, Center for African American Studies, Princeton University.

The evaluation team was asked to do “blind”, objective, assessments of each of the pieces of student written work in the retrieved paper set, as well as to look for any patterns that might exist across the paper set, or across certain categories within it (e.g., in particular courses or types of courses). The team was given the names of the students who had submitted this written work but no other information about them. While we refer herein to the individual pieces of written work that were evaluated under the general label of “papers”, it was not always clear whether individual “papers” were traditional term papers/essays, informal “think pieces”, or long-form responses to take-home test questions.

The team was given no information on the academic levels of the students (e.g. freshmen, sophomores, juniors, seniors), nor was it given indications of whether the students were majors or non-majors. The team was not informed as to the grades the individual papers received. Nor was the team was given information about which individual students were associated with the UNC athletics program.

While some of the courses for which the papers were submitted were independent study courses, others appear to have been listed as regular lecture classes. The team was not provided with any course syllabi, assignment prompts, or guidelines indicating precisely what was expected of the students in relation to their production of the papers. Nor did the team receive any information about whether any *specific* courses represented in the paper set were known to have been run in ways inconsistent with the general expectations for the categories in which they fell (e.g., whether or not a particular lecture course actually met regularly). Though the team was informed that papers for the courses represented in the set were

generally submitted by students *not* to the respective individual faculty members who were putatively supervising the courses but, rather, to the departmental secretary, and that in many cases the secretary may have been the person who evaluated the paper and assigned the grade.

Within the narrow parameters of an evaluation of the content of the papers, stripped of contextualizing information as just described, the team was asked to “determine whether and to what extent they each appear to represent original undergraduate student work.” Where our findings touch on larger issues beyond the scope of our narrow purview for this evaluation, we have noted this, without drawing any final, concrete conclusions of our own.

Methodology

The team’s evaluation of the paper set included several phases, beginning with an initial screening of all of the papers via the plagiarism detection software iThenticate. This initial screening was used solely in order to assist the team in organizing its work. Each and every paper was closely read and evaluated by the team following the application of iThenticate. (See attached “Appendix” for notes on individual papers.)

The iThenticate screening revealed that, of the 150 papers in the set, 61 papers contained 25% *or more* material recognized by the software from other sources (and within this group, 31 papers posted “unoriginality” scores of *over 40%*, and 20 of these posted scores *above 60%*). Prof. Malone-France conducted an intensive review of each of these 61 papers, in order to determine, in each case, whether the material from other sources represented appropriate use of properly cited sources or, on the contrary, something else, such as improper borrowing/plagiarism, improper use of paraphrase, or substantial overuse of quoted sources as “filler”.

Professors Keller and Perry conducted an intensive review of each of the remaining 89 papers, with special attention to whether the work in question seems likely to have been produced by the student her/himself, as well as to any issues related to inappropriate use of sources they might encounter in this subset.

Following this second phase of intensive reviews, the team collectively discussed preliminary findings and each team member had the opportunity to evaluate the papers that were initially evaluated by others, in order to cross-check assessments and come to a consensus regarding each paper and the overall patterns and issues at-play in the set as a whole.

General Observations

Both the nature and quality of the papers are highly mixed. It seems that some were written as term papers, or research papers, but others seem to be responses to examination questions. Many papers are based solely on web sources. Others

resemble term papers but with little or no academic research involved in the exercise.

It was difficult to determine what requirements or guidelines were given to the students prior to writing their essays. Knowing this might have allowed the team to tell in each case if the paper was supposed to be based on research or not. In some of the courses there were papers submitted that were in a solid term paper format, but in the same course there might have been papers with no evident research at all—possibly indicating that whatever stated expectations were being met by those students whose work appears to be solid were not, in fact, being enforced in the departmental evaluation and grading process.

In those courses where the lengths of the papers were generally short, without proper citations, it was difficult to tell if the student had been told that this would be acceptable for the particular assignment. A paper might not have been terribly original, but it could be that the student was not required to be original for the purposes of the assignment in question. If this were the case, the paper might have been acceptable as an exam question response, an informal “think piece”, or as some other out-of-class written assignment. The team could not determine whether such unoriginal writing would be appropriate within the context of given courses, without knowing whether it may have been part of a larger sequence of assignments that did, at some point, require more original work of students.

Where the writing seemed to be original to the student, there was, again, a highly mixed range of quality to be found in the set. Given that the evaluation team had no other work by the students against which to compare the samples of their submitted papers in the set, it was not generally possible to make any determination about whether a particular student could have written the paper on her/his own or would have required an inappropriate level of assistance in order to do so.

Some papers were clearly designated as being for independent studies courses, but others were not. There was no indication as to whether any particular paper was required to be turned in to the department administrator or to a course-level instructor/supervisor.

Observations Regarding “Unoriginality”

The first notable feature of the subset of 61 papers in the retrieved set that received high “unoriginality” scores in the iThenticate screening is their sheer number in relation to the total paper set.

Obviously, we cannot be certain that the retrieved set of 150 papers provides a perfectly accurate *proportional representation* of patterns that would hold across the entire body of written work that was produced by students in the relevant AFAM courses during the period in question. However, because of the way in which it was retrieved, it is essentially a randomized sampling of this work. As such, it is

striking that 40.6% of the papers scored above 25% in the screening. Moreover, a full 16% of the total paper set (i.e., 26 out of 150 papers) contained *50% or more* material that was taken from other sources, rather than being written by the students who submitted them.

While we cannot draw definitive conclusions from these numbers alone, in combination with the other observations contained in this report, these numbers certainly seem to suggest that at least some students in these courses may have had reason to feel confident that misuse of sources would not be detected—or, if detected, might not be penalized. Indeed, there are a significant number of papers in this subset that are so clearly filled with inappropriate use of sources that any serious academic evaluation could not have failed to identify them as problematic.

There are also a number of papers in which, rather than plagiarize, students overused quoted material to such a degree that anyone reading the paper for the purposes of a serious academic evaluation would have been unable to ignore it. For example, in one paper that was ostensibly about the life and work of Nikki Giovanni as it related to larger dynamics in African-American culture, the student had simply written a two-page introduction and a last page of text, and the entire rest of the paper in-between those pages is almost nothing other than transcriptions of poems and other texts by Giovanni, formatted to take up maximal space. In a way, such papers are even more telling than the plagiarized papers, because, while plagiarism is not always easy to detect, students who used large amounts of “filler” quotes did nothing whatsoever to hide the fact that they were turning in mostly unoriginal work. The quote marks and citations are there, making it clear to the reader that most of the paper was not written by the student.

Moreover, the juxtaposition within the retrieved set of multiple papers such as the “Giovanni” paper just described with other papers that are genuinely well researched and written but that, apparently, received grades comparable to the weaker papers (because the weak papers, nevertheless, received high grades) sheds light on the arbitrary nature of whatever grading process was employed here.

Without revealing the specific grades involved, the investigative team at CWT indicated that, for example, paper #42 in the retrieved set received an identical, or nearly identical, grade as the “Giovanni” paper (#28). We evaluated paper #42 the following way: “This is an excellent paper. It is thoroughly researched, well organized and carefully written substantial paper. It could have easily been written by an advanced undergraduate committed to doing some scholarly research. This is one of the very best of the lot.” Clearly, the student who composed this paper should not have received the same grade as the student who “composed” the “Giovanni” paper.

Issues in Papers with Low “Unoriginality” Scores

Charged with answering the question of whether original work was produced, the team determined that it was appropriate to not only identify cases in which there was clear evidence of plagiarism, but also whether broader norms of academic integrity in work product had been followed in the remaining 89 papers with low “unoriginality” scores. After extensive review, Professors Keller and Perry identified several categories of particular concern. They are listed as follows:

1. The absence of citations to data and/or research, and/or a failure for citations to correlate to arguments. This is of concern because it is necessary for a faculty member or instructor to be able to identify the sources of information a student uses in order to evaluate whether original research has been conducted. Of the 89 papers evaluated in this subset, 14, or 15.73 percent of papers, fell into this category.
2. Incorrect information. When student papers have several or many pieces of incorrect information it suggests that they have not relied upon reliable sources and may not have had appropriate academic guidance. We cannot establish whether that was necessarily the case in any given instance, but we considered it worthwhile to identify the frequency. 10, or 11.24% percent of papers, fell into this category.
3. Summaries. There were a number of paper which read as “summaries of information” of the sort one might read in an encyclopedia or Wikipedia entry. We flagged these papers not as an evaluation of quality (which was outside the purview of this report) but rather because, although papers which are simply lists of information may not indicate plagiarism, there is a question about whether “original work” has been produced, i.e. one may “copy” information in list form without conducting any synthesis or analyses in a manner that is not verbatim but also doesn’t rise to what should be considered an academic paper. We did not put all summary heavy papers in this category, solely those that we read as complete summaries. However, we encourage an overview of appendix in order for readers to get a sense of the greater frequency of this phenomenon than is evidenced by the percentage below. Given that we did not have access to paper guidelines and expectations we could not come to a definitive conclusion about these legitimacy of these papers, rather we simply choose to note the phenomenon. 6, or 6.74 percent of papers, fell into this category.
4. All website citations. While websites are at times appropriate sources of information, when papers only reference online sources that raised questions for us about the seriousness of the academic exercises in a given course. 13, or 14.61 percent of papers, fell into this category.

We also took a closer look at two individual courses from which we had a significant number of papers in order to get a view of academic integrity in the context of

specific time and place. In doing so, we want to make clear that this is not intended as an evaluation of the professor assigned to that course. We could not make a fair comparison between that particular course and others in the department or the university as a whole. However, we do believe that there is important information to be gleaned from looking closely at a single classroom dynamic.

We have 15 papers from the African American Bioethics course (course number 428) held in the summer of 2008. Of that 15, 5, or 33%, had an iThenticate score of over 25%. Of the remaining 10, 2, or an additional 13% of the total, had significant problems with citation and information, meaning that 46% of the papers were academically inadequate.

Because summer college courses are often less rigorous, we wanted to take a closer look at a regular academic year course. However, we did not have significant numbers of papers from any course in a single academic year. So we combined an assessment of the papers submitted to Contemporary Africa (Afri 266) in the fall of 2008 and in the spring of 2011. There were 6 papers in the fall of 2008, and 3 in the spring of 2011. In 2008, 1 out of 6 of the papers had an iThenticate score above 25%. The same student also submitted another paper (it is unclear which paper was submitted first), which only cited online sources and read as a summary rather than analysis or synthesis of information. There were no irregularities in work submitted by the other students. In 2011, 2 of the 3 student papers we read had an iThenticate score over 25%. These numbers are not statistically significant because the pool is so small, but it does indicate that it is likely that problems persisted for years beyond the point at which it should have been evident that plagiarism was an issue. Also, while there were greater academic abnormalities with the summer courses we saw, the problem was not confined to summer courses.

When summer courses and regular academic year courses were separated, it appeared that questionable practices were more common in summer courses whether or not they were designated as independent studies. For example, we reviewed 87 summer course papers, and of that number 38, or 43.6% of the papers, showed an iThenticate score of over 25%, and another 12, or 13.79%, were papers we identified as having problems in terms of citation and accuracy of information. We reviewed 63 regular academic year papers, 24, or 38.1% of the papers, received an iThenticate score of over 25% and another 15, or 23%, had problems in terms of citation and accuracy.

Our final observation is that—within the narrow context of our limited viewpoint on the relevant evidence—it appeared to the evaluation team that there may have been no departmental or university quality control or oversight in relation to the courses for which the papers were submitted. *However, this assumes that the department and/or university would have wanted to correct these problems, if aware of them.* If, contrarily, the creation of the lax system for administering these courses was

intentional at the department- and/or university-level, then the cause must be judged an ethical failure. The evaluation team, obviously, was not in a position to determine which of these scenarios was, in fact, the case.

From: Beth Bridger <bridgerb@unca.unc.edu>
Sent: Wednesday, June 24, 2009 5:15 PM
To: Reynolds, Cynthia <cynthiar@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>
Subject: Fwd: 6-24-09 FF
Attach: TEXT.htm; vacation note to students.doc; FF 6-24-09.doc; Part.002

Beth

Beth Bridger
Assistant Director/ Learning Specialist
Academic Support for Student-Athletes
UNC-Chapel Hill
(w) 919-843-5669
(c)
bridgerb@unca.unc.edu

>>> @nc.rr.com> 6/24/2009 3:47 PM >>>

Your paper is DUE FRIDAY, JULY 17th

DEBBIE CROWDER IS RETIRING THE FOLLOWING WEEK SO IF YOU WOULD PREFER THAT SHE READ AND GRADE YOUR PAPER RATHER THAN PROFESSOR NYANG'ORO YOU WILL NEED TO HAVE THE PAPER COMPLETED **BEFORE** THE LAST DAY OF CLASSES, TUESDAY, JULY 21ST.

I will be out of the office Tuesday, June 30th through Wednesday, July 8th.

I will be back at the Academic Center for my regularly scheduled sessions on Thursday, July 9th.

IMPORTANT:

- Although I will not be with you, you are still required to be at the Academic Center during your scheduled time in order to work on your paper.
- Each day, Monday through Thursday, you will email me the latest version of your paper. Each day you need to produce two (2) pages in order to make the July 17th deadline.
- These two pages each day do not need to be in order, meaning that you can skip around and work on different sections of your paper. This means two pages worth of progress each day.
- Cynthia/Beth/Jaimie all will be checking on your progress. Failure to attend your session or complete the daily goal will be noted on their infraction reports. If I don't hear from you I will assume you have not make progress so keep in touch with me!

→ Even though I am away I can still help you. If you are having trouble with a particular area of your paper, getting your thoughts rolling, with the thesis, introduction, etc. just send me an email/text with your concerns and I will help right away.

Let me know if you need anything,
Amy Kleissler

@nc.rr.com
kleissle@email.unc.edu
cell



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



Date: 6-24-09

Time 10A-3PM

Subject:

Tutor: Amy Kleissler

Student	Subject	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 type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	<p>Did his outline for AIDS in America, showed him helpful websites and other sources, talked through strategies for writing such a large paper, and made a writing plan for timely completion.</p> <p>By the time we meet next Monday, have spent time doing research on the topic so that he is ready to begin writing on Monday. He agreed to a 2 pp/day progress beginning next week.</p>
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	<p>nearly done, but keeps working on old versions of the paper so "misplacing" the work he does each day. Went through his computer to delete all old versions and clipped/pasted latest revisions into latest version. He therefore has not made progress on cleaning up the citations. He feels that the other paper is nearly done but he still has not gone through to re-examine where I think he needs to cite. These papers WILL be handed in on Friday.</p> <p>clean up citations and make last edits on ; get back to work on ASAP in light of mounting workload for psychology.</p>
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	<p>We had another talk about distractions while he works (FB, phone) and the necessity of his completing this paper ASAP. Yesterday he told me he had 10 pages completed, but when I looked at the paper today it was only 7. He claimed to be editing. I told him that he must have this paper done by this Friday in order to begin work on . He knows that I am at the AC tomorrow, Thursday, 12-3, and available for him to work with.</p> <p>finish paper</p>
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	<p>we tried to work out a time when we could meet before I leave next Tuesday, but he is booked solid. He will come see Beth next week to talk with her about the outline for the paper.</p>
		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	



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



		<input type="checkbox"/> On time <input type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input type="checkbox"/> Participating	

Beth,

Here is today's FF plus a document I have sent to all of my paper guys, whether I have met with them in person or not.

If I have met with them in person () they know of my expectations and vacation dates. I have sent an email as well as text message to all the others telling them they must get in touch regarding meeting me either tomorrow (6/25) or Monday (6/29) to do their outline.

Thanks.

Amy

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Monday, 4:47 PM
To: @email.unc.edu
Cc: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Classes;independent study

Hi .. We don't call them Independent Studies, but we make "special arrangements." I would be happy to meet with you to see what you need/want at your convenience.
Debby Crowder

@email.unc.edu wrote:

> Mrs. Crowder,
>
> I have been struggling to find classes that will fit my schedule and
> my academic advisor (Brent Blanton) recommended i speak to you about
> options for an independent study. I have never taken an independent
> study, and would love to find out more about it. If this may be an
> option for me, i would like to set up an appointment with you to
> discuss this. Thank you for your time and i hope to hear from you soon.
>
>

From: Robert Mercer <rmercer@unca.unc.edu>
Sent: Thursday, July 20, 2006 2:28 PM
To: Blanchard, John <jgb@unca.unc.edu>
Subject: My response to Larry -

My response to Larry -

Off the cuff - Just for you -

I have a difficult time with the idea of questioning majors or "paper courses" (beyond the institution). Does Carolina have them - yes. Does Carolina offer on-line courses and independent study courses - yes. Do I or anyone in the Department of Athletics have any say in how departments structure their courses - NO! Remember, these courses, all varieties, may work in favor of both the student and the faculty. Offer more courses, teach more students and get paid more or at least the department gets more money. Further, the NCAA's degree progress %'s virtually eliminate the ability of students to take "basket weaving" courses. All Carolina student's have to take, that's have to take, their general study courses, their upper level Arts & Sciences courses and their major courses. This typically leaves less than 8 or so courses to take as electives (remember, Carolina has a 10 semester rule). The whole point of an elective class is to take what you want or something that will improve your GPA. As for tracking majors, I get it, but who wants to tell a student that they can't pick a major that is open to all other students - just because someone may assume they are picking it because it's perceived to be an easy major? Don't get me wrong Larry but at some point people in higher ed and athletics have to stop reacting to sensational journalism. Time is better spent working with faculty and administration to ensure our student-athletes are having a quality educational experience (learning, improving skills, preparing for whatever comes after college). What Auburn may be guilty of is allowing kids to enter classes late in a semester and awarding a grade at the end of the semester. If an incomplete is given and the work is completed in an acceptable period of time it's hard to argue with faculty. OK - that's off the cuff - but I'll chew on it a while.

RJM

From: Jaimie Lee <jaimielee@unca.unc.edu>
Sent: Monday, March 16, 2009 10:37 AM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Reynolds, Cynthia <cynthiar@unca.unc.edu>
Subject: paper class chart...
Attach: TEXT.htm; AFAM-AFRI SP09 03-06-09.xls

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)

(919) 843.6566 (w)
jaimielee@unca.unc.edu

Kenan Field House
PO Box 2126
Chapel Hill, NC 27515

Spring 2009

AFAM - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	crr	on his own					
	ob						
	crr	on his own					
	crr						
	ob						
	ob						

AFAM - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	jl						
	jl			done/Beth			
	jl			done/Beth			
	jl			13-Feb			
	ob						
	jl			done/Beth			
	jl						
	jl						

AFAM - 2 papers	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	ob						
	crr	Amy	Fri 1215-115	25-Feb Jazz	no show	research	1 of 8 done
	crr						
	crr	on his own					
	jl						
	crr	Amy	Fri 930-1045	13-Feb Jazz	no show	no show	
	crr	Amy	Fri 930-1045	6-Feb Jazz	0/3	6 pp done	7 of 9
	crr	on his own					
	ob		Fri 9A 20-Feb		outline	4pp	no show
	crr	No show	for scheduled	weekly	meetings	so has not	met

Spring 2009

	ob						
	ob						
AFAM - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	ob						
	crr	on his own					

AFAM - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	ob						
	crr	on his own					

AFRI - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	crr	on his own					
	crr	Amy	as needed				

AFRI - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	crr	on his own					

AFRI - 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
	ob						
	ob		1030-1130AM	6-Feb #4		research	new ppr
	crr	Amy	11-1150AM	20-Feb	outline	research	6 of 8
	crr	Amy	11-1150AM	16-Feb #6		absent	2 of 8 done
	ob	Amy		6-Feb #3			
	crr	Amy	as needed	6-Feb #4			
	crr	Amy	as needed				

Spring 2009

		crr	Amy	as needed				
--	--	-----	-----	-----------	--	--	--	--

Afri	- 1 paper	Advisor	Required Mtg With?	Weekly Appointment Time w/Amy only	Outline Appt Done?	20-Feb	27-Feb	6-Mar
		crr	on his own					

Spring 2009

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr
beg hiphop				
beg hiphop				
beg hiphop				
with	CRR			

Spring 2009

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

Spring 2009

20-Mar	27-Mar	3-Apr	17-Apr	24-Apr

From: Wally Richardson <wricha@unca.unc.edu>
Sent: Saturday, January 14, 2012 10:38 AM
To: Bradley Bethel <bbethel@unca.unc.edu>; Jaimie Lee <jaimielee@unca.unc.edu>; Amy Kleissler <kleissle@unca.unc.edu>
Subject: Today's presentation
Attach: TEXT.htm; spring 2012 recruiting presentation.pptx

All,
Please see today's presentation.
The count starts from the first slide. Here is the order:
Wally: 1-4, 11
Jaimie: 5-6
Bradley: 7-8
Amy: 9-10
I will see all of you in the morning. We are scheduled to begin at 11:30. We will do a tour of the building first. I will walk the crew down to the football side of the building, then turn around and walk them by counselor offices, into room 2301 & 2303 where will give our presentation.

Wally Richardson
Associate Director, Academic Support Program for Student-Athletes
Center for Student Success & Academic Counseling
College of Arts & Sciences
University of North Carolina-Chapel Hill
919-962-9893 (W)



Academic Support for Student-Athletes

UNC 2011-2012



Athletic Department Mission

ABCD

- **A**dvancing to Graduation
- **B**uilding Character
- **D**eveloping Leadership



Academic Support Program Mission

- Graduation
- Uphold the academic rules and requirements of the University and the NCAA

OUR STAFF...

Full-time professionals (football)

- Wally Richardson—Associate Director/Advisor for Football
- Jaimie Lee—Academic Counselor football
- Tia Overstreet—Academic Counselor for football
- Bradley Bethel—Reading/Writing/Learning Specialist
- Amy Kleissler—Learning Specialist/Tutorial Coordinator



Additional Staff (part-time)

- Approximately 75 Tutors/Learning Assistants/Supplemental Instructors
 - Working professionals in the community
 - Current high school teachers
 - Former/retired educators
 - Graduate school students
 - NO CURRENT UNDERGRADUATE STUDENTS without special consideration



Academic Support Philosophy

- Academics = Athletics
- Education Based
 - Individualized to the Learner
 - Academic Strengths and Weaknesses
 - Learner Goals and Pursuits
- Effective and Efficient
- Hands On

So What Do We Do?

- Monitor NCAA Rules
 - GPA, Semester Hours, % of Degree
- 2 Academic Advisors
 - Athletic: Balance of Academics and Football
 - On-Campus: Sign off on Graduation
- Major Selection
 - Sport Administration, Communications, Business, Sociology, African American Studies, Psychology, Management and Society
- Class Schedules
 - Average: 12 credits per semester (4 classes), 6 credits each summer (2 classes)



So What Else Do We Do?

- Weekly Meetings with Students
 - Time Management
 - Professor Communication
 - Track Grades
 - Help solve Academic Issues
- Weekly Meetings with Coaches
 - Report Academic Achievements and Concerns
- Meetings with Faculty



Wait There's More...

- Hire, Train, & Coordinate Resources
 - Tutors
 - Content Experts
 - Daytime and Nighttime Sessions
 - Learning Assistants
 - Generalists who help with the “BIG PICTURE”
 - Time Management & Organization
 - Supplemental Instruction
 - “Master Students” who are hired to attend class
 - Serve as the Tutor and Mentor
- Resource staff is made up of current and retired teachers, graduate students, and teacher education undergraduate students

RESOURCES

- **LD testing/screening**
 - Notetakers
 - Extended test time
 - Test-taking outside of the classroom
 - medication
- **Academic Counselors**
 - Weekly meetings
 - Email/syllabi/reminders/blackboard/sakai/tutor feedback/grade updates
- **Feedback (written reports) from every tutor session, learning assistant, etc.**
 - Goals, assignments, reading/teaching the material, notes, study guides, etc
- **Weekly reports**
 - Items discussed in the weekly meetings
- **Professor feedback**
 - Email from the director of academic support to all professors
 - Updates on academic performance, questions, concerns, red-flags
- **Progress reports (from staff and hand carried by student athletes)**
 - Current grade, % of final grade, missing work, etc
- **Class checking is managed/coordinated by the Professional Development staff**
 - Class rosters are provided by the academic support staff
 - 88 class sections were on the class checker list in the fall, 2011, for example



THE CAROLINA WAY

- Top Rate University +Top Rate Resources +Top Rate People = Success
- FB Graduation Rate: 75%
- Strong Work Ethic/Academic Motivation
- We are here to guide you and provide resources to help you be successful on your academic path at UNC!



Goals of our program

- Continue to be hands on to promote academic integrity and eventually independence
- Improve class performance (effort, consistency, preparedness)
- Communication (among students, professors, and our staff)

From: Alice Dawson <adawson@email.unc.edu>
Sent: Wednesday, October 4, 2006 3:12 PM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: [Fwd: African American Studies Independent Studies]

Hey, Debbie.

I'm doing pretty good. How's about you? I know the cold is coming but the weather the last two weeks is so lovely. Is there such a thing as fall fever??

Sorry this situation is being a bit of a problem. _____ has a very difficult ongoing family situation and all things considered I thought one of Afam's independent study classes might be her best option at this point. I'm not sure what she's thinking (I don't mean that as a snarky comment but literally that I'm not sure what her thoughts are). She left me a message this morning that she wanted to ask me a question about independent studies, and I called back and left a message but we haven't actually talked today. I'll try her again. Oh!! I just thought of something-a heads up. Dean Cannon said she was going to call you for some assistance. A student named _____ or _____ (sorry-I missed the details!) or her parents called because she'd planned to do an independent tutorial and said she'd been given assurances this summer by Afam that she could and Dean Cannon is hoping to get the details so the student can take the class. So you may hear from her about this. At least we never get bored around here at our jobs!!!!

If I talk to _____, I'll let you know. You are so good to help students with these things and I don't want to make it difficult for you. As always, THANKS. Hope you have a good rest of the week!

Alice

Deborah Crowder wrote:

> Hi Alice. I hope you are well. I had a minute so I thought I'd keep
> you in the loop. This young lady came by early today. I showed her the
> assignments for two classes, AFRI 266 and AFAM 697 and obviously neither
> appealed to her because she told me she had to "think about it." I'm
> not sure if she was expecting something different or what. Take care.
> Debby

>

> -----

>

> Subject:

> African American Studies Independent Studies

> From:

> _____ <_____@unc.edu>

> Date:

> Wed, 00:27:37 -0400

> To:

> dacrowde@email.unc.edu

>

> To:

> dacrowde@email.unc.edu

>

>

> Hi Ms. Crowder,

>

> My academic adviser Dr. Alice Dawson asked me to talk with you about
> doing an Independent Studies course in the African American Studies
> department. I'm very interested in African American Studies and have
> already completed several AFAM-related classes including AFAM ()
> , HIST (), WMST
> (), and HIST ()
>). I will be coming to see you today ()
> either before my first class begins (first class is 10:00-10:50am) or in
> between my first class and second class (second class is 12:00-12:50pm).
>
> Look forward to meeting and speaking with you about the Independent
> Studies course!
>
> All the best,
>

--

Alice Dawson, Ph.D.
Assistant Director
Academic Advising Programs
College of Arts and Sciences and the General College
University of North Carolina at Chapel
317B Steele Building, CB# 3110
Chapel Hill NC 27599-3110

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.unc.edu/scheduleanappt>

From: Anson Dorrance <anson@unca.unc.edu>
Sent: Friday, March 23, 2012 2:32 PM
To: Larry Gallo <athgallo@unca.unc.edu>
Subject: Re: Hope All Is Well!
Attach: TEXT.htm

Thanks Larry! Duke beat us 1-0.

The player who got the assist is Molly Pathman who is the starting left back for the U-20 Nat'l Youth Team.
we are held to a higher academic standard than Duke

Our kids were only allowed to register for 6 hours of class this semester (the # of training camps and makes online or independent study the only route) because we are restricted in the # of online classes and independent study. We have been swept into the football academic scrutiny, it seems. I hope this does not come to bite us in recruiting if the word gets out that all players that go to UNC can't participate in their games because of football scrutiny. Who are the best recruits in America? Yes, the ... even Stanford's players are allowed to play with their college team while they represent their country.

I know you guys are fighting for us but I HATE losing ESPECIALLY to DUKE EVER!!!!

Anson Dorrance
Head Coach
UNC Women's Soccer
w) 919-962-4100
>>> Larry Gallo 3/22/2012 9:22 AM >>>
Guys ~

Hope your game/scrimmage yesterday vs. Duke went well and that you team stayed healthy.

Good luck on Sunday vs. Davidson ~ take care.

Larry

From: tjm1@email.unc.edu
Sent: Friday, May 18, 2007 10:45 AM
To: Deborah Crowder <dacrowde@email.unc.edu>
Subject: Re: need your help

Hi to you too --

Here is an assignment which should be do-able, instructive, and not too taxing. Rewrite as you desire. Take care of yourself and I'll see you on Monday (today I have to
)

-T

The state of North Carolina recently apologized for its role in enslaving black Americans and for allowing a system of discrimination to persist for 100 years after slavery ended. Using North Carolina newspapers from the past year (such as the News and Observer and the Durham Herald) look at the condition of black people in North Carolina and try to explain how the legacy of slavery still affects some people here. For your paper discuss five specific problems that black North Carolinians face (that white and Latino North Carolinians do not) and how the state might address these problems as part of its apology.

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

> Hi Tim. I have three of mine, some of the worst of the worst,
> registered in this term. I asked Julius for an assignment and
> got a blank stare. Can you help me? Will you help me? I had a bad
> day yesterday--nothing concerning the dogs or the family. I'll tell
> you at some point. Thanks in advance. Debby
>
>

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, June 6, 2008 2:01 PM
To: Alphonse Mutima <smutima@email.unc.edu>
Subject: I need to talk to you about your student

Please talk to me before you do anything drastic regarding your student. There are complicating factors. dc

From: @aol.com>
Sent: Monday, August 27, 2007 2:37 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>; Reynolds, Cynthia <cynthiar@unca.unc.edu>; Barnes, Octavus <obarnes@unca.unc.edu>
Subject: Revised letter to coaches
Attach: TEXT.htm; letter to coaches 8_27.doc

Email and AIM finally together. You've gotta check out free AOL Mail! - <http://mail.aol.com>

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 football 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: "J. Whitney Read" @gmail.com>
Sent: Tuesday, June 1, 2010 5:04 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 6.1.10
Attach: TEXT.htm; swah 6.1.10.doc

Quiz moved to Thursday. Test moved to Monday (might be moved back to Friday though).

I told the guys they have sessions Friday at 3:15 (1 for) and Sunday at 7. Amy is doing the Friday session.

If he moves the test back to Friday, then the Friday and Sunday sessions will be canceled I assume?

--

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: 1 June 2010

Time 1 and 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
	Football	<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>During the session we went over some class stuff and then worked on the translation homework (the first homework for this semester!)</p> <p>Was sick today. Left class after about a half hour (Bwana Mutima talked to him outside of class and then he left). Was sick during our session, not participating when called on, didn't give one right answer. Didn't really try all that hard today; I know he's sick but he could have tried harder to do the translations.</p>
	football	<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>Was working with _____ and another regular non-FB student during practice time during class today. In our session, participated even when not called on, and had mostly right answers.</p>
	football	<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 talked to me after class and told me _____ got a very low score on his test from Friday (we are getting them back tomorrow). He said _____ got like 10 out of 100. He is concerned because he does not want to put _____ in a regular Swahili 3 class. He says he would want to put him in an independent study paper class. _____ and I worked a lot during practice time during class today (practicing conversations amongst ourselves), and also with _____. In our session he participated a lot and had some right answers, and he is obviously trying, but I don't know why that isn't being translated into better test grades.</p>
	football	<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>Was joking around during the session today. Participated a little, mostly when called on. Only had some right answers.</p>
	football	<input checked="" type="checkbox"/> On time	<p>_____ left during class and came back with snacks in his hands. Going to the</p>



	<input checked="" type="checkbox"/> Prepared <input type="checkbox"/> Done with assigned work between sessions <input checked="" type="checkbox"/> Participating	bathroom is one thing, but leaving to get a snack is rude; I told him not to do that again. During our session he was joking around a little, didn't participate unless called on, only had some right answers.
--	--	--

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
	Football	<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	Was texting in class. Worked with _____ and another regular non-FB student during practice time. Was joking around during the session, participated only when called on, only had some right answers.
	wrestling	<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	The wrestlers and I worked on sentence structure issues and also some of the homework assignment. _____ worked very hard during this session and had good ideas for the translation homework.
	wrestling	<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	_____ is having trouble translating English ideas into Swahili and with sentence structure in general, so we worked on that a little. He also had some interesting ideas for the translations, but some of his answers were incorrect.
		<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: Monday, June 7, 2010 1:39 PM
To: Bridger, Beth <bridgerb@unca.unc.edu>
Subject: As requested...

As requested: Bwana Mutima wants , and to definitely be in an independent study (paper class) for SWAH 403 in the fall. and also might fall into this category. He is all right with being in a regular class with regular students, but he could always change his mind. Therefore, be prepared for the possibility all six might have to be in independent study.

Thanks.

Jessica Whitney Read

B.A. African Studies
University of North Carolina at Chapel Hill
Phone:
Email: @gmail.com

From: Deborah Crowder <dacrowde@email.unc.edu>
Sent: Friday, October 13, 2006 12:26 PM
To: Wayne Walden <wwalden@mail.uncaa.unc.edu>
Subject:

Hi Wayne. came by to talk about his classes for next semester. I don't have a lot to offer that he has not had. AFAM with Hildebrand should be ok--it would be a regular class and he would have to go, etc. but I think it would be ok. AFRI is another one he can take. I have already spoken to the professor and she is aware he can not come because of the time and she will give him an independent assignment. We can get by with 1 or 2 of those. If you can't get him in those, just let me know and I can put him in next week.

I hope you guys have fun tonight and that you have a good weekend. Debby

The University of North Carolina at Chapel Hill
Faculty Committee on Athletics
Minutes of Meeting: April 2, 2002

Present: John Blanchard, Lissa Broome, Nick Didow, Jack Evans, Larry Gallo, Gar Hershey, Celia Hooper, Jim Murphy, Stan Mandel, Judy White

I. Approval of Minutes

The minutes of the meeting of March 5 were approved as distributed.

II. Data on Academic Progress of Student-Athletes

Following up on the academic progress data that had been distributed at the March meeting, Jack Evans provided brief supplementary information regarding attrition. Starting with the 1990 cohort, our data for male student-athletes reflect a noticeable increase in attrition compared to the cohorts that entered prior to 1990. Attrition includes departures in two categories: those who left eligible to continue (which would include those who transferred) and those who left ineligible to continue (which would include those whose academic records made them ineligible to continue). The data indicate some increase in each of these two categories for the 1990 and subsequent cohorts. By motion the committee requested that John Blanchard study the individual cases of attrition in the 1990 and subsequent cohorts.

III. Independent Study Registrations by Student-Athletes

The committee reviewed further information on independent study registrations by student-athletes during the 2000-01 year. John Blanchard and Jim Murphy collaborated to compile a listing of the independent study courses in which student-athletes had registered (fall, spring, and two summer sessions). Seven different courses reflected registrations by student-athletes in one or more of those academic terms. The level of registration was relatively low for both athletes and non-athletes: 40 registrations by student-athletes and 263 by non-athletes. Using as a reference base approximately 750 student-athletes and 14,250 non-athletes (assuming 15,000 total undergraduates) and assuming an average of 10 registrations per year would suggest that approximately 0.53% and 0.18% of registrations are in independent study courses for student-athletes and non-athletes, respectively. However, non-athletes have presumably registered in other independent study courses that did not have registrations by student-athletes. Thus, the 0.18% rate estimated for non-athletes is surely understated. Based on this review, the committee did not feel that the level of independent study registration by student-athletes reflects abuse of the opportunity. The committee did note that two courses accounted for 30 of the 40 registrations by student-athletes (165 of 263 for non-athletes), but did not find any cause for concern in this situation. The committee agreed that the academic subcommittee of the Faculty Committee on Athletics should monitor the level of registration in independent study courses on an annual basis. A summary of this information will be prepared for the Chancellor.

IV. Remarks by the Committee Chair

Dr. Mandel reported that, at the time of the meeting, a reply to his letter suggesting a meeting with the Executive Committee of Faculty Council had not been received. (Subsequent to the meeting Dr. Mandel received a reply agreeing that such a meeting would provide a useful opportunity for discussion.)

Dr. Mandel expressed his appreciation to the members of the committee for their participation and contributions during the year. The members of the committee thanked Dr. Mandel for his leadership as Chair during the year.

V. Election of Chair

By acclamation, Professor Celia Hooper was elected to chair the committee for the 2002-03 year.

VI. Priority Registration

Dr. Mandel will seek an opportunity to discuss this topic with Chancellor Moeser in order to identify the best approach for pursuing the committee's interest in an appropriate form of compensatory access to registration for student-athletes who would otherwise be disadvantaged.

Minutes Submitted by John P. Evans

Report on Independent Studies
March 2002

Counselors in the Academic Support Center of the Athletic Department reviewed the course enrollments of athletes during the 2000-01 academic terms, including summer 2001. They list 49 enrollments in courses that might be considered to be independent studies or similar. This is a relatively small number when one considers that there are about 750 athletes taking ten courses per year. Members of the Faculty Committee on Athletics further investigated some of these courses and the relevant comparison of enrollment in them by undergraduates overall. Some clarifications and distinctions are given below to arrive at a more meaningful listing of "independent studies" enrollments.

Three of the enrollments were in SPCL 91. Undergraduates use both Special Studies 90 and 91 to earn credit for study and experiences outside regularly offered classes. Their proposals are currently reviewed for approval by Tom Tweed, Associate Dean for Undergraduate Curricula in the College of Arts and Sciences. Several hundred of these occur each year, some involving internships. These are under review in the study for the new curriculum. The SPCL courses are distinct from other "independent studies" arrangements and are excluded from further analysis in this report.

Two of the enrollments were in EXSS 99 during first summer session. In this case, the course number 99 was used for a regular class, meeting a standard class schedule. One enrollment was in INLS 110 in second summer session. This is a "Selected Topics" course and was a regular class meeting a standard class schedule. One enrollment was in RECR 199, "Selected Issues Seminar." Again, this was a regular course in the spring semester. One enrollment in the spring semester was in HIST 90, which is an "Undergraduate Seminar," a course on a selected topic with a class of students. One enrollment in the spring semester was in EDUC 99, a topics course that is no longer listed in the catalog following the restructuring of the curriculum in the School of Education. None of the above fit the rubric of "independent studies" and these six enrollments by athletes are excluded from further analysis in this report.

The remaining 40 enrollments are in seven different courses that seem to fall within the category of independent arrangements between a faculty member and one or a group of students. No examination of the syllabus of any of these courses was made since they are approved courses by the faculty in the respective departments. Enrollments in each of these courses is examined in more detail below. The instructor of record is mentioned in some cases as the person who "taught" the course. However, sometimes various faculty are involved, but only one is listed under one section number for simplification.

PHIL 99, "Directed Readings," was taught in spring 2001 by J. Boxill. It is regularly offered in various terms.

EXSS 90, "Independent Studies in Exercise and Sport Science," is taught in most terms, often by R. Hyatt.

GEOG 95, "Topics in Geography," is regularly offered every term upon arrangement with an instructor.

FREN 95, "Special Topics or Readings in French," is offered most terms and often taught by F. Vogler. It does not count toward a major in French.

POLI 99, "Independent Study in Political Science," is available for registration most terms upon individual arrangement and permission of the director of undergraduate studies in Political Science.

AFRI 190, "Independent Studies," is offered upon arrangement with a faculty advisor.

AFAM 190, "Independent Studies," is offered nearly every term with registration "by permission only." The instructor is often C. Regester. A number of faculty are involved in individual arrangements with students to earn credit for various education activities.

Course	enrollments 2000-01				totals	
	Fall	Spring	Summer1	Summer2	non-athletes	athletes
PHIL 99	9	12	2	2	24	1
EXSS 90	2	5	1	0	7	1
GEOG 95	14	18	3	9	39	5
FREN 95	6	6	8	13	21	12
POLI 99	0	0	4	3	6	1
AFRI 190	7	13	1	3	22	2
AFAM 190	32	88	19	23	144	18
Total					263	40

Given that there are about 15,000 undergraduates and 750 athletes, there are about 14,250 non-athletes. That is, non-athletes number 19 times as many as athletes. The proportion of enrollments of non-athletes to athletes in these "independent studies" courses is 6.58. The course with the lowest multiple is FREN 95 at 1.75. Thus, athletes participate in these courses at a higher rate than non-athletes. Forty enrollments out of about 7500 per year for athletes is an overall percentage of 0.533% enrollments in independent study courses. For the 14,250 non-athletes, again assuming ten courses per year, the 263 enrollments in independent study type courses are 0.185% of their total.

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Sent: Tuesday, July 18, 2006 1:34 PM
To: Broome, Lissa L <lbroome@email.unc.edu>; Jack Evans <evansj@bschool.unc.edu>; Hershey, H Garland <garland_hershey@unc.edu>; Kramer, Lloyd S <lkramer@email.unc.edu>; Lensing, George <lensing@email.unc.edu>; Leonard, Barbara J <bjleonar@email.unc.edu>; Kirby, Brenda W <brenda_kirby@unc.edu>; Baddour, Richard A <dbaddour@unca.unc.edu>; Gallo, Jr., Larry A. <athgallo@unca.unc.edu>; John Blanchard <jgb@unca.unc.edu>; Harris, Kathleen Mullan <kathie_harris@unc.edu>; Lynn, Mary R <mary_lynn@unc.edu>; Runyan, Desmond Kimo <drunyan@unc.edu>; Barbara Wildemuth <wildem@ils.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, Steve <reznick@email.unc.edu>
Subject: NY Times article on Auburn courses with no classes

Thanks to Larry Gallo and our friends at COIA for pointing out this article. This article is prompting COIA to renew pressure on the NCAA to review the courses taken by athletes.

Lissa

For Some Auburn Athletes, Courses With No Classes

By PETE THAMEL
Published: July 13, 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 the two other full-time sociology professors about the player, and they could not recall having had 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 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 Prof. Thomas Petee, the sociology department's highest-ranking member. The former star running back Carnell (Cadillac) Williams, who is 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.

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

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, most notably the football and baseball star Bo Jackson.

Colleges have long offered easy courses, and athletes are by no means the only ones to sign up. Under new National Collegiate Athletic Association rules, however, colleges whose athletes do not meet academic standards can be penalized, sometimes by having their number of athletic scholarships reduced. That change is intended to help ensure that student athletes receive a legitimate education. But it 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 so-called 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 multiple classes 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 the only private institution. Vanderbilt held an 88 percent graduation rate in 2004, compared to Auburn's 48 percent, yet finished well behind Auburn in the new N.C.A.A. rankings.

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

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 reports, 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 of its 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 Southeastern Conference and among the most in the nation.

The sociology department became "a dumping ground for athletes," 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.

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

"It was at that point that I figured the corruption runs the full gantlet of the administration," Professor Gundlach said of the university's lack of action last year. "We 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."

In a prepared statement today, Ed Richardson, Auburn's interim president, said, "I 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."

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. Professor Petee denied that he favored athletes, saying there were only "a handful of them" 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.

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

Upping 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.

"He's the kind of teacher that, you know, he wants to help you out, not just pile a lot of stuff on you," 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.

Carnell 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, "No, not usually."

Mr. Williams described the class this way: "You'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."

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. 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.

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

Mr. Williams said Professor Petee asked him to autograph a football once when they met in his office. (Among the sports memorabilia in Professor Petee's office is an autographed Auburn football.) "To be honest with you, if they think that's a problem, they need to investigate all the teachers at Auburn," 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 Class'

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 21 credits his first semester, a load that was deemed too heavy. Instead, he said, Mr. Starks suggested he major in sociology. Mr. Langenfeld asked for advice from Mr. Williams, who claimed that the major was "easy if you studied."

In the fall of 2004, Mr. Langenfeld found himself in an academic bind. More than two months into the fall semester, he realized that 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: "I got dropped from a class and need a class to stay eligible for the bowl game," Mr. Langenfeld recalled in a recent telephone interview. "I need a class, and I'll take any class right now. I don't not want to play in my last bowl game."

He said Mr. Wohlers told him about a "one-assignment class" that other players had taken and enjoyed. So in the "9th or 10th week," 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.

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

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 chair-elect of Auburn's faculty senate, said: "From my point of view, that's not much work for three credit hours. It's an awful lot of credits for reading one book."

To get in a class that late in the semester requires the signature of the interim department chair, 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 only happens once or twice a semester, if at all. "It's very unusual," 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 chair. The chair of the philosophy department, Kelly Jolley, said in a telephone interview that it would be unusual for someone in his own department to teach 10 directed readings. As for more than 100?

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

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.

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

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 approached him that he posted a sign that said: "Directed readings should be viewed as an opportunity to study in an area of interest, not a way to get some hours."

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

"After I stated that kind of approach, I got only one student who wanted to do a directed reading," 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.

"I would give you a readings course that amounts to substantively reading the stuff," Professor Petee said. "You'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."

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

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

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

A Troubled Past

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 "60 Minutes." 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 an in-season, clandestine 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. 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 from 2.6 to 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.

"When you've got more than five or six athletes in one class, you're guaranteed to have fun," said Robert Johnson, a tight end who left Auburn in 2003 and now plays for the Washington Redskins. "Class is guaranteed to not be as hard as the rest of your classes, especially if you're winning."

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: "I 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."

After the confrontation, Professor Petee's directed readings dipped to 25 last fall from 152. They have remained about the same low level since. 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.

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

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

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Subject: RE: [Fwd: APR and Doonesbury]

The Doonesbury cartoon is great!

There's a story circulating that first appeared in a Memphis paper about Steve Spurrier at South Carolina (and also Fullmer at Tenn). It goes that Spurrier claims he's figured out how to "beat" the APR. He finds a rising senior walk-on who is almost certain to graduate in another year and he puts the guy on scholarship. In the story Fullmer was quoted as saying he had done this with three walk-ons. The ethics of this are certainly questionable. However, I find an entertaining irony in the whole thing. First, if you do some sample calculations, the incremental effect of doing this with one individual is about 1 APR point (that is, if a team's APR without the incremental scholarship would have been, say, 920, the incremental scholarship would raise the APR to 921) - the actual effect depends on the number of scholarships actually committed and what the projected APR would have been without the incremental scholarship. Second, if Spurrier is giving a scholarship to a good student instead of to a weak student, that's the behavior that one would seek, though ideally at the recruiting stage, not just before the senior year. Third, for this to save a squad from a penalty two things would have to happen - first, the squad's anticipated APR would have to be close enough to the penalty boundary that doing this with a few cases would save the squad AND this would have to be anticipated (that is, it can't be done retroactively), so the scholarships would have to be reallocated in time to improve the APR enough to matter. Obviously, that doesn't do anything to improve the situations of any underperforming individuals on the squad or about Spurrier's commitment to give them the kind of academic support so that they will progress and graduate - but that will take care of itself if the individual student-athletes don't make adequate progress.

And that provides a segue into the Auburn situation, which raises different but related issues. It's exactly the sort of issue about academic integrity that was spotted as a potential problem early in the days of devising the APR. Our response then was that the academic standards of an institution were the province of the faculty of that institution. Whether or not Auburn will be investigated by the NCAA over this matter remains to be seen. And while my reaction to the story is that the facts suggest serious questions about academic integrity, I think there's a bit of a silver lining in the fact that the issue was addressed at the institution through faculty processes. Perhaps ideally the institution would have had systems in place to prevent the abuses that appear to have occurred, but the good news is that the abuses came to light and have, perhaps, been corrected.

The cautionary note for us, I think, is that we should do two things under the heading of 'constant vigilance'. One is that we should continue to track where our student-athletes major, relative to where non-athlete students major, and we should be tracking courses taken by student-athletes. The second is that we should inquire about whether the University has any courses that are single-assignment courses (e.g., read one book and write one paper).

I welcome your comments or questions.

Jack

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

From: Lissa Broome [<mailto:lbroomer@email.unc.edu>]

Sent: Tuesday, July 18, 2006 1:23 PM

To: Lissa Broome; Evans, Jack; Hershey, H G. (Orthodontics); Kramer, Lloyd S.; Lensing, George S. (English); Leonard, Barbara J.; Kirby, Brenda W.; Dick Baddour; Larry Gallo; John Blanchard; Harris, Kathleen M. (Sociology); Lynn, Mary R. (School of Nursing); Runyan, Desmond K. (Social Medicine); Barbara Wildemuth; Willis, Rachel (American Studies); Reznick, James S. (Psychology)

Subject: [Fwd: APR and Doonesbury]

Friends -- I hope you are having a relaxing yet productive summer. Please note below our meeting dates for the coming academic year (the first Tuesday in every month).

All meetings are from 4-6 p.m. in 105 South Building

Tuesday, September 5

Tuesday, October 3

Tuesday, November 7

Tuesday, December 5

Tuesday, January 9

Tuesday, February 6

Tuesday, March 6

Tuesday, April 3

Tuesday, May 1

The article below and attached cartoon (both worth reading) were forwarded to the Steering Committee of the Coalition on Intercollegiate Athletics (COIA). The COIA Steering Committee and Larry Gallo also forwarded another article from the NY Times last week that I'll pass along in a separate email.

See you soon.

Lissa

Dear SC:

I received the short piece below plus a relevant 2001 Doonesbury cartoon today from Amy Perko, the Knight Commission exec director.

Thank goodness we have Steve Spurrier to lead the way!

Cheers,

Nathan

Ron Higgins

Memphis Commercial Appeal

1 June 2006

DESTIN, Fla. -

Beating APR: Several football coaches here this week talked openly about the best way to improve their program's Academic Progress Rate score, which accounts for graduation and academic progress among athletes. The NCAA started the APR two years ago and subtracts scholarships from schools that don't maintain the minimum required APR score. "What you do is find a senior walk-on who's going to graduate and you put him on scholarship for his senior year," South Carolina coach Steve Spurrier said. Tennessee coach Phillip Fulmer said he's done that and will continue to do so. "We all have to do that, it's a bookkeeping measure as much as anything," Fulmer said. "If you have a solid guy who can help you a bit academically or help you a bit on the field from an attitude standpoint, you'll sign him. I've got three I'll put on scholarship."

--

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The University of North Carolina at Chapel Hill
Faculty Committee on Athletics
Minutes of Meeting: January 9, 2007

Present: **Committee Members:** Lissa Broome, Jack Evans, Garland Hershey, Lloyd Kramer, George Lensing, Mary Lynn, Steve Reznick, Barbara Wildemuth, Rachel Willis

Athletic Department Personnel: Dick Baddour, John Blanchard, Larry Gallo, Robert Mercer

I. Report by the Director of Athletics

Mr. Baddour commented on the recent hiring of a football coach at Alabama, saying that it was a startling result. He noted that it was one example of the increasingly two-way traffic between professional and collegiate coaching positions. Two of our women student-athletes were recently honored in the NCAA's Top VIII recognition: Heather O'Reilly and Laura Gerraughty. This may be the first time that two honorees have come from the same institution in the same year. Mr. Baddour reported that Coach Davis is in place and working hard. He and his staff are spending the day today in comprehensive briefings on academic matters.

II. Majors Selected by Student-Athletes

Mr. Blanchard presented data on enrollment in majors as of the fall semester of 2006 for student-athletes and for all students. The committee reviewed and discussed the data, noting four majors for which evident differences appeared between the two groups. Those majors are African-American Studies, Communications Studies, Exercise/Sport Science, and Management and Society. At a future meeting we will compare these data to the data that we reviewed two years ago.

The committee then spent some time identifying additional, related information that we might want to review. The list of topics that resulted includes the percentage of African-American student-athletes by sport. We are also interested in knowing which sports are represented in those majors that appear to have large numbers of student-athletes. The committee then had a brief general discussion of this matter, affirming the importance of an individual's right to choose a major, and recognizing that the culture of different sports may play a role in these patterns by sport.

The discussion then shifted from majors to individual courses and the question of whether any concentrations of student-athletes tend to occur. No sense exists of a current problem. Robert Mercer and his colleagues have an opportunity to monitor this matter in informal ways. The committee concluded this review with three decisions: 1) This review of majors should be conducted each year; 2) Mr. Mercer will track registrations in independent study and on-line

courses; and 3) A question will be added to exit interviews to solicit the opinions of student-athletes regarding whether student-athletes tend to concentrate in any particular courses.

III. Administrative and Update Matters

- The committee approved the minutes of the meeting held on December 5, 2006.
- COIA has been relatively inactive, but it did issue a statement of support for the NCAA Presidential Task Force report. A meeting is planned on May 18 at Stanford.
- The Registration Task Force has expanded to include Jane Smith (Education), Bev Foster (Nursing and Educational Policy Committee), and Harold Woodward (Student Affairs). The next meeting is targeted for the end of January.

IV. NCAA Presidential Task Force Report

The committee selected a small set of the recommendations from this report for discussion.

- Reporting line for compliance: The report recommended that this line be outside of athletics. While acknowledging the reasons for this idea, Mr. Baddour identified a number of important advantages to having this reporting line within athletics, as it is now. Most important of these is the opportunity to build a trusting relationship in which coaches will actively seek help, recognizing that compliance staff must act independently on behalf of the department and must be free of pressure. Mr. Baddour believes that we strike the right balance and he does not support the recommended change. The committee indicated comfort with the current situation.
- Self-sufficiency: The report recommends removing the NCAA principle that urges financial self-sufficiency for athletics. After a short discussion it was agreed that this change would not occur here.
- Special admits for athletics: We have a two-level mechanism in place for regular faculty review of special admits. The first level is with the Subcommittee on Athletic Admissions, and the second is at the level of this committee. The committee supports this approach.
- Presidential oversight of athletics: This oversight should be free of interference by members of the governing board (Board of Trustees). Members of our board annually sign a form acknowledging this principle. While interest in athletics is sometimes keen on the part of this constituency, no indications of interference with oversight by the chancellor are evident.
- Compliance information for boosters: We have developed regular channels for communication of compliance information to members of the Educational Foundation and other support groups.

For the next meeting, committee members were asked to review the full list of recommendations and to identify any that appear to warrant discussion by the committee.

Minutes submitted by John P. Evans

The University of North Carolina at Chapel Hill
Faculty Committee on Athletics
Minutes of Meeting: January 9, 2007

Present: **Committee Members:** Lissa Broome, Jack Evans, Garland Hershey, Lloyd Kramer, George Lensing, Mary Lynn, Steve Reznick, Barbara Wildemuth, Rachel Willis

Athletic Department Personnel: Dick Baddour, John Blanchard, Larry Gallo, Robert Mercer

I. Report by the Director of Athletics

Mr. Baddour commented on the recent hiring of a football coach at Alabama, saying that it was a startling result. He noted that it was one example of the increasingly two-way traffic between professional and collegiate coaching positions. Two of our women student-athletes were recently honored in the NCAA's Top VIII recognition: Heather O'Reilly and Laura Gerraughty. This may be the first time that two honorees have come from the same institution in the same year. Mr. Baddour reported that Coach Davis is in place and working hard. He and his staff are spending the day today in comprehensive briefings on academic matters.

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Minutes submitted by John P. Evans



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!

From: Anson Dorrance <anson@unca.unc.edu>
Sent: Friday, 2:15 PM
To: Blanton, Brent <blanton@unca.unc.edu>
Subject: Re: Recruit's Possible Schedule
Attach: TEXT.htm

Perfect Brent thank you!

At 02:11 PM you wrote:

>Hi Anson,
>To build a 12-hour schedule in the Spring for a student with such needs as
>the one you may be bringing in, we can look at both on-line coursework and
>independent study courses in combination with an elective that meets only
>once a week. I'll begin with the elective that will be meeting regularly:
>
> EDUC041 - Education in American Society. Taught by Dr. Gerald
> Unks. His course meets only once per week on either Monday or Tuesday
> night from 6-9, and he is EXTREMELY accommodating and understanding of
> the needs that student-athletes bring to the table. He may be someone
> that you can sit down with and discuss the nature of the
> situation that you may be faced with.
>
> On-line Coursework. The university has already listed 74 courses
> that are being offered on-line in the Spring semester. They include
> courses that will meet General Education requirements as well as courses
> that may be applied to a major in several instances. COMM coursework is
> being offered if that is a direction in which she may want to go. It is
> important not to load up on elective coursework, and she has a plethora
> of courses at her disposal in this area. Courses like MUSC043 -
> Introduction to Rock Music (a Fine Arts perspective course), AFAM040 -
> The Black Experience (a pre-1700 Historical perspective course) or
> ENGL023 - Introduction to Fiction (Literature perspective course) are
> being offered.
>
> Independent Studies. AFRI/AFAM offers several independent study
> courses that will either fulfill an elective or a possible Arts & Science
> perspective course. Ms. Debbie Crowder has been a valuable asset in this
> department as many of your young ladies have taken advantage of these
> courses for years while etc. She may be
> someone willing to sit down as well and go over the needs of your prospect.
>
>Between these options, we can get 12 hours that will both accommodate her
> needs as well as allow her to not only earn hours but
>degree-applicable hours that will fulfill several requirements saving
>valuable elective hours for later semesters.
>
>I hope this is what you need; let me know if I can help in any other
>way. Good luck this weekend, and I look forward to speaking to you soon,
>Brent

Sincerely,

Anson Dorrance
Head Coach
UNC Chapel Hill

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

PO Box 2126
Chapel Hill, NC 27515