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- October 29, 2014 Associated Press

INDIANAPOLIS -- NCAA president Mark Emmert said Monday that findings from a recent investigation into academic fraud at the University of North Carolina are troubling, disturbing and shocking.

While Emmert said he would withhold final judgment until the NCAA completes its own investigation, the usually cautious former university president was downright blunt during a 20-minute interview with The Associated Press at its Indianapolis headquarters.

"Just based on the (Kenneth) Wainstein report, this is a case that potentially strikes at the heart of what higher education is about," Emmert said Monday. "Universities are supposed to take absolutely most seriously the education of their students, right? I mean that's why they exist, that's their function in life. If the Wainstein report is accurate, then there was severe, severe compromising of all those issues, so it's deeply troubling. ... It's absolutely disturbing that we find ourselves here right now."

North Carolina athletic department spokesman Steve Kirschner said the school would not comment on Emmert's remarks.

The report, authored by a former Justice Department official who conducted an internal investigation into the NCAA's own enforcement department scandal in 2013, was released last week. It detailed how academic fraud in the formerly named African and Afro-American Studies (AFAM) department went on for nearly two decades. According to Wainstein, the "shadow curriculum" involved more than 3,100 students -- about half of whom were athletes.

The NCAA has been on the defensive as well.

In August, former UCLA basketball star Ed O'Bannon won a federal court case that could force schools to put as much as \$5,000 per year into a trust fund that college athletes could collect after they leave school. NCAA attorneys are expected to appeal that decision in November. And recently, former Clemson football player Martin Jenkins went to court, seeking to eliminate the NCAA's ability to control scholarship cost controls.

If O'Bannon prevails on appeal and Jenkins wins his case, Emmert said it would create an unprecedented college landscape.

That may happen anyway.

The NCAA's board of directors meets Thursday, less than four weeks after the five richest football conferences submitted requests seeking greater autonomy to expand scholarships to include the full cost-of-attendance, multi-year scholarships and lifetime scholarships that would allow players to return to school and finish their degrees. Emmert said he supported all three measures and a fourth, which would improve health insurance.

If approved, the power-conference schools and everyone else could be competing on uneven playing fields.

Then there's the divergent paths No. 9 Georgia and No. 2 Florida State have taken since their star football players were accused of receiving improper benefits from autograph sales.

Bulldogs running back [Todd Gurley](#) has missed the last two games after the school suspended him indefinitely so it could investigate. The defending national champion Seminoles have allowed [Jameis Winston](#), last year's Heisman Trophy winner, to continue playing -- a distinction not lost on Emmert.

While he declined to talk specifically about the Florida State case, he acknowledged other schools have been forced to vacate wins when they use ineligible players.

"From the facts that we know today, publicly, Georgia's behavior has been commendable," he said. "They, apparently, saw something that concerned them, and they dealt with it directly and their athletic department seems to have handled that very, very appropriately based on what we know today.

"When a school has information about inappropriate behavior that might render a student-athlete ineligible, then they're under an obligation to respond. If it turns out later that they did know and did have facts that demonstrated that someone was ineligible and they played them anyway, then sure those wins can be vacated and that's happened many times."

But it was the details of the North Carolina case that drew Emmert's harshest comments.

"When you look at what we all know today, the Wainstein report, and just based upon that," Emmert said, "you look at the, I look at these facts, like everyone, and I find them shocking."

**UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL**  
**NCAA INVESTIGATION**  
**TRANSCRIPT OF MAY 10, 2017, DEBBY CROWDER INTERVIEW**

**EXHIBIT 1-1**

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EA: Elliot Abrams, counsel for Debby Crowder with Cheshire, Parker, Schneider & Bryan  
LB: Lissa Broome, faculty member UNC School of Law & faculty athletics representative  
DC: Debby Crowder, retired manager of AFAM Department  
RE: Rick Evrard, outside counsel for NCAA compliance and infractions matters  
TH: Tom Hosty, NCAA director of enforcement  
SL: Scott Lassar, outside counsel for the University  
MM: Mark Merritt, vice chancellor and general counsel  
RR: Randall Roden, counsel for Jan Boxill  
TS: Todd Shumaker, NCAA assistant director of enforcement  
KS: Kathy Sulentic, NCAA associate director of enforcement

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KS: This is Kathy Sulentic, associate director of enforcement with the NCAA. It is Wednesday, May 10, 2017. It's approximately 11:04 Eastern time. We're here at the Courtyard Marriott, Chapel Hill, in a conference room for the purposes of interviewing Ms. Debby Crowder. I believe we're going to start with a couple of statements before we get started.

TH: And maybe just for the record, if we could have each person around this table state their name and their title so we – and this is Tom Hosty, I'm an NCAA director of enforcement, and Kathy Sulentic just introduced herself.

TS: Todd Shumaker, assistant director of enforcement with the NCAA.

RR: Randall Roden, Tharrington Smith. I'm representing Dr. Jan Boxill.

SL: Scott Lassar with Sidley Austin. I represent the University.

LB: Lissa Broome, faculty member, School of Law and also the University's faculty athletics representative.

MM: I'm Mark Merritt. I'm vice chancellor and general counsel of the University of North Carolina at Chapel Hill.

RE: My name's Rick Evrard. I'm an attorney with the law firm of Bond, Schoeneck & King, serve as outside counsel to the University of North Carolina, Chapel Hill.

EA: And I'm Elliot Abrams. I'm an attorney representing Debby Crowder, who's also here, and I'm with the law firm of Cheshire, Parker, Schneider & Bryan in Raleigh.

DC: And I'm Debby Crowder, excuse me, and I was the department manager in the Department of African-American Studies at UNC, and I retired in 2009.

TH: Thank you. Again, this is Tom Hosty and, um, as Kathy indicated the purpose of this was we're here to interview Debby Crowder, uh, the NCAA, we've traveled from Indianapolis to be present to conduct this interview and that's our intention. Uh, prior to our starting our recording there is about a 10-minute conversation that we've had with, um, Elliot Abrams as well as some other parties here in the room, and I believe Elliot was running his recorder at that time though we were not, uh, and we were discussing NCAA procedures and, um, the need for the enforcement staff to be compliant with the membership's, um, procedures and their principles, including, uh, the need to maintain the confidentiality of the investigation. Um, and so we then took a short break. Um, the three of us on the enforcement staff had an opportunity to, to dialogue with some of our colleagues back at our office in Indianapolis, um, and so I, I'd like to revisit, um, our procedures with Elliot, if that's possible, and just, Elliot, we, um, we do need for you to agree to treat this interview confidentially under our bylaws. We do need for you to agree affirmatively on the recording to not release this transcript or this recording, or to make public disclosures about this case pursuant to Bylaws 19.01.3 and 19.5.8. Can you agree to the requirements of those two bylaws and not to release your recording or the transcript of this interview and to not to make public disclosures about this case until the Committee on Infractions has issued its report under the requirements of Bylaw 19.01.3?

EA: So, as I understand it now, when we talked before, we were talking specifically about the, uh, confidentiality of the recording that I'm making. Obviously, there's numerous recordings, uh, being made in this room. The issue that we discussed earlier was whether we would be able to use, uh, portions of this recording or statements made in this room, quotations from them, to rebut public accusations of wrongdoing against Ms. Crowder. And we are not willing to waive our first amendment rights to respond to public accusations of wrongdoing, uh, by using statements by Ms. Crowder in this room, um, and if it's the position of the N-C-double-A that Ms. Crowder has to waive her first amendment rights in order for you all to be willing to interview her, then we think that that is inappropriate, and we think that your decision to not go forward if we don't agree to waive her first amendment rights would be, uh – I guess it's your decision so we will just, we're not gonna waive her first amendment rights and if, if, I understand you all came a long way, uh, to talk with her. She is here and has information that is relevant to this proceeding. It's also relevant to the numerous public inquiries surrounding this public institution and conduct that occurred at this public institution, and she is prepared to answer any questions that you all may have. She will also answer any questions that any of the other parties may have, uh, but she is not going to agree to waive her first amendment rights to be, uh – to not talk about these public accusations.

TH: And again, and I'm not necessarily clear on the whole waiver of first amendment rights, but I do know I have to, we don't have the authority to deviate from our procedures and we, we would have to have her and your agreement, to our procedures of confidentiality. Can I ask an additional question which is, um, this is the first time that you've raised these issues prior to any of our traveling and everything. Is there is a reason you just raised it today?

EA: Well, I didn't, I didn't believe that the University – that the NCAA had procedures that required someone to waive their first amendment rights in order to talk – to answer questions the N-C-double-A has, um, and I don't see that in the bylaws. I don't think – I think, you know, interpretations of the bylaws that are consistent with the United States Constitution, and it appears that, uh, the only in – the only institution protected by, uh,

this request is the N-C-double-A. The University doesn't have a problem going forward today. Ms. Boxill doesn't have a problem going forward today. The enforcement staff is not actually a party as I understand it, so there's really no protection of anybody except for, uh, the protection that comes from being able to conduct, uh, inquiries in secret, and so I think because to me it is a, uh, an absurd requirement, I wouldn't – I wouldn't have – I didn't anticipate that this was gonna be an issue, um –

KS: We sent you an email two days prior to our arrival mentioning the confidentiality issue. Did that not surface it for you?

EA: No, I focused on this and, as I said – and what I'm referring to is the notice that Ms. Crowder has to sign, uh, which lists a number of bylaws, uh, and so we discussed what she would have to sign. She's prepared to sign, uh, the document that you all sent and, um, and is prepared to go forward.

TS: And so – and I just had a question on that because prior to us starting our recording we had some pretty extensive conversation and you were referencing NCAA bylaws, um, and even a lot of correspondence that's gone back and forth, records, some of the different citations of Bylaw 19. So you're saying you didn't read Bylaw 19 before today?

EA: I've –

TS: You're referencing a lot of our processes so I was – did, did you not read 19.5.8 before today?

EA: Um, I'm not sure if I have or not.

TS: Okay.

EA Cause there's, there's – it's a lotta – ya'll have a lot of rules so I'm still trying to get up to speed, obviously Ms. Crowder was first accused of substantive wrongdoing in December 2016, which is basically six years after this started. Uh, she is a retired public servant who spent 30 years working for the University of North Carolina and the people of North Carolina. She doesn't have the funds to hire teams of lawyers and fly all over the country. Uh, it took her a while to get – find someone who was willing to represent her for free, and that's what I'm doing, and I'm trying to get up to speed, uh, but, you know, you all have to – you have a process that is basically a labyrinth that seems to apply when it suits you, it seems, and not you three individually. I understand you all represent an organization, so, please don't take this as a personal thing, but 'ya know, it, it's, it's been very difficult to, uh, dig through the labyrinth of rules and procedures that you have, particularly, that the N-C-double-A has particularly, because, like we have here today, you have procedures that just don't seem to comply with the United States Constitution. And so it's a surprise to me that in a case that solely involves conduct by public employees and public institutions that, uh, you would re – and when, and, when the parties are all okay with, uh, public disclosure that the N-C-double-A enforcement staff is not willing to ask questions of Ms. Crowder because of some concern that she might use her own words in a public setting down the road. Now, if that is you all's position that's fine. Uh, we are happy to answer questions from the University or from Mr. Roden, uh, and if in – at some point in the future you all decide that you want to ask questions or you can submit written questions if you'd like, uh, we're happy to answer any questions, uh, that you have and we want to, but we also don't want and will not waive her right to

talk about this very public matter. Cause under the procedure you're proposing she couldn't go home and talk to her family, her friends, her neighbors who are all gonna say, well what happened in there? And she would say, oh well I can't tell you because the N-C-double-A has bylaws that I don't even understand, but they made me agree that I wouldn't talk about this. Now, there is no proceeding in America that I know of that has those requirements. If you go to testify in front a grand jury then you can't, uh, you can't be told you can't talk about it later. If you, uh, and, and what, what you're proposing is, that anything that she says in here now all of a sudden we could get charged with a bylaw violation if she were to repeat it out there, or say I said in there this or that. So we're, what we want to be able to do is reserve our rights to respond to public allegations. We think we have those rights and there is nothing protected, uh, other, that I understand, uh, by requiring her to agree not to make public comment about this case, which quite clearly is a very public matter.

TH: And Elliot, you and I have talked previously. You had, um, after you filed Debby's response to the Notice of Allegations, you had made some public statements to the news media and you and I talked by telephone, and I had warned you about the confidentiality rules of the NCAA, and then I followed it up with a letter reiter – reiterating the need for confidentiality and the –

EA: What does that mean?

TH: And the chair has also, uh, corresponded with you and the parties about the need for confidentiality. And as you know, the NCAA is a private association. The NCAA member institutions have promulgated these new rules and procedures. The enforcement staff has to be faithful to the membership's procedures and we have to be compliant with those and so in order for us to –

EA There's no piece of paper that you all have sent that says for us to interview you, you have to sign this that says you won't make public comment about this. I mean, you know, again we're, we're here, we're happy to answer your questions and, um, it's, it's, you know, all of this is gonna end up in a, in – as a public record, so we're, yeah, okay, I understand what you, you all are saying but I think it's, uh, it's a missed opportunity to get at the truth and its, you know, this is not unusual case where you have, uh, the ability for the evidence to be tainted. It's not a case where, you know, we're talking about disclosing anything that's, that is protected, educational information. Obviously we couldn't do that, um, but to require parties to agree to not make public disclosure about a public matter in order for you all to gather information, uh, is not something that we're going to agree to and –

MM: We also wanted clarification. I have 19.01.3 in front of me. It reads except as provided in this article, the Committee on Infractions, the Infractions Appeals Committee, the enforcement staff will not make public disclosures on any case until the case has been announced, in accordance with described procedures. An institution and any individual subject to the NCAA Constitution and Bylaws involved in a case, including any representative or counsel, shall not make public disclosures about the case until a final decision has been announced in accordance with prescribed procedures. So, um, at this point do you regard, uh, Ms. Crowder, who's been retired for several years, as an individual who's subject to the NCAA Constitution and, and Bylaws?

TH: Correct because yes, yeah, involved individuals defined as 19.02.1 as any current or former institutional staff member who's received a Notice of Involvement in the alleged violations. So, yes.

LB: But that still makes the point about public disclosures so responding to Elliot's point about talking to your family or friends, that's different than a public disclosure.

TH: Yeah, I think, this is an area where we certainly do not want her talking with her friends and neighbors as well, but, it's someone like we could reach an agreement with someone like a spouse, possibly, but I mean, the point is it's really just between the two of you, um, that she's free to speak with, any person who's in this room. But , um, we, um –

EA: Do you think that in a case like this where this bylaw has not been, has not been followed, uh, by N-C-double-A itself, that the N-C-double-A has basically waived the, uh, the application of this bylaw? I mean the N-C-double-A has responded publicly numerous times to questions about this particular case so that would be itself a violation of the bylaw. There's no one there to police the N-C-double-A, uh, but –

TH: Can you give examples cause I'm not aware –

EA: Yes, so, as recently as – we could find it on the internet, but N-C-double-A PR people are issuing press releases, uh, to, about this particular case, um, so, you know, it's a public comment on this matter which, uh, under a broad reading of this would clearly violate the bylaw part and reading what you all puttin' forward which is you don't want her talking to her friends or neighbors about anything that has to do with – and you know, this covers her, her entire time at UNC so what you're basically saying is if you talk about anything that you did for your career you're potentially violating the bylaw of the N-C-double-A, but the, the, you know, the bottom line is, she's a private individual, she's is here, you all supposedly are trying to find the truth.

TH: And we are.

EA: And so we're here ready to answer those questions, if you want to say that we have failed to participate, or failed to cooperate, or violated the confidentiality stuff at a future date, uh, we would understand that, and we would have this debate with decision makers on this. There's, we haven't been asked to sign anything and the, the whole thing is I'm just not wanting to sit here and lie to you and tell you I'm not gonna go and, and use this for whatever purposes might help her defend her in the public to respond to public allegations which she has a right to do.

TH: And I respect your honesty in the sense that –

MM: Tom, Tom –

TH: – we, we are also here prepared to conduct the interview as well. We've obviously traveled –

EA: I think Mark has somethin' to say.

TH: Can I just respond real quick, Mark?

MM: Yeah.

TH: So we asked for the last three years for an interview with Debby and, and so we come from Indianapolis to conduct this interview as well. This is the first we've heard of this issue but, um, but I respect, you know, your honest response there and, we would have to have your agreement to our bylaws in order for us to proceed with the interview so, and I'm sorry. Mark –

MM: No, I'm just lookin' at 19.5.8, statement of confidentiality. It says individuals and institutional representatives shall be required to be, not release recordings or interview transcripts to a third party. A statement of confidentiality shall be signed and recorded prior to an interview. Failure to enter into such an agreement for [unintelligible] individual institution, representative from recording and [unintelligible] the interview. This says you, you agree not to release recordings or interview transcripts. Does that make it right to state a public position to rebut things that may be said in the press about you or otherwise that are untrue? I mean because obviously you're gonna ask her about things that could become public in ways that are contrary to her interests, and this applies to releasing a transcript or releasing a recording, and I think it's a real stretch to say it's a muzzle on someone who's subject to, uh, public accusations which Ms. Crowder has been. So I, I think that the interpretation of the rule that you're describing goes beyond the content of the rule itself.

EA: Uh, and we will – we are happy to agree not to release this recording, but we, we need the ability to quote from the recording. Now, we're not gonna release a transcript of the recording, we don't have transcript, we don't have money to go get a transcript made of it, but, uh, we, uh, we're not gonna turn around and walk out of here with this recording and go send it all over the place, and so I think we can sign what you say has to be signed as it relates to releasing the recording uh, but, you know, we need to use portions of the recording for various things. Obviously if we use 'em they're gonna end up with the University and they're gonna end up in public. So, it's, it's, now we've gone from, uh, you can't – now we're to the point where she has to agree not to talk to her friends and neighbors about this which, um, if, if, I'd be surprised if that's really the interpretation that the membership intended for any of this to, uh, to, to mean. You know, the bylaws are created generally by enlightened institutions that I doubt, passed a law – a, a set of rules that say once you have been interviewed by the N-C-double-A you can't talk to your friends and neighbors about anything that relates to this.

TS: Sorry to interrupt. I just have – I kinda wanna clarify a couple things cause there are a couple pieces here. Where this started off was 19.5.8, statement of confidentiality in which we asked you to agree to maintain = the recording or the interview, confidential consistent with Bylaw 19.5.8, and when we asked you that you said “no.” Are you saying now that yes you would agree to maintain the confidentiality of the recording consistent with Bylaw 19.5.8?

EA: I will not release the –

TS: The recording or the transcript?

EA: – I would not release the entire recording or a full transcript.

TS: Okay, so, are you saying you would agree to maintaining confidentiality consistent with Bylaw 19.5.8?

EA: Yes, I will agree not to release the entire recording or the full transcript.

TS: Okay, um, because then the second piece of this which, which gives us the public disclosure piece, and that's what Tom was referring to in, in 19.01.3, is then talking about the content of, of what we discussed here today, not just the – what's been recorded.

EA: Ya'll need to – there's nothing in bylaw that says you have to get someone to agree not to violate your bylaws in order for you to talk to them. Right?

TS: I can't say –

EA: Is there anything that says you have to, you have to read every bylaw and agree that you're not gonna violate any bylaws before you'll talk to them?

TH: Well you, you already say thought that, you cannot agree to 19.5.8 because you said you reserve the ability to release portions of this recording or transcript. Is that correct?

EA: As I read this, I can, and, and as I've, as I interpreted it, and do interpret it, I think I can follow this. I'm not going to turn around and take a full transcript or release the entire recording, so I can agree to not do those things. Uh, I'm not gonna agree not to make public comment about this matter. I don't see any bylaw that says you have to swear that you're not going make public comment about something for you all to interview somebody. Uh, so, you know, in order, in order for us to appropriately respond to some of the inquiries that, uh, we may need to use the same words that are in this transcript. We may need to, uh, but, as it relates to this, I think we have – it's, as I understand it now, I think we've got interpretation that we can – if, if we agree not to release the whole recording or, or the entire transcript that we can certainly agree to do that.

TS: But we don't, we don't get to interpret and add words to 19.5.8, full recording, entire transcript, cause you've done – this is a bylaw that applies to our process, so you have to be willing to agree not to release the transcript or the recording. Cause when you have to look at Bylaw 19.5.8 as is, and say "I agree to that," and that's what I'm – that what's Tom was starting off with and –

EA: Well I can I interpret it as is. You don't have to.

TS: No, that's fine, but that's what I'm asking is, is, can you agree to the language of 19.5.8 as is?

RE: Is it a violation if Ms. Crowder is asked publicly about what she said here and then responds to that? Is that a violation of 19.5.8?

TS: I'd like Elliot to respond to the question that I've asked about 19.5.8, if he can agree to that as is first. Can you agree to that as is?

EA: As I – I will agree to it as I told you I interpret it, yeah.

TS: Okay.

TH: Well how do you interpret it?

EA: It doesn't – you guys can't make interpretations so I guess you can't judge my interpretation, but if we can, I can agree to it as I interpret it. And don't I get to enough – can't you all – for here – I've got a producible interpretation of it, I'm agreeing to it, uh, so then the next step is whether she's gonna agree not talk to family and friends, is that a requirement. Is there any, is there any bylaw that says she, she can't be interviewed if she won't talk to family and friends?

TS: The count – the second piece was the disclosure piece, which is who you can talk to about what's been going on afterwards.

EA: But is there a bylaw that says –

TS: But where we started was you saying that you were prepared to go to the media.

EA: I'm preserving the right to. I'm not gonna – I don't have any plans to turn around and release things but I'm not gonna waive her first amendment rights in order to answer the questions that you all have of her. I mean, she's going to answer these questions to the other people in this room, whatever questions they have. If you all want to leave and not be a part of that, that's fine, but we – she has the right to respond to public accusations of wrongdoing, publicly, that's the, that's, purpose of the first amendment, is you can't just have someone that you get to accuse and then muzzle them in order for them to defend themselves, uh, but, I think these are very different things. We've got a interpretation of this that we can agree to, that's what you all need, a statement, uh, that your bylaw says this is what you have to agree to to move forward so we can do that. Now, are you now just pulling out other bylaws and saying are you gonna agree to this, you gonna agree to that, are you gonna to agree to this? Cause it sounds like you're just puttin' road blocks up to doing the interview. She's here.

TS: No, that's actually not the case at all. We've been trying for three years to interview Ms. Crowder, um, in good faith we came down here, uh, to, to interview her, um, and, and we're sitting down here, we're just, we're required – this is an NCAA process, and so we're required to observe the NCAA bylaws. And, and a piece of that is maintaining the confidentiality of the transcript and the recording.

EA: Okay, well you all can maintain the confidentiality –

TS: And then another piece of that is also then the issue related to the disclosures.

EA: Well, but is there –

TS: – and everything we've asked you you've put additional conditions on.

EA: Is there a statement that says –

TS: That you need to be able to do.

EA: – we have to agree not to make disclosure to family and friends in order for you to interview someone?

TS: This statement is regarding public disclosure. All the bylaws apply.

EA: So, but do you have to swear that you're gonna comply with all the bylaws to be interviewed?

TH: No, but that would be a situation where it would be a decision for us if we learned, for instance, that Ms. Crowder –

EA: What about the University that has to disclose this?

TH: Look, I'm trying to answer your question. If, if, if we learn the facts that Ms. Crowder, for instance, spoke with her neighbor about what was discussed in this interview, we would have to decide whether or not she's violated Bylaw 19.01.3. So that would not necessarily be a condition per se of the interview, but it would be something that would be a post interview decision we'd have to resolve. We obviously have discretion, we can make decisions on what's appropriate to charge and not to charge, but in order for us to proceed with the interview today we have to have your agreement to 19.5.8.

EA: As, as I've told you I interpret it, you have my agreement to it, so I, I don't, I think now you're asking with other –

TS: Can you state one more time your understanding of 19.5.8?

EA: That I'm not gonna take this recording that I have and go give it to the news media. And if I make a transcript, which I, I don't intend to make, that I won't take that transcript and give it to the news media. Or family and friends.

[Pause]

EA: And also don't have, you know, sitting here today I have no plan to do what I think you all are worried about, I just don't want to waive her right to respond to public accusations of wrongdoing.

[Pause]

TH: Just so it's clear, um, are you going to release portions of this interview recording or any transcript to third parties?

EA: I have no plan to sitting here today.

TS: But do you agree not to?

EA: I don't see – I agree to, what I think have to agree to for you all to move forward on 19.5.8.

TS: I'm sorry, Rick. I had interrupted you, you had asked a question.

RE: Uh, two narratives, interpretation, and, and I think you've answered part of it with your last question. Transcripts and recordings. The party agrees not to release transcripts or

recordings or portions of those transcripts or recordings. Interpretively is that what the requirement was. That they not release transcripts or recordings or portions thereof.

TS: For 19.5.8?

RE: Yes.

TH: That's a plain reading of the bylaw to us.

RE: Okay, okay. Going for public disclosures, 19.01.3, shall not make public disclosures. If Debby Crowder decides to talk to her neighbor, is that a public disclosure as you would interpret this bylaw?

TH: It could be, it could be. It would depend on the facts, and if those facts present themselves we'd have to review them.

EA: And those, but those are decisions made after the fact, you don't have to swear that you're not gonna talk to your neighbor before you all will talk to somebody.

RE: Cause I know that –

EA: Right, is that correct?

[Pause]

TH: Yeah, we have a final acknowledgement that there is an expectation under NCAA legislation that the parties including Debby Crowder would agree to keep this interview confidential. If we discover a breach of that confidentiality we would take that up at that time to, to determine whether it's appropriate to charge a violation at that time.

EA: We understand that acknowledgement. We understand, uh, ya'll's, uh, requirements and are prepared to move forward.

TH: Just to be clear, cause I'd like to take a break with my colleagues, under 19.5.8, you agree not to release any portion of the interview, recording or transcripts of this interview.

EA: I'm agreeing to what I think is the plain language of 19.5.8. I mean I'm not – if I – the problem that we have is if say, if I quote certain sentences, I don't think that violates 19.5.8. I don't think that you all, but my interpretation of it since neither of us in this room have the final say on what the interpretation is, we, we can agree, uh, to the confidentiality as we understand it.

TH: The plain reading of 19.5.8.

EA: Yeah.

TH: Can we take a short break, and we'll stop our recording?

KS: Thank you. For the record, we are stopping this record at 11:30.

[Recorder turned off]

KS: I'll note for the record that we are back recording. It is approximately 11:44 Eastern time.

TH: And this is Tom Hosty again. I think that – oh – and we, um, took a short break, and my enforcement colleagues and I conferred, and as we sit here, um, it's our position, Elliot, that you have not agreed to the terms of 19.5.8 because you placed qualifications with your own interpretation of that bylaw. As a result, we don't believe we have your agreement to the plain reading of 19.5.8 and that without your agreement we cannot proceed with this interview.

EA: Uh, you have my agreement to the plain reading of 19.5.8.

TH: With the understanding – no release of this recording or transcript in any portion or any form.

EA: I don't see those words in here so I'm, I'm reading the plain language of it, I'm agreeing to the plain language of it.

RE: Isn't the stipulation basically that he has to sign a document?

TH: It could be done by recording or an agreement of the, of the form.

EA: Sounds like what you need is an agreement that we're not goin' to violate 19.5.8. You have that agreement, uh, so, Rick, you have any questions of Debby?

RE: I think Kathy's gonna go first. I hope Kathy's gonna go first.

DC: Is there something I need to sign?

EA: I think so.

[Pause]

DC: Today is the 10th? The 10th?

TH: Yes.

[Pause]

MM: [Inaudible]

[Pause]

KS: Alright Debby, you wanna sign the – oh, you did, excellent.

DC: I signed it already.

KS: Thank you, alright. We're gonna go ahead and proceed. So, um, Debby, what I was gonna say prior to our lengthy discussion, is give you a little bit of a road map about what this looks like. We've done some of it already. As you see I have a tape recorder, here to record today's conversation, as well as you're attorney, as well as Rick – is

anyone else recording today? No. Are you okay with us proceeding with recording today's conversation?

DC: Yes.

KS: Okay. Um, so I'm gonna ask you a series of yes or no questions, that are primarily about this Interview Notice that you signed and that we would ask that you would answer them on the record. Okay?

DC: [Inaudible]

EA: Do you have any questions?

DC: I'm fine.

KS: So prior to going on the record, I provided you a form, and I also provided a form earlier to your attorney, entitled NCAA Interview Notices. Did you have a chance to read this?

DC: Yes.

KS: Do you understand that the purpose of this interview is to determine whether you have had any knowledge of, or involvement in, any violation of NCAA legislation?

DC: Do I understand that?

KS: Yes.

DC: Yes, I understand.

KS: Do you understand that you may be, and that you are, represented by personal legal counsel during this interview?

DC: Yes.

KS: Do you understand that NCAA Bylaw 10.1 obligates you to provide truthful and complete information in this interview?

DC: I understand.

KS: I will also note for the record that there are several individuals recording today's conversation. Rick, do you agree to keep the contents of this interview confidential pursuant to Division I Bylaw 19.5.8?

RE: I do.

KS: Elliot, do you agree to keep the contents of this interview confidential pursuant to Division I Bylaw 19.5.8?

EA: Uh, yeah, as we discussed, I do.

KS: Okay.

TH: Can you elaborate, Elliott?

EA: I think we've gone over and over it so, um, I don't see any need to.

TS: So are you saying yes, you agree to maintain the recording confidential –

EA: Yes.

TS: – pursuant – thank you.

KS: I will note for the record that this Notice of Allegations has already been issued. Thus, if it is determined that you provided false or misleading information, or withheld information in this interview, then this could constitute a violation of the NCAA principles of ethical conduct and could impact your athletically related duties as a staff member at an NCAA institution and that a subsequent allegation may be added. Do you understand?

DC: I understand.

KS: Do you have any questions regarding any part of the Interview Notice form?

DC: No.

KS: Did you sign and date the form?

DC: Yes.

KS: Great. Um, Debby, I just wanna get some very basic contact information from you. Obviously we'll communicate with your attorney.

DC: Correct.

KS: Um, but can we have a – I, I think we'll just contact, contact you through your attorney.

DC: [Unintelligible]

KS: Yep, no problem. Um, Debby, one of the questions we have is, is why did you decide to come forward at this time to participate in an NCAA interview?

DC: Because I'm just now, as far as I see it, being charged with violations.

KS: Okay, is there any reason why you didn't respond right after the, uh, Second Amended Notice of Allegations was released?

DC: The second amendment was, did it charge me?

KS: It did.

EA: That's the December one?

DC: The December one. Okay. Throughout this process my position has been always that everything I did was for all students and not student-athletes, and that therefore, it – I had nothing that the N-C-double-A would be interested in.

KS: I think our question is –

RE: To elaborate on that, what, what do you mean that was they wouldn't be interested in? For what reason?

DC: Because everything I did was for all students, for the education of all students, not for anything to do with student-athletes in particular.

KS: I think our question –

DC: I just thought that that was the purpose of the N-C-double-A was to deal with matters concerning athletes.

KS: Okay. I think our question is, is, um, the very first notification that we received that you were gonna participate in the process was your attorney's response to the Second Amended Notice of Allegations. So there was, oh, an approximate 90-day period in between when we issued it and when we received a response. Any reason why you wouldn't talk to us before then?

DC: No particular reason.

EA: Is that's the time it took me – for us to get to know each other and get involved?

DC: Right, right, we – I had no attorney and I, um, until I met Elliot, I really was not gonna subject myself to this without representation.

EA: And had you had a bad experience before?

DC: I had agreed to talk to the Wainstein group. I had spent untold hours under much brighter lights than these where I had attempted in good faith to explain the situation, and then the Wainstein report was released, and I was crushed, because I did not think that it was an accurate representation of my personal interview, and therefore I was reluctant to talk to anybody about anything.

KS: Okay. Um, did anyone besides the NCAA approach you to ask you to cooperate with this investigation?

DC: No.

KS: How'd you prepare for the interview? Did you prepare at all?

DC: I spoke to Elliot.

KS: Okay.

TS: Have you talked with anyone other than Mr. Abrams about participating with the NCAA?

DC: My sister, uh, my significant other. I haven't talk to anybody else about this.

KS: Have you talked to anyone associated with this case about interviewing with the NCAA, like Jan Boxill. Have you talked to her about this?

DC: I haven't seen Dr. Boxill in years. I haven't spoken with her.

KS: Okay. Cynthia Reynolds?

DC: No.

KS: Okay.

DC: Not at all.

KS: Um, Jaimie Lee?

DC: No.

KS: Okay. Anyone else associated with UNC?

DC: No one that I have seen that's in any – and I have tried to look at a good number of the pieces of paper that seem to be associated with this, and there is none of 'em. I understand that representatives from the University have been told not to speak with me, and that's fine.

KS: Okay. Um, Debby, I wanna go back to get some very brief background information about your start of your time at Chapel Hill, at UNC, Chapel Hill.

DC: Okay.

KS: So, do you remember when you first arrived in Chapel Hill?

DC: Yeah, I, um, well, the first time I came to Chapel Hill?

KS: Well, when you settled in Chapel Hill. How about that?

DC: That's when I came to [unintelligible]. Yes. It was 1971.

KS: Okay.

DC: I never left.

KS: You liked it so much you stayed.

DC: That's correct.

KS: Okay. Um, and your degree is from North Carolina?

DC: English.

KS: Okay.

DC: BA in English.

KS: Okay. When did you start working for UNC.

DC: 1979.

KS: Okay.

DC: February. I believe it was the 11th.

KS: Wow. And what was your first position?

DC: I stayed in the same position throughout. It was reclassified many times; renamed, reclassified, whatever you wanna call it. I was called curriculum secretary when I first began cause we were a curriculum. And I was the only staff member.

KS: Okay. Um, and when you say this position, is this for the AFRI/AFAM department? That's my abbreviation, but –

DC: Right.

KS: – is that correct.

DC: Then it was termed curriculum in African and Afro American Studies.

KS: Okay. Were you ever a faculty person, faculty member, member of faculty at UNC?

DC: No.

KS: No? More or less, I understand what the job had been reclassified but what were your primary job responsibilities.

DC: I had many.

KS: Okay.

DC: But in my last several years, and I can't tell you the date, but if you looked at my job descriptions, I was called assistant to the chair. Therefore, I did whatever he or she, depending on who it was, asked of me and my duties included running everything in the department. I have been told that you didn't necessarily need to hear this but I did everything from ordering toilet paper to change printer cartridges to deal with students to deal with parents who walked in the door, to deal with every other University, um, on every matter. We were a small, small outfit. We weren't segmented. If it had to be done, I did it. I performed personnel actions, 'ya know, ordered supplies.

KS: Is the job you held for AFRI/AFAM – I know it's had various titles – do other departments have similar positions or was it unique to AFRI/AFAM?

DC: They have similar positions, but for if you look at each department on campus I think there are many permutations. Every set of people requires different things. Most departments have a person who does the personnel actions and a person who does scheduling and a person who does this. When we were small at many times as things developed we had a library committee and faculty members from other departments with whom we worked closely all the time. Once we became a department, that lessened somewhat but we had already formed those relationships so we were used to dealing

with faculty members from multiple departments. We also dealt with every level of administrator, 'ya know, from the chancellor's office to the physical plant.

KS: You said once that you became a department. What does that mean?

DC: You need to ask University people about that. It's a terminology change and I can't answer that really. It's a terminology change and probably requires whether or not you have an advisory committee or something, but I cannot give you an accurate answer to that.

TS: Does at least mean that you didn't have to order toilet paper anymore?

DC: No, it did not. I ordered the toilet paper up until my last day.

KS: So, let me ask you this question. Did the terminology change to department impact you in any way, shape or form?

DC: As far as some administrative things such as getting faculty votes from other – and the advising faculty got bid and I wouldn't have to gather those people as much, but otherwise no.

KS: Alright. I know you reported to several people, I'm sure, over that time, but do you remember to the best of your knowledge who you reported to when you worked at UNC, various individuals you reported to?

DC: You need me to go through the list?

KS: As best you can.

DC: The sequencing of it may be wrong because I was a English major, not a historian.

KS: Sure.

DC: I was hired by Sonya Stone and Roberta Ann Dunbar. Shortly after I left, Dr. Stone was denied tenure and removed as department co-chair. At that point the two curricula were divided more than they ultimately became and Dr. Dunbar was Chair in charge of African studies and Dr. Stone in charge of Afro-American studies. Dr. Stone was removed as chair when she was denied tenure. Dr. Lee Green from the English department was acting Chair I believe for a semester. If memory is correct, then Dr. Collin Palmer arrived in 1980 and they made him Chair of both branches. Dr. Palmer, I can't tell you how long Dr. Palmer stayed exactly, but he ultimately became – he was Chair of both the history department and AFRI/AFAM for a short period of time while they made other arrangements. Then there was some acting chairs. Sherman James from epidemiology. Thaddeus Davis from the English department was around for a semester if I recall because Dr. Robert Daumer from the Economics department was an acting chair and there was some dispute as to his viability as Chair and that was when Thaddeus Davis replaced him. Then Julia Harris from the English department was chair, and anybody else? I'm trying to think if I'm missing anybody. And then I guess Dr. Nyang'oro became chair.

KS: That's a good memory. Thank you. I would like to talk about Professor Nyang'oro, Dr. Nyang'oro. When did he officially become chair?

DC: I do not know the date.

KS: Okay.

DC: And for all of our mouth's sake, can we just call him Julius?

KS: Of course we can.

DC: Do we agree?

KS: Do you remember how long you worked for Julius?

DC: No. I don't remember. I mean, I met him when he arrived on campus as a faculty member but I don't remember the date.

KS: Sure. Sure. Was it more than 10 years, less than 10 years?

DC: I think it would have been at least 10.

KS: Tell me how Julius managed the department.

DC: Julius traveled a lot. That's well documented I believe. He was an expert in African political economy. We had a lot of requests from both the public, national level, international level for him as an expert, so he would travel quite a bit and he delegated and he delegate – he did delegate many things to me as his assistant.

EA: Was he, uh, when he delegate did he tell you what he wanted you to do an ya'll talked about it?

DC: We had meetings before he would leave town. We would talk about everything briefly. We met at the Old Waffle Shoppe. They could probably tell 'ya they saw us eating over there in order to not be interrupted and we'd go over all varieties of things. So yes, we did consult on everything.

KS: Was it common for the chair of the AFRI/AFAM department to travel as much as Julius? Or was that unique to him?

DC: It was unique to him.

KS: Okay.

EA: Was there a longstanding chair before he became –

DC: Dr. Palmer was the longest before then. Dr. Palmer was a national figure but not an international figure and that seemed to make a substantial difference in the travel.

KS: Did Julius ask more of you in terms of managerial duties than any prior chair?

DC: Definitely.

KS: Okay. At any point did you express concern that he was asking you to take on all of these managerial duties.

DC: There were times, many times when I would say, I can't handle this, because there were many pressures from the administration as in you haven't filled out this form on time or faculty who, pardon me, faculty can be very, very demanding. And each faculty member wanted their needs above everyone else's needs so, I think there is even an infamous email in one where he – Julius said something about the behavior of the faculty. But that was the only – I did not say very often a specific thing. There were times when I said, I can't do all of this, many times.

KS: Okay. Did you ever say to Julius, or anyone else, I don't have the authority to do this.

DC: I didn't use those terms.

KS: Okay.

DC: Uh, because I had to do whatever he told me to. He was my supervisor, my direct supervisor. Did I go to the Dean's office to complain that I was being asked to do too much? No, I did not.

KS: Did you ever consider leaving your position because of the demands?

DC: I loved my department. I would not have considered leaving until – I ultimately retired because of the – I was exhausted. I wasn't quite ready to retire but I was exhausted from the sheer amount of work that I was trying to do.

KS: Sure. Did anyone express to you, Debby, they were concerned you had all these managerial duties?

DC: Not that I recall.

TS: Did anyone other than Julius know how much you were doing?

DC: The people with whom I dealt were all worried about their particular needs and I don't think anybody really bothered to look at the overview.

TS: Did you – you mentioned you didn't go to the Dean's office to complain. Did you complain or even just alert anyone other than Julius how much you had going on? How that was affecting you?

DC: Besides from the occasional, this job is killing me, no. No.

KS: Debby, you mentioned you retired from your position. When was that?

DC: In 2009.

KS: Okay.

DC: End of September, I guess, first of October I believe. I had delayed it. I had actually filed my paperwork a couple of months earlier and my faculty had apoplexy. You can't do this. You can't leave us before the beginning of the semester, because the beginning

of the semester the academic department is crunch time, and so I agreed to stay through the beginning of the semester, and that's what got me to the October date.

KS: Sure. You might not tell the faculty, sorry, I need to do this for me. Why agree to their request.

DC: You must not have worked as a underling in a University department. They're very much that – they would not have heard that.

KS: I was actually on two campuses, believe it or not.

DC: Okay.

KS: Yep.

DC: Well did you not have the similar circumstance? Were you an underling?

KS: I was, yes, very much an underling.

DC: Okay, okay, so you understand that. Yeah. No, I mean I did express that I needed to do this, and Julius was not happy that I was doing it. He did not want me to leave.

TS: You mean retire?

DC: Retire. He did not want me to retire because we did work very closely together.

KS: When you retired – I believe you said September of 2009. Is that correct?

DC: October 1.

KS: Okay, October 1, excuse me of 2009. Did you retire fully or did you still have some lingering things you worked on?

DC: They called me about seven times a day. That was about it.

KS: And how long did that go on?

DC: I was trying to remember and I really don't remember. I would think that was about the next year, but I'm not sure.

KS: And why not say, you're not an underling anymore. This is Debby Crowder time. Why not say, Harry, I'm retired. You guys gotta figure it out.

DC: I tried. But you do have to recall I started this job in 1979. I saw these people, some of them die. These people were my family in a certain way. There were a lot of, you know – some of 'em I liked just like they're any family; some of 'em I really liked, some of 'em I really didn't like, but we all worked well together. I wasn't going to abandon them as I was accused of doing when I announced my retirement. "You're going to abandon us." Because they did realize I did a lot for them.

KS: Did they treat you like family?

DC: When it was convenient.

KS: Explain your loyalty to them.

DC: I'm a loyal person. Meaning if I – I really was more loyal to the department I guess because it fulfilled a very important role in the University and I thought that was very important. But why I was loyal to the individual people, I don't know. That's my personality.

KS: You had mentioned the fact that AFRI-AFAM faculty were crazed that you were retiring.

DC: Mmmhmm.

KS: Is that a yes?

DC: Yes. I'm sorry.

KS: No, no. Head nods and uh-ha's ...(inaudible)

DC: Don't record, right?

Were they crazed?

DC: They... I received frantic semi-nasty emails, if you want to term that crazed. They were upset with me. They were hurt because they knew there wouldn't be anybody else in the position anytime soon. The way the University works it takes a while to hire people, you know, but they were dependent on me. If I and everything, I'll use another image of making sure the temperature in the building was correct to... I proofread all of their syllabi. I reformatted their syllabi in order to reprint all of them [unintelligible] for the different times. We printed them all in order to economize. I reformatted and rearranged [unintelligible]. I proofread all of their correspondence. I proofread their manuscripts. We worked a lot and together.

KS: And before I forget Debby, I did mention this earlier, whenever you need to take a break; if you need to step out with your attorney, you let me know. I know we talked about that sort of in passing. So make sure you let me know. So the faculty were curt, I believe, the word here –

DC: A little bit.

KS: Yeah, about your retirement.

DC: Right.

KS: Focusing on your retirement. Did anyone in athletics express concern about your retirement?

DC: They just asked when I was leaving but they were not [unintelligible] concerned. The primary concern was my actual department and the running of my department; making sure that all of the personnel actions were complete, that, you know, everything schedules were straight and what not for the semester.

KS: Why did athletics want to know when you were leaving?

Man 1 And when you talk about athletics, let's clarify who? I mean, are you talking about academic advisors?

DC: That's the only people I dealt with would be academic athletic advisors. I didn't deal directly with other athletic officials. The book, the athletic, this is always hard for me to say so if I get tongue tied and I have to say it a lot; both the athletic advisors, academic advisors and the non-athletic academic advisors were concerned about my retirement because I was one of the people who could help them. As a class scheduler, as a class, as a registrar, which I was [unintelligible].

KS: Why not, let me ask you this, to use your phrase, registrar –

DC: Um huh.

KS: – for your department, did other departments use individuals in your capacity in a similar way? Or, was that unique to AFRI AFAM?

DC: Every department/curriculum has someone who is the registrar, you know, that, that puts the schedules into the computer and has the authority to add people to classes or cancel classes or whatever.

KS: Sure. How do students register for classes in general?

DC: Two ways. I mean, they can, via, this is all [unintelligible]

KS: Sure.

DC: Via the computer, okay. And then, via going through either a professor or the registrar, the staff person who is acting as a registrar.

Man 2: Their advisors?

DC: The, they could go to the advisors for advice but, an advisor for example, could not add a student to a class in my department or the math department or, or

Man 2: Without your department.

DC: Without going through someone in the department. If it was closed. I mean, if it's open, anybody could do it, anybody that could log on to the system could do it.

KS: And, explain to me what a closed course is?

DC: You set a number of tickets for a class and once it reaches that moment, then, nobody else can add. Now, I'll go ahead and say this, in my department because we wanted faculty to teach the number of students that they agreed to teach, which I'll use 60 as an example and I stated this at faculty meetings so they would know that I will, over my years I noticed that there's about a 10% drop in the first 6 to 8 weeks of the semester. We want you to have those 60 people. Therefore, I'm going to enroll up to 66 and if you, you know, have a problem with that you have to discuss it with \_\_\_\_\_. Which some of them did, some of them didn't. \_\_\_\_\_ (inaudible), but.

Man: So, you, you

DC: Plus, the lack of other, some of the faculty wanted to control who additionally they put in. So, they would come and ask you to put on, it's called controlled enrollment of a class so that even if it went down to 20, they could determine which were the next people that could get in. And, they would hand me page after page after page of names and PID's, personal identification numbers, of people to add to classes. So, what my point with this is, I was manually adding a lot of students to classes for a number of reasons.

KS: Sure. So, you had mentioned that, you used example 60 people and you would put 66 in?

DC: Um huh.

KS: Is that a yes?

DC: Yes.

KS: Was, was there not a wait list?

DC: Not at that point. No. Not, wait lists were before the first day of class. \_\_\_\_\_ the class, you have the wait list, \_\_\_\_\_ I believe.

KS: Right. But, but, my point is, if you have a wait list and people drop out, people on the wait list get populated into the course.

DC: In my, my faculty objected to that, did not want Suzie Smith that they had never seen or talked to nor anything else could add the class. They wanted to, someone to either need the class, they appeal to them for some reason. We had a number of different professors who used different determining factors. We had some that asked for written why \_\_\_\_\_ AFAM whatever and they'd evaluate that. Or, they would like the story the person told them or they would be moved by the person that story told them and they would add them that way.

Man: So, your faculty didn't regularly use the wait list process?

DC: Once the class met, it was not a factor.

Man: There's no wait list?

DC: No. They, they didn't take it as a wait list. They had everyone sign up and you know, they, sometimes they would talk to me about it.

Man: So, if somebody dropped before the class met?

DC: Then, they'd automatically have a spot ready.

Man: The wait list was there?

DC: Yes.

Man: But, after the class met, \_\_\_\_\_(inaudible)?

DC: After the class met, the wait list was gone.

KS: So, you would still enroll, over enroll. So, if there were 60 spots, you would still enroll 66 even after the first day of classes?

DC: Oh, yes.

KS: How would the faculty come up with their rationale regarding who was added and who wasn't?

DC: You'd have to ask them?

KS: Okay. Did you have any say in that?

DC: There were certain faculty that left it to my discretion. There were other faculty who wanted to have complete control so it was a very individual process.

KS: Sure. And, forgive me, I don't know UNC system but were there certain classes that were closed at the very beginning because they wanted to control . . .

DC: Control enrollment, yes.

KS: Okay.

DC: That, anything that involved the infamous words "independent studies" were supposed to be controlled enrollment. There were occasions where we mistakenly forgot to put that tag on and yet a zillion people that you've never, you know, heard of enroll. But, we tried very hard to not let that happen.

KS: Okay. And, how many if you have to, and I realize this is,

DC: I'm not good at numbers.

KS: That's okay. Well, I'm not gonna ask it because it's, it's hard to \_\_\_\_\_.

DC: If it's numbers, I, you really, you're wasting your time.

KS: Sure. Were, were, were the number of controlled enrollment courses a significant part of the curriculum each year, insignificant?

DC: That's a,

KS: Yeah.

DC: That's a judgment call.

KS: Yeah. Were they double digits or single digits? Controlled enrollment courses? Or, did it vary?

DC: It totally varied.

KS: Okay.

DC: Totally varied.

KS: I want to talk a little bit about your affidavit.

DC: Um huh.

KS: That you provided. In, you had talked in your affidavit about the duty a University owes its students.

DC: Um huh.

KS: Tell me what that means? What duty does a University owe its student?

DC: Well, I think it's similar to an adoption, once you, once you admit a student, you have the right, not the right. The responsibility to give that student the best opportunity you can for an education.

KS: What responsibility does a student have for his or her own education?

DC: These are young people. Some of them show great responsibility, some of them do not. I always felt like it was my responsibility as the adult in the process to help them get to the adult stage of being responsible for their own.

KS: And how would you do that? How would you help them?

DC: In many ways. Most of my dealings with students were one on one and if I'm speaking to a student, I ask them about their life. I ask them about their goals at the University, if there are problems, what can I do to help? And, that was probably why we became popular because someone would listen instead of the class is closed. There were departments I heard of the class is closed. It did not matter if everyone in your family was dying of whatever or, they didn't care, the class was closed. So, we did not operate that way.

KS: What were the boundaries of the AFRI AFAM Department as it pertained to students?

DC: I don't understand the question?

KS: So, you had mentioned you would help them. When would you say I, I'm not gonna help you, you need to figure it out?

DC: The only time I try, I denied a student request really were, I tried to find them something was if I could tell they were lying to me. Students tend to fabricate in order to get what they want and after you've dealt with thousands of students, it's fairly easy to determine who's lying to you and who's not.

Man: What if they'd ask you to do something illegal? You would?

DC: No. Nobody ever asked me to do anything illegal.

Man: How about if they asked you to do something that violated the University policy?

DC: I never that I know of, I, I didn't have the authority to violate University policy.

Man: So, yeah, I just want to make sure we're clear. . .

DC: I couldn't have, I would not have, no.

Man: . . . about what help means. Help doesn't mean you'd do anything for them.

DC: No. I tried to steer them in a direction. If, if I couldn't help them, I called other departments. I called advising. I called Academic Advising. And, and, I'm, I'm sure that it would not encourage me to, just as an anecdote and when I first started, we used punch cards. I did have one student offer me \$50.00 for a card one time and I did turn them down.

Everyone starts laughing.

DC: That's the only in 30 years, that was the only really inappropriate thing and I'm not sure he was serious. But, he seemed serious at the time to get \_\_\_\_\_ that.

Man: Sure.

KS: In your opinion,

DC: Um huh.

KS: Does UNC treat student athletes differently? Better or worse? Compared to general students?

DC: Define UNC.

KS: University of North Carolina, Chapel Hill.

DC: Yes. You mean, you mean, there are individual faculty who discriminate against them, for any number of reasons. They could be personal reasons. They could be that they are just too much trouble because they do have to miss class. Then, when they want to make up work, they require paperwork on their academic progress. They might not like them. Personal reasons. There are some of those. My department, we saw a lot of athletes, a lot of African American athletes. Therefore, we were not as impressed, overly impressed one way or the other with them. They were students.

KS: Okay. Why did your department see a lot of athletes you think?

DC: African American athletes especially.

KS: Why?

DC: Why? Because they were interested in the subject matter perhaps. \_\_\_\_\_ something that I always \_\_\_\_\_ saw some evidence thereof.

KS: Any other reason?

DC: No.

KS: Okay. One of the things you talk about in your affidavit is I think you use the phrase a customized educational opportunity.

DC: Um huh.

KS: Tell me what that is?

DC: UNC is a large bureaucracy. It's very easy for a student to get lost in the shuffle. If someone can and will take the time to help a student get what they need to pursue their academic goals, then that's what I call a customized education. That's. . .

KS: Okay.

DC: . . . it's rare. It's rare for anyone to have the time to do that.

KS: Who had the time? The student or the faculty?

DC: The faculty, the staff. You know, the staff being all the way up the ladder, advisors. It's rare for, everyone was working a lot. There's a lot of demands placed on people.

KS: Let me pull your affidavit.

DC: Um huh.

KS: Just because I want to make sure. . .

DC: Um huh. Sure. Sure.

KS: . . . I'm not misquoting you.

Man: Do you want to break for now?

DC: I could use a drink.

KS: Let's do that. Alright. Just for the record, it's 12:34. We're gonna take a quick break. Thank you.

Recording stops for break.

KS: Turn back on the recorder. Okay. We are back on the record. It's approximately 12:41 Eastern Time. We took a short break. And, Debby, I pulled your Response and Affidavit and I apologize, I misspoke, this whole, I'm gonna read, it's actually from your Response. This is from your March 9, 2017 Response that you filed . . .

DC: Okay.

KS: . . . with the NCAA and it's page 6. And, it's the very first paragraph and it's a very short sentence so I'm gonna read it. It says, Miss Crowder was a dedicated public servant who worked with Professor Nyang'oro to help students by providing them with customized educational opportunities that were academically rigorous, violated no University policies and met the interests and the needs of the student. So, I asked you

what a customizable, excuse me, customized educational opportunity was. Can you repeat that? I'm not crystal clear on what exactly that is.

DC: I think what I was referencing there was our ability to work with students since we're able to make substitutions and this was all students. Able to make substitutions in major requirements if they could not arrange their schedule to get in a particular class or it wasn't offered. Classes for example are often offered every other year. If you change your major, in the wrong year you can't get "X" class so you have to, somebody needs to come up with that substitution. We did that. Professor Nyang'oro for example, when he was meeting with students in regards to \_\_\_\_\_ studies, the first question out of his mouth was what is your major and he would tailor their assignments towards the combination of the African American department and their major trying to give them the best possible and most relevant to them educational experience.

KS: Okay. So, you had mentioned you would find course substitutions. . .

DC: Correct.

KS: . . . those type of things. Why isn't a student working with an advisor in the field building to make that happen?

DC: They, well, they didn't have the authority.

KS: They didn't?

DC: They did not think the department had to approve any substitutions. You had to, I had to send a letter to Academic Advising. Now, they would call regularly. Regularly, \_\_\_\_\_ and, and I have a student who is going to need "X", can you find a way to do this? And, the answer would either be yes or occasionally, the answer was no. I tried really hard to give that no answer as few times as possible but it did happen occasionally.

KS: When you're doing things that are course substitution, . . .

DC: Um huh.

KS: . . . we'll use that as an example. Did you check with anyone before you agreed to that or did you do that on your own?

DC: Every individual one?

KS: Yes.

DC: No. I did not every time say \_\_\_\_\_, Julius, Julius, is this alright?

KS: Sure.

DC: But, I had done it enough. I had talked to him about the, we're normally using "X" as a substitute for "Y", does that, does that sound reasonable to you? And, he agreed. This was all cleared but not, you know, he asked, he asked, he asked, no. They did not, I did not have to every time.

KS: Debby, isn't it the job of the faculty to decide what a customizable or customized educational opportunity is?

DC: It could be. It probably, you're asking me to judge whether or not it should be? Perhaps it should be. But, I was the person who was in the department however many hours a week, Monday through Friday. Faculty, especially at that time my faculty came and went and they went more than they came. They were, they were not present. They had their . . .

Man: Did the faculty decide? I mean, you know, you talked about your discussions with Julius.

DC: Yes. Sometimes they do. Sometimes Professor Hildebrandt for example would come and say, we need to substitute something for something. That, so, each individual case was different. Every case was different. But, if there was nobody to be found, I did serve as the \_\_\_\_\_ departmental advisor because we tried many times, I mean, it was not a, it was not a job I sought. Trust me. I had many, many duties. We tried assigning this list of students to a certain professor for, they either couldn't find them, couldn't find them at the appropriate time, you know, there's a lot of deadlines at the University. They would end up in my office and I had to make a decision.

KS: Sure. Isn't that a part of life Debby? I mean, we have students on college campuses all the time who miss deadlines and they didn't do things like that and then they go into, my words, the real world, get a job and they can't do that. There's no Debby Crowder to bail them out.

DC: Right.

KS: So, how do they adjust then? How does that teach them a lesson or help them grow as a student when they come to you when they've missed a deadline or.

DC: It sounds like you're asking me you know, what type of parent am I?

KS: (She laughs.)

DC: And, I think there's a certain protection that you give to people during those years on a college campus. And, once they do pass through those doors, they are in what you would call the real world, but, these are still young people that need help.

KS: Do they learn a lesson by figuring it out on themselves?

DC: Perhaps. If you, if you have them sitting in your office crying hysterically, threatening suicide and you can do something like put them in a class, I'm gonna put them in a class. I would do that today after all of this. These are human beings.

Man: What we're talking about you doing for them is providing them with a chance to get an education. . .

DC: Exactly, exactly.

Man: . . . isn't that what they're asking you for? And they've had some problem that has forbid them from getting an education.

DC: Correct.

Man: So, it's not like they asked you to bail them out by giving away free grades, right?

DC: Did not do that. Did not bail them out of jail. Did not take them to lunch. You know, I call other, I actually called other offices when they were threatening suicide. You know, this is, this is, this is how you get some help. This is a routine thing. I didn't \_\_\_\_\_ everything on my own but, was it my responsibility to teach them a lesson? I did not see my job that way.

KS: Okay. You said you were the de facto on occasion. The de facto. . .

DC: Many times.

KS: . . . many times, thank you. The de facto departmental advisor.

DC: Yes.

KS: Was that ever memorialized as job expectations for you? Or, was that something you took on because of need?

DC: Every faculty member of the department was aware of it.

KS: Um huh.

DC: But, I took it on because of me I would presume.

KS: Okay. Did you ever say, look, you gotta speak with Steele(??) Building?

DC: Oh yes, many times. As the numbers of people asking for things grew, I went through procedures where without a note from Steele Building, you cannot get in, you know. And, so, I got little shreds of paper ready and peeled them off. You know, I mean, seriously. Yes. Sure. And, I did not try to speak to all of the various requirements. You know I knew what our major requirements were and I knew which of our classes satisfied what was called perspective \_\_\_\_\_ but I did not say if you take these, you can graduate. I would regularly refer people to Steele Building.

KS: Okay.

Man: Debby, when you say you required a note from the Steele Building, like what, what did the note say? What's that note say? By signature required from the Steele Building?

DC: Give Joe Smith FM 128. I mean it was shreds of paper. You know, nothing. A lot of times they would just call, I'm sending so and so over, can you help them?

Man: Was that the case with classes where people needed to, we needed to go over capacity or was that with customized educational opportunities?

DC: Both, both.

Man: Do you remember about the timeframe when you felt that you were busy enough that we said alright I need \_\_\_\_\_ from the Steele Building to handle \_\_\_\_\_?

DC: I don't remember the timeframe. It, I tried to tell Elliott. There were a, there were years of budget cuts where there were less and less classes it seemed at least. I don't know the numbers. As I say that to everyone, I'm not a numbers person but it seemed there were not enough available classes. And, I could go on and on about the time constraints, etc., etc., that people have but there were more and more demand and less and less places to put people. It also seemed like across the board and I'm not just talking about my department that faculty felt stressed about the numbers of people they were asked to teach. So, the faculty in many departments refused to teach more than their numbers.

Man: And what was the result of that? As far as the students?

DC: That the students could not get an education. That they could not be, you have to be fully enrolled, you know. If you can't get enough classes, you can't be in school.

KS: Is it they couldn't get an education or they couldn't get what they want?

DC: I'm sure there were times when they didn't get exactly what they wanted. But, literally, there would be small numbers of classes that would fulfill a particular requirement and there are only "X" number of spaces in those classes and I routinely said to anyone who would listen, does anyone at the University level ever say there's "X" number of students needing "X" number of classes therefore we have to offer "X" number of seats in classes that fulfill these things. Do you follow me?

KS: Yes.

DC: I did not see that happening. Either in my own department or, or my faculty made their requests of what they were to teach based on what they wanted to teach, not on what the University needed for them to teach in order to, and, their Chairman did not counter indicate that.

?? Sure.

KS: Did

Man: \_\_\_\_\_ (inaudible)

DC: Yeah.

KS: Did every student who planned on graduating . . .

You hear talking in the background but it is inaudible.

KS: Just for the record, we have lunch being delivered so, I'm gonna \_\_\_\_\_ page.

Man 1: (inaudible)

Man 2: And you know they need to feed us.

Everyone laughs. Multiple people talk re lunch.

Woman: Thank you!

KS: Okay. So, we're back. Debby, did every student who graduated from the University of North Carolina need to take an AFRI AFAM class to graduate?

DC: In my opinion?

KS: No.

Everyone laughs.

DC: I wish, it were a requirement.

KS: Space on curriculum?

DC: No. No.

KS: Okay. If you were in the college of Arts and Sciences, . . .

DC: Yes.

KS: . . . which I believe AFRI AFAM was a part of that correct?

DC: Yes. Yes. That's correct.

KS: If you were in the college of Arts and Sciences, did you need to take an AFRI AFAM course to graduate? If you were a different major?

DC: You didn't have to take \_\_\_\_\_.

KS: Okay.

Man: Do you know \_\_\_\_\_?

DC: Well, there's always some option somewhere. Whether it's available or not.

Man 1: Right.

Man 2: Well, aren't you just asking whether or not it was a requirement for graduation and you have to have it?

Woman: It's not a requirement. It's not a requirement.

DC: It wasn't a requirement. Like I said, we, we thought it should be but it was not.

KS: I wanna shift gears here. Does anyone have a question they want to ask before I shift gears?

Man: I think we're gonna maybe reserve.

KS: Of course. I just didn't want us to go too far down the road if someone has something they wanted to ask.

Multiple people are talking.

Man: So, maybe one question.

KS: Um huh.

Man: It's \_\_\_\_\_ sometimes being willing to ask for help when you need it?

DC: I would hope so.

Man: That's the only question I had.

DC: I would hope so.

KS: Okay. Debby, I'm gonna shift gears here and I wanna talk about the, hopefully I get the acronym right. The ASPSA Office which is Athletic Academic Advising.

DC: Okay.

KS: Tell me your relationship with the ASPSA. For shorthand I'm gonna say Athletic Academic Advising. Tell me your relationship with that group?

DC: I knew some of them personally.

KS: Okay.

DC: Some of them I never met, never had any dealings with. I dealt with them like I've dealt with any academic advisor. There were occasions where you would deal with both athletic and non-athletic advising about a certain student.

KS: Sure.

DC: They, I believe, tried to send them sometimes through, athletic tried to send them through non-athletic advising but the lines in Steele Building were very long and they didn't always have the time to wait in them. So, occasionally, they would probably bypass their non-athletic advisor but they probably should see, have seen them too. But, maybe lots of things should happen that don't. But, now I dealt with them, I, I, as I've said to Elliott many times, every person I dealt with was above my pay grade. You'd \_\_\_\_\_ a little document that, my athletic pay grade but, you know, I saw all of them as above me and they, you know, there's a hierarchy.

KS: Did you see the folks: in Athletic Academic Advising as above your pay grade in the hierarchy?

DC: Sure. They were, every, I, I said everybody was above my pay grade.

KS: Sure. But, did you owe them any obligation? Even though they were above your pay grade, they're not in your department right?

DC: They're not in my department. I owed them the same obligation I owed any academic advisor in my opinion.

KS: And what is that obligation?

DC: To help the students get the best education they can get. And, that involves getting into classes.

KS: Okay. Let's, I'd like to talk about specific individuals within Athletic Academic Advising.

DC: Okay.

KS: Okay. So, tell me about your relationship with Burgess McSwain?

DC: Burgess and I had multiple relationships as many people on the University campus do. So, I don't, probably I met her when she was the Academic Advisor to my then and now significant other. So, I met her personally that way and we were very careful throughout her life to maintain the separate nature of our personal and work lives.

KS: How many. . .

Man: So, you all were friends is what you're saying?

DC: More like sisters. (she laughs). Her mother, I loved her mother more than I loved her. So, you know, I did become like a daughter to her mother but, you know, we have different mothers who passed away. You know, we probably became closer but, that totally had nothing to do with, with our work.

KS: Robert Mercer. Tell me about your relationship with him?

DC: I had very little ever to do directly with Robert. He was at the next level. You know, I dealt with the Advisor types and he was the next level of administrator. They dealt with him. I didn't deal with Robert. I mean I, I think, I think if he walked in the door I would recognize him because I saw him over the years but, I \_\_\_\_\_ really didn't deal with Robert.

KS: Cynthia Reynolds.

KS: Sure. Cynthia Reynolds?

DC: I dealt with Cynthia. Um, as an – I mean, I liked Cynthia, we were – we weren't friends, but we were friendly. Does that make sense?

KS: Sure. Okay. Beth Bridger?

DC: (whispering)

KS: Can you speak up?

DC: Beth and I did not have any, you know, real relationship at all. I think – I mean we probably had talked on the phone at some point, but I – I'll paint you a picture of my job.

KS: Okay

DC: I had a chair in my office with a student in it, I had telephones in the office that I was answering, I had a faculty person standing in the doorway asking for their printer

cartridge to be changed or I need these copies for my exam in 15 minutes. So I'm sure I talked to Beth on the phone on occasion, but we did not have any ongoing relationship.

KS: Okay. Wayne Waldon?

DC: When Wayne arrived, he was um, \_\_\_ the campus and didn't know anybody, anything. I don't know the exact timeframe in there, but he and Burgess were both working with him in basketball. He was trying to learn the students, whatever the requirements of the University were and Burgess was sick. She was ill for a while before she died and Wayne was a very nice person, was very empathetic about my -- I don't want to say grief, but it was before grief, it was my concern about Burgess. He was empathetic about that, he's a nice person. Um, but, you know, after that, I -- we -- I dealt with him about as much as I dealt with any of the academic athletic people.

KS: Okay. Jamie Lee?

DC: Jamie was, I think, new to the -- you know, I think she was a later add-on to the whatever acronym was used in academic advising. I mean, I had seen Jamie Lee since she was the little girl in the aisle of the basketball games with the UNC cheerleader outfit on, so yes I knew her. You know, we were friendly because of I had seen her, I knew her mother. As I tried to explain to Elliot, so many people on campus have multiple layers of relationships, but Jamie and I didn't work a lot together, because let's say, she was -- I dealt with Cynthia. I think she was under Cynthia, I'm not -- I'm not clear on the hierarchy over there, but my -- who I dealt with was Cynthia really.

KS: Sure. Did Jamie work a lot with Julius?

DC: My understanding was that happened more after I left.

MAN: Did --

DC: Cynthia was gone at that point too, so I think -- I don't know -- I really don't know the dynamics of their office.

KS: Sure.

DC: So I don't know exactly, but I understood that she was \_\_\_ with Julius.

KS: Okay.

MAN: \_\_\_ from \_\_\_ in this case?

DC: How did I find out about it?

MAN: I mean, yeah, cause you were --

DC: I think just in conversation with -- I told you that some of the seven phone calls a day -- Jamie Lee was here, you know.

MAN: So you just pick up things?

DC: Just picked up things. Nothing, you know, nothing official. She did – she did not contact me at that point, no.

KS: Sure. What about Amy Kleissler?

DC: I don't know the name.

KS: Okay.

DC: What was she?

KS: She, it's my understanding, was a tutor.

DC: Okay. For?

KS: Athletic Academic Advising.

DC: For what subject matter?

KS: She did lots of things from my understanding.

DC: Okay.

KS: Jan Boxill?

DC: I knew Dr. Boxill in so many different capacities. Um, she was friends with Burgess, so I knew her from that way. She – her husband was an official um, advisory board member for my then curriculum and then stayed as an outside advisor – not advisor, um, participant even after we became a department, we still involved some of the other faculty and her husband was officially that. Jan was also basically, de facto, that too. She – she worked with the academic part of the department somewhat. Very minimally, but somewhat. She – she did some of the things – I'm put a comma in here, she did some of the things in her department that I did with the Registrar stuff. She actually did a lot of the course input and, um, you know, set up stuff. She would ask me for help on that. Uh, you know, and then she was the academic counselor for women's basketball, so you know, I also dealt with her on that level.

KS: Sure

DC: Many levels in that one.

KS: Sure. I heard you use the phrase "your curriculum," what does that mean? You used the phrase "my curriculum."

DC: The – the curriculum where I worked.

KS: Oh, okay.

DC: Not curriculum in terms of the subject matter, it was the title of the department.

KS: You mean for \_\_\_\_\_?

DC: Yes.

KS: Okay.

DC: And I do use the possessive when it comes to that because I worked there for many years.

KS: Sure. Um, you said – I heard you say Jan Boxill did many of the things you did in terms of the Registrar functions --

DC: Right, she did.

KS: -- of the department? And I also heard you say she would ask you for guidance --

DC: Technical -technical advice

KS: Thank you, technical advice. Why isn't she asking the department she worked for?

DC: I don't think at that time they had a staff person doing it. It's up – it was up to the discretion of the department whether a staff person did it or a faculty person did it. Um, it was rare for a faculty person to do it, as far as I saw, but this is just me looking at other departments. Um --

KS: Why not get a add/drop slip or something like that and then send the student to the Registrar? Why is done so much on the department level; do you know? And you may not.

DC: Why get the drop/add slip?

KS: Yes. So, you know --

DC: They didn't have the authority to add unless the class was wide open.

KS: Who's "they?"

DC: Students, any student.

KS: Right, right. But typically, and this is my understanding of how a University runs, if a school – if a class is over enrolled, it's closed, you get an add/drop slip and it says, Kathy Sulentic, at faculty so-and-so --

DC: We did some of that too.

KS: Yeah, you did some of that?

DC: Um hmm.

KS: Is that a "yes"?

DC: Yes.

KS: Um, why not do that all the time?

DC: Try and save people paperwork.

KS: Okay.

DC: No need. Every – everyone at every level, department on up to advising, knew of a date by which you couldn't do it on the computer anymore and you had to do it via drop/add form and we did it via drop/add form after that point.

KS: Do you remember when that point was?

DC: Oh, I don't know.

KS: Okay, okay. I hear you use the phrase "Registrar" --

DC: Um hmm.

KS: -- but there is a Registrar's office --

DC: Office, correct.

KS: Okay.

DC: That's where you – that's where they have to finally process things if there's pieces of paper.

KS: I see.

DC: Not if there's – if it's done on the computer.

KS: I see, thank you. Um, I apologize for that digression.

DC: No, it's fine.

KS: Let's talk about Octavius Barnes. What was your relationship with him?

DC: I knew him as a student. Um, he was a favorite student. He was a very personable young man. He went to work in athletic academic advising and he got involved in some power plays, um, that I was only privy to the margins of and I thought he was treated badly. And I made some well documented over-exaggerations because I was angry. I'm a human being, I get angry when I see someone not treated well. But, um, yeah. Very nice young man.

KS: Explain to me what a power – what you mean by "power play".

DC: There was something going on down there as far as my understanding – and this is not necessarily accurate, was that Ms. Reynolds was told by someone -whether that's Mercer on up, I don't know – that Mr. Barnes needed to be fired and replaced with someone. And I'm not even sure who was to replace him. And she knew offhand this was – Cynthia Reynolds knew that Octavius was a favorite, my faculty loved him. He was a bright – he was everything you would want to see an athlete to be. He was personable, he was a good student, you know, he – he did everything the right way, everything. And they loved to work with him, um, he didn't have that much to do with me

cause he went and dealt with the faculty. Um, I thought they treated him poorly and my – that comment to her, and it may be in some of these emails or not, was; “You might do this, but you’re going to be next.” I could see it, it was coming. You know, you could just wanna step back and see, and indeed it was. She was replaced.

KS: And the “she” is?

DC: Cynthia Reynolds.

KS: Thank you, okay. Um, you said Octavius dealt with the faculty.

DC: Mm hmm.

KS: Is that a “yes”?

DC: Yes.

KS: Um, was that common for Academic Athletic Advising?

DC: I have no idea. Um, but he had been a student in classes, he knew these professors already.

KS: Yeah.

DC: So, you know, they were happy to see him.

KS: Yeah, yup. Based on your experience, was it common for Academic Athletic Advisors to integrate with – er, excuse me, to, um, interact with the faculty in AFRI-AFAM?

DC: I mean, we – I heard the phrase used by a lot of people, “It takes a village,” everybody in the village was trying to move these students toward an education and therefore, some of them went to lunch, some of them had personal relationships as far as being friendly. They went – if they went with other – they did some with other faculty, but you know, it’s just human beings having lunch with somebody else. I don’t think there was any great friendships there.

KS: Okay. Um, Whitney Reid?

DC: Was a student. She was a Sly-Healy student and she became a tutor I believe.

KS: Okay. Sure. What was your relationship with her?

DC: Well, I mean we weren’t – we didn’t have a particular relationship.

KS: Okay. Mary Willingham?

DC: Because of publicity, I have wracked my brain to try and remember if I have any direct dealings with Mary Willingham and I do not recall any. Now that does not say that you can’t find evidence and put it in front of my face that I did. I did not deal with Mary, maybe this was the same thing as \_\_\_\_\_, I don’t know.

KS: Sure. Uh, the basketball program, so I’m talking coaches, administrators?

DC: It's well documented that I have a personal relationship with an ex-lineman and therefore at some level – and this is a since 1983 relationship. Um, at some level I am indeed part of the Carolina basketball family as a very distant relative, but – so they, you know, they were friendly to me, but I had no role in – only occasional dealings with anybody in the basketball program.

KS: All right.

DC: And not – I didn't deal with the level of head coach.

KS: Sure.

DC: That's way above my pay grade, way above my pay grade.

KS: What do you mean by "dealings"? what do "dealings" mean?

DC: Uh, if I see you on the street where we stop and talk or do I just say how ya doing and move.

KS: Sure.

DC: I didn't, you know --

KS: Sure.

DC: I didn't have extended conversations with these people.

KS: Any University business with the basketball staff in your official capacity?

DC: What University business? Cause I have had with the basketball staff.

KS I mean --

MAN Did you have any, sounds like?

DC: I'm trying to answer the question by trying to figure out what she's talking about. I don't understand the – I can't imagine, no.

KS: Okay. Um, tell me about your relationship with the football program, and again, I'm talking coaches, administrators.

DC: I went to a couple of lunches with, like, \_\_\_ they just randomly invited people. Um, maybe two over a period of time. I think maybe one afternoon in the beginning of the semester, a rah-rah type of here we go type of, like a pig picking or something, but --

MAN: Like a what?

DC: Pig picking. This was in the Mack Brown era.

MAN: I apologize, I didn't know if heard you correctly.

DC: They had a pig.

MAN: Unclear

KS: [Overlapping voices]

DC: Oh, I apologize, you bring the pig and you eat it. And there, I went through a line and said hello, Coach, I'm Debby. And that was my extent of my dealings. I sat with, I believe, the nurses of student health. You know, this was the literally "it takes a village" to keep everybody going. But there, you know, the nurses of student health, that was my level of --

KS: Sure. I'm going to ask you the same question I asked about the basketball. In your official capacity, as Manager – I forget the title – I know it changed a lot.

DC: Yeah.

KS: But in your official capacity, any interaction with the men's basketball program?

DC: Or football?

MAN: Football.

KS: Oh, sorry. Pardon me, football, thank you.

DC: No. I mean, I dealt with athletic academic advisors in regard to the students that happened to be in those programs, but I did not deal with coaches.

KS: Okay.

DC: That's why they have academic athletic advisors.

KS: Sure, sure.

MAN: I wanna reveal something to you that you may have already understood, but Kathy served as an academic athletic advisor on two campuses during her career. So --

DC: So you know what I'm talking about.

KS: I do.

MAN: Unclear

KS: Um, tell me about your relationship with the folks in the Steel Building. I like to use the phrase "campus advisors," but the advisors in the Steel Building for Earth and Sciences.

DC: Um, during the last – and I had very little dealings with them in the first years I there, you know. "Go to Steel Building" would be all I said. Uh, I became quite work related close, not personally close, but work related close with a Senior Academic Advisor by the name of Betsy Taylor. Elizabeth Taylor was her real name, but Betsy Taylor. Betsy is the -- Betsy was the bottom line. She personally checked every student who graduated to see if all of their boxes were checked. You cannot imagine the work she did, but she called me quite frequently about students that needed help.

KS: And what does “help” mean?

DC: Just the same way I’ve been defining it. Getting into classes, substituting a class, um, you know --

MAN: As long as I’m – the requests from Betsy on account of she’s doing a review and realizes somebody’s short something?

DC: Usually, yeah. And you know, she was – that was the last thing she did. They could come see her – in fact, she was the person that I suggested, you know, when I say go to the Steel Building, I said try and wait for Ms. Taylor because she’s gonna be the one that determines if you graduate or not. Therefore, you’re ensuring the success of your form by going directly to her to make sure all your ducks are in a row.

KS: Other than Betsy Taylor, anyone other – anyone else in Steel you have similar relationship with?

DC: No, not to that extent. I dealt with Alice Dawson, um, I probably dealt with Dean Stenroth, Barbara Stenroth would call on occasion. Um, those are the names that come to mind.

KS: All right.

DC: I think there was a – they came and went over there some of them. Um, so their names don’t pop to the top of my list. People that were career, you know, there are the ones I tend to know cause I dealt with them over a period of years.

KS: Sure. I’m going to shift gears here, um, any questions and do you need a break?

DC: I’m all right right now.

KS: Are you all right?

DC: Yes.

KS: Any questions before I shift gears?

DC: Do you want to eat your lunch?

MAN: So we started with – well, \_\_\_\_\_.

Man 2: I think we’re okay.

MAN: Um, we started with Burgess and you talked about being close to her.

DC: Um hmm.

MAN: Did you do anything for any other people who you were friends or friendly with, uh, that was, uh, different than you would do if you got the same request from someone else at the University.

DC: Not at all. I had people from the Cashier's office call me. I had, you know, because somebody accidentally was dropped from all of their classes and – because they didn't pay their bill and – or they did pay their bill but it wasn't credited properly. I had people from all – every office calling for things. And I really – people don't seem to want to believe me, but I treated them all the same.

KS: Were the requests from athletics more voluminous? And again, when I'm speaking athletics, I'm talking about Athletic Academic Advising.

DC: I'm told if you look at the numbers, they are. It did not occur to me at the time. At my request – I told Elliot, my office was a little office off of the main office. My – the main office would be filled with people. I requested, and this was many requests in, could you please just send me a list instead of sending all of those people to sit in my office?

KS: Who are "those people"?

DC: The athletes.

KS: Okay.

DC: So I – because I dealt directly with them as far as, you know, some of their requests, I said could you just amass a list for me? It would help me and my job flow. Surely could move 'em out.

KS: Sure. Did you make that request --

MAN: Keep them out of your office?

DC: Yes, yes. Keep them out of my office just -- just because of I didn't want them out the door on Franklin Street.

MAN: And you knew if they were sent to you that --

DC: Somebody knew they were doing there. I could not recognize every student athlete that came through as being a student athlete. They were upset with me sometimes because they – I let someone in that had no earthly idea the child was a student athlete, none. How I – a person came in, explained why they need the course, I gave it to 'em. They had not been cleared through academic advising – Athletic Academic Advising. They didn't – you know, they were trying to keep track of a student's schedule for reasons of – that had nothing to do with me. I guess they monitor their progress, I don't know, but they wanted everybody to come through me. And I said, listen, I can't identify them, I can't. I said, if somebody is 300 pounds and seven feet tall, you could make an assumption. Those assumptions aren't even always correct. I'm not gonna look at you and say are you a football player?

KS: Why would you need to identify them?

DC: Because Athletic Academic Advising wanted to control who was let in an independent study, for example. Why they wanted to, that was their job, not mine. So they put in a system, I believe, where they had to, um, get all – at least this is what I heard, they had to – if they came – if they were a student athlete, and I let them in something, they had

to do it via paper and the Registrar – being Registrar’s office was instructed to only take forms that had been cosigned by the department that was allowing them in and the athletic department. They were trying to get a hold of it for whatever reason, but -- cause I can’t – I couldn’t keep up with it, these were students to me.

KS: Did you make this request from any other department? That they provide you a list?

DC: What other department? Um, the only other people that would give me so many students would be academic advising and they did it one at a time. So there was no list possible there. My professors gave me lists on a regular basis. I told you, line after line after line of people to add classes. So I was used to dealing with lists, but no other department.

KS: Sure. Debby, I’m confused, help me. You had mentioned that you had asked athletics to provide you a list of student athletes --

DC: Yes.

KS: To do what?

DC: To add to a particular class.

KS: Okay. Um, --

MAN: Debby – I’m sorry, Kathy, could you just ask her to -- you say “athletics” --

DC: Athletic Academic Advising. I --

MAN: Okay. Cause words are changing sometimes. Those words are, um – unclear. It’s the counselors that you’re dealing with here?

DC: I’ll state for the record again, I did not deal with the coaches.

MAN: Okay.

DC: I dealt with Athletic Academic Advisors.

Man: Okay. Thank you.

KS: My apologies.

MAN: That’s all right.

KS: Um, so help me understand why you asked Athletic Academic Advising to give you a list of student athletes to enroll in those courses? In the AFRI-AFAM courses.

DC: So that these people would not all individually be in my office, taking up my time that I did not have.

KS: Okay. But if everyone else has to do that, why single out student athletes?

DC: I guess, despite my – trying to figure out how to say what I'm saying. Um, this was me being lazy I guess. It doesn't have anything to do with – if I could have gotten a list from academic – straight academic advisors as opposed to seeing each of those individually, I might have done that. It was just a method of me trying to cut back on traffic in the office. It didn't have anything to do with anything else.

KS: Were student athletes a large portion of the traffic?

DC: Some of them are large.

Everyone laughing

DC: I mean, I did not --

MAN: Well didn't you say earlier that the academic – the Athletic Academic Advisors needed to know who was being signed up for what course?

DC: Yeah, that came at some point along the process, but before that, I asked for the list just purely – I was – I was overworked and I will tell anybody that wants to hear it, I was overworked. And I had to try and simplify my own life. I could take the list, and did this on many occasions, add the people to the class in the 6 or 7:00 at night range, after everybody had gone. The building was locked and nobody else could come in and bother me.

You just had too much to do.

DC: I had too much to do. And I did it with the light off because I was on the first floor in Battle Hall and people would come around and knock on the window, if I had the light on – honestly, and don't do that one (laughing), but, you know it, everybody wanted something, and that was me purely trying to make my own life a little bit easier.

KS: Sure. Um, did certain courses in the AFRI-AFAM Department have prerequisites or have limits like, you know, were certain courses required to take before others?

DC: There were a few that had the, uh, the intro class, as a prerequisite, but very few really.

KS: Sure. So when athletic academic advising, and sending you these lists, any need to check to make sure it's okay for them to fulfill AFRI-AFAM requirements or...

DC: Did they set aside, I mean did they, did I check to see if they had satisfied a, um, this was really very, very few and far between if my recollection is correct.

KS: Sure.

DC: And, I don't recall making those exceptions, there seems like some students somewhere, um, must have and I don't have any idea whether it was an athlete or not, and we found something in another department that was like, uh, a history department had a, a class on African-American history through 1865 and another – there was a history course that I could look at it to see to schedule and check, it seems you're, you're asking for delving way into things that are really ancient history to me, but, I don't think they were asking for many of us, I don't, I don't recall that they wouldn't be doing that.

TS: So you're saying that you don't recall making exceptions to the prerequisite...

DC: Right, I do not – very, very unlikely, I mean, you could, maybe if you worked hard \_\_\_\_\_ you might find one but I don't recall it.

KS: I'm actually not asking about exceptions...

DC: Okay.

KS: I'm asking did you check to see if they met them, so, you get a list of students, right...

DC: I didn't, I didn't do that with the list of professors getting me either, and that would still fall under the same parameters.

KS: Sure, but coming from a professor is a bit different than coming from a, advisor.

DC: Girl with a \_\_\_\_\_.

TS: Wait, are you, if you put someone in the, you try to put someone into a course that had to have a prerequisite wasn't met, what would happen?

DC: Nothing.

TS: Would they go in the course?

DC: Yeah.

TS: Okay.

DC: A professor could go to class and say, and tell them...threaten them...you can't take it, you can't be in here unless people when a professor says you can't be in here they'll drop, but, um, there's no University, there was no University system that I had to override something.

KS: Sure, sure, okay. Um...

TS: And how, how many prerequisite courses, you said it sounds like...

DC: Might have been some that had, there might have been a few, and I really don't remember this, there had to have been a few that required the intro classes, AFAM 40 slash AFAM 101 when it changed, or AFRI 40 AFRI 101.

TS: Do you recall putting people who didn't have prerequisites into classes that they expressed \_\_\_\_\_ for?

DC: I remember a couple but they had the history and that was in 3 165 and 166. See I remember some numbers but...

TS: So you did check to see if they got pre...

DC: I think they identified themselves, students, some students actually are forthcoming, and come in say "I need to class X but I have not had the prerequisite, is there anything you

can do to” – and I looked at their schedule to see if there was anything in their record to see if there was anything I could do but, you’re talking way tiny numbers.

RE: Can I technically ask one questions. Debby, um, you, you’ve talked about, uh, the, the large number of students in your office...

DC: Mm hm.

RE: ...at times et cetera, you were serving for 30 years, was that the occurrence all through...

DC: No.

RE: ...your 30...

DC: (not understood)

RE: Give us a sense of the timing when the kind of, uh, uh, large groups in your office.

DC: It was much worse in the last ten years, and that was when the budget cuts hit and, and the perspective requirements went in, there was some general education...

RE: Mm hm.

DC: ...revision that required all of these boxes to be checked and that people had a hard time checking the boxes, um, and that wealthfully coincided with me going to Battle Hall as we were still in my department moved roughly, um, when I began, we had no students.

RE: You had what...

DC: No students.

RE: In your department?

DC: Virtually no, there, but there would be classes of three people. Um, when Dr. Palmer came, there was one of the earlier curriculum revisions, where you had to submit class syllabi, what not, for inclusions for perspectives...

RE: Mm hm.

DC: ...and he got some of the classes designated, to count, actually count for something – before that we were everybody’s elective, but, but, not popular because people don’t have that many times, many slots for elective, so we had a few very small number of students and were trying to grow, and he got, he made that, and the numbers jumped from there.

RE: So again, if you’re \_\_\_\_\_ing out a period of time how long a period of time would you say...

DC: Well, it got bigger in that, you know, in the 80's, and a little bigger in the 90's, but it was, it was more you know in the 2000 range that, that things, uh, we really started to get a, a good demand, you know, a demand that we were having trouble meeting.

RE: Okay, thank you.

TH: Let me kind of follow up on that, so, when you reached out to the athletic academic advisors, asked for and send them email, kind of do traffic control?

DC: Yes.

TH: Did it work?

DC: It helped me.

TH: Okay.

DC: Yeah, it helped me.

TS: So then, did that, did you have a moment to go "wow, that was a lot of student-athletes" that were coming in here and making...this request, if now all of a sudden they no longer had to be present to make that request, when that increase...

DC: To me they were students.

TS: Okay, and that's \_\_\_\_\_ if you had a moment...

DC: Yeah.

TS: ...going "wow, that did really help."

DC: The student was, the, every last \_\_\_\_\_ page, letter to me from Professor X, or, or academic advisor Y, was the name and a PIV.

TS: And kind of a, a second piece of that, so the time then you request that letter to academic advisors...

DC: Yes.

TS: ...and email...

DC: Yes.

TS: ...that was a group of names, um, the regular student, you're saying he'll get someone from Steele Building – any concern that you're kind of creating two processes, so that I as a non-student would actually have to, to make additional efforts to get myself into one of those classes, whereas student-athletes, down in \_\_\_\_\_, their names would show up on a list, and then you go from there.

DC: My reading of the situation was that the student was indeed having to see some variety of advisor, and I did treat athletic, as, academic, as I was, as being as legitimate as straight up ac, academic as I was, so to me I was not making any special circumstances

for anybody because everybody had to have somebody say – they either had to have somebody say that they needed it, or they had to come convince me personally that they needed it.

?: Can I ask you a question that's related to...

DC: Sure.

?: ...the question about prerequisites that had to do with class numbers, um, a lot's been made of that, an athlete who was...

DC: AFAM 428.

?: Well...it was a high number of class and the question, this is a student...

DC : [in her class]

?: ...and it was before he even started, and then made a big deal like he was put in a graduate school course, and my question is, was there a number in the class, in the department that refused to classify certain, uh, classes that didn't have anything to do an upper level course, it's just a number that you used for here, independent studies or something like that.

DC: As much as there's been made about this singular class, AFAM 428, I know exactly what you're talking about, there was multiple layers to that particular circumstance, number one there is no, no regulation from the University that any student cannot take that number of class. There are numbers of classes that students could not take, they were in the 600 level, those were graduate courses, and, occasionally the computer would be, had wrong, you'd see student come in, and they'd be in a 600 level class and some department head go, "you've got a problem, child" cause you, you gonna have to get out of that and I'm not gonna let you stay in a graduate level class. AFAM 428 was perfectly legitimate, there's another circumstance to that, there, you probably don't want to hear, but, the University changed numbering systems, and went from two numbers to three numbers because I'm told that the rest of the university world uses three numbers and when you got a two number, it was looking like it was nothing, and people's transcripts so you went and get a job at IBM and they said "well why did you take everything that has \_\_\_\_\_", whereas, you know, that wasn't, our numbers were not fitting with the, the rest of 'em so they renumbered everything. The particular professor, who taught that class, that class, it's original number was 66, okay? You want to write that down, everybody can write down AFAM 66. It was too popular, everybody wanted to take it, they had likely discussions, they went to the dump, to see the, all the African-American houses, near the dump, it was that type of class. Actually, asking someone to write a research paper that involved bioethics in African-American life, it was much more rigorous than the actual class.

EA: ...stopping point...

KS: Yeah, I think, that's just what I was gonna...

EA: Yeah, I, I would love some nice...

KS: For that particular course...

DC: Cause that I know the entire history of it.

KS: Alright, for the record we're gonna take a break, it is 1:44 Eastern time.

BREAK

KS: Short break, it's...1:59 Eastern time. So Debby, I want to shift gears, if you don't mind, and I want to talk about specific AFRI-AFAM classes. Now, we've been struggling what's to call these classes, right?

DC: Mm hm.

KS: Sometimes they're called irregular, sometimes they're called independent study, and the classes I'm referring to are the courses where there were no attendance requirements, or little attendance requirements, there was a paper topic, and they had to write a 15 to 20 page paper, uh, in response to the paper topic.

DC: Mm hm.

KS: Does that make sense, Debby?

DC: Yes.

KS: Okay. So, for our purposes we're gonna call those courses paper courses, we don't know what else to call 'em, that's what we're gonna call them.

RE: What would you call [them, Debby]?

DC: Well some of 'em we'll, we called them special arrangement classes, or independent studies. We, I don't think the word paper class was used in the office to speak of, may have been used by other offices.

KS: And I think the reason we picked that phrase is because athletic academic advisors frequently referred to them as such.

DC: Mm.

KS: So, Debby, tell me how these paper courses began?

DC: The very first one?

KS: Yeah, the genesis of this.

DC: The very first one that, and I'm sure it was the very first one...well there were always independent study classes, okay? When I arrived at my department they were independent study classes, they were totally to the discretion of the professor, totally, classes were \_\_\_\_\_. Dr. Palmer made some requirements that he autocratically made law, um, then they had to have an academic component. Before that people were using students of de facto PA, whatever, the, the times were looser,

um, then, if you're talking about the special arrangements classes or the regular independent study.

KS: Well explain to me the difference between the two.

DC: Well the regular independent studies could be on anything, and, um, the special arrangements classes were on particular topics, and, 99.9% of the time there [were] classes that were perspective requirements, therefore we had to make sure that they conformed to whatever was required in the perspective class – that involved page numbers, grit work, now how...as far as the original independent study, I'd say it came, it was before my time. The special arrangements was, um, we would never have thought of that, never thought of that, the, the senior advisor \_\_\_\_\_, said if, called me with a particular student, that was on the verge of graduation, and had been misadvised, and said can we do whatever, and we did whatever. It was like "can you do that" – my question was can you do that, and she said, you know, professors can do what they want to do, and at that point, I mean Julius, you know did that 150% on the \_\_\_\_\_, so, as...

TH: What was that?

DC: What class was it?

TH: No, no, no, you keep saying "they did that" so, we did what?

DC: Added somebody to a class that was independent and a paper class, and \_\_\_\_\_.

KS: So, oh, I'm sorry...no, no.

DC: I'm sorry, I just wanted to...they, the, I mentioned the budget cuts, I mentioned the first \_\_\_\_\_, if we thought we were under pressure for tho, the people in the academic advising were under tremendous pressure, to, to help students find those classes, because they weren't gonna graduate otherwise. They...they had a list, I think it was on green paper that says this classes were offered, and they would go through and call, try and getting in, is this being offered, you know, whatever. It wasn't being offered. We'd go for two or three years and not offer something that was listed as a perspective, okay?

KS: Let's stop for a second if you don't mind, and tell me what a perspective is, cause I'm not sure we're clear on that.

DC: Define a prospective, um, that's done above me, but, \_\_\_\_\_...

EA: (not understood)

DC: \_\_\_\_\_, probably, but...

KS: Sure.

LB: ...go back...is that a requirement the students will fill before graduation like the \_\_\_\_\_ requirement, there was a prospective requirement and perspectives on different cultures or different...

DC: It was a philosophical perspective, for example.

LB: ...so a number of different courses from different departments that might be filled out but we can't get out unless you check that off.

DC: You've got to check, it's a box you have to check.

KS: It's just like a general education requirement.

DC: It is a general education requirement, that's another, that's a term for it but we call them perspectives, but, you had to check those boxes, so, when Mrs. Taylor and her group couldn't find classes sometimes she called and said can Julius do X, and I asked Julius and Julius said "sure", um, that's how it started.

KS: Okay, so explain to me how that's different than an independent study course.

DC: It's on a particular facet...

KS: Okay.

DC: ...um, and satisfies, you know, an independent study, he could ask you to do really anything, it had no papers, page links, you know, he could say, um, come help me alphabetize my, \_\_\_\_\_ wouldn't know that, you wouldn't know that, he'd give me a grade, and we'd move on. Um, but the perspective he made sure that they were an appropriate topic, that was determined by Julius, which gave me, uh, infamous yellow legal pads, paper \_\_\_\_\_...I don't, you'd have to look pretty hard in emails to find many of 'em, he hand...and gave 'em to me, um, and that was what were really careful about that.

KS: Okay.

TS: What is that you were careful about?

DC: Making sure that the classes were appropriate to the perspective.

KS: Were independent studies identified as such, meaning they have a certain course number, was the title Independent Studies?

DC: (not understood)

KS: \_\_\_\_\_? Okay.

MM: Debby, would an independent study, could that have been set up to satisfy perspectives?

DC: No.

MM: Okay. That's why he needed special, a special arrangement...

DC: Right, because...

MM: ...was because, it may have been akin to an independent study but, it satisfied the perspective part.

DC: Right, it, if you wrote the same paper, for independent study class, it would not check your box.

KS: So you remember student handbooks, were handbooks that said what you needed to graduate, were first catalogued from your \_\_\_\_\_ refer to.

DC: I remember it, yeah...

KS: Yeah...

DC: ...I had them but we didn't, I didn't use them a lot.

KS: Sure, big thick book and it lists the course requirements, graduation requirements for every major offered.

DC: Correct.

KS: Was special arrangements ever noted, in that book...is that a possibility?

DC: That's, no.

KS: No, okay.

DC: That, that came from academic advising, um, I don't know when they began it, I don't know where they began it, uh, my understanding was we were not the first, this was presented to me as in existence.

KS: How can academic advisor \_\_\_\_\_ those things, cause \_\_\_\_\_ is an option, when it's based on something curriculum based, right?

DC: I don't have...I can't say how they can do their job.

KS: So did you just take it on face that it was okay?

DC: This is somebody who was hired and me on the paycheck...

MM: Did you make the decision or did Julius make the decision?

DC: I, I presented that to Julius first, yes...he made the decision, yes, uh, he, you know, was happy to do it because he, he also saw the situations did for him, no, he agreed, he agreed.

KS: So, tell me how these special arrangement courses, to use your phrase, were designated and scheduled classes.

DC: They were not.

KS: They were not. So how did one find out about them? If I was student, how would I know.

DC: We talked about it a lot, at the, advising level, that how well the word of mouth works at the University amongst the student population, um, and then, you know, after a certain point, but...I don't know, I cannot tell you if I told...I'm going to where I think you're after, I don't know if I mentioned it first to athletic advising or if academic advising mentioned it to athletic advising – cause there was communication between those two.

[talking with attorney?]

KS: Imagine how we feel, Debby, we've been through this a long time... (all laughing), um...

DC: Do, do you understand what I'm saying?

KS: Yes, you're, well, I believe I understand what you're saying.

DC: Okay.

KS: So a student, any student, wouldn't know what the offering of a special arrangement course would be by looking at the schedules classes.

DC: Now that I think about your question a little bit more, probably they might.

KS: Tell me how.

DC: A student could look at, and this is not a hundred percent of the time...

KS: Okay.

DC: ...but I would say the majority of the time they could look at the computer, and see there was a class time and meeting place listed for the regular classes and often, at least, the special arrangements classes read TBA.

KS: For class time and class location.

DC: And at a certain point we had to start putting a class location for every class, something to do with the state legislature, I'm not sure, um, and we use \_\_\_\_\_ office...

KS: So presumably a student, by looking at the schedule of classes who'd register for that class...

DC: No.

KS: They could not.

DC: Because all of the special arrangements classes were permission.

KS: So they were controlling all that.

DC: Right, they were permission only because, yeah...

KS: Why?

DC: Okay. University faculties are contracted to teach a certain number of classes, and, um, they don't have to do these special arrangements classes. They have to teach whatever the course load is determined by the department and the college. Anything over and above that they don't have to do, many of them do out of the, whatever rate, I can't say what another person's motivation was, but, um, so you have to limit it somewhat, in that you can't have 500 people taking the class.

KS: Sure, but \_\_\_\_\_ you limit by, by size. You could say 16.

DC: You could.

KS: Yeah, so why not do that.

DC: That sounds like \_\_\_\_\_ one, and then say everybody above that...

KS: Sure...

DC: ...you know, cause you really didn't want any of them.

KS: Sure. So, but why not put...

DC: Randomly?

KS: Yeah, fifteen, if, if, if a professor doesn't need to do this and is doing this out of the kindness of their own heart, they can say I want five students, right?

DC: And there were some professors that did that.

KS: Okay...

DC: Why not everybody...

EA: Well didn't these people come through advising for a reason?

DC: No.

EA: Was there advising asking you to do this...

DC: Right, right, so you'd, then they had a number on it was an exercise in futility really, uh, it actually met another override key I had to hit on the keyboard (laughing), as simple as that, you cut some corners where you can.

KS: Sure.

TS: Debby, I understand where you're saying you started, the first offer, um, perspective requirement came up...

DC: Yeah.

TS: ...he was misadvised...

DC: Yeah.

TS: ...had to have that to graduate...

DC: Yeah, yeah...

TS: Why didn't, it's like I get this special arrangement...that means...

DC: Yeah, yeah...

TS: ...why not create a class that wasn't a perspective moving forward – why keep them as special arrangements?

DC: Well you...

TS: Because if I understand you correctly the perspective was a list...

DC: Yeah, we tried to get them to teach it, as I've spoke earlier, my faculty came to me with a list of what they planned to teach. Quite often they did not want to teach a perspective or they articulated to me that they did not want to teach a perspective because it drew too many students.

KS: So Debby, are these special arrangement courses, again I'm using your language now. Was there always a faculty person assigned to teach the class?

DC: It was usually Julius.

KS: Okay.

DC: Um, I would say great percentage of the time...

KS: Sure. Was there always a faculty person attached?

DC: Yes.

KS: Okay.

DC: Some way shape or form we might not, we might have missed putting it in the computer, um, but there was a faculty person

DC: Yes.

KS: Okay.

DC: Some way, shape or form. We might have missed putting it in the computer, but there was a faculty person that was attached – was at some level available for consultation with a student if the student wished to have interaction. And I tried to tell everyone that Dr. Nyang'oro is hard to reach, if you do not hear back from him, contact me. I will make him contact you. Some of them just like any other class, some students are self-motivated, some of them want to have their hands held. Otherwise, but he – there was a faculty member that wrote the assignment for each class. I did not write – I never ever write an assignment for a class. I think students and advisors got irritated because I didn't because they wanted to get their students started on their paper and I'm waiting for the paper copy.

KS: Sure. For the students enrolled in these special arrangement courses, did all of them meet with Julius or a faculty person at some point?

DC: No, they did not all. Some of them merely got the assignment from me, some of them merely communicated with him via email, um,

KS: Um, oh, you mentioned paper topics, and you did not ever write one?

DC: No.

KS: And they came from a faculty person?

DC: Correct.

KS: Were those paper topics ever recycled, used again?

DC: Julius instructed me to on occasion. Can't you use last semester's? The objection came from me saying I think those papers are out there in the -- you know, it's too much temptation, can you please write another?

KS: So, Debbie, all we have are the numbers that -- that have been provided to us, that are out there in the public domain.

DC: Um hmm.

KS: And those numbers say that there were approximately 3,900 students who took these special arrangement courses over their existence.

DC: My question for you --

KS: Sure.

DC: -- is how -- how did you get that information?

KS: We got that information from other sources. We have not independently verified that.

DC: Is this from the Wainstein Report? I think some of those may very well be inaccurate.

KS: Okay.

DC: Umm, they presented me with notebook after notebook of grade rolls and, "Is this your signature?" Now, because Dr. Nyang'oro was out of the country so many years, I -- he started having me sign his grade rolls when he had -- was doing 100 percent of the grading himself. So I may have signed the grade roll and it appeared to me Mr. Wainstein included some of those as being somehow abhorrent classes.

?: Sure. Okay

DC: I -- I really am not comfortable with attesting any numbers. Does that make sense?

??: Absolutely. So let me ask you this question: You had mentioned the type and origin of these course, which was to help a student who couldn't graduate because they were missing a Perspectives course.

DC: Yes.

??: Were all of the enrollees in those special arrangement courses similarly situated? Meaning they had an issue, they had a problem and this was a way to solve their problem?

DC: They had some extenuating circumstance that I, you know, yes.

??: All of them?

DC: As far as I know.

??: Okay.

??: And when it came to the list from Athletic/Academic Advisors, how did you know what the extenuating circumstance was? Did you say just send me everyone who wanted to take it.

DC: I didn't know. I counted, you know, I counted on them to make that determination.

??: Did you ever follow up with them or have that conversation like that to say, Hey, I only want people in here to --

DC: That need this class. I'm sure I had that conversation because, you know, we were not speaking to these students and, um, trying to cut down on them, like, don't send them unless they really need it.

??: Did you explain what a need was? Like, was it because they're --

DC: No.

??: -- about to lose their eligibility --

DC: I didn't --

??: -- or was it because --

DC: I didn't give them --

??: - or because they can't sit still or anything like that?

DC: No, I didn't tell them that.

??: Well, don't you know that for athletes it's often a scheduling problem because of their, umm, practice requirements and other things that when a lot of their classes are held, they can't be there. So that limits the options and (unintelligible) often see the opportunities for them to take classes that were otherwise limited if they were legitimate means for students to get those classes.

DC: Many classes that are offered outside the range where athletes can take them or people who have jobs can't take them. Umm, people who I've, I've mentioned off and on, people who had shifts -- they had to take care of their grandmother who had Alzheimer's, but the work situation, is, is it's was very common.

??: Which -- and that's like, I'm -- I just hear kind of two different things. Like, when you say "extenuating circumstance," I think of like a life circumstance.

DC: No.

??: What you describe, Alzheimer's, working, all that --

DC: That --

??: I don't necessarily think of a student-athlete who knows what they're getting into. They've got practice, they've got class as being an extenuating circumstance, that's why I'm kind of asking for you --

DC: Okay.

??: -- what the extenuating covered. Was it just a scheduling conflict?

DC: It covered both, covered both those things. Life circumstances and the fact that they had other commitments that they could not take the classes that were offered. This might also be for somebody in the band, this might be for someone -- some of the music majors had specific concert-type classes and a tight commitment, so you can't imagine the number of reasons that people need classes that either falls within a certain time period or need some variety of accommodation.

KS: This is a big university, right?

DC: It is.

KS: With thousands of classes offered?

DC: But not that many that fulfill those perspectives.

KS: Is it bad planning on the student's part or the academic advisor's part, be it in athletics or (unintelligible)?

DC: Higher up than that in my opinion, all the way to the top. Someone needs to say, as I've said earlier, X number of perspectives, X number of credit hours, X number of students, it's fairly simple math and it's never been -- it was never done in my time.

KS: Sure.

DC: But for, like, a particular circumstance, there was an app, there was a pre-1700 History requirement, there were, I think, might have been several classes listed, but only two that were ever offered. Two. Classics 11, which was something along the lines of ancient seals, I don't know the name of it, but --

KS: But -- sorry.

DC: Those were not slots. There were not physical slots or anything.

KS: But that doesn't cover the athlete scenario where they simply can't make it to the practice.

DC: Well, they both of those things.

KS: True, but if a student can't make a class because – well, when I was on campus, football had practice from 2 o'clock on, so no classes from 2 o'clock on.

DC: Mm hmm.

KS: What you're describing is the perspectives classes. It doesn't matter, they could take a major course or an elective course, it doesn't have to be a Perspectives course, right?

DC: They have to do all of those things.

KS: Yes, but if the only conflict is scheduling, meaning they have to be at practice, they don't have to take perspectives courses to fix that.

DC: They have to take something.

KS: Agreed

EA: Wait a second. If they need a perspectives course and the perspectives course is only offered when they can't take it, then what do you do?

KS: Right. But my point is, is that the only, only conflict is a timing conflict.

EA: And what she's saying is it's a combination of perspectives requirements, spots that you have to check and scheduling that lead advisors to a situation where they say, hey, you need to reach out.

KS: Sure. Okay. Well, let's talk about a specific student-athlete. Let's talk about  
It's my understanding --

RE: Before you ask a question --

KS: Yes?

RE: Are we?

DC: Recording this?

KS: And I'm talking about

RE:

DC:

KS: Thank you. It's my understanding he wound up in  
special arrangement courses in semester. How does that happen?

DC: Are you asking me to remember details on a student that I remember well, but I don't remember his academic boxes, you know.

KS:

DC:

KS:

DC:

?: Do you know how many perspectives classes or hours a student had to get? Was like six?

DC: I don't remember. There were, there were several perspectives, but I -- I know the (unintelligible), there was Philosophical, there was pre-1700 History, other History, non-Western

?: [Unclear]

DC: Aesthetics, um -- do you remember any more from your time at UNC? That's a lot. Um, diversity, diversity was one.

TS: Yeah, I'm not trying to test your memory. Just kind of a general --

DC: I'm doing pretty well actually.

?: Oh, you are.

KS: Very much so.

TS: Which means I can pick more.

DC: That's fine. That's fine. I'm here to answer your questions.

TS: So, how did other departments handle it? Because surely AFRI/AFAM wasn't the only one responsible for handling perspectives and probably wasn't the only department that had faculty issues of people being willing to teach it. So, how did the other departments deal with the fact that there was this new requirement and there may have been some faculty resistance or just internal strife to any degree over how to deal with it?

DC: You're asking me to say what other departments --

TS: If you don't know, you can --

DC: I really don't know.

TS: Okay.

DC: My hearsay was that some chairman instructed their faculty on what they were to teach, which would probably lead to a, you know, more, umm, offering more rigid offering of, of perspective-type courses. I also heard from many students who sat in my office that said you're the only department that cares about us as individual people and tries to help us graduate.

TS: Do you know of any other departments that created the special arrangement?

DC: I don't know of any. I, I did tell you that I heard that there were some, because Mrs. Taylor told me that there were. That there had been, this was not a first.

?: What are you – how about this individual students in classes? Did you hear about any other departments um, you know, (unintelligible) kids and one has something come up during the semester who has got to leave and works something out with the professor?

DC: Just via – yes I did hear about that and, and Mrs. Taylor mentioned that too. Yes, this happens. Happens because it seems that this age people have a lot of issues. You know, their grandmother's died, their parents get divorced, you hear it all. I mean – and they're on their own because they've been written off by the parents. Any number of reasons. They have to work, umm --

RE: And you said earlier, I think, that regardless of the excuse, unless you thought they were lying directly to you --

DC: We accommodated them all.

RE: -- you allowed them to enroll.

DC: And yes. We were softhearted. And if that's a crime, I'm sorry.

KS: Okay. Umm, yep.

?: On the special arrangement classes, I just want to make sure I understood Kathy had asked you a series of questions a little while ago and I want to make sure I understood it. A student at the University of North Carolina, the way that they would learn about a special arrangement course was word of mouth?

DC: Word of mouth and through an advisor.

?: Or through an advisor, but it was not published anywhere?

DC: No.

?: Okay. That was a "no?"

DC: No.

?: Okay, Thank you. Sorry about that.

KS: No, not at all. Debbie, again, all we can go is based on the numbers that we have.

DC: Yeah.

KS: So I understand you might refute some of them, which is perfectly fine, but based on the numbers we have, a significant portion of the enrollees in these courses were student-athletes. Based on the numbers we have. Do you know why that is or how you think that happened?

DC: It would be my opinion.

??: Sure.

DC: Um, that they had more time constraint issues than your typical student might. But, and this is as good a time as any to bring this on out here, and I've said it, there's no reason that we should discriminate against student-athletes. If I offer it to someone who has a job at the Daily Tar Heel, you know, that's an extra-curricular activity. We had – we didn't have (unintelligible), but we had other student body presidents, we had people that had extenuating circumstances that were not life circumstances, they were university related obligations that we did not keep track of numbers. We could have, no more athletes.

KS: Do these, umm, special arraignment, arrangement courses help student-athletes from a scheduling standpoint? Because of practice and travel?

DC: In the same way it would help any other student, I mean, to meet their obligations, yes.

KS: Right.

DC: But only in that same – nothing extra about it.

KS: Sure. Does it make any difference that a student-athlete elects to do this? Elects to play lacrosse, elects to play football?

??: You could have a philosophical argument about all that, so --

DC: Yeah, that --

KS: So it's different, right, than mom has leukemia?

DC: They elect to take care of mom. You can elect to do your personal obligations just as well as your (unintelligible). I don't see – we listen to every story and, yeah – I mean, I don't see any difference.

TS: What I think, Debbie, (unintelligible). You didn't necessarily know every story about student-athletes, right?

DC: I didn't. I knew they had some issues that they needed it, yes. I did not listen to each one of those stories. We'd still be sitting there now listening to all that.

TS: And on that, did you know they had an issue or did you trust the --

DC: I trusted. I trusted.

??: -- athletic academic advisors?

DC: I trusted, I trusted the – any advisor. You know, steel building could have told me something that wasn't true if they wanted to. If they had a favorite student they wanted in, they could tell me they needed it and they could not necessarily need it. If they came to me directly, I tried to verify one way or the other. I either picked up the phone, I think I picked – you know, when the four things had to go through athletics, I picked up the phone and called them. I picked up the phone and called regular academic advising. I looked at people's schedules, you know. And I'm a poly major and I need poly X in order to graduate. This conflicts with poly X. I look at their schedule and see, and you know, I've caught a few. I know this is not true, you just want this class.

EA: But if they came through advising, either --

DC: I did not verify, I did not verify anything from either academic advising or athletic advising. I did not have time. It wasn't that I trusted or mistrusted either one of them, I, I had to trust advisors to be doing their job in an appropriate fashion.

??: Did you see anything about these courses that violated any University policy?

DC: No. And I assume that that is not the case since they were suggested by academic advising, who were the police people for courses.

TS: How frequently did academic advising suggest (unintelligible). Was it just that first time?

DC: No, no. No, no. Many, many.

TS: Okay. Like every term would they say hey --

DC: Yes, every term.

TS: I need (unintelligible) perspectives?

DC: Every term.

TS: As a special arrangement they would say can you offer me this special arrangement?

DC: Yes. We were really in a bind for a few years in there near the end of my term and we really wanted to end it, it was a lot of work. Should I say it again? It was a lot of work. We wanted to curtail it, we thought that students had X number of years to plan, students that arrived at the University knowing all of the requirements. See, this was – there was a grey area in there where it went into effect when you were already enrolled. Okay, we've had enough time, the University's had enough time, it's been X number of years. And one of the reasons that I got out was I knew if I was out of there, they were gonna call me about a sob story for somebody.

TS: Who made, sorry --

DC: I couldn't – go ahead.

TS: Who made those requests that --

DC: Academic advising, regular academic advising. I mean, academic – athletic advising, sure too, they kept on. As long as we were offering them, they were going to take them. And why shouldn't they? They're students too.

KS: Debbie, were you ever concerned that athletic academic advisors were funneling students into these courses too much?

DC: Not really.

KS: Okay.

DC: They articulated that they tried to find other courses for them. Did I know whether that was indeed truthful or not, no. But they articulated that they were trying to find other courses. And I saw some evidence of that and I'd see people's schedules. If I was putting them in something else, I could see that they were trying to get them in some other course.

??: Do you think that these courses provided educational experiences?

DC: We tried really hard to make sure that that happened.

??: Was that why it was a lot of work?

DC: Yes, I mean – Dr. Nyang'oro really did meet with a lot of these students whether he says he did or not. Other people couldn't see the students coming through his office. He worked on trying to find a good academic component that fit with the individual student's needs. He met, he met with room fulls of student-athletes too. He'd try and get them at one time because he was a very busy faculty member and he did not have time to meet individually with each one. And he could contact athletic academic and say, send your kids all over here at one time so I can have one discussion as opposed to 15. He did do that. Umm, but he, he tried and we tried to make sure that there was something that these kids were getting out of these classes.

??: So you think they did?

DC: I know they did. I – I wish I could dig up in my thing – I have more – and these weren't athletes per se, they weren't (unintelligible) writers, but I had a lot of notes from students saying thank you so much for putting me in this. I never would have been exposed to it, Carolina, otherwise and it has – well, some of 'em were very melodramatic and said they changed my life. I joined the Peace Corps, I've done this, I've done – you could go home at night and feel like you had made a difference.

KS: Um, Debbie, did you ever work with athletic academic tutors to help them develop outlines or study guides?

DC: You're talking about Suzie Derr?

KS: Sure. Suzi Derr or any other.

DC: That was, Suzie Derr was a phenomenal human being. Ya'll know her story?

KS: Yes.

DC: Okay. Well, I'll leave it out of the record then. Suzie was a phenomenal human being. She took all that on herself. And she presented that. I think, I think I maybe – I know I showed it to Julius, and I don't know if he used any of those paper topics or not. They did not determine the paper topic, that was just Suzie trying to be helpful because, as I tried to say earlier, three weeks into the semester when they had reached out to me multiple times to get the paper topic, I had yet to get it from Julius because Julius was in God-knows-where. And some places, believe it or not, there's not any communication. Well, nowadays you can find people most everywhere, but she was trying to just throw some things out there to see if they would work and – but we did not – they did not determine the paper topic.

KS: Did you work with Suzie though, on an outline that students could learn from or use or do whatever with?

DC: And she -- she did some of that.

KS: Yeah, but did you work with her on that?

DC: They prepared it, no.

KS: Did she run it by you ever?

DC: Well, she may have sent it to me.

KS: Okay.

DC: I didn't – once again, I'm talking to you, I'm reading my email, somebody's in the door. I did not work with her on an outline.

KS: Sure. Did you ever work with athletic academic tutors to find resources to use for a paper?

DC: Um, Julius, for one of the classes that he thought that they could – and actually for more than one class, he suggested books, much as you suggest books on a syllabus. It's, in essence, a syllabus. If you're saying these – this is what you should read for this class and so that's (unintelligible).

KS: Yeah. But I'm asking about you and what you did? Did you ever work?

DC: If I got it from him.

KS: I see.

DC: I did not know. I don't – out of my league.

KS: Uh, how were the papers graded for the special arrangements courses? [3:10:39]

DC: Any of the papers that he did not – okay. I gave all the papers – put all the papers in Julius' office, okay. And Julius, when he would pass through on the weekend would grade some of the papers. So, two things here, I had mailed him – he – when this first

began, I was horrified, frankly. I didn't want to grade a paper. I was an English major who did not want to teach, therefore, I didn't want to grade a paper. First time it happened, he was out of town, graduation was occurring, he told me to do it. Next time it happened, he told me to do it again. By that time I had seen many papers. I could look at a paper and tell if it fit his requirements or not.

??: Had you discussed those requirements?

DC: We had discussed his requirements. I – I asked him where all of his grades, both in class and independent study. Because he taught in class, classes too. I asked him did he ever give any grades other than A's and B's and he said no. He said you have to work to get a C. In other words, it really – I identified some of those and, both, you know, any student -- some students I said, you know, this is a not great paper, it's a "C" paper at best. And in cases (unintelligible) that's fine, all I need is credit hours to be a C, let's move on. Well, most of the time, either pride or whatever they wanted, they wanted, umm, they wanted a better grade. I said, "Well, you have to redo the paper."

KS: Sure.

DC: And, you know, I checked 'em for, for appropriateness and topic. Umm, we returned many of paper for no bibliography or end notes.

KS: Sure.

DC: Umm, etc. Did I read every word of every paper? No. Did my faculty members read every word of every paper was submitted to them? No.

KS: Sure. Umm, did it ever give you pause that there was a faculty person supervising a course who wasn't there? Was hard to reach? Couldn't find? You had to take over some of the duties?

DC: I wasn't happy about it. What was I gonna do? This is my boss.

KS: Ever bring it to the attention of the dean?

DC: No. The dean was aware of Julius' absence.

KS: Dean Bobbi Owen?

DC: Uh, she was, there's so many deans at the University. Umm, I'm thinking more of the dean of College of Arts and Sciences. She was a dean of student something or the other. You know, she knew. I mean, she knew.

KS: Sure.

RE: When you say she knew, what did she know Julius' (unintelligible)?

DC: That he was out of town. Cause she would call him and ask for him when she had a problem, she would call and ask for him and I would tell her he was out of the country.

RE: Okay.

DC: But –

EA: Alright. Well, let's take a break so we can look over what (unintelligible) and what give her a second to, it looks like we're switching courses here. Alright?

KS: Do you mind if we talk about one email before we break since we're on this topic.

DC: Sure.

KS: Elliot, do you mind?

EA: I mean, I'd prefer to look at so that we can?

?: Is it personal?

KS: No. It's No. 33.

EA: Alright. We'll talk about it after (unintelligible).

KS: Okay. Perfect.

EA: (unintelligible) come back.

KS: Perfect. Just because we're on this topic.

EA: Yeah.

KS: So take a look at it. I'll give you time to look at it and read it. So the first page and this is again –

EA: Oh, I meant, let's take a break and we'll –

KS: -- oh, okay. I thought you meant, take a look at this. Okay. We'll take a break.

EA: Do you (unintelligible)?

KS: I'll take it back. Yeah.

EA: Is that in here?

KS: It's is.

EA: Alright.

DC: (unintelligible).

KS: Uh, we're back on the record. It's approximately 3:11, uh, Eastern Time. And so, umm, Debbie before we left, we were talking about grades and who graded what? And how things were graded? And so I wanna talk about Bate Stamp No. 33. This is an email from Beth Bridger to Cynthia Reynolds and others and there's an attachment. And the attachment starts with: your paper is due Friday, July 17<sup>th</sup>. So my question to you is,

why is athletics making a distinction between your grading and Dr. Julius' grading? Why athletics, meaning athletics academic advising?

DC: First of all, (unintelligible) so I really –

RE: (unintelligible).

DC: -- retired people don't talk this much in a day. I mean, I'm serious. My voice is going. Okay. There's a couple of things that I, he and I would look at this.

RE: Have you seen this before?

DC: We look at it just now.

RE: Is that the first time you've ever seen it?

DC: I looked at, my printer will not print out thousands of pages. And I looked at as many as I can look at. I don't really think I focused on this one. Umm, first of all I don't know a Ms. Kepp, Klepp, Kleissler, Kleissler.

KS: Yes.

DC: Umm, so I don't know why she said what she said. Umm, there are a couple of things that would come to mind. Number one, I think that she might have been trying to motivate some people to get their work done and using a threat as a motivating factor. But two, in the summertime this could purely be manner of scheduling that, umm, if I was gone which I had hoped to be by this time. If I was gone and they had to wait for Julius to get back in the country, Julius did not arrive back in the country more than once or twice in the time that he was chair, this is after classes had started in the fall, well after classes had started in the fall. Therefore, they would not have been able to get a grade by the beginning of a semester. And most people would need their grades by the beginning of the semester, students are (unintelligible). I, that would be what I would get from this. I did not ever tell those people that I graded a paper. Because I never knew if I was gonna grade a paper or not.

KS: Okay. Umm, let's flip, if you don't –

??: And while we're still on that, is there anything, I mean, is your name misspelled on this?

DC: No. It's (unintelligible) B-B-Y – she didn't know me very well but.

??: And when it says that, uh, that professor Nyang'oro, I think it's somewhere on there about, uh, was there, was he a different grader than you? Is he?

DC: No.

??: Is he any more strict than you in grading?

DC: No. In fact, I was more liable to return a paper than he was, quite frankly, to be redone.

KS: Let's go to, uh, Bates Stamp No. 30.

DC: Okay.

KS: And this is an email from Cynthia Reynolds it's a, oh, about roughly a week earlier sent to Andre Williams, Beth Bridger, Jamie Lee.

DC: Umm, hmm.

KS: And I'm looking at the very last paragraph of the page. It says, Ms. Crowder is retiring at the end of, end of July. The guy's papers are not in. I would expect B's or C's at best.

DC: I think Ms. Reynolds was trying to overstate to make a point with those kids – that would be my reading of it. I, Julius did not give B's on papers. I don't think it ever happened. I think you could look through every grade roll on the planet and you probably would not find it. So, uh, she wasn't basing that on any fact.

KS: I asked Cynthia Reynolds about that email. And on page 81 of her transcript –

DC: Uh, huh.

KS: I said, "One, I wanna talk about the last paragraph of the email where it says, Ms. Crowder's retiring at the end of July. The guy's papers are not in. I would expect C's or D's at best most need better than that. All of the work from the AFRI/AFAM department must be done and turned in on the last day of class." What does Debbie Crowder's retirement have to do with the C's or D's in the class? That's my question?

DC: Umm, hmm.

KS: Here's Cynthia Reynolds response. It was well known that if Debbie graded it, the grades would be high just that simple. My response is okay. Cynthia Reynolds response, and if they wanted to take advantage of it fine. If they didn't I'm not sure who would be grading them probably Julius and they probably wouldn't be high.

DC: It's here opinion. I don't think you'll find based on any fact. If you can find some papers that Julius gave bad grades to you, well completed. So I never saw it and they all passed through me some way shape or form.

??: And you had a discussion with Julius was when he first asked you to grade about how to give grades? Right?

DC: Grade.

??: And what was the center of that discussion?

DC: Well –

??: (unintelligible).

DC: -- if the, if the paper met the requirement there was an A or B paper but I had, you know, you can tell the difference. And, umm, he, I asked him again did he ever give C's, and he said only if it's really, I think he actually said only if it's a B paper. But he did not give, he I don't think I saw but one or two C's ever on any of his grades ever.

??: And did he grade papers in that, towards the end of your retirement or towards the end of your time at Chapel Hill?

DC: He graded some papers still but at this particular date, I don't know.

??: I just mean throughout.

DC: Yes.

??: Was there ever a period of time that he didn't grade some of the papers?

DC: No. He always graded some of the papers.

TS: Debbie, can you kind of just give a ballpark special arrangement classes, percentage wise just comparative to what you graded verses to what professor Nyang'oro graded?

DC: It depended. It totally depended.

TS: On what?

DC: On his schedule. His availability. And sometimes he was gone, sometimes he was there, sometimes he met with bunches of 'em and, and graded 'em other times he did not.

TS: Was it a fairly even split?

DC: I don't wanna say cause I could not tell you. I don't wanna make up a number (unintelligible).

??: But you graded a significant number of papers?

DC: Define significant? He graded, he graded papers. He graded lots of papers. You know, I don't know. I can't say, I can't put a qualitative, a quantitative figure in there.

KS: Debbie, how was it determined whether you would grade or he would grade? He being Julius?

DC: Whether or not he'd grade, whether or not he actually did it by the time the grades had to be in.

KS: Okay.

DC: And I gave him an opportunity to grade the papers all in his office when I knew he would be there if he were gonna be around.

KS: Sure. Umm, you had mentioned in your affidavit that thousands of students were charged to research topic and author papers for these courses. How do you know they worked hard?

DC: Well, they said they did. Umm, (unintelligible). You can tell some of 'em did. I mean, you really could tell and I even had discussions with 'em about some of these papers not every person that came.

KS: Sure.

DC: But enough people (unintelligible), you know, there was work done. Uh, the email saying I need an extension because I'm blah, blah, blah. You know, I, I'm working on it and I (unintelligible).

KS: Sure.

?: Did you also read the papers?

DC: I read as much of 'em as I could. I didn't read every word of every paper.

?: And did you, what'd you take on that?

DC: I don't understand what you're saying.

?: (unintelligible).

DC: That, that, that they worked on 'em? Yeah. Some of 'em were brilliant, some of 'em were out of (unintelligible), some of 'em were very good but some of 'em were really good papers.

KS: Umm, if you don't mind, let's look at No. 34 for a second, please.

DC: Umm, hmm.

KS: And this is an email from Amy Kleissler to Jamie Lee dated Monday, February 8<sup>th</sup>, 2010.

DC: After I retired?

KS: After you retired.

DC: Okay.

?: Who would have been doing the grading?

DC: You asking me?

?: Yeah.

DC: Umm, I presume its Julius is.

KS: Would you not know at that time who was grading in February of 2010?

DC: No.

KS: Okay. What's your reaction to the last sentence? I finally just said, "I think middle school report not college seminar."

?: Is that?

KS: What's your reaction to that? Is that accurate?

DC: I don't think so.

KS: Okay. And why isn't it?

DC: I mean, I've seen middle school papers. My, uh, significant other has taught middle school for, uh, actually just retired. So, umm, I've seen middle school papers. These are no middle school papers.

??: Does this have anything to do with the quality of the work required when you were assisting?

DC: No.

??: Okay.

DC: I mean, they, no. It's insulting.

EA: And do you know that woman who wrote that email?

DC: I do not.

EA: Did? You said you presumed Julius was grading the papers at this point, is that right?

DC: I presume so with that, (unintelligible) was on policy issues in Africa. I would imagine that would be Julius.

EA: Have you heard of anybody other than a professor grading these things after you left?

DC: No.

KS: Is this still the time Debbie you getting seven calls a day?

DC: Bill was about, umm, administrative stuff.

KS: Oh, okay. Wasn't about the –

DC: How to do X, how to do Y.

KS: Sure.

DC: Umm.

KS: Okay. Let's, if you don't mind just, I'm sorry if we're jumping around. We're gonna go to email No. 1.

DC: Okay.

KS: And so –

DC: No. To Wayne from Jamie. Okay.



KS: I hear what you're saying.

DC: Okay.

EA: Well, so but close the loop for us. So you created for, you get a call from an advisor a nonathletic advisor that says I need help.

DC: Umm, hmm.

EA: Can you create --

DC: Right.

EA: -- the course? You create the course?

DC: That's right. I probably had not picked up the phone.

EA: Right.

DC: I had neglected to pick up the phone it would appear. I don't remember the particular circumstances. It would appear that I had not told them that I, "Oh, yeah, I can put him in here too." You know, I didn't even remember probably that it even existed. So, you know, this was in the midst of the beginning of a semester and, you know, whatever.

EA: So you wanted to?

DC: Make it fair. Be available to anybody.

RE: Debbie, this is 2006 this email went back and forth.

DC: Umm, hmm.

RE: Did you have an understanding at all about NCAA rules and regulations as it relates to student's treatment for students verses students? And I'm, I'm trying to go back in time to 2006 because this sounds like you have an understanding of some type of what is supposed to go on between athletes and nonathletes.

DC: Other than a general they, a general knowledge that you don't give special treatment to athletes -- that's all. I really do not, I've never immersed myself in N-C double A regulations. No. I mean, I, I'm not making a comment.

RE: No.

DC: I'm just saying I really didn't know, you know.

EA: No, and, well is this written with, with the N-C double A in mind or just with the University in mind?

DC: Really the, the University whether it was available to the athletic. I dealt with the two groups and I wanted the two groups to have equal access. This was just me and the fairness issue.

RE: And do you, in your position ever been, umm, educated on NCAA rules and regulations (unintelligible)?

DC: God no. No. I mean –

RE: Okay.

DC: -- why would I be?

RE: I don't know much (unintelligible).

DC: There would be a lot of training for a lot of people.

RE: Yeah.

DC: We were being trained on a new system for this and that and the other but it was not. No.

RE: Okay. Thank you.

DC: That, that's just general, umm, having a little bit of common sense maybe but.

RE: Well, I guess, for, again, from my perspective, you, you have a significant other who (unintelligible)?

DC: Yeah.

RE: You, you knew something about athletics and athletics counseling because of your relationship with –

DC: Right.

RE: (unintelligible).

DC: Well, no. I, no, I knew more about, well, yeah, a little bit. Yeah.

RE: So some of that information then imagine somehow got to you and I, I was wondering whether or not you actually formally (unintelligible)?

DC: No. No. (unintelligible) really informally educated on just, just osmosis what you pick up.

RE: Okay. That's fair.

KS: I apologize for skipping around. Can we go to No. 3, please?

DC: Umm, hmm.

KS: And for the record, this is an email from Debbie Crowder to Cynthia (unintelligible) excuse me, to Cynthia she misspells your name too. D-E-B-B-I-E.

DC: Umm, hmm. She usually calls me DC.

KS: Yeah. I think that's right.

DC: Yeah. That's, that's, yeah.

KS: Umm, it's Monday, and what I'm curious about is looking at line and this is from the top, one, two, three, four. Starting with the phrase, and feel free to read all of it.

DC: Umm, hmm.

KS: I'm just highlighting what I'm interested in.

DC: Everything.

KS: But we never put an athlete into a special section alone too many red flags. What does that mean?

DC: That means I would be given special favors to an athlete – didn't do it.

KS: Okay. And you didn't do it?

DC: Willingly. I think, you know, if you look far enough you might find one where Joyce told me to do it and I did it. But I, you know, when I did it, I didn't do it.

KS: Okay. What does that mean we have a little academic credibility to try and uphold?

DC: Excuse me, Pardon my French this maybe being a smart ass.

KS: Okay. What does that mean though in reference to the athlete cause you use in the same breath? Right? But we never put an athlete into a special section alone just too many red flags and we have a little bit of academic credibility to try and uphold.

DC: It would look bad. It would like we were was trying to give an athlete special favors and we weren't.

KS: But the very first class had one student in it? Right?

DC: Yes. But that was a long time ago.

KS: So it change, it evolved over time?

DC: It evolved. It evolved.

KS: What does that mean?

?: (unintelligible)

DC:

RE: Or do you want that for any?

DC: Well, you would want that for anyone but the reason that they called panic was because it was And that's how it started and then it became, you know, well, we did it for them, we do it for everybody.

KS: Okay. Umm, let's look at Exhibit No. 4.

EA: Just a second on three.

KS: Yeah.

EA: And you say there's, uh, we have a little bit of academic credibility to uphold. You say that you were being a smart ass, you mean you were being sarcastic or facetious –

DC: Yes.

EA: -- like saying –

DC: Yeah.

EA: -- uh, obvious say what you, are you saying that you're trying to put them into a bogus course or are you trying to or are you just saying? What do you mean by that?

DC: I'm saying somebody might look at it and think it was a bogus course even if it wasn't.

EA: Okay.

DC: And, you know, probably by that, you know, I, I don't know. But I, I don't remember except I just it looks like a very slip comment from me trying to probably trying to limit such kinds of requests. I don't know. It's been a long time since that particular email.

RE: What, may I?

KS: Yeah. Of course.

RE: Does Cynthia Reynolds request to you, is that similar to what Betsy Taylor first asked you about? How to help a student?

DC: Yes. This is all to help a student.

RE: Get to the graduation –

DC: To get to graduation, graduation is the ultimate goal for all of our students in my opinion.

RE: Okay. Thank you Kathy.

KS: Umm, let's look at No. 4, please. And –

DC: August 2009, I was trying to get out the door.

KS: So this is an email from yourself, Debbie to Jamie Lee. It's Wednesday, . I believe you said your official retirement was Oct, October 1, 2009.

- DC: But it was supposed to be, umm, well, it was actually, first supposed be August and then it was moved to September and that was my (unintelligible).
- KS: Okay.
- DC: But I was supposed to been gone by this point.
- KS: Sure.
- DC: And the question about this is?
- KS: Well, let me read. So this is from Jamie Lee and it's the paragraph below the top paragraph. It says, "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 can definitely use it and it would be great if they could hold on but I understand if that's not going to work." It says, thank you. And your response is, "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'm sure JN would work with you. I need to know as soon as will you let me know DC."
- DC: Umm, we put on a lot of, we put on multiple sections of AFAM 396 which is independent studies – that's independent studies upfront. We put 'em on this is giving excess information we, we originally put them once section of AFAM 396 and I tried to keep up with who was teaching which student. Then, we started putting them on for each professor because I couldn't keep up of who was working with them. But we did have all sorts of professors working with students. Umm, I had probably put on, I don't know of six or seven at least, anybody that had ever taught, uh, independent student and I was trying to go through and clean up my schedule. So student would book a computer and say, "Oh professor X, has independent study on the book, why can't I get in?" Well, they're not really, you know, just out phishing for, for independent study students. Uh, but if they come to you and ask, in other words, I would rather have waited and added that section when they came to me with a student but for whatever reason I, we put everybody one on and I was just wanting to cancel Julius' so as to keep him from having to take any more of those (unintelligible).
- KS: Does independent study? And tell me if this is right, is, is normally my understanding one offs, one student, one professor or two students, one professor? It's limited. Correct or is that incorrect?
- DC: Umm, we routinely have professors that had a lot of independent studies students that would register you till he took about 10. Umm, she had, she sort of had a self-imposed, I'm not gonna take more than 10 but occasionally she'd take 12 or so. Robert Porter would take anybody. Robert Porter loved to deal with students. He's a teacher by love of teaching and he met with all his students (unintelligible) of them. I mean, it was a continual progression of students in, in, independent study students and he would do a big numbers. So there's not just one offs.
- KS: I mean, one offs in terms of one student, one topics or two students working on one topic.

DC: Yeah. They can be, sure. But they can also be it's, it's (unintelligible) prerogative. They wanted to have all their students do the same topics they can.

KS: Umm, let's look at No. 5. So this is, umm, , from yourself to Jamie and it starts with Jamie Lee saying, "Hi, how are you doing? I would like to come see you today or tomorrow. I have to run something by you though. stopped by to his paper topic for AFAM ." And I thought we said is –

DC: Independent studies –

KS: -- independent studies?

DC: Umm, hmm.

KS: So is, is this class an independent study or special arrangement?

DC: Independent study.

KS: Okay.

DC: So are both independent study numbers.

KS: So if it's independent study why isn't this student going to the professor to get their topic?

DC: Oh, this was the topic that Julius had given me. See this is, it took me a while to find it had to dig for the other pieces of paper on my desk I'm sure for summer one and I probably didn't have it well labeled knowing me. Umm, and that was what he had 'em working on. And it could have just been him, I have no idea.

EA: And when you say you I don't know what he's doing in summer one, who is he? It's this topic right. I don't know what he is, he's doing in summer one. Is that Julius?

DC: That would probably be the student. I don't know what he was doing. And probably this, this was the generic topic for that class. You know, (unintelligible) for the, for the and I was probably looking to see if Julius had given me anything special for him. There was lots of papers on my desk.

EA: So let's read it again. I mean, it sounds, I don't, you said, it took me a while to find it. You said, that was the topic.

DC: Right.

EA: I don't know what he was doing in summer one (unintelligible).

DC: Yeah.

??: (unintelligible) responded to that thing in the bottom of the other paragraph that's telling a student (unintelligible) I do know that was modified because he said it would be combined (unintelligible).

DC: Well, I didn't know, you know, whatever special arrangements had been made with the professor, with Julius. It all didn't come through me people. That's, that's yeah.

KS: Okay. So let's go to No. 6, please. This is an email from you (unintelligible) cc'd and I'm apologizing, probably gonna say his name wrong. It's from is it

DC: Umm, hmm.

KS: Hi, we don't call them independent studies but we would make special arrangements. I would be happy to meet with you and see what you need, want at your convenience.

DC: I guess, my assumption was he needed a perspective and that's probably just an assumption. I don't know. I can't remember the particulars.

KS: Yeah. I'm sorry. I apologize for (unintelligible). Cause like the student writes Mrs., Mrs., Crowder, I've been struggling to find classes that will fit my schedule and my academic advisor recommend I speak to you about options for an independent studies. 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 setup an appointment with you to discuss this. Thank you for your time and I hope to hear from you soon. So he's not talking about perspectives.

DC: Could be a misstatement on my part. I could have just, you know, made I, I –

??: (unintelligible) if, if this student was a regular student and not a, a student-athlete, I guess, I'm assuming he is cause they have it in here, uh –

RE: (unintelligible) is a, academic advisor for (unintelligible).

??: -- so, but if you gotten the same email from a, a regular student?

DC: Would have done the same effect then, come by and we'll see what you mean. You know, at that point time, we'd get up early and see what they had.

??: And in fact if that happened from a nonstudent, from nonstudent athlete –

DC: Oh, all the time.

??: Including with scheduling conflicts?

DC: Scheduling conflicts.

KS: Okay. Let's go to No. 7, please. This is an email from yourself to Wayne Walden. So it's Tuesday, September 20<sup>th</sup>, 2005.

DC: Pressure from on high to (unintelligible) independent study (unintelligible) Bobbi Owen had talked to Julius that we needed to cut down on the number of independent study and we were really trying hard to.

KS: Why? Why did Bobbi want you to cut down?

DC: (unintelligible).

KS: No, I agree with that.

DC: I mean, I don't know.

KS: But I, my question is did she indicate what she was troubled with? Did you? Did you?

DC: Julius came back from lunch and said, "Bobbi says we need to on, on independent study (unintelligible). I said, each one of 'em I'll send to you so that you can listen to their sad stories. But that was, we, us trying to conform to whatever it was the University being us (unintelligible) wanted us to get –

KS: Umm, hmm.

DC: -- we didn't (unintelligible) but we tried.

KS: Sure. Umm, at any point Debbie, during your tenure in the AFRI/AFAM department, did anyone question, excuse me, the appropriateness of these special arrangement courses?

DC: No. To me --

KS: Sure.

DC: -- to me, did anybody, no.

KS: Sure. At any point during your ten, tenure in the AFRI/AFAM department, did anyone on campus question the number of student-athletes enrolled in these courses?

DC: To me, no.

KS: Did you hear anyone else was questioned about it student-athletes and enrollment?

DC: No. Julius may have said something but I don't remember.

KS: You don't remember?

DC: I don't remember. It could have been a conversation we had but I, I really couldn't say (unintelligible). Once again, if he had come to me and said that, I would have said these are available to everybody why would I discriminate against a student-athlete.

KS: Sure.

DC: That's what my response would have been.

KS: Okay. Let's look at No. 8. Email from yourself to Brett Blanton who we've already established is an athletic academic advisor, Debbie, do you know if the assignment is for AFRI ? It's my understanding, we've established that AFRI is an independent study course.

DC: Okay. What number am I looking at (unintelligible)?

KS: Yes, ma'am. Yeah. Cause you start with --

DC: Yeah. It looks like the numbers got mixed up.

KS: No. Because you say, "Hey, remind me who you have in there for how many hours that one is done on an individual basis.

DC: As oppose to?

KS: Oh, I'm sorry that's, that's Brent saying that. I apologize. Oh, no it's you. DC. I'm sorry.

DC: I'm confused.

KS: Yep. Let's start with the bottom. So it says, "Hey, remind me who you have in there for how many hours that one is done on an individual basis."

DC: Okay. That's a real independent study.

KS: Debbie, do you know what the assignment is for AFRI ? Brent replies, "His name is , he's in it for two hours and first session. Thanks, Brent. And then, you provide --

??: The subject is that --

??: The subject is different.

DC: Oh, the subject is wrong, subject is wrong. Probably the subject is wrong, there was probably and error on Blanton's part.

KS: Yeah. Cause is grad level.

DC: is a, is a, it's an AFAM, and by the time they had changed these numbers the isn't even a, isn't even a grad level.

KS: Okay.

DC: It's the that I think --

KS: That's helpful.

DC: Umm, hmm.

KS: But you do say that one is done on an individual basis.

DC: Umm, hmm. As oppose to a group (unintelligible).

KS: Yeah. And then it appears where you say, "Okay. Either he can write a one pager, excuse me, one paper, forgive me, 15 pages on the or he can write two shorter ones, some eight pages each on the and the second on Yes, he can watch the movie and write it as long as he draws some other material. Hope that helps.

DC: Those are the topics that Julius had given me for the AFRI independent study.

KS: At this point, are you treating the independent study similar to the special arrangement classes or no?

DC: Are they similar?

KS: Right.

DC: But they're not exactly the same.

KS: So are you treating them exactly the same?

DC: Well, no. Because I asked how many credit hours they were for. So that's a change. You know, they had, actually independent study can be any number from one to six (unintelligible). Umm, whereas the others are all (unintelligible).

KS: Well, that's how the University treats 'em. I'm asking how you're treating them?

DC: I'm treating them –

??: Did you treat 'em or did Julius?

DC: Well, Julius treated them but we were following the University regulation.

KS: No. Okay. It's Friday, , again from you to Brent Blanton.

DC: Umm, hmm.

KS: So why don't you read starting from what Brett Blanton wrote which is at the bottom starting with – Hi Debbie. Take a minute to look at that.

DC: There were, I do remember there were a couple of, umm, Mr. Blanton's female students that had some miscommunications with professor Nyang'oro and they offended each other.

KS: Umm, hmm.

DC: Uh, somehow and I'm trying not to go into too many personal details --

KS: Sure.

DC: -- they, they didn't get along well at first. They ultimately got along fine but there was some miscommunication and I had to calm them down a little bit. The student was upset cause that they felt he had been rude. Julius, umm, had been portrayed as the easiest professor on campus and he could actually be quite stern and intimidating. Uh, he had an English educational background where he could put on the face that he was very strict and if you caught him on those days which I think this young lady did and she got offended and he got offended and we had to calm down and talk to each other and everything was fine. But it, it didn't have anything to do with 'em being an athlete or nonathlete. It was, it was a student issue.

- KS: So help me in the top paragraph, starting with the second line. There's a sentence that says, "Bottom line there's going to be a disparity between what individuals are asked to do." What does that mean?
- DC: It means, umm, if I meet with you and give you, no. If Julius meets with you and gives you a topic, he might tell you to do X. I meet, Julius meets with you, he'll tell you to do something total different. And that was what was easier if we had group topics because if they, this one (unintelligible) teammates or something, well, I like your topic better than mine, why am I not getting to do this. Is what kind of, these are children, they're semi-grown children but they're children and they act like it sometimes. But that's, that's all this was the disparity would be just different topics I believe. They didn't like what they were given to do. That make sense?
- KS: I think so.
- DC: It does to me. At least that's where we were, but I, I actually remember the group didn't happen very often but it was some girls that, that he didn't like them and they didn't like him. It happens with students. It happened with lots of our professors and students actually.
- TS: (Unintelligible) sorry. (Unintelligible) Kathy.
- DC: No. Sorry.
- TS: Next to the last sentence in that top paragraph. You said, "For future reference the papers are likely to be longer and more individually tailored than they have in the past but it's still better than going to class." And what I've heard you say up until this point is, extenuating circumstances made these things okay. But here's a comment of, well it's just better than going to class.
- DC: I think, umm, yes. I agree with you. I shouldn't have said that cause I believe these I, umm, this was not just because, uh, this was just me being –
- EA: Well, is this an independent study or a special arrangement? It says?
- DC: Independent study. An independent study, yeah, a lot of students consider better than going to class.
- KS: What does that mean?
- DC: Well, now, here's I don't know.
- ??: The first paragraph says she leaving the country in a few weeks.
- DC: Right.
- ??: It sounds like she's –

DC: Some of those, some of those things that are either related or whatnot. I don't, I don't know it wasn't, it was not my job to keep up with that. But it was, my assumption was that they were asking for it, it was sanctioned.

RE: And Debbie again, I said this before to reiterate what you said at the beginning of your comments today. You accepted people for whatever they were saying unless you knew they were lying to you.

DC: I didn't have time.

RE: So you didn't really pay attention to who's who, you're paying attention to the reason and then giving them the opportunity to take the class?

DC: Right.

RE: Okay.

DC: Okay. I, I have a vague recollection of somebody and I think they were the same ones but I, there was a lot of students that passed through my office. Uh, and I think there have been my last comment about papers (unintelligible) longer. I think there had been some change in the requirement that for any writing that that a college was enforcing in, in general. If it's a course had a writing component it was supposed to be X and I tried really hard to conform to University regulations.

EA: And you think you succeeded in that?

DC: Yes.

KS: Okay. Let's go to No. 10, please. So Brent, this is an email from yourself to Brett Blanton dated Tuesday, " called me last night with this question, I told her to see you today. Hopefully you did so. needs a class to graduate in the spring but the other do not plan to graduate until the summer. They are only something can be done. I'd be grateful. But I understand if nothing can. Let me know if you need more information." And then the top paragraph says, "Hi Brent. I signed the girls' forms and asked them to bring them back to me. I thought we would deliver them to Betsy quietly in order to not draw attention. Hope you're hanging in there. I will, it will take some time to get over that (unintelligible)." Tell me what that means? Bring them back to me? Deliver them quietly? [4:00]

DC: I'm sure I asked Travis Gore, my assistant to take 'em in order, umm, most of the student-athletes as I mentioned earlier did not have time to stand in line for two or three hours in the afternoon. This is under some time constraint, I've usually cause it was (unintelligible) semester and trying to get the four, you know.

KS: Is this Betsy Taylor?

DC: Yes.

KS: She's not in the registrar's office she's in the Steel Building?

DC: They have to sign. It's past the, it's past the original date.

KS: Oh. Drop date?

DC: Right. And, and Betsy signed off on anything past a certain date.

KS: Why do you have to do it quietly?

DC: In order to not see them breaking in line. The girls weren't gonna be in line because we were, you know, I, I think this was people that were – and if you realize there was some extenuating circumstances when on with Mr. Blanton (unintelligible). I think things were a little off kilter down there where he probably would have seen to otherwise (unintelligible). I would have surmised that I got Travis to take 'em just to slip 'em in and I did that with other students as well. And, uh, people didn't always have time to wait for Betsy could talk a lot and her lines were extremely long.

KS: Why is Betsy signing a late/add form?

DC: She did it all the time for everybody.

KS: But as, in her position as a?

DC: As, as, the, uh, she was a, as I was an agent for Julius, she was an agent for Owen, I guess. I guess, Owen was probably was her boss. Somebody in that office I think, as the dean advising level, and she was, she's a dean but not a faculty dean. She had a dean title. Betsy had a dean title. Had this (unintelligible)

KS: So it's the late/add.

DC: It's a late add.

KS: Was the sneaking around, sneaking around is my word? Was the quietly, deliver them quietly due to the late/add?

DC: No.

KS: Just the late/add?

DC: No. Breaking in line.

KS: Breaking in line?

DC: Totally breaking in line – not at all hiding that. Probably everybody standing in line thought there was, was doing the late/add.

?: (unintelligible).

DC: In yeah, they weren't panicked for the last, you know, graduation day that they were trying to get their ducks in row so that they could graduate. So, yeah, there were, her lines were legendary.

KS: Umm, let's look at No. 11, please. So this is from yourself to Brett Blanton and Subject says, AFAM Umm, "Hi folks, Dr. McMillan, McMillan passed along the inquiry or inquiry status in AFAM We were, we were going to make some sort of special arrangements but both McMillan and I fuzzy on the details. Can come see McMillan and me as well either tomorrow or Thursday? We'll figure it out. DC." What does? What do you mean by special arrangements here?

DC: That was probably AFAM was probably taught during the time when he couldn't come.

KS: Right. But this is so presumably the semester is well under way.

DC: Well, McMillan would have been alerted to the fact that this person was in his class and he received one of the, the lovely sheets from the athletic academic people saying how is this student doing in this class. And he's like, oh dear, I didn't know he was in there. I hadn't seen him. Well, obviously the student was had not tracked down Dr. McMillan. McMillan was very good about giving 'em individual tailored assignments.

KS: Okay.

DC: Why was it late? Because hadn't come to the office, I'm sure.

KS: Okay. Was AFAM? I'm sorry.

??: I'm sorry, can I ask a question?

KS: Umm, hmm.

??: Umm, we actually interviewed Robert Porter earlier and one of the things that he talked about was that, umm, Kevin McMillan was a very popular, uh, professor and a lot of students wanted to take his courses and they found them inspiring (unintelligible)?

DC: Absolutely. And it's one of the greatest, greatest (unintelligible) about this, my whole experience. Dr. McMillan is a wonderful teacher and reached people that nobody else reached. And he did a lot of outreach to the community. And he ended up getting fired out of this. And it's, umm, it's a tragedy to UNC. Sorry (unintelligible).

??: But is this circumstances is not surprising to that, umm, Dr. McMillan was going to help make arrangements –

DC: Of course, not.

??: -- (unintelligible) could complete the work in the course that he already signed up?

DC: He and he, he came up with very interesting, original, tailored, I mean, people had to make DVDs and, you know, they, McMillan was a wonderful professor. And it's a crying shame that he lost his job out of all this – is all I can say.

??: Is it also true that Julius when he was teaching courses was (unintelligible)?

DC: I'm told he was. I never sat in on one of, umm, Julius' classes. I'm told that he was. I did sit in on McMillan's is why I'm making the distinction. I sat in on a semester of

McMillan's classes just because I had heard how wonderful they were and they were. It was amazing. Umm, but I understand that Julius was quite the good professor. He's obviously brilliant. He's exceedingly published. And as I've said earlier was an expert on and off campus and in and out of the country on many, many things. And any student that actually had an encounter with him learned something. Umm, would they, I, I can't make the good value judgement on did they learned enough – that's well above all our pay grades probably.

KS: And you had said McMillan got fired as a result of this? What's this?

DC: Umm, hmm. The UNC scandal.

KS: Surrounding AFRI/AFAM?

DC: Yes.

KS: Okay. Just so that's clear for the record. Umm, let's take a look at No. 12, please.

DC: Umm, hmm.

KS: Umm, and if you could do me the favor and read all of it?

DC: Well, that's pretty much what I believe in a nutshell isn't it.

KS: Sure. But what do you mean by I think athletes get too much scrutiny in relation to the average student population?

DC: That I am and (unintelligible) of the opinion that they should be treated as normal students.

KS: What kind of scrutiny were they getting?

DC: Mr. Wyler didn't think that they should be major in AFRI/AFAM and that to me is not anyone's position to choose another, a student's major or to make a comment about it.

KS: Why didn't he think student-athletes should be majors? Did he communicate that to you?

DC: No. He just, he, he just had an attitude.

KS: How did he know who the student-athletes were?

DC: Because if you want to, you can look and find out. If you have access to a computer system, you can find out what their majors are. Umm, and he was an advisor.

KS: Find out what their majors are?

DC: Yeah. Sure.

KS: You mean?

DC: Pull up someone's, if I pull up your P-I-B, it says, you know, your class, if you're a junior or a sophomore or whatever, how many hours you completed and your declared major.

KS: And you?

DC: Did he do that? I presume he did or he wouldn't have been questioning us about why we had so many majors.

KS: Any idea why he would do that?

DC: He was making that his business. I don't know why that's his, you know.

??: How about when you say that, uh, he tried to let's see –

DC: We try to accommodate their schedules just as we do the single moms or the students who have to work two jobs to stay in school? That was, that was what my experience was. I mean, I can give you examples if you like.

TS: Debbie, just along those lines and I think that's just what I'm struggling with here is so not every female undergraduate at North Carolina was a single mom but every student-athlete would have had a scheduling conflict. And so –

DC: Not every student. Did every student-athlete take a, one of these classes?

TS: No. But I'm just saying based on what you said extenuating circumstances would be a scheduling conflict for a student-athlete. And so it seems your, you was just merely by virtue of being a student-athlete they, they should have potentially had that scheduling conflict and so, it would have been somebody (unintelligible).

DC: Word is potentially. They, not all of 'em did.

TS: Sure.

DC: Depending on the semester and the practice schedule and whatnot. I, I didn't know all that and they had to, some of 'em you had to (unintelligible).

TS: Sure. But that's, that would, that would go for every student-athlete. They would have to –

??: It'd go for every student who has a scheduling issue that would (unintelligible) a course.

TS: Right.

EA: And someone up in the chain makes a decision that this person needs some type of accommodation due to a scheduling issue – that was one of the things that would lead people to your courses. Right?

DC: Umm, hmm. Right.

EA: But someone else had to make that decision by March particularly for prospective student-athletes. Right?

DC: Yes.

EA: Because the advisors –

DC: The advisors would know that the, their schedules. They would know either whether their class schedules, practice schedules, whatever. They would know those schedules. I didn't know any of that. Somebody had to, somebody had to pass 'em on to me. I did not ask for their schedule. You know, their practice schedule or whatnot – that was not my place to know. I, I do like to tell my story about a student that worked at a bar. The bar closed at 2 a.m., and he could not get to an 8 o'clock class. He couldn't do it. Nobody would help him but we did. Same thing to me.

KS: Alright. Let's look at No. 13, please. Umm, this is from yourself or, excuse me, from Cynthia Reynold to yourself, Jamie Lee and Octavius Barnes are copied. This is  
And it starts with an email from yourself. "Hi, all, I just spoke with Mr., I believed it's pronounced . I told him, we would look for his other paper tomorrow. It is possible we misplaced the original paper. If not, I told him we could either wait for him to produce another copy of the paper or if it would be better turn in a grade of C and change it later when he produced a copy of the missing paper. Hopefully, I'll be able to locate it tomorrow. It's been a long. Cheers. Debbie."

DC: First off, we didn't end up doing it. Number two, umm, you can turn in a grade of C and change it to an A/B or an F or whatever. You don't have to change it up. You can change it to what, you know, if, if you make a mistake but –

KS: But here's not a mistake. Right? Here you're –

DC: I thought that we had lost his paper.

KS: Right.

DC: There obviously, I thought this was mistake on our part. It did happen. Not a lot but we dealt with a lot of papers and I didn't wanna to punish the student for something that obviously I felt like could have been on, our error.

KS: Sure. But this is what's the urgency? Give him an A/B, look for it.

DC: There is a cut-off date sometime late around there after which is, you haven't met certain criteria, your schedule for is cancelled and then you got to go through hell get that in all the spots that got dropped. I'm sure that was, that was what --

EA: And isn't , those are break probably?

DC: Yeah. Yeah. Exactly. But there's a cut-off date in sometime where that happens and nobody likes for people's schedules to get cancelled cause you would have to go back and find, bother enough people to get it reconstructed.

KS: How would you know that? How would you?

DC: How did I know that? Because it happened.

KS: Did it happen? For this specific student-athlete, how would you know that?

DC: I don't know. But that's just my, that's my reading of it. I was just like –

??: It sounds like you talked him. I just spoke to him.

DC: Mr. I must have but I don't recall that conversation.

??: Right.

DC: Was not, and he must have told me that he turned in the paper. Probably where he turned in the paper, umm, you know, and –

??: Was there ever any intention to give him a grade if, if (unintelligible)?

DC: No. And I didn't. Uh, just say, well, what could we do to hold the spot until we can find out? There was not, I would not have given him, we never gave anybody a grade that did not (unintelligible). I could have turned in a grade and fixed it if I had not gotten the paper. We were firm about that and we kept 'em. The University has rules. We kept them on file, anybody could have looked at 'em.

KS: But if what you say is true about Mr. that he's gonna lose his schedule –

DC: I don't know. I'm just thinking that's probably the case.

KS: But then why does Cynthia Reynolds say (unintelligible) the truth?

DC: Then, then, he must not have been, I mean, she must have been trying to punish him.

RE: Do you know any (unintelligible) –

KS: Yeah.

RE: -- continuation. It's not a grade though?

KS: Correct.

DC: I mean, she must have been trying to punish him. I would assume. I don't know. You talked to her, I don't know. She probably doesn't remember it either at this point. Umm, but in looking at a lot of these emails, things that are overstated or are, are all motivational things for the students.

KS: How did you know that?

DC: If I'm, delicately intelligent, I can read. I mean, that's what I see about no (unintelligible). I just think that that's, that's the way I read it.

RE: Is this? Standing alone could this be an extra benefit for a student-athlete? What, what's evidenced here is that they were receiving work, misplaced a paper and waiting to figure it out and so they were looking for stop (unintelligible) –

KS: My only question is, why the offer of a grade? And why, how that fits in the University policy? That's my question here, that's all?

EA: Well it, it's clear on the, on the paper that –

KS: Yeah. Athletics says no.

EA: -- I'll change it late when he produces a copy so it's, it's no, uh –

DC: Grade is on down.

EA: Right. I mean, it's not saying we're gonna give him a grade. It's saying, if it's gonna, if me losing the paper is gonna cause him to not be able to be enrolled –

DC: Or whatever –

EA: -- here and if putting a C grade down is gonna fix that, you must have believed that he'd actually given you the paper.

DC: I had some reason to believe that, yes.

EA: Well, it says that you just talked to him.

DC: Yeah. I talked to him. I'm sure I talked to him personally but I don't remember the conversation. We went through a period of losing papers. Umm, people would come and shove 'em under the door and we had, umm, (unintelligible) literally, had to have a talk with housekeeping.

KS: Okay. Look at No. 14, please. And this is from Cynthia Reynolds to yourself. To your point, she did refer to you as DC. This, this, the SWA, "I'm assuming is Swahili in the AFAM are the only classes we don't have assignments for this session. The AFAM McMillan did for the spring was a good one for (unintelligible). I think it's 10 plus individual papers. Is that a possibility? We have eight guys in the AFAM and three guys in Swahili I will rerun schedules again and confirm these numbers. Any thoughts? Are you still upstairs?

DC: Uh, they were renovating our office, so (unintelligible) displaced and trust me, everything was chaotic but –

KS: So do you remember and you may not, where you wound up with the assignment?

DC: I have no idea. I wouldn't be surprised if we did that again because if I recall it was, it was a creative assignment. And, uh, but I don't recall if we used it that semester or not.

KS: Okay.

DC: That summer session.

??: Does 10 plus mean 10-plus pages or?

DC: No. 10 different papers. He had, he had 'em do, he had short papers and he got, I think they got bored with reading the same, you know, papers over and again. And, uh, he

had, uh, done a thing with short papers, shorter papers. I don't remember it exactly. But 10 different things this, this was a lower-level class. It's, it's second half of the introductory course and the thing that's interesting about upper-level classes is they're (unintelligible) things. The was a lower-level class in that it needed to go across, uh, a wider range and that's why the 10 papers he thought would cover the material better. We had a discussion about this.

KS: Sure. Tell me how Swahili presumably (unintelligible), a foreign language has a (unintelligible)?

DC: Julius did that.

KS: Yeah.

DC: That was (unintelligible) prerogative, a chairman's prerogative. Chairman, at the time, when I was at UNC could do pretty much what they wanted to. Umm, I remember when Sonia Stone died, who was gonna give her grade? And he said, well, of course the chairman could do it. I heard the story about another department where there was enough, umm, disharmony in a class that the chairman decided to change all the grades in the class. The chairman has a fairly wide range. Julius came up with the assignment for four, for a number of reasons I believe but –

??: Well, as it relates to her suggesting these things, what happened to those suggestion? I mean, did, did you just say, well, Ms. Reynolds said, so we're gonna do it or?

DC: No. No. I would have talked to McMillan about it. But the Swahili this, she's not suggesting that.

??: Oh, yeah (unintelligible).

DC: Yeah. So the, no, we would have said can do the same thing again and the professor would have either said yes or no.

??: This isn't giving the, Ms. Reynolds, it's not delegating authority to her?

DC: No. No. She was just making a comment that she liked that – it's a yes. That's what it would appear to me in my reading of it. And maybe that she thought that the students benefited from it.

RE: Since we're talking about delegation of authority and duty, did you ever have authority to, to give any of the academic advisors?

DC: No. Well, I mean, I wouldn't give them authority to do anything. What could I give them authority to do?

RE: Well, that's why I'm asking that. I think part of the allegation against you relates to the allegation of –

DC: Yeah. I didn't understand that because I didn't do it. I know that people saw that (unintelligible) topics and whatnot. We, didn't, I don't know that we ever used any of

those topics. Uh, just the fact that someone suggest it, doesn't mean that we were gonna use 'em. We might of but I don't remember that we did.

??: But if you did, was it because they wanted it or because the professor decided that it was appropriate?

DC: That would be the professor deciding it was appropriate. But no, we didn't ever delegate any authority to -- that was not their job. I didn't try and do their job either. I, I didn't understand that allegation frankly cause it didn't seem to have any basis.

??: Do you recall ever signing any grade rolls for Swahili classes?

DC: I signed a lot of grade rolls.

??: And was that, did you (unintelligible) Swahili professor direct you to do that or was it Julius?

DC: Julius. [4:25]

KS: Okay. Let's look at, umm, No. 15. This a conversation between you and Cynthia Reynolds, Wednesday, June 17<sup>th</sup>, 2009.

DC: This is when I was angry.

KS: Yeah, help, help me understand this email.

DC: I was, once again, you know, overstatement, remember that in 2009 we weren't really thinking our emails were gonna be looked at in 2017. I was, I had, uh, went into great detail earlier, I was angry with the way people were being treated that were working in athletic academics. For whatever reason by whomever I didn't exactly know where it was coming from but I was upset and just saying -- we're not gonna deal with you anymore. I was a threat.

??: And who were you mad about?

DC: This was with Mr. Barns, and then ultimately with Ms. Reynolds.

??: Right, so --

DC: But she hadn't been fired yet at this point.

TS: So you were upset that (unintelligible) get fired.

DC: Get treated that way, so.

TS: And that's what this is?

DC: That's all this is about.

KS: But if you are, clearly you're very student focused, uh, how does severing a relationship with the department help students?

DC: It didn't. I was angry.

KS: Okay.

DC: And then in anger I think you, I never meant this, this was just bluster and frustration and anger.

KS: Why were you so invested in Octavius?

DC: I had known him since he was, I don't know what year but I had known him as a student, and he is, he's, he's as I said before for a wonderful young man, he had, uh, yeah, personally endears himself – and I thought he did an excellent job, of his job, he worked hard with the individual kids because he had been there. He had a, you know, traumatic injury in a game and, he went through rehab – he had, they'd...he knew all of the different things that they go through, I don't know that, you don't know that, he did, and I thought he was a wonderful addition to their program, and then, whomever decided they wanted to just, not fire for cause, but just reorganize and get rid of somebody and, and, was it my place to make this? Probably not. But I'm, I'm, entitled to an opinion.

KS: Okay.

EA: Wasn't this about the time you started thinking you really, were gonna leave?

DC: Exactly, I had planned to. I was, it was really time to leave. I had had several personal things happen to me in 2008 and from 2008 on I was trying to, um, get out. Tired, get out.

KS: Okay, let's look at 15, and I originally wrote 15-B here. I guess I had an A and B, and I realized I had repeated it later on so that's why it says 15-B. Umm --

?: Okay. We just did 15.

KS: Oh, I'm sorry, there is, I apologize, so there is a 15-B, my apologies. Sorry about that. Umm, hmm. so we, I think we've kind of talked about this Debbie. Umm, and this is from Jamie Lee to yourself talking about a student, and you mention here, "We need to treat student-athletes just like everybody else"

DC: (unintelligible), isn't it?

KS: Yeah, but, below you say, "Hey, just in case your boys are on a panic, I've delayed my retirement by one month. There are lots of things going on in this department so I decided to help them get them through the beginning of the semester, so if anyone hasn't finished their papers we will have a bit of leeway. You may feel free to pass the word." What does that mean? So if anyone hasn't finished their papers we will have a bit of leeway.

DC: Cause I would still be there, the end of July, or mid-July through mid-September, Nyang'oro, was always gone, and if they needed their grades in before, and as I said earlier, before the next semester began, which most students would do. Most students, you know, in order to not have their class, their schedules cancelled or whatever, they have to get all the grades in. I mean your desk students may have a little leeway, but

your standard average student doesn't have a lot of play into how many hours they passed or whatever, uh, to be in enrolled.

KS: Does, does the class schedule drop happen at articulation date, or does it happen right at the beginning of the next semester?

DC: No, there's a, there's, I don't know what our, how you're using articulation but, there is a date prior to the beginning of a semester that if they haven't done X requirement, you know, whatever the University says that they're schedules are like that. And that's, that's why people do wait for their classe --

KS: Sure.

DC: ...because then they're coming in, and then it's problematic so that you get a student back in class because --

KS: Sure, sure. Okay. Look at 16. Thursday,

DC: It was a lovely summer as you can tell.

KS: Yeah.

DC: We're out of our offices and, I was trying to leave.

KS: So Jamie Lee writes, and this is again from Jamie Lee to you, Thursday,  
"Hey Miss Debby, I hope you're doing well. Cynthia's out today, I'm covering for her with a student-athlete of ours who is knowledgeable and [will not] it will not be possible for him to be eligible for the fall unless we add another course. Would it be possible to add AFAM to ? If it's too late I completely understand but he's definitely in a bind I figured we'd give it a try." So, is student-athlete eligibilities sort of one of these special circumstances you talk about?

DC: I guess it could be. I did not feel that was eligibility because I didn't know anything about it. In fact, they joked that I didn't know anything about eligibility, but, this was just to me another articulation of need. I did not -- and, and ineligible, I don't know if she means athletically or academically, two different things.

KS: Sure.

DC: And I don't know. But I, I took that as he needed it. I did not focus on the reason. Once again, it was a bad time.

KS: Yeah.

DC: Don't recall the details of some of these things.

KS: Okay.

?: Was eligibility tied to not academically eligible?

DC: No.

TS: -- that's a phrase.

DC: That's a phrase, yeah, eligibility is a word, (unintelligible). I don't know if this meant academically or, or, or athletically, and --

KS: Alright.

DC: -- you still would have to do the work in the class, I know that.

KS: So let's look at, um, 17, this is between you and Jamie Lee, Tuesday,

EA: Oh, and is that that a special?

DC: I think that was the one with the 10-plus pap, 10-plus papers, I think that's the same one. I think that was from that same time period. Wasn't it? Same, same kind of thing, yeah...alright, I don't know that's an absolute fact.

KS: So again, this is conversation between you and Jamie Lee...

DC: That flip comment, your wish is my command.

KS: Now, I'm more interested in actually, I would never, ever suggest that for any student-athlete.

DC: Look, we did, we had, we had a couple of professors who were so absolutely anti-athletic. I mean, they didn't think the University should have athletics. They didn't think they should have to teach any of them, that was the, that was the, I'm sure that was the case. There were, there were two and I didn't suggest it a couple of 'em, the student-athletes said "no", I want to prove to professor whatever that I'm a good student and I said "fine", but I would not suggest it because they don't like athletes.

RE: Debby, would you ever or have you ever done that for other student-athletes or other students who are interested in a particular course that you have a personal sense of what the instructors like and therefore you're trying to get --

DC: You won't get a lot of what professors (unintelligible)?

RE: Right.

DC: Yes, I can think of some specific.

RE: And one of those situations you said before where when the girls were enrolled with Dr. Nyang'oro and they just were like oil and water, they didn't each other.

DC: Correct. But there were, there were other combinations that I would not suggest. We had a, a young man who obviously had some (unintelligible) issue, there were some professors that could deal with that and there were some that could not.

RE: And, and, was that out of bounds for you to do? Do you think to give that kind of advice?

DC: Obviously, I didn't think it was out of bounds. Umm, once again I'm a human being with, who is entitled to an opinion, I can articulate it and then I didn't refuse to put somebody

in a class but I would never suggest it. I didn't say I would never, didn't I say, didn't I use that language – I would never suggest it, cause that's

KS: Recommend, I think.

DC: Recommend. But I didn't say I will not enroll you.

RE: Sure.

DC: I would not recommend it. Umm, people weren't required to take my recommendations.

KS: Okay, this is No. 18. And this appears to be a email conversation between Susie Durr, and yourself. You, we talked, you hinted I should say at Susie Durr, we've sort of talked a little bit about her. And Susie says "I've been working on some additional topics for AFAM papers and wanted to get your input on that to see if they were acceptable." What does that mean?

DC: She was trying to come up with paper topics and we had to give 'em to 'em.

KS: Okay.

DC: She also made wreaths for people, she was just a wonderful, giving, always tried to go the extra mile kind of person.

KS: Sure.

??: Now was she deciding that these would be the topics or what?

DC: No. She was just, just suggesting that it's my, she, I think she was suggesting I could send him to Julius and see if they would work, but --

??: So this wasn't, she didn't have authority to?

DC: No.

??: (unintelligible)?

DC: Absolutely not. No, she --

KS: But why would she want to do that, suggest paper, just because of the timing issue?

DC: She did everything. She was a giver and a doer and a worker. And, her father was a university professor. She's, you know, just a wonderful human being.

EA: So this was her going above and beyond.

DC: Absolutely. But it was not, you know she had no official role in the department whatever, I mean, she was not making paper (unintelligible). She was just trying to go see what we got there.

KS: Okay. So this is, um, No. 19. This is from Jan Boxill to yourself, it says "Debby, do you remember the student I was doing an independent study with for ? He came to

see me last night but I don't have, have him on any roll sheet. Jan" Was Jan Boxill teaching independent studies for the AFRI/AFAM department?

DC: She did a handful --

KS: Okay.

DC: - with Dr. Nyang'oro's approval.

KS: Okay. Um, do you know why she? What the discussion was? Why teach an AFRI/AFAM?

DC: I, my recollection would be that it was, there were African-American topics. Umm, lots subjects, you know, are lots of times but it was only a handful, ever. Umm, and there were, her students, you know, students she knew from the Philosophy Department, um, if I recall correctly, and, she knew we didn't have time for them, and we really didn't she, we were swamped. It's, I think beginning to help, we were swamped and instead asking Julius to actually take 'em on, she worked with 'em.

??: And did she do, why did she?

DC: She was not the only one either, there were some other professors that did same.

??: And do you get a sense that she thought these were important topics for her students to?

DC: Oh, definitely, she had something that was interesting to the student and interesting to her. I believe that she thought they would get some special (unintelligible).

??: Education?

DC: Education, yeah, because, if, if I, my only, I don't recall the topics but I recall and if it was something that was not available (unintelligible). You know, something that would not fall under the parameters of anything. And we, tried really hard, they have things fall under the parameters of the subjects, the philosophy was not other that bioethics class, the (unintelligible) 428, philosophy was not a strong point in our department.

KS: So why not teach it at the philosophy independent studies?

DC: I don't know. I have no idea.

??: Jan is a professor, right?

DC: Oh yeah. Well above me on the food chain as well.

KS: Cause presumably, and I don't know, in the interest of full disclosure cause you don't believe philosophy has independent study courses available to them?

DC: Right, but probably, my assumption and recollection would be it was an Afro-American kind of topic, and, once again trying, probably keep it in there.

KS: Sure.

MM: There's no indication here that (unintelligible) is a student-athlete?

DC: I have no idea who referred (unintelligible). Do, does anybody know?

??: In your dealings with Professor Boxill did you take it that she thought that your (unintelligible) AFAM department was an important department in terms of educating the student body.

DC: And she worked closely with the department for educational purposes, but then I even told you her husband was, uh, long involved with us.

??: (unintelligible) taught a course that was about African-American studies --

DC: Right. Right.

??: -- topic? You were perfectly reflected in the?

DC: Right. In the record. Yeah.

MM: I can tell you, umm, since Dr. Boxill isn't here that she taught independent studies for three to four different departments, it's not uncommon for a professor in one department to ask a colleague to (unintelligible). Dr. Boxill students included ethics, sports, women's studies, independent studies, political science for peace, war and defense, for religious studies, every circumstance because of the faculty member ask her because a student had come to them, expressing an interest in teaching, or in taking the course, that professor wasn't confident or didn't feel confident to be in it that he had to do it. So, Jan would directly the and give the grade for the student.

DC: Mm hm...

MM: They, she would grade, it would be turned in by --

DC: (Unintelligible).

MM: ...poly sci or whoever it was would turn in the, the official grade so...

DC: I said, we had other --

MM: I believe that's how these things worked. And my guess is, it just isn't exactly in the AFAM student, and it one a philosophy in ethics of sports.

DC: Possible. I just don't not know, I don't remember the name, the name, I mean was one name I really can't even come close and, since he worked with her I would have been, umm --

EA: Well we've been goin' for over an hour so let's take a break if we can.

KS: Sure, alright, it is 4:40 Eastern time, we're gonna take a quick break.

BREAK

DC: (unintelligible) awful lot.

KS: We're almost there.

(all talking)

TS: That's why I turned it on at nine. I was like, alright. I saw 'em come back. You know best case scenario from here they win. Worst case scenario, I stay up and watch 'em lose.

DC: Oh, well.

KS: Folks, I'm gonna ask about three emails, 21, 27 and 28, cause I think a lot of the stuff, some of the stuff, most of the stuff was covered already, and there's no point belaboring it.

DC: Okay, 21.

KS: Yep.

DC: ...given there the...

KS: 21, 20, no we're not ready to go, I'm just giving the room a heads up, that's all, I'm waiting for.

RE: Scott's not (unintelligible).

KS: Oh, he's not coming back. I'm sorry. I thought I heard we had to wait for him.

RE: With all due respect he's had enough. (all laughing)

KS: That makes I think probably all of us actually so I'm not the least offended.

DC: Well I apologize if I go on too much.

KS: No, you're okay, you're okay, okay.

DC: I think he want to hear some detail at least.

KS: Sure. Um, we're gonna go back on the record, uh, it's approximately 4:52 p.m. And I said off the record that we're gonna just focus on three of the remaining emails, I provided everyone with some Bates Stamped copies but, a lot of the stuff was covered already. Um, so want to talk about email 21, and this is between yourself and, and Debby Crowder.

DC: I'm Debby Crowder.

KS: I'm sorry. It's been a long day, I'm sorry, Debby, between Dr. Boxill and yourself.

RE: Kathy, you have to acknowledge the fact that you're confused so any response, certainly can be chalked up to confusion (all laughing).

KS: I'm easily confused. Um, so, my question is, is this issue of a recycled paper.

DC: I can address that before you even ask the question.

KS: Go for it.

DC: Recycled papers were an issue.

KS: Yep.

??: Well define for us what a recycled paper is?

DC: Recycled paper would be a, a, a paper you've seen before that, that is from some other class. A student did the work and submitted to a professor and then submitted the same work to another professor for another class. This troubled me.

??: Alright, so, let's just be clear, it's, one student writes one paper, submits it for --

DC: Two separate classes.

??: Not, but it has nothing to do with student one writes a paper and then student two--

DC: No, no, no, no, no, no, no. This is one, this is -- if I'm submitting a paper to English, um, what was the number? Well, I know but, I wouldn't be use the AFAM number, uh, 66 I think it was -- anyway, if, if I submit it to there, can I then submit it to an independent study or anything, any other kind of class, in AFAM, okay? That could happen, theoretically, that puzzles me as a, I'm a graduate of the University of North Carolina-Hill, that troubles me. So I did call, academic advising say is there a regulation anywhere that says you cannot do that? And there is not. Now I was told that it was not so I said, okay. If, if, you know, both professors find the paper somewhat acceptable, you know, there is not a regulation in place.

KS: So by regulation against it is it the honor code you're referring to?

DC: No, there's a, uh, well I guess it's the honor codes but there's also -- well, I don't know, I guess I, I, I was just asking for a regulation. I wasn't asking for the fear it would be -- that could be in the class bulletin, handbook, yeah. I was asking just anywhere out there in the University regulation land, and never seen no (unintelligible) procedure just lots of different places, and I was told there was no regulation against that.

KS: Okay.

DC: So, I had checked that out.

KS: Yeah, cause my question was going to be, you know, is this a scenario where you would turn a student into the honor code, but it sounds as though, I don't want to put words in your mouth. Did you ask that question?

DC: Well that was why I asked the question initially.

KS: Okay.

DC: It was not in regard to this student, it had been for some other student, it was not an athlete.

KS: Sure.

DC: Some other student had done, and, some of our paper topics in Dr. whomever's class were recognizable, and then they show that somewhere else, that was when I checked it out. So I already knew that, a time this came up.

LB: FYI. I think the (unintelligible) fourth document now does address that issue.

DC: Okay.

LB: It says that it is impermissible unless there's a commission (unintelligible) from instructors.

DC: Well that's good.

LB: But I think that's a relatively new situation.

DC: I think that's great. Umm, but that's not my place.

LB: Right.

DC: But I, I am, I'm pleased to hear it. Because it's just one of those gray areas that put through cracks.

MM: Well I'm gonna point out something (unintelligible) that's what your, you know, salaries, you're not the chair of that department.

DC: Mm hm.

MM: The course that was being taught was actually taught through the Friday Center and it was an online course.

DC: Okay.

MM: Um, and, um, so, she was, it says she hadn't heard from Eunice, so, um, it had been communication because Eunice was the one who was doing the grading...

DC: Okay.

RR: ...course so, um...

DC: And probably I was trying to get Eunice to get me grade. You know, cause I did the turning in the grades part. Next one?

KS: Uh, 27. So it's the second paragraph, and again, this is between Jan Boxill and yourself, Wednesday,

DC: Mm hm.

KS: My question is concerning the timing. So Jan Box, Boxill asks "also the coaches are worried about the girls in and they have no cushion. This involves

So, is there something we can put them in? It doesn't have to be in the same class." So, is that late in the semester?

DC: It's about three or four weeks in.

KS: Okay.

DC: It's not, it's not inordinately late.

KS: Okay.

RR: It's not what?

DC: Inordinately late. When I first started my job we did a lot of really late adds, um, because of the office for, I think it was called minority affairs or something, they changed the name 15 times since then. We called, there was a dean there that would call and ask people be put the last week, and we quit doing that, and put in, a, you know, a date, um, but this was not, this was probably computer stuff, they're doing it on a computer at that point.

KS: Oh, so the add drop date had not passed.

DC: I don't think it had. I think, you know, it's a little later than that. And...as far as giving them a cushion, um, they would, you would presume this was a class they could pass, whereas a math could be a (unintelligible) or.

RR: Once (unintelligible) they have to have 12 hours...

DC: Right.

RR: And if they drop a course then you can add.

DC: Right, they might want to drop the math or that's what you seen here – that's a cushion.

KS: Yep. Okay. Actually, I stand corrected, 28 we already discussed, didn't we? Middle school report?

RR: Yes.

KS: We did, yeah, we did, okay. While I look through my notes, do you folks want to look through your notes to see if you have additional questions for Debby?

RR: I want to ask [if it isn't too late in the day]. (Unintelligible).

KS: Sure.

RR: I want to share with her, two papers that you're talking about, papers and what they look like and, and one of these is a paper written by, um, um, The second one is a paper written by I don't have copies and these are lengthy, it's 20-page papers, um...and, you know, the first one is

DC: Mm hm.

RR: Um, it's an extremely well written paper about, you know it's like intellectual history, uh, recitation of the

DC: Well, that's the way it should be because this is a seminar.

RR: Okay.

DC: In lieu of the seminar.

RR: So the, so that, so my question for you is, is, is this paper submitted in connection with a course that's, students are attending class or is it a class where they're just writing a paper.

DC: Just writing a paper.

RR: But if you just take a look at that for a minute it's like, this paper appears to have been very carefully and laboriously done. And I'm just gonna ask citations of sources.

DC: Uh huh.

RR: ...um, you know...

DC: He's a bright young man.

RR: Yeah, it begins with, uh, um...

DC: All of these topics

RR:

Um, it's an impressive piece of work and I, just want to know if this is representative what the kinds of work that you saw from students in these courses.

DC: Yes. And especially for this particular class, because we would require to be a better than average paper because it was in lieu of the seminar. The, and the seminar is, is was a class that we considered to be very important, for majors, and Um, um, but it...it's, anybody who was an would be interested in this topic, so, yes, it's a perfectly, this one is perfectly is it another one from

RR: There's a yellow tab, it's a, the paper from it's on I believe it's, uh --

DC: , right. (unintelligible). He's another bright young man.

RE: And Randall is your question saying is this?

DC: This is representative, yes.

RR: And do you know who graded those papers, Debby?

DC: I don't know for absolute fact. You know if this staff – at often, you know, if Julius is around, I would imagine that he graded at least some of 'em, but I have no idea if he graded this particular one or if I did. I couldn't tell.

RR: Did, umm, I was (unintelligible) the issue of how people knew that you were grading, um, papers because I'll tell you that Dr. Boxill did not know. And, um, I was wondering if you have any explanation in that how that can be possible that she was on the campus a lot, she knew a lot of people, she worked with people in your department. Uh, but she argued with, uh, Mr. Wainstein for a very long time about whether she knew that you were grading papers.

DC: I never told anybody that I graded papers. Two reasons, number one, I never knew if I was gonna grade the paper or not. If I had known I was gonna grade a paper I might've talked, spoken a little differently to a student than if I didn't because some of these papers from start to finish were graded by Julius. Some of these were not graded by Julius but, some of these papers were graded by Julius and all I'm gonna know, you know, it was prerogative where he decided to put the grade on 'em or not. I never told Dr. Boxill that I graded the papers. What somebody wants to surmise, uh, it's not, I can't determine how they think. But people knew that Julius was out of town a lot, did they connect the dots? You have to ask them?

RR: I didn't know that some other, could have been some other professor asked to do it?

DC: Could be. Exactly.

RR: Coming from the outside wouldn't know answer to that.

DC: Could be, and, you know.

RR: Did you tell Mr. Wainstein that Jan Boxill knew that you graded the papers.

DC: I don't recall that I did. I may have said she must have known, I don't know. I say we were there for hours on end.

RR: Well sitting here today do you think she must have known it at the time?

DC: I don't think she thought that I did. I really don't. I, you know, I don't know, this is me trying to know what somebody else thinks. I don't know.

RR: But you don't endorse the concept that she must have known?

DC: No. I don't endorse it.

RR: And you didn't tell her yourself?

DC: I absolutely didn't tell her. If I said it was Mr. Wainstein I didn't intend to.

RR: Was it that you didn't want people to know that you graded those papers?

DC: Once again, I didn't know if I was gonna grade 'em or not, and, you know, was I a 100 percent comfortable with grading the papers? No. Was I a 100 percent comfortable with many of the other things I did on, as an agent for Dr. Nyang'oro? I wasn't comfortable in those either. Uh, but it --

RR: And we talked about you and Dr. Nyang'oro having a discussion about you grading papers.

DC: Right.

RR: So before, before you started grading you developed an understanding of what he was looking for?

DC: I had seen many a paper come through. As I think I said earlier, the first time this happened I was in a panic, was not, this is not my choice. And he said, it's been so much work that he said to me about many things were handle it.

RR: Do you believe that your grades were any better or any higher than his grades, on paper?

DC: Absolutely not. In fact, people complained about some of these grades, believe it or not. Um, you know they, the A minuses would complain, and they, all the complaints went in front of him. He read a, and he agreed with me on the grades. We, he was telling I was doing a good job. So, uh, and then when that happened he would then write comments on the paper, and return it to the student. But he did, they did pass, you know, those kind of things passed through again. And also I think I've mentioned somewhere, if there was one that was just off the hook brilliant, I made sure he saw that. I think you need, you need to see what your students are doing here -- did you see this one, you know, cause you didn't give it a grade, did you really look at it. I did tell him, you know, that, that happened, um, but these are, are representative. Yeah.

TH: Yeah, and, I just want to make sure I understand, too, the, um, the special arrangement classes, it's my understanding -- you could correct if I get this wrong -- but my understanding was that, in lieu of a traditional class, where the student would attend the class, they would be given a topic and assigned to write a 15 page paper --

DC: 20-page sometimes. I mean, it the paper length varied, but anyway, go ahead.

TH: -- which they could turn in, and in some cases either you or Julius would grade, and then they would receive a three-hour credit, in AFRI/AFAM, is that correct?

DC: That's correct. Uh, you could also go sit, I had, I had some students that were sent to me by academic advising, they said this is too much work. I'm not doing it, I can find a class that, a multiple choice, I don't have to class, show up on the day of the test, and take it, and get my three-hours and go on with my business. I don't want to write a paper. Who, I said, "Fine. Do it, if you can find it do it. Great, wonderful, go away!" You know, but when I hear I don't think to determine whether these are perfect scenarios, it's, you know, whether people were treated fairly, across the board and I, I really do feel like they were.

TH: And did, did, um, did you see anything wrong with yourself as a support staff person, grading these papers for these students and student-athletes, in which they would receive a three-hour credit, some of them in upper levels AFRI/AFAM courses?

DC: Did I see anything wrong with it?

TH: Correct.

DC: Not really. I did, you know, many things as assistant to the chair, many things that don't need to be (unintelligible) in here, cause they have nothing to do with student-athletes.

RR: If you had done this without authority from Professor Nyang'oro you would have?

DC: Then it would have been a firable offense, would be wrong. But he gave me the authority.

RR: Did you delegate, uh, or do you, are you aware of Dr. Nyang'oro delegating to athletics personnel the authority to manage aspects of these courses?

DC: Unless he did it after I was gone, I have no idea what he, his communication with them after I was gone. I suppose that's possible, but, during my tenure, no.

RR: So, who, did a professor decide what the topic was?

DC: Always...I remember 99 percent of 'em take 'em from Julius, but I don't know. I think there's documented occasions of couple of times when I could not get a topic from him because – he was tired, too, and I --

RR: And where would you get in those?

DC: Um, another professor.

RR: So, professor decided all the course topics?

DC: Yes.

RR: Did, uh, did athletics personnel, the athletic personnel ever have, did they ever decide a course topic?

DC: No.

RR: Did they ever, uh, determine what was required for the course?

DC: No.

RR: Did a professor determine that?

DC: Yes, always a professor.

RR: Did, uh, athletics personnel ever dictate what the grade was gonna be?

DC: No.

RR: Um --

DC: They could assume, that they would get a decent grade. Needless to say, by observation, but they did not dictate a grade.

RR: So if for example there are, are kind of lists of what people might need, did those factor in in any way, to the decisions that were made?

DC: I think that, um, I think it might have been Cynthia, had spreadsheets, and instead of retyping the lists to send to me I think she may have sent me the spreadsheets again with the master which I never looked at again. I put the students in and moved on. I did not go back and forth to see who, if Billy Smith needed whatever in class cause I didn't, you know...

RR: So is there a single circumstance that you're aware of that athletic personnel determine what grade?

DC: No.

RR: Uh did you work closely and directly with nonathletics academic advisors.

DC: Hourly, and close to daily, yes.

RR: Uh, so, did you treat nonathletic academic advisors any differently than you treated athletic academic advisors?

DC: Mm, no. To me they were all advisors, in my brain they were all advisors. If that was an incorrect assumption, I don't know what I'm to say.

RR: Are you aware of any University policies that these courses violated?

DC: No.

TH: And do you believe they violated University policies?

DC: Um, no. The spirit I'm told faculty might say that but I don't think there's any actual policy that they violated. We had, I'm [not] embellishing, sorry, I know everybody is, we had a teaching assistant, being, being a department without a graduate program, when we had teaching assistants who graded, we had to get them from other departments. I had more knowledge than they did, trust me. They had no clue. Uh, no clue, and that's a very difficult situation for a small department that doesn't have graduate students, it really is.

RE: Had you been, excuse me, had you been certified as a teaching assistant, could you have done any of this?

DC: No, have I been a certified teacher, oh certainly.

RE: You could have graded these, these?

DC: As I said earlier, I corrected the grammar in my professor's manuscript. I, you know, I read, they had, they came to me with their manuscripts to read, for me, for content, grammar, et cetera.

RE: And graduate students who were in other departments were serving at times as?

DC: Graders, yeah.

RE: As graders in your department?

DC: Yes, yes.

RE: Okay. Umm, I want to make sure, Debby, um, and I think, Elliot's already done some of it but I want to just make sure you understand some of the language that's in the --

DC: Okay.

RE: -- Notice of Allegations and anomalous courses I, I think I asked you before, earlier -- do you understand what anomalous courses means, in these charges?

DC: Yes.

RE: Okay. Um, ethical conduct.

DC: Is that N-C double A's, um?

RE: Yes, I mean the charge is ethical conduct against you and I just, again, I, I wanna to see if you understand?

DC: I understand it, yeah.

RE: You do. Do you believe you've committed unethical conduct?

DC: I do not.

RE: According to NCAA regulations.

DC: I do not.

RE: Part of the allegation in the case that, um, these courses were traditional requisite courses but administered as independent studies, there was no attendance required, minimal only correction of faculty, lacks paper writing standards, artificially high grades. Do you agree with those, with those assertions or?

DC: I don't agree with it. But my answer is this, this idea did not originate in my department, one. Uh, two, if you want to say that it lacks grading standards or lacks grading standards across a lot more classes than this, that these are comparable in grades to other classes, both in class and independent studies. Uh, we had, we had in class classes that have higher GPAs than this, um, and what is the third part? Lacks grading?

RE: Artificially high grades.

DC: The --

RE: Minimal contact with faculty?

DC: Minimal contact with faculty is, is sure. But, there's classes you can be registered in, were the straight up classes and never go and, you know, you still have normal contact. I mean, that, that's, that's a student, beside that student responsibility somewhat of that is the student's responsibility, in my opinion.

TS: If a student who is in one of these courses, uh, do you have occasions where people are reaching out to Professor Nyang'oro?

DC: All the time.

TS: And if?

DC: If he did, then they would tell me and he wouldn't answer me, and then I said I'll deal with it. I had to harass him, and I did harass him to the point that sometimes he was aggravated with me, and you have to talk to the student, and he did, ultimately, I mean I don't think there were many but he, totally ignored ever.

RE: Sorry about that.

DC: No, no. I don't think there were many that, you know, they might have had to wait, but, I think that anybody that really wanted to talk to him got to talk to him.

RE: I think the last thing that I have, Debby, you've submitted an affidavit through your attorney and the letter that went into the NCAA as a response to the Notice of Allegations. I just, can we just agree that the content of the affidavit was, is accurate? And, and can I ask you to attest to everything that's in this affidavit?

DC: I thought I did already, yes.

RE: You did write it and?

DC: Yes.

RE: Okay.

EA: Just one more question, the Wainstein Report, um, one of the things that he said is that you selected the students for these classes and it sounds like these were students who came to you with issues, that you were trying to help, address or solve. Did, did you go out and solicit or select (unintelligible)?

DC: No, I mean did, you know, when we have a class I did let both sets of advisors know, um--

RR: But in terms of going around campus and saying "hey, you and you and?"

DC: No, not at all. Um, we did, I don't recall the timing of it, exactly, I think it was after, probably one of Julius's, um, conversation with Dean Owen who we were trying to cut down, we divided the forms, basically why do you need and, you know, you had to read

for page after page after page of sob stories. Well you think well if they write it down they are, it's more likely to be true than if they just tell you to your face. Um, but that's why sometimes people can lie. They can But that just proved an additional thing, to have to deal with and we ended up, if you documented your sob story, through either judgmental term we let them all in, and...it didn't work. It didn't work, it reduces the numbers. I, I really decided that only way the numbers were gonna be reduced was if I was gone.

TS: But you had to do select students for it, and...being within the report it sounds like you're going around and pitching students out of, you know, "hey, you should come to this course."

DC: No, but did I turn a few away that, and some of them are very brash. My friend's mother was in here and I, I went to UNC, frat house paper files. Well, well documented, and that was another reason I always tried to get Julius to change the paper topic every, you know, just because I commented on that. Nothing against the frats, it's just a fact. They have, they have files, and, I didn't want the burden of having to look at a paper and trying to figure if I'd ever seen it before. um, that was the only students I think – I didn't turn away every fraternity person, if, if they, but, you know, they probably got a little sterner warning than, than the others but that was, you know, that was the only people I really turned away, there's people that were just in it cause they thought they have a way to get over by (unintelligible). If they were gonna do the work, it was fine for them to be in there, too. Does that make sense?

??: Yeah. When you said earlier there were things in the Wainstein report that were not accurate.

DC: Page after page after page.

??: Can you just, I just want to give you the chance to mention the things that are not accurate?

DC: A lot of them were things that people reported about me.

EA: And you've got some of that in your affidavit.

DC: I've gotta come back to my affidavit. There's other specific things that really don't have any real bearing on this I don't think. Umm, but total inaccuracy. You know, I don't know where they came from.

??: I just have a couple of follow ups --

KS: Oh, yes.

??: . . . to other questions that people asked. Just, I wanna makes sure that I understand.

KS Yes.

??: So, kind of a follow up to one of Rick's questions. When he was outlining the allegation of ethical conduct. Umm, at any time in your handling of any of any of these special arrangement classes in particular for student athletes, did you ever realize or think that you were violating NCAA rules?

DC: No.

??: Did you ever believe or think that you were providing what the NCAA would consider to be extra benefits to student athletes?

DC? I absolutely did not because there was nothing that was done for student athletes that wasn't done for every student. And I can, I can say that you can give me something to swear on if you want, that is done for every student.

??: Did you ever observe and I know that numbers are not clear to you but did you ever observe a disproportionate number of student athletes enrolling or having the special arrangement classes as compared to the regular student population?

DC: Never considered it. Because I really didn't, didn't channel that. It was not in my consideration.

??: Did you have a high number of student-athletes in your particular (unintelligible)?

DC: We had a good number but we had, it wasn't all of the majors that we had.

??: Right.

??: And I'd just like to point out the obvious, there are a lot of African American athletes . . .

DC: There are.

??: . . . that are interested in subject matter . . .

DC Exactly.

??: . . . (inaudible).

DC And, yes, in the Caucasian athletes probably benefitted more than anyone from learning something about African Americans in my opinion, umm, because they are teammates. They could, you know, relate and understand their teammates better. That's just totally my opinion.

EA: Last question. I just want to make sure I understand when you did grade papers, your grading system, and I believe Kathy can walk you through it, but, I, I heard you say that if it was a 15 page paper, what were the things that you were noting as you graded the paper?

DC Well, you know, I have the paper and I'm, I would read part of the paper. I first would begin to look at the paper and see if it was the correct topic or a topic and there's one, there's one that I called the student immediately and said this is not, this is not acceptable. It wasn't an athlete but it this was . . .

?: Was that one or you can think of more?

DC One. I can think of more. One.

?: So you're looking at the topic?

DC That was off the, the topic was totally off. And, I went to Dr., you know I called her and I said, this is wrong, did you turn this in. But, it was so wrong I said, "Did you turn this in by mistake?" Because they get (unintelligible) too and she said, "No, he said I could do that." So, I contacted him and he said, "Yeah, I did agree to that." (She starts laughing.) I was like, okay. But, you know, again, you know, I checked for the, this paper. I did not, there's no running through software. That was not in my mind frame at all at the time and I, I think there was one professor in my department that perhaps did that. None of the rest of them did. That was not common in my department. Nothing I ever considered doing. The papers had to have an honor pledge. If they, if they submitted them via email, I told them that was assumed that they would by submitting it via email that it was a, you know, they were signing the honor pledge and they had to have endnotes and bibliography, I mean, yeah, endnotes.

KS How much time would you spend reviewing each paper?

DC I don't know.

KS You live (unintelligible) right?

? Mmm hmmm.

DC I think. I don't know. I was there a lot. A long time. It was well past lunch when I went home. Yeah.

EA: Cause that was the basis where you would award the grades?

DC Graded. And the fact that Dr. Nyang'oro told me if the papers met the requirements that they were gonna be an A or B paper. I, I was making the judgment if it was the A or B paper.

EA: But you made that based on the quality of the work?

DC Quality of the work. Not who the person was. In fact, lots of times, I didn't look at the name. I put the paper

(Someone's cell phone starts ringing and DC stops talking.)

LB: Were papers normally hand delivered so that you could get the honor pledge on the paper rather than email them?

DC: Most of the time, yes. We went through phases of that because students just really liked to turn in papers after hours and there was, then we went through that series of that none of these documented that got lost. People would stick them places and whatnot so I said if you can't, if you can't make it when I'm here to hand it to me or to, to somebody in the front office, you can email it. Some of them had, some people had issues with

email programs and, the University at the time had some, there were some compatibility issues. There was some people's, I don't know if it was their version of Microsoft Word or, people were using Word Perfect. This has been so long ago that, you know they, there were, there were troubles with different things that happened. But, so they'd make some, if you see some glitches in there, this is done this way and this is done that way, we were just trying to get ahold of the papers so.

EA: So, were most of the papers turned in by hand or turned in on paper?

DC Yes. Most of them were. After --

?: I mean do you all?

DC: -- after a point I had to do that because we couldn't afford to, we couldn't afford to print them all. That was, that was a consideration at a certain point. It was costing us money and, oh, we can't do this. It was trial and error. Trial and error. We tried.

?: Do you believe in the students that took these courses received an educational experience?

DC: I think they did. I hope they did. We tried very hard for them to, to do that. I had a lot of people say they did. A lot of people said they did but, you know, I, I certainly want to believe they did.

KS: Tom anything?

TH: No.

KS: Todd?

TS: No.

KS: Randall?

RR: No. Thank you.

KS: Lisa?

LB: No.

KS: You sure?

?: inaudible)

KS: Elliott?

EA: I think I'm good.

KS: Okay. Debbie, is there anything you want to add or clarify for the record?

DC No. I think I've said enough.

?: It's a long (unintelligible).

DC: Okay.

KS: Okay. I'm sorry.

DC: I think I've talked enough, yes.

KS :I have two statements to read to you Debbie and then we will conclude the interview. The last thing I need to tell you is that NCAA Legislation requires that you help protect the integrity of this matter. Therefore, as the matter continues, you are not permitted to speak with others about what we discussed today or any related information except that you may speak with your personal legal counsel and those present in this room. Failure to protect the integrity in this investigation could result in an allegation that you violated the principles of ethical conduct and/or the cooperative principle. Do you understand?

DC: I do. May I say something? After all I have been through talking about this, actually the last thing I want to do is talk to anybody about it.

KS: Alright. As we continue with this matter, someone else involved in a party in this case, their attorney, legal counsel or representative, your request to interview you about matters related to this case and we encourage you to agree to speak with them just as you've agreed to speak with us. This does not include representatives from the media. If you have any questions about who you could talk to, please contact myself or Rick. Any final questions, Debbie?

DC: No. I don't really want to talk to anybody else about anything.

KS: Alright.

DC: So, I've talked enough.

KS: Alright. So, I'll note for the record that this interview concluded at approximately 5:32 Eastern Time. Thank you for your cooperation.

(Everyone says all at once, Thank You and Your Welcome.)

**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

---

**EXHIBIT 1-2**

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

-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 tis 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:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 5:10 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Afam

---

Focusing on DC is fine.

wrote:

> Hi Prof. Nyang Oro,  
>  
> How are you? My name is and I am enrolled in the Afam  
> independent study for first session. When I first enrolled  
> in the class I had planned on doing the paper on HIV/AIDS in  
> Washington, D.C., since the infection rate there rivals that of some  
> African countries.  
>  
> So the subject has significant meaning to me. However, I  
> imagine you might have concerns about whether one city is too narrow a  
> focus for a 20 page paper, especially one that is supposed to be about  
> the entire US, so I was curious as to your thoughts on the matter. I  
> certainly plan on discussing other areas of the US in the paper, but  
> if this arrangement is not amenable to you I can just discuss the  
> situation in DC a bit more. I hope all is well and I look forward to  
> hearing from you. Take care.  
>  
> Sincerely,  
>  
>  
>  
>  
>

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

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

---

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

@email.unc.edu wrote:

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

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 12:18 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri UPDATE:

---

This is fine...Carry on.

@email.unc.edu wrote:

> Hello Professor Nyan'goro,  
>  
> About 2 weeks ago I sent you a copy of my abstract and I haven't heard  
> anything back from you yet so I am assuming that my topic idea and  
> research methods are fine. You told me at our meeting that I should keep  
> you updated on my progress throughout the semester, so here is a  
> progress report of my research project so far:  
>

>  
> Please let me know if you have any questions/suggestions for me.  
>  
> Regards,

>  
>  
> Quoting @email.unc.edu:

>> Hello Professor Nyan'goro,  
>>  
>> I met with you earlier this week to talk about my Afri Research  
>> Project. As I mentioned during our meeting, I've decided to focus on  
>> child trafficking in South Africa, and attached you will find my  
>> abstract and the references that I've found to be useful so far.  
>> Please respond back to let me know that you received this email.  
>> Thanks for your assistance and I look forward to corresponding with  
>> you throughout the semester.  
>>  
>> Regards,

>>  
>  
>

--  
Julius E. Nyang'oro

Professor and Chair  
African and Afro-American Studies  
University of North Carolina  
CB# 3395, Battle Hall  
Chapel Hill, NC 27599-3395  
Tel: 919-962-1513  
Fax: 919-962-2694  
Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu)

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re: Abstract for Afam Research Paper

---

What is the title of the paper?

wrote:

> Hi Professor Nyang'oro,  
>  
> I attached the abstract for my research paper. Thanks!  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re:

---

I will not be here. I leave at 12.15 for about an hour. I then have a meeting at 2.00 and 3.15.

wrote:

>  
> Dr. Nyang'oro,  
> I'm not exactly sure on the title but I was thinking of simply calling  
> it  
> [I'm not sure, I  
> could really use your input. I am trying to come by your office around 1  
> today if that is possible. Thank you.  
> Yours,  
>  
>  
> Quoting Julius Nyang'oro <jen321@email.unc.edu>:  
>  
>> What is the title of this project?  
>>  
>> wrote:  
>>  
>>>  
>>> Hello Dr. Nyang'oro,  
>>> I'm sorry for the delay in getting you my abstract. I've been having  
>>> a very rough week and half. First  
>>> then my computer crashes and I  
>>> lose everything I had saved. Anyways, enough of my problems. Attached  
>>> is my abstract. I did not include alot of sources because I only  
>>> looked at one. I'm not really sure if this was the topic you were  
>>> referring too, however it sounds very interesting to me. Hopefully  
>>> I'll be able to make it by this afternoon sometime, if not I will  
>>> definetly be in tomorrow. Thank you for your patience.  
>>> Yours,  
>>>  
>>  
>>  
>> --  
>> Julius E. Nyang'oro  
>> Professor and Chair  
>> African and Afro-American Studies  
>> University of North Carolina  
>> CB# 3395, Battle Hall  
>> Chapel Hill, NC 27599-3395  
>> Tel: 919-962-1513  
>> Fax: 919-962-2694  
>> Email: jen321@email.unc.edu  
>>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 10:16 AM  
**To:** @email.unc.edu  
**Subject:** Re: Afri , paper

---

The last day of classes. No later than 4.00 PM. No exceptions.

@email.unc.edu wrote:

> Hello Professor Nyang'Oro,  
>  
> I was wondering when is the official due date for our final paper? Thanks.  
>  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 2:51 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFAM Assignment???

---

You should have been working on this all semester. You need to speak to me right away.

@email.unc.edu wrote:

> Professor Nyang'Oro,  
>  
> I hope this email finds you well and in high spirits. My name is  
: I am a Communication Studies Major registered for your AFAM  
> course. With six weeks left of class, it is time for me  
> to start working on my paper for the independent study. Is it possible  
> that we meet? Is there a date and time that works best for you during  
> the week. Should I begin investigating my own topic? Must the topic  
> include something specific? Do you have a focus in mind? I can't believe  
> it's mid semester already. Please let me know how I should proceed as  
> soon as possible.  
>  
> Thank you for your time. I hope to hear from you soon!  
>  
> Sincerely,  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 12:06 PM  
**To:** @email.unc.edu  
**Subject:** Re: Southern Africa paper

---

There is a lot current stuff out. I would happily share the information.

@email.unc.edu wrote:

> Hey Professor Nyang'Oro,  
> I wanted to check in with you about the paper I am writing on Southern  
> Africa, namely Zimbabwe. I have started an outline for it and have  
> several articles and books that are very useful. One of the problems I  
> have run into is that most of the books are somewhat dated. I am  
> looking at a book written in 1999 and it has basic information on AIDS  
> that should be pretty consistent with the times, but I have tried to be  
> more current when possible with statistics. I just wanted to see what  
> your thoughts were on these books and if you knew any current journals  
> or books that would possibly be more useful. Thanks so much for your  
> time and I would be happy to meet with you in the next week or so if you  
> would like!  
> Thanks!  
>

--

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

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

---

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

wrote:

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

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

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

---

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

@email.unc.edu wrote:

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

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 2:50 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFAM , Assignment???

---

You need to come to 101 Battle Hall. I will be in tomorrow  
10-12.3-;2.00-4.00

@email.unc.edu wrote:

> When can we meet? Can I give you a call? At what number?  
>  
>  
> Quoting Julius Nyang'oro <jen321@email.unc.edu>:  
>  
>> You should have been working on this all semester. You need to speak  
>> to me right away.  
>>  
>> @email.unc.edu wrote:  
>>  
>>> Professor Nyang'Oro,  
>>>  
>>> I hope this email finds you well and in high spirits. My name is  
>>> I am a Communication Studies Major registered  
>>> for your AFAM course. With six weeks left of class, it  
>>> is time for me to start working on my paper for the independent  
>>> study. Is it possible that we meet? Is there a date and time that  
>>> works best for you during the week. Should I begin investigating my  
>>> own topic? Must the topic include something specific? Do you have a  
>>> focus in mind? I can't believe it's mid semester already. Please let  
>>> me know how I should proceed as soon as possible.  
>>>  
>>> Thank you for your time. I hope to hear from you soon!  
>>>  
>>> Sincerely,  
>>>  
>>  
>>  
>> --  
>> Julius E. Nyang'oro  
>> Professor and Chair  
>> African and Afro-American Studies  
>> University of North Carolina  
>> CB# 3395, Battle Hall  
>> Chapel Hill, NC 27599-3395  
>> Tel: 919-962-1513  
>> Fax: 919-962-2694  
>> Email: jen321@email.unc.edu  
>>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 10:14 AM  
**To:** i@email.unc.edu>  
**Subject:** Re: afam meeting today

---

It would be the same length.

wrote:

> Hello,  
>  
> I just wanted to clarify about the paper length for afam . I was  
> under the impression that the length was 12-15 pages but when I spoke  
> with you today you told me 20-25 pages. Is it the shorter length if you  
> write on hog farming and longer if I chose to research the AIDS topic?  
>  
> Thanks,  
>  
>  
>  
>  
>  
>  
>  
>  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 11:56 AM  
**To:** @email.unc.edu>  
**Subject:** Re: ENROLLMENT #

---

Fine.

wrote:

>  
> Dr. Nyang'oro,  
>  
> I'm am enrolled in your Afri class ". I recently  
> finished reading Long Walk to Freedom, (which is my new favorite book),  
> and have begun writing my paper.  
>  
> The biggest problem that I am having with this paper is connecting  
> everything so that it flows smoothly, because there is so much material  
> within this book. Many events in Mandela's childhood, for example,  
> shaped him into the man he is now. With all of the many parts of his  
> life, would it be okay if I wrote my paper in sections, such as: Life in  
> the Transkei, Father figures, The ANC, etc, with headings such as these?  
>  
> Sincerely,  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 1:51 PM  
**To:**  
**Subject:** Re: Afri

---

I will be in the office Tue-Th 10-12;2-4. Email me first.

wrote:

> Dr. Nyang'oro,  
>  
>  
>  
> For Afri I am writing a paper on racial links to political identity  
> in South Africa. I have written about 23 pages and feel confident about  
> my findings and writing. However, I was curious if you had time this  
> week, or next, to briefly go over my thoughts and findings before I turn  
> in the paper on the 28<sup>th</sup>.  
>  
>  
>  
> Thanks.  
>  
>  
> Sincerely,  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 1:25 PM  
**To:** @email.unc.edu  
**Subject:** Re:

---

I am in the office until 3.00.

@email.unc.edu wrote:

> HI, i am in your afri class. I am trying this once again, but i am  
> not sure if this is the correct address. I have tryed to reach you  
> throughout the semester to get my assignement for the paper. I have  
> emailed your ta with no response and emailed you several times. I am  
> starting to get worried considering there is only a month of class  
> left. Please email the assignment or a time to meet that is at your  
> convenience. I can make time whenever. Thanks you for your help.  
>  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 6:06 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri Thesis Paper

---

Title Page. Clear sections (with headings). standard margins. 12 font size.

@email.unc.edu wrote:

> Prof. Nyang'Oro  
>  
> Are there any specifications for the paper like format or font size? Do  
> you wanted standard margins 1.25 by 1 or do you want 1 inch margins all  
> the way around. Also is size 12 Times New Roman alright?

>  
> Thanks,

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

>  
>> Yes..Plus References.

>>  
>> @email.unc.edu wrote:

>>  
>>> Prof. Nyang'Oro,  
>>> I just wanted to make sure that the thesis paper only had to be 20-25  
>>> pages. I am currently finishing a draft of the paper, so I want to  
>>> ensure that I have enough written.

>>>  
>>> Thanks,

>>>  
>>  
>> --

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

>>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 1:46 PM  
**To:** @email.unc.edu  
**Subject:** Re: following up on Afam

---

Go ahead. I will be in the office Wed/Th 10-12;2-4.

@email.unc.edu wrote:

> Professor Nyang'oro,  
>  
> I am just following up on the email I sent last week regarding my  
> Afam paper topic. I am not sure if you recieved it or not. I was  
> wondering if you would like to meet this week, or if I have the approval  
> to go ahead with my topic, the Duke-Durham relationship. This is a  
> change from my other topic, and I know it is kind of late to be doing  
> so, but I feel the Duke-Durham topic would be extremely interesting and  
> more academically engaging than my old topic.  
>  
> Please let me know if you recieved my email (I sent it either on  
> Thursday or Friday afternoon). If you did not recieve it, I would like  
> to come in and discuss the issue with you ASAP so I can hopefully begin  
> researching and interviewing people about Duke, Durham, and how they  
> view each their relationship between one another. The topic has been  
> hiding for years, and just recently has it stepped into the media. I  
> think the topic would be great to use for a paper in the course.  
>  
>  
> Thanks,  
,  
,

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re: AFAM Paper

---

I am in th office 10-12.30; 2-4.00 most days. Email me ahead of time.

wrote:

> Professor Nyang'oro,  
>  
> With the end of the semester nigh upon us, I was hoping I could get more  
> guidance about the topic and thrust of my paper for AFAM Can we  
> meet in person this week? Should I come by and set up a time with your  
> secretary?  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re: afam topic

---

You obviously need to come and talk to me.

wrote:

> Hello again,  
>  
> I apologize for the confusion. Let me explain it more in detail. I am  
> registered for the course AFAM . Somehow one of my  
> roommates threw away my drop add form and the essay topic page. I went  
> back to the AFAM department and we redid the drop add form however I  
> didnt get another sheet with the essay topic on it. In my planner all I  
> have recorded is bioethics for the topic. Is there anything specific I  
> need to put in the 20 page bioethics paper. Thank you for your time.  
>

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

>  
>> What do you mean?

>>  
> wrote:

>>  
>>> Hello,

>>>  
>>> I'm just curious to know the topic for the independent studies course  
>>> afam . Could you please forward me the information?

>>  
>>  
>> --

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

>>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 12:27 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Independant Study

---

Friday by 4.00 pm.

wrote:

> Dear Julius,  
>  
>  
>  
> I'm doing an independent study with respect to Business in South Africa,  
> and I have been unable to reach you over the past few weeks because  
> apparently our schedules overlap exactly. I was just wondering when you  
> wanted me to turn in my final paper. Please let me know as soon as  
> possible so I can plan accordingly. My research thus far has been  
> enlightening and very interesting, to say the least. Thank you for the  
> opportunity.  
>  
>  
>  
> Sincerely,  
>  
>  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re:

---

Carry on...

wrote:

> I was wondering if you had had a chance to look over my abstract form my  
> project on "A Human Being Died That Night" and "Country of My Skull". I  
> am writing my paper but want to be sure i am on the correct track.  
> Please let me know.  
>  
> Thanks,

.....

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 1:48 PM  
**To:** @email.unc.edu  
**Subject:** Re: Paper

---

Try my office first. If I am not in, go to the main office.

@email.unc.edu wrote:

> Professor Nyang'oro,  
> I was wondering where I should plan on dropping my AFAM paper off  
> on Friday--in your office, or with the receptionist in Battle Hall?  
> Thanks and hope the end of your semester is going well--  
> Sincerely,

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, April 26, 2006 4:13 PM  
**To:**  
**Subject:** Re: Abstract - Public Housing

---

OK...

wrote:

> I am writing the abstract, and I will finish it and send it to you  
> tonight. I am realizing that this topic is huge. I see two ways of  
> proceeding from here: (1) give a high level summary of the whole topic,  
> or (2) focus in on a particular challenge in detail. I believe your  
> instructions were more to the effect of option (1). I'm already  
> limiting the topic to "in the U.S." and "contemporary issues."  
>  
> Just thought I would send you an update.  
>

--

Julius E. Nyang'oro  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 11:50 AM  
**To:** @email.unc.edu  
**Subject:** Re: Afam paper

---

MLA, correct. Paper tomorrow by 4.00pm 101 Battle, if I am not in, take it to 105 (General Office).

@email.unc.edu wrote:

> Professor Nyang'oro,  
>  
> Just a couple of questions regarding the paper.  
>  
> First of all, format is MLA correct? I think I remember you telling me  
> that.  
>  
> And also, where should I turn in my paper tomorrow? If you are not in  
> your office when I stop by where can I leave it?  
>  
> Thank you,  
>  
>  
>  
>

--

Julius E. Nyang'oro  
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Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 3:17 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFAM Paper

---

You need to bring a hard copy.

@email.unc.edu wrote:

> Dear Dr. Nyang'oro,  
>  
> Hi! My name is , and I was referred to you by Debby Crowder for  
> AFAM . Attached is my final paper for my independent study on the  
> book Jubilee. I'm not sure where to bring a hard copy of my paper to; if  
> you could let me know that would be great so I could drop it off ASAP!  
> It is also attached to this e-mail. Let me know when you have received  
> this.  
>  
> Thank you!  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 4:54 PM  
**To:** @email.unc.edu  
**Subject:** Re: Independent Study

---

Have you taken an IS in the department?

@email.unc.edu wrote:

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

--

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

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

---

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

@email.unc.edu wrote:

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

>

>

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

>

>> Have you taken an IS in the department?

>>

>> @email.unc.edu wrote:

>>

>>> Good afternoon,

>>>

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

>>>

>>> Thank you,

>>>

>>

>>

>> --

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>>

>

>

--  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 12:40 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFAM

---

You need to speak to me right away.

. @email.unc.edu wrote:

>  
>  
> Dr. Nyang'oro,  
> I am enrolled in AFAM this summer session and was wondering if I  
> could pick my own topic. I don't know if it is a possibility but I would  
> like to write about Rastafarianism. Of course I would narrow it down and  
> discuss specific issues within that topic. Thanks for your time and I  
> look forward to your response.

>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 11:48 AM  
**To:** @email.unc.edu  
**Subject:** Re: AFAM Independent Study

---

2.00 pm would be best today.(Th)

@email.unc.edu wrote:

>  
>  
> Dear Mr. Nyang'Oro,  
>  
> My name is \_\_\_\_\_ and I am one of your advisee's for Summer  
> Session II's AFAM Independent Study course. I am writing this email  
> to inform you of a conflicting meeting time for me to turn in my  
> abstract paper. I have a class that meets at 11:30 so I won't be able  
> to meet during that time. After that class I might leave directly after  
> to go home which is an hour and a half drive away, and won't be back in  
> town until 6 pm that night.  
>  
> I have completed my abstract already though and because it is inconvient  
> for me to meet with you on friday, I was hoping that I could come by  
> your office a little after 1, after my 11:30 class so that I may turn in  
> my abstract and discuss my next task for this assignment.  
>  
> I know this is kind of short notice so if I don't receive a response, I  
> still plan to come by your office tomorrow so I can hand in my abstract.  
>  
> Thank you for your time, consideration, and understanding.  
>  
>  
>

--  
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Professor and Chair  
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University of North Carolina  
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Chapel Hill, NC 27599-3395  
Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 11:49 AM  
**To:** @email.unc.edu  
**Subject:** Re: Afam -independent study

---

2.00 PM Th (today) would be best.

@email.unc.edu wrote:

> Hello Professor Julius,  
>  
> My name is \_\_\_\_\_ and I have been trying to get in contact with  
> you for a few days. I am enrolled in Afam \_\_\_\_\_ for the 2nd summer  
> session. I wish to talk to you about my topic for the independent study  
> since the teacher is not available to teach the course. I could not com  
> Monday because I have class from 11:30-1:00pm. I've been by the Afam  
> office a couple of times and I recently called your office and left a  
> message. I wish to meet with you as soon as possible. I am free Monday,  
> Wednesday and Friday before 9:30am and after 1pm and on Tuesday and  
> Thursdays before 9:30am and between 1pm-2:30pm. Please let me know what  
> time you are available so that I may meet with you as soon as possible.  
> Thank You.  
>

--

Julius E. Nyang'oro  
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Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 11:51 AM  
**To:** @email.unc.edu  
**Subject:** Re: Afri Abstract

---

So what is the research question? The abstract does not make any sense!

@email.unc.edu wrote:

> Hi Dr. Nyang'oro,  
> I have attached a copy of my paper proposal for the Afri class.  
> Please let me know when the final copy is due and i also welcome any  
> suggestions you might have as well. Thank you.  
>  
> Sincerely,

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 2:13 PM  
**To:** @email.unc.edu  
**Subject:** Re: Independent study topic

---

As a working document this is fine. 20pp please.

@email.unc.edu wrote:

> Hello Professor Julius,  
>  
> I forgot to mention that I would not be in town Monday. Here is my one  
> page analysis of my independent study topic. I also had a question  
> about the length of the paper. I was under the impression that the  
> paper would be between 10-15 pages, especially since it is during the  
> summer and because it took be so long to get in touch with you. Also, I  
> am in dire need of receiving an A in both of my classes this session.  
> Do you think that with your help and my work that this is possible? I  
> could use any feedback you can offer on my work. Thank you.

--

Julius E. Nyang'oro  
Professor and Chair  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 6:03 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri Research Paper

---

I got it.

@email.unc.edu wrote:

> Professor Nyang'oro,  
>  
> Here is an attached copy of my Afri Independent Study Research  
> Paper. Also, I have mailed a copy to the Afri department so you may  
> have a hard copy. If you need anything else, please email me at this  
> email address @email.unc.edu. (I am  
> traveling -however, I will get back to you as soon as  
> possible)  
>  
> Thank you very much,  
>

--

Julius E. Nyang'oro  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 4:09 PM  
**To:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Re: [Fwd: Re: AFRI student]

---

It is in my mailbox.

Deborah Crowder wrote:

> Do you have this paper? DC

>

> -----

>

> Subject:

> Re: AFRI student

> From:

> @email.unc.edu

> Date:

> 05:02:18 -0400

> To:

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

>

> To:

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

>

>

> Hello again Ms. Crowder,

>

> Hope the is treating you well!

>

> I just wanted to check in: i was given an extension for my AFRI  
> paper, and finished and submitted it a couple weeks ago. I have not yet  
> heard from Professor Nyang'oro, but i understand it is and he has  
> many other things to do! But I wanted to let you know that I did email  
> my paper to him, in addition to sending a hard copy through the mail,  
> and that I am awaiting a response. I am now until the end of  
> but check my email when i get the chance. Would you mind  
> emailing me to let me know if I should do anything else?

>

> Thanks!

>

>

>

>

>

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

>

>> Absolutely no problem. We'll just give you a temporary grade and take  
>> it off when you turn in the paper. DC

@email.unc.edu wrote:

>>

>>> Hello Ms. Crowder,

>>>

>>> I am enrolled in AFRI and met with my advisor, Betsy Taylor,  
>>> about my paper. I will be unable to finish it by the end of exams.  
>>> I will be taking a class, and would like to request, under Ms.  
>>> Taylor's advice, that I receive an incomplete as my grade, until I  
>>> can finish the paper this Ms. Taylor said it shouldn't be a  
>>> problem, since I am already planning on being here this  
>>> Could you please verify that this is ok, and let me know anything

>>> else I need to do (other than finish my paper!).

>>>

>>> Thanks so much,

>>>

>>>

>>

>>

>>

>>

>>

>

>

--

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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu)

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 4:32 PM  
**To:** @email.unc.edu  
**Subject:** Re: Independent study final

---

Please submit a hard copy with a title.

@email.unc.edu wrote:

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

--

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

**From:** @email.unc.edu>  
**Sent:** 11:59 PM  
**To:** dacrowde@email.unc.edu  
**Cc:** JEN321@email.unc.edu  
**Subject:** Afri Mandela Paper-  
**Attach:** Mandela Paper.doc

---

Attached please find my paper on Mandela for the Afri course. I am attempting to not only gain academic eligibility, but if this grade is submitted by I will be granted permission to graduate from the university. I appreciate your assistance with this matter. Please contact me if anything appears incomplete or missing.

Best,

The future belongs to those who believe in the beauty of their dreams.  
-Eleanor Roosevelt





**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 4:19 PM  
**To:** @email.unc.edu  
**Subject:** Re: ind study

---

Friday 10-12.

@email.unc.edu wrote:

>  
> I have an independent study with you this semester and I wanted to meet  
> with you to formulate an outline. When would be a good time to meet? I  
> can meet tomorrow or some time next week.

>  
>  
>  
> ----- Forwarded message from jen321@email.unc.edu -----  
> Date: Tue, 16:07:00 -0400  
> From: Julius Nyang'oro <jen321@email.unc.edu>  
> Reply-To: Julius Nyang'oro <jen321@email.unc.edu>  
> Subject: Re: Independent Study  
> To: @email.unc.edu

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

>  
>  
>  
>  
> @email.unc.edu wrote:

> Good afternoon,

>  
> I am interested in taking an independent study during the upcoming  
> I want to write a paper concerning

>  
> I talked to Ms. Crowder and she told me to email you with  
> topic. I am a who will be graduating in and I really  
> would like to be enrolled in your independent study.

>  
> Thank you,

--  
Julius E. Nyang'oro  
Professor and Chair  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu)

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re: Topic proposal- Afri

---

Ok, this looks like a good start. Carry on.

> Professor Nyang'oro,  
>  
> I hope you enjoyed your holiday weekend and are  
> Attached below is my topic proposal for  
> Thank you so much and I look forward to meeting with you again in the  
> future.  
>  
> Blessings,  
>  
>

--

Julius E. Nyang'oro  
Professor and Chair  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 10:48 AM  
**To:** @gmail.com>  
**Subject:** Re: meeting on Wednesday:

---

2-3 weeks. Email me the middle of unless there is a problem.

wrote:

> Dr. Nyang'oro,  
>  
> Last you mentioned meeting every 2-3 weeks to discuss the paper.  
> Is this still what you have planned? Or should I plan on meeting you  
> sometime tomorrow?  
>  
> I hope you enjoyed your  
>  
> Sincerely,  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, . . . 10:31 AM  
**To:** @email.unc.edu  
**Subject:** Re:

---

We need to meet in person, immediately. My office is 101 Battle.

@email.unc.edu wrote:

> Dr. N'Yangoro,  
>  
> I am enrolled in AFRI . . . and I don't know what topic to write on.  
> Please let me know what I should write about. If we need to meet in  
> person, please let me know your office hours and location. I would like  
> to start brainstorming and researching. Thanks :)  
>

--

Julius E. Nyang'oro  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Saturday, 3:55 PM  
**To:** @email.unc.edu>  
**Subject:** Re: afri

---

Start with basic texts on regional integration in Africa (there are plenty on ECOWAS and SADC, and early ones on EA going back to the 1960s), then examine texts that deal with

either with direct data, or by inference.

wrote:

> Dr. Nyang'oro,  
>  
> Since meeting with you on Tuesday, I have been doing research on  
> for my research project  
> for Afri . I am interested in this topic and would like to pursue it  
> for my final paper, but I am having a hard time finding information.  
> I've been looking at scholarly journals and the websites of large NGOs,  
> but so far have found very little information. Since I would like to  
> continue in this direction, I was wondering if you had any advice on  
> where to start?  
>  
> Thanks,  
>

--

Julius E. Nyang'oro  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 6:10 PM  
**To:** @email.unc.edu  
**Subject:** Re: Abstract and Bibliography

---

Looks fine.

@email.unc.edu wrote:

> Hello,  
>  
> Here is the abstract and bibliography for the paper that I would like to  
> do. Please let me know if my topic is narrow enough, since we did not  
> talk for long in your office and I was unsure if this would work for  
> what you want me to do. This topic in one form or another is definitely  
> what interests me.  
>  
> Thank you,  
>

--

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

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

---

I thought there was already a standard assignment for this?

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 9:56 AM  
**To:** @email.unc.edu>  
**Subject:** Re: Afri :

---

OK

wrote:

> Hey,  
>  
> You said I should e-mail you after 3 weeks to let you know about the  
> progress on my paper.  
>  
> I have read a lot of articles and book chapters (taking notes) on  
>  
>  
> Over the next week I will be reading and taking notes on  
> The following week,  
> I will write a rough draft.  
>  
> peace  
>  
..

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

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

---

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

Deborah Crowder wrote:

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

>> Most comprehensive set of free safety and security tools, free access  
>> to millions of high-quality videos from across the web, free AOL Mail  
>> and more.  
>  
>

--  
Julius E. Nyang'oro  
Professor and Chair  
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Chapel Hill, NC 27599-3395  
Tel: 919-962-1513  
Fax: 919-962-2694  
Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu)

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 5:46 PM  
**To:** @email.unc.edu>  
**Subject:** Re: PHE in Africa

---

Did I respond to this? If not, then you need to come to the office to discuss this. Tomorrow (Tu) is bad, but beyond that I am fairly flexible.

wrote:

> Hi Professor Nyang'oro,  
> I'm in AFRI and I turned in to you an abstract for my paper a  
> few weeks ago. Since then I've discovered that the resources I thought I  
> could use aren't very helpful at all and it turns out that there isn't  
> enough literature on the PEACE project and the relationship between  
> coastal ecosystems, HIV/AIDS infections and deaths, and the population  
> in Tanzania as I had imagined, and definitely not enough for a 35-40  
> page paper! I've continued looking for more resources to see if I can  
> make it work, but there isn't enough and I've had that confirmed by  
> people working in PHE offices locally. I simply wanted to communicate  
> with you about the difficulty and to let you know that I'm going to be  
> doing more research to try and tweak the topic into something more  
> researchable. Certainly if you have any ideas, I would love to hear  
> them. Have a great day  
>

--

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Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 1:12 PM  
**To:** @email.unc.edu  
**Subject:** Re: Meeting for AFRI Paper

---

Friday.

@email.unc.edu wrote:

> Hello Dr. Nyang'oro  
>  
> I am making good headway on the research paper for Afri , but I  
> wanted to set up a meeting with you to go over my thesis and outline to  
> make sure that I am on the right track with what you would like to see  
> us accomplish with this assignment. I have a mountain of research, but  
> my main questions regard the organization of my ideas.  
>  
> Thursday or Friday after 3:00 p.m, or any time early next week is best  
> for me, but please let me know what works for you.  
>  
> Sincerely,

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 6:10 PM  
**To:** @aol.com  
**Subject:** Re: AFRI

---

Fine.

@aol.com wrote:

> My name is I am enrolled in AFRI: as an independent  
> study. At the beginning of the semester I emailed and personally  
> stopped into the AFRI/AFAM office to obtain info about the course. I  
> was told that I would be notified of the assignments when they were  
> available. After going several weeks without hearing from anyone I  
> thought that the course had maybe been canceled or something. Anyway, I  
> stopped in the office last week to see was the situation was and I was  
> handed the assignment paper. The first paper is due on I have  
> been doing research and I believe that I possibly will be able to  
> complete the paper by that date. However, today I came across a few  
> books that I believe would really enhance my paper. It would be greatly  
> appreciated if my due date could be extended to Monday The  
> extension would enable me to read the new literature and I'm sure it  
> would make my paper more detailed and extensive.

>  
> Thank you for considering this option,  
>  
>  
> -----

> \*Check out the new AOL\*

> <<http://pr.atwola.com/promoclk/1615326657x4311227241x4298082137/aol?redir=http%3A%2F%2Fwww%2Eaol%2Ecom%2Fnewaol>>.

> Most comprehensive set of free safety and security tools, free access to  
> millions of high-quality videos from across the web, free AOL Mail and more.

--

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Chapel Hill, NC 27599-3395  
Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday,  
**To:** email.unc.edu  
**Subject:** Re: AFRI

---

OK.

email.unc.edu wrote:

> Dear Dr. Julius Nyang'oro  
>  
> Hello, my name is \_\_\_\_\_ m currently enrolled in your  
> independent study, A \_\_\_\_\_ that we had the entire  
> semester to work on this paper, but I was wondering if I could be  
> granted a one day extension on the paper. I had started on my  
> research several weeks back, and wrote a few pages here and there in  
> that span, but this semester has been so hectic for me that just a one  
> day extension will provide me enough leeway in order to turn in a  
> quality paper. I am currently a gra

\_\_\_\_\_nderstand that requesting for this  
> extension can be rude, but if it is possible, I was wondering if I can  
> have until Friday to complete the paper. Thank you very much for your  
> time and consideration, and I apologize for such a late notice.  
>  
> Sincerely,  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 2:45 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri

---

Please check with Ms Debby Crowder in Battle 108. Thanks.

@email.unc.edu wrote:

> Dr. Nyang'oro, I am sorry for this inconvenience, but I do not know the  
> topic and due date for the next paper?

>  
>

--

Julius E. Nyang'oro  
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Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 1:54 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFRI/PWAD situation

---

Please touch base with me around Dec 6 re this issue. I will be more than happy to work with you.

@email.unc.edu wrote:

> Dear Professor Nyang'oro,  
>  
> I am currently writing a paper about the Angolan Revolution and  
> Civil War for your class. The research is  
> going well, and I really like looking at the development of the  
> different nationalist movements, from a few men in a backroom, to forces  
> fighting for control of their country.  
> That having been said, it has been a really rough semester for me.  
>  
>  
>  
> and the fact that next  
> semester I am going to , and am not sure what will happen while I'm  
> gone. Because of this I have found it difficult to do all the reading I  
> think will be necessary to produce a high quality paper for this class.  
> I remember you asking me when I met you in your office if I was a good  
> student, or one of those that don't take things seriously. I want to be  
> able to prove to you that I do take all of my work seriously, and  
> especially appreciate a unique opportunity such as this class, where I  
> get to direct myself. Because I want to be able to do the best job I  
> can in this class I would really appreciate it if I could take an  
> incomplete and turn the paper in to you after the holidays, before I  
> leave for . I am truly sorry because I feel like I was given  
> academic freedom and then let you down. If you would like to sit down  
> and talk please e-mail me and we can do that at your convenience.  
>  
> Thank you,  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 10:29 AM  
**To:** @email.unc.edu>  
**Subject:** Re: AFRI

---

Fine, but you would have to state the rationale for that approach in the introduction of the paper.

wrote:

> Hi Dr. Nyang'oro,  
>  
> I'm writing a paper for Afri and studying  
> A significant amount of the research I've done so far has ended up  
> discussing more about  
>  
>  
> What do you think about the idea of trying to open the paper topic up  
> from  
>  
>  
>  
>  
>  
>  
>  
>  
> Have a good one,  
>  
>

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



**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 2:41 PM  
**To:** @EMAIL.UNC.EDU  
**Subject:** Re: independent study

---

I understand, and congratulations. I am usually in 10-12.30;2-3.  
JEN

@EMAIL.UNC.EDU wrote:

> Dear Professor Nyang'oro,  
>  
> I hope your semester is going well. I am terribly sorry that I have not  
> been by to meet with you, but this semester has been a roller coaster  
> for me.  
>  
> I have been travelling nearly every weekend and have fallen behind in my  
> studies, but my hard work has paid off: I was recently awarded a  
> to continue my studies for the next few years at  
>  
>  
> I received the last week, and have since been trying to pick  
> up the pieces of my academic life. If it is ok with you, I will aim to  
> turn in a paper to you on --the last day of exams. Is there  
> a day and time this coming week that we can meet to discuss the paper?  
> Again, I'm sorry to have not met with you recently, but I hope you can  
> understand my strange circumstances.  
>  
> Many thanks, and I hope you had a nice  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 10:45 AM  
**To:** @email.unc.edu>  
**Subject:** Re: AFAM (Independent Study)

---

Bring it to the office. There is bound to be someone.

wrote:

> Dr. Nyang'oro,  
>  
>  
>  
> If you recall, I am enrolled in your AFAM class as an independent  
> study this semester. My topic paper is  
> . I wanted to see what time I can drop my paper off to you or to  
> Ms. Crowder on Wednesday. As we discussed, the 25 page paper is due on  
> the last day of class.  
>  
>  
>  
> Thanks,  
>  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 3:26 PM  
**To:** @email.unc.edu; Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Re: AFRI/PWAD situation

---

I am alerting Ms Crowder, the office manager to give you an incomplete grade. It will be removed when you submit the paper in

@email.unc.edu wrote:

> I was just writing you back in regards to my previous email about  
> receiving an extension. I have talked to my academic advisor, and to  
> the AFRI department secretary. If my receiving an extension until the  
> middle of \_\_\_\_\_, when I am leaving for \_\_\_\_\_, is still ok with you I  
> greatly appreciate it

> Thank you

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

>> Please touch base with me around \_\_\_\_\_ re this issue. I will be more  
>> than happy to work with you.

>> @email.unc.edu wrote:

>>> Dear Professor Nyangoro,

>>> I am currently writing a paper about the \_\_\_\_\_  
>>> for your \_\_\_\_\_ class. The research  
>>> is going well, and I really like looking at the development of the  
>>> different nationalist movements, from a few men in a backroom, to  
>>> forces fighting for control of their country.

>>> Because of this I have found it difficult to  
>>> do all the reading I think will be necessary to produce a high  
>>> quality paper for this class. I remember you asking me when I met  
>>> you in your office if I was a good student, or one of those that  
>>> don't take things seriously. I want to be able to prove to you that  
>>> I do take all of my work seriously, and especially appreciate a  
>>> unique opportunity such as this class, where I get to direct myself.  
>>> Because I want to be able to do the best job I can in this class I  
>>> would really appreciate it if I could take an incomplete and turn the  
>>> paper in to you after \_\_\_\_\_ before I leave for \_\_\_\_\_. I am  
>>> truly sorry because I feel like I was given academic freedom and then  
>>> let you down. If you would like to sit down and talk please e-mail  
>>> me and we can do that at your convenience.

>>> Thank you,

>> --

>> Julius E. Nyang'oro  
>> Professor and Chair  
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>> University of North Carolina  
>> CB# 3395, Battle Hall  
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>> Tel: 919-962-1513  
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>>  
>  
>

--  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu)

**From:** @gmail.com>  
**Sent:** Friday, 5:22 PM  
**To:** dacrowde@email.unc.edu  
**Cc:** jen321@email.unc.edu  
**Subject:** Independent Study paper assignment  
**Attach:** Indy Study .doc

---

Ms. Crowder,

Attached is my final paper assignment for independent studies.

Have a pleasant

;

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, January 23, 2007 12:06 PM  
**To:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Re: [Fwd: AFRI ]

---

It is pretty much open ended. I was counting on their creative minds. Topics could range from the persistence of racism in South Africa, to Mozambique as the most dynamic democracy in the region....compare the regimes of Mandela and Mbeki; Lesotho as the next problem for South Africa; the diamond economy in Botswana, Mugabe and the crisis in Zimbabwe, civil society in Zambia, the Banda regime in Malawi, Nyerere and African Socialism in Tanzania, Civil war in Angola and the role of Blood Diamonds, the AIDS crisis in Swaziland and South Africa, the Democratic Republic of Congo as a failed state.....etc, etc. This is a fun class!!!!!!!!!!!!!!

Deborah Crowder wrote:

>  
>  
> -----  
>  
> Subject:  
> AFRI  
> From:  
> "Janet Huffstetler" ·  
> Date:  
> Tue, 23 Jan 2007 11:17:25 -0500  
> To:  
> "Debby Crowder" <dacrowde@email.unc.edu>  
>  
> To:  
> "Debby Crowder" <dacrowde@email.unc.edu>  
>  
>  
> met with me last night and said they have an  
> outline due on their 25 page papers due Feb 1. Do you have any kind of  
> syllabus or info on what subjects they should be thinking about?  
>  
>  
>  
>  
>  
>

--

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 1:57 PM  
**To:** @email.unc.edu  
**Subject:** Re: afri:

---

You should be able to get the books from the bookstore under my name and course (Afri ). The assignment: Pick a topic related to the reading materials and to the lectures I gave; write a one page abstract with references. The term paper should be at least 25 pages. Abstract due in class.

@email.unc.edu wrote:

> Professor Nyang'Oro,  
>  
> I hadn't heard back from you yet about the 2 required books for the  
> course, as well as the writing prompt for our paper, so I just wanted to  
> make sure you were getting my emails. Since I switched into your class  
> after the first day, I'm a little in the dark about the paper and want  
> to make sure I get a sufficient start on it so that I can complete the  
> abstract for our next meeting. Thanks so much!  
>  
> Sincerely,

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 11:46 AM  
**To:**  
**Subject:** Re: AFRI Abstract

---

The abstract looks fine.

wrote:

> I know that the abstract isn't due until Thursday, but I had already been thinking of a topic and wrote the abstract up yesterday. I wanted to run it by you now so that I can go ahead and start collecting my resources. Let me know if I can make the focus of the paper more specific or relevant to the class. At any rate, I really would like to focus on the

>  
> Thanks  
>  
>

>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 12:39 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri class and paper

---

We have class a week from today.

@email.unc.edu wrote:

> Hi Prof,  
>  
> I am not coming to class today as I live off campus, in the country and  
> it is snowing heavily. I have attached a copy of the paper due today.  
> Please let me know when the next class will be and what is due. thank  
> you very much,  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 6:42 PM  
**To:** @gmail.com>  
**Subject:** Re: Southern Africa- Outline

---

OK.

wrote:

> I do have a title, which was included in my abstract, i guess it just  
> got cut off when i copied the outline to a new page. The title is

>  
> Does that work well with the outline?

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

>  
> The outline is fine, but you have no title for the paper! How can you  
> continue formulating ideas for the paper when you don't have a title  
> for it?

> wrote:

> > Professor Nyang'oro,  
> > I have composed a rough outline for the Southern Africa paper, and  
> > wondered if you wouldn't mind taking a look at it and commenting  
> on it,  
> > since we will not see each other in person for a while. Oh, and I  
> > realized that my abstract had a typo and said "southern africa" when  
> > what I intended was to study media in south africa. Sorry for the  
> mistake!

> > Thank you,

> >

> >

> > --

> >

> >

> >

> >

> >

> >

> >

> >

> >

> > --

> > Julius E. Nyang'oro

> > Professor and Chair

> > African and Afro-American Studies

> > University of North Carolina

> > CB# 3395, Battle Hall

> > Chapel Hill, NC 27599-3395

> > Tel: 919-962-1513

> > Fax: 919-962-2694

> > Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu) <<mailto:jen321@email.unc.edu>>

> >

> >

> >

> >

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> >

> >

> >

> >

> >

> >

> >

> >

> >

>  
>

[jen321@gmail.com](mailto:jen321@gmail.com)>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 5:10 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri class and paper

---

The paper is due the last day of classes. The length of the paper is at least 25pp.

@email.unc.edu wrote:

> Dear Prof,  
>  
> Please tell me the date when the paper is due for this class and confirm  
> that the length is to be 20 pages. Thank you,  
>

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

>> We have class a week from today.

>> @email.unc.edu wrote:

>>> Hi Prof,

>>> I am not coming to class today as I live off camps, in the country  
>>> and it is snowing heavily. I have attached a copy of the paper due  
>>> today. Please let me know when the next class will be and what is  
>>> due. thank you very much,

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

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 3:03 PM  
**To:** @gmail.com>  
**Subject:** Re AFRI

---

Your best bet is to talk to me when Fall Semester begins in . Come  
and remind me of this note.

wrote:

> Dear Professor Nyang'oro,  
>  
> I am a rising interested in taking your course,  
> (AFRI ), but when I tried to register for the  
> class this Saturday, I got a message saying the course was blocked and  
> that I needed your permission. I am not an African Studies minor or  
> major, but have sincere interest in studying this topic and would like  
> to take advantage of the opportunity before I graduate. I went ahead  
> and registered for another course in the African studies department, but  
> would gladly drop it to take this course. Please let me know if you  
> have space for me!  
> Thanks for your time,  
>  
>  
> @gmail.com>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, . . . 12:14 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri

---

The due date is the last day of classes. No we will not meet again before the end of hte semester. In case you want to see me, alert me via email and we can arrange when to meet.

@email.unc.edu wrote:

> Dear Professor Nyang'oro  
>  
> Could you please confirm the due date of the Afri paper? Also, I  
> would like to know if we have any more class meetings before the end of  
> the semester. I am nearing the end of researching my paper and will  
> start writing very soon.  
>  
> Thank you for your help,  
>  
>

--

Julius E. Nyang'oro  
Professor and Chair  
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Fax: 919-962-2694  
Email: jen321@email.unc.edu



**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 3:01 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFRI

---

I will be in the office tomorrow (Wed) from about 10.00 AM until 2.30 with a lunch break around 12.00

@email.unc.edu wrote:

> Professor Nyang'oro,  
>  
> Hello, my name is \_\_\_\_\_ and I have been enrolled in your AFRI  
> . Over the past year I have run into some large obstacles that have  
> prevented me from finishing your class. After speaking with Mrs.  
> Crowder she said I could set up an appointment with you to get one large  
> topic for my paper for this class. I was wondering what times were good  
> for you so I could go ahead and start to tackle this paper. Thanks in  
> advance.

>  
> Best,  
>

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

>> Hello. I have forwarded our correspondence to him so he can be up to  
>> date on your situation. You should email him at jen321@email.unc.edu  
>> (you should cc me so I can harass him!!) and ask to set up an  
>> appointment to discuss a topic.

>> Debby Crowder

>>  
>>

>  
>  
>  
>

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

>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 2:38 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri - Independent Study

---

For the final paper please bring hard copy to the office..

@email.unc.edu wrote:

> Hi,  
> Thank you for allowing me the extra two weeks to write my paper it is  
> attached.  
>

--

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

**From:** @email.unc.edu>  
**Sent:** 11:48 AM  
**To:** JEN321@email.unc.edu  
**Subject:** AFRI Abstract Topic

---

I am pleased to say that I've found a topic with which I'm fascinated, although I could use some help in determining how to narrow it down to focus on a more specific topic. After doing some background reading, I've become very interested in the conflict in the Congo in the 1990s, as the turmoil in the Great Lakes region led to the downfall of Mobutu and Laurent Kabila's rise to power. I'm interested in the internal factors that eroded Mobutu's power from 1990-1997 during the pro-multiparty-democracy movement; the origins and outcome of Kabila's campaign; and the underlying conditions, motives, history and other factors--both internal and regional--that brought about the war and changed the landscape of the Congo.

I really have become fascinated with these events and would very much like to explore them further. As you can see, however, I'm still having trouble coming up with a topic that is focused enough to use for my paper. Any advice or suggestions would be greatly appreciated, and I plan on emailing you soon to determine a time when I can come by your office to talk for a few minutes. Thank you.

University of North Carolina at Chapel Hill  
Phone: @email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 1:13 PM  
**To:** @email.unc.edu>  
**Subject:** Re: AFRI Independent Study

---

You need to come and talk to me. 101 Battle Hall.

wrote:

> Good Afternoon Dr. Nyang Oro,  
>  
> I am writing because I was informed to report to you about my  
> Independent study assignment. I spoke with Debbie Crowder and she said  
> that you would get in contact with me about an assignment topic when I  
> spoke to her about three weeks ago. I did not hear anything from you or  
> the department, so I decided to write you and ask personally, just in  
> case some wires of communication had been crossed. I look forward to  
> hearing from you soon.  
>  
>  
>  
> @email.unc.edu  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 1:14 PM  
**To:** @email.unc.edu>  
**Subject:** [Fwd: [Fwd: Afri paper]]  
**Attach:** [Fwd\_Afri paper] (3.71 KB).msg

---

I should be in the office this coming week. Let me know when you would like to come in. I am usually in the office 9.30-3.00 unless I have meetings outside Battle Hall. Let me ahead of time when you plan to come.

JEN

--

Julius E. Nyang'oro  
Professor and Chair  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 1:14 PM  
**To:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Re: [Fwd: Afri paper]

---

Done.

Deborah Crowder wrote:

> Can you please respond to this one? dc

>

> -----

>

> Subject:

> Afri paper

> From:

> @email.unc.edu

> Date:

> Wed, 13:09:43 -0400

> To:

> dacrowde@email.unc.edu

>

> To:

> dacrowde@email.unc.edu

>

>

> Dear Professor Nyang'oro,

> My name is \_\_\_\_\_ and I am in your Afri course on Southern

> Africa. I wanted to make sure you recieved my previous email with my

> abstract and inquiring about a possible time we could meet to discuss my

> paper topic. I know you mentioned you would be traveling a good bit of

> this semester, and I was hoping I could talk with you about possible

> journals to reference about my topic -

> \_\_\_\_\_ - ? Thank you for your help and I hope you are doing well!

>

> Sincerely,

>

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 2:46 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri

---

That is entirely your choice.

@email.unc.edu wrote:

> Hi Dr. Nyang'oro, seeing you this morning made me remember I have yet to  
> email you my idea for the big paper due at the end of the semester. One  
> question I have is: is the topic supposed to include all the countries  
> in southern Africa or one or two?  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 10:04 AM  
**To:** @hotmail.com>  
**Subject:** Re: independent study

---

Why not write a paper related to your work ? I am away for the rest of this week. Let's try to get together next week. So far next Wed looks the best possibility.  
JEN

wrote:

> Hi Dr. Nyang'oro,  
>  
> Hope you are doing well! I just realized that I have not contacted you  
> about our independent study this semester. I have been doing some stuff  
> outside of class. I am doing research on for a  
> group that is putting together a study on I am  
> also working on writing a paper about the for  
> a conference put on by Dr. Sahle. In addition to this I have been  
> swamped with classes and my work....I can hardly breathe right now!! Let  
> me know what you want me to do. Thanks!

>  
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> -----  
> In a rush? Get real-time answers with Windows Live Messenger.  
> <[http://www.windowslive.com/messenger/overview.html?ocid=TXT\\_TAGLM\\_WL\\_Refresh\\_realttime](http://www.windowslive.com/messenger/overview.html?ocid=TXT_TAGLM_WL_Refresh_realttime)>

--  
Julius E. Nyang'oro  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 2:59 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Pwad/Afri Paper Due Date

---

If you need to bring it on Friday, fine.

> wrote:

> Dr. Nyang'oro,  
> I am just writing to clarify the due date for our course paper. The  
> original email says the papers are due on the last day of classes. Does  
> this mean Thursday, the last day of our class, or Friday, the last day  
> of classes in general?  
> Thank you,  
>

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 1:37 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFAM

---

I suggest that you go to see Debby Crowder in the Afri/Afam office as soon as possible 105 Battle Hall and state your case.

@email.unc.edu wrote:

> Hi, Dr. Nyang'Oro. My name is [redacted] and I enrolled in your AFAM  
> independent study course for the [redacted] This was my  
> first independent study and I have had a hectic [redacted] with two jobs and  
> a 2 1/2 hour course along with yours. Our final assignment is due  
> today, but I must admit that I would not feel comfortable turning in a  
> paper that I have not had enough time to dedicate more attention to. I  
> see that the AFAM [redacted] course is offered in the [redacted] but it is  
> closed and you have to see someone in the dept. for enrollment. I'm  
> already in two courses for the [redacted] but I would not mind  
> getting permission to enroll in your course again, so that I can do this  
> research paper justice and still get credit for the course. I just  
> declared a second major in AFAM Studies [redacted] so I'd like to do  
> well and still earn 12 credit hours towards that major by retaking this  
> course. Could you let me know, first if I'm making sense in this  
> message, and also if this could be a possibility? I know that if I  
> needed dean permission to increase my course load that I could ask Fred  
> Clark because he suggested and enrolled me in your course in the first  
> place. Please let me know when you get a chance. If I do not hear from  
> you today, I will still be sure to turn in what I have to  
> dacrowde@email.unc.edu as the assignment sheet states. Thank you so  
> much for your time.

>  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, August 20, 2008 4:33 PM  
**To:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Black Nationalism  
**Attach:** Black Nationalism.doc

---

**From:** @email.unc.edu>  
**Sent:** 10:33 PM  
**To:** jen321@email.unc.edu  
**Subject:** AFRI \_FINAL PAPER ON  
**Attach:** AFRI \_FINAL.doc

---

Here is my final paper for AFRI . I will also drop a hard copy by to the AFAM department as well. Have a great day.

**From:** @email.unc.edu  
**Sent:** Tuesday, 10:38 AM  
**To:** jen321@email.unc.edu  
**Subject:** Final Paper Afri  
**Attach:** Darfur - Afri doc

---

Hi Dr. Nyang'oro,

I have completed the requirements for Afri I sent the paper and a message yesterday to your yahoo address (which was email address you replied to an earlier question) and I recieved an email saying it wasn't able to send it to you. If for some reason you have already received this, please disregard.

Attached is the paper on Darfur. I had actually asked Ms. Crowder if it was possible to get a copy of the sheet which stated specifically the question and offered some sources, but she assured me that it was not necessary and all I needed to do was write a ten page paper about Darfur generally. This is what I did. My resources were actually online encyclopedia sources which I didn't cite (being from an encyclopedia) and from who has worked in that area for years. I am grateful for the oppurtunity to learn about Darfur, it was fascinating.

Please let me know that you have recieved this.

Thanks and best regards,

**From:** @email.unc.edu  
**Sent:** 12:25 PM  
**To:** JEN321@email.unc.edu  
**Subject:** Paper  
**Attach:** AAhealthcare.doc; war.doc

---

Here are my papers. Sorry for the delay.

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 10:39 AM  
**To:** @email.unc.edu>  
**Subject:** Re: proposed abstract for AFRI

---

This is an interesting proposal. Ofcourse what we will have here is more

Carry on my friend, and touch base in two weeks. At that time we probably should think of getting together in a venue to be determined----hopefully over a meal with the rest of the class!  
JEN

wrote:

> Dear Dr. Nyang'oro,  
>  
> Attached please find my proposed abstract and a preliminary bibliography  
> for the course paper.  
>  
> My dissertation research in the School of Public Health is focused on  
>  
>  
>  
>  
> The aim of this paper is to  
> explore the intersection of these debates.  
>  
> I look forward to your feedback. Please let me know if I may provide  
> additional information  
>  
> Asante sana,

-

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re: AFAM

---

Yes, double spaced. Friday by 4.30 in the departmental office: 105  
Battle Hall. Paper copy please!

wrote:

> Hello Professor,  
>  
> I hope all is well. I was just touching base to make sure the paper  
> is due on June 12. However, I had a couple of questions, I understand  
> that the paper is double-spaced and since I joined the class late I am  
> not sure if you touched base with any of the students in your class to  
> let them know any of the information I am going to ask. I would like to  
> know what time on Friday the paper is due and how we are supposed to  
> turn it in. I eagerly await your response. Thank you again for taking  
> time out to answer my questions.  
>  
> Sincerely,

--

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

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

---

Re:

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

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

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

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

cr

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

---

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

wrote:

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

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

> I just sent you an email.  
>  
> wrote:  
>  
> > Dr. Nyang'oro,  
> >  
> > I believe , my advisor for  
> emailed you  
> > about my interest in enrolling in Afri for fall 2006.  
> >  
> > I will be and would love to take this  
> course. I  
> > have been to and am going to spend my  
> > summer in I think Afri will  
> supplement  
> > my experience.  
> >  
> > Do you think it would be possible for me to take this class?  
> > Thank you for any help.  
> > Sincerely,

> --  
> Julius E. Nyang'oro  
> Professor and Chair  
> African and Afro-American Studies

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

--  
Julius E. Nyang'oro  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu)

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

---

Dr. Nyang'oro,

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 2:46 PM  
**To:** @email.unc.edu  
**Bcc:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Re: paper

---

OK. Monday is the absolute deadline.

@email.unc.edu wrote:

> Hey professor, My name is \_\_\_\_\_ and i picked up the Afam  
> course at the beginning of \_\_\_\_\_ because of  
>  
>  
> \_\_\_\_\_ It's taken a huge effort and much of my time trying to  
> catch up with my other classes, and i havent been able to get much work  
> done on the fist paper for the course. I was wondering if it would be at  
> all possible for a small extension on my due date, possibly monday? If  
> not i understand, i just dont think i can have it completed by thursday  
> and i would like to do the best job possible on this assignment. hope to  
> hear from you soon, have a good day.  
>  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 2:49 PM  
**To:**  
**Subject:** Re: Direction with paper/study construct

---

I am going to be in the office 10.00-12.30; 2-3 all of this week.

wrote:

> Dr. Nyang Oro ~

>  
>

> Hello. My name is \_\_\_\_\_ and I am a student in your Independent  
> Studies AFAM \_\_\_\_\_ course. I was told to take this class  
> after the semester had already begun (about 1 month in) and am  
> concerned that I may have missed some valuable instruction prior to  
> writing my first paper.

>  
>

> I am currently writing my paper on \_\_\_\_\_  
> \_\_\_\_\_ Unfortunately it's turning out a lot  
> like my first paper, and I'm not sure I'm on the right track. If  
> possible, I would like to meet with you RE: this paper and about a  
> study I'd like to conduct upon my graduation. I am a non-traditional  
> student, currently working as a

>  
>  
>  
>

> I am interested in doing research in the area of \_\_\_\_\_

>  
>  
>  
>

> problem is, however, that I am having a difficult time separating  
> myself emotionally from the cause, so I'm having difficulty seeing the  
> forrest through the trees, so to speak. I was hoping that you'd be  
> able to give me some guidance so that I may construct a study that  
> would render the most good.

>  
>

> My long-term goal is to \_\_\_\_\_

>  
>  
>  
>  
>

> Thank you for your time,

>  
>

> Sincerely,

>  
>  
>  
>

> <fontfamily><param>Helvetica</param><smaller>

>  
>  
>  
>  
>



**From:** [redacted]@email.unc.edu  
**Sent:** [redacted] 10:36 AM  
**To:** jen321@email.unc.edu  
**Subject:** Independent Studies Paper

---

Hello, my name is [redacted] and I am enrolled in AFRI [redacted]. I joined the class about halfway through the semester, and started working on my paper about a week before [redacted]. However, I had quite a few [redacted] since then, and missed two and half weeks of school to [redacted]. Since I returned, I have had a ton of makeup work, ect, and have not had time to complete the paper. I desperately need an extension to finish this paper, as I am not quite halfway done and am swamped with other work to make up as well. Thank you for your consideration in this matter, it is greatly appreciated.

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 12:21 PM  
**To:** @email.unc.edu  
**Subject:** Re: Paper for afri

---

101 Battle Hall the last day of classes.

@email.unc.edu wrote:

> Hello sir, my name is \_\_\_\_\_ in your class but I joined late so I  
> never got information on where to turn our papers in, I was hoping you  
> could tell me where and when to drop off my paper along with any extras  
> that need to be included.  
>  
> Thank you sir

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 5:25 PM  
**To:** @gmail.com>  
**Subject:** Re: AFRI : independent study paper

---

Please concentrate on one country. I would suggest: South Africa.

wrote:

> Dear Dr. Nyang'Oro,  
>  
> I am enrolled in an independent study course under AFRI and I am  
> having some trouble writing my paper. The prompt given to me was:  
>  
> Critically discuss the proposition that high rates of urbanization are  
> responsible for the rapid spread of AIDS in Africa. What steps, in  
> terms of public policy, have African states taken to combat the spread  
> of AIDS? In responding to this question, choose one country as a focus  
> of your discussion.  
>  
> I am an English major and I enrolled in this course halfway through the  
> summer session because I needed to earn one more hour to return to  
> school for . I really have no background in either AIDS or  
> urbanization in Africa--I wish this was an end-of-semester paper for a  
> course that taught me the basics at least. Is there any guidance you  
> can give me with this topic? I am currently swamped with all sorts of  
> information from too many different perspectives and I'm stressed that  
> the paper isn't anywhere near completion!  
>  
> Please let me know if you can help me out in any way, I would greatly  
> appreciate it.  
>  
> Thank you,  
>  
>  
>

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

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

---

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

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

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 1:21 PM  
**To:** @email.unc.edu  
**Subject:** Re: class enrollment question

---

I suggest that you come see me before the end of this semester so that we can talk about it. 101 Battle Hall.

@email.unc.edu wrote:

> Fall, because I am still not sure whether I will be here this summer.

>

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

>

>> Do you mean Summer or Fall?

>>

>> @email.unc.edu wrote:

>>

>>> Dr. Julius E. Nyang'oro,

>>>

>>> Hello, my name is I am a Political Science major  
>>> and wanted to take next semester but noticed it  
>>> was a controlled enrollment course. I would really love to take the  
>>> course and I will be graduating in December. I wasn't sure if there  
>>> was a prerequisite but I spent two months last summer in and I  
>>> am applying for money to spend this summer in to conduct  
>>> research for my honors thesis.

>>>

>>> Please just let me know if I would be able to get into the class and  
>>> thanks for your time.

>>>

>>> Best,

>>

>>

>>

>> --

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

>>

>

>

--

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Chapel Hill, NC 27599-3395  
Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 12:27 PM  
**To:** @email.unc.edu  
**Subject:** Re: trouble signing up for your class

---

You would have to come and talk to me. 101 Battle Hall.

@email.unc.edu wrote:

> Professor Nyang'oro,  
>  
> My name is , and I will be a next year. When I  
> attempted to sign up for your class (AFAM , F 2-450),  
> I was told that I need instructor permission. I would love to take your  
> class, as I have heard good things about it. The topic sounds like it  
> would be very interesting.  
>  
> My PID number is  
>  
> Please let me know if I will be allowed to take your class (hopefully I  
> will). Thank you for your time.  
>  
>  
>

--

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Chapel Hill, NC 27599-3395  
Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

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

---

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

@email.unc.edu wrote:

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

>  
> Sincerely,

>  
>  
>

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

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

>>  
>> @email.unc.edu wrote:

>>> Dear Professor Nyang'oro,

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

>>> Sincerely,

>>>  
>>  
>>  
>> --

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

>>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 9:33 AM  
**To:** @email.unc.edu>  
**Subject:** Re: AFRI

---

You need to talk to me. But then I think it is too early for that. Any issue can be resolved at the beginning of Fall semester.

wrote:

> Professor Nyang'oro:  
> I am a rising in INTS with a concentration in Africa. I am  
> attempting to register for your class Africa and  
> it is a controlled registration. I was hoping you could tell me what I  
> need to do to enroll in the course.  
> Thank you in advance,  
>

--

Julius E. Nyang'oro  
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Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 2:44 PM  
**To:** @gmail.com>  
**Subject:** Re: AFRI

---

I will be making that decision when school starts in Fall.

wrote:

> Dr. Nyang 'oro,  
>  
> I would love to take your AFRI - Contemporary Africa course. The  
> course search engine, however, advises: "Controlled Enrollment: see  
> departmen. Permission required for enrollment." Am I allowed to take  
> your course? I will be an undergraduate in , and I am a  
> Political Science and International Studies double major.  
>  
> Thank you for your consideration.  
>  
> Respectfully,  
>  
>  
>  
>

--  
Julius E. Nyang'oro  
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Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 3:53 PM  
**To:** Asta Crowe <acrowe@email.unc.edu>  
**Cc:** @gmail.com>  
**Subject:** Re: Enrollment in AFRI

---

Asta,  
I would be happy to talk to My office: 101 Battle Hall. I am usually in 10-12;2-4.

Asta Crowe wrote:

> this would be a good course for you but it is restricted by the  
> home department and I have no control over it. I am copying this to the  
> instructor of the course, and you need to contract Dr. Nyang'Oro and  
> ask his permission to enroll.  
>  
> I am also copying this to Debbie Crowder in that department. Perhaps if  
> Dr. Nyang'Oro gives you permission, Debbie can enroll you. Debbie, does  
> that work?  
>  
> Dr. Nyang'Oro, this is a course that would be very good for in  
> her field area of health/population policy within her Public Policy  
> major. Is there any chance you can give her permission to enroll?  
>  
> Asta Crowe  
>  
>  
> wrote:  
>  
>> Ms. Crowe,  
>>  
>> I was just notified that Soci has been dropped for  
>> This course is one of the health/population policy field options.  
>>  
>> I am trying to enroll in Afri  
>> Course  
>>  
>> Section  
>>  
>> Course Title  
>>  
>> Call No.  
>>  
>> Credits  
>>  
>> Class Type  
>>  
>> Max. Enrollment  
>>  
>> Instructor  
>>  
>> Time  
>>  
>> Location  
>>  
>> Availability  
>>  
>> Notes  
>> AFRI  
>>

>>  
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>>  
>>  
>>  
>>  
>> 03.00  
>>  
>> lecture  
>> 10  
>> NYANG'ORO, J  
>>  
>> Wed. 02:00PM--04:50PM  
>>  
>>  
>> Location to be announced.  
>>  
>>  
>> \*Open\*  
>>  
>> Controlled Enrollment: see department.  
>> Permission required for enrollment.  
>>  
>>  
>>  
>> This is on the list of field options as well.  
>> Could you please help me get enrolled in this course?  
>>  
>> I am interested in Africa (I will be in                      all summer)  
>> this fits in my schedule.  
>>  
>> Thank you for any help!  
>> Sincerely,  
>>  
>>  
>> my pid is                      in case you need it  
>> pin #  
>  
>

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

**From:** Cynthia Reynolds <cynthiar@unca.unc.edu>  
**Sent:** Wednesday, May 20, 2009 11:11 AM  
**To:** Bridger, Beth <bridgerb@unca.unc.edu>  
**Subject:** Fwd: Re: Afam 428

---

fyi:

>>> Deborah Crowder <dacrowde@email.unc.edu> 5/20/2009 10:23 AM >>>  
Hey. I had hoped for another one but can't extract it from my chair so  
let's go with this one:

> AFAM 428  
>  
> Dr. Nyang'oro  
>  
> Critically examine the reasons for the rapid spread of HIV/AIDS in the  
> black community in the United States. In your response, please address  
> issues of culture, socio-economic circumstances and public policy as  
> they relate to this problem.  
>  
> 20 pp. paper, typed, double-spaced, due in the departmental office on  
> the last day of classes.  
>

dc

Cynthia Reynolds wrote:

> Afam 428?  
> Any news on the assignment?  
> c  
> You doing ok?

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 3:51 PM  
**To:** @email.unc.edu>  
**Subject:** Re: topic!

---

It is OK. I have printed it.

wrote:

> Hello! I forgot to hand in my typed term paper topic to you today.  
> I've attached it here, and I'll plan to bring it to you in class  
> tomorrow. Sorry for the inconvenience!  
>  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 2:36 PM  
**To:** @email.unc.edu  
**Subject:** Re: afri

---

Wed between 10 and 12.

@email.unc.edu wrote:

> Dr. Nyang'oro,  
>  
> I am currently enlisted in you afri. independent study. I have  
> recently recieved the assignment and would like to meet with you, if  
> possible, so i can prepare for my paper properly. I would really  
> appreciate it if i can meet with you or if you can give me any advice on  
> how to organize/research topic 1  
> Thank you again!  
>  
>  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 12:48 PM  
**To:** @email.unc.edu  
**Subject:** Re: hey...quick question...

---

962-1513

@email.unc.edu wrote:

> Dr. Nyang'oro-  
>  
> Hey, my name is \_\_\_\_\_ and I am in your AFAM \_\_\_\_\_ independent  
> study. I just recently recieved the paper topics and I was wondering if  
> you could suggest any additional books or references that would be  
> beneficial or that would help me further in my study. Anyway, I look  
> forward to hearing from you and thank you so much!  
>  
>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 10:21 AM  
**To:** @email.unc.edu  
**Subject:** Re: AFAM question

---

Tuesday (Today) 2-4.

@email.unc.edu wrote:

> Hello Professor Nyang Oro!  
>  
> I am a student taking your AFAM course and I am writing just to  
> touch base with you before the course first paper is due this Thursday.  
> I have some ideas about the paper and wanted to be sure I was headed in  
> the correct direction as I continue writing. Do you have any office  
> hours set aside, or may I ask you questions via email? Let me know. Have  
> a good Monday, I look forward to hearing back from you soon!  
>  
>  
> Thanks,  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 11:48 AM  
**To:** @email.unc.edu  
**Subject:** Re: AFRI

---

The assignment is an abstract on a topic you will be working on all semester. One page long with references.

@email.unc.edu wrote:

> Professor Nyang'Oro,  
> I just wanted to let you know that I am in your AFRI class but have  
> not been able to make it to class yet this semester. I am on the  
> team and unfortunately before the  
> semester started.  
> I talked to who is also in your class and she said  
> there is no class until I was wondering if you could email  
> me a copy of the assignment that you gave out in class. We have an away  
> game on, but it is my understanding that it is fine with  
> you to email you the assignment. Once again I apologize for not being  
> able to make it to class.  
> Thank you,

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 3:21 PM  
**To:** @email.unc.edu  
**Subject:** Re: AFRI

---

You are supposed to pick a topic that is of interest to you within the context of the course. Write an abstract on the subject/research, and hand me a copy so that I know what you are doing. Then proceed to gather data, with periodic consultation with me.

@email.unc.edu wrote:

> Professor Nyang'Oro,  
> I'm a little bit confused about the topic of our paper. Are we just  
> supposed to pick anything that has to do with South Africa or is there  
> something specific that we're supposed to focus on? Thanks,

>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 1:33 PM  
**To:** @email.unc.edu  
**Subject:** Re: Afri class

---

You are trying to do too many things in the paper. If your focus is going to be Mazambique, so be it, but in 25 pp it will be difficult to effectively talk about both You also need a TITLE!!!!!!

@email.unc.edu wrote:

> Dr. Nyang'oro:  
>  
> Hi my name is and I added your Afri class late and  
> I was just informed you were suppose to write a topic paper for what you  
> were thinking about researching. Attached is a copy of that topic paper.  
> Please let me know if you got the paper. Thank you for your time. Have a  
> nice day.  
>  
> Sincerely,  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 6:33 PM  
**To:** @email.unc.edu  
**Subject:** Re: question about paper

---

The papers are due he last day of classes. The class will not meet again.

@email.unc.edu wrote:

> Doc N. I was sending this email to find out when you will be holding  
> class again and how/when we will be turning in our papers. thank you.  
>

--

Julius E. Nyang'oro  
Professor and Chair  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** PM  
**To:**  
**Subject:** Got it

---

Please ignore my ealier message. I just got your paper.

--

Julius E. Nyang'oro  
Professor and Chair  
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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 3:08 PM  
**To:** @email.unc.edu  
**Subject:** Re: Hello There.

---

Papers due the last day of classes. My office grs: Wed/Th 2-4 except this coming TH.

@email.unc.edu wrote:

> Hello there,  
> My name is and I am enrolled in an Independent Study  
> with you for AFAM . I have been working on my topic  
> questions and researching, but I'm not sure what exactly you are looking  
> for. If you have any feedback or advice you could give me I would really  
> appreciate it. I am also willing to meet with you at your office if that  
> would be easier. I never recieved the due dates, so I figured they were  
> due at the end of the semester. If that is not the  
> case, I would be willing to turn in one of the papers as well. I just  
> have a few questions. But thanks for your time, and I'll look forward to  
> meeting with you. Talk to you soon.  
>  
> Sincerely Yours,

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 11:51 AM  
**To:** @email.unc.edu  
**Subject:** Re: Afri student question

---

T/Th 12.30-2.30

@email.unc.edu wrote:

> professor NYANG'ORO,  
>  
> My name is and I am a student that has to take this  
> class independently. I have been working on my thoughts about the paper  
> that was assigned to me and I am very interested in this course/I like  
> the topic given to me. I was just wondering if I could come in and meet  
> with you and make sure that I am researching and my ideas are focused in  
> the right direction. What are your office hours and I will come in?  
> Thank you  
>  
>

--

Julius E. Nyang'oro  
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Fax: 919-962-2694  
Email: jen321@email.unc.edu

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re: Meeting for AFRI

---

I am usually in between 10 and 2.00. Email me ahead of time in case I have a meeting on that day.

wrote:

> Professor Nyang'oro,  
> I was just curious when would be a good time to meet with you about  
> sources and whatnot for my paper. My abstract I sent it was pretty  
> specific, and I already have some sources. The topic that I chose is  
> Zimbabwe, and the effects of the current political unrest upon the  
> nation. I was just curious to see if you had any additional sources I  
> could use for it.  
> Thanks so much,  
>

--

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

**From:** @email.unc.edu>  
**Sent:** 8:57 PM  
**To:** Julius Nyang'oro <jen321@email.unc.edu>; dacrowde@email.unc.edu  
**Subject:** Final Paper  
**Attach:** AFRI Final Paper 2.doc

---

Here is my final paper.  
Thanks so much!

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 2:06 PM  
**To:** @email.unc.edu  
**Subject:** Re:

---

Any that adheres to the Chicago Manual Style.

@email.unc.edu wrote:

> Hey Dr. Nyang'oro  
>  
> I am in your AFRI class, and was wondering which format you wanted  
> the paper to be cited in.  
>  
> Thanks

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 3:28 PM  
**To:** @email.unc.edu  
**Subject:** Re:

---

How about

@email.unc.edu wrote:

> This is . Im doing for my country and i was  
> wondering what would be a good paper topic for

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Monday, 3:29 PM  
**To:** @email.unc.edu  
**Subject:** Re: paper

---

How about

@email.unc.edu wrote:

> hi this and i came to you after class about helping  
> me on my topic the country that i have is . If you can help me i  
> will be very thankful. Thanks for taking the time and reading this.

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:**  
**To:**  
**Subject:** Re: Afam paper

---

Yes.

wrote:

> Dr. Nyangoro  
>  
> I have a question regarding the paper for Afam Under subjects to  
> address there are statistics for modern day African Americans, is there  
> anyway i can use a table as an example?  
>  
> Thank you  
>  
>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, February 1, 2007 6:52 PM  
**To:** jmboxill@email.unc.edu  
**Subject:** Re: abstract

---

I swear Jan, when I grow up I want to be like you!!!!!!:)You are living a life of luxury. Please let everybody know that we have class next Th.

jmbxill@email.unc.edu wrote:

> Hi Julius,  
> I am sending you abstract for AFRI because her computer  
> broke, and I access to  
> the internet and email.  
>  
> Hope all is well with you.  
>  
> Jan Boxill

**From:** Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Thursday, 12:09 PM  
**To:** @email.unc.edu  
**Cc:** Blanton, Brent <blanton@unca.unc.edu>; Nyangoro, Julius <jen321@email.unc.edu>  
**Subject:** Re: Afri

---

Well, it met this morning at 11. I'll have to talk to Dr. Nyang'oro and see if he can meet with you individually. I'll let you know, hopefully later today. DC

@email.unc.edu wrote:

> Hi,  
>  
> Brent Blanton told me that I should speak to you about my Afri  
> class. Myself and my teammate, have been  
> We were wondering when  
> this class meets and what we have missed or have to do to catch up. If  
> you could please email me any assignments that we have or let me know  
> a good time to meet with you I would really appreciate it.  
>  
> Thanks!  
>  
>

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

---

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

wrote:

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

> Thanks!

>  
>  
> -----Original Message-----  
> From: Julius Nyang'oro [mailto:jen321@email.unc.edu]  
> Sent: Wednesday, 10:30 AM  
> To:  
> Subject: Re: Afri Assignment

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

> wrote:

>> Dr. Nyang'oro.

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

> with

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

> it

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

>> -----Original Message-----  
>> From: Julius Nyang'oro [mailto:jen321@email.unc.edu]  
>> Sent: Tuesday, 9:47 AM  
>> To:  
>> Subject: Re: Afri Assignment

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

>> wrote:

>>> Dear Dr. Nyang'oro,

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

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

>>>

>>>

>>>

>>>Sincerely,

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>

>>

>

--

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

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

---

You need to come and meet with me next week.

j@email.unc.edu wrote:

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

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, August 29, 2007 2:46 PM  
**To:** Beth-Ann Kutchma <bkutchma@email.unc.edu>  
**Cc:** smutima@email.unc.edu; @email.unc.edu>  
**Subject:** Re: an urgent request, FLAS

**EXHIBIT 1-3**

Done! I believe Mutima is sending a message for to come to our department to register. Hope everyone is well. Asante.

Beth-Ann Kutchma wrote:

> Dear Dr. Mutima,  
>  
> I have just had an unexpected withdrawal of one of my Academic Year FLAS  
> fellows. I am urgently trying to reallocate the FLAS fellowship to  
> , a second year masters student in public health. wishe  
> study Kiswahili and has recently returned from  
>  
> needs to be enrolled in Kiswahili in order to receive the FLAS  
> fellowship. I would hate to see these funds returned to the Department  
> of Education taking away this opportunity to support a well deserving  
> graduate student. I was informed that yesterday was the last day to add  
> classes but I am requesting that be added to the SWAH (001),  
> M,W,F at 9 am if it's possible. is very excited about the  
> possibility of receiving the FLAS and looks forward to learning more  
> swahili.  
>  
> Please let me know if there is anything I can do on my end to expedite  
> this request.  
> Thank you for your consideration.  
>  
> Asante sana,  
>  
> ~Beth-Ann  
> FLAS Coordinator for International Studies  
>  
>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Thursday, 9:04 AM  
**To:** @gmail.com>  
**Cc:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:** Re: Independent study course

---

Hi  
Yes, indeed we WILL get this done this fall. As I told you the hold up is that you need 4 hours, and I have courses for only 3 hours. So Betsy suggested I do two, but I don't know if that will get approved. But I am going to go ahead and do the one. What I will have you do is 3 5-page papers on any issue of ethics in sports--drugs [very popular one], something about fan violence, cheating, how pro sports affect children's sports in particular the push to have kids specialize very early. Anything of that nature. Once I get the paperwork done, you will have some of the work done.  
Hope this helps.  
I am so sorry, but as I am writing this I am at the

Jan

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

vrote:

> Jan,  
> I am so sorry to bother you as much as I am; however I was still  
> hoping that there is a chance to get something done for this fall. If  
> you think I should start doing some work to get ahead I can also do  
> that. I know you are very busy and am truly sorry for the  
> inconvenience, thanks again for your help, regards

>  
>  
>

> Sent from my iPhone

>  
> On , at 3:50 PM, Jan Boxill <jmboxill@email.unc.edu> wrote:

>> I am so sorry. I have been so busy as I am in charge of sponsoring a  
>> host of lectures. But I can do this tomorrow. I have to figure out  
>> though how to make it four hours. We don't have 4-hour courses. I'll  
>> talk to Betsy tomorrow and get it DONE.  
>> In any case, you will be able to finish.  
>> Jan

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

>>  
>>  
>>

>>> : wrote:  
>>> Jan,

>>> I am so sorry to keep bothering you but I am starting to get a  
>>> little worried that we won't have time to set the independent study  
>>> up for this semester. With this final 4 hour class I will  
>>> and because of the length and time of ( I will  
>>> only be able to I do appreciate the help and am  
>>> hoping we still have time to make possible.  
>>> Thanks again and please let me know what else I can do, regards

>>>  
>>>  
>>>



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

---

Dear Debbie,

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

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

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

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

with gratitude.

---

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

**From:** Alice Dawson <adawson@email.unc.edu>  
**Sent:** Thursday, 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

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

---

Hi, Debbie.

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

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

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

Alice

--

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

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

**From:** Alice Dawson <adawson@email.unc.edu>  
**Sent:** Wednesday, 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. [redacted] 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 [redacted] 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 [redacted], 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 and AFAM 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:  
> [redacted]  
> @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](mailto: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:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Thursday, 11:35 AM  
**To:** Sientop, Nicholas J <nick\_sientop@unc.edu>  
**Subject:** Re: contract and worksheet  
**Attach:** contract

---

Hi Nick,

I talked with \_\_\_\_\_ yesterday to get things cleared up. She will be returning next week and at that time she will also be changing some of her classes. She will be dropping PHIL \_\_\_\_\_ and COMM \_\_\_\_\_ and adding AFAM \_\_\_\_\_, which is required for the Afam minor. She will take the COMM \_\_\_\_\_ in the Spring and PHIL \_\_\_\_\_.

We discussed the contract and the courses needed for the major core: I have changed them on the sheet you sent and am sending that back.

The COMM \_\_\_\_\_ was an internship designed just for this core, so if we needed we could use this as a core course.

Question: Does she need electives for the major?

Hope this does it.

Jan

Sientop, Nicholas J wrote:

>

> Dear Jan,

>

> Attached is a revised IDST contract for \_\_\_\_\_. As you can see, I  
> included the eight (8) core courses we discussed over the phone: PHIL \_\_\_\_\_

> \_\_\_\_\_; COMM: \_\_\_\_\_; SOCI \_\_\_\_\_.

>

> She is currently enrolled in PHIL \_\_\_\_\_, COMM \_\_\_\_\_, and SOCI \_\_\_\_\_. After  
> this semester she must complete PHIL \_\_\_\_\_ and SOCI \_\_\_\_\_ for the IDST major.

>

> I only included three (3) electives that \_\_\_\_\_ has already completed  
> and that relate to her topic; if you find others please add them to  
> the revised contract.

>

> I also included an updated worksheet (page 2 of attachment).  
> \_\_\_\_\_ has completed all of her General Education requirements and she has  
> finished her coursework for the AFAM minor.

>

> For \_\_\_\_\_ file I will need a copy of the revised IDST contract,  
> with your signature. Please send me a hard copy or e-copy at your  
> earliest convenience.

>

> Please feel welcome to forward this email to Brianna after you review  
> the information.

>

> Please call or email if you have any questions,

>

> Nick

>

>

>

---

> Nicholas Sientop

>

> Curriculum Coordinator for Undergraduate Education

>

> 3018A Steele Building, CB# 3504

>

> University of North Carolina at Chapel Hill

>  
> Chapel Hill, NC 27599-3504  
>  
> nick\_sidentop@unc.edu  
>  
> Phone: 919-962-5819  
>  
> Fax: 919-843-6557  
>

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

**From:** dacrowde <dacrowde@email.unc.edu>  
**Sent:** Monday, 2:51 PM  
**To:** @email.unc.edu  
**Cc:** Travis Gore <stgore@email.unc.edu>  
**Subject:** Re:

---

Hi Mr. . Of course I remember you and I am happy that you are trying to finish up. The problem is that it is much easier to do during summer school. In fact, to my knowledge, that is likely the only time the AFAM dept. could help you. Just fyi, I retired at the end of September last year, but I still keep in touch with the dept. I am copying this to Travis Gore and will confer with him about any possibilities. They don't have those independent tutorials any more and the options as far as online classes are very limited. Anyway, I'll have Travis check with Betsy Taylor's successor (she retired before I did) and see exactly what you will need and the best way to go about getting it. Travis is going to take some time off so it may be 10 days or so before you hear from him. Please keep me in the loop and please do try to finish that degree. I hope all is well with you. Debby

On Mon, 09:59:22 -0400, @email.unc.edu wrote:  
> Good morning Ms. Crowder, I hope that you remember me. My name is  
> and I was/am a student at UNC a few years back. I've included my  
> PID so that you can take a look at my file. Back in , I was  
> working really hard on trying to get my degree. I took a ton of econ  
> classes while working full time that summer to finish up my coursework,  
> at which point i found out i couldnt graduate still becuae i needed a  
> 2.0 gpa. I was refereed to you by Betsy/Elizabeth Taylor, I don't  
> remember her name and you were working with me to find classes that  
> might help me get my gpa up. You found a couple for me and i  
> unfortunately just ran out of money and wasnt able to finish.  
>  
> I made a promise to myself to not leave Chapel Hill until I finished  
> and I'm still here. I've been working locally in Chapel Hill for a  
> and I am really ready to finish up and get my  
> degree. I am ready to move onto the next stage of my life and i  
> honestly want to accomplish this goal first before moving on. I  
> enrolled in a online class over this summer and im actually waiting on  
> the results of that right now, but after sucessfully completing it and  
> I expect to get and A or a B, I thought i might get in touch with you  
> to see if you could also help. If there is anything that you can do or  
> can think of that might be helpful, please let me know.  
>  
> I would be more than delighted to sit down and talk with you and catch  
> up. Please let me know of a convenient time to maybe meet up and chat,  
> I work pretty much on and my schedules are very  
> flexible. Thank you and I hope to hear from you soon.

**From:** Tim McMillan <tjm1@email.unc.edu>  
**Sent:** Wednesday, 3:31 PM  
**To:** Junk, Cheryl <tweeter@ad.unc.edu>  
**Subject:** Re: request for a retroactive add of your AFAM class in  
**Attach:** tjm1.vcf

---

Thanks for the information, I will write the letter. Glad I graduated in 1980, things seem much more complicated now.

Take care

Tim McMillan

Junk, Cheryl wrote:

> Dear Prof. McMillan,

>

> I am writing on behalf of to request that you write the

> necessary letter to allow her to add you AFAM class

> retroactively for term

>

>

>

> The circumstances that caused her to miss three consecutive days of

> class are extremely complicated and involve the red tape necessary for

> her to have been re-admitted in In sum, as she narrated this to

> me, when began she thought she had been re-admitted and that her

> financial situation had been sorted out. So she began attending your

> class. Three weeks into it, around , complications with the

> Admissions Office made her think she would not be able to stay in the

> class. The person who could sort this out, Ms. Ellen Clark, was away at

> the time. So , when she thought she could not take the class, she did

> not attend for those three days. When Ms. Clark came back the matter was

> sorted out, and she went back to class. This is the most concise

> summary I can offer of the circumstances.

>

>

>

> It is my understanding from that those three days are the only

> ones she missed. If that is true, and if you are willing to add her into

> the class retroactively to allow her credit for it, please write a

> letter on department letterhead to Interim Assoc. Dean Barbara Stenross,

> Academic Advising Program, and either give it to or mail it in

> campus mail to It should be addressed to Dean Stenross but

> mailed to Ms. Ann Oldham, at the same address. Ms. Oldham receives all

> such requests and gives them to Dean Stenross. Your letter will need to

> include name, PID, the name, number, and section of the class,

> the term, and the grade, along with a request for the class to be added

> to her transcript retroactively.

>

>

>

> If I can be of further assistance, please let me know.

>

>

>

> Best wishes,

>

>

>

> Cheryl F. Junk, Ph.D.

>

> Asst. Dean

>

> Fine Arts & Humanities Advising

>

> 843-9026

>

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>

**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Course question . . .

---

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

Alice

---

Alice Dawson, Ph.D.  
Senior Assistant Dean  
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CB# 3110  
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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Friday, January 28, 2011 2:47 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** RE: Course question . . .

---

Thanks, Travis! I really appreciate it (and the student will too, although he doesn't know it!).

Alice

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**From:** Gore, Travis  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

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**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis  
**Subject:** Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Tuesday, February 1, 2011 2:27 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** RE: Course question . . .

---

Hey, Travis.

Again, THANK YOU for your help. The student has not taken any Afam or Afri courses previously. If it's of any help, he's a Poli/Hist double major.

Thanks again, and let me know if you need more info!

Alice

---

**From:** Gore, Travis  
**Sent:** Monday, January 31, 2011 1:55 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

Hi Alice,

Could you tell me if the student has had any afam or afri classes and which ones. It might help me when looking to see if any of the professors would be able to do it.

Thanks!

Travis

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**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:47 PM  
**To:** Gore, Travis  
**Subject:** RE: Course question . . .

Thanks, Travis! I really appreciate it (and the student will too, although he doesn't know it!).

Alice

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**From:** Gore, Travis  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

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**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM

**To:** Gore, Travis  
**Subject:** Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

Alice

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Thursday, February 3, 2011 10:42 AM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:**

---

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

Alice

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Thursday, February 3, 2011 10:53 AM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** RE:

Travis,

Bless you! This is great news. I neglected to say in my last message that I completely understand if this wasn't possible. But this is great and I will let the student know. His name is . THANK YOU!

Alice

---

**From:** Gore, Travis  
**Sent:** Thursday, February 03, 2011 10:51 AM  
**To:** Dawson, Alice C  
**Subject:** RE:

Hi Alice,

I was actually getting ready to email you! I have great news. I finally found someone who will do an independent study with the student! If he brings the drop/add form to me in Battle Hall room 109 then I can sign it. I am heading out right now but will be back after 1pm.

Thanks!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Thursday, February 03, 2011 10:42 AM  
**To:** Gore, Travis  
**Subject:**

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

Alice

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Wednesday, February 16, 2011 9:23 AM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Students . . .

---

Hey, Travis.

Alas - students..... Just touching bases. Did you ever hear from [redacted] ? He's the student I asked you about an independent study for a couple of weeks ago. I'm very concerned about him. Also, with apologies, I did suggest your name to another student, [redacted]. She's in a pickle and is an Afam major. I told her among other options she could explore would be to see if you had any suggestions. I've suggested several other things but she may be in touch and I wanted to let you know so if this is not a happening thing for any reason, you aren't put on the spot! Thank you so much for your help!

Hope you are enjoying the spring like weather!

Alice

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Tuesday, October 19, 2010 4:20 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: A question!

---

Hi Alice,

I just now was able to get in touch with Professor Mutima. He said that after giving it some thought he has determined he already has a full workload but he did suggest another professor that teaches the same course. The problem is that it is Swah 403. Now I know this would just be an independent study but if the student has never taken 401 or 402 then the question is could he be registered for 403. Oh by the way we found out today that we have had problems with emails so our theory was right! You can let me know how we should proceed.

Thanks,  
Travis

---

**From:** Dawson, Alice C  
**Sent:** Tuesday, October 19, 2010 10:16 AM  
**To:** Gore, Travis  
**Subject:** RE: A question!

Travis,

Thanks a bunch! That's the email I have for Professor Mutima (and today I used the University email address book rather than type it in by hand), but I think there is a lot of weirdness electronically lately! I appreciate your giving him a heads up. Many thanks!

Alice

---

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---

**From:** Gore, Travis  
**Sent:** Tuesday, October 19, 2010 10:00 AM

**To:** Dawson, Alice C  
**Subject:** RE: A question!

Hi Alice,

I got your message. I am going to contact Professor Mutima to let him know. He said he didn't see a message yesterday from anyone about this. His email is [smutima@email.unc.edu](mailto:smutima@email.unc.edu). I was wondering if perhaps he didn't get it with all the email migration changes going on around campus now. I will let him know that it is still not too late if he acts on this quickly. I wish I could be more of a help with this but I just don't know what class he was going to put it on. I will find out though!

Thanks,

Travis

---

**From:** Dawson, Alice C  
**Sent:** Monday, September 13, 2010 3:42 PM  
**To:** Gore, Travis  
**Subject:** A question!

Hey, Travis.

I have a quick question (and I think even the answer is quick!). Is Dr. Lambert still DUS for Afri and Dr. Hildebrand for Afam?

Thanks so much!

Alice

---

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: Course question . . .

---

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

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**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis  
**Subject:** Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

Alice

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Monday, January 31, 2011 1:55 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: Course question . . .

---

Hi Alice,

Could you tell me if the student has had any afam or afri classes and which ones. It might help me when looking to see if any of the professors would be able to do it.

Thanks!

Travis

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**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:47 PM  
**To:** Gore, Travis  
**Subject:** RE: Course question . . .

Thanks, Travis! I really appreciate it (and the student will too, although he doesn't know it!).

Alice

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**From:** Gore, Travis  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

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**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis  
**Subject:** Course question . . .

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Thanks so much! And I hope you have a good weekend.

Alice

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Thursday, February 3, 2011 10:51 AM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE:

---

Hi Alice,

I was actually getting ready to email you! I have great news. I finally found someone who will do an independent study with the student! If he brings the drop/add form to me in Battle Hall room 109 then I can sign it. I am heading out right now but will be back after 1pm.

Thanks!

Travis

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**From:** Dawson, Alice C  
**Sent:** Thursday, February 03, 2011 10:42 AM  
**To:** Gore, Travis  
**Subject:**

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Thursday, February 3, 2011 2:38 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE:

---

You're welcome Alice! I am glad everything worked out.

I always feel bad when I'm unable to help someone and I was worried we wouldn't be able to help out so I was very happy when I was able to get a professor to agree to do it!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Thursday, February 03, 2011 10:53 AM  
**To:** Gore, Travis  
**Subject:** RE:

Travis,

Bless you! This is great news. I neglected to say in my last message that I completely understand if this wasn't possible. But this is great and I will let the student know. His name is THANK YOU!

Alice

---

**From:** Gore, Travis  
**Sent:** Thursday, February 03, 2011 10:51 AM  
**To:** Dawson, Alice C  
**Subject:** RE:

Hi Alice,

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Thanks!

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**To:** Gore, Travis  
**Subject:**

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Wednesday, February 16, 2011 10:27 AM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: Students . . .

---

Hey Alice,

I was actually wondering about myself because I have not heard from him. I think may have just tried calling. I couldn't get to the phone in time but her name popped up on the screen. Maybe if you hear from and find out if he was still interested in doing it because if he has decided not to then I could probably work it out so that could take place in the Independent Study. Let me know what you find out! Thanks so much and yes I am enjoying this spring like weather. It is supposed to get up to 75 on Friday!!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Wednesday, February 16, 2011 9:23 AM  
**To:** Gore, Travis  
**Subject:** Students . . .

Hey, Travis.

Alas - students..... Just touching bases. Did you ever hear from ? He's the student I asked you about an independent study for a couple of weeks ago. I'm very concerned about him. Also, with apologies, I did suggest your name to another student, . She's in a pickle and is an Afam major. I told her among other options she could explore would be to see if you had any suggestions. I've suggested several other things but she may be in touch and I wanted to let you know so if this is not a happening thing for any reason, you aren't put on the spot! Thank you so much for your help!

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Friday, January 24, 2014 12:13 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Registration question

---

Hi, Travis.

I hope all's well with you. It's been unrelenting chaos over here for a couple of weeks but is finally settling down a bit.

I wanted to double-check about a situation. I have been working with \_\_\_\_\_ for the last couple of weeks in an effort to get him into the classes he needs in order to graduate. Complicated situation. He needs one AAAD class numbered \_\_\_\_\_, and earlier in the week he indicated he was working with you and was optimistic that he could get into one of two courses being offered this term. Now he is telling me that this is not going to work and no one will let him add a class now. I am not in ANY way, shape, or form trying to push this or ask you to resolve this!! I just want to be sure he is truly unable to add an appropriate class. I am a bit aggravated that he has piddled around and gotten himself in this situation as I have been telling him for over a week to get this resolved. Oh well! At any rate, let me know what you think.

Many thanks for your time and thoughts on this. I hope you have a good weekend.

Alice

---

Alice Dawson, Ph.D.  
Senior Assistant Dean  
Academic Advising Program  
College of Arts and Sciences and the General College  
University of North Carolina at Chapel Hill  
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919.843-7727  
919/966-5116 to schedule an appointment  
919/962-6668 fax  
Advising web site: <http://advising.unc.edu/>

---

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**From:** Register, Charlene B <register@email.unc.edu>  
**Sent:** Wednesday, 4:48 PM  
**To:** McDonnell, Carol B <cbmcdonn@email.unc.edu>  
**Subject:** Re: Afam an additional student?

---

Dear Carol: This is not a problem -- she needs to give me her PID or contact the department so that she can be enrolled immediately.  
Sincerely, Charlene Register Quoting Carol McDonnell  
<cbmcdonn@email.unc.edu>:

> Charlene,  
>  
> is in desperate need of this course this term. I  
> would appreciate it if you would accept her. She is getting her  
> textbooks as soon as she picks up her refund check from the Univ  
> Cashier today.  
> Carol  
> --  
> Carol McDonnell, Student Services Manager  
> Credit Programs for Part-time Students  
> The Friday Center for Continuing Education  
> The University of North Carolina at Chapel Hill  
> CB# 1020  
> Chapel Hill NC 27599-1020  
> Phone: 919-962-1105  
> Fax: 919-962-5549  
> fridaycenter.unc.edu/cp  
>  
>

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

---

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

wrote:

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

> Sincerely,

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

> I just sent you an email.

> wrote:

> > Dr. Nyang'oro,  
> >  
> > I believe , my advisor for  
> emailed you  
> > about my interest in enrolling in Afri for  
> >  
> > I will be and would love to take this  
> course. I  
> > have been to and am going to spend my  
> > summer in I think Afri will  
> supplement  
> > my experience.

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

> > Thank you for any help.

> > Sincerely,

> >

> --

> Julius E. Nyang'oro  
> Professor and Chair  
> African and Afro-American Studies

> University of North Carolina  
> CB# 3395, Battle Hall  
> Chapel Hill, NC 27599-3395  
> Tel: 919-962-1513  
> Fax: 919-962-2694  
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>  
>

--

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## MEMORANDUM

**EXHIBIT 1-4**

TO: Rick Evrard

FROM: Brad Hostetter

DATE: July 28, 2015

SUBJECT: Response to UNC Request for Interpretation

---

This is in response to the July 21 request for interpretation that you sent on behalf of the University of North Carolina. The institution is attempting to determine whether certain interactions are permissible academic support or counseling services under NCAA Bylaw 16.3. The request was to answer the questions as presented in order to establish a foundation for the noted interactions going forward.

I have discussed the questions with my staff and am providing answers in the shaded grey boxes below. In general, I would note that certain questions were difficult to answer without additional context and where that was the case, I have attempted to provide various considerations that would need to be evaluated. Further, inasmuch as the questions contemplate interactions between an academic athletics counselor and an academic department staff member (as opposed to the professor teaching the course), I have noted in some responses that this interaction would lead to scrutiny due to the fact that the professor may be the more appropriate point of contact. Finally, the analysis done by my team does not include an evaluation of the practices outlined in the questions against institutional policies.

It is the opinion of the ACC compliance staff that, as a general rule, the actions in questions 1, 2, 3, 4 and 7 are permissible academic counseling and support services under NCAA Bylaw 16.3. The interaction in numbers 4 and 7 do lead one to ask whether the more appropriate interaction is with the professor of the course; however, the outlined interaction is not, in and of itself, impermissible. Finally, anytime a student-athlete is not the individual who actually turns an assignment into to the professor, there is likely to be increased scrutiny on the action.

1. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor, on behalf of a student-athlete, to contact and ask the academic department staff member about the availability of a course that was offered during previous academic terms by the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?



2. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor, on behalf of a student-athlete, to contact the academic department staff member to request that a course be offered (as it has been offered in previous academic terms) by an academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?
3. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor, on behalf of a student-athlete, to contact the academic department staff member to register a student-athlete in a course offered by the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?
4. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor to contact the academic department staff member to request and obtain a student-athlete's assignment from the academic department staff member for the purpose of providing the student-athlete with the assignment when the student-athlete is enrolled in a course that is offered and taught by the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?
7. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor, on behalf of a student-athlete, to electronically submit or otherwise "turn in" the student-athlete's written assignment to the academic department staff member when the written assignment is for a course that is offered and taught by the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation)

The interactions in questions 5 and 6 do not appear to be academic counseling or support services as contemplated in NCAA Bylaw 16.3. Instead, these interactions relate to the administration and content of a course in which a student-athlete is enrolled. NCAA Bylaw 16.3 is intended, based on its original rationale, to allow an institution to support its student-athletes in their academic endeavors. While the original proposal and subsequent amendments have provided implementation flexibility to the institution, it is our opinion that this does not include the ability to influence the content of the course. Depending on the circumstances (e.g., timing, course structure, and motivation of interaction) and institutional policy, there may be some flexibility for an independent study course. Therefore, an evaluation of the action has to be undertaken using different legislation and the April 2014 official interpretation guides us to use the extra benefits legislation (see attached). Note that this extra benefit evaluation must occur regardless of whether academic misconduct is being evaluated. As a result, the institution would need to analyze all institutional policies to determine whether such interactions are available to the general student population. If academic counselors for the general student population provide similar benefits to students, the interactions could be considered permissible. However, if they do not provide similar benefits, the interactions outlined in these two questions since April 16, 2014 would be impermissible under NCAA Bylaw 16.11. [NOTE: These two interactions are additional examples that may lead to increased scrutiny since the subject of the interaction relates to the content of a specific course but it is not directed to the professor of the course.]

5. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor to suggest and/or recommend to the academic department staff member an assignment to be completed by a student-athlete for a course in which the student-athlete is enrolled if that course is offered and taught by the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?
6. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor to suggest and/or recommend to the academic department staff member an assignment to be completed by a student-athlete for an independent study course in which the student-athlete is enrolled if that independent study course is offered and taught by the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?

The following two questions are particularly difficult to answer without additional context related to the motivation of the interaction. On the one hand, if taken on its face, neither interaction is a violation of NCAA Bylaw 16.3. However, on the other hand, if facts suggest that the interaction is motivated by influencing a grade on an individual assignment or the overall course grade, the interaction would be impermissible academic support and a violation of NCAA Bylaw 16.3. It is our opinion that, if the facts of a particular interaction align with the latter statement, this is a confirmation of the legislation and violations for past and future interactions would need to be self-reported. Again, because the interaction is not with the professor of the course, who has authority over the grading, there is increased scrutiny, though we believe such an interaction with the professor may also be impermissible. We would strongly suggest that these interactions be prohibited going forward, regardless of the circumstances, as they would raise scrutiny to which the institution would be responsible for responding.

8. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor to offer his or her opinion on the quality of a student-athlete's written assignment that is submitted for a grade when the athletic academic counselor is also an instructor at the institution, that opinion is related to a student-athlete's course in which the student is or was enrolled, is directed to the academic department staff member, and the written assignment is for a course that is offered and taught in the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?
  
9. Is it a permissible academic counseling and support service under NCAA Bylaw 16.3 for the athletic academic counselor to suggest and/or recommend a course grade for a student-athlete when the athletic academic counselor is also an instructor at the institution, that suggestion and/or recommendation is related to the student-athlete's course in which the student is or was enrolled, is directed to the academic department staff member, and the course is offered and taught in the academic department staff member's academic department? If the answer is that this action or service is not permissible under NCAA Bylaw 16.3, is this a confirmation of the application of the legislation (indicating that any action of this type has already been established as a violation) or is this a new interpretation of the legislation not previously communicated to NCAA member institutions?

## Applicable Legislation

**16.3.1.1 Academic Counseling/Support Services.** [A] Member institutions shall make general academic counseling and tutoring services available to all student-athletes. Such counseling and tutoring services may be provided by the department of athletics or the institution's nonathletics student support services. In addition, an institution, conference or the NCAA may finance other academic support, career counseling or personal development services that support the success of student-athletes. *(Adopted: 1/10/91 effective 8/1/91, Revised: 4/25/02 effective 8/1/02, 5/9/06, 1/19/13 effective 8/1/13, 8/7/14)*

**16.11.1.1 General Rule.** [A] Receipt of a benefit (including otherwise prohibited extra benefits per Bylaw 16.11.2) by student-athletes, their family members or friends is not a violation of NCAA rules if it is demonstrated that the same benefit is generally available to the institution's students and their family members or friends. *(Revised: 1/19/13 effective 8/1/13, 8/7/14)*

**16.11.2.1 General Rule.** The student-athlete shall not receive any extra benefit. The term "extra benefit" refers to any special arrangement by an institutional employee or representative of the institution's athletics interests to provide the student-athlete or his or her family members or friends with a benefit not expressly authorized by NCAA legislation. [R] *(Revised: 1/19/13 effective 8/1/13)*

## Official Interpretation

Academic Misconduct -- Reporting an Academic Misconduct Violation (I)

Date Published: April 16, 2014

Item Ref: 10-c

Interpretation:

The Legislative Council determined that an institution has the authority to determine whether any **academic misconduct** has occurred, consistent with policies applicable to all students and prospective students. **Academic misconduct** refers to violations of an institution's policies related to **academic** honesty and integrity. Such violations may include, but are not limited to, **academic** fraud, **academic** offenses, violations of an institution's **academic** honor code, plagiarism and/or cheating. If an institution determines **academic misconduct** has not occurred, the institution is not required to report an **academic misconduct** violation. However, the Legislative Council noted that the extra benefit legislation continues to apply regardless of whether an **academic misconduct** violation has occurred. If an institution determines **academic misconduct** has occurred, the following standards apply:

## ATTACHMENT

(1) Institutional Staff Member Involvement. An institution is required to report a violation of Bylaw 10.1-(b) any time an institutional staff member (e.g., coach, professor, tutor, teaching assistant) is involved in arranging fraudulent **academic** credit or false transcripts for a prospective or enrolled student-athlete, regardless of whether the institutional staff member acted alone or in concert with the prospective or enrolled student-athlete.

(2) Student-Athlete or Prospective Student-Athlete. An institution is required to report a violation of Bylaw 10.1-(b) any time a student-athlete or prospective student-athlete, acting alone or in concert with others, is involved in arranging fraudulent **academic** credit or false transcripts, regardless of whether such conduct results in an erroneous declaration of eligibility.

(3) Competition While Ineligible. An institution is required to report a violation of Bylaw 10.1-(b) any time **academic misconduct** results in an erroneous declaration of eligibility and the student-athlete subsequently competes for the institution.

(4) Other **Academic** Offense. If a student-athlete commits any other **academic** offense (e.g., cheating on a test, plagiarism on a term paper) the institution is not required to report a violation of Bylaw 10.1-(b), provided the student-athlete does not subsequently compete after an erroneous declaration of eligibility.

In all cases in which a student-athlete engages in **academic misconduct** in violation of institutional policies, the institution is required to handle the **misconduct** in accordance with its established **academic** policies applicable to all students, regardless of whether the **misconduct** is reportable under Bylaw 10.1-(b) or whether the student-athlete was acting alone or in concert with others.

[References: Bylaw 10.1-(b) (unethical conduct) and an official interpretation (9/6/2000, Item No. 3), which has been archived]

# Exhibit 1-5

March 5, 2013 email from AMA to Zonder  
(available on the University's website at  
<http://carolinacommitment.unc.edu/files/2016/08/Exhibits-for-ANOA-Response-2016.pdf>).

UNITED STATES DISTRICT COURT  
FOR THE MIDDLE DISTRICT OF NORTH CAROLINA

RASHANDA MCCANTS and DEVON  
RAMSAY, individually and on behalf of all  
others similarly situated,

Plaintiffs,

v.

THE NATIONAL COLLEGIATE  
ATHLETIC ASSOCIATION and THE  
UNIVERSITY OF NORTH CAROLINA AT  
CHAPEL HILL,

Defendants.

Case No. 1:15-CV-176

**MEMORANDUM IN SUPPORT OF  
DEFENDANT THE NATIONAL  
COLLEGIATE ATHLETIC  
ASSOCIATION'S  
MOTION TO DISMISS**

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## **I. INTRODUCTION**

In this putative class action, Plaintiffs bring claims based on allegations of widespread academic fraud at the University of North Carolina at Chapel Hill (“UNC”). The type of alleged academic fraud identified in Plaintiffs’ complaint is without question a serious concern for all students—student-athletes and non-student-athletes alike. It does not, however, give Plaintiffs a cause of action against the National Collegiate Athletic Association (the “NCAA”). Nor do Plaintiffs’ criticisms of the NCAA’s rules and policies, or the broader questions Plaintiffs raise about the NCAA’s role in intercollegiate athletics, translate to legal liability.

Plaintiffs’ claims are subject to dismissal on three distinct grounds. First, both of Plaintiffs’ claims against the NCAA depend on the existence of a legal duty owed by the NCAA to Plaintiffs, but Plaintiffs have not alleged any plausible theory on which the NCAA could be held to have had such a duty. Indeed, the theory Plaintiffs advance—that the NCAA was negligent in regulating and monitoring its member institutions and had a duty to do more to protect Plaintiffs—has been squarely rejected by North Carolina courts. That alone is enough to defeat Plaintiffs’ claims, which fail as a matter of law.

In addition, Plaintiffs’ request for injunctive relief must be dismissed because 1) Plaintiffs do not have standing to seek injunctive relief, and 2) the specific injunctive relief they seek is far broader than the harms they allege in their complaint. And, finally, even if Plaintiffs’ allegations were not otherwise facially insufficient to state a claim for

relief, Plaintiffs' claims against the NCAA would be barred by the applicable three-year statutes of limitations.

Accordingly, each of Plaintiffs' claims against the NCAA should be dismissed with prejudice.

## **II.** **BACKGROUND**

### **A. Alleged Academic Fraud At UNC**

Plaintiffs Rashanda McCants and Devon Ramsay are former UNC student-athletes. McCants attended UNC from 2005 to 2009 on a women's basketball scholarship, Complaint ("Compl.") (ECF No. 5) ¶ 9, and Ramsay attended UNC from 2007 to 2012 on a football scholarship, *id.* ¶ 12, but Plaintiffs assert claims for events that transpired at UNC from 1989 to 2011—the putative "Class Period," *see id.* ¶¶ 58, 226. Plaintiffs allege that, during that period, "UNC furnished academically unsound classes that provided deficient educational instruction to thousands of students—chief among them nearly 2,000 college athletes." *Id.* ¶ 145. These deficient courses initially included "dozens of sham 'paper classes,'" which over time "calcified into a 'shadow curriculum' in which no course attendance was required and no faculty were involved." *Id.*

Plaintiffs allege that the problems began in or around 1989, when the Student Services Manager for UNC's African and Afro-American Studies ("AFAM") Department, Deborah Crowder, "conceived of" the sham paper classes at issue. *Id.* ¶ 149. "Unlike traditional independent studies classes at UNC, no faculty member was involved in managing the courses or supervising students' research and writing." *Id.* The

students enrolled in these courses “never had a single interaction with a faculty member; their only interaction was with Crowder,” an administrator. *Id.* Crowder “provided the students with no actual instruction,” *id.* ¶ 150, and, when she graded their work, “she typically awarded As or high Bs—even when she did not read the papers,” *id.* ¶ 151.

Crowder “modified her approach” in the late 1990s and “started offering paper classes under the guise of traditional lecture classes as opposed to independent studies.” *Id.* ¶ 152. But “[d]espite their lecture designation on the course schedule,” these purported “lecture” courses involved “no class attendance or student interaction with anyone other than Crowder, and Crowder continued to grade the papers.” *Id.* During this period, Crowder also crafted “shadow” courses—watered-down versions of legitimate courses offered by the AFAM department “that lacked rigor, any lectures, or faculty involvement”—and forged faculty signatures on the grading rolls. *Id.* ¶ 153.

Neither McCants nor Ramsay allege that they were enrolled in “sham” or “shadow” courses from 2009 forward, *see id.* ¶¶ 10, 13, but they assert that after Crowder retired in 2009, counselors from UNC’s Academic Support Program for Student-Athletes lobbied Julius Nyang’oro, Chair of the AFAM Department, to offer paper classes like those Crowder had devised, *id.* ¶¶ 168-69. He ultimately agreed to do so. *Id.* ¶ 170. “To ensure that student-athletes received the grades they needed to maintain eligibility, Nyang’oro graded the papers generously, regardless of paper quality.” *Id.*

Plaintiffs allege that UNC student-athletes “accounted for a disproportionately high percentage of enrollments” in the sham classes, but they do not allege that the

courses were taken exclusively by student-athletes. *Id.* ¶ 161. Similarly, while Plaintiffs allege that “[t]he grades awarded to student-athletes in these AFAM paper classes were significantly higher than the average grades they received in . . . academically sound AFAM classes,” they do not allege that student-athletes received higher grades than non-student-athletes in the AFAM paper classes. *Id.* ¶ 162. McCants alleges that she enrolled in two of the allegedly unsound classes, *id.* ¶ 10, and Ramsay one, *id.* ¶ 13. Both McCants and Ramsay maintain that they were “not informed and did not know” that their work in those classes “was not supervised or graded by a faculty member” or that the classes were otherwise “academically unsound.” *Id.* ¶¶ 11, 14.

**B. Plaintiffs’ Theory Of Liability And Allegations Against The NCAA**

The NCAA is an unincorporated, voluntary association of colleges, universities, and athletic conferences with more than 1,100 members, including Defendant UNC. *See id.* ¶¶ 15, 17, 25. Plaintiffs allege that through its constitution, bylaws, regulations, rules, and policies, the NCAA governs intercollegiate athletics at NCAA member institutions. *See id.* ¶ 16.

As Plaintiffs’ own allegations demonstrate, the NCAA had no direct involvement in the alleged academic fraud at UNC. The crux of Plaintiffs’ complaint is found in a lengthy discussion of the criticisms that have been levied at the NCAA since 1989, *see id.* ¶¶ 108-09, 111-16, 123-29, 138-44, and the ways in which Plaintiffs believe the rules the NCAA has adopted in response to such criticism have proved inadequate to prevent member institutions from engaging in academic fraud, *see id.* ¶¶ 110, 117-22, 130-37.

Much of this discussion implicates policy questions that, whatever their merits, ultimately have no bearing on the legal claims Plaintiffs bring in this case. Plaintiffs' primary complaint, as relevant here, is about what the NCAA does not, and has never purported, to do—"conduct[ ] any regular review of college courses taken or majors selected by or for student athletes, or require[ ] its member schools to submit course catalogues, lists and descriptions of courses taken by student-athletes, or descriptions of those courses," *id.* ¶ 122. In other words, Plaintiffs acknowledge that the NCAA has never regulated the content of college courses.

Plaintiffs nevertheless attempt to tie the NCAA to events at UNC by asserting that "the NCAA knew that academic fraud—of the sort occurring at UNC—was rampant among its members, yet it failed to develop, adopt, and implement adequate monitoring mechanisms to detect whether member schools were providing academically unsound classes to student-athletes—and stop any such occurrences." *Id.* ¶ 186. Plaintiffs further allege that the NCAA "failed to devote sufficient resources to enforce its rules prohibiting academic fraud," *id.* ¶ 188, and that "[t]he NCAA's failure in enforcement and monitoring . . . permitted UNC's academic fraud to persist for two decades," *id.* ¶ 194. Plaintiffs also criticize the NCAA's response to the allegations of academic fraud at UNC, saying that the NCAA initially "conducted only a cursory investigation and insisted that any scandal was academic and not athletic—despite the disproportionate enrollment of student-athletes in AFAM paper classes." *Id.* ¶ 195.

Seeking a theory to connect their policy-based criticisms to a legal cause of action against the NCAA, Plaintiffs assert that the NCAA has “held itself out as the guardian of college athletes’ education and educational opportunities.” *Id.* ¶ 48. For instance, Plaintiffs cite Article 2.2 of the NCAA Constitution, which prescribes that “[i]ntercollegiate athletics programs shall be conducted in a manner designed to protect and enhance the physical and educational well-being of student-athletes.” *Id.* ¶ 32. Plaintiffs also point to NCAA Constitution Article 2.12, which states that “[e]ligibility requirements shall be designed to assure proper emphasis on educational objectives . . . and to prevent exploitation of student-athletes.” *Id.* ¶ 37. They also observe that the NCAA website proclaims that the NCAA’s “belief in student-athletes as students first is a foundational principle.” *Id.* ¶ 43. Such statements, Plaintiffs claim, show that “the NCAA has expressly and implicitly assumed certain duties to the student-athletes it has vowed to protect.” *Id.* ¶ 48.

Plaintiffs also assert that, “through its eligibility requirements,” the NCAA “controls the academic and athletic life and conduct of prospective college athletes” from a young age. *Id.* ¶ 49; *see id.* ¶¶ 53, 54. For example, while Plaintiffs recognize that “NCAA member schools ultimately provide the education,” they claim that the NCAA’s Eligibility Center is “the ‘front porch’ of college athletics and education,” *id.* ¶ 55, on the theory that prospective student-athletes who wish to compete for an NCAA member school must satisfy the NCAA’s eligibility requirements to do so, *see id.* On that basis, Plaintiffs assert that “future student-athletes and their parents place their trust and

confidence in the NCAA as the chief protector of educational welfare for student-athletes” and “[t]his special confidence persists throughout the student-athlete’s collegiate experience, and results in considerable superiority and influence accorded to, and wielded by, the NCAA.” *Id.* ¶ 56.

Plaintiffs’ complaint also describes a series of prior instances of academic fraud at NCAA member institutions, *id.* ¶¶ 58-87, which they say demonstrate that the NCAA was aware of the risk of such fraud, *see id.* ¶ 57. For example, Plaintiffs note that “[f]rom 1993 to 1998, faculty and staff at the University of Minnesota were found to have completed take-home exams and completed nearly 400 pieces of course work for at least 18 athletes in order to keep them eligible.” *Id.* ¶ 72. The NCAA “learned of this activity during the Class Period and issued a public report condemning the school.” *Id.* Plaintiffs’ complaint details other examples of academic fraud uncovered and publicly reported—by the media, and often by the NCAA itself—during the Class Period. *Id.* ¶¶ 61, 72, 76, 79, 80, 84, 87.

Plaintiffs also posit that the NCAA was aware that “[t]he enormous time demands on athletes . . . create an environment that effectively encourages academic fraud,” which, they maintain, should likewise have made clear “the need for an aggressive monitoring and prevention program.” *Id.* ¶ 88. Plaintiffs assert that despite its awareness of the time-pressures facing student-athletes, “the NCAA failed to enforce” its rules limiting time spent on athletics or “take adequate steps to detect and prevent the academic fraud the NCAA had incentivized.” *Id.* ¶ 107.

### C. Plaintiffs' Claims Against The NCAA

Based on the above allegations, Plaintiffs assert causes of action for negligence and breach of fiduciary duty against the NCAA.<sup>1</sup> *Id.* ¶¶ 234-48. As to their negligence claim, Plaintiffs allege that the NCAA “voluntarily assumed a duty,” *id.* ¶ 235, “to institute, supervise, regulate, monitor, and provide adequate mechanisms to safeguard the education and educational opportunities of student-athletes at NCAA member schools—and to detect and prevent the provision of academically unsound courses to student-athletes,” *id.* ¶ 236. The NCAA, Plaintiffs contend, “acted carelessly and negligently in its position as the regulatory body supervising the academic integrity of college athletics programs and governing its student-athletes,” and “knew or should have known that its actions or inaction with respect to academic integrity at member schools would cause harm to Plaintiffs.” *Id.* ¶ 237. Plaintiffs also maintain that the NCAA “has voluntarily assumed a fiduciary duty . . . to protect the education and educational opportunities of student-athletes,” including “an obligation to institute, supervise, regulate, monitor, and provide adequate mechanisms to safeguard the education and educational opportunities of student-athletes.” *Id.* ¶ 244. Plaintiffs allege that the NCAA breached that duty by failing to detect and prevent academic fraud at UNC. *See id.* ¶ 247. In essence, as to both counts pled against the NCAA, Plaintiffs’ claim is based on the idea that the NCAA had a legal duty to ensure that UNC would uphold the requirements of an implied contract that UNC is alleged to have entered with Plaintiffs, and would not breach the

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<sup>1</sup> Plaintiffs bring causes of action for breach of implied contract and breach of the implied covenant of good faith and fair dealing against UNC. Compl. ¶¶ 249-59.

implied covenant of good faith and fair dealing allegedly included in that implied contract.

In addition, Plaintiffs' complaint asserts that "[t]he applicable statutes of limitations have been tolled by UNC's false representations regarding the AFAM paper classes, and by its fraudulent concealment of material facts regarding the academically unsound nature of those classes." *Id.* ¶ 200. Specifically, Plaintiffs allege that UNC knew the courses at issue were academically unsound, and "[h]aving made representations about the nature, content, and integrity" of those classes, "had a duty to disclose" that they were unsound, but did not do so. *Id.* ¶ 209. As to the NCAA, Plaintiffs claim only that the NCAA did not "divulge information it obtained about" the classes "during the Class Period," *id.*, though Plaintiffs do not specify what information they believe that was. Plaintiffs do not allege that the NCAA concealed any information about the provisions of its constitution, bylaws, or other communications that form the purported basis for their claims against the NCAA.

Plaintiffs seek damages and declaratory and injunctive relief, "including the formation of an independent commission to review, audit, assess, and report on academic integrity in NCAA-member athletic programs and certify member-school curricula as providing comparable educations and educational opportunities to athletes and non-athletes alike." *Id.* at 99. Plaintiffs purport to represent a damages class of all former UNC scholarship student-athletes who enrolled in any of the allegedly fraudulent courses

from 1989 to 2011, *id.* ¶¶ 222, 225, and a broader declaratory and injunctive relief class of all past and current UNC scholarship student-athletes, *id.* ¶ 224.

### **III.** **QUESTIONS PRESENTED**

1. Whether the NCAA owed Plaintiffs a duty under traditional negligence standards to prevent academic fraud at UNC.
2. Whether the NCAA owed Plaintiffs a fiduciary duty to prevent academic fraud at UNC.
3. Whether Plaintiffs have standing to pursue injunctive relief.
4. Whether the injunctive relief Plaintiffs seek in their complaint is broader than necessary to remedy the alleged harms they assert.
5. Whether Plaintiffs' claims against the NCAA are barred by the applicable statutes of limitations.

### **IV.** **ARGUMENT**

To survive a motion to dismiss under Federal Rule of Civil Procedure 12(b)(6), “a complaint must contain sufficient factual matter, accepted as true, to ‘state a claim to relief that is plausible on its face.’” *Ashcroft v. Iqbal*, 556 U.S. 662, 678 (2009) (quoting *Bell Atl. Corp. v. Twombly*, 550 U.S. 544, 570 (2007)). “The plausibility standard . . . asks for more than a sheer possibility that a defendant has acted unlawfully.” *Id.* “[T]he complaint’s factual allegations must produce an inference of liability strong enough to nudge the plaintiff’s claims ‘across the line from conceivable to plausible.’” *Nemet Chevrolet, Ltd. v. Consumeraffairs.com, Inc.*, 591 F.3d 250, 256 (4th Cir. 2009) (quoting *Iqbal*, 556 U.S. at 683).

Although a court considering a 12(b)(6) motion must accept all well-pled facts as true and draw all reasonable inferences in the plaintiffs' favor, *Adcock v. Freightliner LLC*, 550 F.3d 369, 374 (4th Cir. 2008), the court is not "bound by the legal conclusions drawn in the complaint," *id.*, nor must it accept as true plaintiffs' "unwarranted inferences, unreasonable conclusions[,] or arguments," *Nemet Chevrolet*, 591 F.3d at 255 (quotation omitted). Additionally, when a plaintiff lacks standing, dismissal under Federal Rule of Civil Procedure 12(b)(1) is appropriate. *Evans v. B.F. Perkins Co.*, 166 F.3d 642, 647 (4th Cir. 1999).

**A. The NCAA Did Not Owe Plaintiffs A Duty To Prevent Academic Fraud At UNC**

Both of the causes of action asserted against the NCAA depend on the existence of a duty owed by the NCAA to Plaintiffs to prevent academic fraud at UNC. Whether couched as a duty owing under traditional negligence or fiduciary standards, the result is the same: no duty exists, and Plaintiffs' claims against the NCAA should be dismissed.

**1. The NCAA Did Not Owe Plaintiffs A Duty Under Traditional Negligence Standards**

Plaintiffs do not allege that the NCAA has any direct relationship with student-athletes in connection with the substance of the education they receive. Nor do they allege that the NCAA controls its member schools' curricula. *Cf. Cureton v. NCAA*, 198 F.3d 107, 117 (3d Cir. 1999) (observing, in the Title VI context, that "the NCAA does not 'control' its members"). Instead, Plaintiffs' theory is that the NCAA was negligent in regulating its member institutions, and had a duty to do more. *See* Compl. ¶¶ 236-37.

But North Carolina courts have rejected precisely this theory, and “[i]n the absence of a legal duty owed to the plaintiff by [the defendant], [the defendant] cannot be liable for negligence.” *Stein v. Asheville City Bd. of Educ.*, 626 S.E.2d 263, 267 (N.C. 2006) (quotation omitted) (alterations in original); see *Davidson v. Univ. of N.C. at Chapel Hill*, 543 S.E.2d 920, 926 (N.C. Ct. App. 2001) (“Actionable negligence presupposes the existence of a legal relationship between parties by which the injured party is owed a duty by the other, and such duty must be imposed by law.”).

Mere regulation, certification, or oversight does not create liability for the voluntary, affirmative actions of individuals or entities. In *Foster v. National Christian Counselors Association, Inc.*, No. 1:03CV00296, 2004 WL 1497562 (M.D.N.C. June 1, 2004), the court applied that rule to claims from plaintiffs alleging that the defendant—a nonprofit offering instruction in Christian counseling, which issued certificates to individuals who completed its course of study and met various other requirements—failed to properly train, supervise, and control an individual who abused his position as a counselor to harm the plaintiffs. *Id.* at \*1. Among other things, the plaintiffs asserted that the defendant “had a duty to protect them” from the counselor’s actions because the defendant “oversaw” him “through a Code of Ethics” and “had authority to discipline [the counselor] for violations of” that Code. *Id.* at \*3. The court rejected those arguments, explaining that “regulating an activity is not the same as engaging in it, or even controlling it, under North Carolina law.” *Id.* at \*4. Regulation therefore “is not enough to subject a party to liability for the actions of those being regulated.” *Id.* at \*4

n.5. “[S]etting rules governing an activity” does not create “day-to-day control” over those to whom those rules apply, *id.* at \*4, and it is such day-to-day control that gives rise to a duty to protect others from harm by third parties under North Carolina law, *see id.*; *see also id.* at \*2.

“Were the law otherwise,” the *Foster* court reasoned, “professional organizations and government entities would be endlessly liable for the actions of their members or the persons they seek to regulate.” *Id.* at \*4 n.5. “[T]his would mean that bar, medical, and other regulated associations would be liable for all actions taken by [their] members,” which “would discourage entities from engaging in regulatory activity, a result that would not be in the public interest.” *Id.* Like the NCAA, organizations such as bar and medical associations voluntarily formulate guidelines for their members’ conduct. But, as *Foster* points out, it would be absurd to suggest that a state bar association exposes itself to tort liability every time a lawyer harms a client through unethical practices merely because the bar association says it is committed to the ethical practice of law and provides and enforces a code of ethics for attorneys. Likewise, no one would reasonably think the American Medical Association is liable when a physician commits medical malpractice, despite the AMA’s Code of Medical Ethics. So, too, the NCAA is not, by virtue of the fact that it supplies and enforces rules and guidelines for various aspects of intercollegiate athletics, subject to liability for the independent actions of its member institutions—like UNC—over which the NCAA does not have “direct, day-to-day, operational control,” *id.* at \*4.

*Mynhardt v. Elon University*, 725 S.E.2d 632 (N.C. Ct. App. 2012), confirms *Foster*'s analysis. In *Mynhardt*, the plaintiff—a student who was seriously injured in a confrontation at an off-campus fraternity party—alleged that the university and fraternity owed him a duty of care based on a voluntary undertaking theory. *Id.* at 635. The plaintiff alleged that the defendants “knew of the specific dangers involved with open fraternity parties, and they undertook to regulate said activities” to protect students. *Id.* The court rejected the plaintiff's theory, holding that the university had assumed no duty to the plaintiff through its adoption of policies to curb student drinking at off-campus activities and could not be liable for negligence. *Id.* at 636-37. The court reached this conclusion even though the university “exercise[d] control over certain aspects of ‘Greek’ life on campus” and had “promulgated rules and regulations affecting Greek organizations.” *Id.* at 634. Citing *Hall v. Toreros, II, Inc.*, 626 S.E.2d 861, 866-67 (N.C. Ct. App. 2006), the court explained that it had “rejected [the] argument that the adoption of regulations for the purpose of protecting a class of people constitutes a voluntary undertaking that creates a duty to that class of people that would not otherwise exist.” *Mynhardt*, 725 S.E.2d at 636. Although the court “want[ed] to encourage universities and Greek organizations to adopt policies to curb underage drinking and drinking-related injuries or other incidents,” it recognized that “[a]dopting such policies . . . does not make a university or Greek organization an insurer of every student, member, or guest who might participate in off-campus activities.” *Id.* at 636-37. The *Mynhardt* court also held that there was no “special relationship” between the university and the plaintiff—a

student—that would otherwise obligate the university to protect him from harm by third parties. *Id.*; *see id.* at 637 (“[T]he student-university relationship, standing alone, does not constitute a special relationship giving rise to a duty of care.” (quoting *Davidson*, 543 S.E.2d at 928)).

Both *Mynhardt* and *Foster* are directly on point here, and they compel the conclusion that the NCAA did not assume a duty to ensure the quality of the education student-athletes received at member institutions or to protect student-athletes from the independent, voluntary acts of those institutions or their employees. Far from a novel idea, this body of North Carolina case law is a logical application of the basic tort-law principle that there generally “is no duty to prevent harm to another by the conduct of a third person.” *Fussell v. NC Farm Bureau*, 680 S.E.2d 229, 233 (N.C. Ct. App. 2009) (quoting *Hendrick v. Rains*, 466 S.E.2d 281, 283 (N.C. Ct. App. 1996)); *see Foster*, 2004 WL 1497562, at \*2; Restatement (Second) of Torts § 315 (1965). Plaintiffs’ theory of liability as to the NCAA is all the more strained because their allegations fail to state a claim for breach of implied contract or of the covenant of good faith and fair dealing against UNC. *See* Def. UNC’s Mem. Of Law In Support Of Mot. to Dismiss, Part III. Plaintiffs thus effectively allege that the NCAA breached a duty to protect them not only from conduct that the NCAA did not and could not control, but from conduct that is not actionable even against the entity that allegedly engaged in it.

Representations made by the NCAA in its constitution, by-laws, and other public statements—cited by Plaintiffs to show that “[t]he NCAA has long held itself out as the

guardian of college athletes’ education and educational opportunities” and thereby “expressly and implicitly assumed certain duties to student-athletes it has vowed to protect,” Compl. ¶ 48—do not change the above analysis or separately create a legal duty to Plaintiffs, because they do not demonstrate an “inten[t] to create direct legal obligations” between the NCAA and Plaintiffs. *Hairston v. Pac-10 Conf.*, 101 F.3d 1315, 1320 (9th Cir. 1996). In *Hairston*, a group of University of Washington football players alleged that the Pac-10 athletic conference’s constitution, bylaws, and articles created a contract between the Pac-10 and its members, of which the plaintiffs were third-party beneficiaries. *Id.* In support of their claim, the plaintiffs pointed to the Pac-10 Constitution, which stated that the Pac-10 aimed “to enrich and balance the athletic and educational experiences of student-athletes at its member institutions, [and] to enhance athletic and academic integrity among its members.” *Id.* (alteration in original). The “ultimate goal of the conference is realization of certain values including: ‘[a]cademic and athletic achievement of student-athletes,’ ‘increased educational opportunities for young people,’ ‘quality competitive opportunities for student-athletes,’ and ‘amateurism in intercollegiate athletics.’” *Id.* The Ninth Circuit affirmed dismissal of the plaintiffs’ contract claim, because the court found the Pac-10’s “vague, hortatory pronouncements” insufficient to support the contention that the Pac-10 intended to assume a direct obligation to every player on a Pac-10 team. *Id.* (quoting *Hairston v. Pac-10 Conf.*, 893 F. Supp. 1485, 1494 (W.D. Wash. 1994)).<sup>2</sup>

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<sup>2</sup> See also *Knelman v. Middlebury College*, 898 F. Supp. 2d 697, 709 (D. Vt. 2012)

The statements Plaintiffs cite to show that the NCAA assumed a duty to them are similarly general and vague, and as in *Hairston*, Plaintiffs' claim that the statements created a legal obligation to them fails as a matter of law.

## **2. The NCAA Did Not Owe Plaintiffs A Fiduciary Duty**

Plaintiffs' breach of fiduciary duty claim is subject to dismissal for the same basic reason as their negligence claim—Plaintiffs have not plausibly alleged the existence of a fiduciary relationship with the NCAA and cannot show that the NCAA owed them a fiduciary duty. *See Dalton v. Camp*, 548 S.E.2d 704, 707 (N.C. 2001).

A fiduciary relationship is “one in which ‘there has been a special confidence reposed in one who in equity and good conscience is bound to act in good faith and with due regard to the interests of the one reposing confidence . . . , [and] it extends to any possible case . . . in which there is confidence reposed on one side, and *resulting domination and influence on the other.*’” *Id.* at 707-08 (quoting *Abbitt v. Gregory*, 160 S.E.2d 896, 906 (N.C. 1931)); *see S.N.R. Mgmt. Corp. v. Danube Partners 141, LLC*, 659 S.E.2d 442, 451-52 (N.C. Ct. App. 2008). The North Carolina Supreme Court recognizes as “fiduciary relationships” those between spouses, attorney and client, trustee and beneficiary, and partners in a partnership. *Dallaire v. Bank of Am., N.A.*, 760 S.E.2d 263,

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(“Language in a college handbook or other official statement that is merely aspirational in nature, or that articulates a general statement of a school's ‘ideals,’ ‘goals,’ or ‘mission,’ is not enforceable.”), *aff'd*, 570 F. App'x 66 (2d Cir. 2014); *Hall v. NCAA*, 985 F. Supp. 782, 796-97 (N.D. Ill. 1997) (“There can be no doubt that an important function of the NCAA and its constitution, bylaws, and regulations is to benefit student athletes. It is not clear, however, that this fact is sufficient to elevate a student from an incidental to an intended beneficiary.”).

266-67 (N.C. 2014). “Common to all these relationships is a heightened level of trust and the duty of the fiduciary to act in the best interests of the other party.” *Id.* at 266. By contrast, parties who interact at arms-length typically do not have a fiduciary relationship. *Crumley & Assocs., P.C. v. Charles Peed & Assocs., P.A.*, 730 S.E.2d 763, 767 (N.C. App. 2012).

It is well-established in North Carolina and elsewhere that universities do not ordinarily have a fiduciary relationship with their students. *McFadyen v. Duke Univ.*, 786 F. Supp. 2d 887, 986-87 (M.D.N.C. 2011) (“the student-administrator relationship is not generally a fiduciary relationship”), *aff’d in part & rev’d in part on other grounds*, 703 F.3d 636 (4th Cir. 2012); *Ryan v. Univ. of N.C. Hosps.*, No. COA04-16, 2005 N.C. App. LEXIS 402, at \*10-12 (2005) (no fiduciary relationship “between educators/supervisors and medical residents”); *see Knelman*, 898 F. Supp. 2d at 717; *Hendricks v. Clemson Univ.*, 578 S.E.2d 711, 715-16 (S.C. 2003); *Shapiro v. Butterfield*, 921 S.W.2d 649, 651 (Mo. Ct. App. 1996). As one court has explained, there is no “fiduciary relationship between a school and one of its students,” because “schools and school officials owe duties to all students, and fiduciary relationships typically involve a special relationship between the parties which requires the fiduciary to exalt the interests of his or her dependent over the competing interests of others, and to act exclusively on the dependent’s behalf.” *Knelman*, 898 F. Supp. 2d at 718; *accord Ryan*, 2005 N.C. App. LEXIS at \*10. As a result, “[s]uch a relationship would immediately prove unworkable in the school context.” *Knelman*, 898 F. Supp. 2d at 718.

Under this precedent, even UNC itself has no fiduciary duty to Plaintiffs. The NCAA, in turn, is far more removed from students' day-to-day academic experience than are educational institutions like UNC. Indeed, Plaintiffs' complaint nowhere suggests that the NCAA has *any* direct relationship with student-athletes in the academic realm, let alone the type of close relationship that rises to a fiduciary level. And the logic underlying courts' refusal to recognize the university-student relationship as a fiduciary one applies no less to the NCAA. Under Plaintiffs' theory, the NCAA would owe a fiduciary duty to each and every scholarship student-athlete at its member institutions. Like the students at any given university, however, those student-athletes will often have competing interests that would make it impossible for the NCAA simultaneously to act for the exclusive benefit of each of them, as a fiduciary must. Imposing broad fiduciary obligations on the NCAA accordingly would be just as "unworkable" as it is for universities and other schools.

In sum, the NCAA's regulation of intercollegiate athletics did not create any legal duty—fiduciary or otherwise—to ensure the academic integrity of the courses offered to student-athletes at its member institutions. Plaintiffs' claims fail as a matter of law. Moreover, because there is no set of facts under which the NCAA could owe a duty to ensure the quality of Plaintiffs' educational experience at UNC, their claims against the NCAA should be dismissed with prejudice.

## **B. Plaintiffs' Request For Injunctive Relief Should Be Dismissed**

In addition to the foregoing reasons why Plaintiffs' claims against the NCAA should be dismissed in their entirety, Plaintiffs' claim for injunctive relief should be dismissed on two separate grounds. First, Plaintiffs' allegations are insufficient to establish standing to pursue injunctive relief, and their request for injunctive relief is subject to dismissal under Federal Rule of Civil Procedure 12(b)(1). Second, the injunctive relief identified in the complaint is overbroad and therefore subject to dismissal on the allegations pled.

### **1. Plaintiffs Do Not Have Standing To Pursue Injunctive Relief**

The "irreducible constitutional minimum of standing contains three elements": 1) injury-in-fact; 2) traceability; and 3) redressability. *Lujan v. Defenders of Wildlife*, 504 U.S. 555, 560-61 (1992).<sup>3</sup> "[A] plaintiff must demonstrate standing separately for each form of relief sought." *Friends of the Earth, Inc. v. Laidlaw Env. Servs.*, 528 U.S. 167, 185 (2000). In order to establish standing to pursue injunctive relief, a plaintiff must be able to show that he or she is likely to suffer future injury. *City of Los Angeles v. Lyons*, 461 U.S. 95, 111 (1983) (An injunction is "unavailable absent a showing of irreparable injury, a requirement that cannot be met where there is no showing of any real or immediate threat that the plaintiff will be wronged again."). "[P]ast exposure to illegal

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<sup>3</sup> North Carolina courts apply similar principles to evaluate a plaintiff's standing to pursue the relief sought. *See Neuse River Found., Inc. v. Smithfield Foods, Inc.*, 574 S.E.2d 48, 51-54 (N.C. Ct. App. 2002); *see also Morgan v. Nash County*, 735 S.E.2d 615, 619-20 (N.C. Ct. App. 2012), *petition for discretionary review denied*, 738 S.E.2d 379 (N.C. 2013).

conduct does not in itself show a present case or controversy regarding injunctive relief . . . if unaccompanied by any continuing, present adverse effects.” *Id.* at 102 (quoting *O’Shea v. Littleton*, 414 U.S. 488, 495-96 (1974)).

Plaintiffs have not made, and cannot make, the necessary showing here. McCants attended UNC from 2005 to 2009; Ramsay from 2007 to 2012. Compl. ¶¶ 9, 12. They are no longer collegiate student-athletes, nor is there any allegation that they have remaining NCAA eligibility. Courts have routinely found that plaintiffs who have graduated no longer have standing to pursue injunctive relief regarding practices that apply only to students, because they will not be subject to those policies in the future and do not stand to benefit from the injunction. *E.g.*, *Grandson v. Univ. of Minn.*, 272 F.3d 568, 574 (8th Cir. 2001) (“That a plaintiff lacks eligibility or is no longer a student is an adequate basis to dismiss an individual Title IX claim for injunctive relief.”); *Cole v. Oroville Union High Sch.*, 228 F.3d 1092, 1098 (9th Cir. 2000) (“It is well-settled that once a student graduates, he no longer has a live case or controversy justifying declaratory and injunctive relief against a school’s action or policy.”); *cf. Pederson v. La. State Univ.*, 213 F.3d 858, 874 (5th Cir. 2000) (“As is so often the case in suits for injunctive relief brought by students, graduation or impending graduation renders [the plaintiffs’] claims for injunctive relief moot.”). That straight-forward principle applies here.

Plaintiffs’ role as putative class representatives cannot create standing where it otherwise does not exist. As the Fourth Circuit explained, “it is essential that named

class representatives demonstrate standing through a ‘requisite case or controversy between *themselves personally* and [defendants],’ not merely allege that ‘injury has been suffered by other, unidentified members of the class to which they belong and which they purport to represent.’” *Cent. Wesleyan Coll. v. W.R. Grace & Co.*, 6 F.3d 177, 188 (4th Cir. 1993) (quoting *Blum v. Yaretsky*, 457 U.S. 991, 1001 n.13 (1982)) (alteration in original) (emphasis added). And, for the reasons explained, Plaintiffs here cannot do so.

## **2. The Injunctive Relief Plaintiffs Seek Is Overbroad**

Even if Plaintiffs’ request for injunctive relief were not defeated by their inability to establish standing, Plaintiffs still would not be entitled to the injunction they seek, because it is far broader than the injuries they allege in their complaint.

Plaintiffs ask the Court to order injunctive relief including “the formation of an independent commission to review, audit, assess, and report on academic integrity in NCAA-member athletic programs and certify member-school curricula as providing comparable educations and educational opportunities to athletes and non-athletes alike.” Compl. at 99. The Fourth Circuit has cautioned against the imposition of such sweeping permanent injunctions: “Being equitable relief, an injunction should be no broader than necessary to achieve its desired goals.” *Lowery v. Circuit City Stores, Inc.*, 158 F.3d 742, 766 (4th Cir. 1998), *vacated on other grounds*, 527 U.S. 1031 (1999); *see PBM Prods., LLC v. Mead Johnson & Co.*, 639 F.3d 111, 128 (4th Cir. 2011) (“It is well established that injunctive relief should be no more burdensome to the defendant than necessary to provide complete relief to the plaintiffs.” (quotation omitted)). Accordingly, an

injunction is inappropriate—and an abuse of discretion that will be vacated—“if it is broader in scope than that necessary to provide complete relief to the plaintiff or . . . does not carefully address only the circumstances of the case.” *PBM Prods.*, 639 F.3d at 128 (quotation omitted).

Applying that principle, in *Virginia Society for Human Life, Inc. v. Federal Election Commission*, 263 F.3d 379 (4th Cir. 2001), the Fourth Circuit held that the district court abused its discretion by entering a nationwide injunction preventing the FEC from enforcing the challenged regulation against any party anywhere in the country, because the case involved a single plaintiff and “an injunction covering [that plaintiff] alone” would have “adequately protected” the plaintiff. *Id.* at 393. Similarly, in *Kentuckians for Commonwealth Inc. v. Rivenburgh*, 317 F.3d 425 (4th Cir. 2003), the court held that an injunction covering a district spanning five states was “far broader than necessary” to provide the plaintiff with relief, because the plaintiff operated entirely within Kentucky and its members alleged injury only in connection with a single site. *Id.* at 436. The injunctive relief Plaintiffs request in this case likewise reaches well beyond the scope of their alleged injuries. Plaintiffs seek relief that would extend to *all* NCAA member institutions, *see* Compl. at 99, but their allegations are tied solely to events at UNC, and the injunctive-relief class they seek to represent consists only of current and former UNC student-athletes, *id.* ¶ 224. Nothing in Plaintiffs’ complaint suggests that the wide-ranging injunction they seek is necessary to provide them with relief.

Instead, Plaintiffs effectively ask the Court not just to remedy the particular harms they allege, but to dictate broad policy changes to the NCAA. That is not the proper function of injunctive relief, nor even more broadly of the court system. *Cf. E.E.O.C. v. Bloomberg L.P.*, 778 F. Supp. 2d 458, 485 (S.D.N.Y. 2011) (“[I]t is not the Court’s role to engage in policy debates or choose the outcome it thinks is best. It is to apply the law.”); *Doe v. U.S. Dep’t of Health & Human Servs.*, No. CV 14-367, 2015 WL 1316290, at \*1 (D.D.C. Mar. 24, 2015) (while the “plaintiff invite[d] judicial involvement” in the debate about sexual misconduct at universities, courts are empowered to resolve only cases or controversies involving “legally cognizable claims”). Plaintiffs’ request for injunctive relief should be dismissed.

**C. Plaintiffs’ Claims Against The NCAA Are Time-Barred**

Plaintiffs’ claims against the NCAA are also subject to dismissal on the independent ground that they are barred by their respective statutes of limitations.

**1. Negligence**

Under North Carolina law, negligence claims are subject to a three-year statute of limitations. N.C. Gen. Stat. § 1-52(5). A cause of action for negligence accrues when the wrong giving rise to the right to bring suit is committed, even if the injury cannot be discovered until a later date. *Hetzel v. JPMorgan Chase Bank, N.A.*, No. 4:13-CV-236, 2014 WL 7336863, at \*3 (E.D.N.C. Dec. 22, 2014); *see Pearson v. Gardner Wynne Sewell LLP*, 814 F. Supp. 2d 592, 603 (M.D.N.C. 2011) (North Carolina statute of limitations for negligence not tied to discovery).

Plaintiffs’ negligence claim is accordingly time-barred, because the “wrong giving rise to” that claim could have occurred no later than 2011. Plaintiffs allege that McCants enrolled in academically unsound courses at UNC in Spring 2006 and Spring 2008, Compl. ¶ 10, and Ramsay in Fall 2007, *id.* ¶ 13—all well more than three years before they filed their complaint on January 22, 2015. Even Plaintiffs’ broader putative class allegations fall entirely outside the three-year limitations period—the asserted Class Period runs from 1989 to 2011. *Id.* ¶¶ 58, 226. It is during that period that Plaintiffs allege that “UNC furnished academically unsound classes that provided deficient educational instruction to thousands of students,” *id.* ¶ 145, and that “the NCAA knew that academic fraud—of the sort occurring at UNC—was rampant among its members, yet failed to develop, adopt, and implement adequate monitoring mechanisms to detect whether member schools were providing academically unsound classes to student-athletes,” *id.* ¶ 186. And Plaintiffs do not allege that the academic fraud on which their claims are based persisted after 2011.

Recognizing that their claims are otherwise time-barred, Plaintiffs contend that the limitations period was tolled by UNC’s fraudulent concealment. *Id.* ¶ 200. Under North Carolina law, “fraudulent concealment can toll the statute of limitations where [a] plaintiff can show ‘that the opposing party knew a material fact, and failed to fully disclose that fact in violation of a pre-existing duty to disclose.’” *Wilkerson v. Christian*, No. 1:06CV00871, 2008 WL 483445, at \*11 (M.D.N.C. Feb. 19, 2008) (quoting *Friedland v. Gales*, 509 S.E.2d 793, 796-97 (N.C. Ct. App. 1998)). A fraudulent-

concealment claim is thus based on a duty to communicate on the part of the party remaining silent, such as that which exists where there is “a relationship of trust and confidence” between the parties. *Setzer v. Old Republic Life Ins. Co.*, 126 S.E.2d 135, 137 (N.C. 1962)

Plaintiffs’ allegations of fraudulent concealment cannot save their claims against the NCAA from dismissal. To start, none of the facts Plaintiffs set forth regarding the alleged fraudulent concealment involve representations made by *the NCAA*. Instead, Plaintiffs specifically allege that the “applicable statutes of limitations have been tolled by *UNC’s* false representations” and “fraudulent concealment of material facts.” Compl. ¶ 200 (emphasis added). Plaintiffs offer no basis for imputing UNC’s statements to the NCAA for tolling purposes; indeed, Plaintiffs’ fraudulent concealment allegations barely mention the NCAA at all.

All that Plaintiffs say regarding the NCAA is that it did not “divulge information it obtained about UNC’s AFAM paper classes during the Class Period.” *Id.* ¶ 209.<sup>4</sup> But while Plaintiffs allege that UNC made various affirmative representations about the fraudulent classes during the Class Period that created a “duty to disclose” that they were actually academically unsound, *id.* ¶¶ 201-05, 209, Plaintiffs do not point to *any* comparable statement by the NCAA representing that the UNC courses at issue were legitimate. Absent such an affirmative representation regarding the classes in question,

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<sup>4</sup> Notably, Plaintiffs’ complaint does not specify what information they believe the NCAA had about those classes during the Class Period, or when the NCAA allegedly obtained that information.

Plaintiffs cannot show that the NCAA had a duty to speak as, for the reasons explained above, *see supra* Part IV.A.2, Plaintiffs have not plausibly alleged the existence of a special “relationship of trust and confidence,” *Setzer*, 126 S.E.2d at 137, between Plaintiffs and the NCAA—the only other ground on which such a duty to speak could be found.

What is more, Plaintiffs’ broader allegations confirm that the NCAA did not conceal the actions that Plaintiffs allege to be regulatory failures on its part. First, Plaintiffs acknowledge that many instances of academic fraud at NCAA member institutions were publicly known throughout the Class Period. *See* Compl. ¶¶ 57-87. Indeed, Plaintiffs allege that such information was in many cases made public *by the NCAA*. *Id.* ¶¶ 61, 72, 76, 79, 80. Second, Plaintiffs’ complaint recognizes that the NCAA implemented policies aimed at addressing academic problems affecting student-athletes at multiple points during the Class Period. *See id.* ¶¶ 117-19, 121-22, 130-31, 133-34. While Plaintiffs view these measures as inadequate and ineffective, *id.* ¶¶ 110, 117-22, 130-37, the very fact that they were put in place—and publicly so—further undercuts any suggestion that the NCAA concealed the existence of academic fraud or other academic performance issues affecting collegiate student-athletes during the Class Period. Third, it was no secret that the NCAA did not review the substance of college courses. The NCAA’s rules are publicly available, and as Plaintiffs point out, the NCAA’s bylaws were openly criticized throughout the Class Period, *id.* ¶¶ 111-16, 123-

27, 136, 138-44. In fact, Plaintiffs allege that *the NCAA* itself issued a report reflecting “extensive criticism of its model” in 2002. *Id.* ¶ 129.

Finally, even if UNC’s statements could somehow be imputed to the NCAA, Plaintiffs’ theory of fraudulent concealment would still prove inadequate to toll the limitations period. Plaintiffs allege that UNC offered classes in which students “never had a single interaction with a faculty member,” *id.* ¶ 149, and “no class attendance” was required, *id.* ¶ 152. They say that the classes “required little to no work,” *id.* ¶ 4, and that student-athletes’ grades in these classes were “significantly higher” than they received in other classes, *id.* ¶ 162. Plaintiffs were *enrolled* in these allegedly unsound classes. *See id.* ¶¶ 10, 13. Assuming their allegations about the classes are true, Plaintiffs necessarily knew that they never attended the “lecture” courses, did “little to no work” for them, and “never had a single interaction with a faculty member.” They presumably were also aware of the grades they received. McCants alleges that she took two of the allegedly fraudulent courses; Ramsay alleges that he took one. *Id.* ¶¶ 9, 12. The classes at issue in this case thus constituted only a small fraction of the dozens of classes Plaintiffs took at UNC, and Plaintiffs could readily recognize the ways in which the allegedly deficient courses differed from the norm. UNC’s alleged misrepresentations could not, as a practical matter, have concealed the relevant facts from Plaintiffs once Plaintiffs enrolled in the allegedly unsound classes.

It may be the case, as Plaintiffs assert, that they did not appreciate the full scope of the academic fraud taking place at UNC until the Wainstein Report was issued in October

2014. *See id.* ¶ 218. But Plaintiffs did not need that information in order to bring their claims. Plaintiffs allege that they not only experienced the academic fraud first-hand, but also suffered injury as a result—a contention that necessarily depends on the allegedly fraudulent classes being in some way materially (and thus noticeably) different from others offered at UNC. Plaintiffs’ asserted reliance on UNC’s representations regarding the legitimacy of the academically unsound classes, *see id.* ¶ 205-07, was patently unreasonable given what they experienced once enrolled in those classes. *See Wilkerson*, 2008 WL 483445, at \*12 (requiring reliance on defendant’s misrepresentations or omissions to warrant tolling of statute of limitations due to fraudulent concealment); *Stunzi v. Medlin Motors, Inc.*, 714 S.E.2d 770, 777 (N.C. Ct. App. 2011) (“[W]here the facts are insufficient as a matter of law to constitute reasonable reliance on the part of the complaining party, the complaint is properly dismissed under Rule 12(b)(6).” (quotation omitted)).

## **2. Breach Of Fiduciary Duty**

Plaintiffs’ breach of fiduciary duty claim is time-barred for the same reasons as their negligence claim. The statute of limitations for claims alleging a fiduciary breach under North Carolina law is three years. *Trillium Ridge Condo. Ass’n v. Trillium Links & Vill., LLC*, 764 S.E.2d 203, 219 (N.C. Ct. App. 2014); *Toomer v. Branch Banking & Trust Co.*, 614 S.E.2d 328, 334-35 (N.C. Ct. App. 2005). The limitations period begins to run when the claimant “knew or, by due diligence, should have known” of the facts

constituting the basis for the claim. *Dawn v. Dawn*, 470 S.E.2d 341, 343 (N.C. Ct. App. 1996).

For the reasons explained above, despite Plaintiffs’ contentions that they “did not know that [their] work in the classes . . . was not supervised or graded by a faculty member or that the classes . . . were academically unsound,” Compl. ¶¶ 11, 14, and did not appreciate the scope of the academic fraud until the Wainstein Report was issued, *id.* ¶ 218, Plaintiffs’ own allegations demonstrate that they at the very least *should have known* that UNC offered academically unsound courses—and, under their theory, that the NCAA had accordingly failed to prevent UNC from doing so—long before that point, when they took the classes in question and claim to have been injured.

### **CONCLUSION**

For the foregoing reasons, Plaintiffs’ claims against the NCAA should be dismissed with prejudice.

Dated: March 30, 2015

Respectfully submitted,

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**CERTIFICATE OF SERVICE**

The undersigned hereby certifies that the foregoing was filed with the Clerk of Court using the CM/ECF system and was served upon the following by email or by depositing a copy in the United States Mail, first-class postage prepaid, addressed to the following:

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the University of North Carolina  
at Chapel Hill*

This the 30th day of March, 2015.

/s/ Justin Outling  
Justin N. Outling

# Exhibit 1-7

UNC SACSCOC Response, January 2015  
previously provided (available on the University's  
website at [https://oira.unc.edu/files/2015/01/UNC-  
Chapel-Hill-Report-to-SACSCOC-Redacted-for-  
Public-Release.pdf](https://oira.unc.edu/files/2015/01/UNC-Chapel-Hill-Report-to-SACSCOC-Redacted-for-Public-Release.pdf)).

# Exhibit 1-8

This record is a confidential personnel record.

# Exhibit 1-9

Evrard 1/7/16 Letter to Hosty previously provided  
(available on the University's website at  
<http://carolinacommitment.unc.edu/files/2016/10/10.14.2016-BSK-Letter-to-Greg-Sankey-with-6-attachments.pdf>).

# Exhibit 1-10

Evrard 10/19/16 Letter to COI previously provided  
(available on the University's website at  
<http://carolinacommitment.unc.edu/files/2016/10/10.19.2016-BSK-Letter-to-Joel-McGormley.pdf>).

# Exhibit 1-11

8/13/12 UNC Press Release previously provided  
(available on the University's website at  
<http://uncnewsarchive.unc.edu/2012/08/31/university-statement-on-ncaa-role-in-review-of-academic-issues-2/>).

Ille, Vince

---

**From:** Zonder, Michael <mzonder@ncaa.org>  
**Sent:** Thursday, September 26, 2013 1:24 PM  
**To:** Ille, Vince  
**Subject:** RE: AFAM

**EXHIBIT 1-12**

**Follow Up Flag:** Follow up  
**Flag Status:** Completed

Vince,

You are correct in your assessment regarding the situation involving the AFAM department. Thank you for the time and effort that you and others working with you on campus have devoted to engaging with these issues. The cooperation exhibited by Chancellor Folt and her staff is especially appreciated.

Please contact me should you have any other questions regarding this matter.

Thanks,  
Mike

**Mike Zonder**  
**NCAA Associate Director of Enforcement**

**From:** Ille, Vince [<mailto:ille@unc.edu>]  
**Sent:** Thursday, September 26, 2013 12:36 PM  
**To:** Zonder, Michael  
**Subject:** AFAM

Mike,

As you know, the University of North Carolina at Chapel Hill and NCAA enforcement staff have engaged in regular and ongoing communication regarding issues pertaining to the institution's department formerly known as African and Afro-American Studies. This has included all of the various internal and external reviews and reports, as well as media coverage. It is my understanding that, based on the available information, no additional investigation regarding these issues is being contemplated by the NCAA enforcement staff, nor does the staff believe that any modification of the infractions case that was completed on March 12, 2012 is necessary. Can you please confirm or correct this assessment?

Thanks for your help.

Vince Ille  
Senior Associate Athletic Director  
University of North Carolina  
(919) 962-4631  
[ille@unc.edu](mailto:ille@unc.edu)

# The Interpretations Process



Membership Services Training

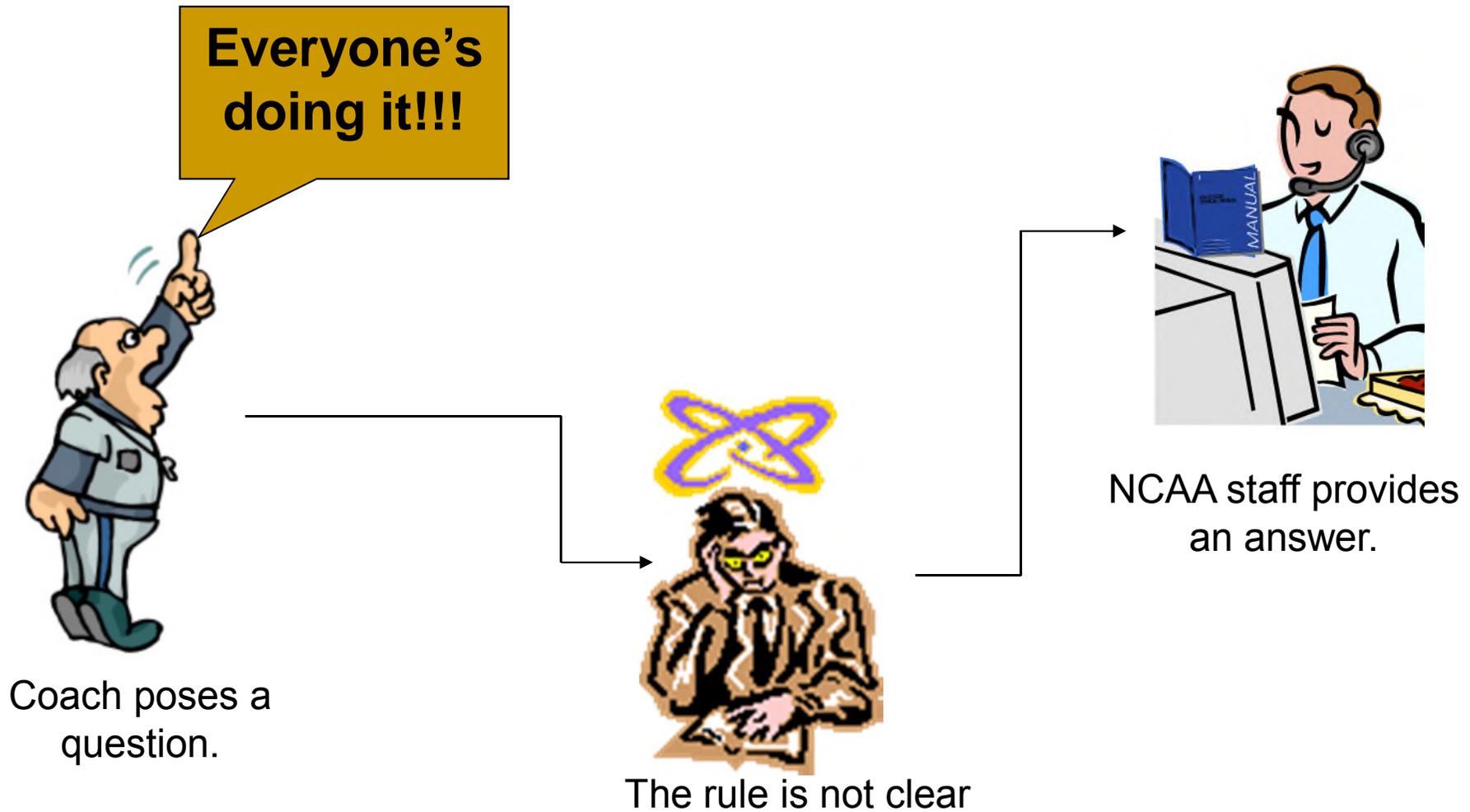
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# Overview

- Participants
- Types of Responses
- Process
  - Student-Athlete Friendly Philosophy
  - Screening Process
- Impact on Enforcement

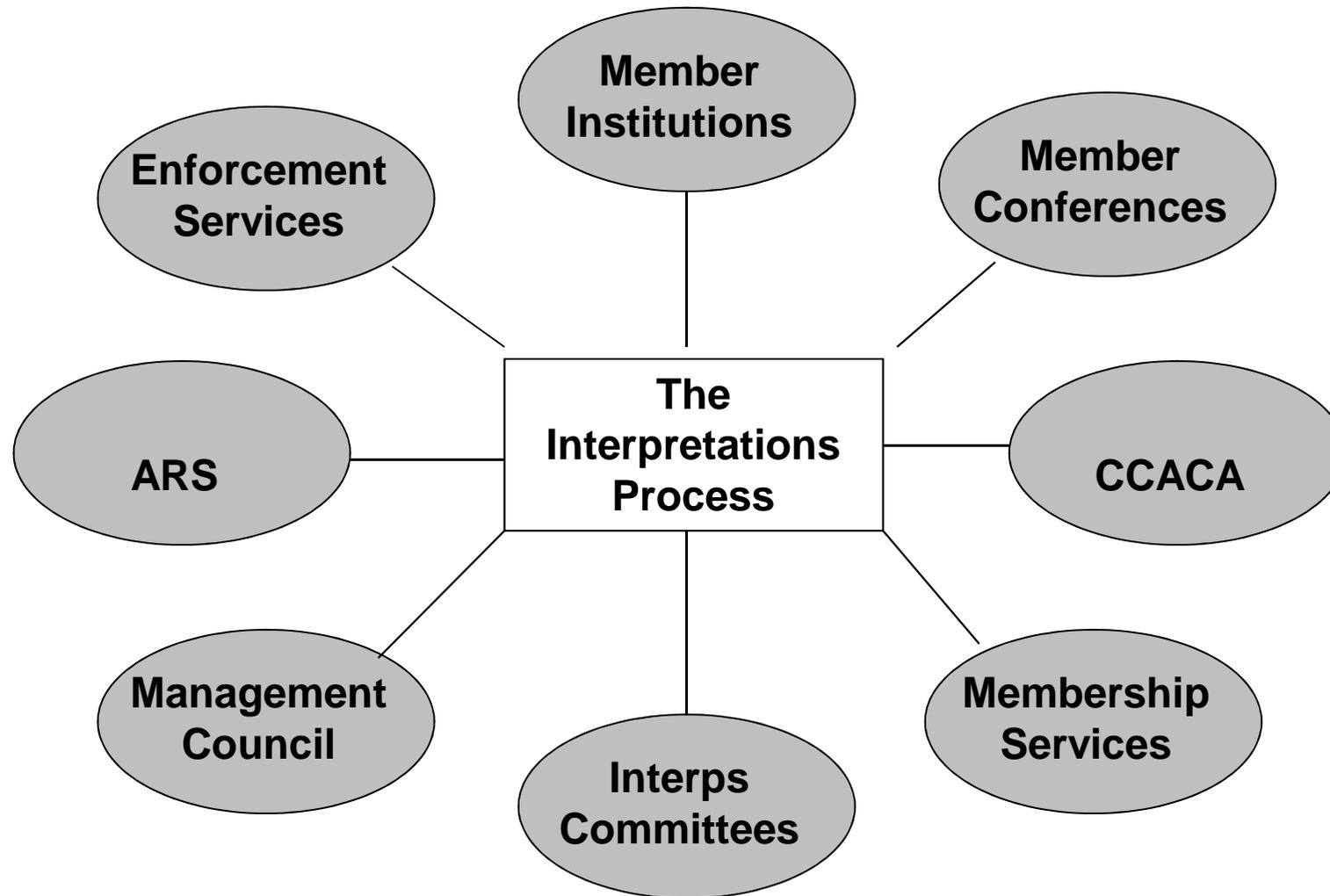


# The Interpretations Process?



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# The Participants



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# Member Institutions

- Apply and enforce NCAA legislation.
  - Administer its athletics program in accordance with the constitution, bylaws and other legislation of the Association.
-

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# Member Conferences

- Assist member institutions in applying NCAA legislation.
  - Promote competitive equity by ensuring consistent application of the rules.
  - Assist membership services staff by reducing volume of interpretations requests.
-

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# Membership Services

- Assists institutions and conferences in applying legislation.
  - Issues three categories of responses:
    - Institutional Discretion.
    - Confirmations.
    - Determinations.
  - Membership Services does **not** have the authority to adopt or approve legislation.
  - Membership Services **does** have the authority to issue a binding staff interpretation.
-

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# Divisional Interpretive Subcommittees/Committees (e.g.,

## LRIC)

- Issue official interpretations in response to requests from:
    - Institutions/Conferences.
    - Membership services staff.
    - Governance structure.
  - Review all recorded membership services staff interpretations (screening process).
-

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# Management Councils

- Review all official interpretations issued by Sub/Committee.
  - May issue official interpretations on their own.
  - Institutions/conferences may appeal the Sub/Committee decisions to the Council.
  - Council decisions are final.
    - Sub/Committee does not have the authority to revise an interpretation approved by the Council.
    - It can, however, recommend modification or reversal of previously approved interpretations.
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# Types of Responses

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# Is the Issue Interpretive?

- An issue is not interpretive if:
    - ❑ The plain meaning of the legislation is clear on its face;
    - ❑ The legislative history of the rule (including intent and rationale) clearly addresses the situation; or
    - ❑ A published official interpretation clearly addresses the situation.
-

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# Institutional Discretion

- Institutional Discretion:
    - Is not an "interpretation. "
    - Is provided when:
      1. An issue or fact situation is not addressed clearly by the legislation or an official interpretation; and
      2. The issue is not one of national significance.
-

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# Staff Confirmations

- A staff confirmation:
    - Is issued when the legislation or an official interpretation is responsive to the inquiry.
    - Is not an "interpretation."
    - Is binding on all member institutions.
  - Actions contrary to staff confirmations are considered rules violations.
  - Recourse is to seek further review by divisional interpretive body or amend the legislation.
-

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# Staff Determinations

- A staff determination:
    - Is an "interpretation."
    - Is provided when:
      1. An issue or fact situation is not addressed clearly by the legislation or an official interpretation; and
      2. The issue is one of national significance.
    - Is binding on the institution asking the question (and others who have knowledge).
  - Prior actions contrary to a staff determination are not considered rules violations.
  - Recourse is to seek further review by divisional interpretive body or amend the legislation.
-

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# Official Interpretations

- Official Interpretations:
    - Are rendered by the appropriate Divisional Subcommittee/Committee (e.g., Division I LRIC.)
    - Are binding on all institutions regardless of knowledge.
    - May be in the form of a confirmation or determination.
      1. Determinations are binding from the issue date forward.
      2. Confirmations are binding regardless of when the action occurred.
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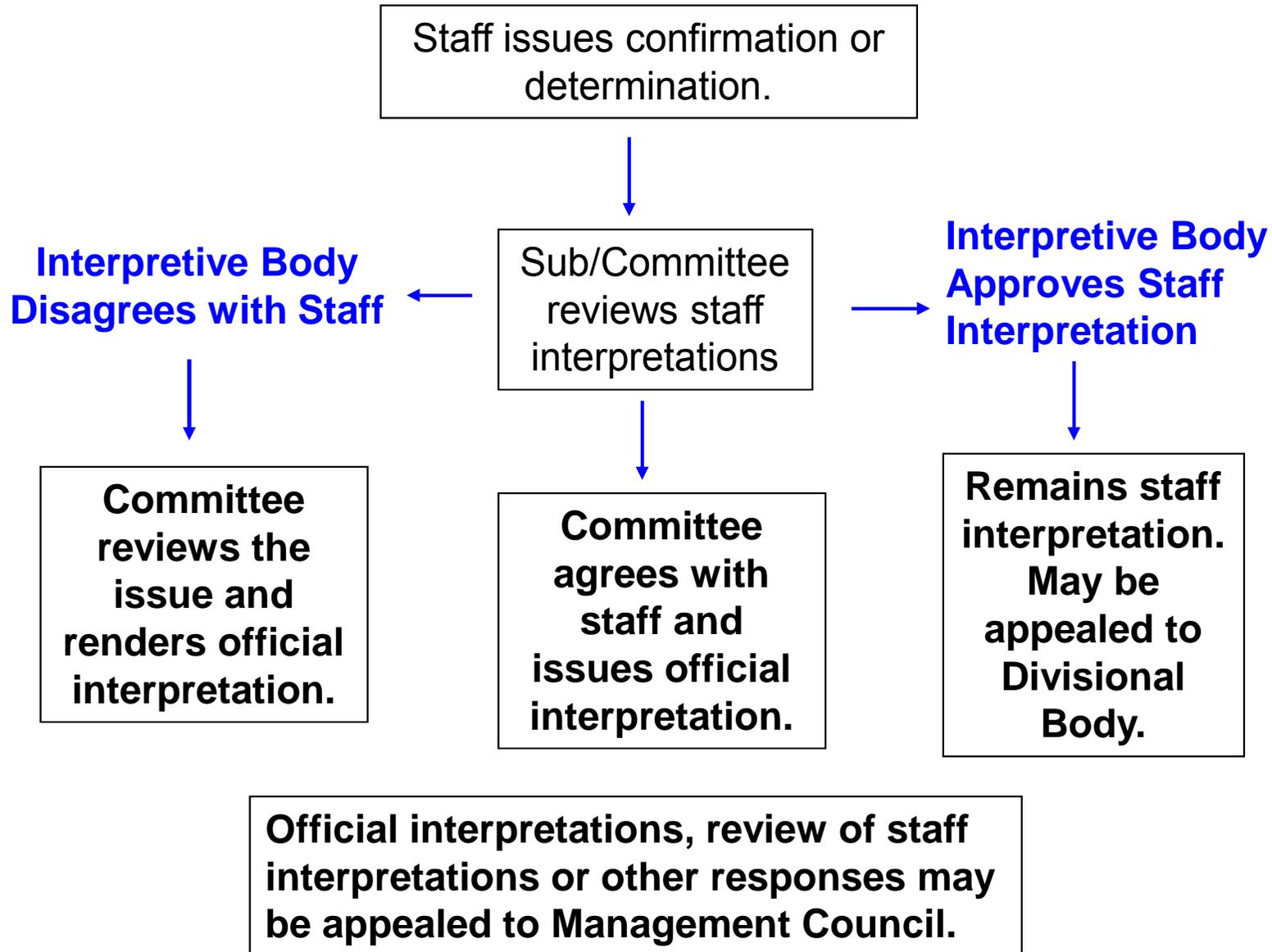
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# Screening Process

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# SCREENING PROCESS

## *Divisional Interpretive Body Review of Staff Interpretations*



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The End.

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# Education Through Athletics: An Examination of Academic Courses Designed for NCAA Athletes

**Erienne A. Weight**

University of North Carolina at Chapel Hill

**Matt R. Huml**

Texas Tech University

Fundamental to the union of athletics and the academy is an underlying theoretical premise of education through athletics. Despite an organizational union of varsity athletics and American higher education, athletics is commonly viewed as extracurricular, tangential, or a detractor from the educational mission of the academy, and athletics-centric curricula have historically not been viewed as worthy of academic credit despite documented educational benefits. Through survey of a stratified-random sample of National Collegiate Athletics Association (NCAA) Division I, II, and III athletic academic advisors ( $n = 240$ ), this exploratory study examined the prevalence, design, and institutional perceptions of classes offered exclusively for varsity athletes. Results indicate roughly 1/3 of sample schools facilitate athlete-centric academic opportunities, with the majority of courses being 1st semester transition, physical education, or leadership courses. Academic opportunities for athletes were greatest in western, public, and Division I institutions.

**Keywords:** education through athletics, athletics in the academy, credit for sport participation, intercollegiate athletics reform, college sport reform

Fundamental to the union of athletics and the academy is an underlying theoretical premise of education through athletics (Bowen & Levin, 2003; Brand, 2006; Weight, Cooper, & Popp, 2015). In an era of heightened scrutiny where the governance structure of American intercollegiate athletics is being questioned in the courtroom and throughout headlines, it is critical to understand the organizational and philosophical structures that support this system. As this manuscript comes to print, the political-educational arena is particularly charged in higher education as governmental scrutiny and control is increasing while funding and support is decreasing (Cullingford & Blewitt, 2013). Simultaneously, the landscape of

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intercollegiate athletics is being challenged, as headlines and lawsuits are calling for broad-sweeping reform due to excessive commercialism (Gerdy, 2006; Ross, 2012; Smith 2011), unprincipled behavior (Smith & Willingham, 2015), athletic primacy (Fountain & Finley, 2011; Hardin & Pate, 2013; Huml, Hancock & Bergman, 2014; Wolverson, 2014); and athlete exploitation (McCormick & McCormick, 2006; Sack & Staurowsky, 1998; Southall & Staurowsky, 2013; VanRheenen, 2013).

Building on the literature addressing these pressing issues, the focus of this inquiry is on the academic integration of athletics within the American academy. If there is an inherent educational value in varsity athletics, is this education worthy of academic credit? How integrated is this educational endeavor within the academic fabric of the university? This study addresses these important questions in the literature and industry dialogue surrounding the unique positioning of intercollegiate athletics by providing insight into the institutional practices of facilitating academic courses designed specifically for varsity athletes within NCAA Division I, II, and III institutions.

To understand the present phenomenon of sport within the university, it is necessary to understand its historical development. Intercollegiate athletics was born out of a unique historical moment in American history wherein physical activity was embraced as a vehicle to character development (Putney, 2009). Faculty, administrators, and politicians in the late 1800s and early 1900s embraced a new model of sanctioned varsity athletics in the United States distinct from the athletics systems in the rest of the world (Ingrassia, 2012, Rader, 1999). Progressives in this movement believed the integration of football into the academy would foster town-gown relations in an era of “ivory tower” public-faculty dissonance, and provide an avenue to facilitate publicity for the university (Ingrassia, 2012; Oriard, 2012). Complementary to these corporate motives was the popular notion that competitive sports and physical education facilitated development of the ideal Christian person (Hughes, 1968; Park, 2007; Putney, 2009). Competitive sport within the academy, then, would attract *and build* disciplined college students who were physically and intellectually strong, tough, and dedicated to serving others (Ingrassia, 2012; Putney, 2009). These parallel initiatives reinforced the male-dominated emphasis within sport, further strengthening the traditional patriarchy established in American society (Beyer & Hannah, 2000).

Though the legitimacy of the sport-for-development premise has been a topic of debate since the integration of varsity athletics within higher education (Desrochers, 2013; Ingrassia, 2012; Oriard, 2001; Smith, 2011; Thelin, 1994), the notion of education through athletics is maintained within official institutional policy, statements of vision, marketing efforts, and financial streams (Cooper, Weight, & Pierce, 2014; Huml, Svensson, & Hancock, 2014; NCAA, 2015; Southall et al., 2011). Despite this clear union of athletics within the business enterprise of higher education in the United States, the integration of athletics within the academy is often lacking (Brand, 2006; Weight et al., 2015), as athletics is commonly viewed as “other,” “extracurricular, or even a “detractor” from the educational mission of the academy (Benford, 2007; Gerdy, 2006; Zimbalist, 1999). As such, educational stakeholders may often echo the questions raised by Murdoch (1990): “What is the place of sport in education?” and “What is the role of education in sport?” (p. 67).

Specific educational and life-skill benefits of participation in intercollegiate athletics have been documented, yet athletics-centric curricula have historically not

been viewed as worthy of academic credit within American higher education beyond the subdiscipline level (e.g., sport management, history, economics, or sociology) (Brand, 2006; Colas, 2015; Jenkins, 2011; Weight, 2015). There are, however, emerging accounts of programs wherein athletic participation and its education/life-skill benefits have been integrated into “traditional” curricula (Adeniji, 2015; Clubb, 2012), though the prevalence of these programs is unknown. This study will address this critical gap in the literature and provide a foundation for future research and theory development on education through athletics within higher education by exploring the prevalence, content, and perceptions of athlete-centric courses within NCAA institutions.

## Conceptual Rationale

### Educational Effects of Participation in Intercollegiate Athletics

Building upon the traditionally accepted notions of the “character-building” benefits that can be derived from participation in sport (Gould & Carson, 2008; Hellison, 2003; Putney, 2009), there is a growing body of literature quantifying the specific educational effects of college sport participation. Participation in intercollegiate athletics has been associated with increased educational engagement (Umbach, Palmer, Kuh, & Hannah, 2006), satisfaction with the overall college experience (Astin, 1993; Gill, 2015; Paule-Koba & Farr, 2013; Pascarella & Smart, 1991; Plunkett, Weight, Osborne, & Lancaster, 2016), positional leadership (Anderson, 2012), motivation to earn a college degree (Astin, 1993; Pascarella & Smart, 1991), and higher graduation rates (Corack, 2014; Long & Caudill, 1991). These studies used samples including a broad array of sports and athletes in NCAA Division I/II/III and NAIA institutions (Anderson, 2012:  $n = 1,498$ ; Astin, 1993:  $n = 24,847$ ; Pascarella & Smart, 1991:  $n = 290$  black and  $n = 1,716$  white men; Umbach et al., 2006:  $n = 49,407$ ), in addition to more focused samples including nonrevenue athletes from Division I (Plunkett et al., 2016:  $n = 120$ ) and Division I and III (Paule-Koba & Farr, 2013:  $n = 229$ ), with one study concentrating on community college student-athletes (Gill, 2015:  $n = 14$ ).

While these studies have provided a foundation of data documenting the positive educational benefits of participation in intercollegiate athletics, they have been contradicted by other research which demonstrates participation in intercollegiate athletics can have a negative association with satisfaction and involvement in the college experience when data are disaggregated by gender and sport—with particularly dramatic differences between Division I “revenue generating” football and basketball black male athletes and traditional students (Fountain & Finley, 2011; Lanter & Hawkins, 2013; Pascarella, Truckenmiller, Nora, Terenzini, Edison, & Hagedorn, 1999; Van Rheenen, 2011; 2013). Scholars have raised concerns about the academic readiness of Division I athletes (Eckard, 2010; Lawrence, Harrison, & Stone, 2009), and an institutional culture of faculty attitudes (Benson, 2000; Comeaux & Harrison, 2007; Cooper & Hawkins, 2014), eligibility-focused academic advisors (Fountain & Finley, 2009), and peer-stereotyping (Benson, 2000) within an administrator-driven “system of practices that discourage[s] student involvement with academics” (Benson, 2000, p. 239; Donnor, 2005). These

concerns are supported by publicized data of graduation and retention rates within this demographic being below other athletes and the general student population when factoring out transfer student data (College Sport Research Institute, 2015; Comeaux & Harrison, 2007; National Collegiate Athletic Association, n.d.). As such, it is important to interpret these studies through an informed lens, as there is compelling evidence supporting the notion that the collegiate athlete experience has tremendous variance between demographic subgroups.

Building on studies of educational experiences, The Center for Learning Outcomes Assessment (2010) conducted a University Learning Outcomes Assessment (UniLOA) for the demographic of varsity athletes designed to measure growth in seven areas considered indicative of future success by employers, academicians, managers, and researchers. These points of measure included critical thinking, self-awareness, communication, diversity, citizenship, relationship, and leadership. The purpose of the UniLOA was to measure general college student growth, learning, and development beyond academics. Results of the athlete-study revealed that, by a student's final semester, athletes ( $n = 1,574$ ) performed at a higher level in almost every area than their nonathlete counterparts when compared with the UNILOA National Database sample ( $n = 18,257$ ) (Center for Learning Outcomes Assessment, 2010). While both male and female athletes reported significantly lower levels of behaviors measured by the UniLOA when they enter college, their overall rate of growth, learning, and development was superior to nonathlete students throughout their college careers (UniLOA, 2011). These athlete responses included NCAA Division I/II/III and NAIA institutions and represented almost all NCAA sanctioned sports, in addition to a similar gender and race breakdown as provided by the NCAA of the current student-athlete population (UniLOA, 2011; National Collegiate Athletic Association, 2015).

In an era where educational success is increasingly measured by job-placement (Bok, 2009; Mingle, 2000; Slaughter & Rhoades, 2004), the occupational marketability of athletes is a foundational area of interest in the exploration of athletics as an integral part of the educational experience. Building on literature suggesting increased occupational marketability of intercollegiate athletes, (Long & Caudill, 1991; McCann, 2012; Rosche, 2013; Williams, 2013) and industry movements such as the formation of companies aimed at connecting former collegiate athletes with employers who seek them (Soshnick, 2013). Chalfin et al. (2015) examined a sample of employers ( $n = 50$ ) actively recruiting athletes to understand why they prefer to hire athletes over nonathletes. Employers associated a host of positive attributes with athletic participation, including competitive nature, goal-orientation, ability to handle pressure, strong work ethic, confidence, ability to embrace feedback, self-motivation, and ability to work with others. The perceived value of athletic participation was impacted by athletic success and leadership experiences, with no significant differences between sport, competition level (DI, II, or III), and gender (Chalfin et al., 2015).

Many of the findings in the Chalfin et al. (2015) study support previous literature documenting enhanced personal self-concept (Chickering & Reisser, 1993; Gaston-Gayles & Hu, 2009), cognitive development (Chaddock, Neider, Voss, Gaspar, & Kramer, 2011), higher wages of athletes over nonathletes (Henderson, Olbrecht, & Polachek, 2006; Shulman & Bowen, 2001), and a host of skills directly relevant to success in life after athletics (Center for Learning Outcomes Assessment, 2010;

Henderson et al., 2006; Weight, Navarro, Huffman, & Smith-Ryan, 2014; Williams, 2013). While the Chalfin et al. (2015) study targeted employers, the majority of studies above used broad samples of athletes from Division I, II, III, and NAIA schools (Center for Learning Outcomes Assessment, 2010:  $n = 1,574$ ; Henderson et al., 2006:  $n = 646$ ). Other samples included elite Ivy League (Shulman & Bowen, 2001), and Division I institutions (Chaddock et al., 2001:  $n = 18$ ; Gaston-Gayles & Hu, 2009:  $n = 410$ ; Weight et al., 2014:  $n = 435$ ).

Despite these measured educational outcomes and the broad financial and media integration of athletics within the academy, the pursuit of education through intercollegiate athletics has remained separate from the traditional academic structure of the American university (Brand, 2006; Weight et al., 2015), and there is little literature examining this strange cultural phenomenon. Athletics is largely viewed as “extra-curricular” and unworthy of academic credit whereas other disciplines with similar structures (e.g., dance, theater, and music) are viewed as “academic” and offered as degree programs worthy of academic credit at many institutions. Building an avenue to recognize and enrich the educational experiences through athletics may allow universities to expand their educational “footprint” and further achieve their organizational mission (Checkoway, 2001).

## Curricular Development and the Study of Sport

The decisions about what a society should teach their children is a vexing quandary at the root of many political debates affecting curricular decisions and educational governance structures (Glatthorn & Jailall, 2000; Marsh, 2009; Walker, 2002). Walker (2002) describes the dilemma in the ever-dynamic American society where the curriculum problem is especially difficult. “As the social fabric is stretched and ripped by change, innovators call for a new curriculum to prepare children for the New World while traditionalists call for repair and restoration. Who are we? Who do we want our children to be? What kind of world shall we prepare our children for?” (p. xiii). The evolution of what fields of study qualify as essential to education have been compared with multiple streams flowing through the system “ebbing at times, then gathering strength and flowing together in a dynamic confluence” (Glatthorn & Jailall, 2000, p. 98).

Addressing the political realities of intercollegiate athletics and higher education reviewed above, one approach to strengthening the educational experiences of athletes is to formalize elite sport performance as an academic field of study. The legitimization and formalization of educational experiences that are already transpiring on the court, on the field, or on the track is one avenue to bridge the divide between academics and athletics (Brand, 2006; Colas, 2015; Feezell, 2015; Jenkins, 2011; Pargman, 2012; Weight, 2015).

Myles Brand, NCAA president from 2002 to 2009, delineated this approach to philosophical reform. A vocal proponent of the educational value of intercollegiate athletic participation and an “integrated view” of athletics within academia, he believed the importance of intercollegiate athletics was significantly undervalued. He condemned the academy for its bias against bodily skills, nonart, and its view on athletics as an auxiliary to the university unworthy of subsidy (Brand, 2006; Weight et al., 2015). Building upon this idea, Washington Post columnist Sally Jenkins posed the question “Why shouldn’t we let kids major in sport?” Addressing

this question, she argued, “high-performance athletes study a craft, with a science, theory, history and literature, just like music or dance or film majors do. Varsity athletes deserve significant academic credits for their incredibly long hours of training and practice, and if they fulfill a core curriculum they deserve degrees, too” (Jenkins, 2011, para 2).

Critics of this approach document academic-fraud (Smith & Willingham, 2015), and academic clustering (Fountain & Finley, 2009) associated with “big-time” Division I intercollegiate athletics, and believe that merging athletic and academic interests would lead to additional corruption of the athlete academic experience. Others cite negatives associated with sport academies predominantly in Europe and Asia wherein promising young athletes are channeled into Olympic training programs. China has the highest level of participants with over 3,000 sport schools housing over 50,000 professional child athletes (Hong, 2004). These academies are often separate from traditional educational pathways and can lead to burnout, overuse injuries, pressure-to-perform related stress, and doping, leaving injured athletes or those who do not have professional prospects feeling abandoned and hopeless because of their early specialization in the sport niche (Capranica & Millard-Stafford, 2011; Hong, 2004; Lang, 2010; Malina, 2010). A more moderate approach has been suggested utilizing educational enhancements through life-skills developmental programs, leadership training programs specific for athletes, or integrated academic-athletic experiential learning opportunities (Clubb, 2012; Hardcastle, Tye, Glassey, & Hagger, 2015; Weight, 2015; Weight et al., 2015). Thus, there are several potential approaches toward the development of athletics as education: 1) Facilitate credit for participation in athletics that might fulfill university physical education requirements, 2) Develop athlete-centric courses that allow athletes to build upon the experiences they are having (e.g., sport psychology, nutrition, or leadership), or 3) Develop robust majors and/or minors that are sport-centric (e.g., football) or experience-centric (e.g., elite performance) that integrate the first two educational avenues mentioned in addition to additional science, theory, history and related literature. While the curricular debate ensues, we pursued this study to gather a baseline of data relative to the prevalence, content, and perceptions of educational courses (approach one or two) designed specifically for NCAA Division I, II, and III varsity athletes to provide a foundation for future research and theory development.

## Significance of this Study

Despite a current lack of cultural legitimacy and institutional support for education through varsity athletics as a discipline worthy of academic credit in the United States (Colas, 2015; Jenkins, 2011; Weight, 2015), there is a conceptual rationale for the academic integration of athletics within the academy. Building upon the sport for development and educational effects of participation in intercollegiate athletics literature, there is literary support for curriculum development and the legitimate study of athletics within the academy (Brand, 2006; Weight et al., 2015). As a first step in developing this pedagogical pathway, the current study examined the prevalence and design of classes offered exclusively for varsity athletes at NCAA institutions to understand current practices and develop the groundwork

for further research exploring athletics-centric curricula and education through athletics. Toward this end, specific research questions were developed.

[RQ1] What is the prevalence of academic courses designed for varsity athletes within NCAA institutions?

[RQ2] What is the curricular content of academic courses designed for varsity athletes within NCAA institutions?

[RQ3] What are the perceptions of academic advisors for athletes about academic courses designed for varsity athletes within NCAA institutions?

[RQ4] Does prevalence, content, or perceptions of athlete-centric courses differ based on NCAA division, public/private designation, institutional geographic location, or departmental values?

[RQ5] What is the institutional rationale for offering (or not offering) athlete-centric courses?

## Method

### Participants

The population of interest in this study was athletic academic advisors within NCAA Divisions I, II, and III. Athletic academic advisors were chosen because of their familiarity with athletic and academic issues faced by varsity athletes. The survey participants were chosen using a random, stratified sampling technique. Stratified random sampling increases the likelihood of accomplishing a sample more representative of the population compared with random sample and requires and can help mitigate bias within the sample (DeVellis, 2012). Institutions were chosen from the NCAA webpage (i.e., <http://www.ncaa.com/schools/a>) and were stratified by division. A total of 600 universities were chosen (200 from each division). Academic advisors were then identified and contact information gathered by visiting each university's staff directory on the athletic department website. Individuals were included as eligible for the study only if they held titles directly related to academic services (e.g., advisor, academic counselor, or academic support specialist). Some institutions were later removed from the sample population after discovering the lack of specific academic support within their athletic department (this was more prevalent for smaller institutions or schools within the NCAA Division III model). This technique was chosen to identify academic advisors who oversee at least one sport and specialize in athlete development, which was verified in the invitation e-mail.

### Instrument

Due to the specific exploratory nature of the research, it was necessary to develop an instrument. The researchers followed a number of steps to enhance its validity (Hopkins, 1998). First, the researchers examined literature on the athlete academic experience and developed questions that emerged through the literature review. Following the initial construction of the survey, a team of nine experts was consulted

with expertise in educational inquiry methodology and survey construction (1), athletic academic advising (3), athlete-centric education (1), and research related to the athlete academic experience (4). The experts submitted suggestions for refinement of instrument verbiage for clarity in addition to suggestions about questions to add or remove to enhance the validity of the survey. Following expert-review, the instrument was piloted with a convenience sample of five athletic-academic administrators. Based upon feedback from this second round of external review, the researchers added one additional demographic measure. This process of examining of the literature, utilizing a panel of experts, and completing an instrument pilot with practitioners reinforces the content validity of the instrument (Cresswell, 2013).

Fourteen instrument items examined the existence and features of exclusive courses for athletes, with topics including course title and credits awarded for the course, whether the course was mandatory for athletes, the presence of an instructor and/or syllabus, history and/or reasoning for the course's offering, or current discussions on offering such a course. Each of the questions was either "yes/no," multiple-choice, or open-ended. Demographic items included gender, race, NCAA division affiliation, public/private designation of institution, number of years working in intercollegiate athletics, and department values. The total number of items requiring responses from the participant varied based on responses. For example, if a participant responded "no" to whether their institution offered a course exclusively for athletes, the instrument automatically bypassed any items inquiring about the course's details. A specific sequence of responses could lead a participant to only answering ten items total: six content-specific questions and four demographic questions. Because the survey consisted of gathering qualitative perceptions, demographics, and institutional data, measures of reliability were limited to qualitative analysis methods.

## Procedure

The instrument was disseminated to 1,062 participants using Qualtrics online survey program. Two weeks after the initial survey was disseminated, nonrespondents were sent a reminder. Two weeks after the reminder e-mail, the survey was closed. Quantitative data were analyzed utilizing Statistical Package for Social Sciences (SPSS). Data analysis included basic descriptive analysis to provide a framework of the wide array of respondents that are represented. In addition, chi-square tests were run to determine whether significant differences existed within any of the independent variables (NCAA division, public/private designation, and geographic location).

Qualitative data from two open-ended questions were organized independently by two researchers utilizing open in-vivo manual coding methods (Strauss & Corbin, 1998). Emergent themes were compared and linked together through axial coding and the researchers then reviewed each response and independently coded the narratives utilizing the finalized code (Strauss & Corbin, 1998). This two-cycle coding allowed each of the researchers to interpret the participant responses independently (Saldaña, 2009). Intercoder reliability was high for both coded narratives indicating a clear and reliable code as well as evidence for narrative validity with a Krippendorff's Alpha of 0.935, and 94.5% agreement among coders within the narratives

supporting athlete-specific courses ( $n = 73$ ), and 94.4% agreement among coders within the narratives not supporting athlete-specific courses ( $\alpha = .908$ ,  $n = 108$ ) (Hayes & Krippendorff, 2007).

## Results

### Sample

Of the 1,062 academic advisors invited to participate in the study, 240 participants completed the instrument, yielding a response rate of 22.6%, an acceptable response rate given the method of data collection utilizing liberal conditions (Nulty, 2008). The sample was fairly representative of the population of NCAA academic advisors. Sixty-three percent of the respondents were female, coming within three percentage points of the overall academic-advisor gender distribution within NCAA institutions (NCAA, 2014). Representation from each NCAA subdivision was also very representative of the population with each subdivision within four percentage points of the actual population split (NCAA, 2014): 36.3% of respondents were from Division III institutions, 26.3% from Division II, and 37.6% from Division I institutions (see subdivision breakdown within Table 1). There was, however, overrepresentation of white respondents, with a 14% difference in the sample of white respondents (86%), and the population of white NCAA academic advisor/counselors (72%) according to the NCAA race and gender demographic database (Irick, 2015). Demographic characteristics of participants are listed in Table 1.

**Table 1 Demographic Characteristics of Participants (N = 240)**

Characteristic	<i>n</i>	%
Gender		
Female	146	63.2
Male	85	36.8
Race/Ethnicity		
White	191	86.0
Non-White	31	14.0
NCAA Divisional Level		
Division I—FBS	23	9.6
Division I—FCS	40	16.7
Division I—NF	27	11.3
Division II	63	26.3
Division III	87	36.3
Institutional Designation		
Public	109	45.4
Private	131	54.6

## Prevalence of Athlete-Centric Courses [RQ 1, 2, & 4]

To differentiate credit opportunities for students, respondents were asked about two types of athlete-centric for-credit courses: courses for sport participation and traditional academic courses designed for athletes (e.g., sport psychology for varsity athletes). Responses from an initial question exploring the prevalence of athletics-centric courses revealed credit given for athletic participation, generally fulfilling a physical education requirement, at 33.9% of the respondent's institutions, and other academic courses designed specifically for athletes at 20.1% of the institutions (see Table 2).

When tested for variance in population subgroups, several significant differences emerged. Universities in the west were significantly more likely to grant academic credit for participation with 65.8% of western schools offering credit compared with 36.4% in the Midwest, 25.3% in the Northeast, and 17.8% in the Southeast  $\chi^2(3, n = 205) = 25.28, p < .001$ . Significant differences were also found between institutional subgroups in the prevalence of academic courses designed specifically for athletes. Division I institutions were significantly more likely to offer courses than their Division II or III counterparts  $\chi^2(4, n = 205) = 24.14, p < .001$ . Similarly, public institutions were more likely to offer athlete-centric courses than private institutions  $\chi^2(1, n = 205) = 5.471, p = .019$ . No significant differences emerged based on stated athletic department values (see Table 3).

## Perceptions About Whether Athlete-Centric Courses Should Be Offered [RQ 3 & 4]

When respondents were asked whether they felt credit should be extended for sport participation, nearly half (49.3%) believed that it should, while only 28.3% believed there should be unique academic courses designed for athletes. Differences also

**Table 2 Responses to Student-Athlete Credit Hour Opportunities**

Response	n	%
Can athletes receive credit for athletic participation?		
Yes	81	33.9
No	158	66.1
Are there courses offered specifically for athletes?		
Yes	44	20.1
No	175	79.9
Should Athletes Receive Credit for Participation?		
Yes	103	49.3
No	106	50.7
Should There be Courses Explicitly for Athletes?		
Yes	58	28.3
No	147	71.7

**Table 3 Prevalence of Academic Credit for Athletic Participation or Courses Designed for Athletes Related to Demographics**

Demographics	Academic Credit for Participation						Courses Designed for Athletes					
	Yes			No			Yes			No		
	n	%	$\chi^2$	n	%	$\chi^2$	n	%	$\chi^2$	n	%	$\chi^2$
NCAA Division												
Division I—FBS	8	34.8	15	65.2	5.388	8	38.1	13	62	24.136***		
Division I—FCS	12	30	28	70		15	38.5	24	62			
Division I—NF	5	18.5	22	81.5		8	30.8	18	69			
Division II	27	42.9	36	57.1		8	13.8	50	86			
Division III	29	33.7	57	66.3		5	6.7	70	93			
Institution Designation												
Private	42	32.3	88	67.7	0.319	17	14.3	102	86	5.471*		
Public	39	35.8	70	64.2		27	27	73	73			
Geographic Location												
Northeast	20	25.3	59	74.7	25.275***	11	15.1	62	85	6.433		
Southeast	8	17.8	37	82.2		7	16.3	36	84			
Midwest	28	36.4	49	63.6		14	20.3	55	80			
West	25	65.8	13	34.2		12	35.3	22	65			
Most Valued in Athletic Dept.												
Winning	9	34.6	17	65.4	2.289	7	26.9	19	73	9.051		
Educational Environment	22	27.2	59	72.8		14	17.3	67	83			
Athletic Academic Achievement	14	31.8	30	68.2		6	13.6	38	86			
Community Engagement	1	25	3	75		2	50	2	50			
Other	15	40.5	22	59.5		2	5.4	35	95			

\*p < .05. \*\*p < .01. \*\*\*p < .001.

emerged between respondents' institutional affiliation and opinions about whether athlete-centric courses should be offered (see Table 4).

Examining first the perceptions of whether academic credit should be offered for participation in intercollegiate athletics, there were similar perceptions between NCAA divisions, geographic locations, and stated athletics department values. A significant difference, however, emerged between public and private institutions, with 59.1% of public institution respondents in favor of offering credit for participation, while only 41.4% of private institution representatives believed credit should be extended  $\chi^2(1, n = 205) = 6.514, p < .05$ .

Greater variance in perceptions emerged through analysis of whether respondents felt academic courses should be designed specifically for athletes. Though nonsignificant,  $\chi^2(4, n = 205) = 7.122, p = .35$ , a greater percentage of Division I respondents were in favor of courses designed for athletes than their Division III counterparts with the largest gap emerging between Division I-FCS advisors, 42.4% of whom felt courses should be designed for their athletes, and Division III advisors, 19.4% of whom indicated support for these types of courses. Significant differences again emerged between public and private institutions,  $\chi^2(1, n = 205) = 7.822, p < .005$ , with public institutions more likely to support athlete-centric courses (38%) than private institutions (20.4%). Significant differences were also found in geographic location of respondents,  $\chi^2(3, n = 205) = 13.503, p = .004$ , with institutions in the west more likely to support athlete-centric courses (48.5%) than those in the northeast (14.5%).

## Content of Athlete-Centric Courses [RQ 2]

The majority of athlete-specific courses offered by institutions (68.1%,  $n = 30$ ) were based on life-skill topics, designed for freshmen to assist with a successful transition to college. Credit varied from one-half to six-credits for courses with titles including "success in academics and athletics," "effective learning," "life skills seminar," "summer bridge program," "academic learning strategies," and "university studies." Content in these courses includes time management skills, study skills, substance abuse, sexual health, mental health, nutritional habits, expectations of being an athlete, and life-balance. Of those that included details about these courses, 58% ( $n = 14$ ) mentioned the course was similar to others that all incoming freshman students take, but there is a special section for athletes. A smaller percentage (20.8%,  $n = 5$ ) said the course is designed to help athletes who were below the typical standards of incoming students. One advisor remarked,

The course was established for students who were placed on academic probation after the first semester in college (cum GPA < 1.70). This course was required for all probation level students. We, in the academic services for student-athletes unit, studied this course and looked at skills that were being taught and assessed that these skills should be refined before a student gets into academic difficulty. As a result, we petitioned the Provost office to allow us to pilot the course during the first semester of enrollment for incoming student-athletes (who chose to participate - not mandatory). In our opinion we surmised that academic skills are best retained before academic difficulty is met; takes the pressure off of having to score high grades in the semester on

**Table 4 Comparison of Perceptions About Whether Academic Credit for Athletic Participation Should be Granted or Whether College Courses Should be Designed Specifically for Athletes by Demographics**

Demographics	Academic Credit for Participation				Courses Designed for Athletes				w	$\chi^2$
	Yes		No		Yes		No			
	n	%	n	%	n	%	n	%		
NCAA Division										
Division I—FBS	9	45	11	55	7	36.8	12	63		7.122
Division I—FCS	15	44.1	19	55.9	14	42.4	19	58		
Division I—NF	11	45.8	13	54.2	8	33.3	16	67		
Division II	31	54.4	26	45.6	15	26.3	42	74		
Division III	37	50	37	50	14	19.4	58	81		
Institution Designation										
Private	48	41.4	68	58.6	23	20.4	90	80		7.822**
Public	55	59.1	38	40.9	35	38	57	62		
Geographic Location										
Northeast	30	42.9	40	57.1	10	14.5	59	86		13.503**
Southeast	16	40	24	60	12	30.8	27	69		
Midwest	37	56.9	28	43.1	20	31.3	44	69		
West	20	58.8	14	41.2	16	48.5	17	52		
Most Valued in Athletic Dept.										
Winning	14	53.8	12	46.2	9	34.6	17	65		1.992
Educational Environment	35	43.2	46	56.8	21	25.9	60	74		
Athletic Academic Achievement	23	52.3	21	47.7	11	25	33	75		
Community Engagement	1	25	3	75	2	50	2	50		
Other	22	59.5	15	40.5	11	30.6	25	69		

\*p < .05. \*\*p < .01. \*\*\*p < .001.

probation so that a student is not suspended after the second session. We have now been able to provide this course for the past four fall semesters (offering again this fall for the fifth semester) and those students who have taken the course either have graduated (in the first pilot course; transferred to another institution eligible; or will graduate within the next two to three semesters) (Respondent #175, Division I-FCS).

The second most prominent category of courses offered (27%,  $n = 12$ ) included two to three-credit leadership-based courses with titles such as “leads,” “student leadership,” and “personal and social responsibility.” Only two courses (4.5%) listed by the 44 institutions offering courses specifically for athletes did not fit in the life skills or leadership categories. These courses included “fitness for life for athletes,” an academic health-centric course (one credit) and “educational psychology” (three credits).

In each of these instances, examples were provided of extensive cooperation and integration of campus units. One advisor shared,

“The Sports Management department in conjunction with the College of Human Ecology sought to establish a series of courses to prepare students for life after college. The initial idea was to develop a minor, which could be utilized by students to gain knowledge in areas such as health and wellness, financial literacy, and career planning. The class was established as an introduction to these topics, as well as campus resources. The class was advertised to student-athletes, but enrollment was open to any student” (Respondent #11, Division I-FBS).

Similarly, one department “thought it would be a good idea to have a class that would orient student-athletes to the university, resources, and expectations as well as unify the student-athletes who play different sports... We pitched the idea to the Educational Psychology program on campus and they added the sections and pay our instructors” (Respondent #228, Division I-FCS).

## **Rationale Why Courses Should be Offered for Athletes [RQ 5]**

Of the 28.3% of respondents who felt courses should be designed and offered specifically for athletes, the rationale was dispersed among eight categories that emerged from narrative responses. The most common rationale mentioned by 32% of these respondents ( $n = 23$ ) was the need for specialized training and support to discuss the unique challenges and opportunities they face. Somewhat related, the next most common rationale (22%,  $n = 16$ ), was to provide a unique opportunity to review and apply lessons learned through athletics—courses that apply athletics interests in academic pursuits to facilitate deeper development of their sport, facilitate targeted critical thinking, and bridge the two worlds. Respondent examples in this category included courses such as sport psychology, sport conditioning, history of sport, sociology of sport, injury recovery, or nutrition. The third most common rationale (15%,  $n = 11$ ) was specific to freshman athletes who, respondents mentioned, need a life-skills course to facilitate an optimal transition to college. The other five themes that emerged are listed in Table 5.

**Table 5 Rationale to Support Why Courses Should Be Offered for or Tailored Specifically to Athletes (N = 73)**

	%	<i>n</i>
To discuss unique challenges and opportunities they face	32%	23
To provide an opportunity to review and apply lessons learned through athletics	22%	16
Freshmen need a life-skills course to facilitate an optimal transition to college	15%	11
Credit should be given for activity classes only	12%	9
Special sections should be offered that do not conflict with practices schedules	10%	7
Credit should be given for leadership training because there is limited time	4%	3
Education that requires participation and assignments should garner credit	3%	2
Remedial education is needed	3%	2

### **Rationale Why Courses Should Not be Offered for Athletes [RQ 5]**

Of the 71.7% of respondents who felt courses should not be offered for or tailored specifically for athletes, the primary rationale for this belief expressed by 59% of the respondents ( $n = 64$ ) included narratives expressing the belief that athletes should be integrated and experience college life like all other students. Others felt this type of course would be a special privilege that would limit opportunities when all courses should be open to the general student-body (19%,  $n = 21$ ). Other less common responses included the belief that courses should not be offered specifically for athletes because it is against NCAA philosophy (7%,  $n = 8$ ), athletics is not academic (7%,  $n = 8$ ), it would be bad for the institutional image (6%,  $n = 6$ ) and it is not an option for a small college (1%,  $n = 1$ ).

## **Discussion**

As leaders in higher education and government grapple with the best way to prepare productive citizens for the New World, an examination of holistic preparation for success in life after college is an essential element to this curricular formula (Walker, 2002). Reliant on a conceptual rationale of education through athletics, we have explored the prevalence and perceptions of for-credit educational opportunities designed for NCAA varsity athletes as an avenue of emergent curricular development that might be expanded for broader populations.

Despite the historically taboo nature of the education through athletics proposal (Brand, 2006; Colas, 2015; Feezell, 2015; Jenkins, 2011; Weight, 2015; Weight et al., 2015), 33.9% of NCAA institutions within the sample currently provide credit for athletic participation, and over 20% have academic courses designed specifically

**Table 6 Rationale to Support Why Respondents Believe Courses Should Not Be Offered for or Tailored Specifically to Athletes (N = 108)**

	%	n
Athletes should be integrated and experience college life like all others	59%	64
Shouldn't offer special privileges or limit opportunities	19%	21
Against NCAA philosophy / legislation	7%	8
Athletics is not a major and not academic—it is extracurricular	7%	8
Bad for institutional image to give athletes preferential treatment	6%	6
Not an option at a small college	1%	1

for athletes. The existence of these courses provides some evidence of the structural and philosophical academic integration of athletics within the traditional academy (Brand, 2006; Weight et al., 2015).

## Opportunities and Equity

Most athlete-specific courses were related to strengthening life-skills and assisting freshmen with a successful college transition. Credits offered for these courses ranged from one-half to six credits. Given the NCAA legislation permitting the distribution of athletically-related financial aid to incoming students enrolling in summer programs before their initial year of eligibility (NCAA Bylaw 15.2.8.1.4), it can be surmised that at several institutions, athletes could be enrolled in up to six credits of athlete-only courses during their first semester in the summer or fall that may include mandatory “enrichment” training which generally includes academic screenings, academic workshops, policy and procedure training for drug testing, life skills seminars, and Title IX, sexual assault, substance abuse, and compliance education. At the same time, athletes at other institutions do not have this option. They would take a variety of for-credit courses available to any incoming student, and cover the mandatory NCAA training for no credit on top of their rigorous academic/athletic schedule. Decisions regarding curricula and credit allocation differ across institutions, but the dramatic variance raises concerns of equity and athlete workload (Benford, 2007; Hainline, 2015; Huml et al., 2014; Wolverton, 2014).

The next most common type of course offered among institutions were leadership-based programs. An example of this type of experience was facilitated at Drake University where leadership experts from across campus came together to develop curriculum with an experiential education requirement (Clubb, 2012). One such opportunity was undertaken by the football team in 2011 wherein the team traveled to Tanzania for a bowl game, built classrooms and orphanages with their on-field competitors from Mexico, climbed Mount Kilimanjaro, took an academic course taught by a member of the faculty titled “Leading with Emotional Intelligence,” and shared their experiences in an event open to the public (Drake University Newsroom, 2011).

These leadership courses require extensive cross-campus collaboration that can facilitate rich educational experiences. Faculty-student interaction is a strong predictor of academic success (Ortagus & Merson, 2015), and the facilitation of faculty infusion into the athlete experience through academic-athletic interaction could address negative faculty perceptions of the athlete experience (e.g., Jolly, 2008; Lewinter, Weight, Osborne, & Brunner, 2013). Interesting equity issues arise with these types of courses as well. Many athletics departments facilitate leadership-development seminars or extensive four-year programs that often require athlete attendance. Athletic-centric programming such as the Challenging Minds for Personal Success (CHAMPS)/Life Skills program (NCAA, 2007) or athletics leadership academies can certainly yield positive educational and social benefits for students similar to other intentionally designed campus organizations for non-athletes (Pascarella & Terenzini, 2005), however, with some institutions infusing these programs into faculty-led for-credit curricula and others encouraging or requiring attendance on top of their regular academic and athletic commitment, it is concerning given the average weekly academic and athletic time commitments to be just under 80 hours per week (Hainline, 2015). These time constraints may dilute the potential for rich educational experiences and should be considered when weighing athlete-centric programming versus athlete-centric courses.

## Demographic Subgroup Variance

Exploring the prevalence and perceptions of athlete-centric curricula between demographic subgroups, the most dramatic differences emerged between institutional geographic locations, with western schools considerably more likely to offer credit for athletics participation followed by institutions in the Midwest, Northeast, and Southeast, with 66% of western schools facilitating credit for participation compared with only 18% in the Southeast. This pattern, though less dramatic was mirrored in courses designed for athletes and perceptions about whether credit should be offered for participation or courses should be designed for athletes. Similarly, public schools were more likely to offer or support credit for participation and athlete-centric courses in each measure. This consistent geographic pattern could signify a greater propensity for the western, generally newer, public institutions to adopt a more progressive adoption and acceptance of experiential learning through athletics, while perhaps faculties in the more historic private institutions tend to adopt traditionalist curricular attitudes calling for repair and restoration of previous educational methods (Walker, 2002).

Another significant finding emerged in the prevalence of courses designed for athletes, with Division I institutions significantly more likely to offer athlete-centric courses than their Division II or III counterparts. One reason for this finding was mentioned by Division III respondent 38: "As a small college, it would not be an option." The size of the student body in some Division II or III institutions make it impractical if not impossible to offer athlete-only sections of courses, or courses designed specifically for athletes with the average enrollment of 3,340 in Division III, and 6,015 at Division II schools, compared with the DI school average enrollment of 15,328 (Weight & Zullo, 2015).

Alternative explanations for the greater number of athlete-centric courses in Division I schools can be gleaned from different lines of inquiry in the higher

education literature. Both interpretations may explain why the majority of athlete-centric courses were freshman or summer-bridge type courses. Approached from one lens, the prevalence of underprepared students being admitted to “big-time athletics” institutions in need of onboarding or summer bridge programs designed to help disadvantaged or first-generation college-bound students become more prepared for the rigors of college may justify the need for remedial athlete-education (Kezar, 2000; Smith & Willingham, 2015). An alternative perspective, reliant on literature identifying the positive impact of summer bridge and onboarding courses, may posit that the institutions with greater financial resources are better-able to foster rich, focused academic experiences for their athlete demographic (McGlynn, 2012; Murphy, Gaughan, Hume & Moore, 2010). Exploring the rationale for the curricular offerings can provide additional context for these findings.

### **Rationale for Current Curricular Offerings**

In support of the education through athletics conceptual framework, a Division I FBS respondent mentioned, “the learning that takes place through athletics participation is simply an extension of the type of learning that occurs in a classroom environment. They take theories, philosophy and research and apply it in a stressful and intense environment that produces measurable results” (Respondent 12). Division II respondent 59 echoed, “We are teachers within our department and team. We want to develop the best all-around people, body and mind, and athletic participation serves that purpose. By bridging these lessons with classroom application, we can richly accomplish that goal.” Three of the emergent themes encapsulated fundamental elements of the education through athletics hypothesis: the courses “provide a unique opportunity to review and apply lessons learned through athletics,” “facilitate deeper development of their sport and facilitate targeted critical thinking which can bridge their two worlds,” and elicit “specialized training and support to discuss unique challenges and opportunities they face.” These types of courses support literature documenting the unique educational opportunities and outcomes that participation in athletics can foster (Center for Learning Outcomes Assessment, 2010; Henderson et al., 2006; Long & Caudill, 1991; Ryan, 1989; Weight et al., 2014; Weight et al., 2015; Williams, 2013).

Several of the other themes did not reflect an education through athletics intent, including those emphasizing the need for special sections of courses not conflicting with practice schedules, or those that facilitate remedial education for athletes who do not meet the academic profile of regular admits. These themes support literature documenting the athlete-student experience wherein participation in athletics is negatively associated with satisfaction and involvement in college because the athletes are set up to fail or are exploited (Fountain & Finley, 2011; Lanter & Hawkins, 2013; Smith & Willingham, 2015).

Given the dominance of onboarding life skills courses with 70% of the courses designed for athletes holding similar titles and purposes, it would seem only a very small amount of these courses were designed to infuse a true bridge between the athletic experiences and the academy. One such effort was explained by a division II respondent, “We have spent the last two years creating an academically-grounded leadership studies curriculum in order to enhance the athletic experience and career preparation for all student-athletes” (Respondent 6). This person also passionately

mentioned, “Athletics participation is a unique field laboratory in which leadership lessons are practiced daily. To not create classes in which those lessons can be reviewed, evaluated and enhanced is negligence” (Division II Respondent 6). This encapsulation of the unique laboratory of learning documented in athletics (Astin, 1993; Center for Learning Outcomes Assessment, 2010; Chalfin et al., 2015; Gaston-Gayles & Hu, 2009; Henderson et al., 2006; Long & Caudill, 1991; Ryan, 1989; Shulman & Bowen, 2001; Umbach et al., 2006; Weight et al., 2014; Williams, 2013), and the need for leadership development (Walker, 2002) lends weight toward the question why more institutions are not embracing this practice as there seems to be tremendous untapped potential for rich educational opportunities.

## Limitations and Future Research

This research provides a baseline of current practices and insights relative to the realm of athlete-centric courses in NCAA intercollegiate athletics, and facilitates a point from which to launch more specific inquiry and theory development in this fertile field of education through athletics. The population of interest in this study was NCAA athletic academic advisors, and the sample was representative of the population in all demographic categories measured other than race with a 14% overrepresentation of white respondents. Future studies of this population should take additional measures to seek a truly representative sample. Future research should also expand the populations of interest as athletic academic advisors represent a very unique and limited subset within the University community. A future study examining the perceptions of athletes or faculty relative to athlete-centric courses or courses for all students centered on elite performance theoretically or in practice would be especially beneficial for advancing this line of research. Institutional policy could also be examined relative to the development of athlete-centric courses. The impact of school policy on advisor perceptions or the existence of physical education requirements on the feasibility of offering credit for athletic participation would be interesting to investigate in future studies. Another area of inquiry could examine whether athletics-related majors with targeted educational opportunities foundational to specific careers should be created, to prepare athletes choosing to “go pro” or become college coaches.

This study was exploratory in nature and reliant on descriptive statistics, Chi-square analysis, and a small number of open-ended qualitative responses. While appropriate sampling methods were used and the sample was representative of the population, there may be sampling error that affects the generalizability of the results. The authors did not examine any impact, whether short or long-term, of taking these courses on institutional indicators (e.g., Athletic Progress Rating (APR)) or athlete academic experience (e.g., persistence and retention, GPA, or major selection). A future study could examine whether there are statistical differences in institutional indicators or athlete academic experience measures between institutions offering these courses and those that do not. Lastly, schools not possessing academic support services within their athletic department were excluded from the sample population. A future study could examine the perceptions of administrators of those institutions, as they likely have academic-related responsibilities with their student-athletes.

## Implications and Recommendations

The findings in this study document tremendous disparity in institutional offerings and perspectives. With the increasing oversight and regulation in the NCAA, the list of mandated and recommended trainings have skyrocketed encroaching further and further into the athlete's time (Benford, 2007; Hainline, 2015; Huml et al., 2014; Wolverton, 2014). The attitudes, intentions, and structures of some schools over others offer an interesting insight into how disparate the athlete experiences can be depending on how the schools incorporate the educational requirements requisite to being an NCAA athlete. One respondent from a school with a 6-credit hour onboarding course mentioned, "this course is pretty much offered at every other Division I institution to help students transition into college life and specifically address the expectations of being a student-athlete" (Division I-FCS Respondent 82). Several others echoed the courses provide an academic forum to discuss many of the NCAA leadership training mandates that are fundamental to success of all students, but particularly important to athletes. Interestingly, others thought offering this type of course was against NCAA rules, and would be seen as a "jock class" bad for the institutional image (Smith & Willingham, 2015). Hundreds of training-hours in some institutions are embedded into the academic experience and integrated into the university, while others are done independent of for-credit academic structures, adding additional commitments to the athletes who already have academic and athletic time commitments averaging just under 80 hours per week (Benford, 2007; Hainline, 2015; Huml, Svensson, & Hancock, 2014; Wolverton, 2014).

An interesting case study could be drawn from the experiences of athletes at the University of North Carolina, a southeastern school that has drawn tremendous attention for a "paper-class" scandal affecting over 3,100 students of which 47% were athletes enrolled over nearly two decades in courses overseen and graded by an administrator in the Department of African and Afro-American Studies (Smith & Willingham, 2015; Wainstein, Jay, & Kukowski, 2014). This is an institution that offered no credit for athletic participation and no athlete-centric courses (on par with the regional findings in this study), yet it has one of the leading and most robust 4-year leadership academies for athletes in the nation (Weight, 2015). This four-year program facilitates hundreds of hours of academic leadership training on top of the NCAA training mandates and life-skills seminars. These no-credit educational experiences at some peer institutions would equate to a minimum of 18 credit hours if formalized into curricula. This illustration of the stark variance in institutional philosophy regarding education through athletics raises important issues of equity, and possible consequences for institutions that do not facilitate educational opportunities, where time-sapped athletes and sympathetic staffers might strive to find the path of least resistance to survival of the daunting realities of demanding universities, demanding coaches, passion for athletics, and NCAA eligibility requirements.

### Implications for Higher Education Professionals

This study documents tremendous inequity in interinstitutional practices of facilitating academic courses for athletes. This variance in institutional procedure can result

in significant fluctuations in athlete time, competitive advantages, and opportunities for education through athletics. Given the extensive policies the NCAA regulates to facilitate an even playing field, this dramatic divide in interinstitutional procedure presents an interesting challenge that warrants further inquiry.

The majority of respondents did not support athlete-centric courses, which is on-par with historical practices and prejudices (Brand, 2006). As the political-educational arena grapples with unprecedented scrutiny, faculties and administrators should focus their efforts on facilitating rich holistic educational opportunities and experiences. The athlete-educational experience that has been a concern since the inception of intercollegiate athletics has led many faculties to fear athlete-centric programming for reasons including an exacerbation of social isolation or the perceived nonacademic collective hubris and entitlement of athletes.

Although there is a degree of isolation within every academic discipline with major-only courses and experiences that do not require justification, the unique nature of the athlete experience may necessitate additional consideration due to the social, commercial, and administrative pressures that could lead to academic clustering and athlete-segregation. Social isolation is a major contributing factor to athletic role-engulfment, academic disengagement, and institutional detachment (Adler & Adler, 1991) and should be a concern when conceptualizing exclusive access for courses. For this reason, a practical approach to athlete-centric educational experiences should be conscious of these realities and address concerns judiciously through credit limitations, cross-disciplinary faculty involvement, and the inclusion of nonathlete elite performers in the programming.

Along this vein, a concrete approach to facilitating equitable educational opportunities might include three distinct elements. First, a 3-credit "onboarding" course specific for athletes to institutionalize many of the first-semester mandatory NCAA trainings in addition to life-skills initiatives which may be similar to other first-semester courses offered to the general student-body. Ideally, the course would connect a broad array of cross-disciplinary faculty and campus support units to participate on a rotating basis to expose the new students to educational opportunities throughout campus, while bringing faculty into athletics discussions and informing them of NCAA regulations. Depending on the content of this course, it could include all incoming students to address the possibility of athlete-isolation, however, special break-out sessions to allow adequate discussion of specific NCAA material may necessitate some degree of athlete centrality.

A second possibility would include offering credit for participation but infusing the traditional athlete-participation experience with educational elements. For instance, perhaps in a school with a physical education requirement, faculty that might normally teach a strength training course could supplement strength training practices the athletes are already required to do with lectures on physiology, nutrition, or training principles. This could be incorporated into campus physical education requirements, but special 1 or 3-credit sections (dependent on existing campus structures) could be taught to build upon the unique training varsity and possibly elite recreational or club-sport athletes already receive. The allocation of credit and academic structure of these participation-centric courses should match institutional academic philosophy, though norms should be recommended to facilitate competitive parity. A series of four 1-credit courses over four years, or a 3-credit course and additional 1-credit course over

two years integrated within the physical education, nutrition, health, kinesiology, exercise and sport science, or physiology department are two possibilities that emerged.

A final educational possibility would be a field of study related to elite performance. This could include varsity athletes, musicians, orators, dancers, thespians, etc. This major or minor could infuse the elite performance experiences students are having with material designed to build upon those experiences. Courses might include performance psychology, leadership and group dynamics, performance nutrition, media training, entrepreneurship, etc. in addition to two 3-credit “field experience” opportunities that allow the students to reflect upon their elite experiences, apply literature to their (on-the-court) study, meet with a faculty and field supervisor (coach) to set and track learning goals, and infuse institutionalized scholarship and educational legitimacy into their traditionally “extracurricular” endeavor. Perhaps as the body of literature centered on the educational outcomes of intercollegiate athletics participation grows, we will embrace the unique laboratory of learning possible through NCAA competition and commercial opportunities, integrate faculty and coaches to bridge theory and practice on the field, on camera, in the training room, and in the classroom, and reverse the centuries of bias that view athletics as an auxiliary to the university (Brand, 2006; Feezell, 2015; Sack, 2009; Weight et al., 2015).

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University	Conference	Course Title	Course Requirements	Credits Toward Graduation
Auburn University	SEC	"Varsity Men's Sports" or "Varsity Women's Sports"	"Skills and training associated with participation in varsity sports. Course may be repeated with change in topics"	1 credit
University of Iowa	Big Ten	"IAP: 1021 Intercollegiate Athletic Participation"	Must be "members of University of Iowa intercollegiate athletics teams and be certified to participate in their sport"	1 credit
Texas Christian University	Big 12	Football, Baseball, Volleyball etc.	No requirements listed, but there are other courses clearly open to all students while these are not. (Example PEAC 10331 Beginning Soccer 1 vs. PEAC 10181 Soccer)	1 credit (P/NC)
Syracuse University	ACC	"Varsity Athletics"	"Varsity team members only. Sanctioned fall, winter, and spring intercollegiate sports. Repeatable 7 time(s)"	4 credit maximum
Florida State University	ACC	"Varsity (sport listed)"	None	1 credit
Kansas State University	Big XII	"Varsity (sport listed)" or "Intercollegiate (sport listed)"	"Prerequisite: Consent of Instructor"	1 credit

**EXHIBIT 1-15**

Penn State University	Big Ten	"Varisty Sport Experience"	"A course desgined to promote an active and healthful lifestyle through participation in a varsity sport sanctioned by Penn State"	2 credits
University of Nebraska	Big Ten	"Athletic Practice"	"Member of a varsity sports team and permission"	1 credit per semester, maximum 10 credits
Stanford University	Pac 12	"Varsity Sport Experience"	"Course is designed for the Varsity Athlete in terms of conditioning, practice, game preparation and weight training. Must be a varsity athlete."	2 credits per quarter, maximum 8 credits

University	Conference	Course Title	Course Requirements/Description	Credits Toward Graduation
Auburn University	SEC	"Varsity Men's Sports" or "Varsity Women's Sports"	"Skills and training associated with participation in varsity sports. Course may be repeated with change in topics"	1 credit
University of Tennessee	SEC	"Golf" "Softball" "Basketball" etc.	"Introduction to individual and team fundamentals, rules and strategy"	1 credit
University of South Carolina	SEC	"Basketball" "Football" "Track and Field" etc.	"Fundamental skills of game performance. Strategy, rules, and basic offenses and defenses"	1 credit
North Carolina State University	ACC	Introduction to University Education for Varsity Student Athletes I	"Designed to assist student-athletes with the skills and knowledge needed to meet the academic and personal challenges of university life and the increased responsibilities of adulthood, with special attention to the unique challenges and opportunities of student-athletes"	1 credit

**EXHIBIT 1-16**

North Carolina State University	ACC	"Introduction to University Education of Varsity Student Athletes II"	"Provide student-athletes with the skills necessary to promote informed decision making in choosing an appropriate major and exploring possible careers"	1 credit
Syracuse University	ACC	"Varsity Athletics"	"Varsity team members only. Sanctioned fall, winter, and spring intercollegiate sports. Repeatable 7 time(s)"	4 credit maximum
Florida State University	ACC	"Varsity (sport listed)"	None	1 credit
Kansas State University	Big XII	"Varsity (sport listed)" or "Intercollegiate (sport listed)"	"Prerequisite: Consent of Instructor"	1 credit
Penn State University	Big Ten	"Varsity Sport Experience"	"A course designed to promote an active and healthful lifestyle through participation in a varsity sport sanctioned by Penn State"	2 credits
University of Nebraska	Big Ten	"Athletic Practice"	"Member of a varsity sports team and permission"	1 credit per semester, maximum 10 credits
Stanford University	Pac 12	"Varsity Sport Experience"	"Course is designed for the Varsity Athlete in terms of conditioning, practice, game preparation and weight training. Must be a varsity athlete."	2 credits per quarter, maximum 8 credits

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## Varsity Athletes Get Class Credit

### Some Colleges Give Grades for Playing

By Mark Schlabach  
Washington Post Staff Writer  
Thursday, August 26, 2004, Page A01

One of the classes at Kansas State University meets four hours each weekday afternoon during fall and spring semesters, and is taught both indoors and outdoors. The instructor has a contract that pays him nearly \$2 million annually and is credited with turning around a once-dormant department that now raises millions of dollars a year for the school.

At least seven Saturdays each fall, thousands of Kansas State alumni return to Manhattan, Kan., to see the fruits of the students' work. The class? Varsity football. The instructor? Wildcats Coach Bill Snyder. Each semester, Kansas State athletes earn academic credit on the field in practice and games. Some athletes are able to count as many as four credit hours toward their academic degrees by playing on the school's sports teams.

Kansas State isn't alone in allowing student-athletes to earn academic credit for playing sports. A Washington Post survey of physical education courses taught at the 117 schools that field Division I-A football teams found that nearly three dozen universities award academic credit for participation on intercollegiate sports teams. Eleven football teams in the Associated Press preseason top 25 poll have players earning academic credit for practicing, including defending co-national champion Southern California, which kicks off the 2004 season against Virginia Tech at FedEx Field on Saturday night.

These classes have two requirements: (1) being a member of the sports teams and (2) attending practices and games.

The play-for-grades classes illustrate the challenge of reconciling academic missions with big-time athletics at universities. In April, the National Collegiate Athletic Association approved academic reforms that its president, Myles Brand, called "the strongest ever passed by the NCAA." Those changes will take away scholarships and postseason eligibility from schools that fail to graduate a minimum percentage of their athletes, but they fail to address schools where, for years, going to practice has been a step toward earning a degree.

The existence of such classes came as a surprise to several senior academic administrators, including Brand and the chancellor of the University of Nebraska.

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Kansas State Coach Bill Snyder, left, teaches "Varsity Football" in which 84 of 91 students received an "A" this spring. (Lindsey Bauman -- AP)

#### From The Post

- **Graphic:** See how Kansas State's athletes take advantage of the practice-for-credit policy.
- **Video:** Washington Post college sports editor Matt Rennie discusses the universities mentioned in the survey.

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"I don't know the situations at the schools you're talking about," Brand said yesterday when asked about the practice. "I'd worry about it. I'm surprised. . . . These schools need to look very carefully at these courses and make sure they're legitimate."

Nebraska Chancellor Harvey Perlman also seemed unaware that athletes at his school were being given academic credit for physical-conditioning courses tailored for their sports. "I think it's something the institutions need to look at, and we are looking at it," Perlman said.

The survey found that classes are offered for all intercollegiate sports, not just football. Most of the classes have no syllabus or exams, and student-athletes aren't required to complete written work. Most of the classes are graded on a pass-or-fail scale, although Kansas State is one of the few schools that gives letter grades for the courses.

Last fall semester, 69 Kansas State football players enrolled in Snyder's course -- ATHM 104 or "Varsity Football" -- in the school's Department of Intercollegiate Athletics. According to documents obtained from Kansas State through state open records laws, only one of the 69 players enrolled in the class failed to receive one credit hour toward his academic degree, and all but four received grades of "A." This spring, 91 players enrolled in the course, including many who were repeating the class, and Snyder awarded 84 of them the highest letter grade, the records show.

"They give letter grades?" said Brand, the former Indiana University president who fired basketball coach Bob Knight. "That's terrible. You can't have that."

Kansas State Athletic Director Tim Weiser defends the courses, saying they have existed "for decades and decades, maybe even 100 years." Weiser said the school offers similar courses for student athletic trainers and managers and to students who participate in the marching band, drama department and ROTC program.

"What I've heard at other schools is that there are other ways to learn at an academic institution other than in the classroom," Weiser said. "What we learn doesn't necessarily have to come out a classroom or out of a book."

Many of the universities that boast the nation's most recognizable and successful football programs offer participation credits in football and other sports. Brigham Young, Florida State, Georgia, Nebraska, Ohio State and Penn State, all winners of a football national championship during the past 25 years, also have similar policies in place.

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"You found that in the [course] catalogs?" asked William Friday, chairman of The Knight Commission on Intercollegiate Athletics, an academic reform think tank, and former president of the University of North Carolina. "Goodness gracious, I thought that practice had ended a long, long time ago."

The University of Maryland and University of Virginia, Virginia Tech and the U.S. Naval Academy don't offer academic credit for participation on athletic teams, school officials said.

"That surprises me," Virginia football coach Al Groh said. "I'm sure there are a few kids on this team that would like to substitute something like 'Sophisticated Blitz Tactics' for advanced physics. But I don't see the possibility of that happening at Virginia."

Virginia Tech Athletic Director Jim Weaver, a former football player at Penn State, said he recalls coaches teaching P.E. courses when he was enrolled in college in the 1960s. But Weaver, who also was athletic director at Nevada-Las Vegas and Western Michigan and an associate athletic director at Florida, said he believed the practice was largely extinct.

When a reporter told Weaver that coaches at many schools -- including those at Florida State and North Carolina State, two of the Hokies' rivals in the newly expanded Atlantic Coast Conference -- are still teaching their players, he said: "It surprises me, absolutely. I was unaware of that. I didn't think it was that prevalent anymore."

#### Not 'Vital to Our Program'

At Ohio State, football players can repeat Buckeyes Coach Jim Tressel's two-hour course -- SFHP 196.06 or "Varsity Football" -- as many as five times for a total of 10 credits. Last fall, 91 student-athletes were enrolled in the course, and all received "satisfactory" grades, Ohio State records show. Ohio State's online registrar showed 90 of 100 seats are taken for Tressel's class this coming fall quarter.

Ohio State offers a participation course for each of its 21 intercollegiate sports teams, including ice hockey, lacrosse, pistol and riflery. The syllabus for each of the Buckeyes' "Varsity Sports" courses includes five objectives for student-athletes, including: "To develop their skill to its highest potential" and "To learn to strive to do their best under all circumstances but to make personal goals



Kansas State Coach Bill Snyder, left, teaches "Varsity Football" in which 84 of 91 students received an "A" this spring. (Lindsey Bauman -- AP)

#### From The Post

- \* **Graphic:** See how Kansas State's athletes take advantage of the practice-for-credit policy.
- \* **Video:** Washington Post college sports editor Matt Rennie discusses the universities mentioned in the survey.

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secondary to those of the team."

Unlike Kansas State, credits from Ohio State's participation courses can't be used toward degree requirements, but at all schools, they are counted in fulfilling the NCAA's eligibility rule of six hours of academic credit each semester. Most athletic conferences require athletes to earn additional credit hours; the Big Ten Conference, for example, requires athletes to complete 12 credit hours per semester. Under NCAA rules, athletes must complete at least 18 semester hours each academic year to retain their eligibility.

"I don't think it's vital to our program," Ohio State Athletic Director Andy Geiger said. "If the faculty wants to change it, it's their prerogative to change it."

The University of Iowa and University of Nebraska, among other schools, allow student-athletes to apply the credits from participation courses toward their degrees. Four of Kansas State's colleges -- Agriculture, Arts and Sciences, Business Administration and Human Ecology -- allow students to apply four hours from participation courses toward degree requirements. The College of Education allows two credits, and the College of Engineering doesn't allow any. Kansas State students are required to complete a minimum of 124 hours to earn their degrees.

"I didn't know that practicing or playing a game had any acceptance as part of a degree program," Friday said. "I'm surprised to learn that. I think what [has been] uncovered is an issue that should immediately require the attention of the NCAA."

On April 29, in the wake of academic scandals at Fresno State, the University of Georgia and St. Bonaventure, the NCAA passed the academic reform package that takes effect in 2006. But critics of the NCAA suggest courses such as the football classes are examples of universities watering down their curricula to keep athletes eligible so they can compete on the playing fields.

Along with keeping their players eligible, another potential conflict of interest for coaches is the lucrative salary bonuses for high graduation rates that are included in many of their contracts. Iowa football coach Kirk Ferentz, for example, receives a \$900,000 bonus if his team's average graduation rate over three years is higher than 60 percent, and if his team wins more than 81 percent of its games in each of the three seasons. Tressel's contract calls for a \$100,000 bonus each year his team's graduation rate is 70 percent or higher, and \$50,000 for each quarter in which at least 60 percent of his players achieve a 3.0 grade-point average or better. Tressel doesn't receive the money -- it goes to an Ohio State scholarship of his choosing.

The physical education class descriptions are buried in course catalogs and bulletins, which are often hundreds of pages long and contain hundreds of course listings. Florida State's Department of Sports Management, Recreation Management and Physical Education offers PEL 1644, or "Varsity Football," during fall semester. The class description says students get "face-to-face classroom instruction" from Bobby Bowden, college football's winningest coach with 342 victories in 38 seasons.

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## Varsity Athletes Get Class Credit

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At Penn State, football players can enroll in ESAT 1351, "Varsity Football," taught by Coach Joe Paterno, who is entering his 55th season at the school. Paterno's class, according to the school's bulletin, is "a full or partial semester course to develop physical and recreational skills and gain knowledge about them." The only requirement for the 1 1/2-credit course: "membership in the performing group through tryouts and selection."

"You've got letters of the rule and spirit of the rules, and this is a violation of the spirit of education," said David Ridpath, an assistant professor of sports at Mississippi State and a member of the Drake Group, a consortium aimed at reforming college sports. "It just seems excessive to me and the bottom line is a football coach shouldn't be giving out grades that affect a player's grade-point average and progress toward a degree."

### Credit Where Credit's Due

Most schools allow student-athletes to take the participation courses only once. Athletes at the University of Georgia, for example, are given one credit hour for playing on an intercollegiate team. The class doesn't count toward the student-athlete's grade-point average, but does fulfill the school's physical education requirement.

Physical education courses at Georgia came under intense scrutiny last year after a former Georgia basketball player told NCAA investigators that he never attended or completed work for a basketball course taught by former Bulldogs assistant coach Jim Harrick Jr. Among the items on Harrick's 20-question final exam were: "How many halves are in a college basketball game?" and "How many points does a 3-point field goal account for in a Basketball Game?"

Harrick was suspended and his one-year contract wasn't renewed, and his father, Bulldogs coach Jim Harrick, was forced to resign. Earlier this month, the NCAA placed Georgia on four years' probation because of academic fraud and other rules violations.

But Harrick Jr.'s class, which involved some classroom instruction and a written final exam, may have seemed arduous compared to some schools' sports participation courses.

The football class at Kansas State doesn't involve written work and there is "no required syllabus, mid-term, or final examination," according to a statement from the school. The University of

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Kansas State Coach Bill Snyder, left, teaches "Varsity Football" in which 84 of 91 students received an "A" this spring. (Lindsey Bauman -- AP)

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Nebraska's response to a Freedom of Information request seeking details on the number of student-athletes enrolled in the school's football and basketball courses and the grade distribution said that "no syllabi or exams exist" and that "evaluation is based upon class participation."

According to records obtained from Nebraska, 31 student-athletes were enrolled in former Cornhuskers coach Frank Solich's football class during fall semester 2003. Nebraska didn't release the grades of the students enrolled in the class, saying the grades couldn't be disclosed "due to the relatively small number of enrollees and the grade distribution in these courses, the disclosure of such grades is 'information that would make the student's identity easily traceable' and is prohibited by the Federal Educational and Privacy Act of 1974."

University of Iowa records show 43 Hawkeyes football players were enrolled in its football class last fall, and 32 are enrolled this semester. The course instructor is Bill Dervich, the Hawkeyes' director of football operations and a former strength and conditioning coach. Iowa officials said 189 student-athletes were enrolled in classes for all sports last fall semester, and 186 received "satisfactory" marks. Two student-athletes withdrew from the courses and one failed. During spring semester this year, all 83 students enrolled in the sports classes received passing grades. Iowa allows its student-athletes to repeat the participation courses once.

Virginia's Groh and other coaches complain that the participation courses are an example of an unlevel playing field, in which schools with tougher academic standards for athletes are penalized.

"It's never a level playing field in the sense that some institutions have more stringent academic standards and some classes are going to be more difficult," Brand said. "An English course at one school could be harder than an English course at a different school. In some situations, student-athletes are going to have to work harder academically."

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# Exhibit 1-18

7/14/06 New York Times Article regarding  
Auburn previously provided (available on  
the University's website at  
<http://carolinacommitment.unc.edu/files/2016/05/NCAA-amended-NOA-exhibits-1-1>).

Michigan

EXHIBIT 1-19

# University of Michigan athletes steered to professor

By [Justin Rogers](#) | [jrogers@mlive.com](mailto:jrogers@mlive.com)

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on March 16, 2008 at 12:10 AM, updated March 19, 2008 at 5:39 AM



LEISA THOMPSON, THE ANN ARBOR NEWS

John Hagen, a professor of psychology at the University of Michigan, watches a basketball game in January behind Michigan football coach Rich Rodriguez, lower left, and high school quarterback Terrelle Pryor, lower right, one of the nation's most coveted recruits. Hagen has taught hundreds of independent studies to athletes since 2004.

## First in a four-day series

Even as the [University of Michigan men's basketball team](#) played Iowa on a Saturday night in mid-January, most eyes in Crisler Arena seemed focused on Section 46, where new [Michigan football](#) coach Rich Rodriguez sat near quarterback Terrelle Pryor, the No. 1 high school player in America.

No one paid much attention to the grandfatherly figure who sat three rows behind Pryor.

John Hagen was, as he has been for decades, close to some of the most recognized athletes at Michigan. University records obtained by The News show that the veteran psychology professor has taught at least 294 independent studies from the fall of 2004 to the fall of 2007, and 85 percent of those courses, 251, were with athletes.

Michigan officials said Hagen taught additional **independent studies** in that period, however, they refused to disclose the number of athletes who were part of that group.

During most of that period since 2004, Hagen had a .25 teaching appointment, meaning one quarter of his time was supposed to be spent in the classroom.

Independent studies traditionally are one-on-one courses arranged between a professor and a student to cover subject matter that isn't available as a university course. In some cases, they involve small groups of students.

Since August 2006, university officials have twice examined whether Hagen's courses meet Michigan's academic standards. They call his independent studies an example of a nationally respected researcher working with undergraduates.

"This is the kind of faculty experience we aspire to provide for all of our students," said [Terry McDonald](#), dean of the [College of Literature, Science, and the Arts](#).

When The News dug further, however, speaking to athletes and former athletic department employees as part of a seven-month investigation that included interviewing 87 people and reviewing more than 3,500 pages of internal documents, a different picture emerged:

- Michigan athletes described being steered to Hagen's courses by their athletic department academic counselors and, in some cases, earning three or four credits for meeting with Hagen for as little as 15 minutes every two weeks.

## Day 1

- [Video: Introduction to this series](#)
- [Athletes steered to prof](#)
- [Professor on athletic advisers: We try to work as a team](#)
- [Editor's Column: Image and reality of U-M athletics and academics](#)

- Three former athletic department employees said Hagen's independent study courses are sometimes used by academic support staff to boost the grade point averages of athletes in danger of becoming academically ineligible to compete in sports.
- Athletes have enrolled in independent studies with Hagen several weeks beyond the normal deadline to add classes, which is 21 days after a semester begins. For example, in the winter 2005 semester that began Jan. 5 and ended April 19, two football players enrolled in independent studies with Hagen on March 18.
- The amount of time some athletes said they spent on independent study work fell short of guidelines listed on the psychology department's [Web site](#).
- The News analyzed transcripts from 29 athletes who are either currently enrolled at **Michigan**, or left the school within the past three years. Twenty one of the athletes took 32 graded courses from Hagen - 25 independent study courses and seven standard classes. They averaged a grade of 3.62 in the professor's courses, compared to an overall grade point average of 2.57 in the athletes' other classes. No athlete received a grade worse than a B-minus from Hagen.
- At least 48 athletes have taken two or more independent study courses with Hagen; nine of those 48 have taken three or more.
- Athletes from every varsity sport except women's **water polo** and **cross country** - including 22 members of last fall's **football team** and eight members of this year's **hockey team** - have taken independent studies with Hagen since fall of 2004.

Quarterback [Chad Henne](#), wideout [Mario Manningham](#), hockey player [Chad Kolarik](#) and softball ace [Jennie Ritter](#) are just a few of the Wolverines who have taken independent studies with Hagen, as have [Jake Long](#) and [Shawn Crable](#), two of the captains on last season's football team.

When asked what they learned in Hagen's courses, some athletes described being taught how to take notes, use a day planner, make a calendar and manage their time.

In many cases, athletes said the main content of these courses was study skills and time management, although Hagen called the material "learning styles."

**University of Michigan President Mary Sue Coleman** and athletic director Bill Martin refused repeated requests to be interviewed in person or on the phone about Hagen or the athletic department's academic support program. A university spokesman said Coleman was too busy to be interviewed, but eventually offered to answer questions via e-mail. The News declined.

When first interviewed last fall, Hagen initially denied teaching a high percentage of independent study classes to athletes.

But when shown class enrollment lists by The News, he did not dispute their accuracy. Nor did he disagree with the general descriptions of course work, which were provided by athletes.

Hagen disagreed with three former athletic department employees who said his courses are sometimes used to help keep athletes eligible.

"If I thought that, I wouldn't do it," said Hagen, who has taught at Michigan since 1965. "I mean, that's ridiculous. I've worked too hard to get where I am."

Hagen is 'a safety net'

Last June, six weeks before football practice began, [Perry Dorrestein](#), an offensive tackle, was below the 1.8 cumulative grade point average required by the **Big Ten Conference** to be eligible to participate in college athletics.

### Key player

**John Hagen**

Psychology professor



• **Why he's important:**

Taught at least 251

independent study

classes to Michigan varsity athletes

from fall 2004 to fall 2007, with much of

the course content directed at

improving students' learning skills.

• **What he's saying:** "I view (learning disabilities) and being a student athlete both as potential risk categories.

Students with learning disabilities just

have to spend more time at whatever

they're doing. Student athletes often

have less time to spend than they

would like to be able to spend."

Dorrestein, at the time about to enter his sophomore year, said the football team's academic counselor encouraged him to request an independent study over the summer term with Hagen. By mid-August, Dorrestein had received an A in the four-credit course, raising his grade point average to 1.91, above the 1.8 that permitted him to successfully appeal to be allowed to play football.

Hagen, Dorrestein said, helped him improve his study habits and take better notes, meeting with the football player and other athletes for a half hour once or twice a week during the six-week session. Dorrestein estimates he spent three to four hours per week on material related to the course outside of class.

Michigan has a program intended to help students who need to improve skills such as time management, critical writing, and note taking - the **Comprehensive Studies Program**. But most CSP courses are worth two credits and are not graded, so they could not have raised Dorrestein's grade point average.

"It was beneficial to learn from it," Dorrestein said of Hagen's independent study class. "It was beneficial for the A."

Eligible to play this fall, Dorrestein moved into a backup role and appeared in four games.

Two former athletic department employees familiar with Michigan's Academic Success Program - the department's tutoring and advising arm - said this is typical of how athletes are sometimes funneled into Hagen's independent study classes by those charged with helping them balance academics and athletics.

The former employees, granted anonymity by The News because they were concerned that Michigan officials might try to damage their professional reputations, said Shari Acho and Sue Shand, co-directors of the Academic Success Program, have relied on Hagen's independent studies for years to keep athletes with low grades eligible, and they told other athletic counselors to do the same.

"He was used as a safety net," a former employee said. "... The Hagen thing wasn't a secret. One of the first options, probably the first option always ... was John Hagen - 'See if we can get John to take another.' "

Steve King, who lettered in football at Michigan from 1993 to 1996, worked in the Academic Success Program from 1998 to 2000. His tenure overlapped with Shand, but not Acho.

As a player, he took an independent study with Hagen, which he described as a loosely structured course in which he picked a topic and wrote a paper.

Later, while working in an academic support role, he saw Hagen's independent study classes used - along with other courses - to keep athletes eligible.

"I would say it does happen," said King, now a certified financial planner in Chicago. "You would hope that advisers are putting kids in classes that are toward their degree, (that) it's not a random class. There were quite a few guys taking independent studies with him."

Hagen said he and the athletic department's academic counselors "try to work as a team on things," and that often involves communicating with Acho and Shand about which athletes should take his courses.

Acho disagreed with Hagen's characterization of their work together and said the Academic Success Program does not steer students to his courses.

"I don't direct anybody to any courses," Acho said. "I think what happens, maybe, with John Hagen's class, a little bit, is a lot of students have really benefited from his class, and they're going to hear (about) it from other students on the team."

### Key players

#### Mary Sue Coleman

President



Mary Sue Coleman

#### • Why she's

**important:** Leads the university, which has approximately 26,000 undergraduate students on its Ann Arbor campus and a general fund budget of \$1.35 billion for the current fiscal year.

• **What she's saying:** Coleman refused to be interviewed in person or by phone for this story. The News did not accept her offer to respond to questions via e-mail.

#### Bill Martin

Athletic director



Bill Martin

#### • Why he's important:

Runs the athletic department, which sponsors 25 varsity sports and has budgeted revenues of \$87.4 million for the current fiscal year.

• **What he's saying:** Martin refused to be interviewed for the story, calling it an "academic" issue.

### Key players

#### Shari Acho

Co-director of the athletic department's Academic Support Program.



Shari Acho

• **Why she's important:** Hagen and athletes said she helped place them in independent study classes taught by the professor.

• **What she's saying:** "I don't direct anybody to any classes. The only involvement I have in course scheduling is if there's time management issues."

#### Sue Shand

Co-director of the Academic Success Program.



Sue Shand

#### • Why she's

**important:** Hagen and athletes said she helped place them in independent study classes taught by the professor.

• **What she's saying:** Repeated requests by The News to speak with Shand were denied.

An e-mail obtained through a public records request shows Shand, the program's co-director, working with Hagen or his assistants to set up courses for athletes.

"I have two more students to register for Psych. 218.001 for Fall 07," Shand e-mailed on Sept. 7, 2007.

Hagen's reply was partially redacted by the university, but read in part, "I don't have e-mails for them so have not sent them the appl. forms yet. They can complete them in class. JOHN"

School officials said Psychology 218 is a "learning styles" course that evolved from Hagen's Psychology 200 independent study course. At one point last fall, 16 of the 25 students who signed up for Psychology 218 were athletes.

Asked why Shand would be setting up courses with Hagen for athletes, Acho shrugged.

"You know, I can't explain it, because I haven't seen the e-mails," she said. "I will not do it. It's standard practice for me. I will not e-mail professors for any of those things."

Michigan would not release eight other e-mails between Hagen and/or Shand and Acho, writing that disclosure of the e-mails would prevent the university from complying with the **Family Educational Rights and Privacy Act**, which protects students' privacy.

Hagen said that in some cases, after consulting with Shand or Acho, he approved independent studies several weeks into the term for athletes who wanted to drop another course because they found it too demanding or because it didn't fit with their athletic travel schedule.

The professor viewed his flexibility as a better option than allowing students to struggle in other classes.

"I think the worst thing to do is set them up for failure," Hagen said.

In one instance, Hagen set up independent study courses for two Michigan football players with just more than a month remaining in a semester. **Rueben Riley** and **Gabe Watson** dropped other classes and enrolled in an independent study course with Hagen on March 18, 2005.

The 15-week winter semester began Jan. 5 and ended April 19, and students had 21 days after the start of the semester to add classes without special permission from a professor.

Two other Michigan professors described adding a mid-March independent study as extremely rare.

Riley said he didn't recall why he dropped a class, but said Acho or Steve Connelly - the football team's academic counselors - told him to seek an independent study class with Hagen.

Riley said the players met with Hagen twice a week for the rest of the semester and remembered writing a 15-page paper on parental involvement in youth sports.

"You can come up with your own (assignment), that was kind of Hagen's style," Riley said. "Because we had missed so much of the early part of it, we had those two meetings a week. We weren't slacking."

Slots in Hagen's independent study courses were so highly coveted within the athletic department, according to one former employee, that counselors competed for them and Acho and Shand were considered "gatekeepers," determining who got in.

"There was a certain amount of gatekeeping with football and basketball because their whole team would be on there if you let them," the former employee said.

After working with multiple athletes enrolled in Hagen's independent study classes, the former employee said the required course work did not justify awarding three and four credits per class.

"If I have (an athlete) on my roster, and I know I have to help her with Intro to Psych, and I have to help her with speech, and I have to help her with something else, and I don't have to help her with an independent study, then I know she's not doing any work for that independent study," the former employee said. "Because she truly only does what I'm there to make her do."

### Read the reports

• **[Report by the College of LSA on Investigation of Allegations Against Professor John Hagen \(December 12, 2007; revised January 21, 2008\)](#)**

• **[Report by the Psychology Department Executive Committee on its Investigation of Potential Academic Misconduct Involving Professor John Hagen](#)**



Click to enlarge image.

## Athletes enjoy time with Hagen

When asked about Hagen, most Michigan athletes interviewed by The News expressed affection for the professor.

"He's definitely laid back," said Kolarik, the second-leading scorer on this season's top-ranked [Michigan hockey team](#). "He's not one to yell at you if you don't bring your assignment in, and he'll give you the benefit of the doubt most of the time.

"He really likes the athletes."

Kolarik has taken Psychology 200, 327, 421, all independent studies, and 401, a standard course, with Hagen, earning three B-pluses and an A. Kolarik estimated he spent an hour a week doing work for Hagen's independent study classes, well below the suggested guidelines published by the psychology department.

Going into the fall semester, the junior carried a 2.3 grade point average outside of Hagen's courses.

Kolarik, current [men's track](#) athlete [Roger Billhardt](#), and [women's basketball](#) player [Ta'Shia Walker](#) told The News that they met with Hagen for 15 to 25 minutes each week during independent studies with the professor.

In [Alan Branch's](#) independent study with Hagen, the professor taught the former Michigan football player and current [Arizona Cardinals](#) defensive tackle how to use a day planner, Branch said.

Asked if Hagen's classes were easy, Long broke into a smile, paused, and then laughed.

"If you do your work and you meet with him and don't give him any problems, he's going to give you a good grade," the All-American left tackle said.

Crable, a senior linebacker last fall, wrote two papers for his Psychology 200 class - "six to eight pages, nothing serious" - adding that the writing process was greatly helped by Hagen.

"He reads it as you're going, and it's nice," the linebacker said. "He's really helping you and giving you the game plan to pass his class, because as you're doing the paper, he's proofreading and doing all kinds of things, telling you - you need to look into this, and be more interested in that topic, stuff like that."

Crable added that Hagen is not "really a guy who is work-oriented, he's not just bringing you in to write papers and all that stuff."

Hockey player [Danny Fardig](#), who took his third independent study course with Hagen last semester, said his courses with the professor primarily have been conducted via e-mail.

[Greg Mathews](#), a sophomore wide receiver, said he met Hagen "a couple of times" while taking an independent study class with the professor.

"He seems like a big sports fan," Mathews added.

Mathews said he was taught by Hagen's assistant, Steve Pacynski, when he took Psychology 200 in fall 2006. Pacynski received his undergraduate degree from Michigan in 2006 and is employed by the psychology department as an "instructional aide."

"Me and (teammate) Brandon Minor, we had class together, so we met once a week with Steve," Mathews said. "He just gave us a packet to do. The packet would be along the lines of learning to study, focusing on studying and preparing for tests, things of that nature.

"It wasn't anything too terribly challenging. At the end, we had to make a calendar about the remainder of the semester. It was about a month-long calendar. It was one of the easier classes. It was a class I'd recommend for any freshman student."

It was also a class that Mathews had no idea existed before Acho enrolled him in it.

"She just put me in the class and told me it would help me out a lot," Mathews said.

## Staffers raise concerns

The large number of athletes in Hagen's courses and the role academic counselors played in placing them there caused some members of the academic support staff to raise concerns in a 2002 meeting about how the [NCAA](#) might view the courses, a former employee said.

Acho, Shand and assistant athletic director [Warde Manuel](#), who then oversaw the Academic Success Program, were among those present, according to one of the former employees, and Manuel was animated in defending the courses. Manuel earned a master's degree in social work at Michigan, working in part with Hagen, who described him as "my graduate student" in an e-mail to The News.

Manuel, now athletic director at the [University at Buffalo in New York](#), said he does not recall the meeting.

"I don't remember specific conversations about people saying John Hagen is doing too much," Manuel said. "And I'm not saying we didn't have those conversations while I was there, I just don't remember it rising to the level of this huge concern about how much he was doing, and what we were doing with him."

Manuel believes Hagen's work benefits students who need help note taking, reading and other college skills.

"As much as the numbers look daunting, I think John has worked with the kids that other people wouldn't work with, to get them better," Manuel said. "Not get them grades - I want to make that clear; to make them better as students, to be able to succeed at the university."

When asked why other professors wouldn't work with the athletes Hagen would, Manuel said there was little interest among other professors at Michigan in helping students with basic skills.

Mel Sanders, director of academic services for athletics at [Colorado State](#), worked as a counselor in the Academic Success Program from 2001 to 2004 and remembered independent studies, and the number Hagen taught, as issues the staff discussed in relation to an upcoming [NCAA](#) recertification process.

#### Dean looks at Hagen's work

In July 2006, a [New York Times investigation](#) detailed how Auburn professor Thomas Petee taught dozens of directed readings - a form of independent study - to Auburn football players.

The story caught the attention of [Michigan's Office of the Provost](#), which sent a letter on Aug. 7, 2006, instructing seven university deans to look for similar situations.

McDonald, the LS&A dean, said Hagen was the only one of more than 1,000 faculty members in that college who attracted further attention after an initial check.

**Bob Megginson**, an associate dean in LS&A, was told by McDonald to examine Hagen's independent studies due to the large number of athletes enrolled. Megginson discussed the independent studies with Hagen and [Terri Lee](#), then the chair of undergraduate education in the psychology department.

Megginson also reviewed a list of students taking independent studies with Hagen - he estimates there were 64 students, 41 of whom were athletes - on the list, looked at posters that had been produced by students in Hagen's courses and talked to one student.

Megginson reported back, verbally telling McDonald that there was "nothing there," because the professor is an expert on teaching about learning styles and studying athletes is part of his research. Megginson also said he judged the course work to be legitimate.

Neither Megginson nor Lee spoke with athletic department officials about the situation, nor did they remember talking specifically to any athletes. Megginson said he viewed speaking to more than one student as unnecessary.

"Because it was just so incredibly obvious at the point and time - look, you just talked to the guy, is there any doubt in your mind about the validity of what he's doing?" the associate dean said. "The man is an eminent, eminent social scientist. He's won the (Neubacher Award) ... which is given to somebody who deeply cares about the issues that surround students who aren't able to perform at the same levels as others. OK?

"What he's doing is exactly (what) we hope faculty will do."

Megginson attributed the high percentage of athletes in Hagen's classes to several factors: they valued the flexibility offered because of busy schedules, they benefited from the content and were directed to Hagen because student athletes were one of the professor's research areas.

Hagen, however, later told The News in an e-mail that student-athletes were not a major research area for him.

"There's a certain collection of students who may appear to you to be out of proportion to what happens in other disciplines," Megginson said. "But the questions I'm interested in is, is what he's doing academically sound? It is, and that was my report to the dean."

'This is not Auburn'

According to guidelines published on the psychology department's **Web site**, independent study is intended to give students the opportunity to earn academic credit when they are working in a research lab, conducting their own research, performing an in-depth study on a psychological topic or participating in an internship or volunteer opportunity.

Research could entail something as simple as students researching the most current thinking on a psychological topic and citing those studies in writing a paper.

The guidelines note students are responsible for finding their own faculty sponsors and that for each credit hour, students are expected to devote at least three hours per week in the fall and winter terms and six hours per week in the spring and summer terms.

To earn four credits, students would - in theory - be working 12 hours a week on their topic in the fall and winter semesters, 24 hours a week in the summer and spring.

"For all of those 300- and 400-level, they're required to turn in a substantial paper - 15 to 20 pages every semester," Lee said. "There are hour requirements. ... We have a very clear set of standards."

And while some athletes did say they wrote 15- to 20-page papers, most told The News their independent study involved little to no research, and that they devoted a few hours a week - if that - to their three- and four-credit independent study courses.

"My experience is that students, when they're doing independent studies that they like, really underestimate what they're doing," Lee said.

McDonald said Megginson did not have to speak to students in the class, because students had not complained about the content.

When it was pointed out that students also had not complained in the **Auburn** case that sparked the investigation, McDonald nodded.

"Right, but this is not Auburn," the LS&A dean said. "This is the No. 1 psychology department in the country telling us that they have vetted this and that they are in conformance with procedures that we were asking about."

A professor's complaint

When Hagen was promoted to director of student services in the psychology department last summer, fellow professor **Scott Paris** was disappointed he hadn't been selected himself. Paris' position as the graduate chairman had been eliminated in a departmental reorganization and he'd hoped to land the student services job.

And when faculty members told Paris they were surprised Hagen was promoted after being investigated for his work with athletes, the professor became curious.

He looked into Hagen's courses and was stunned by the number of independent studies the professor was teaching and the percentage of athletes in them.

### Key players

**Terry McDonald**

LS&A dean.



• **Why he's important:**

Directed Megginson to examine Hagen's pattern of independent studies after Provost Teresa Sullivan asked seven Michigan deans to evaluate independent study practices in an August 2006 memo.

• **What he's saying:** "This is the kind of faculty-student experience we aspire to provide for all of our students. If I could do this for 16,000 students, I would do it."

**Teresa Sullivan**

Provost.



• **Why she's**

**important:** Serves as the university's chief academic officer.

• **What she's saying:** "We have the No. 1 psychology department in the country. Every psychology faculty member in the country would love to be here. They have very high standards, because they won't maintain that ranking if they don't keep those high standards. And so I trust them to police themselves."

### Key player

**Terri Lee**

Psychology department chairwoman.



• **Why she's**

**important:** Helped examine Hagen's independent studies in August 2006, when she was the undergraduate education chairwoman in the department.

• **What she's saying:** "John (Hagen) doesn't go out and ask athletes to come join his class. They come to him. And they're appropriate students for this course."

Paris - who competed in **gymnastics** for Michigan in the 1960s and later served on the Board in Control, a faculty oversight body for athletics that was eventually disbanded - talked to students about what they did in the courses. "The students I talked to said he (Hagen) simply talks about athletics and the university and his projects," Paris said. "They're not academic discussions."

A second psychology professor, Chris Peterson, had confidence in Hagen's integrity, but expressed surprise when shown data on Hagen's of independent studies and the number of athletes in them.

"This is not good," Peterson said in October. "That's very weird. I mean ... there's nothing to say. Of course, it's anomalous. It can't happen by chance ... unless 85 percent of psych students are varsity athletes. I don't know what you want to do with all of this. There may be a completely plausible thing. He may have a soft spot. I've got a soft spot in my heart for international students."

One of Hagen's colleagues, psychology professor Norbert Schwarz, said he doesn't usually take more than three independent study students per semester because of the effort it takes to plan and supervise their work. Another psychology professor, Stephanie Rowley, said she accepts one to three independent study students per year. Her involvement "really can be intense, particularly if they're spending time in an independent research project."

Documents obtained by The News show Hagen has taught as many as 45 independent studies in a single semester.

Paris complained to the provost's office in August, then had a 45-minute meeting with Megginson, who told him the issue already had been examined.

"It became clear to me that he hadn't really talked to students, he hadn't done the research, he hadn't looked back into the record of enrollments," Paris said. "He was quite uninformed of the history and magnitude of the arrangement. He basically saw no problem because he didn't look for it."

Unhappy with Megginson's response, Paris lodged a complaint with the psychology department's executive committee in November.

The six-member committee met with Hagen and Paris, reviewed samples of work from 53 students in Hagen's classes from the fall term, examined grades of athletes and nonathletes in Hagen's classes from 2004 to 2007 and compared those grades to the students' grade point averages and the grades of students in independent studies taught by the rest of the psychology department.

On Jan. 21, the committee issued a report stating Hagen did not favor athletes, that the content of the independent studies was appropriate for academic credit and that students did their own work.

Members declined to be interviewed about the report. Paris notes that Hagen taught 87 students in fall 2007, according to data supplied by Megginson, and 53 work samples were examined. He questions whether Hagen was allowed to select those samples, wonders why no students or athletes were interviewed and believes his department is more interested in explaining away a potentially embarrassing situation than exploring what work is really done and why there are so many athletes taking independent study with Hagen.

"There are so many holes in the reports that it is laughable ..." Paris said. "(But) the general strategy of reporting some data from some students to show that things are OK is probably good enough for the public."

Lee and Hagen both described Paris as disgruntled over not being named to the position to which Hagen was promoted.

Paris doesn't entirely disagree.

"If she says I'm disgruntled, that may be fair," Paris said. "But I don't think I'm a personally unhappy individual. I'm a faculty member who is concerned about the quality of leadership and the decision-making and the ethics in the department. I don't think it's fair to the student-athletes to give them cheap academic credit or experiences that are only superficial, just because they're really busy and sometimes look for shortcuts."

*Seth Gordon contributed to this story.*

**To comment on this story or series, please e-mail us at [feedback@annarbornews.com](mailto:feedback@annarbornews.com).**

### Key player

**Scott Paris**  Scott Paris  
Psychology professor

• **Why he's important:**

Raised concerns to

Michigan

administrators about Hagen's

independent studies in August 2007.

• **What he's saying:** "I don't think it's fair to the student athletes to give them cheap academic credit or experiences that are only superficial. ... In the long run, it doesn't do them a service."

### Key player

**Bob Megginson**  Bob Megginson  
Associate Dean of  
LS&A

• **Why he's important:**

Took part in two

investigations into Hagen's

independent studies in consecutive

years and concluded there was no

problem.

• **What he's saying:** "If we have a course in which a student learns how to study, that's a good thing. It doesn't mean there isn't any academic content."

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**Division:** I

**Proposal Number:** RWG-16-3

**EXHIBIT 1-20**

**Title:** AWARDS, BENEFITS AND EXPENSES -- ACADEMIC AND OTHER SUPPORT SERVICES

**Status:** Adopted Final

**Intent:** To specify that an institution, conference or the NCAA may finance other academic support, career counseling or personal development services that support the success of student-athletes.

**Bylaws:** Amend 16.3, as follows:

16.3 Academic and Other Support Services.

16.3.1 Mandatory.

16.3.1.1 Academic Counseling/Support Services. Member institutions shall make general academic counseling and tutoring services available to all student-athletes. Such counseling and tutoring services may be provided by the department of athletics or the institution's nonathletics student support services. In addition, an institution, **conference or the NCAA** may finance other academic ~~and~~ support, **career counseling or personal development** services that ~~the institution, at its discretion, determines to be appropriate and necessary for~~ **support** the ~~academic~~ success of its student-athletes.

~~16.3.1.1.1 Specific Limitations. An institution may provide the following support services subject to the specified limitations. [R]~~

~~(a) Use of institutionally owned computers and typewriters on a check-out and retrieval basis; however, typing/word processing/editing services or costs may not be provided, even if typed reports and other papers are a requirement of a course in which a student athlete is enrolled;~~

~~(b) Use of copy machines, fax machines and the Internet, including related long distance charge, provided the use is for purposes related to the completion of required academic course work;~~

~~(c) Course supplies (e.g., calculators, art supplies, computer disks, subscriptions), provided such course supplies are required of all students in the course and specified in the institution's catalog or course syllabus or the course instructor indicates in writing that the supplies are required;~~

~~(d) Cost of a field trip, provided the field trip is required of all students in the course and the fee for such trips is specified in the institution's catalog; and~~

~~(e) Nonelectronic day planners.~~

[Remainder of 16.3 unchanged.]

**Source:** NCAA Division I Board of Directors (Working Group on Collegiate Model -- Rules)

**Effective Date:** August 1, 2013

**Category:** Amendment

**Topical Area:** Awards, Benefits and Expenses

**Rationale:** As a result of the Presidential Retreat in August 2011, the Rules Working Group was formed and charged with reviewing current Division I rules with a view toward reducing the volume of unenforceable and inconsequential rules that fail to support the NCAA's enduring values, and emphasizing the most strategically important matters. This proposal is part of a package recommended by the Rules Working Group designed to accomplish those objectives. This proposal will provide institutions and conferences with the flexibility to provide student-athletes with services that support their success and will enhance the student-athlete experience. Given the recent emphasis on academics and the various support services available, deregulating this area will allow institutions and conferences to further support the academic and personal success of student-athletes.

**Budget Impact:** Will vary.

**Time Impact:** None.

**History:**

Aug 15, 2012	Submit; Submitted for consideration.
Jan 19, 2013	Board of Directors, Sponsored
Jan 19, 2013	Board Review, Adopted
Jan 20, 2013	Adopted, Override Period; Start of Override Period
Mar 20, 2013	Adopted, Override Period; End of Override Period (Number of Override Requests = 14)
Mar 20, 2013	Adopted; Adopted - Final

**Legislative References**

Legislative Cite	Title
16.3	Academic and Other Support Services.
16.3.1	Mandatory.
16.3.1.1	Academic Counseling/Support Services.

**Interpretations**

Date Published	Type	Title
November 16, 1990	Staff Interpretation	Individual Attending Classes for a Student-Athlete when the Student-Athlete is Required to Miss Classes for Reasons of Athletics Participation
August 20, 2004	Staff Action	Providing Transportation Expenses to a Conference Sponsored by a Booster Organization (I)
November 07, 2001	Official Interpretation	Institution Providing Travel Expenses for Rowing Student-Athletes in Conjunction with Winter Training Trip
May 10, 2006	Staff Action	Institution Paying for Orientation Fee for Student-Athletes (I)

**Educational Columns**

Date Published	Title
April 03, 2014	RWG Proposal No. 16-3 -- Awards, Benefits and Expenses -- Academic and Other Support Services (I)

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Begin forwarded message:

**EXHIBIT 1-21**

**From:** "Shumaker, Todd" <[tshumaker@ncaa.org](mailto:tshumaker@ncaa.org)>  
**Date:** September 17, 2015 at 8:31:20 AM EDT  
**To:** "Evrard, Richard ([EvrardR@bsk.com](mailto:EvrardR@bsk.com))" <[EvrardR@bsk.com](mailto:EvrardR@bsk.com)>  
**Cc:** "Sulentic, Katherine" <[ksulentic@ncaa.org](mailto:ksulentic@ncaa.org)>, "Hosty, Tom" <[thosty@ncaa.org](mailto:thosty@ncaa.org)>  
**Subject:** analysis

Rick,

Attached is a PDF containing the analysis we discussed previously. This PDF consists of two separate tables. Pages 1-2 identify specific student-athletes to whom services were provided as part of courses in the AFRI/AFAM department. Also included is the counselor responsible for providing the service, the date on which the service was provided and the FI in which the action is referenced. Pages 3-5 contain a more general overview of the instances in which such services as course registration (Reg), obtaining assignments (Obt Assign), suggesting assignments (Assign Sugg), adding content (Content), submitting assignments (Sub), recommending grades (Gr Rec) and requesting courses (Course Req) were provided term-by-term from 2002 through 2011. Where possible, the specific courses in which this conduct occurred have also been identified. You'll notice, too, that the footnote on each table explains our review process in obtaining this information, clarifying that it is based exclusively on our review of the emails identified in the factual information of the NOA and noting it may be subject to change. Please do not hesitate to call if you have any questions as you review this information.

In addition, you mentioned previously that the institution's decision whether to seek a joint interpretation was dependent upon its review of this information. If the institution wants to proceed with a joint interpretation, we would ask that you confirm this by next week so we can begin that process as soon as possible,

Sincerely,

<u>FI</u>	<u>Counselor</u>	<u>Date</u>	<u>Service</u>	<u>SA</u>
21	Boxill		Obtained assignment	
20	Boxill		Enrollment request	
286	Boxill		Added content	
7	Boxill		Submission	
284	Boxill		Added content	
283	Boxill		Added content	
288	Boxill		Added content	
287	Boxill		Added content	
17	Boxill		Grade recommendation	
14	Boxill		Obtained assignment	
125	Walden		Registration	
57	Huffstetler		Submission	
8	Boxill		Registration	
150	Boxill		Registration	
17	Boxill		Grade recommendation	
80	Reynolds		Obtained assignment	
144	Reynolds		Registration	
129	Reynolds		Grade recommendation	
131	Reynolds		Registration	
24	Boxill		Suggested assignment	
23	Boxill		Registration	
11	Boxill		Paper submission	
44	Boxill		Submission	
59	Huffstetler		Submission	
60	Huffstetler		Submission	
8	Boxill		Registration	
150	Boxill		Registration	
12	Boxill		Suggested assignment	
8	Boxill		Registration	
24	Boxill		Suggested assignment	
9	Boxill		Grade recommendation	
9	Boxill		Submission	
9	Boxill		Suggested assignment	
130	Reynolds		Registration	
26	Lee		Course request	
117	Walden		Registration	
115	Walden		Registration	
135	Reynolds		Registration	

The data included in this summary is based only on emails identified in the factual information of the Notice of Allegations dated May 25, 2015. This summary is not based on the full investigative record. For example, it does not include statements of interviewees or any other source of information reviewed as part of the investigation. Moreover, it is based only on emails available as of May 25, 2015, and the review of additional emails may alter the data.

123	Lee		Obtained assignment	
118	Walden		Obtained assignment	
118	Walden		Registration	
124	Walden		Registration	
97	Blanton		Suggested assignment	
95	Blanton		Submission	
118	Walden		Registration	
118	Walden		Obtained assignment	
58	Huffstetler		Submission	
160	Walden		Registration	

The data included in this summary is based only on emails identified in the factual information of the Notice of Allegations dated May 25, 2015. This summary is not based on the full investigative record. For example, it does not include statements of interviewees or any other source of information reviewed as part of the investigation. Moreover, it is based only on emails available as of May 25, 2015, and the review of additional emails may alter the data.

# Exhibit 1-22

Evrard's 10/1/15 Letter to NCAA previously provided (available on the University's website at <http://carolinacommitment.unc.edu/files/2016/10/10.14.2016-BSK-Letter-to-Greg-Sankey-with-6-attachments.pdf>).

# Exhibit 1-23

Stevenson's 10/23/15 Letter to Evrard previously provided (available on the University's website at <http://carolinacommitment.unc.edu/files/2016/10/10.14.2016-BSK-Letter-to-Greg-Sankey-with-6-attachments.pdf>).

# Exhibit 1-24

Evrard 11/9/15 Letter to Stevenson previously provided (available at <http://carolinacommitment.unc.edu/files/2016/10/10.14.2016-BSK-Letter-to-Greg-Sankey-with-6-attachments.pdf>).

# Exhibit 1-25

Hosty 12/16/15 Letter to Evrard previously provided (available on the University's website at <https://carolinacommithment.unc.edu/files/2016/12/December-16-2015-letter-from-Tom-Hosty-to-Rick-Evrard.pdf>).

NCAA/UNC 2011	CWT 2014	NCAA/UNC 2014-15
<i>AFRI/AFAM faculty or staff</i>		
	Gore	Gore
	McMillan	McMillan
	Mutima	Mutima
	Nyang'oro	
		Kent
<i>ASPSA</i>		
	Boxill	Boxill
	Bridger	Bridger
	Kleissler	Kleissler
	Lee	Lee
	Woodard	Woodard
	Blanton	Blanton
	Mercer	Mercer
	Maloy	Maloy
	Read	Read
	<i>(Refused interview)</i>	Reynolds
	Townsend	Townsend
	Walden	Walden
<i>Student-Athletes</i>		
<i>Athletics Department</i>		
	Baddour	Baddour
	Blanchard	Blanchard
	Bunting	Bunting
	Davis	Davis
	Hatchell	Hatchell
	Williams	Williams
	<i>(Refused interview)</i>	Withers
	Holladay	Holladay
		Calder

**EXHIBIT 1-26**

	Holliday	Holliday
		Latta
		Steve Robinson
<i>Other University Personnel</i>		
	Owen	Owen
	Jay Smith	Jay Smith
	Evans	Evans
	Renner	Renner
	Taylor	Taylor
		Guskiewicz
		Matson
		Sauls
		Derickson

NCAA/UNC 2011 – This is the comprehensive list of those interviewed in August and September 2011.

CWT 2014 – This is not a comprehensive list of all of those interviewed by CWT, but just those who also were interviewed by the NCAA/UNC in 2011 or 2014-15.

NCAA/UNC 2014-15 – This is a comprehensive list of those interviewed in 2014 and 2015.

# Exhibit 1-27

Part of this exhibit is a confidential education record.

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Wednesday, April 22, 2009 2:31 PM  
**To:** Bridger, Beth <bridgerb@unca.unc.edu>  
**Subject:** Hey, just to keep you posted on the guys progress, I figured I'd give you a brief synopsis on how the guys are doing...  
**Attach:** TEXT.htm

---

Hey, just to keep you posted on the guys progress, I figured I'd give you a brief synopsis on how the guys are doing

- 1) No afternoon study table today due to their backyard battle; everyone came to see EXCEPT all guys eventually showed for
- 2) Roughly 5 pages done on afam (still hasn't given Cohen the DWI and works cited but I sent him there again today; skipped class this morning, don't know if he went like I told him)
- 3) Roughly 7 pages done on afam; had essay and oral presentations in port which he wasn't prepared for; has 5-7 page English due tomorrow he hasn't started; will prob have to retake history final Monday because he will not be prepared by Fri (he knows he screwed himself this week)
- 4) says he's done with afam but still has some revisions to do tonight; still has 1 outside event and 1

Jaimie Lee  
Academic Counselor  
Academic Support Program for Student Athletes  
University of North Carolina (Football)  
c)  
(919) 843.6566 (w)  
jaimielee@unca.unc.edu

Kenan Field House  
PO Box 2126  
Chapel Hill, NC 27515

**From:** @gmail.com>  
**Sent:** Monday, 3:52 PM  
**To:** Bridger, Beth <bridgerb@unca.unc.edu>  
**Subject:** and misc SSI - comm/afam  
**Attach:** TEXT.htm; .doc; misc - SSI - .doc

---

Hey Beth! I wanted to check and see if it is ok to meet with some of the guys tomorrow morning. and are all within a page or two of being done, which they wrapped up today in my session. But we didn't get a chance to look over those couple pages together. So I said they could drop by between 10 and 11 tomorrow to check it over before they turn it in. Is that ok?

Also, wants to come in to review before his final in the morning around 10 or so. His final is at 11:30. Would this also work?

Also, has not finished his Afri paper. He wanted to know if he could shedule time to work with me the first week of second summer session to finish the paper. Let me know what you think!

Thanks!!

**From:** @unca.unc.edu>  
**Sent:** Tuesday, 10:03 AM  
**To:** Kleissler, Amy <kleissle@unca.unc.edu>  
**Cc:** Bridger, Beth <bridgerb@unca.unc.edu>  
**Subject:** Re: The big push  
**Attach:** TEXT.htm; IMAGE.BMP

---

Amy,

I know how important it is for him to stay eligible. That being said, I am having a really hard time with him and this paper he's working on for AfAm (independent study).

He has a solid 8 pages but needs 20 pages and it is due We have hit a wall because he needs to find additional books or articles and he has done nothing in terms of research. I have been asking him to go to the library for over a month and have offered to go with him but still no progress.

I am leaving on Thursday and won't be back until - leaving just a week until it is due. If you or Mary or Cynthia can provide any encouragement/guidance for him while I am gone, I think that would be incredibly helpful (and necessary!). Thank you for all the work you do and let me know if you have any questions,

@unca.unc.edu

>>> Amy Kleissler 4:09 PM >>>

With the big win on Saturday we have officially turned a corner and are now bowl eligible! While this is very exciting, this means that the stakes for the guys academically are even higher, for they must pass 6 hours this fall in order to be eligible to play. For the upperclassmen, it is also important to continue to be making strides to stay above the minimum GPA.

As we head into these last few weeks our new motto with the guys is to "Finish Strong". If you need any help keeping the guys on top of their work and keeping up with their responsibilities please let me know.

Thanks so much,  
Amy

Amy Kleissler  
Academic Support Program for Student Athletes  
UNC-Chapel Hill  
c  
kleissle@unca.unc.edu

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

---

Hi Debby,

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

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

Jan

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

---

Debby,  
Hopefully found the AFAM office to turn their papers in. I told them they had to deliver them and not send them by email. Hopefully also they did pretty well on the papers--I know they watched and discussed the videos, which was good. And hopefully the papers are good.

has a chance of getting all A's, with the possible exception of Spanish --she's hoping to make the Dean's list!!! So hopefully her Afam paper will be good enough!!

Nashville is quite interesting!

Jan

--

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

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

---

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

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

I'll see you next Monday.

Have a great weekend!

cynthia

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

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

---

Re:

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

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

How was [redacted] this Friday and Sunday?

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

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

cr

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

---

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

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

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

**From:** @gmail.com>  
**Sent:** Friday 11:40 AM  
**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:** Sunday night/Monday morning  
**Attach:** TEXT.htm

---

Hi,

I just wanted to see if you wanted me to come in on Sunday night and/or Monday morning to help with the guys.

For all my guys:

1. I don't think [redacted] will want to work with me... all he needs to do is paraphrase, write a little bit more, and tidy up though.
2. [redacted] is all done.
3. [redacted] needs serious help from a more experienced educator (Tia will be helping him on Saturday I believe)
4. [redacted] needs a lot of help too in terms of flow/grammar/etc., almost on the same level as [redacted]
5. [redacted] just needs tidying up.
6. [redacted] needs to finish 3 more pages and needs general editing and tidying up.

I think I could definitely help [redacted] and [redacted] but [redacted] needs to work with someone else, and [redacted] and [redacted] need more experienced people I think.

Just let me know what you want to do.

Thanks!

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Wednesday, 1:34 PM  
**To:** Bridger, Beth <bridgerb@unca.unc.edu>  
**Subject:** RE: finals review sessions  
**Attach:** TEXT.htm

---

Yes, I'm using tonight and indiv meetings to work on this! Thanks!

From: Beth Bridger  
Sent: Wednesday, 12:45 PM  
To: Cynthia Reynolds; Jaimie Lee; Octavus Barnes  
Subject: finals review sessions

the only sessions that may flux at this point are Amy's with [redacted] and [redacted]

All others are good to go at this point.

also, spoke with [redacted], she hasn't seen [redacted] in a few weeks, so isn't sure about what to do a review session

please feel free to post for the guys..I will wait until tomorrow to send to Andre w/Amy's confirmation times

jaimie--do you want to do this tonight or tomorrow night with guys?

also, can we put notes in Geol/bio guys lockers as to their times...they are really the only upperclassmen with set reviews

also, any one can see Amy or myself for Afam papers, just set up time

Thanks for helping me get this info out!

Beth

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

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Wednesday, 9:23 PM  
**To:** Bridger, Beth <bridgerb@unca.unc.edu>  
**Subject:** No prob! I have attached the papers I have so far, but FYI, I have started working with [redacted] to fix quotes because, yes, it's pretty much just that. We are going through and adding his own words to paragraphs, etc.  
**Attach:** TEXT.htm; [redacted]\_afam[1].docx; AFAM UP TO DATE.docx; [redacted] paper (Autosaved).docx

---

No prob! I have attached the papers I have, but FYI, I have started working with [redacted] to fix quotes because, yes, it's pretty much just that. We can prob finish the first 5 pages tomorrow if you want to make comments from there! However you want to do it!! We are going through and adding his own words to paragraphs, etc.

[redacted] gave me the final draft of his afam paper tonight!! [redacted] said he attended his last event, but who knows. They seem to have a good handle on things, but his attitude this week just sucks. I will talk to coach about it for sure!

[redacted] gave me a hard copy so he'll continue revising tomorrow.

[redacted] stood us up tonight so there's still no sign of the paper. I texted him to come print it, he said okay, and still no show. [redacted] also stood us up, so no paper there either.

I'll keep you posted, but like I said, please don't worry and get plenty of rest!!!

From: Beth Bridger  
Sent: Wednesday, 5:32 PM  
To: Jaimie Lee  
Subject: Re: Hey, just to keep you posted on the guys progress, I figured I'd give you a brief synopsis on how the guys are doing

all sounds good--as for papers, feel free to email them to me, i can look and make comments

from your notes...

--18 pages for Jazz..only has to be 12, we did highlighting and my concern is he typed up all paragraphs on ones he just needed to paraphrase...also, we focused a lot on history, check the outline, there was a second section we didn't hit too much but..i think if he did a thorough history of time periods and performers, he would be fine... he should just have to write last phil paper..he said he went to [redacted] this weekend push [redacted] to get english done at night along with phil paper... we can finish afam before finals is over...i am not too worried

--should be on home stretch, just keep working on afam-- [redacted] has him, and prep for those finals, it will come down to that last test...

--was suppose to go to [redacted] this weekend, said he went to [redacted] but knows better since he already did he may need to contact jan on that, bc i don't think there are any other "options" left...unless he does [redacted] this weekend-- Jamie is helping him with Afam, so he should be progressing, as per amy, he wonders why is on the 'at risk' list...

--said he would have done by Sat...don't know whats up with him, i told him i wouldn't help him if he was cheating, i don't think he is, but will tell when i see the paper

-expected  
--expected

expected...just try for him to show for [redacted] tomorrow, she can help with afam...i haven't seen his at all??

no show for playday--go figure, aren't classes canceled for that anyway???

have fun, thanks for all of this!

Beth

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

>>> Jaimie Lee 2:31 PM >>>

Hey, just to keep you posted on the guys' progress, I figured I'd give you a brief synopsis on how the guys are doing

- 1) No afternoon study table today due to their backyard battle; everyone came to see amy EXCEPT . all guys eventually showed for
- 2) roughly 5-6 pages done on afam (still hasn't given the DWI and works cited but I sent him there again today; skipped class this morning, don't know if he went like I told him)fyi, many skipped classes today, I heard, since all football activities were cancelled for play day
- 3) roughly 7 pages done on afam; had essay and oral presentations in port which he wasn't prepared for; has 5-7 page English due tomorrow he hasn't started; will prob have to retake history final Monday because he will not be prepared by Fri (he knows he screwed himself this week)
- 4) says he's done with afam but still has some revisions to do tonight; still has 1 outside event and 1 paper due for phil; his attitude with Amy still sucks, and his mood was pissy all this week (he can explain why to you later issues, still no excuse)
- 5) showed me 16 pages for afam and is still revising with . says he turned in DWI for after speech but no works cited; he was also missing something for 2.2 and I told him to email and clarify
- 6) has a lot going on but he should be fine; he has 18 pages typed for jazz/blues paper, but I'm helping him go through and explain quotes, cite, etc; he has another phil paper due, and he needs to finish the English portfolio by Monday so he has time and we've been chipping away at all of it
- 7) is avoiding printing out his paper (suspect), but says it's all done. He said he'd print it for me tonight. He got a 95% on his last English feeder which he's very proud of
- 8) was MIA yesterday afternoon and today for Amy; I will talk to him tonight

Okay, just wanted to catch you up. Let me know if you have concerns/questions you want me to address with guys tonight. I have electronic copies of afam papers if you want to take a look, just let me know since I know you've had trouble sleeping!!

Please do not worry or stress. I'm keeping tabs on everyone and pushing them to get stuff done!!

Jaimie Lee  
Academic Counselor  
Academic Support Program for Student Athletes  
University of North Carolina (Football)  
(c)  
(919) 843.6566 (w)  
jaimielee@unca.unc.edu

Kenan Field House  
PO Box 2126  
Chapel Hill, NC 27515

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Friday, January 22, 2010 6:10 PM  
**To:** Bridger, Beth <bridgerb@unca.unc.edu>; Kleissler, Amy <kleissle@unca.unc.edu>  
**Subject:** Afri 370 assignment  
**Attach:** TEXT.htm; African Studies 370 Topic.docx

---

Please forward to the tutors working with AFRI 370 guys. Thank you so much!

Jaimie Lee  
Academic Counselor, UNC Football  
Academic Support Program for Student Athletes  
University of North Carolina-Chapel Hill  
919-843-6566 w  
c  
jaimielee@unca.unc.edu

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Wednesday, 10:34 AM  
**To:** @gmail.com>  
**Subject:** Re:  
**Attach:** TEXT.htm

---

I was thinking of bringing them in here for independent study, so no worries on your part. Thanks for the heads up, though.

Jaimie Lee  
Academic Counselor, UNC Football  
Academic Support Program for Student Athletes  
University of North Carolina-Chapel Hill  
919-843-6566 w  
c  
jaimielee@unca.unc.edu

>>> @gmail.com> 8:59 AM >>>

Speaking of scheduling for the afternoon: when would that be??? what times? I HAVE to go home in between my morning/early afternoon sessions and study hall at night, so if we do do that, we need to find a good time...Tuesdays and Thursdays right before/right after I have would be the best...not 3-5 or anything like that, I wouldn't be able to do that. Just letting you know now!

On 21:48, Jaimie Lee <jaimielee@unca.unc.edu> wrote:

Yes, you do have a system! Getting them to the library, going over the material step by step...trust me, that is a system! We all have to really push them to make more progress, but I know you're doing your best. I am nervous about them getting me 20 pages in a month, but we will all try and push them more to work outside of your sessions. With some guys we may have to add some more afternoon time, but no worries. We'll work it out!  
-Jaimie

Jaimie Lee  
Academic Counselor, UNC Football  
Academic Support Program for Student Athletes  
University of North Carolina-Chapel Hill  
919-843-6566 w  
c  
jaimielee@unca.unc.edu

>>> @gmail.com> 3:29 PM >>>

I have a system?!? I didn't think I was doing well at this but maybe I'm wrong. I'm glad the guys are getting into the papers and also liking me more. I'm just worried we're still behind, but what do you think about their progress?

University of North Carolina at Chapel Hill  
Phone:  
Email: @gmail.com

On at 13:16, "Jaimie Lee" <jaimielee@unca.unc.edu> wrote:

Thanks, It seems like your report with these guys is improving and they are starting to buy into your system. I'm hopeful!...

Jaimie Lee  
Academic Counselor, UNC Football  
Academic Support Program for Student Athletes

University of North Carolina-Chapel Hill  
919-843-6566 w  
c  
jaimielee@unca.unc.edu

>>>

@gmail.com>

12:33 PM >>>

UNC-Chapel Hill  
Cell: ·  
Email: · @gmail.com

--

UNC-Chapel Hill  
Cell:  
Email: @gmail.com

**From:** Beth Bridger <bridgerb@unca.unc.edu>  
**Sent:** Thursday, 1:43 PM  
**To:** Lee, Jaimie <jaimielee@unca.unc.edu>  
**Subject:** Fwd: RE: ss2  
**Attach:** TEXT.htm; .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

>>> <@hotmail.com> 1:30 PM >>>  
Here is feedback form for t Wed

Date: Wed, 10:48:07 -0400  
From: bridgerb@unca.unc.edu  
To: @hotmail.com  
Subject: ss2

here is schedule for ss2 as of today  
will let you know of any changes

10-12  
T/TH ONLY  
. paper,  
papers,

12-130  
Engl

2-330  
Soci

Beth

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

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**NON-PAPER COURSES THAT HAD AN AVERAGE GPA>3.5  
1999-2000 TO 2008-2009  
AT LEAST 50 STUDENTS TOOK THE COURSE**

**EXHIBIT 1-28**

<b>SECTION DESCRIPTION</b>	<b>SECTION ID W/O SUFFIX</b>	<b># OF STUDENTS TAKING THE COURSE</b>	<b>AVG_GPA</b>
FIELD SCHOOL SOUTH AMER	ANTH153	83	4.00
FYS ITALS IN SRCH OF HRM	ROML056	62	4.00
INVESTMENT BANKING	BUSI587	69	4.00
PROF NURSING I	NURS081	136	4.00
PUB HLTH & CPDM	HPAA634	50	4.00
RAD INTERP	DHYG092	94	4.00
UNIVERSITY BAND	MUSC007	758	4.00
PROF NURSING I	NURS481	128	4.00
OPERA THEATRE	MUSC008	181	4.00
STDY ABD LONDON EXP	HNRS378	84	4.00
UNIC HAMBER PLAYERS	MUSC007	234	4.00
HONORS IN PSYCHOLOGY II	PSYC694	69	4.00
FIELD TRAIN IH PAA	HPAA301	108	4.00
PRES CONG & PUB POL	POLI200	55	3.99
DISC NRSG III	NURS454	131	3.99
WIND ENSEMBLE	MUSC007	541	3.99
MARCHING/PEP BAND	MUSC007	974	3.99
STRING CHAMBER MUSIC	MUSC007	70	3.99
INTERMEDIATE FENCING	PHYA314	61	3.99
VIOL CONSORT	MUSC007	60	3.99
SENIOR DESIGN PROJECT I	APPL697	59	3.99
SYMPHONY BAND	MUSC007	335	3.99
SYMPHONIC BAND	MUSC007	92	3.99
PRACTICUM PUB POLICY	PLCY698	179	3.99
MARCH/PEP/LAB BAND	MUSC007	1589	3.99
ENRICH ENS. INSTRUMENTAL	MUSC213	1994	3.99
HONORS IN INTS	INTS091	120	3.99
GR DECISIONS/INTRELATION	INTS394	51	3.99
LIT IN MIDDLE SCHOOL	EDUC567	64	3.99
TUTORING II	EDUC022	58	3.98
MOLECULAR	CLSC530	53	3.98
INTEGRATED LITERACY	EDUC414	213	3.98
HONORS IN INTS	INTS692	64	3.98
COLLEGIUM MUSICUM	MUSC008	50	3.98
STRING CHAMBER MUS	MUSC007	90	3.98
UNIV CHAMBER SINGER	MUSC008	270	3.98
HONORS IN PSYCHOLOGY I	PSYC693	69	3.98
CORAL REEF ECOLOGY	ENST057	51	3.98
CELLO MAJOR	MUSC013	94	3.98
HONORS STUDY	NURS097	92	3.98
INTERMEDIATE FENCE	PHYA009	167	3.97
COURSE FOR HONORS	ENGL098	184	3.97
ENRICH ENS III INSTRUMENT	MUSC214	395	3.97
CORAL REEF ECOLOGY	ENST259	134	3.97
SPECIAL STUDIES GR	SPCL397	85	3.97
HONORS THESIS	ANTH096	65	3.97
GLEE CLUB	MUSC008	418	3.97

CARE MANAGEMENT	NURS081	723	3.97
GR DECISIONS/INTRELATION	INTS094	84	3.97
BEGINNING SOCIAL DANCE	PHYA231	643	3.97
GENETICS	NURS082	193	3.96
CORE ENSEMBLES	MUSC211	2035	3.96
HONORS IN INTS	INTS691	68	3.96
ART FOR ELEM TCHERS	EDUC004	157	3.96
P/ISSUES CONT LT AM	LTAM090	82	3.96
PRACT NRSG: NA EXP.	NURS487	224	3.96
CRWR SR HNRS, PT 2	ENGL694	57	3.96
TEACHING MATH	EDUC012	235	3.96
ADVANCED STRING LESSONS	MUSC203	262	3.96
CONCERT BAND	MUSC007	304	3.96
HONORS COURSE	ECON691	57	3.96
GUITAR ENSEMBLE	MUSC007	75	3.96
LIFE FITNESS: SWIM COND	PHYA111	293	3.96
BEGINNING BADMINTON	PHYA206	119	3.96
ORIENT HEALTH ORGS	HPAA071	129	3.96
EMRGNT LITERACY ELM	EDUC413	219	3.95
JAZZ LAB BAND	MUSC007	451	3.95
PERCUSSION ENSEMBLE	MUSC007	174	3.95
BME DESIGN/MFG I	APPL210	88	3.95
UGRAD RESEARCH NUTR	NUTR295	101	3.95
VIOLONCELLO	MUSC003	72	3.95
EXCEPT CHILD SEMNR A	EDUC074	235	3.95
LIFE FITNESS: OUTDOOR SP	PHYA108	392	3.95
STRING BASS	MUSC003	76	3.95
FAMILY GENOMIC CARE	NURS382	429	3.95
SCIENCE METHODS	EDUC060	371	3.95
INTRO TO BMME	BMME400	109	3.94
HONORS COURSE	ECON098	98	3.94
BEGINNING VOLLEYBALL	PHYA241	187	3.94
INDEPENDENT RES	PSYC395	459	3.94
N LEADERSHIP/MGM II	NAVS062	97	3.94
TERRORISM/COMM PREP	PWAD125	70	3.94
ARTS INTEGRATION	EDUC068	233	3.94
FUND MUS CLASSR	MUSC020	112	3.94
CAROLINA CHOIR	MUSC008	929	3.94
FIELD TRAINING HPAA	HPAA098	189	3.94
UNDERGRADUATE RESEARCH	BIOL395	551	3.94
PLAN TEACH MID	EDUC467	73	3.94
AESTH ED ARTS/LRN	EDUC416	228	3.94
UNIV SYMPHONY ORCH	MUSC007	1179	3.94
CRWR SR HNRS, PT 1	ENGL693	61	3.94
OPERA WORKSHOP	MUSC008	103	3.94
UNDERGRADUATE RESEARCH	BIOL098	988	3.93
FIELD TRAIN HPAA I	HPAA301	70	3.93
DISCIPLINE PART III	NURS454	181	3.93
TRENDS IN IMAG & THER	RADI081	57	3.93
HONORS IN PSYCHOL	PSYC099	173	3.93
PRACTICUM: PRACT. IMPROV	NURS488	60	3.93
HNRS/LONDON EXPERIE	HNRS050	107	3.93
LIFE FITNESS: EX & COND	PHYA104	525	3.93
INTERMEDIATE TENNIS	PHYA338	54	3.93
TCHG READING AND LA	EDUC513	207	3.93

ARGUMENT AND DEBATE	COMM171	153	3.92
LEADERSHIP DISCOVERY	ARMY201	73	3.92
FIELD OBS IN BIOS	BIOS191	53	3.92
COURSE FOR HONORS	ENGL097	193	3.92
AESTH ED ARTS/LRN	EDUC004	326	3.92
INTEGRATED LITERACY	EDUC053	247	3.92
INDIV STRING LESSONS	MUSC103	188	3.92
LIFE FITNESS: INDOOR SPT	PHYA105	416	3.92
PARADIGMS NSG PRACT	NURS595	104	3.92
SPANISH SERVICE LEARNING	SPAN093	494	3.92
HELP PE ELEM SCHL	EXSS074	413	3.92
WOMEN'S GLEE CLUB	MUSC008	624	3.92
LDRSHP AND MGMT COMMUNIC	BUSI525	71	3.92
LIFE FITNESS: BEG JOGGIN	PHYA106	409	3.92
LEARNING/DEVELOPMENT	EDUC412	219	3.92
WRIT CHILDREN'S FICTION	ENGL209	53	3.92
PHY & LIFE SCIENCE	HNRS351	56	3.91
ADV HORSEBACK RID	PHYA008	70	3.91
LIFE FITNESS: RACQUET SP	PHYA109	550	3.91
SENIOR DESIGN PROJECT	APPL698	58	3.91
LIFE FITNESS: INT JOGGIN	PHYA107	265	3.91
MILITARY PROFESSION	ARMY012	95	3.91
TROMBONE MAJOR	MUSC015	77	3.91
BLACKS IN BRITISH LANDS	AFAM304	88	3.91
BEGINNING SOCCER	PHYA230	251	3.91
ADVENTURES IN LEADERSHIP	ARMY101	178	3.91
SENIOR DESIGN PROJECT	APPL199	55	3.91
HONORS ESSAY	JOMC099	69	3.91
HNRS/CREATIVE WRIT	ENGL099	293	3.91
INTERMEDIATE JAZZ DANCE	PHYA320	109	3.91
BEG HORSEBACK RIDING	PHYA219	132	3.91
EMRGNT LITERACY ELM	EDUC052	322	3.91
RES CHEM UNDERGRAD	CHEM395	568	3.91
SPANISH SERVICE LEARNING	SPAN293	463	3.90
INTERNSHIP	AMST099	50	3.90
FRENCH HORN MAJOR	MUSC015	93	3.90
HONORS IN ART	ART 091	53	3.90
HONORS STUDY	NURS098	81	3.90
INDEP STUDY IN COMP SCI	COMP396	53	3.90
BEGIN BASIC TRAIN	PHYA037	52	3.90
INDEPENDENT READING	ASIA091	84	3.90
INTRO TO EXCEP CHLD	EDUC127	326	3.90
FYS HUMAN PHYSIOLOGY	PHYI050	57	3.90
FRANCOPHONE STUDIES	FREN375	58	3.89
JAZZ BAND	MUSC007	358	3.89
SENIOR RECITAL	MUSC010	148	3.89
JUNIOR RECITAL	MUSC010	133	3.89
FENCING	PHYA009	1129	3.89
CORE ENSEMBLE ALTERNATES	MUSC212	363	3.89
HONORS IN PSYCHOLOGY II	PSYC099	87	3.89
ADAPTIVE	PHYA001	64	3.89
FR THEA IN TRANSLAT	FREN040	1084	3.89
ADV EXPS WRIT/BUSINESS	ENGL304	78	3.89
HONORS IN PSYCHOLOGY I	PSYC099	69	3.89
ULTIMATE FRISBEE	PHYA040	317	3.89

RES CHEM UNDERGRAD	CHEM099	918	3.88
SOCCER	PHYA024	1121	3.88
BEGINNING TENNIS	PHYA238	514	3.88
GUITAR MAJOR	MUSC013	63	3.88
SEM. TCH. MID. GR.	EDUC095	63	3.88
1ST YEAR SEM NAT SCI	PHYI006	92	3.88
ENVIRONMENTAL SEMINAR	ENST204	299	3.88
LIFE FITNESS:INT JOGGIN	LFIT107	291	3.87
ARTS INTEGRATION	EDUC515	209	3.87
FIELD TRAIN IH PAA	HPAA097	218	3.87
INTRO TO ED	EDUC021	364	3.87
ADV. VOICE RECITAL	MUSC302	52	3.87
SCIENCE METHODS	EDUC514	206	3.87
ADVENTURES IN LEADERSHIP	ARMY011	232	3.87
INTERNSHIP	COMM090	296	3.87
HUM GROWTH DEVELOP	ANTH318	109	3.87
COMM ORG AND CHILD II	EDUC422	83	3.87
TUTORING III	EDUC221	157	3.87
ADVANCED TENNIS	PHYA029	328	3.86
ADVENTURES IN LEADERSHIP	ARMY102	209	3.86
MASTRPCS SPAN PROSE	SPAN382	62	3.86
PSYCH SERVICE LEARNING	PSYC294	272	3.86
DISCIPLINE PART II	NURS354	211	3.86
CONT SPAN FILM	SEVI111	169	3.86
ADVENTURES IN LEADERSHIP	ARMY012	224	3.86
INDEPENDENT RES	PSYC098	1240	3.86
ENVIRONMENTAL PRACTICUM	ENST051	239	3.86
LIFE FITNESS: WALKING	PHYA112	580	3.86
VOLLEYBALL	PHYA031	1809	3.86
HONORS IN INTS	INTS090	126	3.86
INTERMED BOWLING	PHYA007	90	3.86
GAMELAN	MUSC007	63	3.86
TEACHING MATH	EDUC512	207	3.86
ATHLETIC TRAINING CLINIC	EXSS271	148	3.86
FYS CMPTRS & ENG STDS	ENGL052	61	3.86
HONORS THESIS	BUSI198	185	3.86
ROLE OF UNIVERSITY: LAB	AMST094	77	3.86
VIOLIN MAJOR	MUSC013	146	3.86
LIFE FITNESS: WEIGHT TR	PHYA113	714	3.86
HORSEBACK RIDING	PHYA008	352	3.85
PERF OF CHILD LIT	COMM163	85	3.85
AEROBIC DANCE	PHYA011	4250	3.85
BEGINNING SQUASH	PHYA233	59	3.85
HONORS COURSE	ECON099	86	3.85
EXCEPT CHILD SEMNR B	EDUC075	235	3.85
HNRS:INTRO FICT WRIT	ENGL132	91	3.85
EXERCISE/CONDITION	PHYA032	1908	3.85
CUL/SOCIETY/TEACH	EDUC073	354	3.85
BUSINESS GERMAN	GERM304	52	3.85
ADVANCED BRASS LESSONS	MUSC205	207	3.85
LIFE FITNESS: AEROBICS	PHYA103	540	3.85
TUTORING K-3	EDUC022	302	3.85
LIFE FITNESS: INDOOR SPT	LFIT105	605	3.85
HONORS: WOMEN'S LIVES	ENGL029	63	3.85
TRUMPET	MUSC005	120	3.85

HONORS COURSE	JOMC098	74	3.85
PROD PRACTICUM	DRAM193	118	3.85
MILITARY JUSTICE	ARMY092	93	3.85
CONTP ISS NSG PRAC	NURS596	105	3.85
BEGINNING GOLF	PHYA216	791	3.85
LIFEGUARD TRAINING	PHYA023	556	3.85
LAB METHD IN ARCHAEOLOGY	ANTH111	82	3.85
LIFE FITNESS: WALKING	LFIT112	703	3.84
HONORS PROJECT MUS	MUSC099	74	3.84
BEGINNING AEROBICS	PHYA202	739	3.84
PRACT IN STATE GOVT	POLI096	252	3.84
BRASS CHAMBER MUSIC	MUSC007	76	3.84
SEM. TCH. MID. GR.	EDUC568	62	3.84
TROMBONE	MUSC005	70	3.84
VERT EMBRYOLOGY LAB	BIOL441	177	3.84
INTRO TO BMME	BMME100	133	3.84
BEGINNING TENNIS	PHYA029	3346	3.84
TCHG READING AND LA	EDUC051	366	3.84
INDEPENDENT STUDIES	HNRS396	79	3.84
1ST YEAR SEM NAT SCI	STAT006	84	3.84
PHIL & MORAL REASON	HNRS354	363	3.84
IND STUDY IN POLI	POLI099	750	3.84
LEARNING/DEVELOPMENT	EDUC071	374	3.84
INTRO TO COMPUTING	INLS050	204	3.84
TUTORING GRADES 4-8	EDUC023	361	3.84
HONOR RESEARCH HPAA	HPAA099	70	3.84
IDEALS	RELI166	121	3.84
THE AIR FORCE TODAY	AERO102	156	3.84
PSYCH SERVICE LEARNING	PSYC092	101	3.84
DIR READ IN CREAT WRIT	ENGL096	77	3.83
COMP IN HLTH ADMIN	HPAA085	234	3.83
GOLF	PHYA013	2918	3.83
BEGINNING FENCING	PHYA214	547	3.83
INTERMED JOGGING	PHYA016	329	3.83
PRACTICUM I	NURS085	151	3.83
INTRO TO EXCEP CHLD	EDSP130	170	3.83
AEROBIC TRAINING	PHYA034	501	3.83
CLARINET MAJOR	MUSC014	155	3.83
BME DESIGN/MFG II	APPL310	78	3.83
HNRS/LONDON EXPERIENCE	HNRS050	245	3.83
BEGINNING ARCHERY	PHYA006	589	3.83
LIFE FITNESS: EX & COND	LFIT104	580	3.83
CONVERSATION IH NRS	SPAN255	86	3.83
BOWLING	PHYA007	1700	3.83
PRE/KIND ASSMT & TEACH	CDFS061	73	3.83
ADV PRACTICUM NSG	NURS699	106	3.83
INTER HORSEBACK RID	PHYA008	159	3.83
MATH E/CH & INT GRD	EDUC012	138	3.82
DOWNHILL SKIING	PHYA229	568	3.82
EARTH & CLIMATE LAB	GEOL018	876	3.82
LIFE FITNESS:OUTDOOR SP	LFIT108	630	3.82
ATHLETIC TRAINING SEM	EXSS069	76	3.82
BEGINNING BALLET	PHYA208	64	3.82
HONORS PROJECT	ANTH095	62	3.82
DH SPEC PRACTICUM	DHYG404	109	3.82

INTERMED VOLLEYBALL	PHYA031	624	3.82
INTRO TO ARMY ROTC	ARMY011	71	3.82
TERRORISM/COMM PREP	PUBH125	67	3.82
NUMBERS AND ALGEBRA	MATH307	251	3.82
AEROBIC CIRCUIT TRAINING	PHYA203	74	3.82
TRIATHLON TRAINING	PHYA239	85	3.82
INTERMEDIATE GOLF	PHYA013	406	3.82
ITAL REN LIT TRANS	ITAL241	82	3.82
INFO TECHNOLOGY APPL	INLS050	72	3.82
BEGINNING RACQUETBALL	PHYA225	383	3.82
FAMILY BUSINESS	BUSI503	62	3.82
SEM/SOC SCIP ERSP	HNRS030	1139	3.82
SURVEY ENG MATH APP	APPL460	82	3.82
COMMUNITY AND CHILD I	EDUC421	89	3.82
PROD PRACTICUM	DRAM066	280	3.82
HONORS IN HISTORY	HIST098	195	3.82
ETH,MOR,LIB, & LAW	POLI206	57	3.82
ULTIMATE FRISBEE	PHYA240	90	3.82
CUL/SOCIETY/TEACH	EDUC415	213	3.82
EDUCATION WORKSHOPS	EDUC601	97	3.82
LEADERSHIP	ARMY091	91	3.81
CLARINET	MUSC004	89	3.81
ISS. IN HLTH SCI	PHCY040	51	3.81
SWIM CONDITIONING	PHYA236	105	3.81
IDEALS	RELI043	323	3.81
LIFE FITNESS: BEG JOGGIN	LFIT106	495	3.81
LIFEGUARD TRAINING	PHYA223	160	3.81
MEDIA ACT & PERF	COMM133	183	3.81
SEM ABROAD/ELECTIVE	HNRS049	96	3.81
WOMEN IN SPORT	EXSS063	229	3.81
SOC & BEHAV SCIENCE	HNRS352	506	3.81
IMPROVING NSG PRACT	NURS491	83	3.81
SPEC PROBS IN CHEM	CHEM101	85	3.81
VIOLIN	MUSC003	219	3.81
FYS BIRTH & DEATH IN US	AMST055	51	3.81
PIANO ENSEMBLE	MUSC007	88	3.81
JAPANESE THEATER	JAPN085	94	3.80
ADVANCED WRITING	COMM132	121	3.80
INTER AEROBIC DANCE	PHYA011	584	3.80
DISCIPLINE OF NSG	NURS062	619	3.80
PRECLIN DENT HYG	DHYG257	105	3.80
FIELD SCHOOL:ARCH	ANTH151	74	3.80
SPORT SKILLS II	EXSS206	61	3.80
ENST RESEARCH	ENST395	115	3.80
SELF DEFENSE	PHYA228	566	3.80
SEM ABROAD/SOC SCI	HNRS045	382	3.80
INDEP STUDY & READ	SOCI396	160	3.80
HISTORICAL ANALYSIS	HNRS353	262	3.80
ITALIAN CIVILIZA	ITAL052	66	3.80
WOMEN IN SPORT	EXSS163	80	3.80
CLIN IMMUNOLOGY PRAC	CLSC550	53	3.80
PLAN TEACH MID	EDUC066	199	3.80
SELECTED TOPICS	RUES199	58	3.79
SPEC TOPICS	SEVI200	64	3.79
CURR TOPS INTL ST	INTS290	78	3.79

SOCIAL & ECON JUSTICE	SOCI273	218	3.79
FYS COST/BENEF. DRUG WAR	ECON053	62	3.79
LIFE FITNESS: RACQUET SP	LFIT109	590	3.79
FR NOVEL IN TRANSLA	FREN041	1727	3.79
VIDEO FOR PR & MKTG	JOMC333	71	3.79
BEGINNING BADMINTON	PHYA004	1148	3.79
LIFE FITNESS: AEROBICS	LFIT103	543	3.79
COMMUNITY AND CHILD I	EDUC058	300	3.79
ADVANCED SCUBA	PHYA427	57	3.79
TUTORING II	EDUC122	148	3.79
LIFE FITNESS: SWIM COND	LFIT111	308	3.79
HISTORICAL ECOLOGY	ANTH460	81	3.79
BEGINNING MODERN DANCE	PHYA224	151	3.79
ADV SEM IN AMER STUD	AMST150	75	3.79
TUMBLING-GYMNASTICS	PHYA014	300	3.79
PROF NURSING II	NURS589	264	3.79
INTERMED JAZZ DANCE	PHYA017	311	3.79
DH SPEC PRACTICUM	DHYG097	214	3.79
INDEPENDENT STUDY	EDUC496	179	3.78
INTERNSHIP IN PUPA	PUPA090	95	3.78
ATHLETIC TRAINING CLINIC	EXSS071	209	3.78
UGRAD RESEARCH NUTR	NUTR098	122	3.78
DIRECTED READING	BIOL296	64	3.78
BEGINNING SWIMMING	PHYA027	2120	3.78
SPEC TOP PERF STUD	COMM669	118	3.78
TUTORING I	EDUC121	166	3.78
SP MICRO	CLSC562	53	3.78
WEIGHT TRAINING	PHYA033	6134	3.78
EXCEPT CHILD SEMNR A	EDUC516	207	3.78
WRITING/HLTH ADMN	HPAA220	103	3.78
SOCIAL DANCE	PHYA036	1230	3.78
TOPICS IN AFRIS TU	AFRI060	86	3.78
RACQUETBALL	PHYA020	2924	3.78
EXCEPT CHILD SEMNR B	EDUC517	205	3.78
SQUASH	PHYA026	69	3.78
SPORT SKILLS 1	EXSS055	96	3.78
AUTISM	PSYC160	75	3.78
STUDIES IN DRAMA	ENGL046	82	3.78
ENVIRONMENTAL PRACTICUM	ENST205	50	3.77
INDEPENDENT STUDIES	AFRI090	148	3.77
DIVERSE FAMILIES	CDFS111	135	3.77
DENTAL HEALTH EDUC	DHYG062	226	3.77
1ST YEAR SEM AESTH LIT	COMM006	96	3.77
PERCUSSION	MUSC009	141	3.77
PRACTICUM II	NURS086	151	3.77
LIFE FITNESS: WEIGHT TR	LFIT113	610	3.77
TACTICAL LEADERSHIP	ARMY202	124	3.77
INTERMEDIATE TENNIS	PHYA029	1547	3.77
INTER WEIGHT TRAIN	PHYA033	1231	3.77
THER EX/REHAB	EXSS068	70	3.77
PROF DEV AND LEAD IN EC	CDFS121	80	3.77
INTERMED SOCCER	PHYA024	612	3.77
ADVANCED WOODWIND LESSON	MUSC204	236	3.77
1ST YEAR SEM NAT SCI	HNRS006	55	3.77
UNDERG SEM FREN LIT	FREN398	71	3.77

CREATIVE NON-FICTION	ENGL208	157	3.77
STYLISTICS	ENGL307	159	3.77
COMM ORG AND CHILD II	EDUC059	282	3.77
WATER SAFETY	PHYA003	161	3.77
NAVAL WEAPONS SYS	NAVS302	105	3.77
SELF DEFENSE	PHYA022	938	3.77
LDRSHP IN NSG PRAC	NURS379	89	3.77
HEALTH ORG DESIGN	HPAA330	68	3.76
CLINICAL EDUC II	RADIO73	95	3.76
GLOBAL VENTURING	BUSI623	88	3.76
FYS: CULTURES OF DISSENT	AMST058	66	3.76
INDEPENDENT STUDY	GEOG296	64	3.76
ENVIRONMENTAL SEMINAR	ENST050	186	3.76
INTR SP/SP AMER LIT HNRS	SPAN260	81	3.76
LITERARY ARTS	HNRS355	189	3.76
UNITAS	ANTH092	62	3.76
ANTHRO & MARXISM	ANTH449	57	3.76
LIFE FITNESS: BEG SWIM	LFIT110	403	3.76
EXERCISE & CONDITIONING	PHYA213	55	3.76
PERCUSSION MAJOR	MUSC019	115	3.76
ADAPTED PHYE EDUC	EXSS087	160	3.76
INTRO TO GROUP PERF	COMM260	96	3.76
HILIGHTS/SPAN LITER	SPAN021	201	3.76
MOD OF EC SERV	EDUC402	59	3.76
VISUAL & PERFOR ARTS	HNRS356	266	3.76
INTRO/PLAN & MARKET	HPAA320	61	3.76
NUTR IN THE ELDERLY	NUTR615	60	3.76
LIFE FITNESS: BEG SWIM	PHYA110	489	3.75
ASIAN CULTURE STDY ABRD	ASIA044	101	3.75
ENST CAPSTONE	ENST698	221	3.75
ETH,MOR,LIB, & LAW	POLI047	141	3.75
JOGGING	PHYA016	2221	3.75
SP STUDS UNDERGRAD	MUSC098	74	3.75
INTRO TO GAY/LESBIAN LIT	WMST140	87	3.75
DIVERSE FAMILIES	EDUC403	272	3.75
NUMBERS AND ALGEBRA	MATH067	407	3.75
CREATIVE NON-FICTION	ENGL035	235	3.75
READINGS IN NUTR	NUTR170	128	3.75
ADVANCED KEYBOARD LESSON	MUSC200	112	3.74
BEGINNING JAZZ DANCE	PHYA220	123	3.74
ASIAN SOCIETY STDY ABRD	ASIA043	100	3.74
SPEC PROBS GEOL	GEOL199	58	3.74
SELECTED ISSUES SEM	RECR199	114	3.74
INTRO CLASSICAL CHINESE	CHIN510	57	3.74
PLAYWRITING	DRAM231	53	3.74
FYS DRUG ADDICTION	PSYC061	64	3.74
DIRECTING	DRAM062	200	3.74
N LEADERSHIP/MGT I	NAVS061	110	3.74
1ST YEAR SEM SOC SCI	AFAM006	94	3.74
SELF AND SOCIETY	PSYC560	62	3.74
INTRO TO GAY/LESBIAN LIT	ENGL140	257	3.74
STD DRAM THRY/CRISM	DRAM284	398	3.74
ADV IND STUDY/DIR READ	COMM596	87	3.74
FYS: GLOB WORK/INEQUAL	SOCI058	61	3.73
COMM DENT HEALTH	DHYG362	106	3.73

NATURAL RESOURCES	GEOG237	59	3.73
KEY ISS/AFRI/AFRO L	AFAM474	222	3.73
SEM ABROAD/INDEP STUD	HNRS048	82	3.73
EARLY CHILDHOOD DEV	EDUC401	55	3.73
BASIC CONDUCTING	MUSC068	55	3.73
W.S. PRACTICUM	WMST190	94	3.73
EARLY CHILDHOOD DEV	CDFS050	123	3.73
1ST YEAR SEM MATH SCI	HNRS006	169	3.73
ADVANCED MOD DANCE	PHYA019	50	3.73
INDEPENDENT STUDY	EDUC125	707	3.73
SEM ABROAD/NW COMP	HNRS044	93	3.73
LONG T CARE ADMN I	HPAA122	273	3.73
ADV IND STUDY/DIR READ	COMM191	72	3.73
CLINICAL INTERNSHIP	RADI074	187	3.73
ETHICS NURS PRACT	NURS187	190	3.72
ELEM PHYE METHODS	EXSS083	203	3.72
FREN & FRANCOPHONE PROSE	FREN382	57	3.72
BEGIN WEIGHT TRAINING	PHYA243	1119	3.72
LAB METHD IN ARCHAEOLOGY	ANTH411	60	3.72
SEM/PHIL PERSP	HNRS032	592	3.72
AMER WOMEN AUTHORS	ENGL446	111	3.72
EXER PRES TEST	EXSS410	109	3.72
PARADIGMS NSG PRACT	NURS095	141	3.72
HNRS AMERICAN HIST	HIST179	55	3.72
MERGERS AND ACQUIS	BUSI582	172	3.72
THE AIR FORCE TODAY	AERO101	113	3.72
INTERMED MODERN DANCE	PHYA324	95	3.72
HNRS:INTRO CREAT WR	ENGL029	353	3.72
SAXOPHONE MAJOR	MUSC014	99	3.72
DIR READ IN LIT	ENGL096	95	3.71
BUSINESS GERMAN	GERM305	56	3.71
INDEP STUDY & READ	SOCI092	279	3.71
LEADERSHIP DISCOVERY	ARMY031	59	3.71
BUSINESS AND ENVIRONMENT	ENST090	92	3.71
ADV POETRY WRIT	ENGL035	102	3.71
PIANO	MUSC001	860	3.71
1ST YEAR SEM FINE ARTS	HNRS006	159	3.71
IND STUDY IN POLI	POLI196	93	3.71
FIELD RESEARCH	AFAM071	145	3.71
TCHG CREATIVITY ARTS	EDUC222	139	3.71
FYS 20TH-C. MUSIC/ART	MUSC059	59	3.71
FYS TECH & ENTREPRENEUR	COMP051	57	3.71
INTRO HUM ANAT/PHYS	BIOL251	59	3.71
ADV TACTICS	ARMY072	96	3.71
CHILD DEVELOPMENT	EDUC055	54	3.71
PSY OF LEARNING	EDUC072	54	3.71
COMP IN HLTH ADMIN	HPAA341	73	3.71
TRIATHLON	PHYA028	332	3.71
TEACH SOC STUDIES MID	EDUC084	53	3.70
CURRENT PSYC TOPICS	PSYC499	55	3.70
INTRO DENT OFS MGMT	DHYG095	66	3.70
INTERNSHIP	COMM397	123	3.70
CLN IMMUNOHEM PRACT	CLSC580	51	3.70
TOPICS: ITALIAN FILM	ITAL335	66	3.70
INDEPENDENT STUDIES	AFAM190	1389	3.70

FR ADV GRAM & COMP	MONT141	130	3.70
HNRS: TYPES OF LIT	ENGL135	107	3.70
LDRSHP IN HLTH CR ORG	NURS588	69	3.70
CLIN CHEMISTRY PRAC	CLSC071	118	3.70
INDEPENDENT STUDIES	AFRI190	262	3.70
SPEC STUDY PROJECTS	ANTH099	95	3.70
BEGINNING JAZZ	PHYA017	385	3.70
COMM DENT HEALTH	DHYG085	216	3.69
SEM ABROAD/F ARTS	HNRS040	553	3.69
NURSE TODAY	NURS087	193	3.69
ADV. PERCUSSION LESSONS	MUSC206	50	3.69
BUSINESS VENTURING	ECON327	130	3.69
INTERMED POET WRIT	ENGL207	160	3.69
PRIVATE EQUITY	BUSI516	88	3.69
FRANCOPHONE STUDIES	FREN077	129	3.69
INTERMED SPAN ITH NRS	SPAN204	70	3.69
SWIM CONDITIONING	PHYA038	576	3.69
HAYDN AND MOZART	MUSC283	74	3.69
INTRO LATIN A V C	ART 157	135	3.69
SEM IN FINE ARTS	HNRS027	143	3.69
ADVANCED VOICE LESSONS	MUSC202	326	3.69
ACTING/NON-MAJORS	DRAM135	259	3.69
MARKETING ANALYSIS	BUSI568	52	3.69
CONDUCTING	MUSC068	72	3.69
WRITING/HLTH ADMN	HPAA072	221	3.69
GLOBAL HEALTH	ANTH319	275	3.69
MIL TACTICS/LDRSHP	ARMY032	78	3.69
BIOL BLOOD DISEASES	BIOL426	232	3.69
ADV FICTION WRIT	ENGL406	92	3.69
SPAN COMP/GRAM REV HNRS	SPAN300	82	3.69
FYS ORALITY & LITERACY	ROML050	57	3.69
HONS. SEMINAR MUSIC	MUSC390	77	3.69
LEADERSHIP	NURS588	61	3.69
BUSINESS TOPICS	BUSI197	152	3.69
ADAPTED PHYE EDUC	EXSS211	91	3.69
BUSINESS AND MEDIA	JOMC450	53	3.69
EAST EUROPEAN LIT	SLAV029	145	3.69
CLIN CHEMISTRY PRAC	CLSC570	50	3.69
ISSUES & RES IN RAD SCI	RADI086	57	3.69
NAV/NAUT OPER IL AB	NAVS051	84	3.69
SCUBA	PHYA227	453	3.69
DOC MULTIS TORYTELLING	JOMC584	59	3.68
1ST YEAR SEM SOC SCI	HNRS006	181	3.68
SOC CNCPTS PR AM ED	EDUC054	51	3.68
THRY/PRAC TCH ELEM	EDUC061	51	3.68
LDRSHP IN NSG PRAC	NURS079	98	3.68
APPL 98 SEMINAR	APPL098	100	3.68
EARLY JUDAISM	JWST106	58	3.68
SURVIVAL SWIMMING	PHYA027	434	3.68
VOICE MAJOR	MUSC012	620	3.68
INTER HORSEBACK RIDING	PHYA319	63	3.68
INDEPENDENT STUDY	RELI199	152	3.68
INTERMEDIATE SWIMMING	PHYA335	54	3.68
INTERNSHIP IN ENTREPR	ECON328	187	3.68
PIANO MAJOR	MUSC011	229	3.68

1ST YEAR SEM MATH SCI	STAT006	57	3.68
U-SLV PRB/CELL BIOL	BIOL446	60	3.68
CLIN MICROBIOL PRAC	CLSC084	119	3.68
NARR FICT IN PERF	COMM166	72	3.68
EDUCATION WORKSHOPS	EDUC100	105	3.68
STAGECRAFT	DRAM160	1124	3.68
INTERMED MOD DANCE	PHYA019	219	3.68
INTRO JAPN LIT	JAPN133	115	3.68
CRT ISS WEST REL TH	RELI163	81	3.68
HONORS RESEARCH	POLI092	137	3.68
DOWNHILL SKIING	PHYA010	990	3.67
INTRO TO TEACHING	EDUC065	85	3.67
SOCIAL JUSTICE MOVEMENTS	AFRI116	57	3.67
MOD OF EC SERV	CDFS080	64	3.67
CONTEM LA AM PROSE	SPAN035	57	3.67
HNRS SEM RES DESIGN	POLI091	219	3.67
DIR READ IN ENGL/CRWR	ENGL396	84	3.67
BIOMED INSTRUMENT I	APPL465	73	3.67
BUSII NTERN PROJECT	BUSI651	98	3.67
SPEC TOP MEDIA STUD	COMM659	183	3.67
STDY ABD INDEP STUDIES	HNRS296	88	3.67
HONORS IN ART	ART 090	55	3.67
DRAM ART PROJECTS	DRAM065	158	3.67
SEM/AESTHETIC PERSP	HNRS028	270	3.67
LANGS & NATIONALISM	SLAV075	125	3.67
INDV STUDY	JOMC296	130	3.67
INTERMEDIATE BALLET	PHYA308	75	3.67
CASE STUDY IN HEM PRACT	CLSC077	56	3.66
INTERMED FICT WRIT	ENGL206	299	3.66
BEGINNING JOGGING	PHYA221	822	3.66
INTR CHLD HLTH SERV	CDFS101	113	3.66
ADV FICTION WRIT	ENGL035	207	3.66
DEV MATH CONCEPTS	MATH411	69	3.66
EVANG TRAD IN AM	RELI341	60	3.66
SPEC TOPICS STUDIES	DRAM192	51	3.66
STD DRAM THRY/CRISM	DRAM084	851	3.66
SCREEN & STAGE ACTING	DRAM037	124	3.66
IND STUDY/DIR READ	COMM091	278	3.66
CONSULTING SKILLS	BUSI554	85	3.66
CLIN LAB MANAGEMENT	CLSC620	54	3.66
FREN CIVILIZA II	FREN053	122	3.66
INF/TODD ASSMT & INT	CDFS060	112	3.66
CONCEPTS NSG PRACT	NURS490	81	3.66
DISCIPLLINE II	NURS354	104	3.65
SPECIAL PROBLEMS	NURS113	64	3.65
BEGINNING MOD DANCE	PHYA019	386	3.65
ENST RESEARCH	ENST098	134	3.65
BEGIN-LEVEL IIS WIMMING	PHYA235	134	3.65
A/F MGMT & DEF ORG	AERO057	68	3.65
BLACKS IN THE WEST	AFAM252	82	3.65
CASE STUDY IN HEM PRACT	CLSC544	54	3.65
TEACH SKILLS LAB	EDUC069	138	3.65
CLN IMMUNOHEM PRACT	CLSC089	118	3.65
NUTR POLICY AND PRG	NUTR680	50	3.65
ITAL FILM & CULTURE	ITAL333	140	3.65

PLAYWRITING	DRAM155	120	3.65
CLIN IMMUNOLOGY PRAC	CLSC086	119	3.65
SPEC MICROBIOL PRAC	CLSC074	81	3.65
LONG T CARE ADMN II	HPAA123	201	3.65
NARRATIVE PROD	COMM534	75	3.65
ORAL TRADITIONS	COMM162	156	3.65
LEADERSHIP	AERO065	64	3.65
ADMIN OF ATHLETICS	EXSS086	480	3.65
ENVIR HEALTH	ENVR600	228	3.65
ITAL REN LIT TRANS	ITAL041	95	3.65
BUSINESS EURO OPER	BUSI193	217	3.65
STATE FORMATION	ANTH168	65	3.64
HNRS ORG/ANALY LAB	CHEM245	52	3.64
FOUND OF BLACK EDUC	AFAM062	58	3.64
ENST SPECIAL TOPICS	ENST490	208	3.64
AF OFF CON AMER SOC	AERO051	54	3.64
UNDERGRA SEM SP/LIT	SPAN096	58	3.64
STYLISTICS	ENGL047	232	3.64
DEFINING AMERICA	AMST035	99	3.64
EAST EUROPEAN LIT	SLAV198	50	3.64
ASIAN HISTORY STDY ABRD	ASIA244	111	3.64
1ST YEAR SEM N-W COMP	ASIA006	200	3.64
IMPROVING NSG PRACT	NURS091	76	3.64
ELEM MODERN DANCE	EXSS093	66	3.64
INTERMED RUSS CONV	RUSS011	59	3.64
PREHISTORIC LIFE LAB	GEOL159	311	3.64
1ST YEAR SEM FINE ARTS	MUSC006	206	3.63
AMER LIT 1865 - 1930	ENGL081	193	3.63
THE AIR FORCE TODAY	AERO011	379	3.63
1ST YEAR SEM OTHER WEST	AMST006	145	3.63
CLINICAL EDUC III	RADI083	92	3.63
CLIENT, RAPID DECLINE	NURS076	303	3.63
SPREADSHEET MODELS	STOR305	53	3.63
MGMT COMMUN	BUSI401	1027	3.63
BIOL BLOOD DISEASES	BIOL134	443	3.63
INFO LITERACY	INLS050	279	3.63
MILITARY TOPOGRAPHY	ARMY031	70	3.63
PUB SERV & SOCIAL CHNG	SOWO150	114	3.63
WORLD DRAMA	DRAM117	120	3.63
IND READ OR STUDY ANTHRO	ANTH396	64	3.63
FREN CIVILIZA I	FREN330	52	3.63
SEM/NON-WEST/COMP	HNRS031	57	3.63
WOMEN WRITERS JAPAN	ASIA084	83	3.63
SOCIOLOGY OF ART	SOCI128	91	3.63
CULTURAL DIVERSITY	RELI323	61	3.62
FYS MATH AND ART	MATH058	71	3.62
CLIN MICROBIOL PRAC	CLSC560	51	3.62
U-SLV PRB/CELL BIOL	BIOL166	155	3.62
FYS SCIENCE IN THE NEWS	CHEM070	70	3.62
ENTREPRENEURIAL FINANCE	BUSI502	81	3.62
BEGIN ACCEL SPANISH	SPAN401	65	3.62
NEUROPSYCHOLOGY	PSYC146	52	3.62
FRANCE IN EUROPE	FREN079	54	3.62
INDEP STDY AMST	AMST096	59	3.62
1ST YEAR SEM SOC SCI	ENGL006	101	3.62

DIRECTED READINGS	PHIL099	175	3.62
INTER CERAMIC SCULPTURE	ART 066	58	3.62
DOCUMENTARY PROD	COMM135	127	3.62
RELI& ANTHRO	ANTH428	84	3.62
1ST YEAR SEM SOC SCI	AMST006	159	3.62
EARLY JUDAISM	RELI106	528	3.62
BUSIE URO UNION	BUSI193	133	3.62
PORTUGUESE FICTION	PORT040	726	3.62
DIRECTING	DRAM300	112	3.61
AUD/VID/FLM PRD/WRT	COMM230	227	3.61
MIGRATION GEOGRAPHIES	GEOG452	64	3.61
FR WRITING TECH I	MONT164	134	3.61
SEM ABROAD/W HIST	HNRS042	405	3.61
ORG/RET INFORMATION	INLS070	164	3.61
HUMAN ANATOMY LAB	EXSS275	142	3.61
1ST YEAR SEM SOC SCI	GEOG006	281	3.61
INTRO PHONETICS	SPHS530	92	3.61
READINGS IN HPAA	HPAA140	144	3.61
LDSHIP & GROUP DYNAMICS	RECR430	93	3.61
BUSINESS GERMAN	GERM023	56	3.61
DICTIONARY: FRENCH	MUSC124	53	3.61
1ST YEAR SEM SOC SCI	ROML006	121	3.61
MGMT HUMAN RESOURCE	HPAA073	222	3.61
SPAN AM CIVILIZA	SPAN053	122	3.61
FIELD BIOLOGY	BIOL195	79	3.61
INDEPENDENT STUDY	RUES099	69	3.61
MOLEC BASIS OF DISEASE	BIOL324	55	3.61
ADV COMP/RHET THRY	ENGL031	224	3.61
AMER WOMEN AUTHORS	ENGL086	246	3.61
FREN CIVILIZA I	FREN052	133	3.61
ADV. ORAL EXPRESSION	MONT212	105	3.61
UG SEMINAR IN SPANISH	SPAN398	123	3.61
W EXPER IN E/SE ASIA	ASIA147	96	3.61
1ST YEAR SEM PRE-1700 H	HIST006	109	3.61
INDIVIDUAL VOICE LESSONS	MUSC102	175	3.60
TOPICS IN AMST	AMST290	69	3.60
EXPLORE VIS WORLD	JOMC015	94	3.60
WRITING ABOUT LIT	ENGL127	74	3.60
FINANCIAL MODEL I	BUSI584	117	3.60
JR SEM AESTH	AMST293	65	3.60
DATA COMMUNICATION	INLS080	146	3.60
INTRO TO CLIN PSYCH	PSYC505	298	3.60
THEOR & PRAC TRANS	SEVI105	121	3.60
1ST YEAR SEM AESTH LIT	ROML006	228	3.60
CLINICAL EDUC IV	RADI093	91	3.60
INFO LITERACY	INLS261	168	3.60
SOUTHERN AFRICA	AFRI120	232	3.60
EXPERIMENTAL UNDERGRAD	PLAN499	63	3.60
HIGHLIGHTS/FRENCH LIT	FREN260	72	3.60
INTERMEDIATE DRAWING	ART 324	52	3.60
HONORS TYPES OF LIT	ENGL029	712	3.60
SPORT SKILLS II	EXSS056	83	3.60
INTERMED RACQUETBALL	PHYA020	129	3.60
FREN CIVILIZA II	FREN331	65	3.60
SURVEY FREN LIT II	FREN061	213	3.60

HNRS THIRD WLD/N-W HIST	HIST046	85	3.60
SEMINAR IN APPL SCI	APPL098	57	3.59
INTRO COMM DIS	SPHS583	52	3.59
STR/PNO/VOICE TECH	MUSC016	52	3.59
INTERMED FICT WRIT	ENGL034	569	3.59
INSTRUMENTATION	MUSC167	51	3.59
DIRECTED READINGS	PHIL396	81	3.59
INTERMED WEIGHT TRAINING	PHYA343	138	3.59
SURVEY FREN LIT I	FREN370	75	3.59
INTRO TO GAY/LESBIAN LIT	ENGL022	55	3.59
ENST CAPSTONE	ENST094	238	3.59
ENST SPECIAL TOPICS	ENST100	132	3.59
SPAN FOR PROFESSIONS	SPAN265	216	3.59
COMPARATIVE TOLERANCE	POLI432	92	3.59
ITAL FILM & CULTURE	ITAL055	288	3.59
BASIC CONDUCTING	MUSC168	67	3.59
FYS: SPECIAL TOPICS	ENGL089	52	3.59
ELECTRONIC MEDIA	ART 106	75	3.59
FYS MEANING & VISUAL ART	ART 079	74	3.59
1ST YEAR SEM MATH SCI	MATH006	215	3.59
PROF NURSING III	NURS592	262	3.58
SPEECH SCIENCE	SPHS540	111	3.58
TOPICS IN CHINESE	CHIN490	55	3.58
SEX & GEN IN SOC	WMST124	145	3.58
INDEP STUDY IN COMP SCI	COMP090	55	3.58
PERS NON-WEST DRAMA	DRAM017	74	3.58
FLUTE MAJOR	MUSC014	152	3.58
PUBLIC POLICY ARGUM	COMM572	69	3.58
BEGINNING BOWLING	PHYA210	334	3.58
PROFES COMMUNICATIO	RADI096	79	3.58
DEFINING AMERICA	AMST034	84	3.58
CONSCIOUS & SYMBOLS	ANTH435	179	3.58
SEM ABROAD/LIT	HNRS041	391	3.58
CULTURE & PERSON	ANTH525	392	3.58
SEMINAR IN ECON	ECON496	283	3.58
INTRO TO TEACHING	EDUC465	64	3.58
ELEMENTARY HINDI-URDU I	HNUR101	54	3.58
ANTH ANAL SPEC TOPS	ANTH199	298	3.58
FYS RADICAL AM WRITERS	ENGL068	61	3.58
JAPANESE THEATER	JAPN261	60	3.58
INTRO/FICTION WRIT	ENGL023	1253	3.57
IND STUDIES IN EXSS	EXSS090	82	3.57
INDIV KEYBOARD LESSONS	MUSC100	221	3.57
BLACKS IN LATIN AMER	AFAM254	165	3.57
NATION AND IDENTITY	AMST277	50	3.57
EXPLORE VIS WORLD	JOMC102	145	3.57
SERVICE OPERATIONS	BUSI532	97	3.57
THEATRE MANAGEMENT	DRAM190	440	3.57
VIOLENCE, WOMEN, AND LAW	POLI219	52	3.57
LANGUAGE & CULTURE	GERM302	104	3.57
DEV MATH CONCEPTS	MATH111	186	3.57
SALES MANAGEMENT	BUSI561	170	3.57
HONORS	PHIL100	73	3.57
BUSIE URO UNION	BUSI612	53	3.57
1ST YEAR SEM SOC SCI	GERM006	134	3.57

BIOARCHAEOLOGY	ANTH416	51	3.57
GLOBAL HEALTH	ANTH119	159	3.57
SUP FLD TRG IN RECR	RECR181	95	3.57
SOLVE STRATEGIC PROBS	BUSI155	66	3.57
TRUMPET MAJOR	MUSC015	118	3.56
INTRO/POETRY WRIT	ENGL131	543	3.56
ENG COMP/RHET (INTERDIS)	ENGL102	1108	3.56
VERT EMBRYOLOGY LAB	BIOL104	218	3.56
ELEMENTARY PERSIAN	PRSN001	53	3.56
RES FOR ADVANCED STUDENT	FREN095	78	3.56
LIFE DRAW 11	ART 084	83	3.56
1ST YEAR SEM AESTH LIT	HNRS006	57	3.56
NURSING PROFESSION	NURS092	885	3.56
1ST YEAR SEM SOC SCI	PATH006	108	3.56
SP AND EUR UNION	SEVI155	131	3.56
ADMIN CONTEXT	AHSC119	95	3.56
HNRS SEM RES DESIGN	POLI691	63	3.56
DICT I: ENGLISH/ITALIAN	MUSC123	50	3.56
SPECIAL TOPICS GR	SPCL391	317	3.56
SOCIAL & ECON JUSTICE	SOCI068	433	3.56
UNITAS	ANTH086	299	3.56
WRIT CHILDREN'S FICTION	ENGL039	299	3.56
RETRIEV/ANALYZ INFO	INLS040	395	3.56
FYS LANDSCAPE IN SCI&ART	GEOG055	56	3.56
NARRATIVE PROD	COMM134	132	3.56
PLAN TEACH MID	EDUC466	74	3.56
FLUTE	MUSC004	87	3.56
SPECIAL TOPICS	FREN095	89	3.56
IND STUDIES IN EXSS	EXSS396	81	3.56
JR SEM HIST	AMST062	135	3.55
MATING/MARRIAGE	AMST069	52	3.55
ETHICS IN MGMT	BUSI543	92	3.55
1ST YEAR SEM NAT SCIO PT	GEOL006	193	3.55
SCUBA DIVING	PHYA035	652	3.55
NAVIGATION	NAVS051	85	3.55
THE 4TH DIMENSION	CMPL492	50	3.55
FIXED INCOME	BUSI589	68	3.55
SPAN LIT II	SEVI072	121	3.55
DB CONCEPTS & APPS	INLS056	111	3.55
NAVAL OPERATIONS	NAVS052	105	3.55
TOP/STDY OF RELI	RELI099	170	3.55
CLIN LAB ANALY LAB	CLSC055	126	3.55
AM STUDIES SEM	AMST390	164	3.55
COMPUTERS & SOCIETY	COMP380	799	3.55
1ST YEAR SEM SOC SCI	ANTH006	387	3.55
ENG-AM DRAM 20 CENT	ENGL095	489	3.55
SUSTAINABLE BUSINESS	BUSI507	59	3.55
TECH METHODS: COSTUME	DRAM192	74	3.54
FYS POWER POLITICS	POLI062	78	3.54
1ST YEAR SEM FINE ARTS	ART 006	396	3.54
MOLEC BASIS OF DISEASE	BIOL135	58	3.54
EMERGENT LITERACY	EDUC162	75	3.54
HONRS ORG CHEM LAB	CHEM066	139	3.54
PUBLIC HEALTH	NURS068	193	3.54
SPAN LIT 18-20	SEVI172	106	3.54

CONCEPTS OF HUMAN	GEOG420	72	3.54
NEW VENTURE ESHIP	BUSI159	194	3.54
ADV ORAL WRITTEN FREN	FREN076	111	3.54
INTRO PERFORM ST/LIT	COMM160	759	3.54
SPEC TOP SO WK	SOWO180	88	3.54
UNDERGRAD SEM CULT	SPAN096	56	3.54
MKTNG RESEARCH	BUSI168	59	3.54
IMPROVING NS. PRACT	NURS091	53	3.53
BLACKS IN NORTH CAROLINA	AFAM080	115	3.53
BEGINNING CERAMIC	ART 016	210	3.53
TEACH SKILLS LAB	EDUC469	71	3.53
MGMT HUMAN RESOURCE	HPAA230	71	3.53
ECONOMIC ANTH	ANTH165	99	3.53
ELEM HINDI-URDU	HNUR101	302	3.53
LANGS & NATIONALISM	LING075	128	3.53
SOFTWARE ENGRNG LAB	COMP523	58	3.53
VOICE	MUSC002	626	3.53
CULTURAL LANDSCAPES	GEOG025	143	3.53
PROG LANG CONCEPTS	COMP524	50	3.53
INSTRUMENTATION	MUSC067	97	3.53
FREN CIV & CULT	MONT142	126	3.53
ATYPIC PERSN GPS I	PSYC506	67	3.53
THEORY INTERPERS COMM	COMM620	106	3.53
CLIN LAB MANAGEMENT	CLSC093	103	3.53
BUSIA NALYT PROB SOLVNG	BUSI411	214	3.53
CAPSTONE: UNDGRAD SEM	RELI697	111	3.53
GEN/ORAL PATHOLOGY	DHYG351	106	3.53
COMM/SOCIAL MEMORY	COMM521	99	3.53
IMMUNOHEMATOLOGY LAB	CLSC062	124	3.53
MGMT COMMUN	BUSI100	361	3.53
HEMOSTASIS PRAC	CLSC542	53	3.53
HNRS:INTRO POETRY WRIT	ENGL133	76	3.53
LIN CONTROL THEORY	APPL450	61	3.53
CREATIVE WRITING	MONT217	94	3.53
YOUNG ADULT LITERAT	INLS122	89	3.53
CONT SPAN SOC	SEVI101	222	3.53
ETHNOHISTORY	ANTH155	56	3.53
MERGERS AND ACQUIS	BUSI183	130	3.52
SPECSKILLS MASSCOM	JOMC192	152	3.52
CLIN LAB ANALY LAB	CLSC420	58	3.52
1ST YEAR SEM PHIL	HNRS006	89	3.52
20TH-CENT ANALYSIS	MUSC038	150	3.52
INDEPENDENT STUDIES	AFAM396	99	3.52
ESHIP & BUSINESS PLAN	BUSI500	237	3.52
CHINESE CIVILIZAT	CHIN150	86	3.52
HIST SPAN LANG	SPAN078	77	3.52
HISP FILM CULT	SPAN388	82	3.52
PUBLIC HLTH NRSG	NURS470	210	3.52
INTRO TO GRAPHIC DESIGN	JOMC182	248	3.52
INTRO/FICTION WRIT	ENGL130	635	3.52
TRANS ENG TO FR 1	MONT274	75	3.52
PRACT CULTURAL STUDIES	IDST350	66	3.52
1ST YEAR SEM AESTH LIT	ENGL006	812	3.52
SEM ABROAD/NAT SCI	HNRS047	83	3.52
GLOBAL MKTING	BUSI162	78	3.52

BACH AND HANDEL	MUSC282	68	3.52
RUSSIAN FAIRY TALE	RUSS075	89	3.52
INT POL SEX/REPRO HEALTH	WMST388	58	3.52
1ST YEAR SEM SOC SCI	ENST006	53	3.52
PHARM FOR NURSES	NURS072	385	3.52
FYS NANOWORLD	PHYS053	59	3.52
BIOARCHAEOLOGY	ANTH116	93	3.52
DEFINING AMERICA	AMST335	61	3.52
INTRO NAVAL SCIENCE	NAVS031	130	3.52
FYS ECONOMICS OF SPORTS	ECON055	62	3.52
MODERN WOMEN WRITER	CMPL096	162	3.52
CULTURE & PERSON	ANTH121	904	3.52
ENVIRONMENT AND SOCIETY	ENST201	801	3.52
CONCEPTS NSG PRACT	NURS090	130	3.52
CLN HEMATOLOGY PRAC	CLSC540	51	3.52
1ST YEAR SEM SOC SCI	SOCI006	432	3.51
FREN CORRECT PHON I	MONT167	60	3.51
NAVAL SHIP ENGR SYS	NAVS032	100	3.51
INTERMED SPAN IH NRS	SPAN203	74	3.51
ELEM ITAL II	ITAL102	62	3.51
SPORT SKILLS 111	EXSS057	76	3.51
MICROBIOLOGY LAB	BIOL108	174	3.51
IND STUDY - STUDIO	ART 590	69	3.51
HEALTH POLICY & POLITICS	PLCY161	54	3.51
PHIL OF COGNITIVE SCIENC	PHIL353	102	3.51
ELEM WRIT CHIN	CHIN111	65	3.51
BEGINNING KARATE	PHYA018	162	3.51
SPANISH LANGUAGE TODAY	SPAN360	268	3.51
CLINICAL EDUC I	RADI063	101	3.51
RELIGION & SOC	SOCI429	123	3.51
SELF AND SOCIETY	PSYC184	118	3.51
CULTURAL LANDSCAPES	GEOG125	133	3.51
ELEM HINDI/URDU	HNUR102	191	3.51
IMMUNOHEMATOLOGY LAB	CLSC480	56	3.51
SHAKESP IN THEATRE	DRAM150	76	3.51
1ST YEAR SEM PRE-1700 H	CLAS006	78	3.51
PORTUGUESE FICTION	PORT275	375	3.51
HEALTH PROBLEMS	NURS365	80	3.51

**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Monday, 10:40 AM  
**To:** @gmail.com>  
**Subject:** Re: summer class  
**Attach:** TEXT.htm

---

**EXHIBIT 1-29**

Hi

May's course is probably the best one for you; he is familiar with the needs of athletes and their travel schedules and is more accommodating. My only other suggestion would be to touch base with Emily Ravenscroft; she is VERY good and also has some history working with us - maybe she can do an independent study.

B

@gmail.com> 4:52 PM >>>

Hey there Brent,

So I signed for comm and (expecting to take one or the other) and emailed both asking if I would be able to miss 7-8 day and still take the class. They both basically said not to take the class.

I just emailed Steve May who is teaching comm

told him I may miss the first 7-8 days of class and he said I can take his class. It is a class that was just added.

Do I have any other options? I don't know anything about and its a 8AM :) not what i was thinking for the summer.. haha but i could deal.

The tough part is, I might not even miss much class because it all depends on how the team does. And right now

**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Wednesday, May 27, 2009 9:41 AM  
**To:** May, Steve <skmay@email.unc.edu>  
**Subject:** RE:  
**Attach:** TEXT.htm

---

Great; thanks Steve. He'll get on it probably after our post-season is over. Take care, Brent

>>> "Steve May" <skmay@email.unc.edu> 5/27/2009 9:33 AM >>>  
Hi Brent,

All of the information for registering for an independent study is on our department's web site, under Undergraduate Studies, then Opportunities for Undergraduate Students, and then Independent Studies.

will need to complete and submit that paperwork, including a summary of the independent work that he will do with me. He and I can communicate about the specific nature of the independent study and the assignments for it. After that is completed, he can register for the class with Jessica Smith (jesmit@email.unc.edu). He will want to register for the upper-level version of independent study (Comm rather than Comm ).

I don't have access to courses to date, so I can't guarantee that this is his last upper-level course. If he is unsure, he should check with his Arts and Sciences Advisor. The Comm course can count as one of his 3 required upper-level courses, though.

Steve

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]  
Sent: Wednesday, May 27, 2009 9:16 AM  
To: Steve May  
Subject: RE:

Hi Steve,  
Thanks for getting back to me. wants to do one in the fall. What should he do from here, and this will take care of his last upper-level correct?

Brent

>>> "Steve May" <skmay@email.unc.edu> 5/25/2009 4:20 PM >>>  
Hi Brent,

I am available for an independent study during the first summer session, but I will be traveling out of the country for much of the remainder of the summer (after mid-June) and won't be available at that point.

I am available in the fall, though, if he wants to do an independent study with me. Let me know if that would be an option.

Steve

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]  
Sent: Friday, May 22, 2009 1:45 PM  
To: skmay@email.unc.edu  
Subject:

Good afternoon,  
I hope all is well for you. A new situation has arisen regarding Mr. with which I am hoping you can help me. He is on track to , but it is contingent upon his completing one more upper-level IOC requirement. He is currently enrolled in , but he may not be available because he is contemplating pursuing a professional career that takes

him away from campus. His current courseload for the fall includes everything else he needs , but there is no opportunity for him to complete an upper-level. Is there any way he could complete an independent version of this summer or of an upper-level in the fall opening up?

I appreciate any assistance you can lend and hope you have a great holiday weekend!  
Brent

Brent Blanton  
Associate Director  
Academic Support Program for Student-Athletes  
University of North Carolina, Chapel Hill  
(919) 962.9536 ofc  
(919) 962.8247 fax  
<http://tarheelblue.cstv.com/> ( <mailto:blanton@unca.unc.edu> )

Kenan Field House  
PO Box 2126, CB 8550  
Chapel Hill, NC 27515.2126

**From:** Blanton, Brent S <blanton@unca.unc.edu>  
**Sent:** Thursday, December 17, 2009 3:20 PM  
**To:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:** PHIL Independent Studies for Spring

---

Hi Jan,

I thought I'd touch base with you and see if we can do anything for my other on the team that will miss a GREAT portion of next semester. took with you in the past but hasn't had anything else, and is who has had nothing to date in PHIL. Can you accommodate the two of these in similar fashion to ?

Thanks for any assistance you can lend!

B

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

---

Hey Brent

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

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

Thank you for looking into these things.

Sincerely

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

> Hi  
> My holidays were fabulous; I hope yours went very well and that you  
> weren't too busy. In response to your question, there are no  
> limitations on the number of independent studies per semester. If your  
> prof is cool with it, it should work out OK. Let me know if you need  
> anything from me; I will surely get on it. Have a great afternoon, and  
> I'll speak to you soon!

> Brent

>>>> @email.unc.edu> 1:49:51 am >>>>

> Hey Brent

> I hope you enjoyed your holidays! I have a couple questions about this

> upcoming semester and my classes. I'm here

> .. I know this seems extreme but I think that I can work it  
> out.... I still want to attempt to take 15 hours to continue to stay  
> on track. Here's what I'm looking at--

> 1 independent study

> 1 online class

> Ed (my professor is super nice and super supportive and I think that

> it would be ok)

>

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

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

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

---

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

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

> Hi  
> I spoke with Dr. Jan Boxill, and she has enrolled you in PHIL it is  
> an elective class, but right now you needed the hours. I will forward  
> an email to you that has the assignment. As for EXSS I spoke with  
> Dr. Osborne this morning, and she is trying to see if she can get the  
> online course materials that she can hold you to but leave you in her  
> regular class. If she cannot, you will have to drop that class because  
> there is an attendance component that she would be forced to hold you  
> accountable for. If that is what happens, she will enroll you in an  
> EXSS independent study to round out your enrollment. As for EXSS  
> you will probably have to drop that as well but not until we get the  
> EXSS independent study. That will leave you with MUSC PHIL PSYC  
> and either EXSS or the EXSS independent study. Let me know if  
> this does not meet your wishes, and I will do what I can tomorrow. As  
> for self-paced foreign language, I asked around, and that does not seem  
> to be an option.  
>  
> Talk to you soon!  
> Brent  
>  
>>>> @email.unc.edu> 8:48 pm >>>>  
> Hey Brent-  
>  
> I have a few questions for you. I'm still having a  
> tough time finding any classes to take.  
>  
> First of all I am enrolled in three classes on student central that the  
> teacher will not let me take but due to I cannot  
> drop them. I  
> need to be dropped from PSYC , EXSS and my BIOL  
>  
> My next problem is that I am taking two classes on campus right now but  
>  
>  
>  
> I have tried e-mailing those  
>  
> teachers but have not heard back from them.  
>  
> It is likely that I am going to have to take all of my classes either  
> online, independent study or self paced. I e-mailed Debby Crowder about  
>

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

**From:** @gmail.com>  
**Sent:** Thursday, 12:53 PM  
**To:** Crowder, Deborah <dacrowde@email.unc.edu>  
**Subject:** Re: Help!  
**Attach:** TEXT.htm; Header

---

I sure can. is playing a majority of games at away locations this season, and we seem to be missing more class than we have in the past I've been here. My two teammates and I are in a computer class, Comp , and are having a hard time keeping up since most of the material is taught in class. We just began traveling and all three of us are already overwhelmed with trying to understand the information and keep up while we are missing so much class. Brent said our best bet would to to throw ourselves at your mercy and see if there is a way we could get an Independent study in the Afam department, or if you had any other ideas about what we should do. As you can tell, we are very desperate, so if there is any possibility of getting out of this class we would surely appreciate it. Please let us know what you think, and we will go from there. Thank you so much.

On Thu, at 10:55 AM, Deborah Crowder <dacrowde@email.unc.edu> wrote:

> Hi there. Unfortunately, I have a lunch meeting at about 12:15 and may  
> not be back until close to 2. Can you give me some more information? dc

>  
> wrote:

>> Hey Mrs. Crowder-

>>  
>> My name is I just spoke to  
>> Brent Blanton about a problem that two of my teammates and I are  
>> having with a class, and he told us to go see you. We are planning on  
>> coming to your office after our classes tomorrow, sometime around  
>> 12:30, if you don't mind. Thank you.

>>

>>

>>

>> --

>> "We must accept finite disappointment, but never lose infinite hope."

>> --Martin Luther King, Jr.

>

>

>

>

>

--

"We must accept finite disappointment, but never lose infinite hope."

--Martin Luther King, Jr.

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

---

Mrs. Crowder

I will like thank you for giving me four independent studies so I can  
be able to fulfill that and now with your help I would never  
everything is going good and preparing to graduate May 14.

Thank You

**From:** @gmail.com>  
**Sent:** Tuesday, 2:59 PM  
**To:** smutima@email.unc.edu  
**Subject:** Swahili

---

Hi Professor Mutima,

How are you? I am wondering if it would be possible for you to send me a copy of the Swahili syllabus as an e-mail attachment. Both Professor Nyang'oro and Debbie Crowder agreed that I would be able to do an independent study in Swahili over the course of the summer and I would really like to continue learning in a fashion similar to that of which the normal lecture would meet. I'm not sure if I explained my reasoning for needing to go about learning Swahili as an independent study, but it has to do with the time constraint I am under to finish my double major. Currently I am going to be taking between 16-18 credit hours per regular semester and 9 credits this summer and the next just to graduate on time. I hope you understand and can help me out. I assume that when I return at the end of summer that I will just be administered a final for Swahili as a placement test. Thanks.

Sincerely,

**EXHIBIT 1-30**

**From:** mseck <mseck@email.unc.edu>  
**Sent:** Monday, 4:59 PM  
**To:** @email.unc.edu>; Sinamenye A Mutima <smutima@email.unc.edu>  
**Subject:** Re: Swahili class

---

Hello

I am writing to let you know that you can no longer register as a regular student for Swahili because Dr. Mutima cannot give you an online course. However, he may be able to do an independent study with you. You can get in touch with him to see how you can work things out.

Best regards,  
Mamarama

On Sun, 15:25:02 -0400, @email.unc.edu>  
wrote:

> Dr. Seck,  
> Thank you for your time and help. I will contact Dr. Mutima tomorrow,  
> Monday the One last question, should I register for the regular  
Swah  
> class or allow Dr. Mutima to register me as an independent study.  
> Thanks,  
>  
>

> On Sat, 12:09:32 -0400, mseck <mseck@email.unc.edu> wrote:  
>> Thanks for the precision. Then, you can contact Dr. Mutima to find out  
> how  
>> you will work this out together. As long as you are registered as a  
> regular  
>> student at UNC and he is ready to do the distance learning with you,  
> there  
>> shouldn't be any problem.  
>>

>> Thanks,  
>> Mamarama  
>>

>> On Sat, 11:25:49 -0400, @email.unc.edu>

>> wrote:  
>>> Dr. Seck  
>>> Yes, I will apply for a regular student taking an under load. I have a  
>>> friend whom in the summer of took Swahili as an independent  
>> study  
>>> and distance course with Dr. Mutima. That is why I was under the  
>> impression  
>>> it could be done. I will register with the school as soon as I know we  
>> can  
>>> make this happen.  
>>>  
>>>

>>> On Fri, 17:26:15 -0400, mseck <mseck@email.unc.edu> wrote:

>>>> I don't know how you want to go about it. We don't the have the  
>>>> logistics  
>>>> for a distance learning. Are you going to register as a regular  
student  
>>>> at  
>>>> UNC?  
>>>>

>>>> Thanks,  
>>>> Mamarama  
>>>>

>>>> On Fri, 16:59:37 -0400, @email.unc.edu>

>>>> wrote:  
>>>>> Dr. Seck,  
>>>>> Yes, you are right. I would like to try and take a distance course  
>> with  
>>>>> Dr. Mutima this semester. Would this be possible? And if so, what  
> can  
>>>>> I  
>>>>> do to make this an easy speedy process?  
>>>>>  
>>>>>

>>>>> On Fri, 11:57:50 -0400, mseck <mseck@email.unc.edu>

wrote:  
>>>>>> Hello  
>>>>>>  
>>>>>> Thanks for letting me know. But I don't understand how you would  
like  
>>>>>> the  
>>>>>> independent study to be conducted. If I understand you well, you

> won't  
>>>> be  
>>>>> on the UNC campus, which means you will be taking a distance course  
>>> with  
>>>>> Dr. Mutima. Am I right?  
>>>>>  
>>>>> Thanks,  
>>>>> Mamarama  
>>>>>  
>>>>> On Fri, 11:48:28 -0400,  
>>>>> @email.unc.edu>  
>>>>> wrote:  
>>>>>> Dr. Seck,  
>>>>>> I am currently trying to enroll in an independent study with  
>> Professor  
>>>>>> Mutima. I was on the phone with him yesterday and he said you were  
> a  
>>>>>> course coordinator of some sort. I am one class away from  
> graduating,  
>>>>>> which  
>>>>>> is Swahili . Prof Mutima seemed willing to offer an independent  
>>>>> study  
>>>>>> but said it would need to be cleared by you. I just moved to  
>> colorado  
>>>>>> for  
>>>>>> a job opportunity and am unable to attend the university. I just  
>> want  
>>>>>> to  
>>>>>>> graduate and not end up without a degree because I was unable to  
> take  
>>> a  
>>>>>>> class.  
>>>>>>> Thank you,  
>>>>>>>  
>>>>>>>

**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Monday, 10:40 AM  
**To:** @gmail.com>  
**Subject:** Re: summer class  
**Attach:** TEXT.htm

---

Hi

May's course is probably the best one for you; he is familiar with the needs of athletes and their travel schedules and is more accommodating. My only other suggestion would be to touch base with Emily Ravenscroft; she is VERY good and also has some history working with us - maybe she can do an independent study.

B

@gmail.com> 4:52 PM >>>

Hey there Brent,

So I signed for comm and (expecting to take one or the other) and emailed both asking if I would be able to miss 7-8 day and still take the class. They both basically said not to take the class.

I just emailed Steve May who is teaching comm

, told him I may miss the first 7-8 days of class and he said I can take his class. It is a class that was just added.

Do I have any other options? I don't know anything about and its a 8AM :) not what i was thinking for the summer.. haha but i could deal.

The tough part is, I might not even miss much class because it all depends on how the team does. And right now



**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Saturday, 9:12 PM  
**To:** @email.unc.edu  
**Subject:** Re: hey

---

I forgot what I told you. The course is Afam What I would suggest is to call Debby Crowder on Monday at 966-1295 and ask her. I will also call her on Monday.

I am fine and will be back to work on Monday.

Jan

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 11:46 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Comm/Afam

---

Hi

So, the COMM person won't just let you in? I am amazed he won't let you in.  
Well, if worse comes to worst, we can add another AFAM class, and then take the 100 level in the Spring. I wanted to avoid this, but we may not be able to.

Jan

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, 7:27 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Classes

---

I will be leaving for the airport at 8 am tomorrow morning. You should call Debby Crowder and she will take care of you regarding classes. Her number is: 966-1295.

Jan

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Friday, 12:03 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Class for the

---

you are in now in the class.  
Jan

@email.unc.edu wrote:

> Jan,  
> I was wondering if it would still be possible for you to try and get  
> me into the AFAM class for the ? I was going to take this  
> class to fulfill a perspective requirement. If this is not possible,  
> I understand! Thank you in advance.  
>  
>

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

Email: jmboxill@email.unc.edu

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 8:00 PM  
**To:** @email.unc.edu  
**Subject:** Re: hey

---

good--let's hope he couldn't resist your charm!! :)  
Jan

@email.unc.edu wrote:

> hey jan i went and talked to that man today and he said he is going to  
> let me know today or tom about gettin in his class. so i am praying  
> that he lets me in his class

--

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

Email: jmboxill@email.unc.edu

**From:** < @email.unc.edu>  
**Sent:** Monday, 10:06 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Subject:** Re: Summer School

---

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

> Hi  
> I am sorry to hear the emergency; I hope all is well. We are going  
> to go the paper-class route this summer. We also need to change your  
> major because neither EXSS nor PSYC are good options. I will get you  
> enrolled in classes; just check in with me as soon as you return.  
>  
> Take care,  
> B  
>  
>>>> · @email.unc.edu> 4:09 PM >>>  
> Hey Brent, this is  
> I was wondering if it were possible to sign up for online classes  
> because  
> : late last night. I wont be back to Chapel Hill until the  
> end of this week. Let me know the deal. Thanks Brent  
>  
>

Ok, thanks Brent! I will see you on monday if that's okay.

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

---

Hey Brent

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

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

Thank you for looking into these things.

Sincerely

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

> Hi  
> My holidays were fabulous; I hope yours went very well and that you  
> weren't too busy. In response to your question, there are no  
> limitations on the number of independent studies per semester. If your  
> prof is cool with it, it should work out OK. Let me know if you need  
> anything from me; I will surely get on it. Have a great afternoon, and  
> I'll speak to you soon!

> Brent

>>>> @email.unc.edu> 1:49:51 am >>>>

> Hey Brent

> I hope you enjoyed your holidays! I have a couple questions about this

> upcoming semester and my classes. I'm here

> .. I know this seems extreme but I think that I can work it  
> out.... I still want to attempt to take 15 hours to continue to stay  
> on track. Here's what I'm looking at--

> 1 independent study

> 1 online class

> Ed (my professor is super nice and super supportive and I think that

> it would be ok)

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

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

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

---

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

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

> Hi  
> I spoke with Dr. Jan Boxill, and she has enrolled you in PHIL it is  
> an elective class, but right now you needed the hours. I will forward  
> an email to you that has the assignment. As for EXSS I spoke with  
> Dr. Osborne this morning, and she is trying to see if she can get the  
> online course materials that she can hold you to but leave you in her  
> regular class. If she cannot, you will have to drop that class because  
> there is an attendance component that she would be forced to hold you  
> accountable for. If that is what happens, she will enroll you in an  
> EXSS independent study to round out your enrollment. As for EXSS  
> you will probably have to drop that as well but not until we get the  
> EXSS independent study. That will leave you with MUSC PHIL PSYC  
> and either EXSS or the EXSS independent study. Let me know if  
> this does not meet your wishes, and I will do what I can tomorrow. As  
> for self-paced foreign language, I asked around, and that does not seem  
> to be an option.  
>  
> Talk to you soon!  
> Brent  
>  
>>>> @email.unc.edu> 8:48 pm >>>>  
> Hey Brent-  
>  
> I have a few questions for you. I'm still having a  
> tough time finding any classes to take.  
>  
> First of all I am enrolled in three classes on student central that the  
> teacher will not let me take but due to I cannot  
> drop them. I  
> need to be dropped from PSYC , EXSS and my BIOL  
>  
> My next problem is that I am taking two classes on campus right now but  
>  
>  
>  
> I have tried e-mailing those  
>  
> teachers but have not heard back from them.  
>  
> It is likely that I am going to have to take all of my classes either  
> online, independent study or self paced. I e-mailed Debby Crowder about  
>

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

**From:** @gmail.com>  
**Sent:** Thursday, 12:53 PM  
**To:** Crowder, Deborah <dacrowde@email.unc.edu>  
**Subject:** Re: Help!  
**Attach:** TEXT.htm; Header

---

I sure can. is playing a majority of games at away locations this season, and we seem to be missing more class than we have in the past I've been here. My two teammates and I are in a computer class, Comp , and are having a hard time keeping up since most of the material is taught in class. We just began traveling and all three of us are already overwhelmed with trying to understand the information and keep up while we are missing so much class. Brent said our best bet would to to throw ourselves at your mercy and see if there is a way we could get an Independent study in the Afam department, or if you had any other ideas about what we should do. As you can tell, we are very desperate, so if there is any possibility of getting out of this class we would surely appreciate it. Please let us know what you think, and we will go from there. Thank you so much.

On Thu, at 10:55 AM, Deborah Crowder <dacrowde@email.unc.edu> wrote:

> Hi there. Unfortunately, I have a lunch meeting at about 12:15 and may  
> not be back until close to 2. Can you give me some more information? dc

>  
> wrote:

>> Hey Mrs. Crowder-

>>  
>> My name is I just spoke to  
>> Brent Blanton about a problem that two of my teammates and I are  
>> having with a class, and he told us to go see you. We are planning on  
>> coming to your office after our classes tomorrow, sometime around  
>> 12:30, if you don't mind. Thank you.

>>

>>

>>

>> --

>> "We must accept finite disappointment, but never lose infinite hope."

>> --Martin Luther King, Jr.

>

>

>

>

>

--

"We must accept finite disappointment, but never lose infinite hope."

--Martin Luther King, Jr.

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Sunday, 8:21 PM  
**To:** @gmail.com>  
**Subject:** Re: Hey Jan

---

Hi  
My break was good, but

I spoke to Sherry Salyer yesterday and she is going to put you in the EXSS class; you should go talk to her about an independent study. She has one but it does require a good bit of reading!

I had planned on coming to practice tonight, but

Jan

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

wrote:  
> Hey Jan! I hope your was amazing!! I got to go home and it  
> was great... as always. I just don't really feel like oging to  
> practice right now though.... haha... anyway, I wanted to talk to you  
> about my because you said that one coaching class was a  
> controlled enrollment. EXSS Could I get the email of that  
> teacher or could you speak with them? Also, I wanted to see if it was  
> possible I did an independent study with Sherry Salyer because Brent  
> wants me in 16 hours ..... so that would put me up. And then I could  
> take the EXSS off until next Let me know what you think.  
> Thanks!  
>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Thursday, , 2008 11:08 AM  
**To:** @gmail.com>  
**Subject:** Re: EXSS

---

Great, thanks.

I have you and registered for the GEOG for Sum I.

Jan

wrote:

> Hey Jan,  
> I spoke with Dr. Zinder today and he said just come to his class in  
> the Fall and he will manually add me with no problem. I guess I can  
> drop physiology since I will be retaking anatomy. Also I have a meeting  
> with Sherry Salyer today at 4:30 to go over my worksheet and what not.  
> Just thought I'd give you an update!  
> Thanks  
>

--

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:** Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Tuesday, June 20, 2006 1:02 PM  
**To:** Wayne Walden <wwalden@mail.uncaa.unc.edu>  
**Subject:**

---

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

**From:** Beth Bridger <bridgerb@unca.unc.edu>  
**Sent:** Monday, June 20, 2011 6:20 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** question

---

Travis

I hate to ask such a random question--but the grades for Nyang'oro's Afri course are not posted. Do you know if he has submitted them yet?  
Also--2 guys should be coming by this week to add Afam  
and

Thanks!

Beth

Beth Bridger

Associate Director/ Learning Specialist

Academic Support for Student-Athletes

UNC-Chapel Hill

(w) 919-843-5669

(c)

[bridgerb@unca.unc.edu](mailto:bridgerb@unca.unc.edu)

**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Thursday, 12:56 AM  
**To:** Mutima, Sinamenye A <smutima@email.unc.edu>  
**Cc:** @email.unc.edu>; Seck, Mamarama <mseck@email.unc.edu>  
**Subject:** RE: Swahili independent study

---

Professor Mutima,

Are we putting in your Swahili section 001 for the independent study or do we need to add another section to put her in?

Thanks,  
Travis

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

**From:** @email.unc.edu  
**Sent:** Wednesday, 9:05 PM  
**To:** Gore, Travis  
**Subject:** Swahili independent study

Mr. Gore,  
I have e-mailed you a few times through out the summer regarding an independent study for Swahili with Dr. Mutima. He is willing to give me the course for this Fall semester. I was told you had the capabilities to register me in that course. I just wanted to double check that you can/will and if I need to do anything else to make this happen.

Thanks again,

**From:** Register, Charlene B <register@email.unc.edu>  
**Sent:** Tuesday, 10:45 AM  
**To:** @hotmail.com>  
**Subject:** Re: independent study?

---

Dear I will be showing a film on Wednesday from 6-8pm at the Undergrad Library (Check in the NON-Print Division). You are welcome to meet with me then. If this does not work, then we can reschedule another time. As for the project, you will need to meet with in person and we need to do this as soon as possible. Sincerely, Charlene Register

--On Monday, 10:51 PM -0500  
@hotmail.com> wrote:

> Hi,  
> Thanks for your response. I have class on TR from 11-1:45, is there any  
> time on Wednesday or Friday you might be available, or earlier on TR?  
> Also, would I need to decide exactly what to research or study or do you  
> have pre chosen topics. Thanks for your help

> ----- Original Message -----  
> From: "charlene register" <register@email.unc.edu>  
> To: @hotmail.com>  
> Sent: Friday, 1:02 PM  
> Subject: Re: independent study?

>> Dear You are welcome to meet with me next Thursday during my  
>> office hours 11:30-12:30 (107 Battle Hall) to discuss further. Hope to  
>> see you then. Sincerely, Charlene Register

>>> --On Friday, 4:27 PM +0000  
>>> @hotmail.com> wrote:

>>>> Hi,  
>>>> I am a and am on the My  
>>>> academic/athletic advisor mentioned your name since I am trying to find  
>>>> an interesting independent study to do. I have taken a few afam and  
>>>> afri  
>>>> classes in my years here, and almost did a study with Velasquez for  
>>>> afri40, but decided to learn something else new in the department. I  
>>>> just need electives to graduate and anything you could tell me I would  
>>>> appreciate concerning a study or whatnot. Thanks so much

>>>>>  
>>>>>  
>>>>>  
>>>>>  
>>>>>  
>>>>>  
>>>>>  
>>>>>  
>>>>> The new MSN 8 is here: Try it free\* for 2 months  
>>>>> <http://join.msn.com/?page=depi/dialup>  
>>>>>  
>>>>>

**From:** Amy Kleissler <kleissle@unca.unc.edu>  
**Sent:** Friday, October 2, 2009 9:43 AM  
**To:** Bridger, Beth <bridgerb@unca.unc.edu>  
**Subject:**  
**Attach:** TEXT.htm

---

texted me as well re paper class and came by to ask my advice (!). Reiterated what you told him. Discussed that he needed to come up with a plan and approach a department/professor with a legitimate plan, not "I'm failing STORS so I need a paper class." Discussed what he wants to do with business degree, where he might focus those studies, and talked about the emerging role of Africa in world business. One possibility would be to come at the situation by wanting to look at the role of foreign national businesses in Africa such as the deals that China is striking with emerging nations such as Tanzania. China desperately needs natural resources since they don't have any --- the Chinese govt is making deals 'you give us your resources, we'll build you an infrastructure.' Could this be a potentially bad thing for these struggling African nations to do, or is it worth the risk?

I tried to drive home the point that he needs to be a grown up about this -- approach the professor on his own, have a well-thought out purpose and proposal, and then follow through. I hope I did the right thing by doing this with him?

Student-Athlete Academic Support  
kleissle@unca.unc.edu

**From:** Ashley McCullen <amcculle@email.unc.edu>  
**Sent:** Monday, 9:27 AM  
**To:** Beth Bridger <bridgerb@unca.unc.edu>  
**Subject:** Re: Exss adds and ?

**EXHIBIT 1-31**

I have added all of the students to . For the two students who had conflicts, I swapped the classes for them. As far as EXSS is concerned, the instructor has placed controlled enrollment on his courses. So the students will need to contact him directly about getting in. He hasn't authorized me to place them in. Thanks.

-Ashley

Beth Bridger wrote:

> Hey Ashley!  
>  
> I touched base with Dr. Murray a few weeks ago about holding some spots  
> in her Exss course for a few of my students.  
>  
> At this point, may I add the following students? I may have a few more  
> on Monday.  
>  
> \*930am section\*

> (\*\*we may have to check with you on this for Monday, we need to swap  
> the class in the 930 spot first, as we don't want to drop it, if the  
> other class isn't open to swap)  
>  
> \*11am section\*

> (Could you swap Exss with Afam ? We can't drop him below 12 per  
> Connect Carolina)  
>  
>  
> Also, there is "permission" restriction on Exss , and I have to  
> students who are declared in the major interested in taking the class.  
> Is there a way to get them added? I am pretty sure there were open spots  
> in the 12pm section (ie at the time of this email 11am on Saturday)  
>

> Thanks so much!  
>  
>  
> Beth  
>  
> Beth Bridger  
> Associate Director/ Learning Specialist  
> Academic Support for Student-Athletes  
> UNC-Chapel Hill  
> (w) 919-843-5669  
> (c)  
> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

--  
Ashley McCullen  
Administrative Support Specialist



**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Monday, 2:11 PM  
**To:** @email.unc.edu  
**Subject:** Fwd: Re:  
**Attach:** TEXT.htm; Re\_ .msg

---

Hi  
Attached is Dr. Boxill's response. You are in! Just register for the class this Thursday, and we will work the details out with Jan after that. Let me know when you are registered.

Thanks!  
B

Brent Blanton  
Associate Director  
Academic Support Program for Student-Athletes  
University of North Carolina, Chapel Hill  
(919) 962.9536 ofc  
(919) 962.8247 fax  
<http://tarheelblue.cstv.com/> ( <mailto:blanton@unca.unc.edu> )

Kenan Field House  
PO Box 2126, CB 8550  
Chapel Hill, NC 27515.2126

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, 12:23 PM  
**To:** Blanton, Brent S <blanton@unca.unc.edu>  
**Subject:** Re:

---

Hi Brent,  
No problem, I can let her do that. She can register for the course and we can work out the details.

Jan

Brent Blanton wrote:

> Hi Jan,  
> I have a question for you. is a major and needs to  
> take both ; both this and next summer  
> from 9-1. This presents a problem as she wants to take your class to  
> meet her PHIL requirement. Is there any way she can take your class  
> "independently"? She spoke with you last summer and has been looking  
> forward to taking it. With her major restrictions regarding  
> practice/games during the year, however, she is now forced to take these  
> major classes during summer, precluding her from taking yours.  
>  
> Any assistance you can lend will be greatly appreciated.  
>  
> B  
>  
> Brent Blanton  
> Associate Director  
> Academic Support Program for Student-Athletes  
> University of North Carolina, Chapel Hill  
> (919) 962-9536 ofc  
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>  
>  
> Kenan Field House  
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> Chapel Hill, NC 27515-2126  
>

--  
Jan Boxill, Ph.D.  
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Senior Lecturer  
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Chapel Hill, NC 27599-3125  
Phone: 919-962-3317  
FAX: 919-843-3929

Kenan Field House  
PO Box 2126, CB 8550  
Chapel Hill, NC 27515.2126

**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Wednesday, May 27, 2009 9:41 AM  
**To:** May, Steve <skmay@email.unc.edu>  
**Subject:** RE:  
**Attach:** TEXT.htm

---

Great; thanks Steve. He'll get on it probably after our post-season is over. Take care, Brent

>>> "Steve May" <skmay@email.unc.edu> 5/27/2009 9:33 AM >>>  
Hi Brent,

All of the information for registering for an independent study is on our department's web site, under Undergraduate Studies, then Opportunities for Undergraduate Students, and then Independent Studies.

will need to complete and submit that paperwork, including a summary of the independent work that he will do with me. He and I can communicate about the specific nature of the independent study and the assignments for it. After that is completed, he can register for the class with Jessica Smith (jesmit@email.unc.edu). He will want to register for the upper-level version of independent study (Comm rather than Comm ).

I don't have access to courses to date, so I can't guarantee that this is his last upper-level course. If he is unsure, he should check with his Arts and Sciences Advisor. The Comm course can count as one of his 3 required upper-level courses, though.

Steve

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]  
Sent: Wednesday, May 27, 2009 9:16 AM  
To: Steve May  
Subject: RE:

Hi Steve,  
Thanks for getting back to me. wants to do one in the fall. What should he do from here, and this will take care of his last upper-level correct?

Brent

>>> "Steve May" <skmay@email.unc.edu> 5/25/2009 4:20 PM >>>  
Hi Brent,

I am available for an independent study during the first summer session, but I will be traveling out of the country for much of the remainder of the summer (after mid-June) and won't be available at that point.

I am available in the fall, though, if he wants to do an independent study with me. Let me know if that would be an option.

Steve

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]  
Sent: Friday, May 22, 2009 1:45 PM  
To: skmay@email.unc.edu  
Subject:

Good afternoon,  
I hope all is well for you. A new situation has arisen regarding Mr. with which I am hoping you can help me. He is on track to , but it is contingent upon his completing one more upper-level IOC requirement. He is currently enrolled in , but he may not be available because he is contemplating pursuing a professional career that takes

him away from campus. His current courseload for the fall includes everything else he needs , but there is no opportunity for him to complete an upper-level. Is there any way he could complete an independent version of this summer or of an upper-level in the fall opening up?

I appreciate any assistance you can lend and hope you have a great holiday weekend!  
Brent

Brent Blanton  
Associate Director  
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(919) 962.9536 ofc  
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<http://tarheelblue.cstv.com/> ( <mailto:blanton@unca.unc.edu> )

Kenan Field House  
PO Box 2126, CB 8550  
Chapel Hill, NC 27515.2126

**From:** Blanton, Brent S <blanton@unca.unc.edu>  
**Sent:** Thursday, December 17, 2009 3:20 PM  
**To:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:** PHIL Independent Studies for Spring

---

Hi Jan,

I thought I'd touch base with you and see if we can do anything for my other on the team that will miss a GREAT portion of next semester. took with you in the past but hasn't had anything else, and is who has had nothing to date in PHIL. Can you accommodate the two of these in similar fashion to ?

Thanks for any assistance you can lend!

B

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 6:22 PM  
**To:** @aol.com  
**Subject:** Re: COMM

---

Hi Nicole,  
Thanks so much. is a good student. I should tell you she'll miss Thursday because they travel to FSU, but is there a time she can come see you to get things started?

Thanks,  
Jan

@aol.com wrote:  
> jan  
> i can add her to the roster; attached are a) the syllabus and b) the  
> assignment for thursday.  
> nicolle  
>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Friday, 7:03 PM  
**To:** @email.unc.edu>  
**Subject:** Spring

---

Hi

What you need is a western history or math/science. I was able to register you in two classes--  
AMST -this fulfills your history perspective  
EXSS -an elective, but a good one.

tomorrow morning you should also register for GEOG [science] an AFAM class and a COMM class.  
You need to register for 12 hours to make sure you are eligible; then after you are cleared you can apply for an underload.

Jan

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

---

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

Cynthia Reynolds wrote:

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

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

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

---

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

Brent Blanton wrote:

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

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

Email: [jmboxill@email.unc.edu](mailto:jmboxill@email.unc.edu)

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

---

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

Jan

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

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

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

---

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

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

> Hi  
> I spoke with Dr. Jan Boxill, and she has enrolled you in PHIL it is  
> an elective class, but right now you needed the hours. I will forward  
> an email to you that has the assignment. As for EXSS I spoke with  
> Dr. Osborne this morning, and she is trying to see if she can get the  
> online course materials that she can hold you to but leave you in her  
> regular class. If she cannot, you will have to drop that class because  
> there is an attendance component that she would be forced to hold you  
> accountable for. If that is what happens, she will enroll you in an  
> EXSS independent study to round out your enrollment. As for EXSS  
> you will probably have to drop that as well but not until we get the  
> EXSS independent study. That will leave you with MUSC PHIL PSYC  
> and either EXSS or the EXSS independent study. Let me know if  
> this does not meet your wishes, and I will do what I can tomorrow. As  
> for self-paced foreign language, I asked around, and that does not seem  
> to be an option.  
>  
> Talk to you soon!  
> Brent  
>  
>>>> @email.unc.edu> 8:48 pm >>>>  
> Hey Brent-  
>  
> I have a few questions for you. I'm still having a  
> tough time finding any classes to take.  
>  
> First of all I am enrolled in three classes on student central that the  
> teacher will not let me take but due to I cannot  
> drop them. I  
> need to be dropped from PSYC , EXSS and my BIOL  
>  
> My next problem is that I am taking two classes on campus right now but  
>  
>  
>  
> I have tried e-mailing those  
>  
> teachers but have not heard back from them.  
>  
> It is likely that I am going to have to take all of my classes either  
> online, independent study or self paced. I e-mailed Debby Crowder about  
>

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

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 5:40 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Re: I asked Betsy to add --hope that is ok

---

Great! I'll look forward to having in class!  
Jan

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FAX: 919-843-3929

Deborah Crowder wrote:

> If I don't talk to you, I hope all goes well with  
> tomorrow. Thanks again for taking . Debby  
>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Sunday, 8:21 PM  
**To:** @gmail.com>  
**Subject:** Re: Hey Jan

---

Hi  
My break was good, but

I spoke to Sherry Salyer yesterday and she is going to put you in the EXSS class; you should go talk to her about an independent study. She has one but it does require a good bit of reading!

I had planned on coming to practice tonight, but

Jan

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Email: jmboxill@email.unc.edu  
Website: parrcenter.unc.edu  
Phone: 919-962-3317  
FAX: 919-843-3929

wrote:  
> Hey Jan! I hope your was amazing!! I got to go home and it  
> was great... as always. I just don't really feel like oging to  
> practice right now though.... haha... anyway, I wanted to talk to you  
> about my because you said that one coaching class was a  
> controlled enrollment. EXSS Could I get the email of that  
> teacher or could you speak with them? Also, I wanted to see if it was  
> possible I did an independent study with Sherry Salyer because Brent  
> wants me in 16 hours ..... so that would put me up. And then I could  
> take the EXSS off until next Let me know what you think.  
> Thanks!  
>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Sunday, 12:12 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** in classes

---

Can I get in AFAM ?  
Thanks,  
Jan

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, 5:11 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Re: in classes

---

Thanks--the times conflict as well. So this is just what I need.

Jan

Deborah Crowder wrote:

> I put her in We are not primary on so I can't override. dc

>

> Jan Boxill wrote:

>> Can I get in AFAM ?

>> Thanks,

>> Jan

>>

>

>

--

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Senior Lecturer  
Director of Undergraduate Studies  
Department of Philosophy  
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FAX: 919-843-3929

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 8:44 PM  
**To:** Stroman, Deborah L <dstro@unc.edu>; <@gmail.com>  
**Subject:** Help.

---

Hi Debby,  
I have a big favor to ask you. is a graduating senior in EXSS. She is signed up for EXSS. Unfortunately she cannot take it because the time conflicts with practice. She and I talked about different possibilities, and we thought that perhaps she could take an independent studies class [EXSS with you and do a project on dealing with facilities management or even one on marketing. Would you be up for this?

Thanks so much. I have included her on the email so you can email us both back if you wish.

Thanks,  
Jan

P.S. Great turn out at Tylers for the Coach Hatchell radio show! Thanks for all your efforts.

--  
Jan Boxill, Ph.D.  
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FAX: 919-843-3929

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Saturday, 2:57 PM  
**To:** @email.unc.edu>  
**Subject:** Re: class schedule

---

I think we should be able to get you in both the classes you need. I will email both instructors; you should go to the EXSS class tomorrow at noon--that's the one that fits your schedule.

Jan

@email.unc.edu wrote:

>  
> Jan,  
>  
> So I was actually able to get into a spanish class I wanted today when I  
> went onto student central, which puts me at 13 hours; however, there are  
> a 2 classes I'm in right now that I really don't want to take, I just  
> signed up for them because I needed to sign up for some classes.  
>  
> I really want to get into sport psychology and african studies  
> because the sport psychology class is required for my major & the afri  
> class also fills one of my general college credits, so it would be  
> great if I could take it. The sections I looked at that fit my schedule  
> and don't interfere with practice are:  
>  
> EXSS  
> AFRI  
>  
> If somehow I am able to get into these classes this week, I'm going to  
> drop sport marketing and afri which I'm enrolled in now. Let me  
> know if there is anything else I need to do to try and get into these  
> classes. Thank you so much for all of your help!!!  
>  
> .

--  
Jan Boxill, Ph.D.  
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Department of Philosophy  
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FAX: 919-843-3929

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, . 12:04 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Re: Help/favor

---

THANKS--how are you doing? :(

Deborah Crowder wrote:

> No problem. I put her in . dc

>

> Jan Boxill wrote:

>> I have a player who needs to get into AFRI she can do

>> either Section whichever you think is best. We do have one of

>> the managers in

>> Student:

>> PID:

>>

>> Thanks,

>> Jan

>>

>

>

--

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FAX: 919-843-3929

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, May 11, 2009 5:21 PM  
**To:** McDonnell, Carol B <cbmcdonn@email.unc.edu>  
**Cc:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:** DRAM on line

---

Hi Carol,

I have a student who just found out she needs an Aesthetic perspective course to complete her requirements. She already has a job and has gone home, so she needs to do an on line course. The only course that will fulfill the perspective is DRAM. Right now it is full. Is there a chance she could be added.

Name:  
PID:

She will be paid for by athletics; we should be able to get the proper paper work done tomorrow or Wednesday.

Thanks,  
Jan

--

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**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, . 3:07 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:**

---

I have hold lifted for just this afternoon, so if you can go ahead and add her to AFAM that would be great.

Thanks,  
Jan

--

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Phone: 919-962-3317  
FAX: 919-843-3929

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, August 26, 2009 9:12 AM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** AFAM

---

Good Morning,

I have another favor, but part of this you will like.

We can drop            from afam        but can we add            PID

Thanks,  
Jan

--

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University of North Carolina  
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Website: [parrcenter.unc.edu](http://parrcenter.unc.edu)  
Phone: 919-962-3317  
FAX: 919-843-3929

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, January 6, 2010 11:46 AM  
**To:** Beth Bridger <bridgerb@unca.unc.edu>  
**Subject:** Re: question for you

---

Hi Beth,  
HAPPY NEW YEAR!! Hope you had a nice Holiday.

I am not sure about mentors. We did very badly this term--the worst ever, so I am not sure what is the best move. I do think I might like the one for and but let's talk. Out of curiosity how much did it cost for our mentors alone?

Yes, I can add a couple to my FYS. Another one is AFAM. Several of the men's and women's basketball are in that one, and I just dropped one from it, so there should be a space.

Jan

Beth Bridger wrote:

> Happy New Year Jan!  
>  
> Couple of questions for you...  
> Will you need mentors this semester? If so, for who and when?  
>  
> Also, will you have any room in your Phil course this semester? I  
> have a few January admits I am trying to schedule for, thought your  
> course may be a good for them to take.  
>  
> Thanks!  
>  
> Beth  
>  
> Beth Bridger  
> Assistant Director/ Learning Specialist  
> Academic Support for Student-Athletes  
> UNC-Chapel Hill  
> (w) 919-843-5669  
> c  
> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, 3:21 PM  
**To:** Stroman, Deborah L <dstro@unc.edu>  
**Subject:**

---

Hi Debby,  
We are a bit bummed

I am working on summer courses, and I was wondering if it would be possible for to do an internship with you, working at a local community center, e.g. Hargraves. I know they have a program; or even with the YMCA. Would this be possible for the first summer session?

Thanks so much for all your help.  
Jan

--

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FAX: 919-843-3929

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 11:22 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Favor

---

Hi Travis,  
Can you register for AFRI There still  
seems to be one seat. I am out of town, so can't do it here.

Drop the COMM

Thanks so much,

Jan

--

Jan Boxill, Ph.D.  
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Website: parrcenter.unc.edu  
Phone: 919-962-3317  
FAX: 919-962-3329

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 1/1/03 1:45 PM  
**To:** Murray, Debra Jean Cote' <murray@email.unc.edu>  
**Subject:** Favor

---

Hi Deb,

I have an incoming player who is in a class that is way too much for her. Is there any way she can get into your EXSS starting tomorrow?

Her name is:

If this is okay with you, could you just have your secretary drop her out of AFAM and add her to your EXSS

Thanks so much.

Jan

--

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

---

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

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

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

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

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

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Monday, January 11, 2010 11:45 AM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Re: names--PIDS  
**Attach:** TEXT.htm

---

Thank you so much for your help. For the Afri course, we already had a student dropped from this course. If possible, can we add the following students:

: -this student needs to be added to Afri . Afam with McMillian and Afam with Freelon, pretty please!! He is in great need as he is a senior and needs to  
begin a new major in afam due to a situation I can explain later (long story!)  
: is in need of Afri  
: is in need of Afri

Your help is so sincerely appreciated! Let me know if there are any difficulties.  
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

>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:47 PM >>>  
ok thanks!

Jaimie Lee wrote:  
> good idea! i will try lol...you have a great night! don't stay too late!

>  
>  
> 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  
>  
>

>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:43 PM >>>>  
> oh my! well hopefully they have a tv so you can watch the carolina game!

>  
> Jaimie Lee wrote:  
>> lol you too! but study hall starts soon so i get to have fun working  
>> all night lolol...ugh!

>>  
>>  
>> 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  
>>  
>>

>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:40 PM >>>>>  
>> no problemo! Now you need to get home. Its getting late!

>>  
>> Jaimie Lee wrote:  
>>> Wonderful I'm glad you could follow my rant! lol...yes, my apologies,  
>>> I meant Afri !! Typo!! Thanks a million and I appreciate your  
>> help!!

>>>  
>>>  
>>> 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  
>>>  
>>>  
>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:35 PM>>>  
>>> ha no that was a good answer! Good news, I was able to drop  
> just the  
>>> recitation and keep the comm class. So he is now in Afri . I  
>>> noticed you have afam but Im pretty sure you meant afri but you  
>>> can let me know if I have it wrong.  
>>>  
>>> Thanks!  
>>>  
>>> Travis  
>>>  
>>> Jaimie Lee wrote:  
>>>>> Hello Travis!  
>>>>>  
>>>>> Thank you so much!!  
>>>>>  
>>>>> Sorry I was late getting back to you. If it is possible to drop the  
>>>>> Comm recitation and add the , that would be ideal. I need to  
>>>>> him to keep Comm but I have a feeling the recitation may not be  
>>>>> mandatory. If he cannot be added without the recitation, I will  
> have  
>>>>> to send to the department to get clarification about the  
> course  
>>>>> requirements. Hmmm that wasn't a very good answer, was it? lol  
>>>>>  
>>>>> -Jamie  
>>>>>  
>>>>> 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  
>>>>>  
>>>>>  
>>>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 3:52 PM>>>>>  
>>>>>>> Hey Jamie  
>>>>>>>  
>>>>>>> Below is what I was able to do. I just want to make sure about  
>  
>>>>>>> and his comm class. Did we want to drop that?  
>>>>>>>  
>>>>>>> Thanks!  
>>>>>>>  
>>>>>>> Travis  
>>>>>>>  
>>>>>>> Jaimie Lee wrote:  
>>>>>>>>> Afam  
>>>>>>>>>> (enrolled)  
>>>>>>>>>> (comm 140 recitation)  
>>>>>>>>>>  
>>>>>>>>>> Afam  
>>>>>>>>>>> (enrolled)  
>>>>>>>>>>>  
>>>>>>>>>>> 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  
>>>>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, January 5, 2011 12:28 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Another player

---

Could you also add [redacted] to AFRI section 2 w/ Selassi. You can drop the HIST [redacted] as she already took it. If this isn't possible then adding her to AFRI [redacted] would be even better, or both would even work.

Thanks,  
Jan

--

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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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Mobile:  
FAX: 919-843-3929

**From:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Sent:** Tuesday, 6:40 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** AFRI

---

Can you add to Selassie's class:

Thanks,  
Jan

**From:** Beth Bridger <bridgerb@unca.unc.edu>  
**Sent:** Saturday, 11:08 AM  
**To:** amcculle@email.unc.edu  
**Bcc:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Subject:** Exss adds and ?  
**Attach:** TEXT.htm

---

Hey Ashley!

I touched base with Dr. Murray a few weeks ago about holding some spots in her Exss course for a few of my students.

At this point, may I add the following students? I may have a few more on Monday.

930am section

(\*\*\*we may have to check with you on this for Monday, we need to swap the class in the 930 spot first, as we don't want to drop it, if the other class isn't open to swap)

11am section

(Could you swap Exss 1 with Afam ? We can't drop him below 12 per Connect Carolina)

Also, there is "permission" restriction on Exss , and I have to students who are declared in the major interested in taking the class. Is there a way to get them added? I am pretty sure there were open spots in the 12pm section (ie at the time of this email 11am on Saturday)

Thanks so much!

Beth

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

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Tuesday, January 12, 2010 12:01 PM  
**To:** Stroman, Deborah <dstroman@email.unc.edu>  
**Subject:** RE: travel this week!  
**Attach:** TEXT.htm

---

Wonderful! Thank you for your help. You're right, the 290 may be better, but what are the hours like? They have spring ball which makes the schedule still pretty tight. Tuesdays are their day off this semester, though.

Also, I will touch base with Beth to finalize the 2 people who could use this the most and would work hard! Thank you, again.

Jaimie

Jaimie Lee  
Academic Counselor, UNC Football  
Academic Support Program for Student Athletes  
University of North Carolina-Chapel Hill  
919-843-6566 w  
c  
jaimielee@unca.unc.edu

>>> "Deborah Stroman" <dstroman@email.unc.edu> 1/12/2010 11:57 AM >>>

Hi Jaimie. I could handle two more 396 independent study students ☐

I am off to the NCAA Convention. Let ☐s chat next week. Send me their names and what their career interest is for life after UNC. Also, maybe the 290 internship course would be better. Let ☐s look at both options. See attached.

If we need to handle this matter this week, call me on my cell tonight.

d

**From:** "Deborah Stroman" <dstroman@email.unc.edu>  
**Sent:** Friday, January 15, 2010 9:22 AM  
**To:** Reynolds, Cynthia <cynthiar@unca.unc.edu>  
**Subject:** RE: Question....  
**Attach:** TEXT.htm

---

Yes. I am back. I left you a vmsg. I teach at 11:00.

Do we need to find the student an internship site? Or is there already a site in mind?

Thanks!

d

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

[http://www.unc.edu/depts/exercise/sport\\_administration](http://www.unc.edu/depts/exercise/sport_administration)

**Happy New Year! Share a smile.**

*Weekly Weird Fact: Almonds are a member of the peach family.*

---

**From:** Cynthia Reynolds [mailto:cynthiar@unca.unc.edu]  
**Sent:** Tuesday, January 12, 2010 2:00 PM  
**To:** Deborah Stroman  
**Subject:** RE: Question....

Have fun!!

Is it a possibility for you to add a student in your 290 course when you return?

Please advise.....

cr

>>> "Deborah Stroman" <dstroman@email.unc.edu> 1/12/2010 1:49 PM >>>

HNY! Cynthia. On my way to ATL for the NCAA Convention. Will chat soon.

290 is used for all of our special topic courses. This 290 course will change to 327 in the Fall.

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

[http://www.unc.edu/depts/exercise/sport\\_administration](http://www.unc.edu/depts/exercise/sport_administration)

**Happy New Year! Share a smile.**

*Weekly Weird Fact: Almonds are a member of the peach family.*

---

**From:** Cynthia Reynolds [mailto:cynthiar@unca.unc.edu]  
**Sent:** Tuesday, January 12, 2010 1:25 PM  
**To:** dstroman@email.unc.edu  
**Subject:** Question....  
**Importance:** High

Happy New Year!

I hope your holidays were blessed with family and friends and that you had some good time off to rest and get re-energized.

I am writing you to ask you about your Exss 290 course.

I have a student who is an Exss major who is interested in taking this class.

She is currently in season with her sport and is taking Anatomy, Sport Psych and math.

I don't know whether 290 changes each semester or if there is a consistent format you use for the class. I know that it is

a special topics class, but that is about all I'm sure of at this point in time.

If you would, please call me to chat or send me a "best time to reach you" day/time and I will give you a call.

Thanks, Debby for your time!

Cheers!

Cynthia

Cynthia R. Reynolds

Associate Director

Academic Support Program for Student-Athletes

College of Arts and Sciences

University of North Carolina - Chapel Hill

919.962.9893 (o)

"Access without effective support is not opportunity." V. Tinto

# Exhibit 1-32

This record is a confidential personnel record.

# Exhibit 1-33

This record is a confidential personnel record.

# Exhibit 1-34

This record is a confidential personnel record.

# Exhibit 1-35

This record is a confidential personnel record.

# Exhibit 1-36

This record is a confidential education record.

# Exhibit 1-37

This record is a confidential education record.

A Registration Cancellation Notice is processed on any student who has not registered for courses as of the tuition and fees due date each term.

Students may either come by the University Registrar's Office or call to request a "Registration Cancellation." However, after classes begin, students must process the cancellation through their school dean's office.

#### Administrative Changes to Course Registration

It is the student's responsibility to properly maintain the accuracy of his/her course schedule. A department (or curriculum) in the College of Arts and Sciences has the option to drop a course from a student's registration if the student fails to attend both of the first two class meetings (or the first class meeting if the course meets only once each week). The appropriate dean's office will be responsible for informing departments of approved late-arrival students who cannot attend the first two class meetings because of illness or other reasons approved by a dean.

Students should never presume that an instructor or department will systematically drop classes from the student's schedule. However, if such action is taken by a department, the registration openings resulting from these drops will be offered to other students seeking enrollment in the courses during the official add period (first five days of classes) or thereafter, as determined by the instructor of the class, the department or school.

Before the last day to reduce course load for financial credit, departments can drop students' courses via the computerized registration system. To effect such a drop after that date, the department must submit a completed registration drop/add form first to the student's dean's office for approval and then to the Office of the University Registrar.

#### Auditing of Courses

To audit a course, students must get written permission from the course instructor and from the department chairperson. Students can request this permission only after the end of the official registration period.

Full-time students cannot audit (1) courses in the Division of Continuing Education (Continuing Studies,

out paying a fee. Those not officially registered must pay a \$10.00 fee to the University Cashier and must file a copy of the receipt with the course instructor at the beginning of the term.

### **Changes in Fall and Spring Semester Schedules**

#### Course Schedule Changes before the End of the Sixth Week of Classes

Insofar as possible, changes in course registration schedules should be made during the first five days of classes. During this time, students may add courses using the registration systems if their academic advisor has granted prior approval for registration in these courses.

After the first five days of classes, the addition of a course to a student's registration schedule requires the permission of the course instructor or the department concerned. Additionally, students must obtain a Registration/Drop/Add Form from their academic advisor, the concerned department, or their school. Students are required to have their school dean's signature when registering for the first time or making any course additions after the last day to add a course and the end of late registration. In these cases, deans will only approve those registrations or course additions which have first been approved by the instructor. The form must be submitted to the Registrar's Office (Hanes Hall) on the day of issuance.

During the first two weeks of classes, students may drop a course using the registration systems; however, they are responsible for insuring that any registration schedule changes do not result in less than a twelve-academic hour semester registration (one-hour Physical Education Activity [PHYA] courses are not counted as academic hours). After the second and before the end of the sixth week of classes, students must obtain a Registration/Drop/Add Form from their academic advisor, the concerned department, or their school. Students are required to have their advisor's or dean's signature on the form. If permission is granted, the student must submit a Registration/Drop/Add Form to the Registrar's Office (Hanes Hall) on the day of issuance.

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

---

Hi, Debbie.

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

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

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

Alice

--

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

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

**EXHIBIT 1-39**

**From:** Alice Dawson <adawson@email.unc.edu>  
**Sent:** Wednesday, 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 and AFAM 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](mailto: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:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Thursday, 11:35 AM  
**To:** Sientop, Nicholas J <nick\_sientop@unc.edu>  
**Subject:** Re: contract and worksheet  
**Attach:** contract

---

Hi Nick,

I talked with \_\_\_\_\_ yesterday to get things cleared up. She will be returning next week and at that time she will also be changing some of her classes. She will be dropping PHIL \_\_\_\_\_ and COMM \_\_\_\_\_ and adding AFAM \_\_\_\_\_, which is required for the Afam minor. She will take the COMM \_\_\_\_\_ in the Spring and PHIL \_\_\_\_\_.

We discussed the contract and the courses needed for the major core: I have changed them on the sheet you sent and am sending that back.

The COMM \_\_\_\_\_ was an internship designed just for this core, so if we needed we could use this as a core course.

Question: Does she need electives for the major?

Hope this does it.

Jan

Sientop, Nicholas J wrote:

>

> Dear Jan,

>

> Attached is a revised IDST contract for \_\_\_\_\_. As you can see, I  
> included the eight (8) core courses we discussed over the phone: PHIL \_\_\_\_\_

> \_\_\_\_\_; COMM : \_\_\_\_\_; SOCI \_\_\_\_\_.

>

> She is currently enrolled in PHIL \_\_\_\_\_, COMM \_\_\_\_\_, and SOCI \_\_\_\_\_. After  
> this semester she must complete PHIL \_\_\_\_\_ and SOCI \_\_\_\_\_ for the IDST major.

>

> I only included three (3) electives that \_\_\_\_\_ has already completed  
> and that relate to her topic; if you find others please add them to  
> the revised contract.

>

> I also included an updated worksheet (page 2 of attachment).  
> \_\_\_\_\_ has completed all of her General Education requirements and she has  
> finished her coursework for the AFAM minor.

>

> For \_\_\_\_\_ file I will need a copy of the revised IDST contract,  
> with your signature. Please send me a hard copy or e-copy at your  
> earliest convenience.

>

> Please feel welcome to forward this email to Brianna after you review  
> the information.

>

> Please call or email if you have any questions,

>

> Nick

>

>

>

---

> Nicholas Sientop

>

> Curriculum Coordinator for Undergraduate Education

>

> 3018A Steele Building, CB# 3504

>

> University of North Carolina at Chapel Hill

>  
> Chapel Hill, NC 27599-3504  
>  
> nick\_sidentop@unc.edu  
>  
> Phone: 919-962-5819  
>  
> Fax: 919-843-6557  
>

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

**From:** Tim McMillan <tjm1@email.unc.edu>  
**Sent:** Wednesday, 3:31 PM  
**To:** Junk, Cheryl <tweeter@ad.unc.edu>  
**Subject:** Re: request for a retroactive add of your AFAM class in  
**Attach:** tjm1.vcf

---

Thanks for the information, I will write the letter. Glad I graduated in 1980, things seem much more complicated now.

Take care

Tim McMillan

Junk, Cheryl wrote:

> Dear Prof. McMillan,

>

> I am writing on behalf of to request that you write the

> necessary letter to allow her to add you AFAM class

> retroactively for term

>

>

>

> The circumstances that caused her to miss three consecutive days of

> class are extremely complicated and involve the red tape necessary for

> her to have been re-admitted in In sum, as she narrated this to

> me, when began she thought she had been re-admitted and that her

> financial situation had been sorted out. So she began attending your

> class. Three weeks into it, around , complications with the

> Admissions Office made her think she would not be able to stay in the

> class. The person who could sort this out, Ms. Ellen Clark, was away at

> the time. So , when she thought she could not take the class, she did

> not attend for those three days. When Ms. Clark came back the matter was

> sorted out, and she went back to class. This is the most concise

> summary I can offer of the circumstances.

>

>

>

> It is my understanding from that those three days are the only

> ones she missed. If that is true, and if you are willing to add her into

> the class retroactively to allow her credit for it, please write a

> letter on department letterhead to Interim Assoc. Dean Barbara Stenross,

> Academic Advising Program, and either give it to or mail it in

> campus mail to It should be addressed to Dean Stenross but

> mailed to Ms. Ann Oldham, at the same address. Ms. Oldham receives all

> such requests and gives them to Dean Stenross. Your letter will need to

> include name, PID, the name, number, and section of the class,

> the term, and the grade, along with a request for the class to be added

> to her transcript retroactively.

>

>

>

> If I can be of further assistance, please let me know.

>

>

>

> Best wishes,

>

>

>

> Cheryl F. Junk, Ph.D.

>

> Asst. Dean

>

> Fine Arts & Humanities Advising

>

> 843-9026

>

>

>

>

>

>

>

**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Course question . . .

---

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

Alice

---

Alice Dawson, Ph.D.  
Senior Assistant Dean  
Academic Advising Program  
College of Arts and Sciences and the General College  
University of North Carolina at Chapel Hill  
1014 Steele Building  
CB# 3110  
Chapel Hill, NC 27599-3110  
email: [alice\\_dawson@unc.edu](mailto:alice_dawson@unc.edu)  
919.843-7727  
919/966-5116 to schedule an appointment  
919/962-6668 fax  
Advising web site: <http://advising.unc.edu/>

---

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Friday, January 28, 2011 2:47 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** RE: Course question . . .

Thanks, Travis! I really appreciate it (and the student will too, although he doesn't know it!).

Alice

---

**From:** Gore, Travis  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis  
**Subject:** Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

ALice

-----  
Alice Dawson, Ph.D.  
Senior Assistant Dean  
Academic Advising Program  
College of Arts and Sciences and the General College  
University of North Carolina at Chapel Hill  
1014 Steele Building  
CB# 3110  
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email: [alice\\_dawson@unc.edu](mailto:alice_dawson@unc.edu)  
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-----

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Tuesday, February 1, 2011 2:27 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** RE: Course question . . .

---

Hey, Travis.

Again, THANK YOU for your help. The student has not taken any Afam or Afri courses previously. If it 's of any help, he's a Poli/Hist double major.

Thanks again, and let me know if you need more info!

Alice

---

**From:** Gore, Travis  
**Sent:** Monday, January 31, 2011 1:55 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

Hi Alice,

Could you tell me if the student has had any afam or afri classes and which ones. It might help me when looking to see if any of the professors would be able to do it.

Thanks!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:47 PM  
**To:** Gore, Travis  
**Subject:** RE: Course question . . .

Thanks, Travis! I really appreciate it (and the student will too, although he doesn 't know it!).

Alice

---

**From:** Gore, Travis  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis  
**Subject:** Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

Alice

---

Alice Dawson, Ph.D.  
Senior Assistant Dean  
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Advising web site: <http://advising.unc.edu/>

---

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Thursday, February 3, 2011 10:42 AM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:**

---

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

Alice

-----  
Alice Dawson, Ph.D.  
Senior Assistant Dean  
Academic Advising Program  
College of Arts and Sciences and the General College  
University of North Carolina at Chapel Hill  
1014 Steele Building  
CB# 3110  
Chapel Hill, NC 27599-3110  
email: [alice\\_dawson@unc.edu](mailto:alice_dawson@unc.edu)  
919.843-7727  
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-----

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Thursday, February 3, 2011 10:53 AM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** RE:

---

Travis,

Bless you! This is great news. I neglected to say in my last message that I completely understand if this wasn't possible. But this is great and I will let the student know. His name is . THANK YOU!

Alice

---

**From:** Gore, Travis  
**Sent:** Thursday, February 03, 2011 10:51 AM  
**To:** Dawson, Alice C  
**Subject:** RE:

Hi Alice,

I was actually getting ready to email you! I have great news. I finally found someone who will do an independent study with the student! If he brings the drop/add form to me in Battle Hall room 109 then I can sign it. I am heading out right now but will be back after 1pm.

Thanks!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Thursday, February 03, 2011 10:42 AM  
**To:** Gore, Travis  
**Subject:**

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

Alice

---

Alice Dawson, Ph.D.  
Senior Assistant Dean  
Academic Advising Program  
College of Arts and Sciences and the General College  
University of North Carolina at Chapel Hill  
1014 Steele Building  
CB# 3110  
Chapel Hill, NC 27599-3110  
email: [alice\\_dawson@unc.edu](mailto:alice_dawson@unc.edu)  
919.843-7727  
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Advising web site: <http://advising.unc.edu/>

---

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Wednesday, February 16, 2011 9:23 AM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Students . . .

---

Hey, Travis.

Alas - students..... Just touching bases. Did you ever hear from \_\_\_\_\_ ? He 's the student I asked you about an independent study for a couple of weeks ago. I 'm very concerned about him. Also, with apologies, I did suggest your name to another student, \_\_\_\_\_. She 's in a pickle and is an Afam major. I told her among other options she could explore would be to see if you had any suggestions. I 've suggested several other things but she may be in touch and I wanted to let you know so if this is not a happening thing for any reason, you aren't put on the spot! Thank you so much for your help!

Hope you are enjoying the spring like weather!

Alice

---

Alice Dawson, Ph.D.  
Senior Assistant Dean  
Academic Advising Program  
College of Arts and Sciences and the General College  
University of North Carolina at Chapel Hill  
1014 Steele Building  
CB# 3110  
Chapel Hill, NC 27599-3110  
email: [alice\\_dawson@unc.edu](mailto:alice_dawson@unc.edu)  
919.843-7727  
919/966-5116 to schedule an appointment  
919/962-6668 fax  
Advising web site: <http://advising.unc.edu/>

---

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Monday, 3:55 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: A question!

---

Hi Alice,

Yes that is correct!

I think is on her way over there with an add form.

Thanks!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Monday, September 13, 2010 3:42 PM  
**To:** Gore, Travis  
**Subject:** A question!

Hey, Travis.

I have a quick question (and I think even the answer is quick!). Is Dr. Lambert still DUS for Afri and Dr. Hildebrand for Afam?  
Thanks so much!

Alice

---

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Tuesday, October 19, 2010 4:20 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: A question!

---

Hi Alice,

I just now was able to get in touch with Professor Mutima. He said that after giving it some thought he has determined he already has a full workload but he did suggest another professor that teaches the same course. The problem is that it is Swah 403. Now I know this would just be an independent study but if the student has never taken 401 or 402 then the question is could he be registered for 403. Oh by the way we found out today that we have had problems with emails so our theory was right! You can let me know how we should proceed.

Thanks,  
Travis

---

**From:** Dawson, Alice C  
**Sent:** Tuesday, October 19, 2010 10:16 AM  
**To:** Gore, Travis  
**Subject:** RE: A question!

Travis,

Thanks a bunch! That's the email I have for Professor Mutima (and today I used the University email address book rather than type it in by hand), but I think there is a lot of weirdness electronically lately! I appreciate your giving him a heads up. Many thanks!

Alice

---

Alice Dawson, Ph.D.  
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---

**From:** Gore, Travis  
**Sent:** Tuesday, October 19, 2010 10:00 AM

**To:** Dawson, Alice C  
**Subject:** RE: A question!

Hi Alice,

I got your message. I am going to contact Professor Mutima to let him know. He said he didn't see a message yesterday from anyone about this. His email is [smutima@email.unc.edu](mailto:smutima@email.unc.edu). I was wondering if perhaps he didn't get it with all the email migration changes going on around campus now. I will let him know that it is still not too late if he acts on this quickly. I wish I could be more of a help with this but I just don't know what class he was going to put it on. I will find out though!

Thanks,

Travis

---

**From:** Dawson, Alice C  
**Sent:** Monday, September 13, 2010 3:42 PM  
**To:** Gore, Travis  
**Subject:** A question!

Hey, Travis.

I have a quick question (and I think even the answer is quick!). Is Dr. Lambert still DUS for Afri and Dr. Hildebrand for Afam?

Thanks so much!

Alice

---

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: Course question . . .

---

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis  
**Subject:** Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

Alice

---

Alice Dawson, Ph.D.  
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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Monday, January 31, 2011 1:55 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: Course question . . .

---

Hi Alice,

Could you tell me if the student has had any afam or afri classes and which ones. It might help me when looking to see if any of the professors would be able to do it.

Thanks!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:47 PM  
**To:** Gore, Travis  
**Subject:** RE: Course question . . .

Thanks, Travis! I really appreciate it (and the student will too, although he doesn't know it!).

Alice

---

**From:** Gore, Travis  
**Sent:** Friday, January 28, 2011 2:36 PM  
**To:** Dawson, Alice C  
**Subject:** RE: Course question . . .

Hi Alice,

I will look into it and will be in touch as soon as possible!

Thanks and you have a good weekend too!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Friday, January 28, 2011 2:19 PM  
**To:** Gore, Travis  
**Subject:** Course question . . .

Hi, Travis.

I have a question that I thought you might be able to assist with. I am working with a student who is experiencing some fairly major health concerns, but he is hoping to remain in school this semester. Is there any possibility that you all might have an opening in an independent study? If so, I can suggest the student get in touch. If not, I completely understand.

Thanks so much! And I hope you have a good weekend.

Alice

---

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Thursday, February 3, 2011 10:51 AM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE:

---

Hi Alice,

I was actually getting ready to email you! I have great news. I finally found someone who will do an independent study with the student! If he brings the drop/add form to me in Battle Hall room 109 then I can sign it. I am heading out right now but will be back after 1pm.

Thanks!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Thursday, February 03, 2011 10:42 AM  
**To:** Gore, Travis  
**Subject:**

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

Alice

---

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Thursday, February 3, 2011 2:38 PM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE:

---

You're welcome Alice! I am glad everything worked out.

I always feel bad when I'm unable to help someone and I was worried we wouldn't be able to help out so I was very happy when I was able to get a professor to agree to do it!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Thursday, February 03, 2011 10:53 AM  
**To:** Gore, Travis  
**Subject:** RE:

Travis,

Bless you! This is great news. I neglected to say in my last message that I completely understand if this wasn't possible. But this is great and I will let the student know. His name is THANK YOU!

Alice

---

**From:** Gore, Travis  
**Sent:** Thursday, February 03, 2011 10:51 AM  
**To:** Dawson, Alice C  
**Subject:** RE:

Hi Alice,

I was actually getting ready to email you! I have great news. I finally found someone who will do an independent study with the student! If he brings the drop/add form to me in Battle Hall room 109 then I can sign it. I am heading out right now but will be back after 1pm.

Thanks!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Thursday, February 03, 2011 10:42 AM  
**To:** Gore, Travis  
**Subject:**

Travis,

Forgive me if I am being a pest, and I am NOT trying to be impatient. Just curious and following up. Any luck with a possible independent study? NO worries and again, I'm just checking. I REALLY appreciate your efforts! This is a wonderful thing that you all do for students.

Alice

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**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Wednesday, February 16, 2011 10:27 AM  
**To:** Dawson, Alice C <adawson@email.unc.edu>  
**Subject:** RE: Students . . .

---

Hey Alice,

I was actually wondering about myself because I have not heard from him. I think may have just tried calling. I couldn't get to the phone in time but her name popped up on the screen. Maybe if you hear from and find out if he was still interested in doing it because if he has decided not to then I could probably work it out so that could take place in the Independent Study. Let me know what you find out! Thanks so much and yes I am enjoying this spring like weather. It is supposed to get up to 75 on Friday!!

Travis

---

**From:** Dawson, Alice C  
**Sent:** Wednesday, February 16, 2011 9:23 AM  
**To:** Gore, Travis  
**Subject:** Students . . .

Hey, Travis.

Alas - students..... Just touching bases. Did you ever hear from ? He's the student I asked you about an independent study for a couple of weeks ago. I'm very concerned about him. Also, with apologies, I did suggest your name to another student, . She's in a pickle and is an Afam major. I told her among other options she could explore would be to see if you had any suggestions. I've suggested several other things but she may be in touch and I wanted to let you know so if this is not a happening thing for any reason, you aren't put on the spot! Thank you so much for your help!

Hope you are enjoying the spring like weather!

Alice

---

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---

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**From:** Dawson, Alice C <adawson@email.unc.edu>  
**Sent:** Friday, January 24, 2014 12:13 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Registration question

---

Hi, Travis.

I hope all's well with you. It's been unrelenting chaos over here for a couple of weeks but is finally settling down a bit.

I wanted to double-check about a situation. I have been working with \_\_\_\_\_ for the last couple of weeks in an effort to get him into the classes he needs in order to graduate. Complicated situation. He needs one AAAD class numbered \_\_\_\_\_, and earlier in the week he indicated he was working with you and was optimistic that he could get into one of two courses being offered this term. Now he is telling me that this is not going to work and no one will let him add a class now. I am not in ANY way, shape, or form trying to push this or ask you to resolve this!! I just want to be sure he is truly unable to add an appropriate class. I am a bit aggravated that he has piddled around and gotten himself in this situation as I have been telling him for over a week to get this resolved. Oh well! At any rate, let me know what you think.

Many thanks for your time and thoughts on this. I hope you have a good weekend.  
Alice

---

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**From:** Regester, Charlene B <regester@email.unc.edu>  
**Sent:** Wednesday, S 4:48 PM  
**To:** McDonnell, Carol B <cbmcdonn@email.unc.edu>  
**Subject:** Re: Afam an additional student?

---

Dear Carol: This is not a problem -- she needs to give me her PID or contact the department so that she can be enrolled immediately.

Sincerely, Charlene Regester Quoting Carol McDonnell  
<cbmcdonn@email.unc.edu>:

> Charlene,  
>  
> in desperate need of this course this term. I  
> would appreciate it if you would accept her. She is getting her  
> textbooks as soon as she picks up her refund check from the Univ  
> Cashier today.  
> Carol  
> --  
> Carol McDonnell, Student Services Manager  
> Credit Programs for Part-time Students  
> The Friday Center for Continuing Education  
> The University of North Carolina at Chapel Hill  
> CB# 1020  
> Chapel Hill NC 27599-1020  
> Phone: 919-962-1105  
> Fax: 919-962-5549  
> [fridaycenter.unc.edu/cp](http://fridaycenter.unc.edu/cp)  
>  
>

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

---

Dr. Nyang'oro,

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 2:46 PM  
**To:** @email.unc.edu  
**Bcc:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Re: paper

---

OK. Monday is the absolute deadline.

@email.unc.edu wrote:

> Hey professor, My name is W d i picked up the Afam 2  
> course at the beginning of Oc because of a ser  
>  
>  
> It's taken a huge effort and much of my time trying to  
> catch up with my other classes, and i havent been able to get much work  
> done on the fist paper for the course. I was wondering if it would be at  
> all possible for a small extension on my due date, possibly monday? If  
> not i understand, i just dont think i can have it completed by thursday  
> and i would like to do the best job possible on this assignment. hope to  
> hear from you soon, have a good day.  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 2:49 PM  
**To:**  
**Subject:** Re: Direction with paper/study construct

---

I am going to be in the office 10.00-12.30; 2-3 all of this week.

wrote:

> Dr. Nyang Oro ~

>

>

> Hello. My name is N I am a student in your Independent  
> Studies AFAM 4 course. I was told to take this class  
> after the semester had already begun (about 1 month in) and am  
> concerned that I may have missed some valuable instruction prior to  
> writing my first paper.

>

>

> I am currently writing my paper on tre  
> Unfortunately it's turning out a lot  
> like my first paper, and I'm not sure I'm on the right track. If  
> possible, I would like to meet with you RE: this paper and about a  
> study I'd like to conduct upon my graduation. I am a non-traditional  
> student, currently working as a re

>

>

>

>

> I am interested in doing research in the area of adeq

>

>

>

>

> problem is, however, that I am having a difficult time separating  
> myself emotionally from the cause, so I'm having difficulty seeing the  
> forrest through the trees, so to speak. I was hoping that you'd be  
> able to give me some guidance so that I may construct a study that  
> would render the most good.

>

>

> My long-term goal is to g

>

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Tel: 919-962-1513  
Fax: 919-962-2694  
Email: [jen321@email.unc.edu](mailto:jen321@email.unc.edu)

**From:** @email.unc.edu  
**Sent:**  
**To:** jen321@email.unc.edu  
**Subject:** Independent Studies Paper

10:36 AM

---

Hello, my name is [redacted] I am enrolled in AFRI3 I  
joined the class about halfway through the semester, and started  
working on my paper about a week before Tha [redacted] However, I had  
quite a few [redacted] since then, and missed two and half weeks  
of school to [redacted] Since I returned, I  
have had a ton of makeup work, ect, and have not had time to complete  
the paper. I desperately need an extension to finish this paper, as I  
am not quite halfway done and am swamped with other work to make up as  
well. Thank you for your consideration in this matter, it is greatly  
appreciated.

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, 12:21 PM  
**To:** email.unc.edu  
**Subject:** Re: Paper for afri 5

---

101 Battle Hall the last day of classes.

email.unc.edu wrote:

> Hello sir, my name is in your class but I joined late so I  
> never got information on where to turn our papers in, I was hoping you  
> could tell me where and when to drop off my paper along with any extras  
> that need to be included.  
>  
> Thank you sir  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 5:25 PM  
**To:** nail.com>  
**Subject:** Re: AFRI independent study paper

---

Please concentrate on one country. I would suggest: South Africa.

ote:

> Dear Dr. Nyang'Oro,  
>  
> I am enrolled in an independent study course under \_\_\_\_\_ and I am  
> having some trouble writing my paper. The prompt given to me was:  
>  
> Critically discuss the proposition that high rates of urbanization are  
> responsible for the rapid spread of AIDS in Africa. What steps, in  
> terms of public policy, have African states taken to combat the spread  
> of AIDS? In responding to this question, choose one country as a focus  
> of your discussion.  
>  
> I am an English major and I enrolled in this course halfway through the  
> summer session because I needed to earn one more hour to return to  
> school for \_\_\_\_\_. I really have no background in either AIDS or  
> urbanization in Africa--I wish this was an end-of-semester paper for a  
> course that taught me the basics at least. Is there any guidance you  
> can give me with this topic? I am currently swamped with all sorts of  
> information from too many different perspectives and I'm stressed that  
> the paper isn't anywhere near completion!  
>  
> Please let me know if you can help me out in any way, I would greatly  
> appreciate it.  
>  
> Thank you,  
>  
>  
>

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

**From:** @gmail.com>  
**Sent:** Tuesday, 2:59 PM  
**To:** smutima@email.unc.edu  
**Subject:** Swahili

---

Hi Professor Mutima,

How are you? I am wondering if it would be possible for you to send me a copy of the Swahili syllabus as an e-mail attachment. Both Professor Nyang'oro and Debbie Crowder agreed that I would be able to do an independent study in Swahili over the course of the summer and I would really like to continue learning in a fashion similar to that of which the normal lecture would meet. I'm not sure if I explained my reasoning for needing to go about learning Swahili as an independent study, but it has to do with the time constraint I am under to finish my double major. Currently I am going to be taking between 16-18 credit hours per regular semester and 9 credits this summer and the next just to graduate on time. I hope you understand and can help me out. I assume that when I return at the end of summer that I will just be administered a final for Swahili as a placement test. Thanks.

Sincerely,

**EXHIBIT 1-40**

**From:** Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Thursday, 4:26 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>; Reynolds, Cynthia <cynthiar@unca.unc.edu>;  
Huffstetler, Janet <@email.unc.edu>; >; @email.unc.edu>;  
@email.unc.edu>; @email.unc.edu>;  
@email.unc.edu>  
**Subject:** AFRI  
**Attach:** AFRI .doc

---

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

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

---

Re:  
Please see updated Master Schedule....

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

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

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

was also here on time and smiley!

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

c

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

---

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

Or

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

Specifications same as above.

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

**From:** Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Thursday, 12:09 PM  
**To:** @email.unc.edu  
**Cc:** Blanton, Brent <blanton@uncaa.unc.edu>; Nyangoro, Julius <jen321@email.unc.edu>  
**Subject:** Re: Afri

---

Well, it met this morning at 11. I'll have to talk to Dr. Nyang'oro and see if he can meet with you individually. I'll let you know, hopefully later today. DC

@email.unc.edu wrote:

>Hi,  
>  
>Brent Blanton told me that I should speak to you about my Afri  
>class. Myself and my teammate, have been  
> We were wondering when  
>this class meets and what we have missed or have to do to catch up. If  
>you could please email me any assignments that we have or let me know  
>a good time to meet with you I would really appreciate it.  
>  
>Thanks!  
>  
>

**From:** Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Wednesday, 9:43 AM  
**To:** @email.unc.edu  
**Cc:** Blanton, Brent <blanton@unca.unc.edu>  
**Subject:** Re: summer course special arrangement

---

Hi Ms. Don't worry about the due date. Just get it to us as soon as you can; we'll assign a temporary grade until you finish. Email submission is fine. Debby Crowder

> \*AFAM \*  
>  
> \* \*  
>  
> \*Dr. Nyangoro\*  
>  
> \* \*  
>  
> \*Bioethics in Afro-American Studies\*  
>  
> /Will examine the process involved in resolving moral dilemmas  
> pertaining to people of the African Diaspora./  
>  
> \*Paper Topic:\*  
>  
> \* \*  
>  
> There are substantial racial disparities for African Americans in our  
> current health care system. When did this pattern emerge? Why are  
> African Americans still being left behind? How will African Americans  
> overcome their distrust of a biased health care system?  
>  
> \*Possible Subjects to address:\*  
>  
> \* \*  
>  
>  Legacy of slavery in the modern health care system  
>  
>  Achieving equal rights to health care  
>  
>  Racial bias and medical care quality  
>  
>  Incidences of gross racial neglect  
>  
>  Statistics for modern day African Americans  
>  
>  Outlook for health care in the future  
>  
> Your paper should be 20 typed, double-spaced pages and submitted to  
> 109 Battle Hall by the last day of classes.  
>

@email.unc.edu wrote:

> Hi Mrs. Crowder,  
> At the end of last semester Brent had made the arrangement for me  
> to enroll in a summer course but i was to complete in a correspondent  
> type manor because I have been  
> I am currently enrolled in Afam and I was just wondering if  
> you could let me know what assignments I need to finish to complete  
> the course.  
> Please let me know.  
> Thank you,



**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 12:13 PM  
**To:** @email.unc.edu>  
**Subject:** Student Health

---

You have a \$42 Student Health charge. Do you know what that is for?  
You need to talk to Terri Jo about what this is so you can get it taken care of.

The Drop/add went through and you are now dropped from Biology and added to AFAM Debby Crowder sent you the research assignment for the class which I will discuss with you in study hall tonight. If you come a few minutes before 7 that would be good, as I want to go to a concert at memorial hall at 7:30.

Thanks,

Jan

--

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



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

---

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

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

Paper II

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

**From:** Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Wednesday, November 8, 2006 3:46 PM  
**To:** Reynolds, Cynthia <cynthiar@unca.unc.edu>; pr @aol.com  
**Subject:** 2nd assignment AFAM 428

---

Hi ladies. I sent this out via mass email to the class today but just in case they say they didn't get it--here it is! dc

What are the key public policy issues relating to the black population in the United States as a result of Katrina hurricane?

In answering this question, please consider the disparity in income, response by the government, etc between the black and white populations.

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

---

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

wrote:

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

> Thanks!

>  
>  
> -----Original Message-----  
> From: Julius Nyang'oro [mailto:jen321@email.unc.edu]  
> Sent: Wednesday, 10:30 AM  
> To:  
> Subject: Re: Afri Assignment

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

> wrote:

>> Dr. Nyang'oro.

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

> with

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

> it

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

>> -----Original Message-----  
>> From: Julius Nyang'oro [mailto:jen321@email.unc.edu]  
>> Sent: Tuesday, 9:47 AM  
>> To:  
>> Subject: Re: Afri Assignment

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

>> wrote:

>>> Dear Dr. Nyang'oro,

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

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

>>>

>>>

>>>

>>>Sincerely,

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>>

>>

>>

>

--

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

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

---

You need to come and meet with me next week.

j@email.unc.edu wrote:

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

--

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

**From:** @email.unc.edu>  
**Sent:** Monday, 12:06 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Subject:** Re: important.

---

**EXHIBIT 1-41**

Hey Brent ,  
I know its the end of the semester but I have emailed my teachers again and NO ONE is responding. I am not going to get credit for those classes and I NEED to. I need to take a test and my 20 page paper. I can do it online if they allow me, but I really need to figure it out. Please help me. Thanks so much.

On Mon, 22:11:44 -0400, "Brent Blanton" <blanton@unca.unc.edu> wrote:

> Hi  
> I am still trying to get the paper assignment myself - I asked for it again  
> last week but have not heard yet. I will keep trying and as soon as I hear  
> let you know. As for other core classes, you still need a PHIL  
> (lower-level) and foreign language. The remainder of your courses would  
> then be COMM courses (but we need to declare your concentration).  
>  
> Let me know if you have any more questions, and I hope to get that topic to  
> you soon!  
> B  
>  
>>>> @email.unc.edu> 3/20/2010 2:09 PM>>>>  
>  
> Hey Brent,  
> I was wondering if you could get me the topic from my AFRI class like you  
> did the other Afri class so I can finish that paper. He still never emailed  
> me back. I am so busy so I am trying to find time to get down to UNC to  
> take that test for PORT Is there anyway he would let me take some type  
> of test online? Sorry to bother you again! Also, I was wondering if I can  
> take online classes this summer sessions that would count to my major? I  
> know ENG I need to take again which was a total nightmare but any other of  
> my core classes available online? Thank you Thank you Thank you I owe you  
> my life haha.  
> Thank you,  
>  
>  
>

> On Mon, 11:16:10 -0500, "Brent Blanton" <blanton@unca.unc.edu>

> wrote:  
>> Hi  
>> I've emailed Dr. Clark about this Friday; hopefully he gets back to me  
>> quickly.  
>>

>> B  
>>  
>>>>> @email.unc.edu> 12:38 PM>>>>

>> Hey Brent,  
>> I am pretty sure I can come for the day of the It is a Friday,  
> would  
>> that help the situation??  
>> Thanks,  
>> Allie  
>>  
>>

>> On Thu, 09:59:12 -0500, "Brent Blanton" <blanton@unca.unc.edu>

>> wrote:  
>>> Hi  
>>> Is there going to be at least one day when you can get down here?  
>>>

>>> Brent  
>>>  
>>>>> @email.unc.edu> 6:32 PM>>>>

>>> Hey Brent,  
>>>  
>>> I have two questions for you. Since I was at in  
California  
>> in  
>>> December last semester during finals week, I had spoke to two of my  
>>> teachers and my Port professor had said that I can take my final

> when  
>> I  
>>> get back to school this semester. I had explained that I am home and he  
>>> said to see if I can get down to UNC. I was supposed to come this week  
>> but  
>>> want me to come earlier. I tried to  
>> email  
>>> him and he didn't answer and it's making me nervous that he hasn't  
>>> responded maybe if you could email him or give me a suggestion of what  
I  
>>> should do I would appreciate it. Also, the Afam class was supposed to  
>> give  
>>> me my topic and they said I need to meet with the teacher to get it.  
>> Which  
>>> if I can't go to school than that is impossible. Can they give you the  
>>> topic like he did with the Afri class? So I can get the two grades from  
>> AB  
>>> to an actual grade. Thanks so much.  
>>>

**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Friday, 12:10 PM  
**To:** @email.unc.edu; Bridger, Beth <bridgerb@unca.unc.edu>; @email.unc.edu;  
@email.unc.edu; @email.unc.edu; @email.unc.edu;  
@mac.com  
**Subject:** Fwd:  
**Attach:** TEXT.htm msg

---

Good afternoon,  
Attached is an email with the AFAM assignment. Let me know if you have any questions about it, and remember that it is due on the last day of exams.

Take care,  
B

Brent Blanton  
Associate Director  
Academic Support Program for Student-Athletes  
University of North Carolina, Chapel Hill  
(919) 962.9536 ofc  
(919) 962.8247 fax  
<http://tarheelblue.cstv.com/> ( <mailto:blanton@unca.unc.edu> )

Kenan Field House  
PO Box 2126, CB 8550  
Chapel Hill, NC 27515.2126

**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Friday, June 26, 2009 11:55 AM  
**To:** dacrowde@email.unc.edu  
**Subject:** RE: need any prompts from me?

---

Thank you Debby! Good to hear that things are getting somewhat settled for you again; having to move for any reason is a pain ☐ out of our comfort zone. Have a great two weeks, and we ☐ll touch base on the other side. B

---

From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]  
Sent: Thursday, June 25, 2009 12:08 PM  
To: Brent Blanton <blanton@unca.unc.edu>  
Subject: Re: need any prompts from me?

Hey. Happy vacation! We are mostly back down in the offices--the copier is still upstairs but most everything else is back here. It has certainly been interesting. Here is the prompt for 398. Talk soon. DC

>  
> AFAM 398  
>  
>  
> "According to many scholars (Maulana Karenga, Russell Adams, Molefi  
> Asante, and others) it is impossible to understand the discipline of  
> African American Studies unless one understands the political  
> struggles for civil rights in America dating back to the 1950s,  
> Critically assess this argument in light of current trends in African  
> American Studies which have incorporated topics such as race,  
> identity, feminism, post-modernism and the African diaspora. Your  
> paper should be at least 20 pages in length, typed and double spaced.  
> Be sure to include the works of at least two authors. Examples  
> include, but are not limited to: Cornel West, Race Matters; Molefi  
> Asante. Afrocentricity; Maulana Karenga. Introduction to Black  
> Studies; bell hooks. Ain't I a Woman? Be sure to properly document all  
> of your sources.

>  
> Brent Blanton wrote:

> HI Debby,

> How are you these days? Are you moved back in? I know how much of a pain that must have been. so hopefully you are settled back into your office.

>  
> I believe is the only one in courses during summer II outside of . What are the assignments for AFAM ? I think she has already.

>  
> Thanks for the help, and we ☐ll see you soon! I am on vacation the next two weeks. but I will swing by when I return.

> B

---

> From: Deborah Crowder [<mailto:dacrowde@email.unc.edu>]  
> Sent: Wednesday, June 24, 2009 6:50 PM  
> To: Brent S Blanton <blanton@unca.unc.edu>  
> Subject: need any prompts from me?

>  
>  
> dc

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, J 6:22 PM  
**To:** @aol.com  
**Subject:** Re: COMM

---

Hi Nicolle,  
Thanks so much. T is a good student. I should tell you she'll miss Thursday because they travel to FSU, but is there a time she can come see you to get things started?

Thanks,  
Jan

@aol.com wrote:

> jan  
> i can add her to the roster; attached are a) the syllabus and b) the  
> assignment for thursday.  
> nicolle  
>

# Exhibit 1-42

This record is a confidential education record.

# Exhibit 1-43

This record is a confidential education record.

# Exhibit 1-44

This record is a confidential education record.

# Exhibit 1-45

This record is a confidential education record.

**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Friday, July 31, 2009 4:19 PM  
**To:** dacrowde@email.unc.edu  
**Subject:** FW: Re:  
**Attach:** 15 african american civil rights activists.docx; Struggle during Civil Rights.docx

---

Hi Debby,  
Attached are papers; I can bring over hard copies if need be on Monday. Have a great weekend, and I'll see you soon!

Thanks for everything!  
B

**EXHIBIT 1-46**

---

From: @email.unc.edu <mailto:@email.unc.edu>  
Sent: Friday, 7/31/09 4:11 PM  
To: Brent Blanton <blanton@unca.unc.edu>  
Subject: Re:

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

> Send reply; thanks!  
>  
> Brent Blanton  
> Associate Director  
> Academic Support Program for Student-Athletes  
> University of North Carolina, Chapel Hill  
> (919) 962.9536 ofc  
> (919) 962.8247 fax  
> <http://tarheelblue.cstv.com/>  
>  
> Kenan Field House  
> PO Box 2126, CB 8550  
> Chapel Hill, NC 27515.2126  
>  
>

**From:** Mike Fox <mfox@unca.unc.edu>  
**Sent:** Tuesday, 11:17 AM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Subject:** Re: - summer AFAM class

---

his cell number is i will call you.

>>> Brent Blanton 9:35 AM >>>

Mike,  
Can you give me contact information? Debby said that she had not received it, so if he can send it to me, I'll make sure it gets to her with a note about timing.

Thanks,  
Brent

>>> Mike Fox 7:20 PM >>>

Brent,  
Sue Maloy called me about and his 'AB' from summer school.  
Can you shed some light on this as it stands now he is academically ineligible  
and would count 0-2 against our APR.  
I spoke to tonight and he turned in the two 12 page papers that were due  
he sent them both electronically and hard copy he said.  
It as an AFAM class.  
Sue and I need to know the status if you can check and let us know please.  
Thanks.

Mike

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

---

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

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

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

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

---

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

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

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

>Hi

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

>

>B

>

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

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

>

>

>

>

>

**From:** @email.unc.edu>  
**Sent:** Monday, 2:14 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Subject:** Summer Class  
**Attach:** .doc

---

HEY Brent!!

Hope you're summer is going great :) I wanted to send you a quick e-mail and attach my finished AFAM paper. Luckily this summer I didn't forget about the assignment, and even though I'm in a foreign country, I still get internet here... unlike last years freakout while I was in . This time I even finished a few days early!! I e-mail the final copy to Debbie Crowder today and hopefully that will be sufficient, but just in case I wanted to send you one if she insists on a hard copy or anything.

I hope you're getting pleenty of vacation and enjoyed the crazy heat that I hear you're getting. Talk to you soon! Thanks a lot :)

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, April 8, 2009 6:27 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** paper  
**Attach:** Afri paper

---

Attached is AFRI paper!!! yay, she is finally done--I BELIEVE. It's actually a pretty interesting paper.

Jan

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

---

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

---

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

Janet

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

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

>  
>

**From:** Janet Huffstetler  
**Sent:** Tuesday, July 31, 2007 10:55 AM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Fw:  
**Attach:** AFAM .doc; AFAM .doc

---

I just talked to . He was going to Fed Ex this paper. I told him I could send it.

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

From:  
To:  
Sent: Tuesday, 9:53 PM  
Subject:

>

>

>

> \*\*\*\*\* Get a sneak peek of the all-new AOL

> at

> <http://discover.aol.com/memed/aolcom30tour>

>

**From:** Janet Huffstetler <  
**Sent:** Monday, May 12, 2008 9:50 AM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:**  
**Attach:** AFRI DARFUR SM.doc; AFRI 3 TP SM 08.doc

---

**From:** Janet Huffstetler  
**Sent:** Tuesday, May 26, 2009 10:56 AM  
**To:** Debby Crowder <dacrowde@email.unc.edu>  
**Subject:**  
**Attach:** AFAM TP.doc; AFAM .doc

---

sent this for me to send you.

**From:** Gore, Travis <stgore@email.unc.edu>  
**Sent:** Monday, May 9, 2011 7:24 PM  
**To:** Nyang Oro, Julius E <JEN321@EMAIL.UNC.EDU>  
**Subject:** FW: paper  
**Attach:** AFRI 266.docx

---

**From:** Boxill, Jeanette M  
**Sent:** Monday, May 09, 2011 7:04 PM  
**To:** Gore, Travis  
**Subject:** ; paper

Here is the paper.

Jan Boxill, Ph.D  
Director, Parr Center for Ethics  
Senior Lecturer  
Department of Philosophy  
University of North Carolina  
Chapel Hill, NC 27599-3125  
Office Phone 919-962-3317  
Cell Phone  
Fax: 919-962-3329  
web: [parrcenter.unc.edu](http://parrcenter.unc.edu)

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, February 1, 2007 6:52 PM  
**To:** jmboxill@email.unc.edu  
**Subject:** Re: abstract

---

I swear Jan, when I grow up I want to be like you!!!!!!:)You are living a life of luxury. Please let everybody know that we have class next Th.

jmboxill@email.unc.edu wrote:

> Hi Julius,  
> I am sending you abstract for AFRI because her computer  
> broke, and I access to  
> the internet and email.  
>  
> Hope all is well with you.  
>  
> Jan Boxill

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 1:43 PM  
**To:** @email.unc.edu>; @email.unc.edu>;  
@email.unc.edu>; @email.unc.edu>;  
@yahoo.com>; @email.unc.edu>;  
@email.unc.edu>; @hotmail.com>  
**Subject:** Afam assignments

---

If you haven't already done so, to turn in your AFAM assignments, you need to print off hard copies and take them to Debby Crowder in Battle Hall. She can't print off all the emails, so please take her copies.

**EXHIBIT 1-47**

These should be in her office no later than Friday, .

thanks,  
Jan

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

---

Debby,  
Hopefully found the AFAM office to turn their papers in. I told them they had to deliver them and not send them by email. Hopefully also they did pretty well on the papers--I know they watched and discussed the videos, which was good. And hopefully the papers are good.

has a chance of getting all A's, with the possible exception of Spanish --she's hoping to make the Dean's list!!! So hopefully her Afam paper will be good enough!!

Nashville is quite interesting!

Jan

--

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



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

---

You need to be in my office next Monday, 30th at 10:15 am after your Afri class.  
Since you have not turned in the Afam paper from LAST SPRING, you will be working on that every Monday and Wednesday from 10:15-noon until you get it done, I have a copy, and it is turned in and verified with Ms. Crowder. I'll see you next Monday.  
Have a great weekend!  
cynthia

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

**From:** Cynthia Reynolds <cynthiar@unca.unc.edu>  
**Sent:** Monday, 11:33 AM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Cc:** Mercer, Robert <rmercerc@unca.unc.edu>  
**Subject:**  
**Attach:** Text.htm

---

has been cleared by Dean Cannon. He is going over to the AFAM dept to turn in his paper right now.

I assume, Brent, that you will want to verify that the paper is turned in by d. crowder.

I then told him to come see you and from there a schedule will be developed if approved for funding.

cr

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

---

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

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

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

**From:** @email.unc.edu>  
**Sent:** Thursday, 5:29 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Cc:** dacrowde@email.unc.edu  
**Subject:** AFRAM PAPER.  
**Attach:** African Americans.doc

---

Dear Professor Crowder,

Here is my paper that is due today July 31st. Thank you so much, this topic was extremely interesting and I learned a lot of new information. Thanks again,

**From:** @email.unc.edu>  
**Sent:** Monday, 2:14 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Subject:** Summer Class  
**Attach:** .doc

---

HEY Brent!!

Hope you're summer is going great :) I wanted to send you a quick e-mail and attach my finished AFAM paper. Luckily this summer I didn't forget about the assignment, and even though I'm in a foreign country, I still get internet here... unlike last years freakout while I was in . This time I even finished a few days early!! I e-mail the final copy to Debbie Crowder today and hopefully that will be sufficient, but just in case I wanted to send you one if she insists on a hard copy or anything.

I hope you're getting pleenty of vacation and enjoyed the crazy heat that I hear you're getting. Talk to you soon! Thanks a lot :)

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, December 18, 2007 2:20 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Re: [Fwd: Re: Fwd: AFRI ]

---

He resent it to me and I've changed his grade.  
Thanks,  
Jan

Deborah Crowder wrote:

>  
>  
>-----  
>  
> Subject:  
> Re: Fwd: AFRI  
> From:  
> @yahoo.com>  
> Date:  
> Mon, 14:44:40 -0800 (PST)  
> To:  
> Deborah Crowder <dacrowde@email.unc.edu>  
>  
> To:  
> Deborah Crowder <dacrowde@email.unc.edu>  
>  
> Hi Ms. Crowder,  
>  
> Hope you are well. The e-mail that I sent Dr. Boxill on Friday came back  
> to me and I just saw it that I had entered her address in incorrectly  
> when I checked my UNC webmail. I have resent her the e-mail with my  
> assignments.  
>  
> Thanks,  
>  
>  
> \*/Deborah Crowder <dacrowde@email.unc.edu>/\* wrote:  
>  
> I got it--no problem. I had a call from Dr. Jan Boxill. Have you  
> sent her something? Or told her when you will have something? dc  
>  
> wrote:  
>> Hello, Ms. Crowder~  
>>  
>> Hope you are well. My word documents sometimes give trouble when  
>> opening so please let me know if you have trouble and I can send  
>> the documents in PDF like I did with previous papers.  
>>  
>> Thanks.  
>>  
>> Note: forwarded message attached.  
>>-----  
>> Never miss a thing. Make Yahoo your homepage.  
>> <[http://us.rd.yahoo.com/evt=51438/\\*http://www.yahoo.com/r/hs](http://us.rd.yahoo.com/evt=51438/*http://www.yahoo.com/r/hs)>  
>>-----  
>>  
>> Subject:  
>> AFRI  
>> From:

>> @yahoo.com>

>> Date:

>> Fri, 15:06:28 -0800 (PST)

>> To:

>> dacrowde@email.unc.edu

>> To:

>> dacrowde@email.unc.edu

>> Hi Ms. Crowder,

>> Hope all is well. Please find my AFRI paper attached.

>> Happy Holidays!

>> Thanks.

>> -----

>> Looking for last minute shopping deals? Find them fast with Yahoo!

>> Search.

>> <[http://us.rd.yahoo.com/evt=51734/\\*http://tools.search.yahoo.com/newsearch/category.php?category=shopping](http://us.rd.yahoo.com/evt=51734/*http://tools.search.yahoo.com/newsearch/category.php?category=shopping)>

>> -----

>> Be a better friend, newshound, and know-it-all with Yahoo! Mobile. Try

>> it now.

>> <[http://us.rd.yahoo.com/evt=51733/\\*http://mobile.yahoo.com/;\\_ylt=Ahu06i62sR8HDtDypao8Wcj9tAcJ](http://us.rd.yahoo.com/evt=51733/*http://mobile.yahoo.com/;_ylt=Ahu06i62sR8HDtDypao8Wcj9tAcJ)>

>> >

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

---

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

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

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

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

---

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

**From:** @email.unc.edu  
**Sent:** 12:27 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Colin Powell Final Paper  
**Attach:** Colin Powell Final Paper.doc

---

Here is my Colin Powell final paper. Thanks again.

**From:** @email.unc.edu  
**Sent:** 12:28 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Martin Luther King Jr. Final Paper  
**Attach:** Martin Luther King Jr. Final Paper.doc

---

Here is my Martin Luther King Jr. final paper. Thanks again.

**From:** @email.unc.edu  
**Sent:** 2:40 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** AFAM Essay  
**Attach:** Country Music 3.doc

---

I have attached my essay for Afam as you requested. The title is  
I'm sorry for taking so long but  
I just got through with the third revision of it and I figured it probably  
wouldn't get any better than this. I appreciate you giving me this  
opportunity and I hope you enjoy reading it. I learned a lot through  
researching this subject that I did not know beforehand. If there are any  
problems with opening it, please let me know.

Thanks again for your time,

**From:** @email.unc.edu  
**Sent:** 1:29 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** garvey paper  
**Attach:** marcusfinalpap.doc

---

Here is my garvey paper.

**From:** @email.unc.edu  
**Sent:** 12:48 AM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** papers  
**Attach:** .doc; .doc; j .doc

---

hey, i dont know if the first email came through but i sent these papers 2 weeks ago and thought you already had them. but here are the papers again and ill see you fri afternoon. love ya and see ya soon!!

**From:** @email.unc.edu  
**Sent:** 1:01 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Afam  
**Attach:** Afam .doc

---

I've had this done since last Thrus. but I couldn't get it to you because I got stuck off campus and then left. Here is the paper. Thank you so much Debbie

**From:** @email.unc.edu>  
**Sent:** 1:25 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Re: AFRI papers  
**Attach:** Nelson Mandela-AFRI .doc

---

Hi Debbie, Here's my AFRI paper (Mandela) Thanks for your everything you have done for me. You can email me at to let me know if you got the paper. Thanks again  
Quoting dacrowde@email.unc.edu:

> Hello. Thank you to those of you who have turned in your papers.  
> Many of you have asked for extensions. Anyone may turn in their  
> paper next week but all papers must be received by noon on Friday,  
> .  
>

**From:** @email.unc.edu  
**Sent:** 8:51 AM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Fwd:Afam Tutorial  
**Attach:** .doc

---

Hey Professor Crowder,

This is my paper. I've sent my application to the Friday Center and payment is on the way today. Could you send me a reply back saying you recieved this paper?

Thanks alot

AFAM Tutorial

----- Forwarded message from @email.unc.edu -----  
Date: 23:12:34 -0400  
From: @email.unc.edu  
Reply-To: @email.unc.edu  
To: @email.unc.edu

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

**From:** @email.unc.edu  
**Sent:** 12:42 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Independent Studies  
**Attach:** \_Afam .doc

---

Hi Debby,  
Hope you are doing well. My Afam paper is attached. See you soon.

Thanks,

**From:** @email.unc.edu  
**Sent:** 1:32 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** AFAM Paper  
**Attach:** PAPER.doc

---

Attached is my paper. Please email back to let me know you received it. Thanks  
@email.unc.edu

**From:** @email.unc.edu  
**Sent:** 1:13 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Re: Independent tutorials  
**Attach:** Bioethnics\_of\_African\_American[2].doc; Alice\_Walker[2].doc

---

Hi Debbie,  
I have attached both of my papers. Im waiting for the bill..Thanks  
for everything..

**From:** @email.unc.edu  
**Sent:** 1:51 PM  
**To:** Crowder, Deborah Adacrowde@email.unc.edu  
**Subject:** afri paper  
**Attach:** afri .doc

---

hey debbie! heres my afri paper. im going & trying a hardcopy to franklin today but i didnt know if i was going to make it in time so i wanted u 2 have some kind of copy through email.

**From:** @email.unc.edu  
**Sent:** 8:30 AM  
**To:** Crowder, Deborah Adacrowde@email.unc.edu  
**Cc:** @email.unc.edu  
**Subject:** Final Papers for AFAM  
**Attach:** african disease.doc; tuskegee paper.doc

---

I have attached my two papers that are due, I hope it is still ok for me to turn them in today, I believe you said that would be all right in the email. But anyway I am glad to be done and cannot thank you enough for your help. Hope the rest of your summer goes well.

**From:** @yahoo.com>  
**Sent:** 2:48 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** Summer School II Paper  
**Attach:** Understanding\_the\_Discipline\_of\_African\_American\_Studies[1].doc

---

**From:** @email.unc.edu  
**Sent:** 1:24 PM  
**To:** Crowder, Deborah Adacrowde@email.unc.edu  
**Subject:** Independent Study  
**Attach:** Independent study.doc

---

Hey Debbie,

I have attached my independent study paper for AFAM to this email.  
Your help is greatly appreciated. Hope you have a good weekend.

**From:** @email.unc.edu  
**Sent:** 10:55 AM  
**To:** Crowder, Deborah Adacrowde@email.unc.edu  
**Subject:** Re: AFAM assignment paper  
**Attach:** AFAM healthcare.doc; Works Cited afam healthcare.doc

---

thanks for the help, hope you have a great summer!

**From:** @aol.com  
**Sent:** 2:50 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** AFRI , AFRI  
**Attach:** Deforestation in Africa.pdf; The Crisis in Zimbabwe.pdf

---

**From:** [redacted]@email.unc.edu  
**Sent:** Friday, [redacted] 8:04 AM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:** AFAM  
**Attach:** AFAM .doc

---

Mr. Crowde,

I took your independent study AFAM [redacted]. I just finished my paper. I was in [redacted] for the month of June. I am sorry this is late, but I tried to get it done as quick as I could. I am also in your AFRI [redacted] independent study. I am almost finished with that paper as well and will send it to you as soon as I finish. If you could let me know you received this paper that would be great.  
Thanks,

**From:** @email.unc.edu  
**Sent:** 4:34 PM  
**To:** Crowder, Deborah Adacrowde@email.unc.edu  
**Subject:** AFRI  
**Attach:** Urbanization[1].docx

---

Hi Debbie,

I have attached my AFRI independent study paper to this email.  
Hope you are having a good summer.

**From:** Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Friday, 4:33 PM  
**To:** @email.unc.edu  
**Cc:** Reynolds, Cynthia <cynthiar@unca.unc.edu>; Lee, Jaimie <jaimielee@unca.unc.edu>  
**Subject:** Re: - Afam paper

---

Hi . Thanks so much for getting this to me know we have been  
out of the office a lot lately so I can see how this happened. We'll  
take care of it on Monday have a great weekend! Debby

@email.unc.edu wrote:

> Ms. Debbie,  
>  
> I am so sorry for the confusion with my paper. I thought I had  
> slipped it under the right door, but maybe I put it under the wrong  
> door. I definitely should have waited to hand it to you. Thank you  
> for accepting it!  
>  
>

**From:** @email.unc.edu  
**Sent:** 6:29 PM  
**To:** dacrowde@email.unc.edu  
**Subject:** paper #2  
**Attach:** .docx

---

Ms. Crowder,

Here is my second paper. Thanks so much for everything. Hope you had a great Christmas. Thanks again.

**From:** @email.unc.edu  
**Sent:** 5:13 PM  
**To:** dacrowde@email.unc.edu  
**Subject:** AFRI Independent Study  
**Attach:** Paper.docx; paper.docx

---

Hey Deborah,

Here are my two completed papers for the Independent study. Thank you so much for all your help!

**From:** @ gmail.com>  
**Sent:** 11:51 AM  
**To:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Re: papers  
**Attach:** afam .doc; afam .docx

---

this is . here are my papers. thanks

**From:** @email.unc.edu  
**Sent:** 3:58 PM  
**To:** Deborah Crowder<dacrowde@email.unc.edu>  
**Subject:** my afri paper  
**Attach:** southern africa.docx

---

**From:** @email.unc.edu  
**Sent:** 10:57 AM  
**To:** dacrowde@email.unc.edu  
**Subject:** Re: AFRI assignments  
**Attach:** final African Environmental Issues paper.docx; final AIDS paper.docx

---

Hey Ms.Debbie,

I have been so  
unfortunately I can't come in and turn the papers in personally. I have  
attached both papers to this email.Thanks again for your help as always.

Best,

**From:** @nc.rr.com  
**Sent:** 9:13 PM  
**To:** Deborah Crowder<dacrowde@email.unc.edu>  
**Subject:** Summer Session 1 paper  
**Attach:** summer1.doc

---

Hey Debbie-

I am sending this to you. Hopefully I am sending it to the right person.

Thanks so much!

**From:** @email.unc.edu  
**Sent:** Thursday, 3:20 PM  
**To:** Deborah Crowderdacrowde@email.unc.edu  
**Subject:** AFAM paper  
**Attach:** Final Paper #1.docx

---

**From:** @gmail.com>  
**Sent:** Wednesday, 7:33 PM  
**To:** Brent Blanton <blanton@unca.unc.edu>  
**Cc:** Deborah Crowder <dacrowde@email.unc.edu>  
**Subject:** Afam Paper-  
**Attach:** Afam Aids.do

---

**From:** @email.unc.edu  
**Sent:** 3:52 PM  
**To:** dacrowde@email.unc.edu  
**Subject:** AFAM  
**Attach:** Final PAPER UN.doc

---

**From:** @nc.rr.com  
**Sent:** 8:34 PM  
**To:** Deborah Crowderdacrowde@email.unc.edu  
**Subject:** Paper  
**Attach:** Civil Rights Paper.doc

---

Thanks again!

**From:** @email.unc.edu>  
**Sent:** 2:37 PM  
**To:** dacrowde@email.unc.edu  
**Subject:** AFAM  
**Attach:**

---

My paper

**From:** Cynthia Reynolds <cynthiar@unca.unc.edu>  
**Sent:** Tuesday, August 21, 2007 2:28 PM  
**To:** dacrowde@email.unc.edu  
**Bcc:** Reynolds, Cynthia <cynthiar@unca.unc.edu>  
**Subject:** MISC issues...  
**Attach:** Text.htm

---

: did he stop by today?  
--any suggestions on this one?

Has two classes at the same time. Afri and Comp which  
is his math substitute. Since Afri meets, can something be worked out for  
--please advise...

Just needs 1 hour (he hopefully filed for an underload today so Betsy can check this. Is it possible for him to  
take Afri for 1.0 credit? He has taken Afri for 1.0 credit this summer and then has a 3.0 hour directed (Phil-from Jan)  
readings class he took a year ago. So, I think he has hours left for an independent study course.  
Past Incompletes:

I told to take over copies of his Afam course. I will check later to see  
if he got it to you.

He said he had the paper done, just didn't take the time to drop it off  
I told him to get it done by this Friday. I will check later this week with you on this one, too.  
stay tuned

: Swah -- stay tuned.  
Any other issues????????????????? Hope your day is going ok. Hang on (once again).....  
cr

**From:** @email.unc.edu  
**Sent:** Sunday, 5:32 PM  
**To:** JEN321@email.unc.edu  
**Subject:** AFAM Dr. Nyang'oro Independent Study,  
**Attach:** AFAM paper.doc

---

Dr. Nyang'Oro,

My name is and I attached my paper for the AFAM independent study I am enrolled in through my academic advisor Brent Blanton. I would hand it in to you personally but I am unable to due to Thank you for the interesting subject matter to research. I truly enjoyed learning about the issues African Americans deal with involving the HIV/AIDS virus. PLease email me with any questions or concerns and I will answer them. Again, thank you

@email.unc.edu

# Exhibit 1-48

Second interpretation regarding coach turning in  
paper previously provided (available on the  
University's website at

[https://carolinacommitment.unc.edu/files/2016/12/  
January-7-2016-letter-from-Rick-Evrard-to-Tom-  
Hosty.pdf](https://carolinacommitment.unc.edu/files/2016/12/January-7-2016-letter-from-Rick-Evrard-to-Tom-Hosty.pdf))

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Saturday, 5:31 PM  
**To:** Crowder, Deborah A <dacrowde@email.unc.edu>  
**Subject:**

---

will have her paper to you by Monday morning.

Question: Is it possible that AFAM . OR would be available  
in ?

Jan

**EXHIBIT 1-49**

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Friday, January 15, 2010 6:22 PM  
**To:** Gore, Travis <stgore@email.unc.edu>  
**Subject:** Re: names--PIDS

---

Hey Travis!

I was wondering if I could talk to you about the afam independent study. If I send a student to talk to you about the one with McMillain and/or register, do you think either of them would be willing?? I'm still needing an afam major course for 1 person, who needs to make up lots of ground for doing this major.

Thank you again for being so patient with me!

Jaimie  
Jaimie Lee  
--message sent via blackberry--  
-----Original Message-----  
From: Travis Gore <stgore@email.unc.edu>  
To: Jaimie Lee <jaimielee@unca.unc.edu>

Sent: 1/13/2010 10:18:03 AM  
Subject: Re: names--PIDS

Good deal!! is now in !!!

Jaimie Lee wrote:  
> Of course! is good to go for adding Afri  
> and then we are covered! I will be meeting with JN as soon as he gets  
> back regarding the changes! You're the BEST!!!  
>  
>  
> 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  
>  
>  
>  
>>>> Travis Gore <stgore@email.unc.edu> 1/13/2010 9:58 AM>>>  
> Awesome! I know you got my back! haha  
>  
> Jaimie Lee wrote:  
>> Thank you! I have to work with schedule a bit. I appreciate  
>> it so much! I have already emailed Julius and will talk to him about  
>> it. Don't worry, I am definitely not trying to get you in trouble! We  
>> talked about adding a few more people because we were waiting on  
>> mid-year guys and were not sure how that was going to pan out.  
>>  
>> I will clear up everything with JN and if anyone needs to be dropped,  
>> that can be arranged!  
>>  
>> You're the best!!  
>> 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  
>>  
>>  
>>  
>>>> Travis Gore <stgore@email.unc.edu> 1/13/2010 8:42 AM>>>  
>> Hey!  
>>  
>> I am sorry. I thought I had already done I remember  
>> typing in his name but I bet I got distracted with something and then  
>> closed it out. Anyway I have done it now! I will work on  
>> Julius should get back to town soon. You don't think he will be mad at

>> me for putting all these in do you?! haha.  
>>  
>> Travis  
>>  
>> Jaimie Lee wrote:  
>>> Hello again!  
>>>  
>>> I was just checking in about the Afri There was still  
>>> who needed to be added. There is another,  
>>> who also needs it, and that would literally be it!  
>>> Please let me know if I am causing any trouble for you. I will touch  
>>> base with you again tomorrow! Thank you!  
>>>  
>>> Jaimie  
>>>  
>>> Jaimie Lee  
>>>  
>>> Academic Counselor, UNC Football  
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>>> Academic Support Program for Student Athletes  
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>>> University of North Carolina-Chapel Hill  
>>>  
>>> 919-843-6566 w  
>>>  
>>> c  
>>>  
>>> jaimielee@unca.unc.edu  
>>>  
>>>  
>>>>> Travis Gore <stgore@email.unc.edu> 1/12/2010 9:09 AM>>>  
>>>> ok great!  
>>>>  
>>>> Jaimie Lee wrote:  
>>>>> Thank you so much!! I will have to get back to you as soon as  
>>>>> drops a class. I really appreciate it!  
>>>>>  
>>>>> 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  
>>>>>  
>>>>>  
>>>>>>> Travis Gore <stgore@email.unc.edu> 1/12/2010 8:49 AM>>>>>  
>>>>>>> Got them all except had a credit overload. I cant  
>>>>>>> remember  
>>>>>>> which class you wanted him to drop.  
>>>>>>> Thanks!  
>>>>>>>  
>>>>>>> Travis  
>>>>>>>  
>>>>>>> Jaimie Lee wrote:  
>>>>>>>> FYI the holds are removed so the guys are ready for adding!  
>>>>>>>> Thank you!  
>>>>>>>>  
>>>>>>>> Jaimie Lee  
>>>>>>>>  
>>>>>>>> Academic Counselor, UNC Football  
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>>>>>>>> Academic Support Program for Student Athletes  
>>>>>>>>  
>>>>>>>> University of North Carolina-Chapel Hill  
>>>>>>>>  
>>>>>>>> 919-843-6566 w  
>>>>>>>>  
>>>>>>>> c  
>>>>>>>>  
>>>>>>>> jaimielee@unca.unc.edu  
>>>>>>>>  
>>>>>>>>  
>>>>>>>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:47 PM>>>>>>>>>  
>>>>>>>>>>> ok thanks!  
>>>>>>>>>>>  
>>>>>>>>>>> Jaimie Lee wrote:  
>>>>>>>>>>>> good idea! i will try lol...you have a great night! don't  
> stay too

>>>> late!  
>>>>>  
>>>>>>  
>>>>>> 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  
>>>>>>  
>>>>>>  
>>>>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:43 PM>>>  
>>>>>>> oh my! well hopefully they have a tv so you can watch the  
>> carolina  
>>>>>>> game!  
>>>>>>>  
>>>>>>> Jaimie Lee wrote:  
>>>>>>>> lol you too! but study hall starts soon so i get to have fun  
>>> working  
>>>>>>>> all night lolol...ugh!  
>>>>>>>>  
>>>>>>>> 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  
>>>>>>>>  
>>>>>>>>  
>>>>>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:40 PM>>>  
>>>>>>>> no problemo! Now you need to get home. Its getting late!  
>>>>>>>>  
>>>>>>>> Jaimie Lee wrote:  
>>>>>>>>> Wonderful I'm glad you could follow my rant! lol...yes, my  
>>>>>>>>> apologies,  
>>>>>>>>> I meant Afri ! Typo!! Thanks a million and I appreciate  
>>> your  
>>>>>>>>> help!!!  
>>>>>>>>>  
>>>>>>>>>  
>>>>>>>>> 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  
>>>>>>>>>  
>>>>>>>>>  
>>>>>>>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 5:35  
> PM>>>  
>>>>>>>>>>> ha no that was a good answer! Good news, I was able  
> to drop  
>>>>>>>>>>> just the  
>>>>>>>>>>>> recitation and keep the comm class. So he is now in Afri  
>>>> I  
>>>>>>>>>>>> noticed you have afam but Im pretty sure you meant  
> afri  
>>>>>>>>>>> but you  
>>>>>>>>>>>> can let me know if I have it wrong.  
>>>>>>>>>>>>  
>>>>>>>>>>>> Thanks!  
>>>>>>>>>>>>  
>>>>>>>>>>>> Travis  
>>>>>>>>>>>>  
>>>>>>>>>>>> Jaimie Lee wrote:  
>>>>>>>>>>>>> Hello Travis!

>>>>>>>>  
>>>>>>>> Thank you so much!!  
>>>>>>>>  
>>>>>>>> Sorry I was late getting back to you. If it is possible to  
>>>>>>>> drop the  
>>>>>>>> Comm and add the that would be  
> ideal. I  
>>>>>>>> need to  
>>>>>>>> him to keep Comm but I have a feeling the recitation may  
>>>>>>>> not be  
>>>>>>>> mandatory. If he cannot be added without the recitation,  
>>>>>>>> I will  
>>>>>>>> have  
>>>>>>>> to send to the department to get clarification  
>>>>>>>> about the  
>>>>>>>> course  
>>>>>>>> requirements. Hmmm that wasn't a very good answer, was  
>>>>>>>> it? lol  
>>>>>>>>  
>>>>>>>> .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  
>>>>>>>>  
>>>>>>>>  
>>>>>>>>>> Travis Gore <stgore@email.unc.edu> 11/19/2009 3:52  
>> PM>>>  
>>>>>>>>>> Hey Jamie  
>>>>>>>>>>  
>>>>>>>>>> Below is what I was able to do. I just want to make sure  
>>>>>>>>>> about  
>>>>>>>>>>  
>>>>>>>>>> and his comm class. Did we want to drop that?  
>>>>>>>>>>  
>>>>>>>>>> Thanks!  
>>>>>>>>>>  
>>>>>>>>>> Travis  
>>>>>>>>>>  
>>>>>>>>>> Jaimie Lee wrote:  
>>>>>>>>>> Afam  
>>>>>>>>>> (enrolled)  
>>>>>>>>>> (comm)  
>>>>>>>>>>  
>>>>>>>>>> Afam  
>>>>>>>>>> (enrolled)  
>>>>>>>>>>  
>>>>>>>>>> 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  
>>>>>>>>>>

**From:** Travis Gore <stgore@email.unc.edu>  
**Sent:** Saturday, January 16, 2010 1:04 AM  
**To:** Lee, Jaimie Alexis Samatha <jaimielee@unca.unc.edu>  
**Subject:** Re: names--PIDS

---

Hey Whats up Jaimie!

Register indicated to me that she really didnt want to take anymore and McMillain's might be tough. I think there was a section with Hildebrand. That might be an option!  
Talk to you when we get back on Tuesday!

Travis

Jaimie Lee wrote:

> Hey Travis!

>  
> I was wondering if I could talk to you about the afam independent study. If I send a student to talk to you about the one with McMillain and/or register, do you think either of them would be willing?? I'm still needing an afam major course for 1 person, who needs to make up lots of ground for doing this major.

>  
> Thank you again for being so patient with me!

>

> Jaimie

> Jaimie Lee

> --message sent via blackberry--

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

> From: Travis Gore <stgore@email.unc.edu>

> To: Jaimie Lee <jaimielee@unca.unc.edu>

>

> Sent: 1/13/2010 10:18:03 AM

> Subject: Re: names--PIDS

>

> Good deal!! is now in !!!

>

> Jaimie Lee wrote:

>

>> Of course! is good to go for adding Afri

>> and then we are covered! I will be meeting with JN as soon as he gets

>> back regarding the changes! You're the BEST!!!

>>

>>

>> 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

>>

>>

>>

>>

>>>>> Travis Gore <stgore@email.unc.edu> 1/13/2010 9:58 AM >>>>>

>>>>>

>>>>> Awesome! I know you got my back! haha

>>>>>

>>>>> Jaimie Lee wrote:

>>>>>

>>>>> Thank you! I have to work with schedule a bit. I appreciate

>>>>> it so much! I have already emailed Julius and will talk to him about

>>>>> it. Don't worry, I am definitely not trying to get you in trouble! We

>>>>> talked about adding a few more people because we were waiting on

>>>>> mid-year guys and were not sure how that was going to pan out.

>>>>>

>>>>> I will clear up everything with JN and if anyone needs to be dropped,

>>>>> that can be arranged!

>>>>>

>>>>> You're the best!!

>>>>> Jaimie

>>>>>

>>>>>

>>>>> Jaimie Lee

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>>>>> Academic Counselor, UNC Football

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>>>>> University of North Carolina-Chapel Hill

>>>>>

>>>>> 919-843-6566 w

>>>  
>>> c  
>>>  
>>> jaimielee@unca.unc.edu  
>>>  
>>>  
>>>  
>>>>> Travis Gore <stgore@email.unc.edu> 1/13/2010 8:42 AM >>>  
>>>>>  
>>> Hey!  
>>>  
>>> I am sorry. I thought I had already done I remember  
>>> typing in his name but I bet I got distracted with something and then  
>>> closed it out. Anyway I have done it now! I will work on  
>>> Julius should get back to town soon. You don't think he will be mad at  
>>> me for putting all these in do you?! haha.  
>>>  
>>> Travis  
>>>  
>>> Jaimie Lee wrote:  
>>>  
>>>>> Hello again!  
>>>>>  
>>>>> I was just checking in about the Afri . There was still  
>>>>> who needed to be added. There is another,  
>>>>> ) who also needs it, and that would literally be it!  
>>>>> Please let me know if I am causing any trouble for you. I will touch  
>>>>> base with you again tomorrow! Thank you!  
>>>>>  
>>>>> Jaimie  
>>>>>  
>>>>>  
>>>>> Jaimie Lee  
>>>>>  
>>>>> Academic Counselor, UNC Football  
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>>>>> jaimielee@unca.unc.edu  
>>>>>  
>>>>>  
>>>>>  
>>>>>>> Travis Gore <stgore@email.unc.edu> 1/12/2010 9:09 AM >>>>>  
>>>>>>>  
>>>>> ok great!  
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>>>>> Jaimie Lee wrote:  
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>>>>>>> drops a class. I really appreciate it!  
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>>>>>>> c  
>>>>>>>  
>>>>>>> jaimielee@unca.unc.edu  
>>>>>>>  
>>>>>>>  
>>>>>>>  
>>>>>>>>> Travis Gore <stgore@email.unc.edu> 1/12/2010 8:49 AM >>>>>>>  
>>>>>>>>>>>  
>>>>> Got them all except had a credit overload. I cant  
>>>>>  
>>>>> remember  
>>>>>  
>>>>>>> which class you wanted him to drop.  
>>>>>>> Thanks!  
>>>>>>>  
>>>>>>> Travis  
>>>>>>>  
>>>>>>> Jaimie Lee wrote:  
>>>>>>>  
>>>>>>>>>>> FYI the holds are removed so the guys are ready for adding!







**From:** Gore, Travis </O=UNC EXCHANGE/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=STGORE>  
**Sent:** Wednesday, March 31, 2010 3:08 PM  
**To:** Bridger, Frances Elizabeth <bridgerb@unca.unc.edu>  
**Subject:** RE: question

---

Hey Beth,

Yeah this semester is flying by! Hope you are enjoying this nice weather!

It looks like the Afam 190 will be set up like the independent study although I am not sure yet who will be grading it!

Travis

---

**From:** Beth Bridger [mailto:bridgerb@unca.unc.edu]  
**Sent:** Tuesday, March 23, 2010 1:38 PM  
**To:** Gore, Travis  
**Subject:** question

Hey Travis-

I hope you are doing well. I can't believe the semester is almost over!

Quick question, do you know what and when Afam 190 will be in the fall? I have a senior graduating, and trying to find him one last course!

Beth

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

**From:** "Julius Nyang'oro" <jen321@email.unc.edu>  
**Sent:** Wednesday, March 17, 2010 5:07 PM  
**To:** Lee, Jaimie <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

> >

> >

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Thursday, July 22, 2010 4:26 PM  
**To:** Beth Bridger <bridgerb@unca.unc.edu>  
**Cc:** Tia Overstreet <overstre@unca.unc.edu>  
**Subject:** afri 521  
**Attach:** TEXT.htm

---

Here's my list for guys who need the Afri. We will prob need to come together soon to request anything which may need to be added!!

FYI, Swah 403 paper won't be possible until the Spring.

521

I have emailed to see if Afam 428 and Afri 520 will be offered. Any other ideas?

Jaimie Lee  
Academic Counselor, UNC Football  
Academic Support Program for Student Athletes  
University of North Carolina-Chapel Hill  
919-843-6566 w  
c  
jaimielee@unca.unc.edu

**From:** Travis Gore <stgore@email.unc.edu>  
**Sent:** Wednesday, October 28, 2009 10:38 AM  
**To:** Beth Bridger <bridgerb@unca.unc.edu>  
**Subject:** Re: question

---

Good Morning! Yeah yesterday was really busy! I will be happy to check on this for you. Hopefully I can get back to you today with an answer.

Tough loss last Thursday but a win tomorrow would be sweet!

Travis

Beth Bridger wrote:

> Hey Travis-  
>  
> I hope you are doing well!!!  
> I know you are probably getting lots of contact from the students  
> during registration time.  
> I am excited 1 registration time "down" 3 to go!  
>  
> Question-  
>  
> Do you think there will be any possibilities of the seminar type  
> classes for Afri/Afam in the Spring? I know Miss Debby usually  
> coordinated a lot of those--extremely tedious and time consuming! It  
> looked like there might have been one, Afri 166, but it was canceled.  
> Just wanted to check out any possibilities. If it is easier for me to  
> come by to catch you when you aren't busy, I am more than obliged to  
> stop by.  
>  
>  
>  
> Beth  
>  
> Beth Bridger  
> Assistant Director/ Learning Specialist  
> Academic Support for Student-Athletes  
> UNC-Chapel Hill  
> (w) 919-843-5669  
> (c)  
> bridgerb@unca.unc.edu <<mailto:bridgerb@unca.unc.edu>>

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

---

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

**EXHIBIT 1-50**

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

Deborah Crowder wrote:

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

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

---

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

Wayne Walden wrote:

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

>  
>Wayne

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

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

>>Wayne Walden wrote:

>>>Debby,  
>>>I hope you are doing well. I have a question about AFAM for next  
>>>semester. I have a senior student-athlete who is supposed

>>>  
>>>  
>>>to

>>>graduate in May and she wanted to take AFAM to fulfill her A&S  
>>>Philosophy perspective. She is taking a COMM course which meets

>>>from 2:00-3:15 on MW (to complete her requirements) and AFAM is

>>>listed from 2:00-4:50 on W. Does the class meet at that time or is it

>>>  
>>>  
>>>a

>>>

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

**From:** Travis Gore <stgore@email.unc.edu>  
**Sent:** Monday, August 9, 2010 10:41 AM  
**To:** Sherman, Renee A <renees@unc.edu>  
**Subject:** class for Fall

---

Hi Renee!

Can we put Afam 428 section 001 on for the Fall 10 with Julius Nyang'oro to meet once a week on Wed with TBA with controlled enrollment ? Thanks and I can fill out a form if you need me to. Sorry I tried to get this out to you last week but I was on vacation : )

Travis

**From:** @unc.edu>  
**Sent:** Monday, 3:50 PM  
**To:** dacrowde@email.unc.edu  
**Cc:** stgore@email.unc.edu  
**Subject:** AFAM Registration

---

Hello,

I am an undergraduate student and I am interested in taking AFAM. Whom should I talk to about registering for it? I understand that it has controlled enrollment, so what should I do?

If you are not the appropriate person to ask, to whom should I direct further inquiry?

Thank you,

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 1:21 PM  
**To:** @email.unc.edu  
**Subject:** Re: class enrollment question

---

I suggest that you come see me before the end of this semester so that we can talk about it. 101 Battle Hall.

@email.unc.edu wrote:

> Fall, because I am still not sure whether I will be here this summer.

>

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

>

>> Do you mean Summer or Fall?

>>

>> @email.unc.edu wrote:

>>

>>> Dr. Julius E. Nyang'oro,

>>>

>>> Hello, my name is I am a Political Science major  
>>> and wanted to take next semester but noticed it  
>>> was a controlled enrollment course. I would really love to take the  
>>> course and I will be graduating in December. I wasn't sure if there  
>>> was a prerequisite but I spent two months last summer in and I  
>>> am applying for money to spend this summer in to conduct  
>>> research for my honors thesis.

>>>

>>> Please just let me know if I would be able to get into the class and

>>> thanks for your time.

>>>

>>> Best,

>>

>>

>>

>> --

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

>>

>

>

--

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 12:27 PM  
**To:** @email.unc.edu  
**Subject:** Re: trouble signing up for your class

---

You would have to come and talk to me. 101 Battle Hall.

@email.unc.edu wrote:

> Professor Nyang'oro,  
>  
> My name is , and I will be a next year. When I  
> attempted to sign up for your class (AFAM , F 2-450),  
> I was told that I need instructor permission. I would love to take your  
> class, as I have heard good things about it. The topic sounds like it  
> would be very interesting.  
>  
> My PID number is  
>  
> Please let me know if I will be allowed to take your class (hopefully I  
> will). Thank you for your time.  
>  
>  
>

--

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

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

---

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

@email.unc.edu wrote:

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

>  
> Sincerely,

>  
>  
>

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

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

>>  
>> @email.unc.edu wrote:

>>> Dear Professor Nyang'oro,

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

>>> Sincerely,

>>>  
>>  
>>  
>> --

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

>>  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Wednesday, 3:53 PM  
**To:** Asta Crowe <acrowe@email.unc.edu>  
**Cc:** @gmail.com>  
**Subject:** Re: Enrollment in AFRI

---

Asta,  
I would be happy to talk to My office: 101 Battle Hall. I am usually in 10-12;2-4.

Asta Crowe wrote:

> this would be a good course for you but it is restricted by the  
> home department and I have no control over it. I am copying this to the  
> instructor of the course, and you need to contract Dr. Nyang'Oro and  
> ask his permission to enroll.  
>  
> I am also copying this to Debbie Crowder in that department. Perhaps if  
> Dr. Nyang'Oro gives you permission, Debbie can enroll you. Debbie, does  
> that work?  
>  
> Dr. Nyang'Oro, this is a course that would be very good for in  
> her field area of health/population policy within her Public Policy  
> major. Is there any chance you can give her permission to enroll?  
>  
> Asta Crowe  
>  
>  
> wrote:  
>  
>> Ms. Crowe,  
>>  
>> I was just notified that Soci has been dropped for  
>> This course is one of the health/population policy field options.  
>>  
>> I am trying to enroll in Afri  
>> Course  
>>  
>> Section  
>>  
>> Course Title  
>>  
>> Call No.  
>>  
>> Credits  
>>  
>> Class Type  
>>  
>> Max. Enrollment  
>>  
>> Instructor  
>>  
>> Time  
>>  
>> Location  
>>  
>> Availability  
>>  
>> Notes  
>> AFRI  
>>

>>  
>>  
>>  
>>  
>>  
>>  
>>  
>>  
>>  
>> 03.00  
>>  
>> lecture  
>> 10  
>> NYANG'ORO, J  
>>  
>> Wed. 02:00PM--04:50PM  
>>  
>>  
>> Location to be announced.  
>>  
>>  
>> \*Open\*  
>>  
>> Controlled Enrollment: see department.  
>> Permission required for enrollment.  
>>  
>>  
>>  
>> This is on the list of field options as well.  
>> Could you please help me get enrolled in this course?  
>>  
>> I am interested in Africa (I will be in southern Africa all summer)  
>> this fits in my schedule.  
>>  
>> Thank you for any help!  
>> Sincerely,  
>>  
>>  
>> my pid is                    in case you need it  
>> pin #  
>  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, 9:33 AM  
**To:** @email.unc.edu>  
**Subject:** Re: AFRI

---

You need to talk to me. But then I think it is too early for that. Any issue can be resolved at the beginning of Fall semester.

wrote:

> Professor Nyang'oro:  
> I am a rising in INTS with a concentration in Africa. I am  
> attempting to register for your class Africa and  
> it is a controlled registration. I was hoping you could tell me what I  
> need to do to enroll in the course.  
> Thank you in advance,  
>

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

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, 2:44 PM  
**To:** @gmail.com>  
**Subject:** Re: AFRI

---

I will be making that decision when school starts in Fall.

wrote:

> Dr. Nyang 'oro,  
>  
> I would love to take your AFRI - Contemporary Africa course. The  
> course search engine, however, advises: "Controlled Enrollment: see  
> departmen. Permission required for enrollment." Am I allowed to take  
> your course? I will be an undergraduate in , and I am a  
> Political Science and International Studies double major.  
>  
> Thank you for your consideration.  
>  
> Respectfully,  
>  
>  
>  
>

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



**From:** Brent Blanton <blanton@unca.unc.edu>  
**Sent:** Wednesday, May 27, 2009 9:41 AM  
**To:** May, Steve <skmay@email.unc.edu>  
**Subject:** RE:  
**Attach:** TEXT.htm

---

Great; thanks Steve. He'll get on it probably after our post-season is over. Take care, Brent

>>> "Steve May" <skmay@email.unc.edu> 5/27/2009 9:33 AM >>>  
Hi Brent,

All of the information for registering for an independent study is on our department's web site, under Undergraduate Studies, then Opportunities for Undergraduate Students, and then Independent Studies.

will need to complete and submit that paperwork, including a summary of the independent work that he will do with me. He and I can communicate about the specific nature of the independent study and the assignments for it. After that is completed, he can register for the class with Jessica Smith (jesmit@email.unc.edu). He will want to register for the upper-level version of independent study (Comm rather than Comm ).

I don't have access to courses to date, so I can't guarantee that this is his last upper-level course. If he is unsure, he should check with his Arts and Sciences Advisor. The Comm course can count as one of his 3 required upper-level courses, though.

Steve

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]  
Sent: Wednesday, May 27, 2009 9:16 AM  
To: Steve May  
Subject: RE:

Hi Steve,  
Thanks for getting back to me. wants to do one in the fall. What should he do from here, and this will take care of his last upper-level correct?

Brent

>>> "Steve May" <skmay@email.unc.edu> 5/25/2009 4:20 PM >>>  
Hi Brent,

I am available for an independent study during the first summer session, but I will be traveling out of the country for much of the remainder of the summer (after mid-June) and won't be available at that point.

I am available in the fall, though, if he wants to do an independent study with me. Let me know if that would be an option.

Steve

From: Brent Blanton [<mailto:blanton@unca.unc.edu>]  
Sent: Friday, May 22, 2009 1:45 PM  
To: skmay@email.unc.edu  
Subject:

Good afternoon,  
I hope all is well for you. A new situation has arisen regarding Mr. with which I am hoping you can help me. He is on track to , but it is contingent upon his completing one more upper-level IOC requirement. He is currently enrolled in , but he may not be available because he is contemplating pursuing a professional career that takes

him away from campus. His current courseload for the fall includes everything else he needs , but there is no opportunity for him to complete an upper-level. Is there any way he could complete an independent version of this summer or of an upper-level in the fall opening up?

I appreciate any assistance you can lend and hope you have a great holiday weekend!  
Brent

Brent Blanton  
Associate Director  
Academic Support Program for Student-Athletes  
University of North Carolina, Chapel Hill  
(919) 962.9536 ofc  
(919) 962.8247 fax  
<http://tarheelblue.cstv.com/> ( <mailto:blanton@unca.unc.edu> )

Kenan Field House  
PO Box 2126, CB 8550  
Chapel Hill, NC 27515.2126

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

---

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

Cynthia Reynolds wrote:

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

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

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

---

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

Brent Blanton wrote:

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

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

Email: jmboxill@email.unc.edu

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

---

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

Jan

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

@email.unc.edu wrote:

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

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

---

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

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

> Hi  
> I spoke with Dr. Jan Boxill, and she has enrolled you in PHIL it is  
> an elective class, but right now you needed the hours. I will forward  
> an email to you that has the assignment. As for EXSS I spoke with  
> Dr. Osborne this morning, and she is trying to see if she can get the  
> online course materials that she can hold you to but leave you in her  
> regular class. If she cannot, you will have to drop that class because  
> there is an attendance component that she would be forced to hold you  
> accountable for. If that is what happens, she will enroll you in an  
> EXSS independent study to round out your enrollment. As for EXSS  
> you will probably have to drop that as well but not until we get the  
> EXSS independent study. That will leave you with MUSC PHIL PSYC  
> and either EXSS or the EXSS independent study. Let me know if  
> this does not meet your wishes, and I will do what I can tomorrow. As  
> for self-paced foreign language, I asked around, and that does not seem  
> to be an option.  
>  
> Talk to you soon!  
> Brent  
>  
>>>> @email.unc.edu> 8:48 pm >>>>  
> Hey Brent-  
>  
> I have a few questions for you. I'm still having a  
> tough time finding any classes to take.  
>  
> First of all I am enrolled in three classes on student central that the  
> teacher will not let me take but due to I cannot  
> drop them. I  
> need to be dropped from PSYC , EXSS and my BIOL  
>  
> My next problem is that I am taking two classes on campus right now but  
>  
>  
>  
> I have tried e-mailing those  
>  
> teachers but have not heard back from them.  
>  
> It is likely that I am going to have to take all of my classes either  
> online, independent study or self paced. I e-mailed Debby Crowder about  
>

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

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 8:44 PM  
**To:** Stroman, Deborah L <dstro@unc.edu>; <@gmail.com>  
**Subject:** Help.

---

Hi Debby,  
I have a big favor to ask you. is a graduating senior in EXSS. She is signed up for EXSS. Unfortunately she cannot take it because the time conflicts with practice. She and I talked about different possibilities, and we thought that perhaps she could take an independent studies class [EXSS with you and do a project on dealing with facilities management or even one on marketing. Would you be up for this?

Thanks so much. I have included her on the email so you can email us both back if you wish.

Thanks,  
Jan

P.S. Great turn out at Tylers for the Coach Hatchell radio show! Thanks for all your efforts.

--  
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:** Monday, 3:21 PM  
**To:** Stroman, Deborah L <dstro@unc.edu>  
**Subject:**

---

Hi Debby,

We are a bit bummed to be out of the tournament, but then again, making the tournament was not guaranteed.

I am working on summer courses, and I was wondering if it would be possible for to do an internship with you, working at a local community center, e.g. Hargraves. I know they have a program; or even with the YMCA. Would this be possible for the first summer session?

Thanks so much for all your help.

Jan

--

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

**From:** Jaimie Lee <jaimielee@unca.unc.edu>  
**Sent:** Tuesday, January 12, 2010 12:01 PM  
**To:** Stroman, Deborah <dstroman@email.unc.edu>  
**Subject:** RE: travel this week!  
**Attach:** TEXT.htm

---

Wonderful! Thank you for your help. You're right, the 290 may be better, but what are the hours like? They have spring ball which makes the schedule still pretty tight. Tuesdays are their day off this semester, though.

Also, I will touch base with Beth to finalize the 2 people who could use this the most and would work hard! Thank you, again.

Jaimie

Jaimie Lee  
Academic Counselor, UNC Football  
Academic Support Program for Student Athletes  
University of North Carolina-Chapel Hill  
919-843-6566 w  
c  
jaimielee@unca.unc.edu

>>> "Deborah Stroman" <dstroman@email.unc.edu> 1/12/2010 11:57 AM >>>

Hi Jaimie. I could handle two more 396 independent study students ☐

I am off to the NCAA Convention. Let ☐s chat next week. Send me their names and what their career interest is for life after UNC. Also, maybe the 290 internship course would be better. Let ☐s look at both options. See attached.

If we need to handle this matter this week, call me on my cell tonight.

d

**From:** "Deborah Stroman" <dstroman@email.unc.edu>  
**Sent:** Friday, January 15, 2010 9:22 AM  
**To:** Reynolds, Cynthia <cynthiar@unca.unc.edu>  
**Subject:** RE: Question....  
**Attach:** TEXT.htm

---

Yes. I am back. I left you a vmsg. I teach at 11:00.

Do we need to find the student an internship site? Or is there already a site in mind?

Thanks!

d

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

[http://www.unc.edu/depts/exercise/sport\\_administration](http://www.unc.edu/depts/exercise/sport_administration)

**Happy New Year! Share a smile.**

*Weekly Weird Fact: Almonds are a member of the peach family.*

---

**From:** Cynthia Reynolds [mailto:cynthiar@unca.unc.edu]  
**Sent:** Tuesday, January 12, 2010 2:00 PM  
**To:** Deborah Stroman  
**Subject:** RE: Question....

Have fun!!

Is it a possibility for you to add a student in your 290 course when you return?

Please advise.....

cr

>>> "Deborah Stroman" <dstroman@email.unc.edu> 1/12/2010 1:49 PM >>>

HNY! Cynthia. On my way to ATL for the NCAA Convention. Will chat soon.

290 is used for all of our special topic courses. This 290 course will change to 327 in the Fall.

Go Heels,

Deborah Stroman, Ph.D., CLU

Explore. Engage. Empower.

919.843.0336

[http://www.unc.edu/depts/exercise/sport\\_administration](http://www.unc.edu/depts/exercise/sport_administration)

**Happy New Year! Share a smile.**

*Weekly Weird Fact: Almonds are a member of the peach family.*

---

**From:** Cynthia Reynolds [mailto:cynthiar@unca.unc.edu]  
**Sent:** Tuesday, January 12, 2010 1:25 PM  
**To:** dstroman@email.unc.edu  
**Subject:** Question....  
**Importance:** High

Happy New Year!

I hope your holidays were blessed with family and friends and that you had some good time off to rest and get re-energized.

I am writing you to ask you about your Exss 290 course.

I have a student who is an Exss major who is interested in taking this class.

She is currently in season with her sport and is taking Anatomy, Sport Psych and math.

I don't know whether 290 changes each semester or if there is a consistent format you use for the class. I know that it is

a special topics class, but that is about all I'm sure of at this point in time.

If you would, please call me to chat or send me a "best time to reach you" day/time and I will give you a call.

Thanks, Debby for your time!

Cheers!

Cynthia

Cynthia R. Reynolds

Associate Director

Academic Support Program for Student-Athletes

College of Arts and Sciences

University of North Carolina - Chapel Hill

919.962.9893 (o)

"Access without effective support is not opportunity." V. Tinto

# Exhibit 1-52

This record is a confidential personnel record.

**From:**  
**Sent:** Monday, December 21, 2009 2:25 PM  
**To:** @email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:** EXSS

---

**EXHIBIT 1-53**

As it stands right now, your grade for this course would be a C-. You have an A- for the technical class and final composition, an F for both exams, and a C- for the term paper and also I did not receive the critique papers for the . The term paper you emailed me was not on a and this course is about

What would help it to come up to a strong "C" would be to redo your term paper on the topic I had suggested which is and to write the one page critique papers on both of th . I have attached guidelines for the term paper and for writing the critiques. was the foremost African-American You should find plenty of information about her in periodicals as well as books and on the web. You may find some of on or on another website. I really hope that you are able to write these papers over the break and email them to me by Jan 4 when UNC offices reopen so that I might change your IN on that day.

Have a good holiday and I'll be looking for the papers!

# Exhibit 1-54

Chronology previously provided (available on the  
University's website at

<http://carolinacommitment.unc.edu/files/2016/08/Exhibits-for-ANOA-Response-2016.pdf>)