

## Factual Information

FI No.	Date	File Type	Factual Information includes, but is not limited to, the following:	File Name	Allegations Supported
1		Email from Boxill to	Boxill's communication with	Item1_BoxillTo	1
2		Email from Boxill to	Boxill informing that she added a conclusion to her paper.	Item1_BoxillTo_NorthCarolina_00231	1
3		Email from Boxill to	Boxill informing that she edited her paper for grammar.	Item1_BoxillTo_NorthCarolina_00231	1
4		Email from Boxill to	Boxill informing that she added a conclusion to her paper.	Item1_BoxillTo_NorthCarolina_00231	1
5		Email from Boxill to	Boxill informing that she added to her introduction and conclusion.	Item1_BoxillTo	1
6		Email from Boxill to	Boxill informing that she added quotes to s paper.	Item1_BoxillTo_NorthCarolina_00231	1
7		Email from Boxill to	Boxill informing that she added a conclusion to s paper.	Item1_BoxillTo (2)_NorthCarolina_00231	1
8		Email from to Boxill.	mentioning to Boxill that they wrote a paper together.	Item1_BoxillFrom_NorthCarolina_00231	1
9		Email from to Boxill.	thanking Boxill for allowing her to use the same paper for two different courses.	Item1_BoxillFrom_NorthCarolina_00231	1
10		Email from Boxill to	An email containing paragraphs for a paper.	JBoxillEmailTo_500_NorthCarolina_00231	1
11		Email from Boxill to	An email containing a partially completed bibliography.	JBoxillEmailTo_473&474_NorthCarolina_00231	1
12		Email from Boxill to	An email containing an introductory paragraph for a paper.	JBoxillEmailTo_3115_NorthCarolina_00231	1
13		Email from Boxill to	An email containing an introductory paragraph for a paper.	JBoxillEmailTo_5915_NorthCarolina_00231	1
14		Email from Boxill to	Boxill's discussion with a professor concerning a student-athlete.	JBoxillEmailsWith_150,151,152_NorthCarolina_00231	1
15		Email from Boxill to	An email containing the introductory paragraphs for a paper.	JBoxillEmailTo_165_NorthCarolina_00231	1
16		Email from Boxill to	An email containing an introductory paragraph for a paper and an outline for a paper.	JBoxillEmailTo_287,288_NorthCarolina_00231	1
17		Email from Boxill to	An email containing two paragraphs for a paper.	JBoxillEmailTo_306,307_NorthCarolina_00231	1
18		Email from Boxill to	An email containing paragraphs for a quiz.	JBoxillEmailTo_364_NorthCarolina_00231	1
19		Email from Boxill to	An introductory paragraph for a paper.	JBoxillEmailTo_425_NorthCarolina_00231	1
20		Email from Boxill to	Additions made to a final paper.	JBoxillEmailTo_479,480_NorthCarolina_00231	1
21		Email from Boxill to	Boxill providing a conclusion for a paper.	JBoxillEmailTo_506,507_NorthCarolina_00231	1
22		Email from Boxill to	An email containing concluding paragraphs for a paper.	JBoxillEmailTo_631,632_NorthCarolina_00231	1
23	August 19, 2015	Memo from outside counsel.			1
24	September 24, 2015	An example of how Boxill would edit papers for students.	An example of editing for a student enrolled in Boxill's philosophy course as provided by Boxill during her September 24, 2015, interview with the institution and the enforcement staff.	Boxill_ProducedAtInterview_14-1_Phil_092415_NorthCarolina_00231	1
25	September 24, 2015	An example of how Boxill would edit papers for students.	An example of editing for a student enrolled in Boxill's philosophy course as provided by Boxill during her September 24, 2015, interview with the institution and the enforcement staff.	Boxill_ProducedAtInterview_10_092415_NorthCarolina_00231	1
26	September 24, 2015	An example of how Boxill would offer bibliographies to students enrolled in her course.	An example of a bibliography that Boxill offered to students as provided by Boxill during her September 24, 2015, interview with the institution and the enforcement staff.	Boxill_ProducedAtInterview_24_PHIL_092415_NorthCarolina_00231	1
27	September 24, 2015	An example of how Boxill would assist students performing research for her class.	An example of how Boxill assisted students in their research as provided by Boxill during her September 24, 2015, interview with the institution and the enforcement staff.	Boxill_ProducedAtInterview_24_PHIL_092415_NorthCarolina_00231	1
28	September 24, 2015	An example of how Boxill would edit papers for students enrolled in her course.	An example of editing for a student enrolled in Boxill's philosophy course as provided by Boxill during her September 24, 2015, interview with the institution and the enforcement staff.	Boxill_ProducedAtInterview_14-3_092415_NorthCarolina_00231	1
29	September 24, 2015	An example of how Boxill would edit papers for students enrolled in her course.	An example of editing for a student enrolled in Boxill's philosophy course as provided by Boxill during her September 24, 2015, interview with the institution and the enforcement staff.	Boxill_ProducedAtInterview_14-2_092415_NorthCarolina_00231	1
30	May 2, 2012	Hartlyn Andrews Report.	Review of courses in the Department of African and Afro-American Studies, College of Arts and Sciences.	HartlynAndrewsReport_050212_NorthCarolina_00231	1, 4, 5
31	December 19, 2012	Martin Report.	The University of North Carolina at Chapel Hill Academic Anomalies Review Report of Findings.	GovernorMartinFinalReport&Addendum_121912_NorthCarolina_00231	1, 4, 5

## Factual Information

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32	October 21, 2014	Wainstein Report.	Investigation of Irregular Classes in the Department of African and Afro-American Studies at the University of North Carolina Chapel Hill.	WainsteinReport_102114_NorthCarolina_00231	1, 4, 5
33	October 21, 2014	Wainstein Exhibits.	Exhibits to the Wainstein Report.	ExhibitsToWainsteinReport_102114_NorthCarolina_00231	1, 4, 5
34	October 21, 2014	Wainstein Supplements.	Supplements to the Wainstein Report.	SupplementstoWainsteinReport_102214_NorthCarolina_00231	1, 4, 5
35	September 24, 2015	Interview transcript of Boxill.	A discussion regarding how Boxill worked with the women's basketball team.	JBoxill_TR_092415_NorthCarolina_00231	1, 4, 5
36	September 25, 2014	Interview transcript of Baddour.	Describing how Boxill managed to juggle many responsibilities both within and outside athletics.	DBaddour_TR_092514_NorthCarolina_00231	1, 4, 5
37	November 4, 2014	Interview transcript of Latta.		ILatta_TR_110414_NorthCarolina_00231	1, 4, 5
38	August 27, 2014	Interview transcript of Walden.	Walden's description of Boxill's role in ASPSA.	WWalden_TR_082714_NorthCarolina_00231	1, 4, 5
39	August 14, 2014	Interview transcript of Bridger.	Bridger's description that Boxill would rarely attend ASPSA staff meetings.	BBridger_TR_081414_NorthCarolina_00231	1, 4, 5
40	July 31, 2014	Interview transcript of Blanton.	Blanton's description of how he and Boxill would work together with the women's basketball team.	BBlanton_TR_073114_NorthCarolina_00231	1, 4, 5
41	July 30, 2014	Interview transcript of Blanchard.		JBlanchard_TR_073014_NorthCarolina_00231	1, 4, 5
42	July 7, 2017	Interview transcript of Mercer.	Mercer's description of Boxill's relationship with the ASPSA staff.	RMercer_TR_070714_NorthCarolina_00231	1, 4, 5
43	July 8, 2014	Interview transcript of Boxill.	Boxill's description of the type of academic assistant she would provide to women's basketball student-athletes.	JBoxill_TR_070814_NorthCarolina_00231	1, 4, 5
44	November 4, 2014	Interview transcript of Calder.		ACalder_TR_110414_NorthCarolina_00231	1, 4, 5
45	November 4, 2014	Interview transcript of Hatchell.	Hatchell's description of her relationship with Boxill.	SHatchell_TR_110414_NorthCarolina_00231	1, 4, 5
46	August 13, 2014	Interview transcript of Evans.		JEvans_TR_081314_NorthCarolina_00231	1, 4, 5
47	July 30, 2014	Interview transcript of Woodard.	Woodard's description of Boxill's role in ASPSA.	HWoodard_TR_073014_NorthCarolina_00231	1, 4, 5
48	July 7, 2014	Interview transcript of Owen.		BOwen_TR_070714_NorthCarolina_00231	1, 4, 5
49	July 17, 2014	Email from Sulentic to Browning.	An email containing NCAA Bylaw 10.1.	KSulentic_CO_NCAABylaw10.1Attachment_071714_NorthCarolina_00231	2
50	July 22, 2014	Email from Browning to Sulentic.	Crowder's refusal to participate in an NCAA interview.	KSulentic_CO_NCAABylaw10.1_072214_NorthCarolina_00231	2
51	April 20, 2015	Crowder's interview request letter.	A final letter from the enforcement staff requesting Crowder's participation in an NCAA interview.	DCrowder_CO_InterviewRequest_042015_NorthCarolina_00231	2
52	July 23, 2014	Email from Shumaker to Thomas.	Shumaker's request that Nyang'oro participate in an NCAA interview.	TShumaker_CO_JNyangoroInterview_072314_NorthCarolina_00231	3
53	July 25, 2014	Email from Thomas to Shumaker.	Nyang'oro's refusal to participate in an NCAA interview.	WThomas_CO_NyangoroInterview_072514_NorthCarolina_00231	3
54	April 20, 2015	Email from Evrard to Sulentic.	A list of Evrard's attempts to contact Thomas	KSulentic_CO_AttemptsToContactAttorneyBThomas_042015_NorthCarolina_00231	3
55	April 6, 2015	Nyang'oro interview request letter.	A final letter from the enforcement staff requesting Nyang'oro's participation in an NCAA interview.	JNyangOro_CO_InterviewRequest_040615_NorthCarolina_00231	3
56	September 6, 2007	Email from Nyang'oro to Owen.	Owen's concern at the type of academic exceptions Nyang'oro provided to students.	Item2_NyangoroToOwen_090607_NorthCarolina_00231	4, 5
57	April 24, 2007	Email from Nyang'oro to Owen.	Nyang'oro's concern regarding students enrolled in an independent study class assigned to him.	Item2_NyangoroToOwen_042407_NorthCarolina_00231	4, 5
58		Email from Nyang'oro to Crowder.	Crowder's request that Nyang'oro provide help to Durr to answer a question she had concerning an assignment.	Item2_NyangoroToCrowder_NorthCarolina_00231	4, 5
59	May 10, 2005	Email from Reynolds to Holliday.	Reynolds mentioning the cut back in "paper courses" in the AFRI/AFAM department and the impact the reduction in courses could have on student-athlete eligibility.	Item7_HollidayFromReynolds_051005_NorthCarolina_00231	4, 5
60	May 23, 2008	Email from Herman to Blanton .	Herman's description of "infamous paper classes."	Item7_HermanToBlanton_052308_NorthCarolina_00231	4, 5
61	February 16, 2004	Email from Weiler to Crowder.	Crowder explaining that they treat student-athletes like everyone else, but that student-athletes get "too much scrutiny."	Item2_CrowderFromWeiler_021604_NorthCarolina_00231	4, 5
62	June 17, 2009	Email from Reynolds to Crowder.	Crowder stating that ties between the two departments have been severed.	Item2_CrowderFromReynolds_061709_NorthCarolina_00231	4, 5

## Factual Information

FI No.	Date	File Type	Factual Information includes, but is not limited to, the following:	File Name	Allegations Supported
63	March 11, 2002	Email from Murphy to Blanchard.	A discussion of the number of student-athletes enrolled in independent study courses.	Item6_MurphyToBlanchard_031102_NorthCarolina_00231	4, 5
64	March 11, 2002	Email from Murphy to Blanchard.	A discussion of the number of student-athletes enrolled in independent study courses.	Item6_MurphyToBlanchard(2)_031102_NorthCarolina_00231	4, 5
65	November 3, 2006	Email from Owen to Nyang'oro.	Owen's discussion about the tracking of independent study courses.	Item2_NyangoroToOwen_110306_NorthCarolina_00231	4, 5
66	July 18, 2006	Email from Broome to Blanchard and others.	Broome's dissemination of a news article describing the use of independent study by the Auburn University athletics department.	Item5_BroomeToMultiple_071806_NorthCarolina_00231	4, 5
67	January 25, 2013	Email from Broome to Evans.	Broome's discussion of The Martin Report and what the Faculty Athletics Committee knew or did not know concerning independent study courses.	Item5_BroomeToMultiple_012513_NorthCarolina_00231	4, 5
68	July 19, 2006	Email from Mercer to Malloy and others.	This includes, but is not limited to, an email discussing if athletics had done its "due diligence" after the Auburn independent study issue.	Item6_MalloyFromMercer_071906_NorthCarolina_00231	4, 5
69	February 28, 2002	Email from Parker to Blanchard.	A list of student-athletes enrolled in independent study courses.	Item5_BlanchardFromParker_022802_NorthCarolina_00231	4, 5
70	February 26, 2002	Email from Parker to Blanchard.	A list of student-athletes enrolled in independent study courses.	Item5_BlanchardFromParker_022602_NorthCarolina_00231	4, 5
71	March 12, 2002	Email from Murphy to Blanchard.	Murphy stating that some courses with student-athlete enrollment identified as independent study were "actual courses."	Item5_BlanchardFromMurphy_031202_NorthCarolina_00231	4, 5
72	March 12, 2002	Email from Murphy to Blanchard.	Murphy informs Blanchard that he will collect more information on some courses.	Item5_BlanchardFromMurphy_031202_NorthCarolina_00231	4, 5
73	February 22, 2002	Email from Murphy to Blanchard.	A report demonstrating student-athlete enrollment in independent study courses.	Item5_BlanchardFromMurphy_022202_NorthCarolina_00231	4, 5
74	July 20, 2006	Email from Mercer to Blanchard.	Mercer explaining to Blanchard that he has a difficult time questioning "paper courses."	Item5_BlanchardFromMercer_072006_NorthCarolina_00231	4, 5
75	March 4, 2002	Email from Mercer to Blanchard.	A list of student-athletes enrolled in independent study courses.	Item5_BlanchardFromMercer_030402_NorthCarolina_00231	4, 5
76	March 12, 2002	Email from Murphy to Blanchard.	List of independent study courses.	Item5_BlanchardFromMurphy_031202_NorthCarolina_00231	4, 5
77	February 21, 2002	Email from Marucci to Blanchard.	A list of student-athletes enrolled in independent study courses.	Item5_BlanchardFromMarucci_022102_NorthCarolina_00231	4, 5
78	November 30, 2006	Email from Evans to Blanchard and others.	Minutes from the Faculty Committee on Athletics, indicating a discussion about independent study courses.	Item5_BlanchardFromEvans_113006_NorthCarolina_00231	4, 5
79	September 20, 2005	Email from Crowder to Walden.	Crowder's mention that they are "getting pressure from on high" to reduce the number of independent study type courses the department offered.	Item2_CrowderToWalden_092005_NorthCarolina_00231	4, 5
80	July 1, 2009	Email from Crowder to the AFRI/AFAM studies faculty.	Crowder asking the faculty for their teaching requests and Crowder mentioning that she would no longer add fictitious courses on Monday, Wednesday and Friday in order to comply with the institution's regulations.	Item2_CrowderToAFAMFaculty_070109_NorthCarolina_00231	4, 5
81	February 11, 2015	Interview transcript of Withers.	Withers' description of his role in academics.	EWithers_TR_021115_NorthCarolina_00231	4, 5
82	September 24, 2014	Interview transcript of Townsend.	Townsend's description of her role as athletics academic advisor.	JTownsend_092414_TR_NorthCarolina_00231	4, 5
83	November 20, 2014	Interview transcript of Reynolds.	Reynolds' description of her role as an athletics academic advisor.	CReynolds_TR_112014_NorthCarolina_00231	4, 5
84	November 5, 2014	Interview transcript of Holliday.	Holliday's description of his role in academics.	CHolliday_TR_110514_NorthCarolina_00231	4, 5
85	September 25, 2014	Interview transcript of Gore.	Description of relationship with ASPSA.	TGore_092514_TR_NorthCarolina_00231	4, 5
86	September 24, 2014	Interview transcript of Holladay.	Description of Holladay's role in academics.	JHolladay_TR_092414_NorthCarolina_00231	4, 5
87	August 12, 2014	Interview transcript of Lee.	Lee's description of her role as an athletics academic advisor.	JLee_TR_081214_NorthCarolina_00231	4, 5
88	July 30, 2014	Interview transcript of Woodard.	Woodard's description of his former role as head of ASPSA.	HWoodard_TR_073014_NorthCarolina_00231	4, 5
89	January 9, 2015	Interview transcript of Bunting.	Bunting's description of his role in academics.	JBunting_TR_010915_NorthCarolina_00231	4, 5
90	November 5, 2014	Interview transcript of Renner.	Renner's description of the FAC's oversight role of athletics.	JRenner_TR_110514_NorthCarolina_00231	4, 5
91	January 27, 2015	Interview transcript of Davis.	Davis' description of how football worked with academics.	BDavis_TR_012715_NorthCarolina_00231	4, 5
92	August 28, 2014	Interview transcript of Taylor.	A discussion of Taylor's role.	BTaylor_TR_082814_NorthCarolina_00231	4, 5
93	January 12, 2015	The institution's response to inquiry.	Response to the Southern Association of Colleges and Schools Commission on Colleges Letter of November 13, 2014.	ReportToSACSCOC_011215_NorthCarolina_00231	4, 5
94	Unknown	PowerPoint drafted by Bridger for the football staff.	Bridger presentation to football staff concerning academics.	PowerPoint1_WainsteinSupplement_NorthCarolina_00231	4, 5
95	July 6, 2012	Report Faculty Executive Committee.	Report of Special Subcommittee of Faculty Executive committee.	ReportoftheSpecialSubcommitteeoftheFacultyExecutiveCommittee-72612_030716_NorthCarolina_00231	4, 5
96	October 22, 2014	Chancellor's press conference.	Transcript of press conference.	TranscriptofUNCPressConferenceHeld102214_030716_NorthCarolina_00231	4, 5
97	July 1, 2006	Faculty Code.	Faculty Code of University Government.	FacultyCodeofUniversityGovernment-July2006_030716_NorthCarolina_00231	4, 5

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FI No.	Date	File Type	Factual Information includes, but is not limited to, the following:	File Name	Allegations Supported
98	Unknown	Email between student and Crowder	Email from student indicating Taylor sent student to Crowder for help.	WainsteinSupp toDCrowder NorthCarolina_00231	4, 5
99	December 28, 2004	Email from Register to Crowder.	Email discussing a paper a student had turned in.	WainsteinSuppCRegisterEmailtoDCrowder_122804_NorthCarolina_00231	4, 5
100	April 29, 2005	Email from Reynolds to Holliday.	Reynolds' reference to independent studies listed as paper courses by Wainstein.	WainsteinSuppCReynoldsEmailtoCHolliday_042905_NorthCarolina_00231	4, 5
101	February 21, 2006	Email from Alice Dawson to Crowder.	Email discussing a student adding a class.	WainsteinSuppADawsonEmailtoDCrowder_022106_NorthCarolina_00231	4, 5
102	May 17, 2006	Email from Alice Dawson to Crowder.	Thank you email.	WainsteinSuppADawsonEmailtoDCrowder_051706_NorthCarolina_00231	4, 5
103	September 14, 2008	Email from Boxill to LeFebvre.	Boxill references an investigation of all special and independent studies.	WainsteinSuppJBoxillEmailtoDLeFebvre_091408_NorthCarolina_00231	4, 5
104	January 27, 2005	Email from Dawson to Crowder.	Email discussing sending students to see Crowder.	WainsteinEx_012705_ADawsonEmailtoDCrowder_012705_NorthCarolina_00231	4, 5
105	July 19, 2006	Email from Evans to Baddour and others.	Discussing problems at another institution, Evans indicates that the abuses there came to light and were corrected through the faculty processes.	WainsteinExJEvansEmailtoDBaddour_071906_NorthCarolina_00231	4, 5
106	July 21, 2006	Email from Moesser to Broome.	Broome forwards COIA statement regarding another institution and about collecting data on student-athletes' enrollment and grading patterns	WainsteinSuppJMoesserEmailtoLBroome_072106_NorthCarolina_00231	4, 5
107	January 9, 2007	FAC Meeting Minutes.	Minutes of the next FAC meeting after November 30, 2006.	WainsteinExFACMinutes_010907_NorthCarolina_00231	4, 5
108	October 2, 2007	FAC Meeting Minutes.	The minutes do not contain any reference to any data being provided regarding independent studies.	WainsteinSuppFACMinutes_100207_NorthCarolina_00231	4, 5
109	October 5, 2007	Annual FAC report.	Report of the Faculty Athletics Committee.	WainsteinSuppAnnualFACReport_100507_NorthCarolina_00231	4, 5
110	March 17, 2008	Email from Mercer to ASPSA counselors.	Mercer's forward of Broome's email to athletics and FAC.	WainsteinSuppRMercerEmailtoASPSA_031708_NorthCarolina_00231	4, 5
111	May 2, 2008	Email from Broome to FAC members and athletics officials.	Broome sends agenda for May 6, 2008, FAC meeting.	WainsteinSuppLBroomeEmailtoFAC_050208_NorthCarolina_00231	4, 5
112	June 3, 2008	Email from Broome to FAC members and athletics officials.	Broome distributed the May 6, 2008, meeting manuals and analyses of APR, GSR and Federal Graduation results.	WainsteinSuppLBroomeEmailtoFAC_060308_NorthCarolina_00231	4, 5



# FI 1

This record can not be de-identified due to existing information and/or records already available to the public and is therefore being withheld to protect the identity of the specific student.

**F12**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Friday, 8:18 PM  
**To:** @email.unc.edu>  
**Subject:** Re: attachment  
**Attach:** AFAM Final Journals.doc

---

Is there a conclusion you want to add to this? If so, I've added a last paragraph. You can keep it or delete it.

Make sure you put your name, course, etc. before you send it to the instructor.

@email.unc.edu wrote:

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

**F13**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 1:27 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Afam - 20 page paper  
**Attach:** Afam .docx

---

Hi  
I have read the paper and edited the grammar etc. I didn't get to the conclusion. I have an appointment at 1:30-2, so will look at it as soon as I return. What I would do is format the paper using 12-point font and double space it, add the reference info however you are going to do that, and then when I look at the conclusion you are done. The paper is very interesting. There is some repetition, but not too bad.

Jan

@email.unc.edu wrote:

> Hi Jan,  
>  
> I was going to email you this paper yesterday, but I didn't feel too  
> good. I woke up this morning with  
> I haven't double space my paper yet. Also I  
> have all the quotes in bold front so I can cite my paper easily without  
> missing anything. I know I have a lot of grammar mistakes throughout the  
> paper. If you have time can you read through it? I do understand that  
> this is a busy time of the year for you.  
>  
> Thank you for everything

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

**F14**



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

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

Jan

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

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

# F15

This record can not be de-identified due to existing information and/or records already available to the public and is therefore being withheld to protect the identity of the specific student.

**F16**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Sunday, 10:59 PM  
**To:** ?email.unc.edu>  
**Subject:** Re: Hello  
**Attach:** HBCU paper.doc

---

Which email do you use? this one, or a different one.

I've attached your paper. I made some grammatical changes, and added some quotes if you want to use them. Also the conclusion is good-I edited it.

Sorry about the game. I was so sure we were going to win in regulation!

Jan

@email.unc.edu wrote:

> Sorry I just got your email. I don't really check my school email as  
> much. I am ok. The game really made me sad. But thats another story. I  
> am trying to focus on school work. However it is very difficult. Here's  
> my paper I was telling you about. I also send the assignment.  
>

--  
Jan Boxill, Ph.D.  
Director, Parr Center for Ethics  
Senior Lecturer  
Director of Undergraduate Studies  
Department of Philosophy  
University of North Carolina  
Chapel Hill, NC 27599-3125  
Email: jmboxill@email.unc.edu  
Website: parrcenter.unc.edu  
Phone: 919-952-3317  
FAX: 919-843-3929

**F17**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Friday, 8:31 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Afam - 20 page paper  
**Attach:** Afam .doc

---

Here is the paper again. I've added a conclusion.  
Now what you have to do is format it double-spaced and give a  
bibliography--or works cited page. Also make it 12-point font.

Jan Boxill wrote:

> Hi  
> I have read the paper and edited the grammar etc. I didn't get to the  
> conclusion. I have an appointment at 1:30-2, so will look at it as soon  
> as I return. What I would do is format the paper using 12-point font and  
> double space it, add the reference info however you are going to do  
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> very interesting. There is some repetition, but not too bad.  
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> Jan  
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> @email.unc.edu wrote:  
>> Hi Jan,  
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>> I was going to email you this paper yesterday, but I didn't feel too  
>> good. I woke up this morning with  
>> I haven't double space my paper yet. Also  
>> I have all the quotes in bold front so I can cite my paper easily  
>> without missing anything. I know I have a lot of grammar mistakes  
>> throughout the paper. If you have time can you read through it? I do  
>> understand that this is a busy time of the year for you.  
>>  
>> Thank you for everything  
>

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



**F18**

**From:** @email.unc.edu>  
**Sent:** Wednesday, 1:58 PM  
**To:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:**  
**Attach:** Soc paper.doc

---

Hey Jan, sorry again for the misunderstanding of where to meet at. But before I forget, when we do meet, I want to discuss my last history paper, we wrote it together on one of our trips, but I got a 50% on it, I'm not sure why because we worked on it together. Also, my exam, I got a 74% on my exam, that's wayyyy better than my first exam, but I'm a little confused as to why it wasn't a B? My soc paper is due tomorrow as well, would you mind reading over it for me? It's attached to this e-mail.

**F19**

**From:** @email.unc.edu  
**Sent:** Friday, 12:10 AM  
**To:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:**  
**Attach:** Final Paper

---

Hey pal,  
here's the paper I sent to prof. Watts for my final paper. Sorry I  
wasn't able to see you before I but I'll be back that  
way soon. Thanks for letting me use this paper for the final paper for  
your class too because you know how busy I am here. I'll see you in a  
couple months, take care.

**FI10**





FAX: 919-843-3929

**F111**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, 12:59 PM  
**To:** @email.unc.edu>  
**Subject:** Bibliography  
**Attach:** TitleIX biblio.doc; MoralSignificance.doc; Moulton.doc

---

Here is a biblio. Edit it for class. Be sure to look up how she wants it.  
I've also attached 2 of the essays.

Jan

**FI12**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 12:31 PM  
**To:** @email.unc.edu>; Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:** Porn  
**Attach:** Pornography Outline.doc; Porn-slide.doc; Porntopic-.doc

---

**FI13**



**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Monday, 7:47 PM  
**To:** @email.unc.edu>  
**Subject:** Afam -paper intro sample

---

**F114**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 4:05 PM  
**To:**  
**Subject:** Re: EXSS

---

Hi

has sent you her paper on --did you get it? She has one of the reviews done and should be sending that today as well. I am hoping that these are sufficient for perhaps a C+ and we can get the grade changed tomorrow.

I will be in the office tomorrow if you could call me at 962-3317.

Thanks so much,  
Jan

**From:**  
**Sent:** Wednesday, 9:42 AM  
**To:** Boxill, Jeanette M <JMBOXILL@email.unc.edu>  
**Subject:** Re: EXSS

---

Jan,  
Yes, I did get her paper. I have not gotten the review yet. I'll be glad to change her grade to a C+ as soon as I have received the review.

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

> Hi  
>  
>  
> has sent you her paper on --did you get it?  
> She has one of the reviews done and should be sending that today as  
> well.  
> I am hoping that these are sufficient for perhaps a C+ and we can get  
> the grade changed tomorrow.  
>  
> I will be in the office tomorrow if you could call me at 962-3317.  
>  
> Thanks so much,  
> Jan  
>  
>

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 10:03 AM  
**To:**  
**Subject:** Re: EXSS

---

Thanks so much. This will definitely be a great help! I can't tell you how much I appreciate your working with her and us.

Jan

@email.unc.edu wrote:

> Jan,  
> Yes, I did get her paper. I have not gotten the review yet. I'll be  
> glad to change her grade to a C+ as soon as I have received the review.  
>  
>  
>  
>  
>  
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>  
>  
>  
>  
>  
>  
> Quoting Jan Boxill <jmboxill@email.unc.edu>:  
>  
>> Hi  
>>  
>>  
>> has sent you her paper on --did you get it? She  
>> has one of the reviews done and should be sending that today as well.  
>> I am hoping that these are sufficient for perhaps a C+ and we can get  
>> the grade changed tomorrow.  
>>  
>> I will be in the office tomorrow if you could call me at 962-3317.  
>>  
>> Thanks so much,  
>> Jan  
>>  
>>  
>  
>  
>

**FI15**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Wednesday, 11:22 PM  
**To:** @email.unc.edu>  
**Subject:** Paper 2

---

**FI16**



**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, February 14, 2006 11:12 AM  
**To:** @email.unc.edu>  
**Subject:** Afam  
**Attach:** -Afam .doc

---

Here is an idea for your paper

**FI17**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Saturday, 1:46 AM  
**To:** @email.unc.edu>; @tmail.com>  
**Subject:** Paper  
**Attach:** -Afam .doc

---

Here's a start. Now take each woman and go step by step, give examples of how they have to switch back and forth from one world to the other, and how difficulties arise.

Then wrap up with a conclusion that says how the movie takes each to show living an lie imitates life, how it creates conflicts for everyone.

**F118**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Friday, 12:42 AM  
**To:** @email.unc.edu>  
**Subject:** Quiz  
**Attach:** -Quiz 4.doc

---

Attached – change it or fill in as you wish.

**FI19**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Tuesday, 10:03 AM  
**To:** @yahoo.com>  
**Subject:** Afam paper

---

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

**F120**



**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Sunday, 5:12 PM  
**To:** @gmail.com>  
**Subject:** Re: Paper  
**Attach:** -Anth- .doc

---

I've attached it with some edits--you'll see them in bold.

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:

> I need to add a little more... wanted to see what you thought.

**FI21**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Thursday, 5:35 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Heres my  
**Attach:** #1- .doc

---

I've made some grammatical changes and added an ending. You will need to format it.

@email.unc.edu wrote:

> Heres  
>  
> suppose to be our reaction about the readings and class  
> discussion. He do not want us to summary the discussion or reading. (Can  
> you let me know if I summary it too much) He want to know what we took  
> from his class so far.

--

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

**F122**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Saturday, 11:54 PM  
**To:** @email.unc.edu>  
**Subject:** Re: Psych Paper  
**Attach:** -Psysc.doc

---

I've reworded some of the stuff at the end. There is one sentence, which you will see with my red comment that doesn't make sense; I'm not sure what you were trying to say there.

You need to format it to be consistent throughout. If you want you can add some quotes where appropriate.

wrote:

> Jan I wrote most of it added some stuff to what you said but I didnt know  
> how to add in that last question and wrap up the paper. My answer for the  
> last question is at the bottom. Can you just help me wrap it up and then  
> ill be done.

--  
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: 919-962-3329

# FI23

Confidential Attorney Work Product.

# FI24

This confidential education record was provided to the NCAA enforcement staff by Jan Boxill during her interview on September 24, 2015.

# F125

This confidential education record was provided to the NCAA enforcement staff by Jan Boxill during her interview on September 24, 2015.



# F126

This confidential education record was provided to the NCAA enforcement staff by Jan Boxill during her interview on September 24, 2015.

# FI27

This confidential education record was provided to the NCAA enforcement staff by Jan Boxill during her interview on September 24, 2015.

# F128

This confidential education record was provided to the NCAA enforcement staff by Jan Boxill during her interview on September 24, 2015.

# F129

This confidential education record was provided to the NCAA enforcement staff by Jan Boxill during her interview on September 24, 2015.

# F130

F130 is the *Hartlyn-Andrews Review of Courses in African and Afro-American Studies*, dated 5/2/2012 (available on the University's website at <http://carolinacommitment.unc.edu/reports-resources/hartlyn-andrews-review-of-courses-in-african-and-afro-american-studies/>).

# FI31

FI31 is *The University of North Carolina at Chapel Hill Academic Anomalies Review Report of Findings* dated 12/19/2012 (available on the University's website at <http://www.unc.edu/news/12/UNC-Governor-Martin-Final-Report-and-Addendum.pdf>).

# FI32

FI32 is the *Investigation of Irregular Classes in the Department of African and Afro-American Studies at the University of North Carolina at Chapel Hill* dated 10/16/2014 (available on the University's website at <http://www.unc.edu/spotlight/wainsteins-report-into-irregular-classes-released/>).

# F133

F133 is the collection of exhibits that accompanied the *Investigation of Irregular Classes in the Department of African and Afro-American Studies at the University of North Carolina at Chapel Hill* dated 10/16/2014 (available on the University's website at <http://www.unc.edu/spotlight/wainsteins-report-into-irregular-classes-released/>).



# FI34

FI34 is the collection of supplementary documents to the *Investigation of Irregular Classes in the Department of African and Afro-American Studies at the University of North Carolina at Chapel Hill* dated 10/16/2014 (available on the University's website at <http://www.unc.edu/spotlight/wainsteins-report-into-irregular-classes-released/>).

# F135

The University has not received and does not have custody of this record.

# F136

The University has not received and does not have custody of this record.

# F137

The University has not received and does not have custody of this record.

# F138

The University has not received and does not have custody of this record.

# F139

The University has not received and does not have custody of this record.

# FI40

The University has not received and does not have custody of this record.

# FI41

The University has not received and does not have custody of this record.



# F142

The University has not received and does not have custody of this record.

# F143

The University has not received and does not have custody of this record.

# F144

The University has not received and does not have custody of this record.

# F145

The University has not received and does not have custody of this record.

# F146

The University has not received and does not have custody of this record.

# F147

The University has not received and does not have custody of this record.

# F148

The University has not received and does not have custody of this record.

# F149

The University has not received and does not have custody of this record.



**F150**

---

**From:** Sulentic, Katherine  
**Sent:** Tuesday, July 22, 2014 2:13 PM  
**To:** Richard J. Evrard ([revrard@bsk.com](mailto:revrard@bsk.com)); Crawford, Derrick; Shumaker, Todd  
**Cc:** Pruitt, Bryce  
**Subject:** FW: NCAA Bylaw 10.1

Hi Rick—

Debbie Crowder has again refused an interview. We can talk about next steps at your convenience. Thanks.

Kathy

---

**From:** Browning, Christopher [<mailto:cbrowning@williamsmullen.com>]  
**Sent:** Tuesday, July 22, 2014 2:09 PM  
**To:** Sulentic, Katherine  
**Subject:** RE: NCAA Bylaw 10.1

Thank you for your email. As I discussed with you by phone, Deborah Crowder is a retired employee of the University of North Carolina. Nevertheless, she has diligently cooperated with the various investigations regarding UNC's athletic program. Having fully cooperated with the university's investigation, Ms. Crowder has no desire to be subjected to any further interviews. Any information that you could possibly want from Ms. Crowder could be obtained from Ken Wainstein.

Needless to say, we are disappointed that the NCAA has threatened that should Ms. Crowder refuse to sit for yet another interview, the NCAA might treat such refusal as unethical conduct under the NCAA's bylaws. We believe that there is no basis for the NCAA to claim a violation of NCAA Bylaw 10.1 should she decline to be interviewed further. Moreover, it would be wholly inappropriate for the NCAA to publicly state that Ms. Crowder has engaged in unethical conduct.

**F151**



CONFIDENTIAL/ VIA MAIL

April 20, 2015

P.O. Box 6222  
Indianapolis, Indiana 46206  
Telephone: 317/917-6222

Shipping/Overnight Address:  
1802 Alonzo Watford Sr. Drive  
Indianapolis, Indiana 46202

[www.ncaa.org](http://www.ncaa.org)

Ms. Deborah Crowder

Dear Ms. Crowder:

The NCAA enforcement staff has previously requested to interview you through your counsel, Christopher Browning, to discuss your knowledge of or involvement in violations of NCAA legislation during your employment at the University of North Carolina, Chapel Hill. On July 22, 2014, the enforcement staff received email correspondence from Mr. Browning indicating your refusal to participate in an NCAA interview. As a result of your refusal to interview with the enforcement staff and furnish information relevant to our investigation, we must consider our next steps.

It is our understanding that you are no longer represented by counsel. Please let us know if that is incorrect. If we do not hear from you or your attorney to secure an interview by May 1, 2015, the enforcement staff will name you for an alleged violation of NCAA Bylaw 10.1-(a), which constitutes unethical conduct for refusing to furnish information when requested to do so by the enforcement staff. Additionally, the enforcement staff will also allege violations of Bylaws 19.2.3 and 19.2.3.2 for your failure to cooperate with and assist the enforcement staff in developing relevant information concerning possible violations of NCAA legislation. These bylaws are attached for your review. You may also be named in any alleged violations for which the enforcement staff has information that you were personally involved. If the enforcement staff names you in any alleged violations, we will notify you in writing of the alleged violations. You will have an opportunity to respond to the allegations in writing and you will be asked to appear in front of the NCAA Division I Committee on Infractions to address the allegations.

This notice of allegations will provide additional details on the procedures related to the processing of any allegation in which you are named. The president and the chancellor at the NCAA member institution where you were formerly employed that is subject to the enforcement staff's investigation will also be provided copies of your notice of allegation.

---

National Collegiate Athletic Association

*An association of over 1,200 members serving the student-athlete  
Equal Opportunity/Affirmative Action Employer*

Ms. Deborah Crowder  
April 20, 2015  
Page No. 2

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If you agree to interview with the enforcement staff, we ask that you contact us before April 15 so that we may schedule this interview. Attached, you will also find our interview notice form, which advises that you may have personal legal counsel with you during the NCAA interview.

Please let me know if you have any questions.

Sincerely,



Willie Derrick Crawford  
Managing Director of Enforcement

WDC:bnp

cc: Mr. Rick Evrard  
Mr. Kyle Skillman  
Selected NCAA Staff Members

# F152

The University has not received and does not have custody of this record.

# F153

The University has not received and does not have custody of this record.

**F154**



---

**From:** Evrard, Richard  
**Sent:** Monday, April 20, 2015 6:21 PM  
**To:** Katherine A. Sulentic ([ksulentic@ncaa.org](mailto:ksulentic@ncaa.org)); Shumaker, Todd  
**Cc:** Evrard, Richard  
**Subject:** RE: Contacts with Attorney Bill Thomas

Kathy and Todd,

The following is a list of attempts to communicate with Attorney Bill Thomas who we understand represents Julius Nyang'oro. All of my calls were made to the general number for the firm: 919-682-5648. A brief description of my recollection of each call is included.

August 21, 2014: Spoke with the receptionist left a voicemail message and a hard message. (Call from Office)

September 3, 2014: Spoke with receptionist told her no call back and please ask Mr. Thomas to call. (Call from Cell)

September 17, 2014: Spoke with Lindsey Spain, associate attorney, told her no call back and asked to pass on message. (Call from Office)

October 27, 2014: Spoke with receptionist left a voicemail and hard message. (Call from Cell)

December 3, 2014: Spoke to receptionist left a voicemail and a hard message. (Call from Office)

January: I called from my cell but cannot find the exact date. Spoke with receptionist and left a hard message. (Call from Cell)

Rick

**Richard Evrard**

Deputy Managing Member - OVP  
Collegiate Sports Practice Group  
D 913.234.4417

[revrard@bsk.com](mailto:revrard@bsk.com)



Bond, Schoeneck & King, PLLC  
7500 College Boulevard, Suite 910, Overland Park, KS, 66210  
[www.bsk.com](http://www.bsk.com)

This email is ONLY for the person(s) named in the message header. Unless otherwise indicated, it contains information that is confidential, privileged or exempt from disclosure under applicable law. If you have received it in error, please notify the sender of the error and delete the message.

IRS regulations require us to notify you that any tax advice contained in this communication (including any attachments) is not intended or written to be used, and cannot be used, for the purpose of avoiding penalties under the Internal Revenue Code. If you want a further description of this requirement, go to <http://www.bsk.com/disclaimer>.

**F155**



CONFIDENTIAL/ VIA MAIL

April 6, 2015

P.O. Box 6222  
Indianapolis, Indiana 46206  
Telephone: 317/917-6222

Shipping/Overnight Address:  
1802 Alonzo Watford Sr. Drive  
Indianapolis, Indiana 46202

[www.ncaa.org](http://www.ncaa.org)

Dr. Julius Nyang'Oro  
c/o William J. Thomas II  
Thomas, Ferguson and Mullins LLP  
119 East Main Street  
Durham, North Carolina 27701

Dear Dr. Nyang'Oro:

The NCAA enforcement staff has previously requested to interview you through your counsel, Mr. William J. Thomas II, to discuss your knowledge of or involvement in violations of NCAA legislation during your employment at the University of North Carolina, Chapel Hill. On July 25, 2014, the enforcement staff received email correspondence from Mr. Thomas indicating your refusal to participate in an NCAA interview. As a result of your refusal to interview with the enforcement staff and furnish information relevant to our investigation, we must consider our next steps.

If we do not hear from you to secure an interview by April 15, 2015, the enforcement staff will name you for an alleged violation of NCAA Bylaw 10.1-(a), which constitutes unethical conduct for refusing to furnish information when requested to do so by the enforcement staff. Additionally, the enforcement staff will also allege violations of Bylaws 19.2.3 and 19.2.3.2 for your failure to cooperate with and assist the enforcement staff in developing relevant information concerning possible violations of NCAA legislation. These bylaws are attached for your review. You may also be named in any alleged violations for which the enforcement staff has information that you were personally involved. If the enforcement staff names you in any alleged violations, we will notify you in writing of the alleged violations. You will have an opportunity to respond to the allegations in writing and you will be asked to appear in front of the NCAA Division I Committee on Infractions to address the allegations.

This notice of allegations will provide additional details on the procedures related to the processing of any allegation in which you are named. The president and the chancellor at the NCAA member institution where you were formerly employed that is subject to the enforcement staff's investigation will also be provided copies of your notice of allegation.

National Collegiate Athletic Association

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Equal Opportunity/Affirmative Action Employer*

Dr. Julius Nyang'Oro  
April 6, 2015  
Page No. 2

---

If you agree to interview with the enforcement staff, we ask that you contact us before April 15 so that we may schedule this interview. Attached, you will also find our interview notice form, which advises that you may have personal legal counsel with you during the NCAA interview.

Please let me know if you have any questions.

Sincerely,



Willie Derrick Crawford  
Managing Director of Enforcement

WDC:bnp

cc: Mr. Rick Evrard  
Selected NCAA Staff Members

**F156**

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Thursday, September 6, 2007 1:41 PM  
**To:** Bobbi Owen <owenbob@unc.edu>  
**Subject:** Re: Talking

---

Hi Bobbi:

I will make an appointment to come to talk to you about all of this. However, in direct response to the issues raised in your note, here is the deal:

Bobbi Owen wrote:

> Julius -

> We need to talk - and soon about the enormous difficulty in your department with accurately factoring final grades. The proliferation of grade change forms due to clerical or arithmetical error is alarming at best.

I did not realize that grade change forms from my department were as disproportionate as you suggest. The best I can do is to talk to everyone in the department to be more careful in their grade tabulation so that there would not be a need to make these grade changes.

>

> We also need to talk about approving course substitutions in the major when the courses are being offered.

I assume you are talking about substitutions pending her planned happen, I insisted she enrol in AFRI/AFAM requirements. I had approved two When this did not to meet the necessary

>

> We need to talk about why you would support extending the time to complete a course - via tutorial independent study or any other means - beyond the deadlines established by the University.

I am assuming this is about I did not approve the extension, but only stated that we would facilitate whatever your office approved. We specifically told him that we did not think that your office would approve an extension anyway. I am wondering what he said to your office.

>

> I will find time for you when ever are available - you are putting me into an extremely awkward situation by having to reverse decisions made by a department chair - and I don't want to be there.

Bobbi: I would not like you to reverse my decisions because I make them after careful thought. Some of these matters which go through the cracks are issues that can easily be resolved, and they usually arise out of minor errors and miscommunication. I will call you soon to schedule a meeting.

Best,

Julius

>

> Bobbi

**F157**

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Tuesday, April 24, 2007 3:34 PM  
**To:** Bobbi Owen <owenbob@unc.edu>  
**Subject:** Independent Studies

---

Hi Bobbi:

Hope you are well. Earlier today, I had a visit from Kenneth Janken about (Africa) Independent Studies over the Summer. He was not sure how many students were involved in this. It seems that the students are registered under my name. What is the story here? I would like to get on top of it. The struggle continues.

Julius



**F158**

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

---

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

Deborah Crowder wrote:

> dc

>

> -----

>

> Subject:

> Re: Susy Dirr with question!!

> From:

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

> Date:

> Tue, 12 Sep 2006 15:58:25 -0400

> To:

> @aol.com

>

> To:

> @aol.com

>

>

> Hi Susy. I hope you are doing well. I heard you

> I have forwarded your

> questions to Julius, who has disappeared--isn't that a first? I know

> these papers are going to be a challenge. I'll try to coerce some

> answers to him as soon as I see him. Hope to see you soon. DC

>

> @aol.com wrote:

>

>> Hi Debbie!

>>

>> Long time no see...I am trying to leave you alone!

>>

>> Thank you for all the emails with the paper topics; I have been quite  
>> busy trying to decipher them and create outlines for the guys to follow.

>>

>> I am having some trouble with AFRI 520 Question #1: IS there any  
>> particular regional conflicts he wants them to explore?? Angola,  
>> Mozambique, Congo Civil unrest, Rwandan genocide?? I don't know enough  
>> history to know how Apartheid affected these conflicts in particular  
>> (except that the South African regime funded some of the rebel groups).

>>

>> Any help he could provide would be greatly appreciated!

>>

>> Thanks Debbie,

>>

>> Susy

>>

>> \*Check out the new AOL\*

>> <<http://pr.atwola.com/promoclk/1615326657x4311227241x4298082137/aol?redir=http%3A%2F%2Fwww%2Eaol%2Ecom%2Fnewaol>>.

>> 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  
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)

**F159**

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

---

Re:

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

Now.....regarding Psych and Math.

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

You know the problems,

There will NEVER be

sure things when you work with 18-22 year olds.

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

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

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

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

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

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

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

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

c

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

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

**F160**

**From:** Amy Herman <ajschae@unca.unc.edu>  
**Sent:** Friday, May 23, 2008 2:10 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>  
**Subject:** RE:  
**Attach:** TEXT.htm

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Fine, it is. Just trying to decide if I should let her keep her computer until it's over... What do YOU think?

>>> "Brent Blanton" <blanton@unca.unc.edu> 5/23/2008 1:59 PM >>>

I'm not saying it is, and I'm not saying it isn't

From: Amy Herman [mailto:ajschae@unca.unc.edu]  
Sent: Friday, May 23, 2008 1:54 PM  
To: Brent Blanton  
Subject: RE:

So it IS a "paper course"? :-)

>>> "Brent Blanton" <blanton@unca.unc.edu> 5/23/2008 1:52 PM >>>

Don't knock what gets it done. I saw her today, so I should get her registered today.

From: Amy Herman [mailto:ajschae@unca.unc.edu]  
Sent: Friday, May 23, 2008 1:45 PM  
To: Brent Blanton  
Subject:

Brent,

Have you gotten in a 2nd session class? If so, is it an online class? Don't think so - probably one of your infamous "paper courses".

Let me know...

Amy

>>> · @email.unc.edu> 1:35 PM >>>

Hello,

I am replying to the email I received this morning concerning my loaner laptop. I understand that it is a loaner and I will be returning it back to the department. However I have the understanding that I am

still waiting for an email Brent Blanton (academic athletic advisor) to take an Independent Study On line course during second session summer school. I just didn't know what or when I was to return the computer in regards to this class.

Thank you,



**F161**

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

---

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

Sincerely, Jonathan

Debby Crowder wrote:

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

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

**F162**

**From:** Cynthia Reynolds <cynthiar@unca.unc.edu>  
**Sent:** Wednesday, June 17, 2009 2:41 PM  
**To:** Crowder, Deborah <dacrowde@email.unc.edu>  
**Subject:** Re: time for me to go  
**Attach:** TEXT.htm

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Debbie,  
I don't know why all ties would be severed.  
What is it that has been done to the department and faculty that would have this as an outcome?  
I don't understand.

>>> Deborah Crowder <dacrowde@email.unc.edu> 6/17/2009 2:16 PM >>>  
Well, all I can say is I made the right decision in getting out of this  
mess. I am not sure what road you guys are paving, but I do believe that  
ties to my department are more or less severed. It is such a shame and  
so avoidable. I wish you all of the best. dc

**F163**

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

---

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

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

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

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

Thanks.

Jim

--

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

**F164**

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

---

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

Jim

--

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



**F165**

**From:** Julius Nyang'oro <jen321@email.unc.edu>  
**Sent:** Friday, November 3, 2006 3:46 PM  
**To:** Bobbi Owen <owenbob@unc.edu>  
**Subject:** Re: Ind Studies

---

Thanks for this Bobbi. I am just back in town. Hope to see you at Dinner .

Bobbi Owen wrote:

> Hi Julius -  
> It has gotten quieter from your side of campus - thanks! Jeff Cornell  
> in the drama department recently distributed the memo and form we use to  
> track independent studies and I thought to share them with you. Seems  
> like you have this much under control now and they may be superfluous,  
> but thought I'd pass them along.  
>  
> Hope to see you soon.  
>  
> Bobbi

**F166**

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

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

Lissa

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For Some Auburn Athletes, Courses With No Classes

By PETE THAMEL  
Published: July 13, 2006

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

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

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

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

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

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

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

Auburn, a public university in eastern Alabama with more than 23,000 students, has a storied football tradition. The team won a national championship in 1957 and has a track record of producing professional players, most notably the football and baseball star Bo Jackson.

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

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

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

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

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

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

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

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

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

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

The sociology department became "a dumping ground for athletes," according to one sociology professor,

Paul Starr. That did not bother Professor Gundlach as much as what he viewed as the university administration's apathy toward Professor Petee's academic approach.

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

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

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

In a prepared statement today, Ed Richardson, Auburn's interim president, said, "I want to assure everyone associated with Auburn that upon completion of the investigation we will deal with this issue as we have dealt with other challenges — directly and openly."

In a telephone interview, Mr. Heilman refused to comment on Professor Petee's courses, saying he could talk only about what had happened since he had become provost. Professor Petee denied that he favored athletes, saying there were only "a handful of them" in his directed readings. He said nothing was unethical about the number of courses he taught, though other professors viewed his workload as unprecedented and unmanageable.

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

### Upping the Average

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

The 18 football players received an average G.P.A. of 3.31 in the classes, according to statistics compiled by Professor Gundlach. In all of their other credit hours at Auburn, their average was 2.14.

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

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

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

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

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

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

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

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

#### 'One-Assignment Class'

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

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

In the fall of 2004, Mr. Langenfeld found himself in an academic bind. More than two months into the fall semester, he realized that he had been attending the wrong class because of a scheduling error. Mr. Langenfeld approached Professor Gundlach about adding a class, but Professor Gundlach said he could not help him because it was too late in the semester.

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

He said Mr. Wohlers told him about a "one-assignment class" that other players had taken and enjoyed. So in the "9th or 10th week," Mr. Langenfeld said, he picked up a directed-reading course with Professor Petee. Semesters typically run 15 weeks.

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

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

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

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

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

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

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

### Confrontation and Change

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

The number of directed readings that Professor Petee offered had jumped to 152 in the spring of 2005, from 120 in the fall of 2004. Professor Gundlach described them as "fake courses" and said they were undermining the department's integrity.

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

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

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

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

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

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

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

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

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

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



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

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

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

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

### A Troubled Past

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

In 1991, tapes of the football coach at the time, Pat Dye, talking about arranging a loan for a player were aired on "60 Minutes." In the late 1990's, a star tailback from two decades earlier, James Brooks, told a judge in a child-support case that he was illiterate and had used his athletic prowess to skate through high school and college. Brooks did not graduate.

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

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

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

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

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

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

Auburn was coming off its 13-0 season in the spring of 2005 when Mr. Heilman met with Professor Petee in the aftermath of Professor Gundlach's initial accusations. Mr. Heilman refused to offer any details of their conversation. Professor Petee said: "I got chastised by the provost's office for it. He said you're teaching too many independent study courses to try to accommodate the students. In essence, you know, you really need to stop that practice. And I did."

After the confrontation, Professor Petee's directed readings dipped to 25 last fall from 152. They have remained about the same low level since. His full-time-equivalent number dropped to 1.0 from 3.67.

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

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

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

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**F167**

**From:** Broome, Lissa L <lbroome@email.unc.edu>  
**Sent:** Friday, January 25, 2013 3:52 PM  
**To:** Kramer, Lloyd S <lkramer@email.unc.edu>; Harris, Kathleen Mullan <kathie\_harris@unc.edu>; Reznick, Steve <reznick@email.unc.edu>; Evans, Jack <EvansJ@kenan-flagler.unc.edu>; Lensing, George <lensing@email.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Hershey, Jr, Howard Garland <garland\_hershey@unc.edu>; Lynn, Mary R <mary\_lynn@unc.edu>; Wildemuth, Barbara M <wildemuth@unc.edu>  
**Subject:** The Martin Report

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Friends from the 2006-07 Faculty Athletics Committee –

Kathie, Lloyd, Steve, and I have been discussing a response to the Martin Report's discussion regarding the Faculty Athletics Committee. As some of you know, Lloyd raised a concern in Faculty Council earlier this month that some might read the Martin Report to suggest that the FAC misapplied the concept of academic freedom and that it knew about courses being taught as independent studies.

Today, in open session of the BOG's Academic Review Panel, Raina Tagle from Baker Tilly sought to clarify the intent of the Martin Report regarding the FAC. She said she was speaking for Governor Martin who wanted her to clarify that the FAC did not have before it any specific data about lecture courses being taught as independent studies and that the Martin Report did not mean to suggest that the FAC was warned about "bogus" classes.

She later reiterated that finding 14 from Appendix C to the Martin Report (Governor Martin's Remarks to the BOT, p. 72) should be rephrased to say only that individuals interviewed for the Martin Report recollected raising questions about lecture courses being taught as independent studies in some conversations amongst themselves, but that the only things discussed with the FAC were independent studies. [From 2006-07 on, the Martin Report shows no instances of Type 3 potentially anomalous independent study courses, p. 38.]

I was asked to speak on this point as well. I said

•□□□□□□□ that I was a member of the committee in 2002 and in 2006-07 and that the minutes reflected only a discussion of independent study courses;

- that some members of the committee had met yesterday to discuss this aspect of the Martin Report;
- that I was glad to hear of the qualification to this section of the report by Ms. Tagle on behalf of Governor Martin;
- that none of us recollected any discussion of lecture courses taught as independent studies and that although the minutes don't capture everything that is said in a meeting, each of us was confident that if this subject had been raised, we would have been concerned, would have asked additional questions, and would have sought to follow up;
- that FAC and the faculty generally would never use academic freedom to justify academic improprieties or academic misconduct.

The N&O has a short story up about this now, <http://www.newsobserver.com/2013/01/25/2632455/martin-baker-tilly-release-new.html>. There was additional information released today by Baker Tilly about the proportion of student-athletes in the suspect classes and the proportion of student-athletes receiving grade changes, <http://academicreview.unc.edu/wp-content/uploads/2013/01/UNC-Governor-Martin-Final-Report-and-Addendum.pdf>.

I view this as a positive development and it helps to provide additional context for any resolution that might be forthcoming to Faculty Council.

Stay warm and dry,

Lissa

Lissa L. Broome

Wells Fargo Professor of Banking Law

Director, Center for Banking and Finance

UNC School of Law

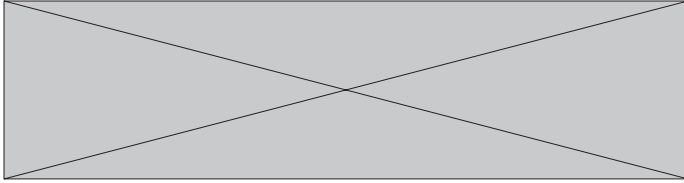
CB#3380, Van Hecke-Wettach Hall

Chapel Hill, NC 27599-3380

919.962.7066

<http://www.law.unc.edu/centers/banking>

Access my papers on SSRN at: <http://ssrn.com/author=248720>



**F168**

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

---



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

---

Roberto,

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

Just a FYI.

Thanks,  
Larry

**F169**

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

---

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

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

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

kp

**F170**

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

---

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

Women's Tennis:  
1 - GEOG 95 (Topics) Spr. '02

Women's Soccer:  
1 - GEOG 95 (Topics) Spr. '02

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

Women's Swim/Dive:  
2 - AFAM 190; Fall '01  
2 - AFAM 190; Spr.'02  
1 - AFAM 65; Spr.'02

Men's Swim/Dive:  
4 - AFAM 190; Spr. '02  
1 - AFAM 65 (Topics); Spr. '02

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

kp

**F171**

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

---

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

Jim

--

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

**F172**



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

---

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

Jim

--

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

**F173**

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

---

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

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

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

**F174**

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

---

My response to Larry -

Off the cuff - Just for you -

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

RJM

**F175**

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

---

Here we go...

Baseball - EXSS - ss 01

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

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

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

W-Golf- Comm 129- fall 00

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

Gymnastics  
Comm 129- spr 01



**F176**

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

---

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

Jim

--

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

**F177**

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

---

**Independent Studies**

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

**F178**

**From:** "Evans, Jack" <EvansJ@kenan-flagler.unc.edu>  
**Sent:** Thursday, November 30, 2006 12:48 PM  
**To:** Gallo, Larry <athgallo@unca.unc.edu>; Baddour, Dick <dbaddour@unca.unc.edu>; Runyan, Desmond K. <drunyan@unc.edu>; garland\_Hershey@unc.edu; jack\_evans@unc.edu; Blanchard, John <jgb@unca.unc.edu>; Harris, Kathleen M. <KATHIE\_HARRIS@unc.edu>; Lensing, George S. (English) <lensing@email.unc.edu>; lissa\_broome@unc.edu; Kramer, Lloyd S. <lkramer@email.unc.edu>; Lynn, Mary R. <mary\_lynn@unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, James S. <reznick@email.unc.edu>; uncjcm@email.unc.edu; Wildemuth, Barbara M. <wildem@ils.unc.edu>  
**Subject:** Draft Minutes  
**Attach:** TEXT.htm; fca minutes 11-7-06.doc

---

Colleagues:

The attached file contains draft minutes for our meeting on Tuesday, November 7, 2006. Please notify me of any need that you sport for additions or corrections.

Jack

John P. Evans

Executive Director, Carolina North

Hettleman Professor of Business

304 South Building, CB 4000

Chapel Hill, NC 27599

919-843-2025

**The University of North Carolina at Chapel Hill**  
**Faculty Committee on Athletics**  
**Minutes of Meeting: November 7, 2006**

**Present:**       **Committee Members:** Lissa Broome, Jack Evans, Kathie Harris, Lloyd Kramer, George Lensing, Chancellor Moeser, Steve Reznick, Desmond Runyan, Rachel Willis

**Athletic Department Personnel:** Dick Baddour, John Blanchard, Larry Gallo,

**Guests:** Robbie Pickeral (News & Observer reporter)

I.       Discussion with Chancellor Moeser and Dick Baddour

As authorized by NC. Gen. Stat. 143-318.11(a)(6) and upon a motion unanimously approved, the committee went into closed session for discussion of a personnel matter. Ms. Pickeral left the room at this point. The discussion in that session dealt with the transition in the football coaching position. At the conclusion of this discussion, the committee moved to return to open session at which point Ms. Pickeral returned to the room.

II.       NCAA Presidential Task Force Report

At the suggestion of Jack Evans the committee agreed to postpone discussion of the NCAA Presidential Task Force report to a future meeting when the Chancellor would be able to participate.

III.      Updates

After noting minor corrections to the draft minutes that had been distributed, the minutes of the meeting of October 3 were approved.

The presentation to the Faculty Council of the committee's report and the accompanying report of the faculty athletic representative was discussed. Note was taken of questions that had been raised as listed below.

- a.       Comparison of APR data within the ACC
- b.       Rigor of our majors and the distribution of majors among student-athletes
- c.       Issues raised by the Auburn incident that involved unusual concentration of independent study courses supervised by one faculty member

The committee has previously reviewed data regarding majors and will review an updated version of such data at a future meeting. A general discussion followed regarding the use of independent study and on-line courses. The committee has conducted a review of student-athletes registrations in independent study courses and has an interest in receiving current



information in this regard. Mr. Gallo will prepare additional information on these topics for consideration by the committee. A brief discussion of questions that might be added to the exit survey and exit interviews touched on the possibility of interviewing student-athletes who transfer. While the numbers are small and timing often makes this difficult, the possibility of informal, ad hoc follow-up was noted.

#### IV. Athletics Council

A brief review occurred regarding the composition, role and recent meeting of the Athletics Council.

Minutes submitted by John P. Evans

**F179**

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

---

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

Wayne Walden wrote:

>Debby,

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

>

>Sincerely,

>Wayne Walden

>

>

>

**F180**

**From:** bounce-24926257-19014562@listserv.unc.edu on behalf of Deborah Crowder <dacrowde@email.unc.edu>  
**Sent:** Wednesday, July 1, 2009 6:13 PM  
**To:** african-and-afro-american-studies-faculty <african-and-afro-american-studies-faculty@listserv.unc.edu>  
**Subject:** [african-and-afro-american-studies-faculty] Spring 2010

---

Hi to all. We have started on the spring 2010 schedule and it would be helpful if you would all send an email stating your teaching requests for spring 2010. Please do so no later than July 6. I do not plan to continue to add fictitious courses on MWF to make our percentages comply with the university's regulations. So, if no one volunteers, be prepared to be assigned. I did not make the rule, but unfortunately have to enforce compliance. Thanks in advance for your cooperation and I hope you have a wonderful holiday weekend. Debby

--- You are currently subscribed to african-and-afro-american-studies-faculty as: smutima@email.unc.edu.

# F181

The University has not received and does not have custody of this record.

# F182

The University has not received and does not have custody of this record.

# F183

The University has not received and does not have custody of this record.



# F184

The University has not received and does not have custody of this record.

# F185

The University has not received and does not have custody of this record.

# F186

The University has not received and does not have custody of this record.

# F187

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# F188

The University has not received and does not have custody of this record.

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The University has not received and does not have custody of this record.

# F190

The University has not received and does not have custody of this record.

# F191

The University has not received and does not have custody of this record.



# F192

The University has not received and does not have custody of this record.

# FI93

FI93 is the *Response to the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC)* dated 01/12/2015

(available on the University's website at <http://www.unc.edu/sacs/Jan2015/index.html>).

F194

**From:** Beth Bridger <bridgerb@unca.unc.edu>  
**Sent:** Monday, November 9, 2009 2:50 PM  
**To:** Blanchard, John <jgb@unca.unc.edu>; Mercer, Robert <rmerc@unca.unc.edu>  
**Subject:** ppt  
**Attach:** TEXT.htm; 24 School Days Left Until Finals.pptx; What is Degree Applicable Anyways.pptx

---

Here is the ppt I presented to coaches last week.

Also, I added one from earlier in the semester on Degree Applicable hours.

Beth

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

# 24

## School Days Left Until Finals

Down to the Wire:  
Getting the Guys to Finish Strong.

- Progress reports
- Weekly meetings
- Good “outlook” of grades at this point of the semester
- More thorough on the Reds and Yellows (as per our focus)
- If need more that isn’t provided, please let us know! (ie Greens)

# Game Plan

- So what can we do to get our “at-risk” to become more academically responsible?
  - Continual reinforcement:
    - Attend weekly meetings w/Beth, Jaimie, Amy
    - Attend study table/tutor sessions
    - ENGAGE in classroom and academic sessions
    - **CLASS ATTENDANCE**

# Where do 'at-risk' students struggle?

- In the classroom
  - Attendance
  - Taking notes
  - Staying awake
  - Paying attention
  - Phones/Computers
  - Meeting with Professors
  - Understanding the material
  - Doing Assignments



# What was part of the solution in the past?

- We put them in classes that met degree requirements in which
  - They didn't go to class
  - They didn't take notes, have to stay awake
  - They didn't have to meet with professors
  - They didn't have to pay attention or necessarily engage with the material
- AFAM/AFRI SEMINAR COURSES
  - 20-25 page papers on course topic
  - **THESE NO LONGER EXIST!**

# Specific Examples

- **Struggles Academically + Lacks Responsibility**

- **2.2**
  - Afam GPA: 3.7
  - Other GPA: 1.86

- **2.262**
  - Afam GPA: 3.2
  - Other GPA: 1.9

- **Struggles Academically + Uses Resources**

- **: 2.096**
  - Afam GPA: 3.7
  - Other GPA: 1.98

- **2.528**
  - Afam GPA: 3.63
  - Other GPA: 2.036

# Specific Examples

- **Lacks Responsibility**

- **2.191**

- Afam GPA: 3.5
- Other GPA: 2.0

- **: 2.267**

- Afam GPA: 3.85
- Other GPA: 1.99

- **: 2.301**

- Afam GPA: 3.6
- Other GPA: 1.77

- | **2.262**

- Afam GPA: 3.7
- Other GPA: 1.8

# Need to keep our options open!

- Bridges Burned:
  - Educ 441
- Bridges On Fire:
  - Port 270, Port 275, Navs, Exss, Swah

# What can we do?

- Keep reinforcing **STUDENT RESPONSIBILITY**
- They are going to have to do better in the courses they take.
- We set them up in the best situations we can for success-courses, professors, tutors/mentors/SI.
- **STEP IT UP!**

# 24 Day Watch List

**REDS**

**&**

**YELLOWWS**

# FI95

FI95 is the Report of the Special Subcommittee of the Faculty Executive Committee dated 07/26/2012 (available on the University's website at [http://uncfacgov.webfactional.com/wp-content/uploads/2010/10/20120726ReportFECSub\\_9\\_FINAL.pdf](http://uncfacgov.webfactional.com/wp-content/uploads/2010/10/20120726ReportFECSub_9_FINAL.pdf)).

# F196

F196 is the UNC Chapel Hill Chancellor's Press Conference Statement Transcript dated 10/22/2014 (available on the University's website at <http://3qh929iorux3fdpl532k03kg.wpengine.netdna-cdn.com/wp-content/uploads/2015/01/UNC-Oct-22-Press-Conference-Transcript.pdf>).



# F197

F197 is The Faculty Code of University Government  
dated 07/01/2006 (available on the University's  
website at

<http://www.unc.edu/faculty/faccoun/code/code2006.pdf>).

**F198**

**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>

**F199**

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

---

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

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

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

**F1100**

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

---

FYI: from

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

Here is the info for

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

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

Will pass 9hrs for

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

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

Current GPA 2.100 (not including summer)

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

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

**FI101**



**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  
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To schedule an appointment, click on this link:  
<http://advising.artsci.unc.edu/student.htm>

**F1102**

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

---

Debbie,

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

Thank you.

Alice

--

Alice Dawson, Ph.D.  
Assistant Director  
Academic Advising Programs  
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To schedule an appointment, click on this link:  
<http://advising.artsci.unc.edu/student.htm>

**F1103**

**From:** Boxill, Jeanette M <jmboxill@email.unc.edu>  
**Sent:** Sunday, September 14, 2008 8:04 PM  
**To:** LeFebvre, Donna H. <lefebvre@unc.edu>  
**Cc:** DeSaix, Jean <jdesaix@email.unc.edu>  
**Subject:** Re: Fwd: (fwd)

---

This is part of the examination/investigation of all special and independent studies!

Donna LeFebvre wrote:

> those folks need to go to the dean or to holden--too much BO

>

>

>

> \*Donna LeFebvre, J.D. \*

>

> \*\_EMAIL:\_\* lefebvre@unc.edu\_\*

>

> \*\_TEL:\_\* 919-962-0429 \_Fax: 919-962-0432\*

>

> \*\_OFFICE\_\*: 306 \*\*Hamilton\*\* Hall\*

>

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> \*\_ Campus \*\*Box #\*\* 3265\*\*

> \*\*University\*\* of \*\*North\*\* Carolina\*\*

> \*\*Chapel Hill\*\* , \*\*NC\*\* \*\*27599\*\* \*\*USA\*\* \*

>

>

>

> Jan Boxill wrote:

>> I was at a luncheon today and a chem professor named Gary was  
>> there--can't remember his last name. He's a biochemist but teaches  
>> Chem 101 as well. He told me about the canceling of the peer tutoring  
>> program and was outraged. He said it was in the DTH and named you  
>> know who; I immediately figured it was another attempt to thwart a  
>> good program that just might lead to student progress. After I had  
>> just posted the peer tutoring schedule in the Academic Center and in  
>> my office!

>>

>> Jan

--

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

**F1104**

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

---

Hi, Debbie.

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

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

Alice

**F1105**



**From:** "Evans, Jack" <EvansJ@kenan-flagler.unc.edu> <EvansJ@kenan-flagler.unc.edu.GWIA.uncathletics>  
**Sent:** Wednesday, July 19, 2006 11:00 AM  
**To:** bjleonar@email.unc.edu.GWIA.uncathletics;  
brenda\_kirby@unc.edu.GWIA.uncathletics; drunyan@unc.edu.GWIA.uncathletics;  
garland\_hershey@unc.edu.GWIA.uncathletics;  
KATHIE\_HARRIS@unc.edu.GWIA.uncathletics;  
lbroomer@email.unc.edu.GWIA.uncathletics;  
lensing@email.unc.edu.GWIA.uncathletics; lkramer@email.unc.edu.GWIA.uncathletics;  
mary\_lynn@unc.edu.GWIA.uncathletics; Rachel.Willis@unc.edu.GWIA.uncathletics;  
reznick@email.unc.edu.GWIA.uncathletics; wildem@ils.unc.edu.GWIA.uncathletics;  
athgallo.uncaa.uncathletics; dbaddour.uncaa.uncathletics; jgb.uncaa.uncathletics  
**Cc:** uncjcm@email.unc.edu.GWIA.uncathletics; wfriday@email.unc.edu.GWIA.uncathletics  
**Subject:** RE: [Fwd: APR and Doonesbury]

---

The Doonesbury cartoon is great!

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

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

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

I welcome your comments or questions.

Jack

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

From: Lissa Broome [mailto:lbroome@email.unc.edu]  
Sent: Tuesday, July 18, 2006 1:23 PM  
To: Lissa Broome; Evans, Jack; Hershey, H G. (Orthodontics); Kramer, Lloyd S.; Lensing, George S. (English); Leonard, Barbara J.; Kirby, Brenda W.; Dick Baddour; Larry Gallo; John Blanchard; Harris, Kathleen M. (Sociology); Lynn, Mary R. (School of Nursing); Runyan, Desmond K. (Social Medicine); Barbara Wildemuth; Willis, Rachel (American Studies); Reznick, James S. (Psychology)  
Subject: [Fwd: APR and Doonesbury]

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

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

Tuesday, September 5  
Tuesday, October 3  
Tuesday, November 7  
Tuesday, December 5  
Tuesday, January 9  
Tuesday, February 6  
Tuesday, March 6  
Tuesday, April 3  
Tuesday, May 1

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

See you soon.

Lissa

Dear SC:

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

Thank goodness we have Steve Spurrier to lead the way!

Cheers,

Nathan

Ron Higgins  
Memphis Commercial Appeal  
1 June 2006

DESTIN, Fla. -

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

--

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Web: [www.law.unc.edu/banking/](http://www.law.unc.edu/banking/)

**F1106**



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

---

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

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

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

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

jm

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

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

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

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

**To:** Lissa Broome <lbroome@email.unc.edu>, Jack Evans <evansj@bschool.unc.edu>, Garland Hershey <garland\_hershey@unc.edu>, Lloyd Kramer <lkramer@email.unc.edu>, George Lensing <lensing@email.unc.edu>, Barbara Leonard <bjleonar@email.unc.edu>, Brenda Kirby <brenda\_kirby@unc.edu>, Dick Baddour <Dbaddour@uncaa.unc.edu>, Larry Gallo <athgallo@uncaa.unc.edu>, John Blanchard <jgb@uncaa.unc.edu>, Kathleen Harris <Kathie\_Harris@unc.edu>, Mary Lynn <mary\_lynn@unc.edu>, Desmond Runyan <drunyan@unc.edu>, Barbara Wildemuth <wildem@ils.unc.edu>, Rachel Willis <Rachel.Willis@unc.edu>, Steven Reznick <reznick@email.unc.edu>

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

Lissa



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

**Subject:** COIA press release 21 July 06  
**Date:** Fri, 21 Jul 2006 11:09:44 -0700  
**From:** Nathan Tublitz <[tublitz@uoneuro.uoregon.edu](mailto:tublitz@uoneuro.uoregon.edu)>  
**Reply-To:** [tublitz@uoneuro.uoregon.edu](mailto:tublitz@uoneuro.uoregon.edu)  
**To:** [tublitz@uoneuro.uoregon.edu](mailto:tublitz@uoneuro.uoregon.edu)  
**CC:** [tublitz@uoneuro.uoregon.edu](mailto:tublitz@uoneuro.uoregon.edu)

Dear COIA members:

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

A copy of this statement is posted on the COIA website

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

Ginny and I hope you all are enjoying your summer!

Cheers,

Ginny Shepherd and Nathan Tublitz, COIA co-chairs

\*\*\*\*\*

**FOR IMMEDIATE RELEASE**

**from THE COALITION ON INTERCOLLEGIATE ATHLETICS (COIA)**

**21 July 2006**

Recent reports from Auburn University of possible faculty academic fraud involving special treatment of athletes highlights the critical role campus faculties must play in ensuring that the collegiate model of athletics is not based on academic deception. Although the facts concerning this specific case are still being investigated, the Coalition on Intercollegiate Athletics (COIA), an alliance of Division IA faculty senates, has called for policy changes that would enable campus faculties to prevent the type of fraud at issue here. Without such policies, academic reforms such as those recently established by the NCAA, will increase incentives for fraud; with them, faculties can join the NCAA in attempting to ensure that intercollegiate sports are based on integrity. Faculties can only determine whether academic abuse connected with athletics exists on their campuses if their governance bodies are provided data concerning athlete enrollment and grading patterns. Data would be gathered in a manner that would not compromise the privacy of individual athletes and would be evaluated in the context of the academic standards and culture of the local institution. A COIA proposal for adoption of a new Division I bylaw mandating such data reports is currently under consideration by the NCAA. Such a mandate is the essential tool that will provide faculty on all campuses with the ability to monitor faculty conduct in this area.

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

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

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

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

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

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

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

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

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**F1107**



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

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

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

I.       Report by the Director of Athletics

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

II.       Majors Selected by Student-Athletes

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

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

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

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

### III. Administrative and Update Matters

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

### IV. NCAA Presidential Task Force Report

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

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

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

Minutes submitted by John P. Evans

**F1108**

**The University of North Carolina at Chapel Hill**  
**Faculty Committee on Athletics**  
**Minutes of Meeting: October 2, 2007**

**Present:**       **Committee Members:** Lissa Broome, Glynis Cowell, Noelle Granger, Kathie Harris, Garland Hershey, George Lensing, Steve Reznick, Helen Tauchen, Rachel Willis

**Athletic Department Personnel:** John Blanchard, Larry Gallo

**Guests:** Robert Mercer, Ann Whisnant

I.       Academic Support Program for Student-Athletes

Robert Mercer, the Director of the Academic Support Program for Student-Athletes reported on the program. He described his dual reporting line to Dean Fred Clark in the College of Arts and Sciences and to John Blanchard, in the Department of Athletics. Robert works with academic counselors, learning specialists, tutors, and mentors. He described the Supplemental Instruction (SI) program, which has enhanced the performance of student-athletes in the courses in which it is offered, but noted that this semester SI was only being offered in two courses, instead of twelve or so courses in prior semesters. The reduction occurred because of the lack of concentration of student-athletes in courses where SI would be helpful. Mr. Mercer and his staff interact as much as possible with other people on campus, including those in the Arts and Sciences advising programs, other academic support programs on campus, and the School of Education (which has proved a fruitful pipeline for tutors). Most tutors are undergraduates (juniors or above) or graduate students, but retired teachers and others from the community have also been successful as tutors. Robert described the training opportunities for tutors that include multiple lessons on the differences between appropriate and inappropriate assistance. The committee discussed the recent press reports of academic misconduct at other schools and the need to be ever vigilant in this regard.

At the end of Spring 2007, the average GPA of student-athletes was 2.95. UNC was tied for third on the ACC Honor Roll. Mr. Mercer also noted that most student-athletes now seem to enroll in one or more summer sessions, and that this is driven by both year-round training and taking somewhat lighter loads during the regular academic year which necessitates having to catch up during the summer sessions to graduate in four years. He also remarked that many of the freshman student-athletes were only able to enroll in twelve hours in the Fall semester because of the scarcity of class opportunities.

The committee thanked Mr. Mercer for his excellent report and the good work of the Academic Support Center. Mr. Mercer noted that his advisory committee included committee members George Lensing and Glynis Cowell. The Faculty Athletics Committee may try to schedule a spring meeting at the Academic Support Center or perhaps arrange for a tour in conjunction with the spring exit interviews which are conducted there.



## II. Posting Minutes on the Faculty Governance Website

The committee considered a request from the Faculty Governance Office to post the committee's minutes on the committee's webspace maintained at the Faculty Governance website. A motion not to post our minutes was passed with one vote in opposition. The committee agreed in discussion following the passage of this motion that it would be appropriate to revisit this issue at the next meeting. The competing concerns were transparency of the committee's actions to our University colleagues versus full and free vetting of issues. Drafting minutes that are informative and capture the spirit of the discussion is important for archival purposes. Rachel Willis noted, however, that members of the media may have internet search tools available that would increase their access to and use of such minutes. Posting a summary of the committee's discussion was an alternative that was also discussed

Given this discussion, the committee postponed approval of the September minutes until the November meeting.

## III. Administrative and Update Items

Professor Reznick said the priority registration policy would be considered by the Educational Policy Committee on October 10. If the policy should come out of the committee, his understanding is that the policy would be presented to the Faculty Council for discussion and endorsement, and would then be forwarded to the Registrar for her consideration.

## IV. Annual Report to Faculty Council

Professor Broome thanked Professors Reznick and Wildemuth (who was in Prague) and Mr. Gallo for their comments and suggestions on the draft report. Additional comments and suggestions were made during the meeting and offered in writing by Professors Harris and Hershey. The committee unanimously approved the report as it would be revised to reflect all these comments by Professor Broome. The committee also discussed issues that should perhaps be highlighted in the committee's oral report to the Faculty Council on Friday.

## VI. Future Agenda Items

A tentative and partial schedule of future topics is listed below.

- Exit Interviews and Exit Surveys (November, Barbara Wildemuth and Kathie Harris)
- Title IX Report (November, Beth Miller)
- Admissions (December, Steve Farmer, Barbara Polk, Robert Mercer, Jack Evans, Steve Reznick) (the committee said that it was specifically interested in the number of committee cases admitted in recent years, the sports in which these students are participating, and the academic performance of committee case admits while at Carolina)
- Compliance (January, Amy Herman)

Minutes submitted by Lissa L. Broome

# FI109

FI109 is the Faculty Athletics Committee Annual Report to the Faculty Council dated October 5, 2007

(available on the University's website at <http://uncfacgov.webfactional.com/wp-content/uploads/2010/10/ATH2007.pdf>).

**F11 10**



**From:** Robert Mercer <rmercerc@unca.unc.edu>  
**Sent:** Monday, March 17, 2008 1:55 PM  
**To:** Blanton, Brent <blanton@unca.unc.edu>; Reynolds, Cynthia <cynthiar@unca.unc.edu>; Maloy, Susan B. <sbmaloy@unca.unc.edu>; Walden, Wayne <wwalden@unca.unc.edu>  
**Subject:** Fwd: Some items of interest to the FAC  
**Attach:** Some items of interest to the FAC.msg

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**From:** Lissa Broome <lbroome@email.unc.edu>  
**Sent:** Monday, March 17, 2008 1:39 PM  
**To:** Gallo, Larry <athgallo@unca.unc.edu>; Leonard, Barbara <bjeonar@email.unc.edu>; Kirby, Brenda <brenda\_kirby@unc.edu>; Baddour, Dick <dbaddour@unca.unc.edu>; Runyan, Desmond <drunyan@unc.edu>; Evans, Jack <evansj@kenan-flagler.unc.edu>; Hershey, Garland <garland\_hershey@unc.edu>; Cowell, Glynis <Gscowell@email.unc.edu>; Tauchen, Helen <helen.tauchen@unc.edu>; Blanchard, John <jgb@unca.unc.edu>; Harris, Kathleen <Kathie\_Harris@unc.edu>; Lensing, George <lensing@email.unc.edu>; Granger, Noelle <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, Steven <reznick@email.unc.edu>; Wildemuth, Barbara <wildem@ils.unc.edu>  
**Cc:** Mercer, Robert <rmerc@unca.unc.edu>  
**Subject:** Some items of interest to the FAC  
**Attach:** Inside Higher Ed bracket.BMP

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Friends --

The Ann Arbor News is running a 4-day series on academics and athletics at the University of Michigan. The link is <http://www.mlive.com/wolverines/academics/stories/index.ssf/2>. The first day reported on an independent study situation similar to that exposed at Auburn a few years back. Today's story is about the concentration of student-athletes in particular majors.

The second item is a bracket filled out by Inside Higher Education (attached) based on APRs (with a tie-breaker for GSRs). You will note that UNC is the only # 1 seed that advances to the Final Four based on this criteria.

Lissa

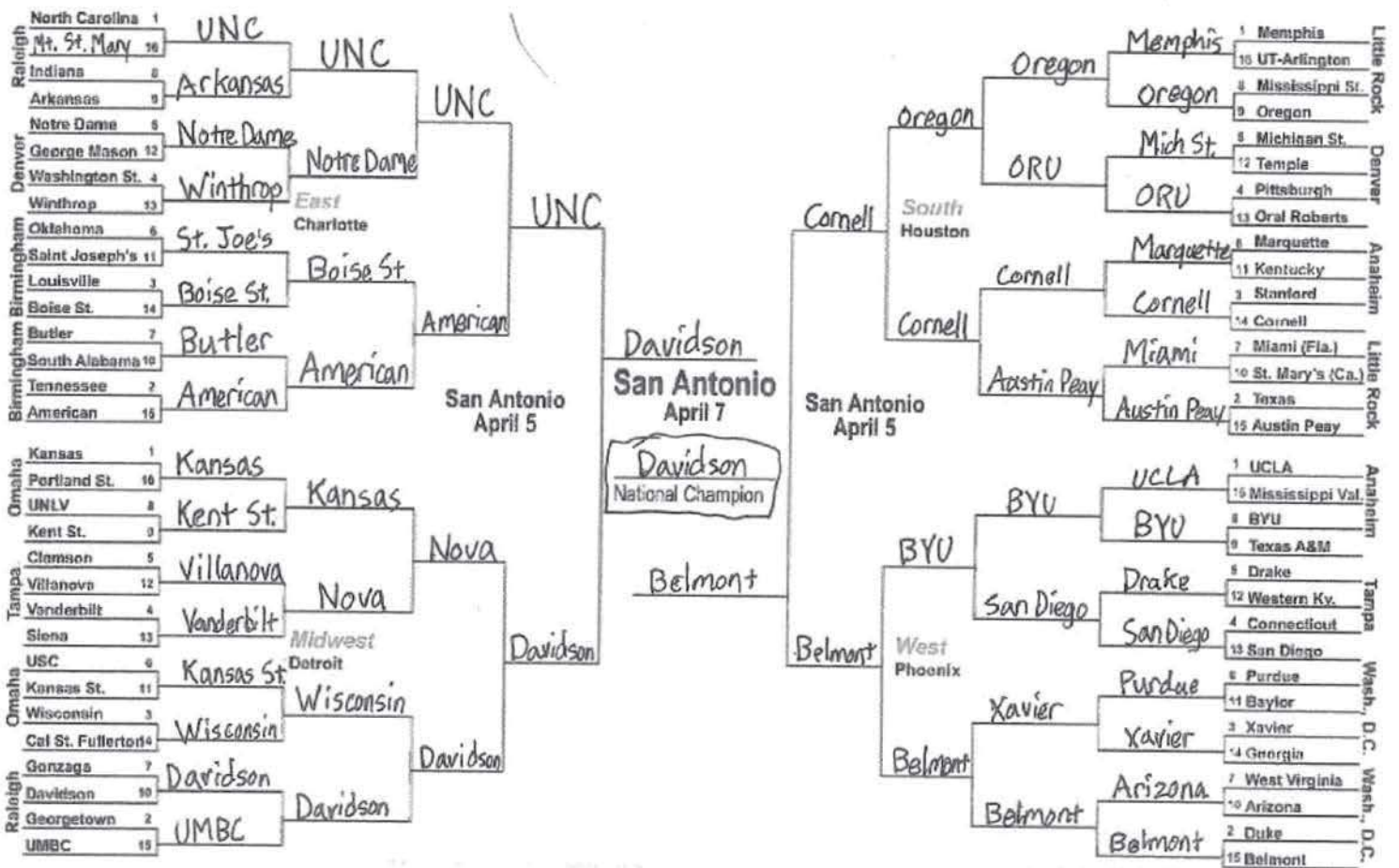
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# INSIDE HIGHER ED

insidehighered.com



**F1111**

**From:** Lissa Broome <lbroome@email.unc.edu>  
**Sent:** Friday, May 2, 2008 4:13 PM  
**To:** Gallo, Larry <athgallo@unca.unc.edu>; Leonard, Barbara <bjeonar@email.unc.edu>; Kirby, Brenda <brenda\_kirby@unc.edu>; Baddour, Dick <dbaddour@unca.unc.edu>; Runyan, Desmond <drunyan@unc.edu>; Evans, Jack <evansj@kenan-flagler.unc.edu>; Hershey, Garland <garland\_hershey@unc.edu>; Cowell, Glynis <Gscowell@email.unc.edu>; Tauchen, Helen <helen.tauchen@unc.edu>; Blanchard, John <jgb@unca.unc.edu>; Harris, Kathleen <Kathie\_Harris@unc.edu>; Lensing, George <lensing@email.unc.edu>; Granger, Noelle <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Reznick, Steven <reznick@email.unc.edu>; Wildemuth, Barbara <wildem@ils.unc.edu>  
**Subject:** Faculty Athletics Committee Meeting, May 6, 2008, \*Williamson Building\*  
**Attach:** May08Agenda.doc; COIA statement on Michigan situation 08 Apr 2008-1.pdf; COIA Ranking.doc

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Friends --

Our final meeting of the spring is this Tuesday from 4-6 at the Williamson building, the new building next the natatorium at the Smith Center. We will assemble in the lobby at 4:00. You may park in the lot behind the building. The agenda and some supporting documents are attached.

Helen, Glynis, and Des have already informed me that they will be unable to attend.

I hope to see the rest of you on Tuesday.

Lissa

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**Faculty Athletics Committee – May 6, 4-6 p.m.**  
**\*\*Williamson Building (By Smith Center)\*\***  
**Agenda**

1. Remarks by Chancellor Moeser
2. Tour of basketball museum
3. Remarks by Dick Baddour
  - a. Kenan Stadium plans
4. Remarks by Jack Evans
5. Discussion and Review of Proposed Revisions Policy Statement: Arrest For/Conviction of Felony/Misdemeanor based on discussion at January meeting (if ready) (Leslie Strohm, Baddour, and Gallo)
6. Report or update from Sports Medicine Review Committee (Gallo, Cowell & Hershey)
7. COIA
  - a. COIA Statement regarding Michigan and Ann Arbor News Series (attached)
  - b. Annual Meeting in Athens, Georgia, May 30-June 1
  - c. Review of Proposal re Academic Integrity Ranking (attached)
8. Administrative
  - a. Approve minutes from March meeting (separately circulated). The committee did not meet in April.
  - b. Update on University Steering Committee for Worker Health, Safety and Wellness (Runyan, Hershey)
  - c. Report on Faculty Elections (new member Osborne; reelected: Harris and Lensing)
  - d. Submit exit interview summaries to Barbara Wildemuth
  - e. Thanks members rotating off
  - f. Elect chair for 2008-09
9. Future meetings
  - a. Update on work of Ad Hoc Committee (Cowell, Blanchard, Harris, and Cricket Lane) to revise survey and improve response rate (preliminary draft attached)
  - b. Review of Exit Survey (Harris) and Exit Interview (Wildemuth) results
  - c. Preparation, review, and approval of Annual Report to Faculty Council
  - d. Review of APR & GSR
  - e. 2008-09 Meetings: First Tuesday of the month during the academic year from 4-6; 105 South Building

FOR IMMEDIATE RELEASE

from **THE COALITION ON INTERCOLLEGIATE ATHLETICS (COIA)**

<http://www.neuro.uoregon.edu/~tublitz/COIA/index.html>

**08 April 2008**

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In a series of four reports beginning on March 16, 2008 the Ann Arbor News contended that the University of Michigan clusters athletes in programs that would put them on the easiest path to a degree and allows them to enroll in independent study courses that enabled them to pad their grade point averages. The University has denied any impropriety.

The Coalition on Intercollegiate Athletics (COIA) has not investigated the charges; it is not our role to do so and thus we take no position on the merits and specifics of the allegations.

We point out, however, that we have previously taken note of similar accusations at other universities and have warned of the potential for such abusive practices in the absence of explicit policies and controls to prevent them. Specifically, the COIA has called for universities to collect data on enrollment and grading patterns of students in individual sports programs. Such data should be designed to reveal whether there are clusters of athletes enrolled in identical courses or in courses with identical instructors, unusually high class GPAs in such courses or from such instructors, or grades significantly higher than predicted for athletes as compared to others in such courses or from such instructors. Faculty and administrators should be charged with the responsibility for reviewing the data and ensuring that academic integrity is not being compromised. We now reiterate our appeal for universities to adopt our proposals.

The COIA has, in the past, supported the NCAA's efforts to enhance the academic experience of student-athletes. Notably, the NCAA has established a program that requires member schools to measure the academic progress of athletes and imposes penalties on both teams and individual athletes who fail to meet specified standards. We are apprehensive, however, that some athletic departments and their academic counselors may be concerned more with the athletic eligibility of students than with their education. Schools may be enhancing the academic progress ratings of their athletes by steering them to courses that are not necessarily in their best academic and vocational interests, encouraging them to enroll in independent study courses that are not, in fact, consistent with the spirit and rationale for individualized research and scholarship, and by directing them to majors and programs that are designed mainly for athletes.

The current controversy involving the University of Michigan once again underscores the importance of faculty and administrative vigilance over academic practices as they pertain to athletes. It points to the urgency of the reforms proposed by the COIA.

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For more information on COIA's academic disclosure proposals, please refer to Section 1.2 (The Primacy of Academics) in our 2007 white paper: "Framing the Future: Reforming Intercollegiate Athletics" paper (<http://www.neuro.uoregon.edu/~tublitz/COIA/index.html>).

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

Contacts: COIA Co-Chairs: Nathan Tublitz (Oregon; [tublitz@neuro.uoregon.edu](mailto:tublitz@neuro.uoregon.edu)), Virginia Shepherd (Vanderbilt; [shephev@aol.com](mailto:shephev@aol.com)) and Carole Browne (Wake Forest; [browne@wfu.edu](mailto:browne@wfu.edu))



**COIA RANKING SYSTEM CRITERIA**  
**(membership draft)**  
**(1 May 2008)**

The unique value of intercollegiate athletics lies in its potential to enhance the educational experience of student-athletes through engagement in sports. In the best of worlds, participation in college athletics plays an important role in the personal development of student-athletes, provides a community framework for other students, and develops strong institutional loyalty among students, alumni, faculty, and broader communities. When in concert with the educational mission of the institution, intercollegiate athletics clearly adds value to the educational experience of our student-athletes and to the institution as a whole. The fundamental principle underlying the long term health and success of a college sports program is that it must be in alignment with the institutional academic mission.

The Coalition on Intercollegiate Athletics (COIA) and the Curley Center for Sports Journalism at Penn State University are pleased to collaborate on this assessment of the integration of athletics into the academic goals and values at Division 1A institutions. The goal of this project is identify areas where institutions are performing well and highlight other areas in need of greater effort. The criteria below represent best practices as related to the academic mission of the institution drawn from previous COIA proposals and also championed by other groups including the NCAA, Division 1A FARs, FARA, and the N4A. Data and overall rating will be released publicly in March 2009.

This survey is to be completed by the current Faculty Senate President (or equivalent) with assistance from the campus COIA representative. We hope the Faculty Senate President and COIA representative will consult broadly across campus units to obtain up-to-date answers to these questions. For each question, please answer always/yes, usually, rarely, or never/ no. Please assume that all answers refer to events that have taken place only within the past 12 months.

Each of the 25 questions will be scored on a 4 point scoring system where 4 points will be given for an “always/yes” answer, 3 points for “usually”, 2 points for “rarely”, and 1 point for “never/no”. The total maximum score is 100 points.

**A. ADMISSION AND RECRUITING**

1. General admissions policies are the same for all students, athletes and non athletes (*i.e.*, average high school GPAs and SATs of incoming athletes are statistically equivalent to general freshman student body.)
2. Special admissions of freshman and transfer student-athletes reflect the same philosophy as special admissions of non athletes (*i.e.*, the percentage of student-athletes admitted under special admissions programs is statistically equivalent to their percentage in the general undergraduate student body.)

3. Faculty is involved in developing and overseeing campus policies regarding recruiting of student-athletes.

#### **B. ACADEMICS**

1. Data on student-athletes' choice of major are gathered and evaluated by the campus faculty governance body or the Campus Athletic Board.
2. Student-athletes' courses, sections and grades are collected by sport and assessed by the campus faculty governance body or the Campus Athletic Board.
3. The most recent APR figures for men's basketball and football are 925 or above, where 925 is the cutoff score to avoid NCAA penalties (yes/no answer only).
4. The federal data on annual graduation rates and the NCAA Academic Progress Rate and Graduation Success Rate data are reviewed annually by the campus faculty governance body.

#### **C. SCHOLARSHIPS**

1. In accordance with current NCAA policy (NCAA by-law 15.3.2.4 Hearing Opportunity), there are established criteria and mechanisms for revoking an athletic scholarship, including an official appeals procedure.
2. The final authority for revoking a scholarship rests with either the Provost or the campus chief financial aid officer.

#### **D. STUDENT-ATHLETE INTEGRATION**

1. There are formal life skills and personal development programs for student-athletes to integrate them into the general student population. (N.B. this is already required by NCAA bylaws so this criteria may not be needed).
2. Individual athletic competitions and associated travel are scheduled to minimize lost class time.
3. Institutional policies designed to minimize lost class time are explicitly described in writing and publicly available.
4. Athletically-related activities (*e.g.*, formal and informal practices, team meetings, and any activities which student-athletes are required to attend) are scheduled outside the prime times for academic classes.
5. Institutional policies to achieve the scheduling goal in D4 are explicitly described in writing and publicly available.

#### **E. ACADEMIC ADVISING**

1. The academic advising facility for student-athletes is fully integrated into the existing academic advising structure.



2. The academic advising facility for student athletes reports to the existing academic advising structure or to an academic officer of the institution and not solely to or through the Athletics Department.
3. Athletic academic advisors are appointed by and work for the campus academic advising structure or to an academic officer of the institution and not solely for the Athletics Department.

**F. CAMPUS GOVERNANCE OF ATHLETICS**

1. The institution has a Campus Athletic Board with that monitors and oversees campus intercollegiate athletics.
2. The voting component of the Campus Athletics Board includes the Faculty Athletic Representative and consists of a majority of tenured faculty members.
3. The faculty members on the Campus Athletics Board are elected/appointed directly by the faculty and/or by the campus faculty governance body.
4. Major athletic department decisions (*e.g.*, hiring of the athletic director and key athletic department personnel, changes in the total number of intercollegiate sports, initiation of major capital projects, etc.) are made after consultation with the Campus Athletic Board and leaders of the campus faculty governance body and appropriate faculty committee(s).
5. The Faculty Athletic Representative is appointed by the University President after consultation with the campus faculty governance body.

**G. DIVERSITY AND EQUITY**

1. The institution has made progress in the past 12 months towards meeting Title IX requirements.
2. The diversity of the student-athlete population is reflective of the diversity of the entire undergraduate student body.

**H. STUDENT-ATHLETE WELFARE**

1. The institution has a formal mechanism to assess student-athlete welfare independent of the Athletics Department.

**F11 12**

**From:** "Evans, Jack" <EvansJ@kenan-flagler.unc.edu>  
**Sent:** Tuesday, June 3, 2008 2:52 PM  
**To:** Gallo, Lorenzo A. (Athletics Director of Athletics) <athgallo@email.unc.edu>; Runyan, Desmond K. <drunyan@unc.edu>; Hershey, H G. (Orthodontics) <garland\_hershey@unc.edu>; Cowell, Glynis S. <gscowell@email.unc.edu>; Tauchen, Helen V. <helen.tauchen@unc.edu>; Moeser, James C. <James\_Moeser@unc.edu>; Blanchard, John G. <johnblanchard@unc.edu>; Harris, Kathleen M. <KATHIE\_HARRIS@unc.edu>; Broome, Lissa L. <lbroome@email.unc.edu>; Lensing, George S. (English) <lensing@email.unc.edu>; Granger, Noelle A. <noelle@med.unc.edu>; Willis, Rachel <Rachel.Willis@unc.edu>; Baddour, Richard A. (Athletics Director of Athletics) <rbaddour@email.unc.edu>; Reznick, James S. <reznick@email.unc.edu>; Osborne, Barbara J. <sportlaw@unc.edu>; Wildemuth, Barbara M. <wildem@ils.unc.edu>  
**Bcc:** John Blanchard <jgb@unca.unc.edu>  
**Subject:** Two Items  
**Attach:** TEXT.htm; fca minutes - 5-6-08.doc; APR (04-07),GSR, and Fed GR Results (97-00).ppt

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Colleagues:

I have attached two files that I hope are explanatory, but I'll describe them briefly. The first is a slightly edited version of the minutes for our meeting of May 6 (a couple of typos corrected, and a couple of phrasings edited). More important than that, these minutes include a copy of the resolution that we presented to Chancellor Moeser.

The second file contains the most current APR data (released by the NCAA in May 2008) for the six major conferences and our list of peer institutions for the sports of baseball, football, and men's basketball. This file also contains the most recent NCAA data on graduation (for the 1997-2000 entering cohorts). As you will see, UNC compares favorably to other ACC schools and the ACC compares favorably to the other major conferences. I hope these data are clear, but I would be glad to answer any questions that occur to you.

Jack  
John P. Evans  
Executive Director, Carolina North  
Hettleman Professor of Business  
304 South Building, CB 4000  
Chapel Hill, NC 27599  
919-843-2025

**The University of North Carolina at Chapel Hill**  
**Faculty Committee on Athletics**  
**Minutes of Meeting: May 6, 2008**

**Present:**       **Committee Members:** Lissa Broome, Glynis Cowell, Jack Evans, Noelle Granger, Garland Hershey, George Lensing, Chancellor Moeser, Steve Reznick, , Barbara Wildemuth, Rachel Willis

**Athletic Department Personnel:** Dick Baddour, Kevin Best, John Blanchard, Larry Gallo, Willie Scroggs

**Guests:** Barbara Osborne (newly elected member), Leslie Strohm

I.       Resolution for Chancellor Moeser

Professor Broome read a resolution for Chancellor Moeser that had been unanimously adopted by the members of committee. She presented the framed resolution to Chancellor Moeser following which he made brief remarks of thanks. He emphasized the importance that he attaches to faculty involvement and the role of this committee in providing advice on matters related to athletics. A copy of the resolution accompanies these minutes.

II.       Kenan Stadium Renovation

Mr. Baddour introduced the plans for renovation and expansion of Kenan Stadium, saying that the objective is a master plan for the stadium and surrounding area. The plan includes multiple elements that can only be implemented over a period of years and with the input from multiple consultants. Kenan Stadium is in the heart of the campus and is an outstanding venue in which to view college football. Some aspects of the exterior of the stadium could be more esthetically pleasing. A significant portion of the plan will address programmatic needs, especially a need for improved space for academic support.

Using the physical model for the project, Mr. Scroggs then provided an overview of the plans and the expected phasing. Work would begin at the west end, in order to create swing space. The full project will proposes work on each of the four sides of the stadium, Stadium Drive, and the wooded area that contains the stadium. At completion of the plan, seating would be increased from the current capacity of approximately 60,000 to approximately 75,000.

III.       Tour

Mr. Baddour led members of the committee on a short tour of the basketball museum in Williamson building.



#### IV. APR Data

Jack Evans reported that six Carolina squads had been recognized by the NCAA for achieving four-year APR results in the top ten percent of results in those sports. Squads recognized are: Men: baseball, basketball; Women: fencing, golf, swimming and diving, volleyball. The NCAA has just made public the four-year APR data through the 2006-07 year. They are available at:

[http://www.ncaa.org/wps/portal/home?WCM\\_GLOBAL\\_CONTEXT=/wps/wcm/connect/NCAA/Academics+and+Athletes/Education+and+Research/Academic+Reform/APR/2006-07\\_School\\_APR\\_Data\\_J5lt9A.html](http://www.ncaa.org/wps/portal/home?WCM_GLOBAL_CONTEXT=/wps/wcm/connect/NCAA/Academics+and+Athletes/Education+and+Research/Academic+Reform/APR/2006-07_School_APR_Data_J5lt9A.html)

UNC results are available under the U-tab.

In addition to the six squads noted above, these results show that no UNC squad has a four-year APR below 946. All UNC squads are well clear of penalty territory (contemporaneous penalties would apply to squads below 925 and historical penalties would apply for squads below 900).

#### V. Sports Medicine Review Committee

Mr. Gallo summarized the work of the Sports Medicine Review Committee which he and Melissa Exum co-chair. Following discussions with head coaches, team physicians, the Student-Athlete Advisory Committee and others, the committee has concluded that the two principal opportunities for strengthening of our services are in nutrition and sports psychology. Professor Cowell commented that we are doing a good job with what we have but that unmet needs always exist. Professor Hershey referred to the discussion of some years ago regarding a possible sports medicine institute and observed that perhaps support for that concept will return. The discussion noted that participants in exit interviews occasionally voice focused criticism of specific individuals. This phenomenon has not been particularly prominent for the Review Committee. Mr. Gallo expects recommendations to be formulated by mid-summer.

#### VI. Policy on Arrests of Student-Athletes

In January Mr. Baddour had invited the committee to discuss selected elements of the existing policy that he thought should be revised. At that time University Counsel Leslie Strohm had agreed to prepare a new draft that would clarify when a student-athlete would be presumptively suspended from participation and in what circumstances a student-athlete would be permanently dismissed from participation. Ms. Strohm joined this portion of the meeting for a discussion of the revised draft that she had distributed in advance. The committee supported the revisions and suggested changing the title of the document to more clearly reflect its content.

#### VII. Coalition on Intercollegiate Athletics (COIA)

Professor Broome reported on a COIA statement that had been published regarding the incident at the University of Michigan concerning an individual faculty member being responsible for a large number of independent study registrations, a number of which involved student-athletes. She also reported that COIA apparently intends to proceed with its idea for preparation and

publication of an “Academic Integrity Index”. She reported that our comments had been sent to COIA and had been acknowledged but essentially rejected. She also observed that our comments appear to be relevant to the revised plan for a ranking index. The COIA Executive Committee will meet May 30-June 1 in Athens, GA. Although she will not be able to attend that meeting, Professor Broome will continue to serve on the committee and will transmit our comments to the committee.

#### VIII. Administrative Items

Professor Broome reported that Amy Herman has begun distributing the Compliance Newsletter electronically. Members of this committee should be receiving it.

Kathie Harris had brought to Professor Broome’s attention a published item that compared, unfavorably, trends in faculty salaries to trends in coaches’ salaries.

Previously distributed minutes of the March meeting were unanimously approved. The committee did not meet in April.

Reporting on the work of the Committee on Worker Health, Safety, and Wellness, Professor Hershey noted that an assessment of current needs had identified four primary opportunities: diet, weight control, depression, and stress management. The administration home of the committee is moving to the university’s division of Human Resources. Associate Vice Chancellor Malone is requesting two positions to support this activity.

The committee welcomed new member, Professor Barbara Osborne, from the Department of Exercise and Sports Science. Current members Professor Kathie Harris and Professor George Lensing have been reelected. Rotating off the committee will be Professors Lissa Broome, Desmond Runyan, and Barbara Wildemuth. These colleagues were thanked for their service and contributions.

Professor Steve Reznick was unanimously elected to chair the committee during 2008-09. The committee thanked Professor Broome for exceptional service as chair of this committee in this and recent years.

Minutes submitted by John P. Evans



## **Resolution of Appreciation for Chancellor James C. Moeser**

**Whereas**, Chancellor James C. Moeser has announced his intention to leave his position as Chancellor of the University of North Carolina at Chapel Hill on June 30, 2008;

**Whereas**, He has been steadfastly committed to intercollegiate athletics as a legitimate and important part of the University of North Carolina at Chapel Hill;

**Whereas**, He has worked consistently to ensure that intercollegiate athletics at UNC-Chapel Hill achieves a desirable balance of academic priorities, competitive success, and student-athlete welfare;

**Whereas**, He has demonstrated throughout his service as Chancellor consistent respect for faculty opinion regarding athletics and has maintained excellent communication with the faculty on matters related to athletics through consultation with the Faculty Athletic Committee and his openness to discussion of matters related to athletics in Faculty Council meetings;

**Whereas**, During his time as Chancellor our student-athletes have regularly earned university, conference, and national recognition for their academic performance;

**Whereas**, During his time as Chancellor the University's athletic program has achieved 24 conference regular season first place finishes, 38 conference post-season championships, six national team championships and six top-ten finishes in the Directors' Cup;

**Whereas**, He has ably represented both UNC-Chapel Hill and the Atlantic Coast Conference with the Group of Six conferences; and

**Whereas**, He has provided national leadership for intercollegiate athletics by participating on the NCAA Presidential Task Force, chairing a subcommittee of that group, drafting a key statement on fiscal responsibility, and serving on the oversight group that is monitoring implementation of the recommendations of the Presidential Task Force.

**Now, Therefore, Be It Resolved** that the members of the Faculty Athletic Committee express their great respect and deep gratitude to Chancellor James C. Moeser for these contributions to an athletic program that has earned both academic and competitive respect as well as his contributions to intercollegiate athletics at the conference and national levels.



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# Academic Performance Data for Six Major Conferences: APR (2004-07 years) GSR (1997-2000 Cohorts) Fed Grad Rate (1997-2000 Cohorts)

Jack Evans

May 16, 2008





## APR, GSR, and GR (Fed Rate) for Major Conferences

The displays that follow present data on the Academic Progress Rate (APR), Graduation Success Rate (GSR), and Federal Graduation Rate (as defined by the U.S. Department of Education).

The conferences for which data are provided in this file are the ACC, Big-10, Big-12, Big East, PAC-10, and SEC. Data are also presented for 11 peer institutions. The sports for which data are provided are Baseball, Men's Basketball, and Football.

All data were obtained from the NCAA web site.



## NCAA Academic Reform Penalties

**Contemporaneous Penalty** – APR scores below 925 qualify for penalties (unless relief is provided by some mitigating circumstance). This penalty is the inability to re-award a GIA if a student-athlete leaves while ineligible to continue.

**Historical Penalty** – APR scores below 900 qualify for penalties (unless relief is provided by some mitigating circumstance). These penalties are the progressive or graduated penalties that begin with a warning letter and progress through loss of scholarship, financial aid, and practice time, to loss of access to post-season competition.





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## Identification of Squads Qualifying for Penalties

In the displays that follow, cells containing APR values between 900 and 924 are painted yellow. Cells containing APR values below 900 are painted red. This identifies squads that would qualify for either contemporaneous or historical penalties, respectively, in the absence of mitigating circumstances.



## Mitigating Circumstances for Contemporaneous Penalties

1. Squads with APR scores below 925 that gain relief because the squad is performing better than the institution's general student body, or based on institutional, athletics and student resources are denoted by a <sup>1</sup>.
2. Squads with APR scores below 925 that gain relief because of the squad size adjustment are denoted by a <sup>2</sup>.



## Mitigating Circumstances for Historical Penalties

1. Squads with APR scores below 900 that gain relief because of the squad's demonstrated academic improvement and favorable comparison based on other academic or institutional factors are denoted by a <sup>3</sup>.
2. Squads with APR scores below 900 that gain relief because of the squad size adjustment are denoted by a <sup>4</sup>.





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## Identification of Squads with Low GSR Scores

In the displays of data that follow, cells for squads with GSR or Fed rate values below 50% are painted . Cells for squads with GSR or Fed rate values below 40% are painted red.





Academic Progress and Graduation Data  
Baseball, Men's Basketball, and Football

Conference: **ACC**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Boston College	962	944	972	100	64	93	88	44	87
Clemson	966	920	950	88	31	75	40	19	56
Duke	982	984	977	95	67	93	78	54	90
Florida State	934	958	954	82	100	58	45	55	48
Georgia Tech	974	931	951	61	42	51	28	27	43
Maryland	968	906	943	55	0	69	38	0	67
Miami	953	948	969	69	73	70	40	55	63
UNC	985	995	947	68	86	79	38	60	64
NCSU	943	960	941	39	40	60	25	27	45
UVa	963	941	951	83	80	68	72	55	65
Va Tech	929	946	929	59	67	72	55	17	66
Wake Forest	975	974	964	87	100	90	60	69	80

Source: www.ncaa.org



Academic Progress and Graduation Data  
Baseball, Men's Basketball, and Football

Conference: **Big-10**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Illinois-Champaign	976	989	930	75	80	73	53	58	59
Indiana-Bloomington	924	899 <sup>3</sup>	950	71	78	67	51	58	51
Iowa	974	944	950	89	47	73	52	36	59
Mich St	969	963	926	83	67	43	66	60	36
Michigan	979	927	951	90	57	73	81	38	67
Minnesota, Twin Cities	947	910	927	74	38	49	65	25	48
Northwestern	985	972	969	100	89	94	96	44	79
Ohio State	978	909	942	64	40	53	46	27	48
Penn State	967	964	964	73	64	76	63	54	72
Purdue	946	894	920	72	91	70	44	88	52
Wisconsin-Mad	NA	938	944	-	67	61	-	62	51

Source: www.ncaa.org

<sup>3</sup> Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors



Academic Progress and Graduation Data  
Baseball, Men's Basketball, and Football

Conference: **Big-12**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Baylor	974	928	938	84	58	84	50	25	66
Colorado	NA	873	929	-	55	68	-	36	63
Iowa State	NA	869	927	42	17	55	19	14	58
Kansas	925	981	919	48	45	56	34	40	52
Kansas State	927	880	935	63	67	73	30	33	69
Missouri -Col	946	957	939	47	50	60	31	42	51
Nebraska -Lincoln	926	927	941	63	47	83	33	30	77
Oklahoma	913	911	942	51	46	44	22	29	37
Oklahoma State	877	957	935	51	73	64	21	38	63
Texas-Austin	928	929 <sup>3</sup>	942	49	33	42	24	23	32
Texas A&M-College Station	946	912	932	54	40	62	28	25	51
Texas Tech	864	928	928	59	44	79	23	40	63

Source: www.ncaa.org

<sup>3</sup> Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors





Academic Progress and Graduation Data  
Baseball, Men's Basketball, and Football

Conference: **Big East**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Cincinnati	947	872	939	41	50	67	30	50	71
Connecticut	957	946	950	73	22	78	48	20	55
DePaul	NA	918	NA	-	36	-	-	22	-
Georgetown	975	945	961	92	82	97	86	60	96
Louisville	945	941	943	69	50	55	31	40	50
Marquette	NA	954	NA	-	89	-	-	67	-
Notre Dame	974	971	969	100	91	93	89	57	79
Pittsburgh	928	935	945	84	56	63	68	44	48
Providence	NA	938	NA	-	67	-	0	53	-
Rutgers-NB	974	953	977	63	50	55	54	27	46
St. John's (NY)	961	918	NA	80	56	87	50	38	52
Seton Hall	968	924	NA	68	60	-	48	46	-
South Florida	923	904	917	70	58	61	37	50	57
Syracuse	NA	955	955	-	67	71	-	46	64
Villanova	981	990	978	100	89	91	94	57	83
West Virginia	928	932	935	39	33	65	21	29	56

Source: www.ncaa.org



Academic Progress and Graduation Data  
Baseball, Men's Basketball, and Football

Conference: **PAC-10**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Arizona	908	933	902 <sup>3</sup>	52	25	41	38	18	39
Arizona State	915	905	933	36	42	55	15	33	50
Oregon	NA	975	921	-	59	55	-	43	48
Oregon State	932	935	926	47	50	62	24	50	54
Stanford	974	954	986	96	67	93	83	67	91
UC-Berkeley	971	942	967	78	33	52	59	20	44
UCLA	943	968	941	62	40	56	44	29	51
USC	964	863	948	50	29	57	40	27	54
Washington	968	943	948	71	70	64	43	44	55
Washington State	921	905	916	86	35	58	67	14	58

Source: www.ncaa.org

<sup>3</sup> Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.



Academic Progress and Graduation Data  
Baseball, Men's Basketball, and Football

Conference: **SEC**

Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
	Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
Alabama -Tusc.	931	928	944	59	80	49	33	50	45
Arkansas-Fayetteville	914	944	936	56	50	53	25	43	44
Auburn	924	905 <sup>3</sup>	953	34	50	59	21	33	51
Florida	967	919	962	71	100	72	26	67	35
Georgia	927	958	965	61	19	41	23	13	36
Kentucky	940	941	943	51	23	59	36	18	46
LSU	908	910	946	44	38	51	36	27	38
Mississippi	947	917	939	69	55	64	31	50	58
Mississippi State	967	901	924	66	75	59	41	70	49
South Carolina	929	899	921	63	70	68	28	43	58
Tennessee-Knoxville	879	911	948	55	33	52	24	20	38
Vanderbilt	974	985	959	100	83	91	57	64	85

Source: www.ncaa.org

<sup>3</sup> Denotes APR that does not subject the team to historical penalties due to the team's demonstrated academic improvement and favorable comparison based on other academic or institutional factors.





Academic Progress and Graduation Data

Baseball, Men's Basketball, and Football

Conference: **Peers**

	Institution	Four-Year APR Data (2004-2007)			1997-2000 GSR			1997-2000 Fed Grad Rate		
		Baseball	Basketball	Football	Baseball	Basketball	Football	Baseball	Basketball	Football
ACC	UNC	985	995	947	68	86	79	38	60	64
	UVa	963	941	951	83	80	68	72	55	65
	Duke	982	984	977	95	67	93	78	54	90
Big-10	Illinois	976	989	930	75	80	73	53	58	59
	Ohio State	978	909	942	64	40	53	46	27	48
	Michigan	979	927	951	90	57	73	81	38	67
PAC-10	UCLA	943	968	941	62	40	56	44	29	51
	Washington	968	943	948	71	70	64	43	44	55
	UC-Berkeley	971	942	967	78	33	52	59	20	44
SEC	Florida	967	919	962	71	100	72	26	67	35
	Vanderbilt	974	985	959	100	83	91	57	64	85
Big-12	Texas	928	929	942	49	33	42	24	23	32

Source: www.ncaa.org