Remembering UNC Charlotte’s second Chancellor

Former Chancellor E.K. Fretwell dies at age 88

“The campus community at The University of North Carolina at Charlotte is honoring the life of chancellor emeritus E.K. Fretwell Jr., born October 29th, 1923, who died at The Stewart Health Center of The Cypress. He was 88.

At 6-foot-7, Fretwell was an imposing figure as he walked across the UNC Charlotte campus, stopping often to chat with students, faculty or staff. His life was devoted to education, and he taught at virtually every level in a distinguished career that spanned more than four decades.

A large measurement of Fretwell's legacy evolved out of his lifelong curiosity about other countries and cultures. During his tenure as chancellor at UNC Charlotte, bilateral institution exchange agreements were forged between the University and prestigious universities in England, France, Germany and Taiwan.

Under his leadership, UNC Charlotte's international student population grew to 3 percent of the undergraduates - the highest of any of the UNC System institutions. In addition, minority enrollment rose to 9.1 percent of the student body. But Fretwell didn’t stop there. He also diversified the university’s top administration, naming minorities to key leadership positions.

“Much of the physical and academic infrastructure that set the stage for UNC Charlotte’s rapid growth was set in place by E.K. during his remarkable 10.5 years as our second chancellor,” said Chancellor Philip L. Dubois. “And his leadership of major higher education associations expanded our national reputation at the same time. All 49ers are in his debt.”

Fretwell started off as a classroom teacher in Brookline, Mass., before he became a high school and community college teacher in Evanston, Ill. Later he was a university graduate faculty member at Columbia and the University of California at Berkeley.

Administrative posts included New York State’s Assistant Commissioner for Higher Education, University Dean for Academic Development (City University of New York), and President of the State University College at Buffalo.

Continued on page 2
**SAFE!** Growing, Learning, Giving Back

Within the Dean of Students Office there are many different programs striving to better the university. Aside from the full time staff, student workers assist with the operation of the offices. Having an on-campus job is a great way to become involved within the university. Jashia Pinkney, a nursing student, has worked for SAFE, a peer mentoring program designed to help students successfully transition through their first year of college, for four years. Jashia was a member of the SAFE program her freshman year. In the SAFE program, students are assigned a mentor that helps guide them through their first year. After going through the program Jashia wanted to be a part of this influential department. Applying and receiving the job as student coordinator, Jashia has grown within the office. She says, “I guess I can say I love my job! The program impacts so many lives. Through the Dean of Students Office I am able to network with faculty members. What other job allows you to eat with the Associate Vice Chancellor for Student Affairs and Dean of Students? I have learned so much in the office and I enjoy the work that I do.”

Like many students, Jashia has grown as a person through her undergraduate studies at this university. “Getting involved helped me to bond with other students and staff on campus. After meeting people and building relationships, I was able to come out of my shell because I became comfortable with the idea of building new friendships.” Jashia shared some of her responsibilities as a student coordinator. “I assist the Graduate Assistant with events to enhance the overall SAFE student experience at UNC Charlotte, guide and assist freshman in weekly study hall, and I create monthly newsletters updating SAFE counselors and students of upcoming events. I use my experience to plan for SAFE counselors. When scheduling an event or just teaching mentors, I take into account how I felt when I was a freshman in order to serve the students better.”

The Dean of Students office is not the only place where Jashia exercises her opportunities to network and gain higher experience. Jashia is involved in multiple student organizations and clubs that give her relatable skills for the workplace. Juggling all of her campus involvement is an easy task for Jashia. “Time management is the number one key to juggling all of the organizations that I am in. I ALWAYS write everything that I have to do down and I plan ahead. My planner is my best friend and if I have multiple meetings in a week I make sure I study extra hard the weekend before to be prepared. No matter how busy I get, school is my first priority!”

With a very demanding major, Jashia says that her student peers help her get through. “Since each nursing class has only 50 students, we are like family. My roommate and I are in the same classes so she has become my personal study buddy, she’s amazing.” Because her academic schedule can be very stressful, Jashia enjoys the little down time that she gets. “When I am volunteering with the Association of Nursing Students or hanging out with my sorority sisters, I am able to take my mind off school and relieve stress. I believe that having a balance in college is important and students have to find the right one for them.”

Jashia is a role model for every SAFE student that has come through the program and education is one of her passions. She has a goal of being a clinical instructor for incoming nursing students. Being an upperclassman it’s easy to give advice to new students. “Get involved! Being involved on campus really enhances your college experience and increases networking. Manage your time early and build relationships with your professors. With student workers I would say to take advantage of the opportunities that your job can offer.”

Throughout her time here in the Dean of Students Office, Jashia has touched many people with her work ethic and seize-the-day attitude. Ever mindful of service and greater opportunities, Jashia has been a very influential part of the university.

**Fretwell (continued from page 1)**

In 1979, Fretwell came to the attention of Charlotte bank executive C.C. Cameron, who headed the search committee looking for the right person to succeed Dean Colvard, who was UNC Charlotte’s first chancellor.

“He was the right man at the right time in the history of our university,” Cameron said later. “As a result of his ties and connections to educational organizations all over the country, he helped us to become recognized nationwide and, to some degree, internationally as an outstanding university.”

Two of Fretwell’s biggest achievements were the expansion of the UNC Charlotte Urban Institute and the realization of University City. Both were visions of Colvard.

During Fretwell’s watch, UNC Charlotte expanded its relationships with local community colleges, established more connections with businesses, updated continuing education and produced a state economic forecast. UNC Charlotte also addressed K-12 needs with enrichment and summer programs, and teacher workshops and seminars.

Fretwell also managed the growth of the master’s programs at UNC Charlotte, including new degrees in computer science, nursing and reading education. In addition, the university began cooperative doctoral programs in engineering with N.C. State University and in school administration with UNC Chapel Hill.

He and his wife, Dorrie, moved to The Cypress, a retirement center in south Charlotte, in December, 1999. She passed away on December 30, 2011. They have four grown children and seven grandchildren. An avid walker, he enjoyed an interest in national and international railroads.

— publicrelations.uncc.edu
Sarah Simard joined the Dean of Students Office as the Administrative Assistant for New Student and Family Services two years ago. However, her UNC Charlotte experience began in the fall of 2009 when she started her undergraduate studies here. After spending her childhood in Cumberland, Rhode Island, Sarah decided to move south to attend UNC Charlotte. During her time as an undergrad, Sarah became involved with Alpha Delta Pi and held the positions of SOAR Program Assistant and Orientation Counselor within the Dean of Students Office (DOS) where her experience with the DOS office began.

After graduating with a Bachelor’s degree in Communication in 2009, Sarah took on her current role. As the Administrative Assistant for New Student and Family Services, Sarah provides support for six different program areas. She organizes and runs registrations, handles office management and carries out customer service roles. With this comes the difficulty of making sure that each area is receiving enough attention. Sarah is able to overcome this barrier by staying organized and keeping a steady stream of communication between all of the program areas.

During her free time, Sarah is always looking for something new to do. This year she has been skydiving – twice! She also enjoys hiking, day trips and exploring the city of Charlotte.

— Tabitha Van Arkel

As freshmen parents of the UNCC family, we recently had the pleasure to volunteer at Family Weekend. Our role was simple: welcome families and friends of students arriving for the weekend of festivities with sign-in, distributing goody bags and filling lanyards. At our table, we shared our time with UNCC students and quickly made new friends. As if fate would have it, I had the pleasure of sharing company with a young woman named Alexis who was in her sophomore year of nursing school. It just so happens I am a Nurse Manager at Levine Children’s Hospital, and we had much in common, aiding easy conversation. Our stint was a mere three hours and afterwards we took time at the bookstore, followed by enjoying the International Festival’s food and entertainment.

Most organizations rely heavily on the goodwill of volunteers whose passions and desires make a difference in the lives of others. Servant leadership is using your influence and duty to serve those you work with to reach common goal or cause to serve the needs of an organization. Volunteerism is an excellent opportunity to harness talent, expertise, interest and enthusiasm to achieve organizational goals. Volunteers also can unite, motivate, and inspire others. Actively cultivating volunteers enhances other’s learning to gain lifelong skills founded in an experience they can continue to build on in their careers.

A servant leader bestows himself to safeguard the needs of others as the utmost priority. There are 10 principles of servant leadership.

— Tabitha Van Arkel
William C. Friday, Beloved Higher Education Icon, Dead at 92

William C. Friday, president emeritus of the University of North Carolina and an icon of American public higher education, died peacefully in his sleep at home on Friday, Oct. 12, 2012. The longtime Chapel Hill resident was 92.

“Bill Friday lived a life that exemplified everything that has made our University – and the state of North Carolina – great,” said UNC President Tom Ross. “He was a man of unquestioned honor and integrity who devoted a lifetime of extraordinary leadership and service to the University and state he loved so much. He also was a man of deep courage and conviction who never backed away from doing the right thing for our students, faculty, staff, or our citizens. We have truly lost one of North Carolina’s most special treasures.”

Best known to North Carolinians for his 30-year tenure as UNC president, Friday worked in several leadership positions before taking the helm of the then three-campus University in 1956. From 1948 until 1951, he was assistant dean of students at Carolina before becoming the assistant to Gordon Gray, president of the Consolidated University (then Carolina, N.C. State and Woman’s College, now UNC Greensboro).

In 1955, Friday became secretary of the University and was named acting president the following year. He was chosen to take the position permanently later in 1956 and remained until 1986, becoming the longest-serving president of the 20th century. That same year, a Council for Advancement and Support of Education (CASE) study ranked Friday the nation’s most effective public university president.

Throughout his tenure as UNC president, Friday was a staunch supporter of academic freedom, fairness and integrity. He often served as mediator between student activists and the North Carolina General Assembly during the Civil Rights Movement, and he worked for five years to repeal the 1963 Speaker Ban Law, which made it illegal for critics of the government to appear on campus. He also oversaw the racial desegregation of the University and its expansion to include all 16 of North Carolina’s public universities.

As UNC president, Friday served on numerous state and national education boards, commissions, and committees. He chaired the National Task Force on Education for President Lyndon Johnson and Jimmy Carter. He was president of the Association of American Universities and chaired the Carnegie Commission on Higher Education, the Carnegie Foundation for the Advancement of Teaching, the American Council on Education, and the Commission on White House Fellows. In his home state, he chaired the North Carolina Poverty Project and a governor’s literacy commission.

Friday’s sphere of influence also led to the development of Research Triangle Park and state sponsorship of North Carolina public television. When he retired as UNC president in 1986, Friday was named University professor at UNC-Chapel Hill and president and a board member of the William R. Kenan, Jr. Fund. A year later, he became executive director of the William R. Kenan, Jr. Charitable Trust. He retired from the Kenan philanthropies in 1999.

Friday received numerous awards, including the American Council on Education’s National Distinguished Service Award for Lifetime Achievement, the James L. Fisher Award for Distinguished Service to Education from CASE, the National Humanities Medal, the American Academy for Liberal Education’s Jacques Barzun Award, the John Hope Franklin Award, the NCAA’s Gerald R. Ford Award, and the UNC Board of Governors’ University Award. He was a fellow of the American Academy of Arts and Sciences.

He is survived by his wife, Ida, and daughters Frances and Mary.

— publicrelations.uncc.edu

Parent Letter (continued from page 3)

Servant leaders listen attentively to those they are serving, and display empathy to understand and accept them. Servant leaders heal themselves and others, while raising their own self-awareness. Servant leaders use persuasion and build consensus, to convince others, and nurture other’s dreams, to move beyond daily realities. Servant leaders possess the foresight to gain valuable lessons from the past, the reality of today, and envision the consequences of the future. Servant leaders act in the spirit of stewardship by holding themselves and others accountable, to entrust for the greater good of society. Servant leaders are committed to the growth of others personally, professionally, and spiritually, and use their leadership to build community.

Children are a priceless gift, unlike any other. When we become parents we are instantly endowed with the role of leadership. As parent volunteers we enact the spirit of servant leadership and optimistically pass along its philosophies to the next generation. We reflect on our first UNCC volunteer experience with gratitude and are left feeling a sense of pride. As a family we chose wisely in entrusting UNCC with our son’s education. As a UNCC Parent Volunteer we harvested precious resources, formed one of a kind connections, and felt the pulse of a great organization. GO NINERS!

Respectfully,
The Beasley Family: Richard, Laurie and Alain

UNC Charlotte’s Friday building is the home of the Belk College of Business and bears the names of the former UNC system president Bill Friday and his wife, Ida.
Meet Lieutenant Brian Thomas
University Emergency Management Coordinator

Brian Thomas joined the UNC Charlotte Police Department in 2006 as a police officer. He worked his way up through the ranks to lieutenant and currently serves as the University’s Emergency Management Coordinator. Brian is in charge of the University’s emergency alert and alarm systems on campus. Like every other member of the Police Department, Brian is dedicated to making sure your students are safe.

Brian spent most of his younger years in Florida, where he received his BA in Criminal Justice. After moving to Charlotte and joining the Police Department, Brian enrolled in University’s Masters of Public Administration program and graduated in 2010. He went back and earned a Graduate Certificate in Emergency Management later in 2010 and then a certificate in Community Preparedness and Disaster Management from Chapel Hill in 2012. His training and education provide him with a wealth of knowledge about how to keep our university safe in case of an emergency.

UNC Charlotte has an Emergency Alert System known as the PIER System and utilizes various methods to alert the campus community. One method is the campus warning siren. The sirens are located at Atkins Library, between the EPIC and Grigg buildings and behind the Facilities Management/Police and Public Safety building. The sirens are used to inform the campus community out-of-doors of a risk or threat.

Another method is the University webpage alerts. For this type of alert, a banner is displayed across the University’s homepage indicating the type of alert and other pertinent information. A yellow web banner indicates that there is no eminent threat to life (such as inclement weather), but red alert indicates an eminent threat to life.

According to Lt. Thomas, the “fastest and most efficient” method of alerting the campus community is the email alert system. These emails are sent to the entire campus listserve, which includes each student and staff member, and notifies recipients of incidents occurring on campus. Text alerts are another popular method. Students, parents, faculty, staff and even the general public can sign up to receive text alerts in the event of an emergency through the following website: www.unccharlottealerts.com/go/mailinglist/1382/.

One issue with the text alerts is that Lt. Thomas has identified is that many professors request students put away their phones while in class, so students and faculty in classrooms may be unaware of certain emergencies. To address that problem, Lt. Thomas is working very closely with IT Department and Classroom Support program to finalize the Smart Podium and Digital television alert. When an alert is issued, a banner will appear across each smart podium on campus and an alarm will sound. The same alert will also appear on each plasma television on campus. This is an effective way to reach those that may not have seen the text/email alerts or heard the siren.

Because UNC Charlotte is a public institution, the Police Department can’t regulate who comes on campus. They rely on the campus community to be their “eyes and ears” and inform them of any suspicious activity.

“We may have five or six officers on the road, but if we have 25,000 students and see something suspicious, hopefully they can call us before the event even occurs.”

Lt. Thomas says the most challenging aspect of his job is getting the campus community to understand that they all have a role in keeping our campus safe. “Getting everyone to understand that yes it can happen here. Is it likely to? No, but it can.” He wants the campus community to understand that they all have a role in keeping our campus safe.

Continued on page 9

DEPARTMENT FEATURE

The Graduate School
by Sazia Bashir

What are your plans after graduation? The question arises for every college senior. Hunting for jobs is one option; or even taking a break to travel may be another. Johnha Watson, the Associate Dean of the UNC Charlotte Graduate School, says that about 10,000 people apply for graduate admission each year at UNC Charlotte, and that number continues to grow. Whether your student just started or are close to graduating, it’s never too early or too late for them to think about graduate school.

Laura Rowland and Mayra Garcia are two of the many graduate students who decided to pursue this path. Rowland, who will obtain her Masters of Public Administration this winter, said “I decided to enroll in graduate school because I felt like I wasn’t done with my education.” Garcia, who just started her first semester in the Teaching program, felt the same way. “There are a couple factors that come to play. For one, I always wanted to get my masters. Another reason was that I felt like I couldn’t do much with my undergraduate degree. I felt like graduate school would be the best option.”

UNC Charlotte is consistently ranked among the top ten universities in the Southeastern USA and it offers a wide range of resources and opportunities to help graduate students succeed. The Graduate School offers over 100 doctoral, masters, and graduate certificate programs in a vast array of disciplines from Nanoscale Science, Teaching, to Applied Ethics. Watson stated that students can even get a head start during senior year. “Unique opportunities exist for currently enrolled UNC Charlotte undergraduate students to participate in Early Entry Programs whereby they begin a graduate program in their senior year and can frequently apply up to 12 hours earned towards the undergraduate work.” Each year, there is even a one credit class that the Graduate School offers for undergraduate students to learn more about the school itself and the programs within it.

Continued on page 9
Welcoming your college student home for visits

What can you do to prepare

As you all know, Thanksgiving break is approaching next week. And while we are sure that you are excited to have your student home for a ‘real’ break, we also know some of you may be a bit nervous and do not know what to expect when your student arrives back at home. You know they’ve changed but you might not be quite sure how to handle it. The information from this article was taken from College Parents of America and provides some great advice for parents preparing for their student to return home for a visit. Enjoy! – Laura Rowland

The first step in a successful visit with your student may be simply anticipating that things will be different, and possibly awkward. You will need to get to know some new aspects of your student. You may need to negotiate some ways of behaving and some expectations. As has so often been the case throughout this process, brushing up on your listening skills and your patience will go a long way. Here are a few suggestions that may help to ease the experience for everyone.

• Even before your student heads home, ask him whether there is anything you should know before he comes. Are there going to be any new tattoos or piercings? Any radical physical changes? If your student has expressed his independence by piercing something, or shaving his head, or dying her hair purple, you may want time to prepare yourself before he walks in the door.
• Let your student know if there are any changes he should expect when he comes home. Has a younger sibling moved into his room? Have you repainted the living room a new color? Is there a new puppy? Help him to adjust his expectations.
• Ask your student before she comes home whether she will need to schedule any appointments while she is home. Does she need to see the dentist or eye doctor or doctor? Does she have plans to leave for a few days to visit her roommate? Know ahead of time whether you need to work around special dates or appointments.
• If your student is planning to work while he is home on vacation, remember that you will need to consider his work schedule as you plan activities. Ask whether he is able to find out his work schedule prior to coming home.
• Try not to overschedule your student’s time while he is home. He will need some time to sleep and rest. He will want some time to simply do nothing. He will want to connect with friends. It is reasonable to expect him to be involved with some family activities, but be sure to allow time for him to have for himself.
• Make an appointment with your student for an open discussion about potential issues that may come up while he is home. Plan to sit down as early in the visit as possible to address things before they become problems. This may be the single most important thing that you can do to make the visit go smoothly. An honest discussion about curfew and expectations is one thing that many students worry about. It may not be reasonable to expect your student, who has been able to come and go at will while at school, to step back into the curfew she had in high school. On the other hand, it may not be reasonable for your student to expect you to be comfortable not knowing when she is coming in or where she is going. Talk it out. Let her know your absolute bottom line. Be ready to compromise. Talk about your comfort level. Let her talk about her expectations. You may be surprised at how reasonable your student can be when the issue is addressed calmly before it becomes a problem and when you ask for her input as an adult.
• Try to find a balance between independence and family responsibilities. Your student is not a boarder, but is still a member of the family. However, she has been away for a while. Negotiate carefully how much you will expect of her while she is home. Will she have some responsibilities? What will you continue to do for her? Will she do her own laundry? Help with some meals? Clean up after herself in the kitchen? Be expected to watch or transport younger siblings?
• Make a plan to discuss any other issues that may be pending. Sometimes addressing problems early in the vacation will avoid them existing as an uncomfortable undercurrent throughout the vacation. Do you need to have a frank discussion about grades, drinking, money, behavior? Plan ahead of time to sit down for a frank discussion. Listen carefully and remain calm. Get the discussion out of the way and then let it go so that you can both enjoy the visit.
• Take some time over the vacation to get to know the new person that your student is becoming. The changes may be radical or they may be slight. This is an ideal opportunity to learn about your student in a new way. Remember to look for, and acknowledge, the positive changes that you see.

Having your student home can be a wonderful experience if you expect some adjustments, plan ahead, and communicate openly and directly with your student. He will appreciate your honesty and your willingness to listen to what he has to say. You will all enjoy reconnecting and reacquainting. If you recognize that the family dynamic has changed, you will be better able to adjust and enjoy the experience.

– from collegeparents.org
Preventing for Final Exams and the 49er Rebound

Joan F. Lorden
Provost and Vice Chancellor for Academic Affairs

After the Thanksgiving break, professors will begin wrapping up courses by bringing major themes together. After a semester of reading, writing, discussing, practicing, calculating, and test-taking, students are now beginning to prepare for final exams. Final exams often require students to bring together all of the information they learned in each course during the semester to demonstrate their understanding of key principles and concepts. The final exam period can be a very stressful time for students. Here I outline several ways you can support your student over the next few challenging weeks.

Understand Academic Standing Before the Exam

Encourage your student to have a sense of where he or she stands in the course before the final exam. Are all assignments turned in and graded? Are there areas in which your student feels uncertain or finds the material difficult? Did your student have difficulty on any other assignments during the semester? Are there any outstanding questions about themes or processes that can be clarified before the final exam?

Participate in Study Groups

Participating in study groups with dedicated peers is an excellent way to review course material in preparation for the final exam. If students take turns “teaching” the information to each other, they tend to develop a stronger understanding of the material. Likewise, if a student does not fully grasp course material, other students can help fill in the gaps.

Maintain Healthy Nutrition

Unfortunately, many students choose to start exam season with an open bag of junk food and a bottle of sugary, heavily-caffeinated soda. While these items perhaps provide temporary comfort, these dietary choices do not necessarily help students perform better on exams. Eating foods that stabilize energy levels can help students concentrate. Encouraging your student to have a sense of where he or she stands in the course before the final exam. Are all assignments turned in and graded? Are there areas in which your student feels uncertain or finds the material difficult? Did your student have difficulty on any other assignments during the semester? Are there any outstanding questions about themes or processes that can be clarified before the final exam?

Participate in Study Groups

Participating in study groups with dedicated peers is an excellent way to review course material in preparation for the final exam. If students take turns “teaching” the information to each other, they tend to develop a stronger understanding of the material. Likewise, if a student does not fully grasp course material, other students can help fill in the gaps.

Exercise Regularly

Numerous studies indicate that exercise jump-starts mental well-being as well as improves physical health. Regular exercise can energize the body while reducing stress levels, making students feel more alert and calmer during the final exam process. If your student feels overwhelmed during the final exam period, suggest taking small, regular exercise breaks. Walking around campus or up and down stairs can do wonders to stretch stiff muscles, feel refreshed, and to clear the mind.

Get Plenty of Sleep During Exam Week

We also know that getting a solid night’s sleep while studying increases student performance on final exams. It is important to keep the hours of the morning “cramping” for final exams, however, studies indicate that being well-rested allows students to focus, retain important information, and make the complex connections necessary to do well on exams.

Check-in

It might be a good idea to check in with your student periodically during finals. Your student might feel stressed and irritable or possibly overwhelmed. It is important to keep the lines of communication with your student open. All students should know that if they are having difficulty managing their anxiety, they can contact the Counseling Center (counselingcenter.uncc.edu) for assistance.

49er Rebound

Some semesters are more challenging for a student than others, for a variety of academic or personal reasons. If after final exams at the end of this semester, your student earns poor grades that cause his or her cumulative Grade Point Average (GPA) to drop below 2.0, he will be placed on academic probation. Academic probation is serious; these students are at risk of being suspended from the University if their grades do not improve. While students often feel that they can repair damage to their GPAs by just working harder, we find that students often need to change their study strategies rather than just doing more of the same. For this reason, the University encourages all first-year students on probation to participate in 49er Rebound (successful@uncc.edu). 49er Rebound is a program to assist students who are on academic probation at the end of their first semester at UNC Charlotte. Participation in 49er Rebound is free and voluntary, and students are expected to complete the program. Students who complete 49er Rebound see significant GPA improvements and return to good academic standing at higher rates than those who do not complete the program. Students can enroll in 49er Rebound by selecting the best one of the three program options:

1. UCOL 1300: Academic Success Seminar. This is a 10-week, 2-credit hour course designed to focus on study skills and understand campus resources. Students become part of a small classroom community that fosters connections with other students and the instructor.

2. Students Obtaining Success (SOS) Peer Mentoring Program. Every week, students meet one-on-one with a trained, undergraduate peer mentor to develop an individualized plan to return to good academic standing. Participants discuss time management skills, study strategies, and available campus resources.

3. College-Specific Program. Each college at UNC Charlotte offers a 49er Rebound option to serve their students. College-specific programs often involve regular meetings with an academic advisor and participation in tutoring programs or individual academic consultations.

Students placed on academic probation will receive notification and information about how to enroll in 49er Rebound. While 49er Rebound is a program designed for first-year students, sophomores, juniors, and seniors who are placed on probation at the end of this semester can receive academic support through University Center for Academic Excellence (ucae.uncc.edu).

I wish you and your student a healthy and successful final exam week!
UNC Charlotte lands $2.3 million grant for nursing scholarships

UNC Charlotte’s School of Nursing in the College of Health and Human Services is the recipient of a $2.3 million grant from the Health Resource Services Administration to provide scholarships to students from disadvantaged backgrounds.

The Scholarships for Disadvantaged Students (SDS) program promotes diversity among health profession students and practitioners by providing scholarships to full-time students with financial need from disadvantaged backgrounds who are enrolled in health professions and nursing programs.

Lienne Edwards, Associate Director of the School of Nursing’s undergraduate division and principle investigator/project director of the grant, noted the award addresses a widespread need among nursing students from racial and ethnic minorities for financial assistance. The removal of financial barriers will allow these students to work fewer hours outside of class and enable them to spend more time on their academic pursuits.

“The proposal also addresses the need to provide mentoring support for nursing students in our undergraduate program, as well as for pre-professional students who participate in one of the University’s academic support programs, such as UTOP, SAFE and BEST,” Edwards said. Mentorship provided by peers and faculty has been proven to enhance student achievement and academic success.

“The recruitment and retention activities outlined in the grant proposal focus on enhancing diversity within our programs and are consistent with efforts already in place within School of Nursing, the College of Health and Human Services, and the University,” said Dee Baldwin, associate dean and director of the School of Nursing.

“This project will be of great value to the School of Nursing and its efforts to further increase the diversity of its student body, as well as the nursing workforce in our region and our state,” Baldwin said.

The total grant monies will be distributed within a four-year period to 55 students per year from disadvantaged backgrounds, to include upper-division, pre-licensure, BSN degree seeking students, and students who are registered nurses in the RN-to-BSN curriculum. For information about the scholarships, contact the School of Nursing.

The Health Resources and Services Administration (HRSA), an agency of the U.S. Department of Health and Human Services, is the primary Federal agency for improving access to health care services for people who are uninsured, isolated or medically vulnerable. Comprising six bureaus and ten offices, HRSA provides leadership and financial support to health care providers in every state and U.S. territory. HRSA grantees provide health care to uninsured people, people living with HIV/AIDS, and pregnant women, mothers and children. They train health professionals and improve systems of care in rural communities.

UNC Charlotte's College of Education has been awarded a $698,123 Robert Noyce Teacher Scholarship Program grant from the National Science Foundation to enhance the content expertise of 12 secondary education majors who are dedicated to pursuing careers as chemistry and physics teachers.

Through a partnership among the departments of physics and chemistry, the College of Education and Charlotte-Mecklenburg Schools, this teacher preparation program uses the “Learning Coach” model to engage UNC Charlotte’s most talented chemistry and physics students in peer instruction, supported by faculty mentors. A cadre of chemistry and physics students will be trained as learning coaches to lead small-group discussion sessions among their peers.

Individuals selected for the UNC Charlotte 49er Teach Noyce Scholars Program will be enrolled in pedagogy courses, attend seminars enriching their knowledge of both science and pedagogy, attend state and national meetings on science education, have summer internship opportunities, and receive support from a three-person team of mentors — one each from the science faculty, the education faculty and a classroom teacher.

After completing the certification program, new teachers will continue to be mentored and supported during their first three induction years.

“This project’s success rests on seamless collaboration among disparate disciplines, strong administrative support, and the well-developed Learning Coach model,” said David Pugalee, director of the Center for Science, Technology, Engineering and Mathematics (STEM) Education in the College of Education. “It addresses a key need for well-trained high-school chemistry and physics teachers, particularly in under served areas such as rural North Carolina.”

The program will be under the direction of Pugalee; Kate Popejoy, assistant professor of reading and elementary education; Kathryn Asala, undergraduate coordinator and lecturer in the Department of Chemistry; Michelle Stephan, associate director of the Center for STEM Education; and Pedram Leilabady, senior lecturer in the Department of Physics and Optical Science.

UNC Charlotte will begin accepting Noyce program applications in the 2012-13 academic year, with paid internships available for the summer 2013 semester and scholarships of $12,500 each year for up to two years to be awarded for the fall 2013 semester.

For more information, contact Pugalee at 704-687-8887 or email david.pugalee@uncc.edu.
The Graduate School (continued from page 5)

So, what does your student need to do to ensure a spot? Before applying, prospective students should review admission requirements online so that they are familiar with the application requirements. Many programs have early application deadlines and each program of study has a Graduate Program Director who is uniquely qualified to provide students with information. Watson especially encourages students to take advantage of these opportunities. “But the most important advice is to apply early!”, she says, even if funding is a concern. Though many graduate students are supported with assistantships, tuition awards, and fellowships, some may have the need for federal financial aid which is available to help students pay for graduate school.

Rowland advises students to look into any prep courses available before entering graduate school. “If you know you want to apply for admission in fall, you should look for prep courses in the spring semester. It is expensive, but there are discounts if you apply and enroll early. It was really effective for me.”

Each program has specific admissions requirements but the Graduate School’s general requirements are a 3.0 undergraduate GPA in a bachelor’s degree from a regionally accredited college or university, satisfactory standardized test scores, exemplary recommendations and relevant experience for a particular academic program.

Many students wonder what the difference is in the workload between undergraduate and graduate school. “Graduate school is a lot different,” says Rowland. “The work load requires a deeper level of analysis and that is what I struggled with initially. For example, you may be assigned a two-page paper that seems really easy, but so much analysis goes into it that it seems like you are writing a 10-page paper.”

“This is my first semester of grad school,” says Garcia. “So, I am still going through the transition period. It’s been a challenge so far. Not that the work load is too much, but it’s just different. It makes you think in different ways. The professors treat and teach you differently—more like an adult, an equal.”

Graduate school never seems to be predictable, but if students want to do well, the best advice is to not be discouraged and choose a program that will really interest you. “It will be a rocky transition period, but don’t get discouraged,” says Rowland. “There is a very real possibility that you may fail a course, but don’t feel like you are inadequate or that you aren’t capable of succeeding in the program.”

Garcia believes that passion is essential. “Knowing what you want to do is the best advice I can give. You are going to spend all this time on something you don’t want to do and you may fail at it because you just don’t care.”

Encourage your student to take advantage of all the post baccalaureate opportunities available at UNC Charlotte and visit the Graduate School to discover their path toward a graduate level education. More information can also be found on the UNC Charlotte Graduate School website.