THE DAILY CLIPS

March 29, 2012

News, commentary, and opinion
compiled by East Carolina University News Services:

The Greenville Daily Reflector
The Raleigh News & Observer
The New York Times
The Wall Street Journal
USA Today
The Charlotte Observer
The Fayetteville Observer
The Greensboro News & Record
Newsweek
U.S. News & World Report
Business Week
Time

East Carolina University News Services
Web site at http://www.ecu.edu/news
252-328-6481
Colleges learn lessons on safety

“We’ve all seen the headlines and footage of senseless killings at our schools and universities.”

Reuben Young
state secretary of crime control and public safety

By Jackie Drake
Thursday, March 29, 2012

Colleges have much to learn from each other when it comes to ensuring campus safety.

Institutions across the state, nation and world came together on Wednesday for the sixth annual North Carolina Higher Education Safety Symposium hosted by East Carolina University.

“Our world is a much different place than it was 10 years ago,” keynote speaker Reuben Young, secretary of crime control and public safety for the state, said. “In public safety, we’re facing more threats, but we’re also more prepared than we’ve ever been.”

The symposium covered a range of topics including natural disasters, terrorist attacks, physical and digital security threats, crime reporting and legal policy issues.

Sessions were held in the East Carolina Heart Institute building in Greenville, but more than 85 digital satellite sites were set up around the world so other institutions could participate online, according to Bill Koch, ECU associate vice chancellor for campus safety.
Educational institutions and law enforcement agencies in Canada, Australia and Japan participated, Koch said. Representatives from Pitt Community College and Pitt County Schools were present as well.

“We live in a global community,” Young said. “We’re more connected now than we ever were before.”

Technology is ripe for misuse and misinformation, but it also helps in preparation, response and recovery, he said.

“We’ve all seen the headlines and footage of senseless killings at our schools and universities,” Young said, referencing the 2007 massacre at Virginia Tech and last month’s shooting of three students at a high school in Chardon, Ohio. “When we look at these tragedies, we have to ask ourselves, is there something more that we could have done, either to prevent the tragedies or to minimize the loss? What can we do to stop the cycle of violence?”

A federal report following the 1999 Columbine high school shooting found that most attacks are indicated before they happen. Young emphasized the need for vigilance and participation in reporting and alert systems.

In addition to Virginia Tech, officials also discussed incidents like the suicide of a gay student at Rutgers University and the sex abuse scandal at Penn State.

“As a university we’re always talking about those kinds of incidents,” Koch said. “They could happen anywhere. We always go over the best practices and new procedures to address those concerns.”

ECU has been a tremendous partner to state and national emergency entities, Young said, including participating in trainings and using the statewide VIPER radio system that allows different agencies to communicate on the same signal. ECU also is designated a storm-ready university by the National Weather Service.

“The ultimate goal is to keep students, faculty and campus safe,” Young said. “I want to compliment this great university for hosting this symposium and putting such an important emphasis on this issue.”

Young praised ECU for its responses to recent events like Hurricane Irene in August and the lockdown in November over an umbrella mistaken for a gun.

“You don’t want to take chances,” Young said. “That was the proper response. The way it was handled was very well done.”
N.C. State’s Matt Berquist, left, tags out East Carolina’s Zach Wright (20) at second base Wednesday.

**Wolfpack gets revenge with 4-3 win over ECU in the 11th**

By Bill Woodward - Correspondent

RALEIGH–N.C. State’s Tarran Senay raised his hand and started to celebrate. Then, for a fleeting second, he looked up and saw East Carolina right fielder Philip Clark sprint toward his line drive in the bottom of the 11th inning.

“I thought the game was over, then I saw him dive for it and I was really worried, actually,” Senay said, recounting the dramatic ending to the Wolfpack’s 4-3 victory over ECU on Wednesday. “Then it fell in.”

And the game was over. Another classic battle between two baseball teams that have made a history of playing the kind of game that drew a packed house of 2,570 to Doak Field.

The score was stuck at 3-3 after East Carolina’s three-run fourth inning. The bullpens were spectacular, and neither team could take advantage of opportunities as the innings clicked away.

Finally, in the bottom of the 11th, State got something going. For only the second time in the game, the Pack started an inning with its leadoff batter reaching base when Brett Austin drew a walk. After a bunt moved him to second, Danny Canela was intentionally walked.
East Carolina closer Drew Reynolds (seven saves) came on and gave up a deep fly ball to right to Andrew Ciencin that advanced the runners to second and third.

With two outs, Senay stepped in and drilled an 0-1 pitch toward the gap in right-center.

The Pack bounced back from two straight losses to North Carolina, improving to 17-6 with a weekend series with Virginia coming up. The Pack won the first game in the North Carolina series.

State turned the tables on ECU (16-8), which beat the Pack 6-5 last week in Greenville.

“This series, for the last six or seven years, every game is a one-run game,” Avent said. “When these two teams go at it, they really go at it.”

“I said it last week in Greenville, and I’ll say it again,” East Carolina coach Billy Godwin said. “It doesn’t change. It was a great environment, two good clubs playing each other and we happened to come up on the short end this time.

“I’m disappointed that we lost. But you’ve got to tip your hat [to State]. They executed right there and they drill the ball in the gap. What do you do? Maybe not walk the guy to lead off the inning.”

N.C. State got five shutout innings of relief from Vance Williams, who gave up only one hit. Chris Overman, who came on in the ninth for Williams, got in trouble in the 10th when he walked three batters. With the bases loaded and two out, Ryan Wilkins relieved Overman to face Corey Thompson. With two strikes, Thompson checked swing on a pitch in the dirt and ECU’s Zach Wright charged down the line and was tagged out for the third out of the inning.
Zachary Harrison, an archaeology student at Craven Community College, picks out a piece of brick from a shifter at an archaeological dig at Foscue Plantation in Pollocksville on Wednesday. The dig, being conducted jointly by East Carolina University and Craven Community College, was at the site of an early 19th century structure that may have been an overseer's cabin.

**Local archaeological dig unearths pre-Colonial artifacts**

Sue Book

POLLOCKSVILLE – Through the gates and down a winding dirt road by the 1824 Foscue Plantation House near here, student archeologists are digging squares and sifting sand to discover more about our colonial past. Wednesday brought one of the “eureka” moments to many hours of often boring work.

Under the watchful eye of East Carolina University archeology and anthropology graduate student Amanda Keeney, Craven Community College student Wendy Bennett found a button and a broken piece of pottery with the watermark still visible.

The dig at the back of the 1,300-acre plantation fronting U.S. 17 about 10 miles east of New Bern and backing up to the Trent River is in its fifth year, said Caroline Parham-Ramsey, archeology professor at CCC.
She is coordinating the eight-week project by 10 CCC archeology students — as she has previous digs with other groups — along with ECU archeologist Charlie Ewen.

Digs six and seven years ago unearthed Civil War artifacts near the plantation house itself, but this one continues the search for earlier history tagged in the Foscue Family Papers 1753-1869 that are now in a UNC Chapel Hill Wilson Library collection.

Those papers documented life on the Foscue Plantation prior to the 1824 plantation house, which is now restored and open to the public on Thursdays. And the archeological explorations by the ECU and CCC students have literally brought up the bones of some family members and unearthed artifacts that give a clearer picture of the people and the period.

“We’ve learned a lot,” said Jim Foscue, an eighth-generation Foscue and now owner of much of the site as he thanked Craven Community College President Catherine Chew for the project during her visit Wednesday.

“This is a wonderful thing for the Foscue Plantation,” he said. “We knew there had to be a dwelling not too far from the burial vault.”

It is the house built in the mid-1700s, probably the overseer’s residence on the plantation, which at that time probably had 19 slaves and is documented as having as many as 48 slaves near the Civil War era.

Papers documented the vault, but Ewen’s $25,000 Geophysical Survey Systems Inc. ground penetrating radar (GPR) equipment earlier pinpointed the place that Ewen said has already produced three masters’ thesis and lured a half-dozen other students to become archeologists.

“Craven Community College hires one of my students to oversee the project,” Ewen said. “This gives them hands-on experience. It is good to do, so when they get into the business world they know what’s coming.”

Cynthia Bellacero, chairman of CCC’s Social Science and Humanities Department, said it is also great for her students. There is currently no other community college archeology field school operating in the state.

During a 2010 project led by ECU grad student Melinda Seeman, the early 19th-century vault was excavated after GPR located it.

The historical record had indicated that the bodies of three people were in the vault — Simon Foscue Sr., Simon Foscue Jr., and his wife, Christiana "Kitty" Rhems Foscue. However, the excavation brought up a total of nine people, including one adult male, three adult females, a 3-year-old child and
three preterm fetuses, two of which were likely twins, Seeman’s research showed.

Her work stated that with a lack of research on the Eastern North Carolina gentry population, analysis of the bones reveals a lot about their life beyond historical documents, including health, diet, disease and burial practices.

The GPR also showed signs of artifacts nearby. The ongoing digs, Keeney said, have identified a 20-by-30-meter house that stood at the site.

Ewen said the GPR “is helpful to make digging more effective, but it is not the magic machine you see on TV.”

The house’s center chimney, now piles of bricks with a tree stump through them among the 2-by-2-meter squares being unearthed a half-inch at a time, had what appears to be warming ovens on each side, said Parham-Ramsey.

“The brick would have been made by slaves right here as far as we know,” she said.

As they shovel, scrape and sift, students are finding iron nails, leading them to think the house was made of wood, and green bottle glass, a ceramics with a makers mark, said Keeney.

They carefully map each find on a grid that records where it was found and photograph both the artifact and its location because it is the last time to accurately put the object in its actual place and time.

“This has really been a rich experience for the students,” said Bellacero, “and a great partnership” with Foscue and ECU that also helps Keeney gather the information for her thesis and enriches the history of the period in Eastern North Carolina.

Sue Book can be reached at 252-635-5665 or sbook@freedomenc.com. Follow her on Twitter@suejbook.
Andreas Sandlin, 32, an N.C. State University physics Ph.D. candidate, demonstrates a scanning tunneling microscope Wednesday, March 28, 2012, at NCSU's Bicentennial Campus in Raleigh.

NCSU slowing growth, aiming for more graduate students

By Jay Price - jprice@newsobserver.com

RALEIGH–NCSU’s enrollment grew nearly 20 percent in the decade ending in 2010, but university leaders began throttling back and now plan to increase the number of students more slowly – to about 37,000 by 2020. That’s a rise of about 6 percent from the current enrollment of about 34,800.

Most of that growth would come from graduate students and transfers, as the university fine-tunes its enrollment mix to fit long-term goals. Those include student success and having a greater impact on the state’s economy by spinning off more start-up companies and providing more workers with the kind of graduate education that gives them an edge in high-tech industries, Provost Warwick Arden said.

“We look at it as right-sizing – meeting the university’s commitment to the citizens of the state for access, but at the same time having enrollment match the available resources so that we can keep the quality of the experience for students high,” he said. “We feel an obligation to give the best possible experience to the students we enroll, and to improve retention and
graduation rates. If we had continued to grow undergraduate enrollment rapidly, it would take away from our ability to do that.”

Like the university’s current effort to retool its departments, schools and degree programs, the enrollment changes are driven by financial necessity and by a desire to better fit into an ever-evolving world, where the state’s economy needs more forward-looking high-tech spinoff companies to keep competitive.

The new plan would shift NCSU’s emphasis noticeably toward graduate work and research. The number of students seeking doctorates would grow 40 percent from 2011 to 2020, more than any other category of student.

The growth of new freshmen would be held nearly flat, at 1 percent, while the percentage of transfers would jump 38 percent. The actual additional number of transfers would be less than 400, but it represents an important tweak as transfer students generally are more efficient to educate, according to the plan.

Transfers can mean not only more cost savings to the university, but to the students, who can earn credit at less expensive institutions such as community colleges before transferring to NCSU.

**Other sources of funding**

Among other things, the plan – developed by a committee, vetted by Arden and approved by Chancellor Randy Woodson – calls for the university to develop ways to reap more money from sources other than the state.

It would do this by emphasizing “growth in graduate programs that are linked to federally and privately funded research initiatives, that are supported with premium tuition, or where students are self-supporting.”

That sounds like a rational approach to handling the realities that state-supported schools face all over the country, said Scott Jaschik, editor of the daily online publication “Inside Higher Ed.”

“Because state governments have been cutting budgets, state universities that want to grow are having a tough time,” Jaschik said. “If most of their increases would be coming from graduate students, they probably are growing areas where there is financial support from industry and from government grants.”

The goal of helping lift the state economy with more graduate students, more research and more tenured and tenure-track professors is realistic, Jaschik said, but it will take time.
“You’re in the Research Triangle, of course, so you don’t have to look any farther for evidence that investing in research creates more spinoffs,” he said. “Just don’t expect it to happen overnight.”

The specifics of the long-term plan are new, but NCSU administrators already had begun throttling back the size of the new freshman class from a peak of 4,792 in 2007. Acceptance letters went out last week to prospective freshmen for this fall, with a target class size of 4,250 – off from last year’s target of about 4,400.

The steady downsizing comes even as the university’s popularity continues to rise with prospective students. More than 20,000, a record number, applied for spaces in the fall 2012 freshman class.

Inevitably, the reduction in openings and increase in applications will make it harder to get in, requiring higher test scores and better grades, Arden said.

Another aspect of the plan is boosting the number of tenure-track faculty. That’s crucial for improving the quality of education and inevitable if NCSU is going to increase the number of graduate students, to boost the quality and amount of research, Arden said.

In the period that enrollment was growing 20 percent, the number of tenure-track faculty increased just 1 percent, and non-tenure track instructors jumped by 23 percent. Given that there may be little in the way of additional money available, the university will have to change its spending priorities to hire more tenure-track faculty, Arden said.

Stronger, larger graduate programs, more doctoral students, more research and tougher admissions standards inevitably would burnish the university’s image. But Arden said that none of it was planned specifically to boost national rankings.

“Of course we hope that all of these measures strengthen the institution,” he said. “We believe that if you do the right things to strengthen the institution that reputation and ranking follow.”

Price: 919-829-4526
### Target numbers in the long-range enrollment plan

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Freshmen</td>
<td>4,564</td>
<td>4,630</td>
<td>+1%</td>
</tr>
<tr>
<td>New Ag Institute</td>
<td>133</td>
<td>140</td>
<td>+4%</td>
</tr>
<tr>
<td>New Transfers</td>
<td>1,027</td>
<td>1,415</td>
<td>+38%</td>
</tr>
<tr>
<td>New Master’s</td>
<td>1,965</td>
<td>2,402</td>
<td>+22%</td>
</tr>
<tr>
<td>New Doctoral</td>
<td>575</td>
<td>804</td>
<td>+40%</td>
</tr>
<tr>
<td>New DVM</td>
<td>81</td>
<td>100</td>
<td>+23%</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>23,514</td>
<td>24,180</td>
<td>+3%</td>
</tr>
<tr>
<td>Total Master’s</td>
<td>5,223</td>
<td>6,070</td>
<td>+16%</td>
</tr>
<tr>
<td>Total Doctoral</td>
<td>3,156</td>
<td>4,060</td>
<td>+29%</td>
</tr>
<tr>
<td>Total DVM</td>
<td>312</td>
<td>390</td>
<td>+12%</td>
</tr>
<tr>
<td>Total Non-degree-seeking</td>
<td>2,558</td>
<td>2,300</td>
<td>-10%</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>34,763</td>
<td>37,000</td>
<td>+6%</td>
</tr>
</tbody>
</table>
First Lady Michelle Obama addresses the crowd at Time Warner Cable Arena prior to participating with North Carolina students in the Let's Move! event during the CIAA Tournament on Friday, March 2, 2012 in Charlotte, NC.

Michelle Obama to speak at NCA&T graduation

The Associated Press

WASHINGTON Michelle Obama will speak at three college graduation ceremonies this spring, including two in key general election battleground states.

Mrs. Obama's first commencement address will be at Virginia Tech. The White House says the first lady has been inspired by the school's resiliency following the deadly 2007 campus shootings. Mrs. Obama will also speak at North Carolina A&T, a historically black university.

Virginia and North Carolina are both politically important states that will be crucial to President Barack Obama's reelection prospects.

Mrs. Obama will also deliver the commencement address at Oregon State University, which has been recognized for its efforts to promote healthy communities, a key priority of the first lady. Mrs. Obama's brother, Craig Robinson, is the coach of the school's men's basketball team.
Former Secretary of State Condoleezza Rice will speak at Duke University on Tuesday, April 10, at 4:30 p.m. at Page Auditorium. The event is part of the Ambassador Dave and Kay Phillips International Lecture series.

**Former Secretary of State Condoleezza Rice to speak at Duke University**

BY: AMANDA JAMES - ajames@newsobserver.com

DURHAM-- Former U.S. Secretary of State Condoleezza Rice will speak at Duke University on Tuesday, April 10.

The free event will be in a discussion format and it will take place at 4:30 p.m. in Duke’s Page Auditorium. It is open to the public but tickets are required.

From 2005 to 2009, Rice served as the 66th secretary of state. She was the second woman and first African-American woman to hold the post. Rice also served as President George W. Bush’s national security adviser and was the first woman to hold that position. She was involved in the response to the 9/11 attacks and the decisions to go to war in Iraq and Afghanistan.

Peter Feaver, professor of political science and public policy and director of the Duke Program in American Grand Strategy, will host the discussion.

"Condoleezza Rice has served at the highest levels of government during some of the most important periods in American foreign policy: the collapse
of the Soviet Union and the end of the Cold War, the 9/11 attacks, and the wars in Afghanistan and Iraq,” said Feaver, who served as a special adviser on the National Security Council staff during the George W. Bush administration. “Moreover, she has a fascinating story of her own journey from the Jim Crow era to the White House. We are very fortunate to have her visit Duke to share her perspective on America’s role in the world today, how we got here and where we need to go.”

Following her stint as secretary of state, Rice returned to Stanford University, where she had previously served as provost. She is currently the Denning Professor in Global Business and the Economy at Stanford’s Graduate School of Business. She is also a political science professor and the Thomas and Barbara Stephenson Senior Fellow on Public Policy at the Hoover Institution, a conservative policy analysis group at the university.

Rice is the author and co-author of several books, including two recent bestsellers, “No Higher Honor: A Memoir of My Years in Washington” (2011) and ”Extraordinary, Ordinary People: A Memoir of Family” (2010).

The event is free and open to the public, but tickets are required. Beginning April 4, tickets will be available at www.tickets.duke.edu ($5 processing fee) or at the Duke Box Office (free) to the Duke community starting at 11 a.m. and to the general public at 1 p.m. Tickets will be limited to two per person. Parking for the event is available in the Bryan Center garage for $5.

The event is part of the Ambassador Dave and Kay Phillips Family International Lecture series.
Feedback From Students Becomes a Campus Staple, but Some Go Further

By TAMAR LEWIN

BOSTON — Every other Monday, right before class ends, Muhammad Zaman, a Boston University biomedical engineering professor, hands out a one-page form asking students to anonymously rate him and the course on a scale of one to five.

It asks more, too: “How can the professor improve your learning of the material?” “Has he improved his teaching since the last evaluation? In particular, has he incorporated your suggestions?” “How can the material be altered to improve your understanding of the material?” “Anything else you would like to convey to the professor?”

College learning assessments and professorial ratings come in many forms, with new ones popping up all the time. Ratemyprofessors.com has been going strong for years, and almost everywhere, colleges ask students to fill out end-of-term evaluations — and increasingly, midterm evaluations as well.

Many professors with large lecture classes swear by clickers that help them keep tabs on how well their students are following the material. Some online
courses include dashboards that let professors see which students are stuck, and where. And thousands of professors use some variation of K. Patricia Cross’s “One-Minute Paper” approach, in which, at the end of each class, students write down the most important thing they learned that day — and the biggest question left unanswered.

But even in an era when teacher evaluations and learning assessments are a hot topic in education, Dr. Zaman stands out in his constant re-engineering of his teaching: He graphs the results the day he collects them (an upward trend is visible), sends out an e-mail telling the class about any fine-tuning he plans in response to their comments, and starts the following class by discussing the feedback.

“A lot of college teaching is not very good, and everybody knows it,” he said. “Having student evaluations at the end of the course doesn’t do anything to help it get better, and the person who does the evaluation can never benefit. To me it just seems intuitive to ask for ratings all along.”

So why don’t all of his colleagues do it?

“Excellent question,” he said. “I know evaluations are a very loaded topic. And it’s true you have to have a thicker skin. And there’s another problem. Is the evaluation the diagnostic or the cure? If you’re a tenured professor, and you don’t care very much about your teaching, would it make any difference if you didn’t get good ratings?”

For many education experts, the idea of using a frequent feedback loop to improve teaching seems tailor-made for academia, given that even top scholars, steeped to the gills in their own discipline, may have had zero training in pedagogy.

At Columbia University’s Teachers College, Lee Knefelkamp has for decades distributed 5-by-7 cards to her students every two weeks, asking on one side, “What’s working for you?” and on the other, “Of what are you needful?”

“It’s an incredibly helpful process,” said Dr. Knefelkamp, who works to encourage professors to seek such feedback. She says it can help colleagues catch things they have overlooked, hear from shy students and spur students to reflect on their learning.

Dr. Zaman has used his own form, gathering both a numeric rating and the open-ended feedback Dr. Knefelkamp favors, since he began teaching at the University of Texas at Austin in 2006, worried about how to reach his students.
“I would ask the ones who came for office hours how I was doing, and they’d say, ‘O.K.,’ ” said Dr. Zaman, who has a brother who teaches at Princeton. “I wanted to be better than that. I believe I have a contract with my students, that if they read, study and do the homework, I will do my part to help them learn.”

When he gave out his first forms, he averaged 3s. “People say that’s O.K. It’s average. But that’s like saying it’s O.K. to get a C,” he said. “It isn’t good enough.”

By the end of the term, he was up to 4s and 5s — and in 2009, the year he moved from Texas to Boston, he won the University of Texas’ highest teaching award.

“I think the evaluations show students that I care,” he said. “At Texas, I felt terrible when a student wrote that he or she was colorblind, and couldn’t understand what I was showing with all these colored chalks. Without the evaluations, I probably would never have found that out, because no one likes to talk about their disabilities.”

Dr. Zaman’s form remains generally the same for the science students in last semester’s Biotransport course, or this semester, the Honors College sophomores in the required Insight and Invention course.

The comments are sometimes off-kilter (“Nice shirts,” one student wrote; another asked, “Can we watch wrestling at the end? Please?”). Some are technical (“Some of the articles on Blackboard are sideways and it’d be nice if they were straight.”). There are pleas for more visuals, and lots of cheerleading (“Keep up the good work!”).

The class — Dr. Zaman teaches bioengineering for two months, and others, who do not use the evaluations, teach modules on law and global health — is a teaching challenge, with students from many different departments, including neuroscience and hospitality management. And while Dr. Zaman thought his first reading assignment was easy and accessible, some non-science students found it incomprehensible. He did not change the assignment — “Students don’t choose the curriculum,” he said — but began providing a list of terms and definitions.

Last week, as he outlined the challenges his lab faced in designing a pulse oximeter for use in Zambia, where there might be no electricity, no trained health professionals and no spare parts, he carefully covered the biological basics.
He began by showing a map, on which sub-Saharan Africa and other areas were highlighted, asking students what it might represent — “AIDS?” “Malaria?” and finally, correctly, “Infant mortality?” — and tossing a piece of candy to the one who guessed right.

He showed a chart on the prevalence of pneumonia and an X-ray of a lung. Then he asked whether anyone with a younger sibling who had had pneumonia knew the symptoms and how it was diagnosed — a straight path to the need for pulse oximeters to measure oxygen saturation. The professor led students through a process of designing a cheap, sturdy solar-powered oximeter and prodded them to think further: How would you do clinical trials? Were there ethical issues? Who would manufacture it? Who would distribute it?

The evaluations were complimentary: “I liked using the example of the pulse ox device as a foundation for launching the discussion so that we had a tangible example to work with instead of being more general,” one said. Another, simply: “♥ It was good.”