

MESEISET

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January 14, 2015



ACADEMIC TALENT SHOWDOWN: FAICHUK WINS BIG!

The Faichuk team won the 2014 Academic Talent Showdown on December 5. The Faichukese students swept past the second-place team Northwest and retained the lead to the end. Congratulations are extended to the Faichukese students!

Faichuk and Northwest beat last year's Academic Talent Showdown winner, Mortlocks. This year's tally of points was Faichuk 104, Northwest 91, Mortlocks 84, Southern Namoneas 74, and Northern Namoneas 64. A Faichuk team member said, *"We really tried our best to beat last year's winner, and we did it."* Obviously, commitment and teamwork paid off well. We can identify key members in each team, but we prefer to acknowledge, first and foremost, the team itself.

The Showdown, Friday, December 5, from 12 noon to 2:00 pm, was a regional competition to answer questions – easy, medium, and hard – from faculty in Language/Literature, Education/Social Sciences, Math/Science, and Business/Computer Studies. The questions were designed as preview to final exams in order to guide students toward reviewing their courses as much as possible.

We would therefore expect to see academic achievement improve among Faichuk team members, and we encourage more students to participate in next year's Showdown. *"Are we going to have another showdown next semester?"* queried a Northwest student. When asked why he wanted it, his response was constructively critical, *"Next time we will beat both Faichuk and Mortlocks, because Northwest is the best on campus!"* Go to page 2 for Showdown photos. Φ

SBA FAREWELL AND MERRY CHRISTMAS PARTY

The Farewell Merry Christmas Party, on Friday, December 12, was highly enjoyable, according to a large number of attendees. Sponsored by the SBA Council, the Party was scheduled 9:00 am to 5:00 pm at the Student Center.

SBA President Marivic Rheenah Preciado began the celebrations somewhat later than 9:00, but it went well. Stu-

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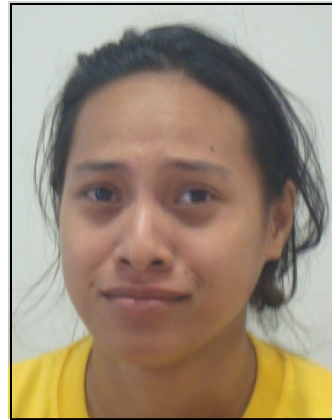
Chuuk Campus News

EMPLOYEE OF THE MONTH REAGAN REPEN



for his unfailing commitment and hard work to the Chuuk Campus Community. Since April 2009, Reagan has worked well with other maintenance crew members to make our campus a place where we can experience pride.

STUDENT OF THE MONTH DARBY SIMINA



for her exceptionally positive working relationship with administrators, faculty, staff, and peers alike. Darby may best be described as a veritable asset not only as a student but also as an exemplar to the Chuuk Campus Community.

ACADEMIC TALENT SHOWDOWN PHOTOS, by JayPaul Pedrus



Are we having fun, or what?



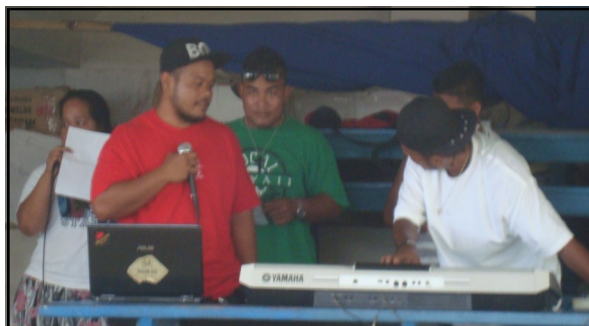
SBA FAREWELL AND MERRY CHRISTMAS PARTY *(continued from page 1)*

dent Activities Coordinator Lucille Sain led off with a discussion on a new program called Foundations of Excellence (FoE) to go into effect Spring 2015. Lucille's presentation was followed by Franko Alafanso's Lukumach Band – a bit loud but very lively, especially with Franko's enthusiasm. Faichuk ladies performed a very inviting Tahitian dance, and Mortlocks guys and gals did an innovative Texas line dance.

Ermilio Aapwil, with narrative assistance of Filemino Kilicho, did a hilarious skit to describe “a day in the life of a student at Chuuk Campus”. In it, he lampooned Kind Kanto, Ben Bambo, Danie Mamangon, and Alton Higashi, as a student seeks advice and assistance from these gentlemen.

The Lukumach Band returned to the stage to entertain each and every one, while lunch was being served and distributed to all. Students and faculty joined the music by dancing.

It is easy to conclude that everyone left the Party sated with good food and good fun. Thank you, SBA Council, for a job well done! Φ

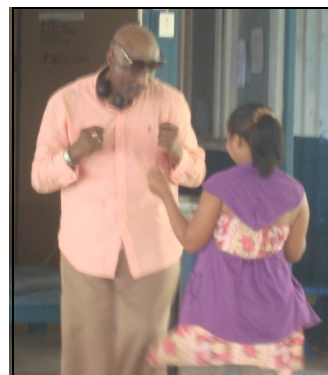


FOUNDATIONS of EXCELLENCE

FoE is no enemy of Chuuk Campus. Rather, it is a friendly program entitled Foundations of Excellence, sponsored by the John Gardner Institute for Excellence in Undergraduate Education in North Carolina. It will be facilitated at all COM-FSM campuses, including our Chuuk Campus. Our facilitator is Lucille Sain, Student Activities Coordinator.

FoE is a self-study process to enhance student learning and retention. It is also a model based on nine Foundational Dimensions for use at COM-FSM:

- **Philosophy**: to cultivate learning environments for new students;
- **Organization**: to organize and coordinate student experiences;
- **Learning**: to sponsor/deliver curriculum/co-curricular activities to develop students' knowledge, attitudes, and behaviors consistent with COM-FSM policies;
- **Culture**: to make students a high priority for faculty and staff;
- **Transitions**: to sponsor outreach activities for student participants in this program;
- **All Students**: to fulfill students' varied needs;



(continued on page 14)

MY PERSONAL PHILOSOPHY, by Filemino Kilicho

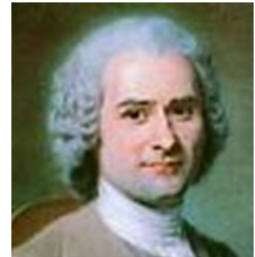
TOPIC = POTENTIAL KNOWLEDGE

The human brain is, with its electric circuitry, like a house with electricity: outlets, wiring, light switches, and light bulbs. Turn it on, turn it off. When we need more electrical services, such as a study lamp or a microwave oven, we install more outlets and plug the cord into an existing or a new outlet, and power comes on. The brain is an analogy of the house itself, and the light bulbs are called “**potential knowledge**”. Before a child is born, his fetal brain undergoes construction of the electrical circuitry. When he is born, the circuitry is ready for use. Potential knowledge already exists in the baby’s brain – that is nature at work (according to French philosopher Jean-Jacques Rousseau). As the baby grows, he develops his potential knowledge and acquires additional knowledge – that is nurture at work (according to English philosopher John Locke).

In the beginning, no child knows how to “turn on the switch” in order to turn on the light bulbs in the brain and to release more potential knowledge or acquire additional knowledge. A parent (i.e., the parent is the child’s first teacher) needs to turn on the switches at first. Over time, the child himself learns to turn on more switches in his own brain.

What is that special process of turning on the switch and releasing potential knowledge? The first two steps are “**sensation and perception**” and “**experience and observation**”. That is how both nature and nurture work together for the child to gain knowledge and to learn.

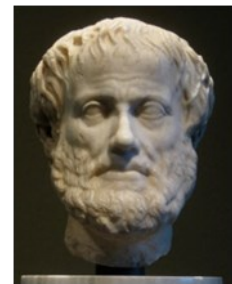
What good are the lights in your house if you do not make use of them? For instance, I could turn on the light so that I can study, cook, do house chores, etc. Good. If I turn on the lights and then leave the house, it is no good and only wastes energy. Not good. Likewise, potential knowledge can be put to good use. It would not be any good if I know algebra and I do not use it in real-life activities: carpentry, for instance; otherwise, I could teach it to other people. In any case, I am actually using the knowledge as I make good use of the light bulbs in the house. Therefore, this aligns with Aristotle’s fourth step of “validating the general fact in order to determine knowledge”.



Rousseau



Locke



Aristotle

METAPHYSICS (Ontology)

- Anthropology
- Theology

The Nature of Man includes potential knowledge and free will in the human brain. In effect, a parent, teacher, preacher, counselor, policeman, traditional chief, mayor, or any leader turns on another light switch in a person’s brain, helps the electrical circuitry of the listening brain to turn on the light bulbs, and – “aha”! The person learns to use his potential knowledge because others have turned him on. Later, the same person, with free will, turns himself on, and his potential knowledge becomes **kinetic**.

EPISTEMOLOGY (Sources of Knowledge)

- Empiricism
- Logic and Reasoning
- Intuition
- Undisputed Authority

(continued on page 5)

MY PERSONAL PHILOSOPHY (continued from page 4)

Potential knowledge has only one source of knowledge – logic and reasoning. In Chuuk most of what people learn is done through “sensation and perception” and “experience and observation”. For example, a baby has no idea what hot is until he touches a hot object. After several incidents of touching “hot” he learns and knows to avoid the hot object. The parent reinforces this knowledge of “hot” by removing the hot object and telling the baby “no”.

A traditional Chuukese old man wanted to pass on his knowledge of navigation to a certain young man whom he saw as potential navigator and trustworthy person. He told the boy to come to the house so that he, the boy, would help him make a new fish trap. The young boy knew that everyone on the island knew, including the old man, that he was clueless in fish trap making. Through logic and reasoning, the boy concluded that it must be important: which it was – navigation.

This story of the navigator and the boy reveals two more steps in the process of turning on the switch and releasing potential knowledge. The third step is “**thinking and reflection**”. No matter what we perceive or observe we must think and reflect on our own perceptions and observations. We can have as many perceptions as we can but they are useless if we do not have reflective thinking on them. Then, the fourth step is “**release of free will**”. Every person must, by free will, open up his own potential knowledge. Like an electrician who comes to fix the wiring and lights in your house but cannot because you lock your door, it goes the same with our brain. We must open the door of our mind so that teachers and parents can have access, thus our potential knowledge is turned on and put to good use.

AXIOLOGY

- Ethics
- Aesthetics

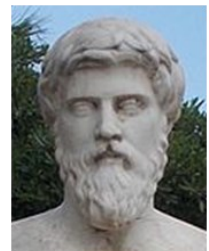
The first three steps for potential knowledge are understandable. First, you must perceive things through your senses. Second, you need to experience and observe. Third, you must think out and reflect on what you have just experienced/observed.

However, you cannot learn (acquire knowledge) if you do not do the following: perceive correctly, observe correctly, and reflect correctly. For instance, if you come across a middle-aged woman sitting by the roadside, you may immediately perceive her as “crazy”. After all, you conclude logically and reasonably, who would sit out in the hot sun beside the road while dust is flying everywhere? This is where the third step comes in play. Before you come to your conclusion of her being crazy, you must think and reflect. What if this is a diabetic woman who missed her insulin shot so she sits down because she can barely move?

As essential as these three steps are in releasing your potential knowledge, you still need the fourth step: to release your free will.⁽¹⁾ To end my personal philosophy, I cite two points. The first is a quotation by a Greek philosopher named Plutarch: “*The mind is not a vessel to be filled, but a fire to be kindled.*” The fire and energy of potential knowledge becoming kinetic. Second, there is a sign in our ED/SS office at Chuuk Campus. It states most succinctly: “*If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you.*” Turn it on, turn it off, turn it back on. Φ

Value Systems

- (1) potential vs. kinetic (having knowledge vs. using knowledge)
- (2) thinking and reflecting
- (3) correct reflection



Plutarch

⁽¹⁾ Carol Ann Tomlinson, “One to Grow On: Releasing the Will to Learn”, Educational Leadership (Vol. 72, No. 1, September 2014), pp. 86-87.

STUDENT POEMS: "HAPPY NEW YEAR"

(EN 201, Introduction to Literature: Instructor Deva Senarathgoda)



Sounds I hear
On New Year's Eve
Are comforting to my heart;
Children screaming
In joy for a Happy New Year,
Drums in loud rhythm,
Different voices, young and old,
Celebrate the excitement
That unfolds with happiness
For a Happy New Year!

by Tezloff Sipu

It's New Year's Eve!
I hear noise all around
Because people
Are full of joy
And happiness
To see an end
Of the Old
And to welcome
In the New.
People beat on drums
And chant and sing
Of glad tidings.

by Merceleen Marco



The New Year has come,
The old days are gone.
Young people are shouting,
Old people are cheering.
With the morning light
Thus ends the night.
I lie down and weep
And soon I fall asleep.
I dream of balls of string
And fly high on wings.
Should I curse the day,
Or love the New Year's way?

by Justin Utha

CRE News: “The Cooking Will Do Most of the Talking”

by Mike Abbe and Lolita Ragus

Chuuk Campus’ Cooperative Research and Extension (CRE Land Grant) and Student Services Department (SS) will sponsor a joint program Spring 2015 to encourage our students to grow, cook, and eat vegetables found in Chuuk, announced CRE Coordinator Mike Abbe. It will be a direct instructional service to students. Mike added, *“The cooking will do most of the talking.”*

The collaborative program includes a series of at least four seminars during the scheduled All-Campus Meetings at the Student Center. Here are the topics: (1) **water spinach** (horenso or seeri): January 14, (2) **sweet potato leaves** (chéén pweteto): February 4, (3) **banana blossom** (mwonen uuch): March 4, (4) **bamboo shoot** (Japanese takenoko): April 8, and, if time permits, (5) **sweet taro leaves** (chéén oot/ónni/sawa): May. Each seminar will include cooking demonstrations of tasty and simple recipes. In addition, people at the All-Campus Meetings will sample the cooked vegetables!

According to CRE Research Lolita Ragus, the purpose of the seminars is *“to empower our students, faculty, and staff about health benefits of vegetables in their daily diets for healthier and longer life.”* Vegetables are considered superfoods loaded with vitamins and minerals.

“Chuuk has a bountiful supply of under-utilized vegetables,” added Lolita, *“readily available everywhere and fresh.”* The five vegetables, as identified above, are among the under-utilized.

For further information, please contact Mike (x2911) or Lolita (x2913). Φ



Do you recognize these three vegetables?

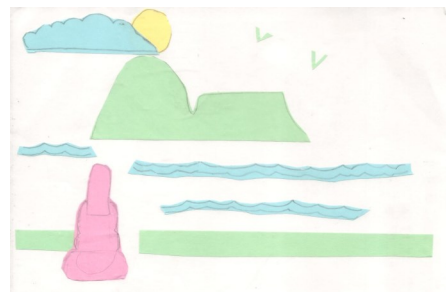


Sitting by the seawall
On a bright and shiny morning
With the smell of the ocean
and sounds of nature,
Seemingly lonely
without your presence,
Alone I wait
For the days’ specialties,
Just dreaming and wishing,
While sitting by the seawall.

by Kinisou Simor

Sitting by the seawall
On a sunny and calm day,
Looking at the sky above,
I smile and see your bright face.
Gazing at the distant land
Without time to limit me,
Listening to bird songs in the air,
I remember your melody of love.
Isn’t nature grand —
To help me see you everywhere?
Isn’t nature cosmic —
To see my love for you within?

by Ariel Kanto



10x10 WORD SEARCH #1 by Brandon Chutin and Jake Nakamura

P	S	Y	C	H	O	L	O	G	Y
C	E	P	K	E	E	L	I	X	R
A	H	R	I	S	N	A	L	V	O
B	C	E	C	R	T	T	R	E	E
C	A	T	M	E	I	O	R	T	H
H	O	L	I	I	P	T	G	A	T
A	R	R	A	V	C	T	U	Y	L
N	P	R	T	N	I	A	I	A	V
G	P	X	Y	E	C	T	L	O	L
E	A	Y	E	M	X	E	Y	S	N

There are 15 words, each five letters or more, in this word search. Find and circle 14 of the words, listed below:

ACTIVITY
APPROACHES
BALANCE
CENTRAL
CHANGE
CHEMICALS
CORTEX
HEART
HELLO
PERCEPTION
PSYCHOLOGY
SPIRITUAL
THEORY
VYGOTSKY

The 15th word in the word search is one of 3 “gifts of the magi” to baby Jesus Christ. What is it? Find the answer on page 9.

Coconut Rhinoceros Beetle (Oryctes rhinoceros)

The coconut rhinoceros beetle, an invasive species, was first found in Hawaii on December 23, 2013 — a little more than a year ago. A year later (December 5, 2014) a total of almost 300 were found elsewhere in Hawaii. They have spread from South Asia into the Pacific, and they continue to invade other Pacific islands.

The larva, or grub, is huge, shown below. It eats the coconut leaves by cutting the leaves in the shape,

shown right. Both grub and adult attack coconut palms and other oil palm trees.

If you see this insect in Chuuk, you need to inform the Department of Agriculture immediately. The coconut rhinoceros beetle can definitely destroy coconuts in Chuuk. We need to stop it! Φ



10x10 WORD SEARCH #2 by Francy Haregaichig and Darlyn Tisan

B	E	H	A	V	I	O	R	A	L
R	T	M	U	B	R	E	O	A	A
A	I	I	O	M	T	R	I	X	C
I	R	N	O	T	A	M	O	T	I
N	D	D	I	T	I	N	R	L	G
S	N	S	O	S	S	O	A	A	O
M	E	M	O	R	Y	U	N	U	L
S	D	E	E	N	E	E	G	S	O
O	C	H	O	L	A	P	E	I	C
I	C	O	G	N	I	T	I	V	E

There are 20 words, each five letters or more, in this word search. Find and circle all 20 words:

AXONS
BEHAVIORAL
BONDS
BRAIN
COGNITIVE
DENDRITE
ECOLOGICAL
EMOTIONS
GUSTO
HUMAN
LAIMIS
MEMORY
MINDS
MOTARO
NEEDS
OCHOLAPEI
ORANGE
SITTER
TOMATO
VISUAL

Three Gifts of the Magi

10x10 Word Search #1
(page 8)

The three gifts were gold, frankincense, and myrrh: gold as a valuable, symbolic of king-ship on earth; frankincense as an incense, symbolic of deity; and myrrh as an embalming oil, symbolic of death.
Now, return to Word Search #1 (page 8) and find the word MYRRH.

JOIN FOE

“Adoration of the Magi” by El Greco (1568)



Painting Source: “Biblical Magi” in Wikipedia
(http://en.wikipedia.org/wiki/Main_Page).

MATHEMATICS: A CHUUKESSE LOCAL HOUSE (Part 1), by Gilbert Lippwe

[a project in MS 210 (Math for Teachers): Instructor Danie Mamangon]

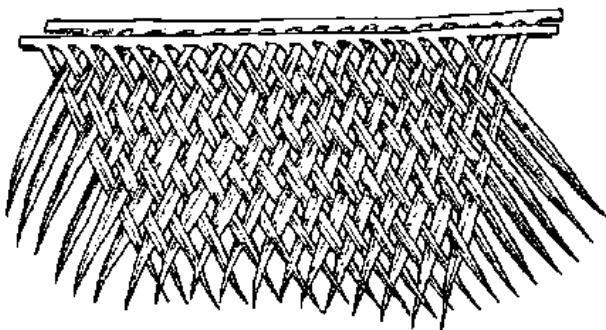
Construction of a traditional Chuukese local house (or “uut”) is a demonstration of men’s knowledge and skills. I recall the first time when I saw men of Namoluk Island build a Chuukese local house.

A day or two before the men began the actual construction, they climbed coconut palms and cut down 60-80 branches a day. Then, they split each coconut branch into half and began weaving (or plaiting) the leaves. It took a full day’s work just to weave the leaves and pile them up, because they would become the thatched roofs or cover of the local house.

After the men had gotten enough leaves for the roofing, they left the work site for the day and returned the next day to start the actual building of the house. The most important thing for building the house was the planning — an activity that seemed not to involve physical labor but a great deal of discussion of schematics and diagrams — of which at that time I was not at all aware. It involved basic estimation of how long, big, how many leaves and sticks would be needed to build the house.

The next day they “planted” the pillars (uur) — four pillars for a normal-sized house, or 6 or more for a big “uut”. The pillars were aligned in two straight lines, each pillar facing each other. Then, two sticks, a little fatter in size but not as big or fat as the pillars, were attached on top of the end pillars connecting the two end pillars on each side of the “uut”. These sticks that connect the pillars are called “auchamw”, with another stick “poot” connected to the middle of the “auchamw” but placed standing up in the air. Both “auchamw” and “poot” are always located on the pillars at both ends of the local house. In addition, the longest stick among all sticks is added running from the “poot” in front of the house to the “poot” at the back of the house.

The longest stick connecting the two “poot” must be the strongest stick to be added to the local house. This stick is called “olofat” (i.e., backbone or spinal cord of the house) located on the “uung” (i.e., the peak of the house). If the “olofat” breaks or its ropes loosen, the roof will easily fall down. Sticks running parallel with (≡) and perpendicular (⊥) to the “olofat” are tied onto



the roof. In other words, the “olofat”, the parallel sticks, and perpendicular sticks comprise the roof frame. Onto the frame are put the woven (or plaited) coconut leaves, as shown above, layer upon layer, to make the roof as waterproof as possible.

No matter how tall the pillars are, the perpendicular sticks from the roof frame reach lower than the “auchamw”. So, when the woven coconut leaves are placed on the roof frame, they reach

(continued on page 11)

CHUUKESSE LOCAL HOUSE

(continued from page 10)

nut leaves are placed on the roof frame, they reach quite low. The reason is that, whenever someone enters the “uut” he must bend low, so that his head does not touch the eaves of the coconut leaves on the roof. Bending low is a sign of respect (“tirow”) to the house. Traditional Chuukese thatched huts, like the one from Houk Island (shown right), are designed this way, because respect is very important in Chuukese social relationships. Also, some huts are where family ghosts



dwel, and disrespect to the house is disrespect to the ghost dwellers, and these spirits can make disrespectful people get sick. Φ

[“Mathematics: A Chuukese Local House” will continue as Part 2 in the next issue of Meseiset.]

NAME-THE-PERSONS CONTEST: PAST AND PRESENT

Do you recognize these Chuuk Campus students past and present? What are their names, first and last names? If you are the first person to get all their names — first and last names — correct and in the order presented below, send their names to Alton Higashi at ahigashi@comfsm.fm and win a free t-shirt or pair of short pants, or both!

(1)



(2)



(3)



(4)



(5)



(6)



(7)



(8)



(9)



(10)



(11)



(12)



Only students are eligible to enter this name-the-person contest. No administrator, faculty, or staff may enter. And, students, do not ask any administrator, faculty, or staff to help you with these other students' names. Be honest, if you can! We know that it is hard for most students to be honest, but try your very best to be honest. After all, Honesty is honest. Φ

I AM GOOD FOR YOU!

BROCCOLI

by Osimichy Kata

(1) I am Broccoli.



(2) Some people hate me.



(3) But I am good for your health.



(4) Other people like me.



(5)



(6) Just try me out. Φ



beef broccoli



shrimp broccoli

FSM CONGRESSMEN VISIT CHUUK CAMPUS

Two senators from the FSM Congress visited Chuuk Campus on Friday afternoon, December 12. They were the Honorable Joseph Urusemal of Yap (Chairman, FSM Congress Committee on Education) and the Honorable Tony Otto of Chuuk (Chairman, FSM Congress Committee on Health and Social Affairs). They were accompanied by the committees' staff attorney Catherine Allen.

They discussed with Dean Kind Kanto and others a number of Chuuk Campus issues. One issue is



Senator Urusemal

the recent trend in declining student enrollment. A reason is, of course, the opening of CCPI (the Chaminade extension services program). CCPI is seen by some Chuukese students as a viable alternate to our Chuuk Campus. Another issue is public funding for the new and permanent site of Chuuk Campus at Nantaku. In order to develop the site's infrastructure, potential FSM Congress funding will be a major source of "seed money". Kind requested both senators to assist Chuuk Campus in this matter.

Since December 12 was also the date of the SBA's Farewell and Christmas Party, both senators observed party activities for a few minutes. Φ



Senator Otto

SPRING 2015 REGISTRATION: 219 STUDENTS

(January 6-12, 2015)

A total of 219 students were registered, as of Monday, January 12, for classes during the Spring Semester 2015. Our goal, according to Dean Kind Kanto, was 279, but thus far we achieved 78% of the goal.

In the past several years, Chuuk Campus has experienced declining enrollments — more specifically, from Fall 2009 to Spring 2015. There was a time (Fall 2004) when 690 students were enrolled at Chuuk Campus. In other words, in 10 years, our enrollments have generally declined, until this Spring 2015 we have 219 students.

Chuuk Campus needs a marketing/recruitment/retention strategy or plan as soon as possible. Φ

SBA CONCERN

The new SBA President for the Spring Semester and Summer Session 2015 is Ray Chiwi. He was duly elected in early fall semester as vice-president; however, President Marivic Preciado graduated in December 2014 and left Chuuk. Ray is therefore the new SBA president.

Also, Jake Nakamura was the SBA secretary, but he left Chuuk in November last year and vacated his position.

Newly designated President Ray Chiwi must now nominate a vice-president and a secretary who will then be approved by the SBA Council as soon as possible. Φ

FACULTY WORKSHOP

(January 5, 2015)

A faculty workshop was held on Monday, January 5, in the Multi-Purpose Conference Room. Most instructors and a few staff members attended. Training began at 10:00 am and ended at 3:30 pm.

Training seminars included: (1) course-level assessment, by Alton Higashi; (2) POW-WOW, by Kind Kanto; (3) writing of minutes of meetings, by Alton Higashi; (4) online registration, by Tandy Marar, Mariano Marcus, Kind Kanto, Memo Yesiki, and Atkin Buliche; (5) Foundations of Excellence, by Lucille Sain; and (6) final review of the faculty skills development manual, by Alton Higashi.

Lunch was prepared by Roger Arnold's catering services.

The next faculty workshop is tentatively scheduled for Friday, February 6. Φ

FOUNDATIONS of EXCELLENCE *(continued from page 3)*

- **Diversity**: to help students explore diverse ideas and world views;
- **Roles and Purposes**: to promote student understanding of college roles and purposes; and
- **Improvement**: to conduct assessment.

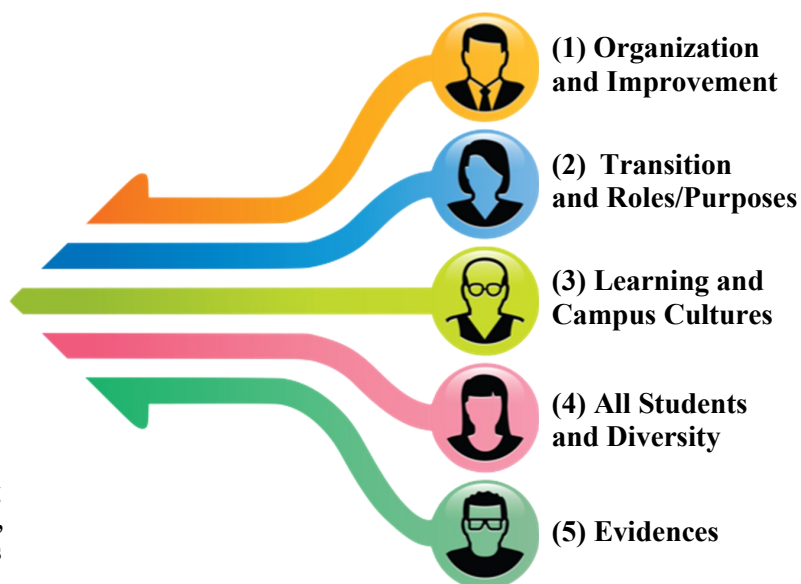
How will these nine Foundational Dimensions help Chuuk Campus students? First, they will detail a program of first-year experiences to increase student success. Second, they will improve reten-

tion (i.e., decrease drop-out rates and graduate). Third, they will create five campus-based task forces (or work groups) composed of students, administrators, faculty, and staff, on the following units: (1) organization and improvement, (2) transition and roles/purposes, (3) learning and campus culture, (4) all students and diversity, and (5) evidences. [NOTE: Everyone of us is encouraged to join one of the five task forces.] Φ

Four Outcomes

- (1)
an actionable plan
of what FoE
will accomplish
- (2)
increased
student success
- (3)
improved retention
and persistence,
and increased
graduation rate
- (4)
collaboration among
administrators, staff,
faculty, and students

Campus-Based Task Force or Work Groups



CALENDAR OF ACTIVITIES Spring Semester 2015 (First Half)

- (W) Jan 14: *Last Day to Add/Drop Courses*
- (W) Jan 14: *All-Campus Meeting*
- (W) Jan 21: *Meeting with Chuuk Future Political Status Commission* (12 noon to 1:00 pm)
- Jan 26-Feb 13: *Recruitment/COMET Entrance Testing in Chuuk*
- (W) Jan 28: *Management Council Meeting*
- (F) Jan 30: *List of At-Risk Students Due from Instructors + Advisor/Advisee Meetings*
- (W) Feb 4: *All-Campus Meeting*
- (F) Feb 6: *First POW-WOW, plus Faculty Workshop*
- (W) Feb 25: *Management Council Meeting*
- (MT): Mar 2-3: *Mid-Term Evaluations*
- (T) Mar 3: *Election Day*
- (W) Mar 4: *All-Campus Meeting*

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(Volume 4, Number 1)

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