Sex offender towing near UHD

The city of Houston has an ordinance in place prohibiting sex offenders from obtaining tow operator licenses, but one such offender is licensed and towing in the University of Houston-Downtown (UHD) area.

In 2005, Houston’s city council passed an ordinance barring convicted sex offenders from getting tow operator licenses. This includes non-consent tows that are common in the city of Houston. Despite this, Joshua Shane Bonuelos, a convicted and registered sex offender, is registered as an Incident Management Tow Operator for the city of Houston.

Bonuelos is currently employed with Fast Tow Wrecker Service that operates in zone one of Houston. He has been employed with Fast Tow since June of 2010.

The University of Houston-Downtown is located in zone one. Only licensed tow truck drivers that are zoned to the area are allowed to tow vehicles.

Bonuelos is listed in the Texas sex offender registry as a moderate risk offender, with a non-expiring registration and is required to register annually. He was arrested and charged with the sexual assault of a 16 year old minor in 2005. Yet, Bonuelos is listed as not holding any occupational license in the sex offender registry.

The city’s charter specifically states that applications for such licenses shall be denied if the applicant has been convicted of a sexual offense. Also, the seven year limitation does not apply to such applicants. The seven year limitation only applies to offenses listed in the charter preceding the filing of any such license application.

The wrecker service Bonuelos works for, Fast Tow, is a city of Houston Safe Clear Contractor. This means that Bonuelos, an active Safe Clear participant, can be called to the scene of stalled vehicle on the freeway and tow the vehicle, as well as give a ride to the owner of the vehicle. The Safe Clear program was started by Mayor Bill White in 2005 and strictly prohibits sex offenders from participating in the program.

Bonuelos can also be dispatched to the scene of an accident by Fast Tow, or arrive on the scene of an accident and tow a car. It is also possible for Bonuelos to tow cars that are stalled, as well as do lock outs.

Elizabeth Smith, a sophomore majoring in Criminal Justice here at UHD, was concerned to know a sex offender could tow her car.

“I would be a little scared. Especially as a woman,” said Smith.

At this time it is unclear as to how Bonuelos obtained his license. Applications for tow truck operator licenses can be appealed by the applicant if denied for any reason. For denials based on criminal reasons, an Advisory Board will hold a hearing to review the nature of the offense, time that has passed, and the seriousness of the offense and how it relates to the duties of the licensee. Such hearings are not currently open to the public.

All prospective tow truck operator applicants must first apply to the Texas Department of Licensing and Regulation (TDLR) before submitting an application to the city. Both the TDLR and the city of Houston regard sexual offenses relating to children as valid criminal offenses that can result in denial of a tow truck operator’s license. While the details surrounding Bonuelo’s sexual offense against a 16 year old minor were not obtainable by Dateline, records clearly indicate that he is a convicted sex offender and that he has a registered Incident Management Tow License (No. #14276) listed on the TDLR website that expires on Dec. 8, 2011.

Smith is not alone regarding her feelings about a sex offender towing cars near UHD.

John Lopez, a freshman at UHD, also feels uneasy about it.

“I wouldn’t feel safe at all. I would feel very uneasy and very uncomfortable,” said Lopez.

Bonuelos’ occupational information in the sex offender registry is listed as a body technician for The Body Shop, located at 18955 Kukendahl, Spring, TX 77379.
De-stressing your semester

Ali Fazal

**Staff Writer**

As college students, it seems like the daily grind never ends. Day after day, professors barrage us with quizzes, exams, papers and projects. Only a few weeks into the Fall semester, the novelty is gone and the true weight of all our responsibilities is starting to become clear. But don’t go hitting the bottle just yet! Here are a few easy tips to help you de-stress your semester and maintain your sanity (or what’s left of it):

**Write it all down:** In this digital age of smartphones and tablets it seems silly to use something as archaic as a planner, yet there is something to be said about the satisfying feeling of crossing off a completed assignment with a real honest-to-goodness ink pen. Try taking about 15 minutes at the start of your week to review your syllabi and Blackboard assignments, and just write them all out. Even if you’re able to remember them without a list, marking an X over task entries such as “Finish comically long and complex paper for English class” is bound to bring you a degree of primal satisfaction.

**Veg out:** Nobody said that just because you are in college you have to be productive all the time. In fact, remembering to set aside time to relax is paramount to maintaining a solid performance all semester. Why not set aside a few hours each day where you absolutely forbid yourself from thinking about school? You can use this time to cleanse your aura by doing yoga, or storing your body’s equilibrium. And hey, if this doesn’t work out for Tom Hanks and his spherical buddy in ‘Cast Away’, you can instead of letting all your anger bubble up inside you, take time to talk it out. Set up a weekly venting session with friends. If your stress runs deeper, sometimes an unbiased third-party is just who you need to hear you out. Luckily, UHD offers free counseling services, allowing students to blab until the heart is content.

**Destressing your diet:** In times of tension, it’s sometimes impossible to pass up candy bars or sugary drinks. While Red Bull and Monster beverages may give you brief bursts of energy, all they really do is amp up the parts of your brain that make you anxious and nervous. If you need energy quick, don’t deprive yourself of what you love too much. There are bound to be days when all you need is a glass of nutritious healthy tomato juice (with a not-so-healthy splash of vodka, a couple of celery sticks, and a dash Worcestershire sauce thrown in, of course).

But, don’t deprive yourself of what you love too much. There are bound to be days when all you need is a glass of nutritious healthy tomato juice (with a not-so-healthy splash of vodka, a couple of celery sticks, and a dash Worcestershire sauce thrown in, of course).
David Melendez

University of Houston-Downtown (UHD) students are feeling the pinch of college expenses as their desire to attain higher education sometimes comes with hefty price tag that can leave them stretching their dollars.

Paying for college seems to become a bigger issue every school semester. Although many underprivileged students have the opportunity to attend the university of their dreams, many students graduate with a good amount of student debt.

There are scholarships, federal financial aid and work-study programs to help offset the costs of attending college. However, when graduation time comes, students are still feeling the sting.

Every student here at the University of Houston-Downtown (UHD) has a different story as to how they pay for their classes. Christine Smith, a senior majoring in Communications at UHD pays for classes through the G.I. bill.

“I joined the army after high school and took my [core classes] on-base before coming to UHD. My G.I. bill is helping me cover the rest. I’m grateful,” said Smith.

The G.I. Bill is an omnibus bill that provides college or vocational education for returning veterans and servicemen, and also includes one year of unemployment compensation. It also provides many different types of loans for returning veterans to buy homes and start businesses.

Smith has already began planning on how to lower her debt after graduation.

“I’m saving more money, so I can make payments after my loan deferment is over.”

–Christine Smith
UHD senior

Savings Are Key Part of Debt-Free Living

David Uffington, King Features–The surprising results of a recent survey indicate that many consumers are opting to pay off debt rather than save money. An online survey by the National Foundation for Credit Counseling showed that 89 percent of respondents believe that right now it’s more important to pay off debt than to save.

It wasn’t always that way. Back in 1959, when such figures were first kept, consumers were averaging savings at a rate of 8.3 percent of income. At this point, the rate of saving is only at 5 percent of income, which is up from 1 percent a few years ago.

Gail Cunningham, with the NFCC, is quoted in the organization’s latest newsletter as saying, “In bad times, people save out of a fear of tomorrow, and in good times they spend as if there were no tomorrow.”

We’re not at either point right now, not saving out of fear nor spending everything we have. Consumers are paying off debt, but they aren’t saving the money that’s no longer going toward those monthly payments when a debt is paid off.

The problem with paying off debt to the exclusion of saving becomes apparent when an emergency strikes and ready cash is needed. Not having money saved can put consumers in the expensive position of needing to take credit-card cash advances if they can get them.

The availability of those cash advances has provided a cushion when times are lean. However, because of job loss, lowered incomes and more scrutiny of credit worthiness, fewer people have that credit-card cushion during an emergency.

Savings needs to become the new source of cash availability. If for no other reason, money that is saved will earn interest (although nowadays the percentage rate is pitiful), and it won’t cost you the interest that a credit card will.

Yes, pay off those debts, concentrating on the one with the highest interest rate first. But as soon as you pay one off, put that money into savings every month. Begin building a fund that will cover your future plans and emergencies.

Your goal should be not only to be debt-free, but to have savings.

David Uffington regrets that he cannot personally answer reader questions, but will incorporate them into his column whenever possible. Write to him in care of King Features Weekly Service, P.O. Box 536475, Orlando, FL 32853-6475, or send e-mail to columnreply@gmail.com.

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Student debt: How students are coping

David Melendez

Staff Writer

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But, my wife has debt from Texas A&M-Corpus and we pay $400 a month on loans,” said Fenoglio.

As of 2010, the state of Texas was ranked 35th out of 49 in student debt. The average graduate debt is $20,015 annually. The average student debt for a UHD graduate is marked at $13,204, with full-time tuition costing $5,861 per semester. Students are using traditional ways of saving moneys to help reduce debt. Many say that working and trying to save here and there is the best way to go. Other students have suggested staying with parents or other family members as possible to avoid the added expenses that come with property rentals, insurance and food costs.

UHD offers assistance to all students who need information regarding financial aid, and many of the colleges within UHD offer scholarships directed toward various majors.

To get more information about UHD financial aid office and its resources, please visit: http://www.uhd.edu/financial. or contact them by phone at 713-221-8041.

State debt statistics were researched at http://projectonstudentdebt.org/
Women find more value in education than men, study finds

U-Wire  When it comes to appreciating college, don’t mess with the ladies.

A recent study conducted by a group from the Pew Research Center led by di­rector Paul Taylor found that women see greater value and benefits in their college experiences than men.

Women college graduates are more likely to say their education helped them grow and mature both personally and intellectually, according to the study. The researchers also found that approximately half of female col­lege students rate the value for money spent on higher education as excellent or good as opposed to only 37 percent of men.

“Everything is tilting significantly towards women,” said Jacob L. Vigdor, professor of public policy and econ­omics at Duke U. Vigdor noted that in the last few de­cades the economy has shifted from primarily manufacturing to ser­vice industries.

“It’s changed from a male skill set to a fe­male skill set,” Vigdor said. “You have to be able to talk to people and interact and pro­vide good service to people, which is not something that’s nor­mally associated with males.”

Donna Lisker, Duke associate dean of un­dergraduate educa­tion, said the pay gap between men and women has a role in the study’s findings because it leads female students to be more invested in their educa­tion.

Lisker said that this study clarifies that women need more education than men to make the same amount of money.

“There are more indus­tries open to men and men don’t necessarily need college de­grees for vocational industries,” said senior Rewa Choudhary, chair of Baldwin Scholars and a member of The Chronicle’s indepen­dent editorial board. “Women need that Bachelor’s [degree] to be taken seriously, and that aspiration leads women to really value their education.”

Choudhary noted the academic environ­

ment provides a place for women to excel.

“I think part of [the reason for women’s satisfac­tion] is because women are treated as equals in the classroom,” she said. “It’s be­come very commonplace for women to an­swer questions and be on top of their work. I’m in [the Pratt School of Engineering] and I’ve always felt treated equally.”

Vigdor also noted the rise in female uni­versity faculty may contribute to greater fe­male satisfaction with college.

“There are female role models, which would make a difference,” he said. “I think that gives [female students] a different kind of mental­ity when looking at what others have pursued for them­selves.”

The study also found that women across all racial and ethnic groups are more likely to be college educated.

“These universi­ties 50 years ago were almost en­tirely white male dominated and it’s almost like they haven’t clued themselves in to the fact that there was competition and these people are setting themselves up for failure,” said Vigdor.

Lisker pointed out that although some of the find­ings resonate with Duke students, not all the conclusions about college in general may apply to Duke in particu­lar.

“Highly selective colleges like Duke have such a low rate of admittance that all of our students, male and female, are very invested in their experience at Duke,” Lisker said.

Regardless of the dynamic at Duke, Vig­dor noted the trends indicated by this study will continue to shape the state of education and the workplace.

“It’s going to be very interesting to see how this all plays out, because the differ­ences among college students today are go­ing to make a huge difference in the next 20 years,” he said.
Staff Writer

The University of Houston-Downtown (UHD) academic advisors Donna Dodson-Tibbs and Kathy Painter have experience helping overwhelmed students and have designed a Time Management Workshop to teach students the necessary skills to effectively manage classes, assignments, tests and studying.

The advisors noticed a trend in the reasons students have for dropping classes: there just wasn’t enough time for everything the students needed to do. Whether it was time for family, time for work or too many classes, time management skills—or a lack of them—seemed to be dragging even hard-working students down.

Tibbs and Painter do what they can to urge students not to drop any classes. They understand that dropping a class can have many detrimental side effects such as: preventing a student from declaring a major, pushing back graduation dates and it can also lead to academic probation and problems with financial aid. Students have for dropping classes: time for family, time for work or too many classes, time management skills—or a lack of them—seemed to be dragging even hard-working students down.

Tibbs and Painter do what they can to urge students not to drop any classes. They understand that dropping a class can have many detrimental side effects such as: preventing a student from declaring a major, pushing back graduation dates and it can also lead to academic probation and problems with financial aid. Students that focus on student success must counsel during the semester that are particularly difficult.

Working with overwhelmed students and advising one-on-one, the advisors strive to improve students’ planning and their ability to manage their time effectively. Tibbs and Painter give tips and examples of how different time management methods work and what results those methods produce.

“Time is precious,” said Painter. “It’s important to plan ahead and be organized.”

“Tibbs and Painter also lead to academic probation and prevent students from declaring a major, and can have detrimental side effects such as: precluding a student from declaring a major, pushing back graduation dates, and it can also lead to academic probation and problems with financial aid.

During a recent workshop students were encouraged to speak out, giving their opinions on how a certain task requiring time management should be dealt with. Some of the time management methods presented included using a day planner to manage your time and setting regular time aside each week for studying.

Throughout the workshop, both Tibbs and Painter challenged students to set themselves up for success. They advocated appointments with professors and the writing center for help when a subject is particularly difficult.

“We need more students to come out to the workshops,” said Painter. “We want everyone can benefit from them.”

The main goal for the workshops is to decrease the number of students that advisors must counsel during the semester that are looking to drop classes.

There are other workshops available to students that focus on student success. Note-taking workshops allow students to learn tips for taking notes when a professor speaks too quickly, or when the subject matter is boring. Students can also attend Test Taking Workshops to learn different strategies associated with taking tests. All workshops are offered free of charge to all current UHD students.

Anyone interested in attending these workshops can check the Public Events Calendar on UHD’s Website.
King Crossword

ACROSS
1  Larger portion
  Belle of the ball, maybe
  Enos’ grandpa
  Conception
  Wrath
  Missile shelter
  Standard
  Bando of baseball
  Despot
  Saw things in the dark?
  Sleeping sickness carrier
  Mainlander’s memento
  Slip up
  Green gem
  Full exposure
  “The Greatest”
  Helgenberger series
  “Barney Miller” actor
  Jack
  Periods of relief
  Mail carrier (Abbr.)
  “Hall-of-Famer
  Williams
  40 Stannum

1  Have an objection
2  Not digital
3  Impact
4  For fear that
5  Novelist
6  Colorful fish
7  Appointment
8  Fond du —, Wis.
9  Toy block name
10  Lacked originality
11  Candle count
12  Skittish wild life
13  Woe
14  “Oh, no!”
15  Still others
16  Yours truly
17  Witness
18  Mayo container
19  Hearty brew
20  Aversion
21  Work with

2  Stench
3  Withered
4  Mexican entree
5  Separate brand
6  Detergent brand
7  Region
8  Toward the rear, nautical
9  Alter
10  Affirmative
11  Open out
12  In that case
13  “M*A*S*H” star
14  Tide type
15  Festive
16  Duel tool
17  Zoo
18  Structure
19  Deity
20  Kvetch

21  Length from here to there
22  Bribe
23  “Help!”
24  Struck repeatedly
25  In that case
26  “[M*A*S*H]”
27  Open out
28  In that case
29  “M*A*S*H”
30  Bribe
31  “Help!”
32  Struck repeatedly
33  In that case
34  “[M*A*S*H]”
35  Open out
36  In that case
37  “[M*A*S*H]”
38  Open out
39  In that case
40  “[M*A*S*H]”

DOWN
1  Have an objection
2  Not digital
3  Impact
4  For fear that
5  Novelist
6  Colorful fish
7  Appointment
8  Fond du —, Wis.
9  Toy block name
10  Lacked originality
11  Candle count
12  Skittish wild life
13  Woe
14  “Oh, no!”
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35  Open out
36  In that case
37  “[M*A*S*H]”
38  Open out
39  In that case
40  “[M*A*S*H]”

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Weekly SUDOKU

by Linda Thistle

Place a number in the empty boxes in such a way that each row across, each column down and each small 9-box square contains all of the numbers from one to nine.

DIFFICULTY THIS WEEK: ★

★ Moderate ★★ Challenging ★★★★ HOO BOY!

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CryptoQuip

This is a simple substitution cipher in which each letter used stands for another. If you think that X equals O, it will equal O throughout the puzzle. Solution is accomplished by trial and error.

Clue: F equals M

AEZJ VMMDGV’R ADNZ ZJMZHZW
MEZDH EPORZ, D APJWZH DN
REZ APOGW REPOM “ED, EOJ,
D’F EPFZ!”

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CryptoQuote

AXYDLBAAXR is LONGFELLOW

One letter stands for another. In this sample, A is used for the three L’s, X for the two O’s, etc. Single letters, apostrophes, the length and formation of the words are all hints. Each week the code letters are different.

Z RHVFIZE HA Z IZW LUF
JZW VTNN EUY LFFN FGYP
UHA LHXY’A YOYA LHEU EUY
PHBUE OZPW. -
TWMWFLW AFTPJY

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LAFF-A-DAY

“Yes, it does seem to cut down the noise.”

TOYS

“Some of these are not toys.”

“Some of these are not toys.”

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STRANGE BUT TRUE
by Samantha Weaver

• It was noted American wit Groucho Marx who made the following sage observation: “There’s one way to find out if a man is honest -- ask him. If he says ‘Yes,’ you know he is a crook.”

• When the city of Los Angeles was founded, it was given the name “El Pueblo de Nuestra Senora de los Angeles de Porciuncula,” which translates to “The Town of Our Lady of the Angels of Porciuncula.” Back then, in 1781, there were just 52 settlers to start what is now the second most populous city in the country.

• When speaking of dead languages, Latin is the one that probably comes to mind most often. It’s not quite dead, though; it’s the official language of Vatican City.

• Those who keep track of such things say that a professional ballet dancer goes through about 130 pairs of toe shoes in a single year.

• The yo-yo became popular in the United States after it was marketed by Donald F. Duncan Sr., a businessman from Chicago, but he didn’t invent the toy. In 1928, Duncan was on a business trip to San Francisco when he saw Philippine immigrant Pedro Flores, who had gotten financing to manufacture the yo-yo and had trademarked the name, demonstrating how to use the toy. Duncan realized that the toy had the potential to be a huge success, so he paid Flores $5,000 for all the rights. Incidentally, the name “yo-yo” means “come-come” in the native language of the Philippines.

• If you’re like the average American, showers account for nearly one-third of your home water use.

***

Thought for the Day: “Any reviewer who expresses rage and loathing for a novel is preposterous. He or she is like a person who has put on full armor and attacked a hot fudge sundae.” – Kurt Vonnegut Jr.
UHD MEN’S SOCCER DOMINATES IN SEASON OPENER. The UHD men’s soccer club team put together an impressive performance in a 5-0 win over Lone Star College-Kingwood. The Gators controlled the match from start to finish. Gator Manny Flores walked up where he left last year as the team’s leading scorer. He scored the Gators first three goals. Cesar Arrellano and Jose Gutierrez scored the fourth and fifth goals respectively. Arrellano and Gutierrez put together several nice touch combinations throughout the first half. The Gators defense of Nathaniel Marin, Eyohbe Tibet and Ruben Acosta shut down the Coyote attack leaving keeper Carlos Cruz with not much to do.

UHD WOMEN’S SOCCER TIES IN OPENER. The UHD women’s soccer club team battled Lone Star College-North Harris to 1-1 tie at Bayland Park on Saturday in the season opener for both teams. The Gators dominated the action from the opening moments. Unfortunately, they misfired on numerous chances to score especially in the first half. The Hurricanes made the most of their limited chances with Nicole Gruenwald scoring in the 32nd minute. The Gators tied the score with Ana Diaz beating the keeper in the 43rd minute. Neither team managed a score after that. The Gators can take their domination of ball possession into the next game where they can hopefully translate that into more goals. Yasmn Moreno anchored the Gators defense with a strong performance.

http://www.facebook.com/uhdsportsandfitness

UHD Fall basketball

UHD MEN’S BASKETBALL TIPS PLAYS IN FALL! The Gators normally only play basketball in the spring semester but this year they decided as a team to play in the fall semester as well with the understanding that they would be responsible for all the team expenses. The team welcomes financial donations or sponsorships. To make a donation, please email Richard Sebastiani at sebastiani@uhd.edu. Admission to all games are FREE! So come out, be loud and support your Gators! The new UHD Cheerleading squad will be performing at the game. GO GATORS!!

http://www.facebook.com/uhdsportsandfitness

What kind of professor are you?

All Fazal

Staff Writer

Let’s face it—the days of ‘To Sir With Love’ are gone and being a professor is much harder than singing songs and sharing heartfelt life lessons (unless you are on an episode of ‘Glee’).

With such a diverse student body to deal with, the task of educating is even more daunting for University of Houston–Downtown (UHD) professors. For those professors wondering just how their students are perceiving them, here’s a handy little quiz to help figure out: What kind of professor are you?

1. A student comes to you in tears after they missed the deadline for an important assignment. With excruciating detail the student narrates a tale of how they are fighting with their significant other and having major stress at their job. They plead with you for a chance to make up the assignment. You:
   a. Give them a pat on the shoulder and tell them not to worry. Everyone has low moments, and that if they turn in the assignment within a week you’ll give them full credit.
   b. Tell them you sympathize, but there’s nothing you can do. All students have personal difficulties, and you can’t give special treatment to one without giving to all.
   c. Feel a little bad, so you offer them the opportunity to complete the assignment within two days for half-credit. They seem to be going through a hard time, but it wouldn’t be right to offer them full-credit.

2. You assign your students a group presentation and put them into groups. When you finally see the presentations, it appears that in one of the groups, a student was much less engaged and involved than his group mates. You:
   a. Approach the group after class and ask that each student verbally tell you their contributions so you can determine whether there was a weak link.
   b. Ask the group members to send you a private email individually if they feel like there was an unfair distribution of work in their group.
   c. Set your reservations aside and chalk it up to the nature of group work. It doesn’t matter if one student did more and one did less, since these sometimes happens in group work.

3. Student A and Student B in your class are obviously not getting along; they sit by side and snap at each other constantly. However, one day it escalates and Student A makes a rude joke at Student B’s expense and creates an uproar of laughter from the entire class. You:
   a. Tell Student A off sternly and ask them to leave class for the day. While private bickering is one thing, you will not allow this interpersonal dysfunction to disrupt your class and you have to set an example.
   b. Ignore it at the time, but ask to see both Student A and Student B after class to try and figure out what the problem is and see if you can help.
   c. Calmly tell Student A that their remark wasn’t very nice and lower the attendance/participation part of their final grade as punishment.

4. You teach an upper-level required course that is generally considered rather difficult by the student community. This semester, however, all your students seem to be bombarding the class, even dedicated students. You:
   a. Do nothing. While the class is notoriously difficult, students in the past have had no problem keeping up with the material and a few have even made A’s. The students this semester just aren’t trying hard enough, so there’s nothing you can do.
   b. Let the class struggle during the semester, but offer a generous curve on the final grades. It is important to you to keep the curriculum the same out of fairness to past semesters’ students, but you had to take some action.
   c. Go through the rest of the semester’s assignments and make them easier by taking out some of the harder material. After all, if the ENTIRE class is bombing, it really isn’t their fault. It’s your job as a professor to ensure that success is possible.

Add up your score and find the results below.

Question 1: a- 1pt, b- 3pts, c- 2pts
Question 2: a- 2pts, b- 1pt, c- 3pts
Question 3: a- 3pts, b- 1pt, c- 2pts
Question 4: a- 3pts, b- 2pts, c- 1pt
Your total _______

4-6 points:

10-12 points:

7-9 points:

12 or more points:

You’re a free-spirited professor! You’re a great mentor, and teach from the heart! Your students adore you because they know they can count on you to have their back, and they appreciate your easy-going approach to the learning process. You understand that learning is a unique process for everyone, and that each student truly needs a gentle guiding voice to thrive. You’ll be the one that they remember and discuss with their grandkids for years to come!

You’re a conventional professor! In this case, convention doesn’t mean boring or formulaic. It means that you’ve taken all the tried and tested methods of teaching your students successfully, and perfected them! Students know that in your class they will learn something, but also enjoy their time. You know that the key to making your students successful is being firm but approachable. You also understand that students need a balance of easier and harder assignments to get the most out of your class. You’re the teacher that they’d want to write their recommendation letters and offer them career advice!

You’re a stern professor! While some students may call you ‘mean’ on your evaluations (not to mention the bathroom stalls!), you know that you’re the type of professor that is going to shape their education the most. By being unyielding and strict, students will always respect you even if they don’t always like you. You understand that students are just that, students, and that you have to be firm in order for them to learn. While they will struggle in your classes, they will also solidify better study habits. You force students to learn that there is never an easy way out and that there are true consequences for their actions. You might not be the one asked to sign their yearbook, but the lessons you teach them through your class will be the ones they carry with them through their career.

(Quiz is intended for entertainment purposes only and has no scientific basis for its method. This includes any results that are achieved from answering the questions included in the quiz.)