HANDBOOK FOR VOLUNTEERS 2017-2018

CONTACT PERSONS

Judy Kacmarcik is the business manager for the Presidents’ College. Her office is in the Harrison Libraries. She can be reached by calling 860.768.4269 or emailing kacmarcik@hartford.edu

Nancy Mather is chair of the volunteers. She can be reached by emailing mather@hartford.edu.

Nena Donovan Levine is co-chair of the volunteers. She can be reached by emailing nenadonovan@yahoo.com.

Steve Metcalf is the director of the Presidents’ College. His office is in the Harrison Libraries and he can be reached by calling 860.768.5470 or by emailing spmetcalf55@gmail.com

Monica Mills is the administrative assistant for the Presidents’ College. She can be reached by calling 860.768.4495 or emailing mmills@hartford.edu

Campus Emergency 860.768.7777
Public Safety, non-emergency 860.768.7985
A Message from Nancy Mather

For almost a decade, the Presidents’ College was under the directorship of Humphrey Tonkin, president emeritus of the University of Hartford, and the Presidents’ College program was administered by volunteers under his leadership. The growth and success of the Presidents’ College is a tribute to the outstanding commitment and effort of the volunteers, the leadership of Director Humphrey Tonkin and the variety of stimulating courses he arranged that were taught by University faculty and guest lecturers. The number of Presidents’ College Fellows has grown considerably over the years, along with the funds contributed to the University annually. Today the Presidents’ College is under the directorship of Steve Metcalf.

In 2006, the Presidents’ College was given its new directive and placed under the umbrella of the Mortensen Library and of Randi Ashton Pritting, director of Harrison Libraries. At that time there were five core volunteers, plus an additional half dozen volunteers available to support the activities of the Presidents’ College, which then offered five courses a semester. Today, there are over 30 volunteers and more than 20 courses offered each semester. Just as the number of courses has grown, so has the extent of the various roles within the Presidents’ College, and especially that of the volunteer.

Though the primary responsibility of the volunteer is to be the coordinator of courses, volunteers are now asked to serve on committees as well as participate in and host special events held throughout the year. Their responsibility as course coordinators entails communicating with instructors and those who have registered, and attending to specific details for each course. Today the Presidents’ College is extending itself to offer monthly lectures off site at Independent living communities which also calls for participation of volunteers. The volunteers group is a highly valued resource of the Presidents’ College, and the impact the Presidents’ College makes within our greater community in support of life-long learning and promoting the University is recognized both within the University and by the community at large.

As chair of volunteers since 2006, I have enjoyed the good fortune and privilege, over these many years, of working closely with, and getting to know, such an exceptional group of people. Thank you to those of you who have been volunteers and to those of you who are considering becoming volunteers. We couldn’t do this without you!

Nancy Mather
Chair of the Volunteers
The Mission Statement of the Presidents’ College

The mission of the Presidents’ College is to create an extended community of thinking people dedicated to the importance of the life of the mind. By offering a wide range of activities, the Presidents’ College allows its participants to explore significant topics at a high intellectual level under the guidance of university-level faculty. The Presidents’ College extends the University of Hartford’s educational mission by engaging the adult population of the surrounding communities in the intellectual life of the campus, thus building significant connections between them and the University.

NOTE: The Presidents’ College is an outreach program of the Harrison Libraries. Any surpluses generated by the PC go directly to the libraries to purchase books, databases and equipment. Thus, the College serves also as a support program that directly strengthens the Libraries’ services to students and the public.
The Role of the Volunteers

1. Volunteers perform numbers of important functions in the Presidents’ College. Each course or other program offered by the PC has a volunteer coordinator, who acts as liaison with registrants for the course (or program), informing them about the location for the course, any preparations that they should or can do, any changes in scheduling, etc. The volunteer makes contact with the instructor in advance of the course to make sure that he/she has everything needed. A complete protocol on the coordination of courses is available on the PC website. Volunteers should be familiar with it.

2. If a volunteer serves as coordinator for a course or program, he/she receives the course free.

3. In addition to serving as coordinators, volunteers may serve on standing committees and on ad hoc committees set up for particular purposes, they may provide assistance with publicity and recruitment, and they may assist in such other ways as are appropriate.

4. Each volunteer is expected to be involved in one or more of the above activities.

5. Volunteers normally serve for a renewable period of two academic years.

6. Any individual may propose himself/herself as a volunteer. Normally he/she meets with leaders of the volunteers group to discuss how he/she might contribute. If this process is mutually satisfactory, the individual in question joins the group.

7. It is expected that volunteers will enroll as Fellows of the Presidents’ College, attend monthly meetings of the volunteers whenever possible, and contribute in some way to the work of the volunteers.

8. At the end of his/her two-year period of service, a volunteer once again meets with other members of the volunteers group to discuss his/her continuation.
A Presidents’ College Glossary

**Catalog.** Fall and spring semester catalog is the main means of communication with the Presidents’ College constituency. It contains information on upcoming courses and other activities of the Presidents’ College. The catalog is also accessible on the web.

**Fellows.** Anyone may register for Presidents’ College courses. However, one can sign up as a Fellow (for $100 a year, or $75 for the spring semester only) and receive a parking permit, discounts on all courses, access to the Harrison Libraries (including borrowing privileges and access to databases).

**Fellows Lectures.** A Presidents’ College lecture series featuring leading faculty of the University.

**KF Room.** The main meeting place, on the main floor of the Mortensen Library, for PC courses. It holds a maximum of 49 people.

**McAuley Lectures.** A Presidents’ College lecture series at The McAuley, a retirement community in West Hartford.

**Patrons.** Patrons are Fellows who make an additional tax-free donation of $150 annually to the Presidents’ College.

**Starbucks Café.** The café in the lobby of the Mortensen Library.

**Duncaster Lectures.** A Presidents’ College lecture series at Duncaster Retirement Community, Bloomfield.

**University closings.** If the University closes for severe weather or any other reason, Presidents’ College courses and events are canceled. Complete closing information is posted at www.hartford.edu, or you may call 860.768.4100.

**Website.** The PC website, www.hartford.edu/presidentscollege, contains information on upcoming courses, bios of instructors, information on lectures, etc. The catalog is also available. A password-protected area of the site is accessible to volunteers only.

**Wilde Auditorium.** The 225-seat auditorium on the lower level of the east wing of the Harry Jack Gray Center, used occasionally for large Presidents’ College courses and special events.

**Woods Family Classroom.** An alternative classroom space on the main floor of the Mortensen Library, occasionally used for PC events.
The President's College: A Brief Introduction and History

The President's College at the University of Hartford had its beginnings some 20 years ago, in the academic year 1989-1990, as a part of the University’s outreach to the larger community. The President’s College is a program for the provision of non-credit courses designed for adult learners, especially older adults. These courses and related activities, of varying lengths and intensity, are available to all members of the public. Tuition is charged on a per-activity basis, but participants can also become Fellows of the President’s College and receive discounts on tuition and on other University services.

The director of the program from the beginning was Patricia Cremins, who served until 2006, working initially in the University’s continuing education division, then as part of the President’s Office, and finally as a member of the Development Department, reporting initially to the Vice-President for Institutional Advancement and, as of 2005, to the Director of Alumni Affairs.

We can distinguish between integrated university programs on the one hand and so-called learning-in-retirement programs on the other. The President’s College is an integrated university program. Integrated university programs have their own institutional budgets and make use of paid faculty to do the teaching. Learning-in-retirement programs are peer-taught and run by volunteers.

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In the early 1990s, when it was founded, the President’s College was unusual: not too many institutions had outreach programs of this kind, directed at adult learners interested in maintaining and expanding their knowledge and forging links with a local college or university. Today numerous institutions have similar programs, many of them partially supported by external funders and in numerous cases stimulated by the San Francisco-based Osher Foundation, which in the late 1990s and early 2000s set up similar “institutes” at colleges across the country. In many instances they are products of a growing awareness of the importance of creating a friendly and supportive environment for higher education among all age groups. Institutions recognize that it makes sense to cultivate the friendship and goodwill of members of the larger community interested in involving themselves in the lives of these institutions, and, increasingly, older people find that having such a connection with a higher education institution is beneficial to them and their quality of life.

Like many other programs, the President’s College came about through a series of historical accidents, beginning in the spring of 1990 with a series of Shakespeare lectures taught by then-president Humphrey Tonkin. This series, given each spring, generated such interest that eventually it ran for four years and covered all of Shakespeare’s works.

In response to requests from those who attended the first round of Shakespeare lectures, Patricia Cremins was asked to establish and run a rather broader non-credit program for adult learners, in 1994 named the President’s College. The new courses, each taught by a highly qualified faculty member, branched out into other areas of literature and music and into new formats – including trips to New York City and extended study tours to other locations in the United States and overseas.

A Fellows Program, whereby individuals could sign up as Fellows of the President’s College and enjoy discounts on PC courses, library borrowing privileges, parking privileges, access to the Sports Center, and various other advantages, was launched. Many of these Fellows already had connections with the University as attendees at special lectures or
The President’s College was first established, it was ahead of its time. There appeared to be no other programs of a similar kind at other institutions. Quite early on, the pioneering effort gained national attention when it was honored by the University Continuing Education Association with its Philip E. Frandson Award for innovation in adult education, as a result of its long-running Shakespeare lecture series.

The decision to move the President’s College to the Office of Institutional Advancement, while it made administrative sense, separated the College from the academic side of the institution and subjected it to a different and sometimes problematic set of pressures. However, the program continued to grow. Its total enrollment reached 1200 in the academic year 2003-2004. A total of fourteen courses were offered, in addition to various other activities, and the program enrolled 225 Fellows – a remarkably impressive number not to be reached again for a decade.

During the following three years, the location of the program in Institutional Advancement began to take a toll on the program. In the spring of 2005, the Director, Patricia Cremins, appointed a Planning Committee, chaired by Humphrey Tonkin, with the following membership: Cheryl Altman, Nancy Brennan, Joan Dusard, Julius Elias, Eunice Groark, Nancy Mather, Richard Reynolds, Catherine Stevenson, David Tine, Edward Wood, plus Patricia Cremins, ex officio. The purpose of the committee was to conduct a comprehensive review of the President’s College and make recommendations for its future. In the fall of 2005, the committee presented its extensive report, in which it recommended giving the College a key role in the University’s outreach and continuing education activities. While the report proved extremely helpful internally, providing guidance to those involved in the PC in reshaping the program, it had little effect beyond, and in 2006 the position of Director of the President’s College was abolished.

At this point, Humphrey Tonkin stepped in and undertook to assume the responsibilities of Director on a part-time basis, with the assistance of a corps of volunteers, established in the fall of 2006 under the leadership of Nancy Mather. At this point the fortunes of the College took a turn for the better. The new Director made use of his close connections with the faculty and administration, to negotiate a way of handling finances and to engage the best faculty members in the institution. Nancy Mather made use of her community contacts to build the volunteers. Soon an agreement was reached whereby the President’s College would be housed in the Mortensen Library, becoming in due course an outreach program of the Harrison Libraries. Director of Harrison Libraries Randi Ashton-Pritting provided leadership and support in this effort. It was agreed that any surpluses generated by the operations of the College would go to the Libraries to be used to boost the collection and increase its availability. This linkage has proved crucial to the success of the College and has contributed in no small way to the quality of the Harrison Libraries.

Since 2006 we have seen steady progress. The number of courses offered by the College has steadily increased, as have the numbers of participants. The College measures its progress by the numbers of individual sessions (lectures,
sessions of courses etc.) and the total headcount of these sessions. In 2008-2009, this student/session number reached 2500. The following year showed a 13.4% increase, followed by annual increases ranging from 25% to 40%. By 2013-2014 the student/session count reached 8606, up from 6851 in the previous year.

The progress in recent years has been due in part to the increasing recognition by the administration of the role that the College plays in university outreach and in constituency-building. September 2008 saw the first President’s College Showcase, a full day of lectures and panel discussions which soon gained the support of the President’s Office and the active engagement of President Harrison. In 2011, the momentous decision was made to relocate the apostrophe in the President’s College and rename it the Presidents’ College, in the presence of former President Stephen Joel Trachtenberg and the present President Walter Harrison – along with former president Humphrey Tonkin, who pointed out that if in everyday life we can get along without apostrophes, for the members of the Presidents’ College, imbued with the life of the mind, apostrophes matter….

There have been numerous other innovations – a formal agreement between Duncaster Retirement Community and the University, in which the Presidents’ College was designated as the main point of connection; outreach to a dozen or so community organizations through collaborative arrangements and joint programming; the creation of a system of Patrons of the Presidents’ College; increased cooperation with the University’s alumni; the establishment of three important lecture series open to the public to varying degrees; and a broadening of programming beyond literature and the arts to embrace the sciences, technology, health, and current affairs. As moral support by the senior administration has grown, so has the support of the deans and department chairs. Increasingly, the Presidents’ College is seen as an asset to the University, a place for interesting public programming, a device for building audiences for the performing and visual arts, a fundraising opportunity, and a means of faculty development. Above all, its success is built on the efforts of dozens, even hundreds, of individuals willing to pitch in and cooperate for the love of learning and belief in the life of the mind.

In the fall of 2014, Provost Sharon Vasquez announced that when Humphrey Tonkin retired from the University at the end of calendar year 2015, he would be succeeded as director of the Presidents’ College by former Dean of Arts and Sciences Joseph Voelker. Calendar year 2015 would be a year of transition, with the current director and the future director working together. Calendar year 2016 Joseph Voelker became director of the Presidents’ College.

When Joe Voelker retired from the University at the end of calendar year 2016, he was succeeded by Steve Metcalf as Director of the Presidents’ College.

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Governance

The Director of Libraries

The Presidents’ College is the outreach program of the University of Hartford Libraries and, as such, is under the general supervision of the director of Harrison Libraries.

The Director

The director of the Presidents’ College, who is a faculty member of the University, is responsible for all operations of the Presidents’ College, including program development, identification of instructors, maintenance of the system of volunteers and appointment of its chair, liaison with the senior staff of the University, cooperation with other organizations, and publications. The director is assisted by members of the Harrison Libraries staff, particularly the business manager, who handles the online registration system, budget, technology requests, room reservations and other business-related responsibilities.

The Chair of the Volunteers

The chair of the Volunteers reports to and meets regularly with the director of the Presidents’ College, and works closely with the director of the Harrison Libraries and the business manager of the Mortensen Library. The responsibilities of the chair are to invite and meet with prospective volunteers; work closely with volunteers; arrange their participation as coordinators of the courses and other events offered each semester; chair the monthly volunteer meetings, following through with the proposed agenda; participate in the various committees, and promote the Presidents’ College however and whenever throughout the community.

Volunteer Meetings

The Volunteers meet during the fall and spring semester to discuss programs and policies, to receive updates on new programming, to receive reports on activities, and to manage any other business associated with the volunteers. The chair of the Volunteers chairs the meeting.

Steering Committee

The Steering Committee serves as an advisory group for the director of the Presidents’ College and to assist the chair of the volunteers in her/his responsibilities. Members of the Steering Committee are appointed by the director.

Faculty Advisory Committee

The Faculty Advisory Committee consists of some eight to ten members of the faculty or deans, preferably from all of the schools and colleges of the University, plus the director of Libraries. It provides advice to the director on all matters relating to the faculty role in the Presidents’ College, recommends faculty members who might teach or lecture in the Presidents’ College, serves as liaison with the faculty, and promotes the Presidents’ College in academic circles. The committee is chaired by the director and normally meets twice a semester. The director selects the membership from among those most supportive of the goals and purposes of the Presidents’ College.
Committees etc. 2017-2018

Volunteers
Nancy Mather, chair
Nena Donovan Levine, co-chair
Jenifer Noble, secretary

Steering Committee
Steve Metcalf, chair (2017)
Ray Andrews
Randi Ashton-Pritting (ex officio)
Catherine Banbury
Marcia Cornell
Judy Kacmarcik
Nena Donovan Levine
Nancy Mather
Jenifer Noble
Rose Mary O’Connell

Faculty Advisory Committee
Steve Metcalf, chair (2017)
Jilda Aliotta, Arts & Sciences
Randi Ashton-Pritting, Harrison Libraries
Stephan Bullard, Hillyer
Catherine Certo, ENHP
Louis Manzione, CETA
Irina Naoumova, Barney
Stephen Pier, Hartt
Jeremiah Patterson, Hartford Art School
Michael Robinson, Hillyer
Michael Schiano, Hartt
Instructions for Coordinators of Courses

Course coordinators are a very important part of the Presidents’ College team. We are most grateful for your willingness to serve as a coordinator.

The role of the course coordinator is (1) to assist the instructor with the arrangements for the course, (2) to serve as liaison with course participants, (3) to maintain an overview of the course as it proceeds, and (4) to report on its results.

1. Before the Course Begins

Here are suggested actions to be taken by the coordinator before the course begins:

A. Contacting the instructor three weeks before the course begins.

Three weeks before the course begins, email Monica Mills at mmills@hartford.edu to obtain a registration list. Go to the University web site where you will find an email address for the instructor if they are University of Hartford faculty. Get in touch with the instructor with the following questions and suggestions:

1. **Reading.** Does he/she wish to recommend reading in advance? If so, obtain the information needed. Bear in mind that we can’t oblige enrollees to read things, so it is best to keep such reading, if there is any at all, to a minimum.

2. **Materials.** Will he/she have any material that should be distributed to course enrollees before the course begins? If possible, obtain the material in electronic form, so that it can be easily distributed to the enrollees by e-mail (for those for whom we have an e-mail address).

3. **Introduction.** Would the instructor like you to introduce him/her at the beginning of the first class? If so, what would he/she like you to say? (Most faculty members have bios on the U of H website: use the search box on the front page to locate them. There is also a brief bio in the newsletter and on the Presidents’ College website.)

4. **Microphone.** Inform the instructor that a lapel microphone is available for the KF Room and encourage the instructor to use it (people’s ability to hear varies enormously). The microphone is kept at the circulation desk in the library. Pick it up from the circulation desk in advance of each class session (have the staff check the batteries), and return it when the class is over. (The Woods Classroom has a built-in microphone in the ceiling at the front of the room.)

B. Obtaining a list of enrollees three weeks before the course begins, and regularly update the list thereafter.

1. **List of enrollees.** E-mail Monica Mills at mmills@hartford.edu to obtain a registration list so that you can introduce yourself to the enrollees. Notify enrollees about arrangements for the course: location(s) of meeting rooms, book edition requested by instructor, etc. If no e-mail address is listed for them, call the enrollee to ask if they have an e-mail address. If not, you will need to communicate by phone and/or by U.S. mail. Encourage enrollees to contact you if they have questions. If you can’t
answer their questions, check with Judy. Elsewhere on the Presidents’ College website you will find a sample message, which you may modify as needed.

2. **Class cancellations.** Tell enrollees that in the event of bad weather they should check the University’s website (or call 860.768.4100) to see if the University is closed. If it isn’t, the course will proceed as usual.

3. **Updates.** Email Monica to request updated registration reports weekly for the course you are coordinating.

4. **Continued contact.** Continue to e-mail/mail enrollees as they sign up, to acknowledge registration, meeting room(s) and location(s), text needs, parking location(s), your name as the contact person, etc

5. **Parking for Fellows.** Fellows of the Presidents’ College receive a parking permit.

6. **Parking for non-Fellows.** Non-Fellows are required to park in specific lots and display a parking permit, which you will need to obtain and distribute to them.
   - Go to Presidents’ College website, volunteers page. Click on Handbook and Forms. Click on Parking Permit Procedures and read instructions. Go back to previous screen and click on Parking Permit. Complete form and e-mail it to Ann Smith, Public Safety, at ansmith@hartford.edu.
   - When they receive your request, Public Safety will send the permit to you as an e-mail attachment.
   - E-mail it to everyone on the registration list (or send it by U.S. mail when you have no e-mail addresses) so that enrollees will know where to park and how to display parking permit.
   - Send parking permit out as late registrations are received.
   - Print some extra copies of parking permit and bring them to class for people who register late.
   - Contact Judy if you or others have questions

C. **Use the registration report to take attendance.** Be prepared to introduce the instructor if he/she has asked you to do so.

D. If there are hand-outs to be distributed, see Judy so she can ask someone to print copies in advance (not on the day of the course!), and then pick them up from her office before the class begins.

E. Pick the lapel microphone up from the circulation desk if the class is in the KF Room. Return the mic at the end of each class session.

2. **During the Course**

Suggested actions to be taken by the coordinator during the course:

A. **First course session**

1. Arrive early to insure that the room is ready, appropriately set up, etc. If there are problems, see Judy or Randi Ashton-Pritting or, in the case of the KF Room or the Woods Classroom, speak to any library staff member.
2. Distribute any handouts.

3. Suggest that those with visual and hearing needs sit up front.

4. Remind enrollees about any pieces of business that you informed them about in advance, for example the fact that in the event of bad weather they should check the University’s website to see if the University is closed. Remind them about parking arrangements. Tell them about rest rooms.

5. Take attendance.

6. Introduce the instructor(s) as needed.

8. Sometimes participants appear who are not on the coordinator’s list. If so, note their names and e-mail addresses and ask them if they are already registered (they may have done so at the last minute). If they have not registered and there is still room in the class, allow them to sit in but ask that they get in touch with Judy Kacmarcik to register. Pass the names and e-mail addresses on to Judy. If the course is already at full enrollment and they are not registered, explain the situation to them as politely as possible, with your regrets.

B. During subsequent sessions

1. Attend each session (or, in the event of an emergency, make arrangements for coverage with Nancy Mather).

2. Take attendance.

3. Handle any concerns of instructor and/or enrollees.

3. Unforeseen Circumstances

Dealing with emergencies

1. If bad weather or some other emergency requires the University to cancel courses, notify enrollees as best you can by e-mail and phone and get in touch with the instructor. As soon as the University reopens, contact Monica about rescheduling the missed session and stay in touch with the instructor and the enrollees.

2. If for some reason the instructor is unable to attend a session, notify Monica and the enrollees immediately.

3. Should there be a makeup session, be sure to advise enrollees, giving date(s), time and location.

4. If for any reason you will be unable to attend a session, arrange for a substitute by calling Nancy Mather.

5. The Campus Emergency telephone number is 860.768.7777. To reach the office of Public Safety if the matter is not an emergency, call 860-768-7985.

5. After the Course Ends

Suggested actions to be taken by the coordinator after the course ends:

1. Thanks

Write a note to the instructor thanking him/her for the course and pass it on to Judy. She will arrange for him/her to receive a box of notecards as a thank-you gift, along with your note
6. Sample Initial Letter to Enrollees

Adapt as needed! Include your phone number.

Hello, Everyone!

I’m __________________, Course Coordinator for ___________________

The Course begins (day and date), in (location). We will have (number) sessions, each beginning at (time) and ending at (time).

To reach the KF Room: The Mortensen Library is at the center of the far end of the Harry Jack Gray Center, a prominent U-shaped building at the center of the campus. The KF Room is on the main floor of the Library. Go past the Library desk just inside the front door, go up a few steps and then take a U-turn to the right. The KF Room will be facing you. Please dress in layers. The temperature in the room can vary especially when the seasons are changing!

OR

To reach Wilde Auditorium: Wilde is Located in East wing of the Harry Jack Gray Center #15 on the attached Campus Map (the same complex as The Mortensen Library). It can be entered from the East side rear (which is the lower entrance, and avoids stairs) as well as from the upper level. Please dress in layers. Wilde can often be quite cool, but the temperature in the room can vary especially when the seasons are changing!

If Appropriate

Attached please find material that our instructor has provided.

If you are a Fellow of the Presidents’ College, you have a parking tag that entitles you to park anywhere on campus (except in handicap spots.)

If you are NOT a fellow, you will need a parking permit displayed on the dashboard of your vehicle to escape costly ticketing by campus Public Safety officers. I will e-mail it to you before the course begins. [or] It is attached to this message. Note that the parking permit tells you which lot(s) it is valid for.

You are reminded that picture taking and recording during any class session are not permitted without the prior approval of the professor.

If the University closes for severe weather or any other reason, Presidents’ College courses and events are canceled. Complete closing information is posted at www.hartford.edu, or you may call 860.768.4100. Presidents’ College courses will proceed as usual unless the rest of the University is closed.
7. A Check List

Approximately three weeks before course begins
- Contact instructor by email or phone
- Obtain list of class enrollees
- Order parking permit
- Send introductory email to enrollees, including any materials sent by instructor

Two weeks before
- Request updated enrollee list
- Send introductory email to new enrollees

One week before
- Request updated enrollee list
- Send introductory email to new enrollees
- Send reminder email to all, with any last-minute instructions
- Email Judy regarding hand-outs

A few days before
- Request updated enrollee list
- Send introductory email to new enrollees
- Prepare attendance list
- Prepare brief introduction of instructor

Day of first class
- Arrive 15-20 minutes early
- Pick up microphone from circulation desk (if class is in KF Room)
- Greet instructor
- Take attendance

Subsequent sessions
- Attend class, or arrange for substitute
- Pick up microphone
- Take attendance

Following final session
- Write a thank-you note to the instructor and get it to Judy. She will send the note along with a thank-you gift.