

U.S. Department of
Homeland Security

United States
Coast Guard



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7 Jun 2012

University of Puget Sound
1500 N. Warner
Tacoma, WA 98416

Re: RECOMMENDATION FOR DR. WILLIAM BRADFORD

To Whom It May Concern:

It is with great pleasure that I recommend Dr. Bill Bradford for the position of Assistant Professor of Politics and Government at the University of Puget Sound. Bill is an amazing scholar, indefatigable teacher, a caring coach, a gentleman and a good friend. During his year at the Coast Guard Academy, he quickly impressed all of us within the Department of Humanities. I'd like to offer a few anecdotes from my year with Bill to explain why I believe he would make a valuable contribution in any college political science, government or law program.

My first experience with Bill was during the hiring process. Bill came to the Coast Guard Academy during a surprisingly competitive search for a one-year, temporary, part time appointment to assist the law section (a component of the Department of Humanities) in teaching Criminal Justice to cadets.¹ The position was advertised for just one week, yet it drew 41 "fully qualified" applicants – including a member of the state legislature, a sitting federal judge and two state magistrates. Based on the applications we viewed Bill as the best candidate for our program, but we were worried that he was "too good to be true." As one member of the search committee put it, Bill had "more degrees than a thermometer." He had also published many more articles than we expected from an applicant for a temporary job. To ensure that Bill wasn't just "well-papered," the search committee conducted a thorough review of Bill's references and published works. We were thoroughly impressed by the breadth and volume of Bill's scholarly work. Interviews of Bill's references, including his friends, former colleagues at University of Indiana and even a telephonic interview with the President of the College of William and Mary convinced us that Bill would be a perfect fit at the Coast Guard Academy. A subsequent interview with Bill left us even more assured that Bill would be phenomenal addition to our Department.²

¹ The appointment was intended to be a stop-gap measure pending the arrival of an additional uniformed military attorney in the law section. That uniformed JAG is scheduled to join our faculty next month.

² When we asked Bill why, with all of his qualifications, he would accept a temporary position with us, his replied that he desired to serve those who serve our nation. As I hope will be evident below, Bill proved that he meant what he said.

On Bill's first day at the Academy, I escorted him around the campus and was immediately humbled by his knowledge of languages and arts. Soon after leaving the Humanities building, we ran into a colleague of mine. After a brief introduction, Bill noticed a Russian accent and before long Bill was conversing with my colleague in Russian. Then they switched to Italian. So they could discuss food, opera, music and the wonders of Rome. I later learned that Bill also has language skills in French, Spanish, German and Arabic.

A couple days later, I sat through Bill's first class with the cadets. Bill's first order of business was introductions. He wanted to know something about each of his new students. He polled the room to learn the cadet's name, hometown, sports, and interests. As the students began to introduce themselves, it was clear that Bill was going to be a *very* popular teacher. He was able to make a connection with each student, because he seemed to know at least a little about the particulars of their interests. Whether it was horse riding, archery, football, or just watching movies, Bill was able to engage them in conversation. His questions were always intelligent and delivered to the students in a way to let them smile and be proud of their accomplishments. After class, I overheard several students remarking how "cool" the new professor was.

As Bill's supervisor and colleague, I had occasion to audit many of Bill's classes on military criminal justice. Although Bill had limited experience in military criminal justice, he proved to be an exceptionally fast learner and an even better teacher in the field.³ Bill organized his lectures and Socratic questions to teach on many levels. For the "must have" information, Bill used diagrams, simple stories or had the students chart out the basic rules on the board. By slowing the pace of delivery and using interactive teaching methods, he ensured all students had the foundations required to pass the class. Most of the classes however required students to search deep into the cases and read between the lines: the court said that X was the issue, what was really going on? If that was really the issue, then what rule should they have applied? Why didn't the prosecutor or court follow that rule? What options does the military/society have to deal with these sorts of problems? And every class would have a cross-curricular flight into issues from the government, history and morals and ethical philosophy classes taught here. Bill's ability to connect issues is really incomparable.

Over the course of Bill's first semester, he also became involved in supporting cadets in sports and extracurricular activities. He began assisting with the swim team, designing workouts and supervising practices. (It was a thrill for me to see students from all year groups approach Bill as "Coach.") Bill also assisted the rifle team and periodically met with our mock trial team.

Bill also helped me with my co-curricular duties. In one case, I was coaching a small group of students in preparation for international competition on the Law of Armed Conflict hosted by the Institute on International Humanitarian Law in San Remo, Italy. I found I was having trouble

³ One example to prove the point: I drafted a 30 question multiple choice test on crimes under the Uniform Code of Military Justice. The test was designed to challenge students to interpret how facts on the test fit particular elements of crimes. I estimated it would take 50 minutes to complete the exam. When I presented it to Bill for review, he completed the test in less than five minutes, got every question right and even pointed out some typos. I was amazed by this feat because, even having written the test myself and practiced in the field for years, I could not finish it in less than 10 minutes.

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explaining the issues. After several frustrating weeks of coaching, I asked Bill if he wouldn't mind sitting in on a meeting. He instantly mesmerized the students with his appreciation of not just the law, but the politics of this controversial area of jurisprudence. He gave the students specific recommendations for the competition. His advice paid off. One of our teams took first prize in the competition – bettering teams from 22 other military academies from around the world.

In Bill's second semester, he was responsible for teaching four sections of our military criminal justice class. With over 100 students enrolled in his classes, Bill had the highest student load of any member of the Coast Guard Academy faculty. The number of students meant many extra hours of tutoring and, of course, lots of grading. The class has five exams, including many essays. The most labor-intensive aspect of the class is developing the materials for, and then grading, a "Preliminary Inquiry Officer's (PIO) report." Bill did a stunning job with the materials for the PIO project. His problem set for the PIO assignment was complicated but humorous. He developed intricate instructions and nearly a dozen witness statements from which cadets were to deduce what happened, analyze what crimes may have occurred and make recommendations for the disposition of the offenses. The reports averaged 25 type-written pages, plus dozens of attachments. Bill made it look easy to read, grade and edit the 2,500 pages of student materials.

Perhaps the greatest proof of Bill's mastery of teaching is the feedback that he received from the students. The Law Section at the Academy uses voluntary, anonymous, internet-based course assessments which are available for completion following the last class of the semester. Over 100 students responded to the survey for Bill's class. The first question on the survey was "what did you like most about this course?" The most frequent answer was "Dr. Bradford." In response to the question "how could we improve the course?," ten percent of the students responded, "Keep Dr. Bradford." I wish we could. If there were opening in the faculty at CGA this year, I'm sure Bill would be our number one pick. Regrettably, we haven't a position for Bill this year. I sincerely hope that he will find a new home where his students and colleagues appreciate him as much as we do.

If you have any questions about Bill, please do not hesitate to contact me at (860) 444-8382, or on my cell phone at (415) 706-7460.

Sincerely yours,



C. A. TRIBOLET
Lieutenant Commander, U.S. Coast Guard
Chief, Law Section
United States Coast Guard Academy

Encl: Criminal Justice End of Course Survey



Criminal Justice



Surveys Areas

- [Manage Surveys](#)
- [Question Library](#)

Instructions

This page shows the results from all attempts for all users for the survey.

Criminal Justice End-of-Course Survey - Results

- [Survey List](#)
- [Edit](#)
- [Reports](#)
- [Results](#)
- [Preview](#)

Has Start Date
6/4/2012 [calendar icon] Now
Canada - Toronto

Has End Date
6/11/2012 [calendar icon] Now
Canada - Toronto

Search

Overall Results

112 attempts have been completed

Question 1

ABOUT THE COURSE: What did you like MOST about the course?

Answers

 [Collapse Responses](#)

- I liked the fact that it was applicable to the coast guard.
- I liked that there was not very much homework. I also liked that I got a chance introduction on law.
- It was fun
- the pio was a great project to learn how to navigate the MCM.
- Format of tests and class procedures
- The way the instructor taught it was very relevant and gave many practical examples interesting and i would love to learn more and have prof Bradford as a teacher
- This was my first introduction any time of formal legal study. It also gave me r the military justice system and some of the peculiarities that are not found in t civilian justice system.
- I liked all the discussions we had because it helped me understand the materia
- Learning about our rights and what laws/regulations apply to us.
- The instructor BIII Bradford was a phenomenal teacher.
- Learned a plethora of new applicable knowledge.
- I liked the material we learned. It was interesting and will definitely be useful t future.
- Organization; cases
- in-class discussin/lectures
- Learning about all of the complexities of military and civilian law
- I liked how it was possible to make the questions funny by giving the character names
- The PIO. It was very interesting and really helped me learn a lot. I had to use i which was beneficial for test later on.
- I was not part of this course this semester.
- The practical tests based on what we had covered in class. Also how we did the reading everyday and went into the specifics of the cases and why the outcome produced.

It was applicable to being a CG officer and an informed citizen, military member subject. It was very interesting during discussion of the Articles in the UCMJ w/ exactly how some elements are fulfilled and others defended.

Learning about the nuances of the law.

this course was very informative and gave us practical knowledge that will be c again in our careers.

The subject matter of the cases covered were interesting and engaged the stud it was really interesting

Very practical and was taught in a way that was easy to see where the concept they will be useful in the future.

The comparisons of the civilian and military court systems and the reasons for Professor Bradford, great teacher, broke everything down very well.

Learning about the material. Interesting stories.

Learning how the law functions.

The cases

the PIO

The discussion and topics we learned. I really felt like I know more about law a behind it. I also enjoyed the teaching style of Dr. Bradford. He made learning I Professor Bradford. He's so smart, so funny, and he makes the boring stuff into keep him here!

Dr. Bradford is the man, please bring him back!

Dr. Bradford

That I finally have an understanding of how the legal system works.

I enjoyed reading about the interesting cases given as examples.

The variety of interesting cases that were discussed.

I like Professor Bradford.

Professor Bradford was amazing. Please let him stay!

Very informative, and I felt like I learned a lot. Also, the readings were very inl cases provided in the reading really helped me grasp the material.

It was very interesting and covered all of the applicable topics we will face as c

The course was very practical. It was interesting to read the news in the conte: learning in class.

I liked that I learned so much about really important things everyday in class. matter was awesome!

Bill Bradford - he is an awesome teacher and should be given the opportunity t and teach here at the Academy.

The Structure. The Pace. The Instructor (most importantly)

Dr. Bradford teaching made it very interesting and fun to learn. I learned more than I have in most of my other classes.

I really just enjoyed the case studied and the material in general. It was useful I really needed to know for my future as a coast guard officer.

The presentation of the material was in such a way that was engaging each and every one of us. It sparked genuine interest and conversation among cadets.

Subject content and the case studies were very interesting and helped me learn that we could talk through the subject, not be mindlessly lectured

the lectures and discussion of the material

Going over actual cases - that it wasn't just cut and dry theory

The teacher was great. Every class was interesting and I feel like I learned more than in any other class I've ever taken at the academy.

Applicable to the job.

Learning about the various laws and how they are applied to military and civilian

I actually enjoyed the subject material. It was practical

Learning about the justice system and how to do a PIO

The content was interesting

Applicable to the real world, we will most likely use this a lot as officers and it is important to understand these processes for the civilian world too.

Dr. Bradford was the best. He brought great insight into the course and made it very interesting.

I liked the case studies and the PIO is definitely something that is applicable to

The instructor, the PIO

Useful to future coast guard career

The open discussion regarding each case study allowed me to derive a deeper understanding of the workings of military law.

Bradford

The interesting cases discussed.

I like that it gave me a idea how the military justice system works. I learned a lot that I didn't previous know about my rights.

The instructor and his passion for the subject topic

Being interested to a new topic that I had no experience with.

I liked the fact that it is very applicable to our careers in the Coast Guard. I highly recommend this course for that.

Going over the case studies.

material was relevant to coast guard life and peaked the interest of the cadets

Professor Bradford, great instructor

I was not enrolled in this class, however I was never removed from the blackboard

The topics that we covered.

the content was excellent. The instructor, Dr. Bradford, was phenomenal.

Subject matter was interesting

Learning about the UCMJ

I enjoyed the discussion style class

Prof Bradford. He is a great teacher and asset to the Academy and should be given opportunity to teach here next year.

I liked the spreadsheets on different charges. For example, all the different larceny burglary charges.

The tests.

Interesting and applicable topics

I liked the class discussions.

The reading

the readings were interesting!

Prof. Bradford. He treats cadets with respect and like adults.

Pretty much everything, I liked learning about law stuff that I didn't really understand

No homework involved in the course, other than reading

its practicality to what we will do in the fleet

The instructor's ability to convey information in a clear and concise manner.

The material was very applicable to our careers as future Coast Guard officers. the information learned in this class in the future.

Dr. Bradford, great knowledge of the subject, highly competent, easy to relate to as a teacher

The relevance of all the topics and the way the class was taught

Dr. Bradford is very knowledgeable in the subject, and is passionate about teaching. He is also passionate about his students and cares for them. The fact that he takes time to relate to us and show us his passion for us as students motivates us to work hard.

I liked the relation to real world cases and in class discussion

classes were interesting and the material was actually relevant to me.

easy

I enjoyed spending the morning with Dr. Bradford and listening to his interesting stories and the intricacies of the UCMJ. In the PIO, although it was long and arduous, Dr. Bradford's sense of humor appeared in each section. I must say it was the one thing that kept me productive and interested in doing my best.

Prof. Bradford's energy for the subject matter

Interesting cases

I enjoyed the instructor and just learning applicable material.

jokes in the questions

everything

discussions

Number of

Question 2

What did you like the LEAST about the course?

Answers

 [Collapse Responses](#)

I would have to say the beginning part of the course because we went through review of the constitution instead of learning about cases.

I didn't like that the tests were very difficult because every little detail mattere

It involved reading

I would have liked more time for exams

Amount of reading

Everything was very good. i like it all

the PIO was kind of a stand alone project. It would've been nice to incorporate lesson blocks

There were some packets that were really long to read.

all the multiple choice questions - essay or short answer would allow for a better understanding. also did not like having to print out all the enclosures - WHAT A PAPER.

I felt the test should have had some short answer because just 20ish multiple choice does not leave much room for error.

The PIO was obnoxiously large.

I did not like that the readings were not always enforced. I read for every class some people slid by without reading. I feel that someone can get so much more class by reading the material beforehand.

Sometimes the questions on the test were unfair

discussing the readings days after they were assigned

The multiple choice exams

It was tough to start the morning by going over cases

Multiple choice test. I like free answer more. The first test was good but the other was no room to explain how you felt or why you choose a certain answer.

I was not part of this course this semester.

The second test really threw us for a loop. It seemed like many questions were of being tricky and confusing.

There was little feedback on the PIO. More concrete feedback would allow for better we might have to complete in the future with real cases.

The amount of reading.

The length of the readings on top of nightly engineering work.

the tests were simply multiple choice so there was no chance for partial credit, because the first test grades were so high the subsequent tests were made easy without a CAAP session which hurt most people's grades

The amount of Lesson Blocks provided was overwhelming. A vast amount of material limited binder space.

nothing

Nothing, I thought that the course was well taught and moved at an appropriate

By the end of the course there was very little class discussions.

A lot of reading

How long PIO took. PIO is a good learning experience for most cadets, not so for internationals, but still pretty interesting even though at times tedious and boring. Typing everything up is dull.

Amount of reading

All the reading

What I liked least was some of the reading assignments that were over 22 pages. It was a lot to read with other assignments and work.

some of the reading was a little long

Dr. Bradford is the man, please bring him back!

Multiple choice tests on information with a lot of grey area.

n/a

That there weren't review sessions for each test.

Having to read for every class.

Lots of reading.

The readings

The second and third tests were very unfair. After the first test, the second two were a surprise, and did not reflect what we had learned in the course. Additionally, there were multiple answers that could have been correct for many of the questions.

It would have been better if the readings had been issued as a bound book.

The reading assignments, though attenuated, were still very long. If the assignments in any way be incorporated into videos that would be excellent. Watching a movie lecture, is easier than reading. I did almost all the reading for the first test and next test, but after that I gave up and just took notes in class. Having a summary along with the full case in the handout would help to make sure people like me can participate in class when unable to read due to assignments/projects in other classes. Even without reading, I was able to validate the final, which speaks to the teaching efficiency of Dr. Bradford.

Delivery of the course was monotonous. Read, Talk about the reading, read, talk about the reading, read, talk about the reading...

The reading

Reading the long packets.

nothing i enjoyed the course

Test number three was rather challenging due to the wording of the questions, but that the class went great.

n/a

n/a

finding time to do the reading...but i think that is more a "me" issue than a "cc

Hours of dedicated reading

There was a lot of reading.

N/A

No complaints.

Too much reading

The lectures could have been more interactive. Not so black and white being to the lesson block.

All the legal vernacular, some of it was a bit confusing.

The readings were a bit long, but in order to cover the material they were necessary. Therefore, everything worked out in the end.

All multiple choice exams were very difficult as they did not allow for partial credit.

The case reading

The lack of participation of many members of class made it so that the discussion around the thought process of only a few class members.

The many readings

I didn't really find anything that I didn't like about the course

The PIO

The pace was a little fast.

The PIO. It took way longer than I expected. Like 38 hours altogether. I would prefer shorter, and with fewer offenses committed

The fact that it was difficult to take notes due to the speed at which we went on in class.

the amount of reading material and handouts was extensive and did not fit well

Reading through the entire boring court cases.

The amount of reading

Learning how to use the MCM, the PIO

The length of the reading, by the end it was hard to focus on what was being said

The reading.

It was a lot of reading. The reading was good though.

The PIO.

Intensive packets could get mundane reading

I liked the middle two tests the least.

There could have been some more examples of cases given during class.

I feel the tests should have had some more essay questions.

the reading

Reading

It was difficult to study for the tests

sometimes I was confused what reading we were supposed to have done

I was not a fan of the second and third multiple choice test due to the relatively few questions asked.

A lot of reading.

n/a

reading

How many readings there were, i want more case studies

The readings were long, but there was a lot of material to cover.

PIO

alot of reading for each lesson block

lots of reading

The amount of reading required was difficult to keep up with. It was usually se other classes.

Not validating the final.

had too many readings

There was a lot of reading, but i did feel that it was necessary

reading got long sometimes

nothing

all the readings

Number of

Question 3

How would you IMPROVE the course?

Answers

 [Collapse Responses](#)

Keep Prof. Bradford!

I would improve the course by getting easier tests that were not as detailed by the knowledge of the material.

Less reading, more fun

Shorter tests. that way we can have time to check all elements.

More condensed readings

I thought everything was run well. However i would maybe invest in a book. Hi would be very usefull instead of a bunch of individual assignments.

Eliminating a few of the later case study packets and instead focusing on an ac over the necessary forms and how they work could make writing the PIO simple accurate

cut down the reading material and rely more on conversations and discussions

multiple choice questions. also i think the Naval War College should be mandat great experience and opened my eyes to how this is applied in the real world.

Make the test also have some short answer questions

Condense the readings.

I cannot think of anything to improve the course.

Have a bounded book with all of the readings inside

less readings

Make more of the tests partial credit. More important to see if someone knows talking about rather than tricky multiple choice answers.

make the reading more concise

Start the PIO earlier. Also make the test short answer.

I was not part of this course this semester.

more focus on the punitive articles and how they are used. Also, more time in to learning about PIO writing skills.

Would recommend that the PIO is broken into parts. This would allow the instr give feedback on each individual section (FF, Opinions, Recommendations, etc) student learn of the different forms/recommendations that are required for diff adjudication paths.

less tricky questions on the tests

N/A

have a CAAP session for every test

possible videos as an overview of certain subjects and elements to offenses.

less reading

I think that it would be hard to improve upon this course. It incorporated a gre civilian and military law and how they work together and the differences betwe

Ask the cadets more questions to make us more involved and get people to re discussions are more interesting.

Keep Professor Bradford

Nothing really. The readings are interesting in general but way too long to reac

More student interaction in class

more notes/powerpoints

Making the tests a better variety instead of all multiple choice. Also, some of th even though they were all under 25 pages, were still too long for a reading ass

make the mock trial part mandatory and use more power points

Dr. Bradford is the man, please bring him back!

Have tests that allow more open interpretation of the laws as long as those int well discussed and defended.

Maybe along with the PIO, have smaller assignments like mock trials set up. I of the best ways to fully see how the legal system works.

Hold review sessions for each test.

Reduce the amount of readings

Keep Professor Bradford.

Less difficult tests

All tests like the first test.

I think there should be more out of class assignments to get students to engag matter outside of the classroom.

I would include some variation from the reading, such as watching video cover would also require initial submissions for the PIO: findings of fact due on a cert opinions, etc. This would prevent the overwhelming effect of trying to figure out package at once and keep people from starting the night before. I would make allotment for the initial submissions be very small, though.

Field trip to that Military Law school and mock UCMJ in RI.

less readings

Keep Dr. Bradford Teaching

Find a way to make the course a little more interactive.

I would recommend that Prof. Bradford teach it next year as well, his ability to have a true passion for learning the material is unprecedented.

better way to organize all the LB maybe in a book?

keep Dr. Bradford

n/a

more essay-type questions on exams

n/a

More multimedia usage

Possibly checkpoints for the PIO. Not necessary though.

have the instructors teach the lesson and then read material on the lesson after

Maybe a field trip to see a real trial, UCMJ.

Provide examples of court cases using internet resources such as YouTube.

I would make the exams similar to the first one (ie a combination of multiple choice and answer questions) so we could at least get some partial credit.

more discussion about the actual cases

More essay questions less multiple choice

Ask the students to read only the cases, this minimizes the amount of reading, provoking people who are intimidated by the length of reading. This would allow discussion while the concepts missed in the reading, can be more directly applied

I would have liked to have learned how a courts martial is actually conducted.

Less readings

I think communication could of been better through emails and reminders.

hold review sessions for every exam

Make it a two semester course.

I would include quizzes or something, which are good grade boosters.

nothing.

possible videos of scenarios to better understand the elements of a crime

Keep Professor Bradford

less to read.

Make the tests more direct. Don't try and trick students

Maybe have the PIO due in incremental parts, instead of all at once

n/a

I would try to make the readings more condensed.

No suggestions.

Make the readings an online assignment so less paper is wasted.

Spending more time on how cases affect us

either less multiple choice questions, or more time to take the test , I felt very the exams.

idk, nothin i guess

Try to consolidate the reading, pull out main points better

Reduce some of the reading.

I would lengthen the second and third multiple choice tests.

Instead of so many handouts is it possible to get a book that contains all the re consolidate the readings some

less reading

More Case Studies, maybe a simulated NJP or Court Martial

Change the format of the class. Open up more discussions.

Nothing

not as much multiple choice questions on the test

less reading

1. Make Dr. Bradford part of the permanent teaching staff. 2. a few small writi would help in preparation for the PIO.

Consistent tests difficulty

Reduce the number of readings

if there was a way to make the class more interactive that would be an improv

find a way to make the reading shorter

no way to improve

make tests not all multiple choice questions

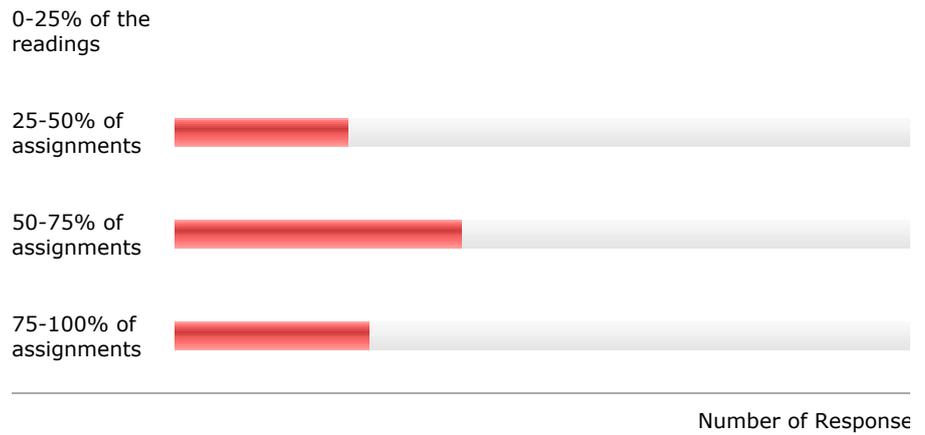
Number o

Question 4

How often did you complete the reading?

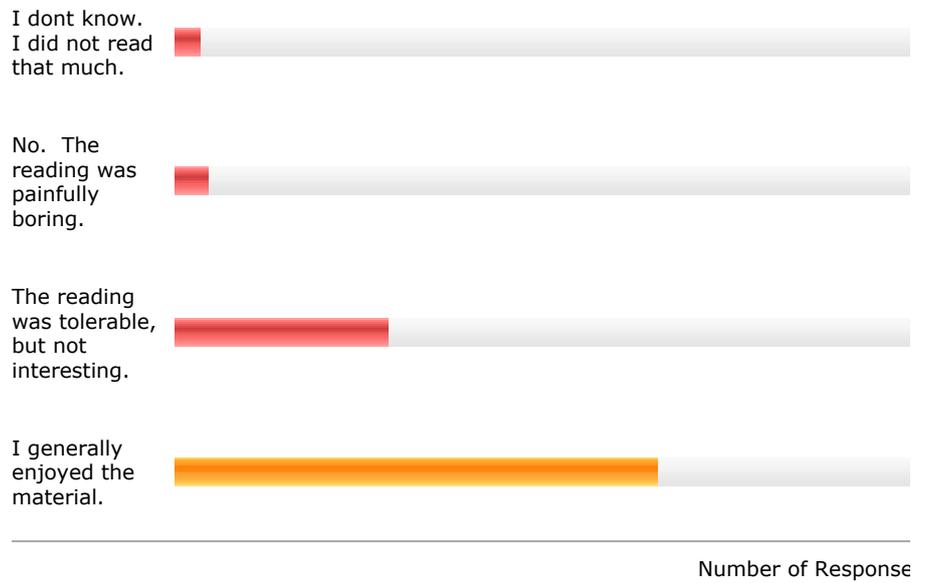
I completed approximately:





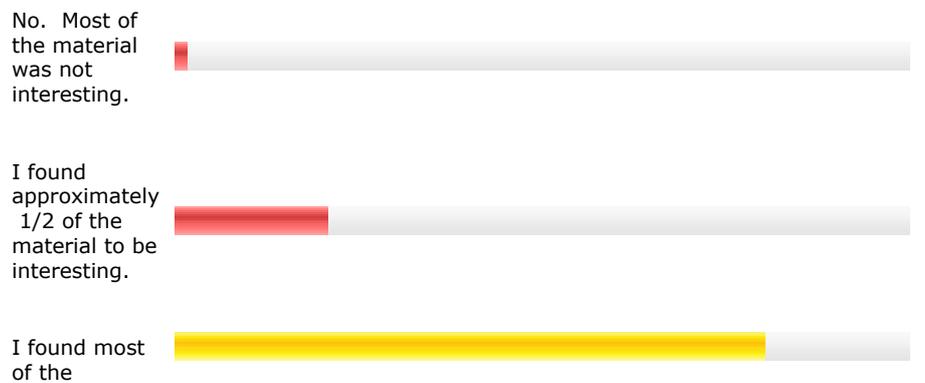
Question 5

Did you find the reading interesting?



Question 6

Did you find the class discussions interesting?



material to be interesting.

Number of Response

Question 7

Did you find the material to pertinent to your lives as citizens, cadets and future officer

No. not all.

I found some of the material to be pertinent.

I found half of the material to be relevant to me.

I believe that most of the material is relevant to me as a citizen, cadet and future officer.

Number of Response

Question 8

Which Professor was your primary instructor?

DR Bradford

LCDR Tribolet

Number of Responses

Question 9

How would you rate your professor as a teacher?

No so hot - the instructor should seriously consider other employment.

The instructor was "ok"

The instructor was "good"

The instructor was very good.



Number of Responses

Question 10

Please comment on any strenghts or weaknesses of the way the course was taught tha to share.

Answers

[Expand Responses](#)

Number of Responses

Question 11

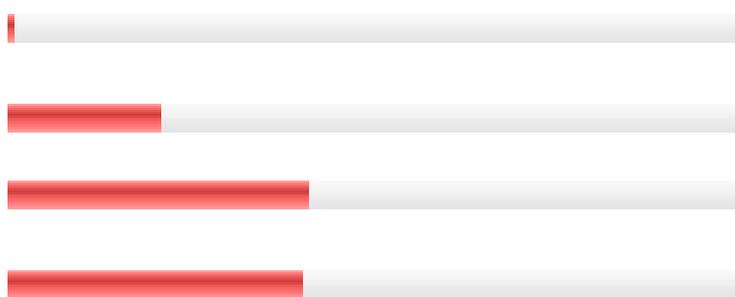
How much time did you spend on the PIO?

Less the 8 hours

8 - 12 hours

12- 16 hours

More than 16 hours



Number of Response

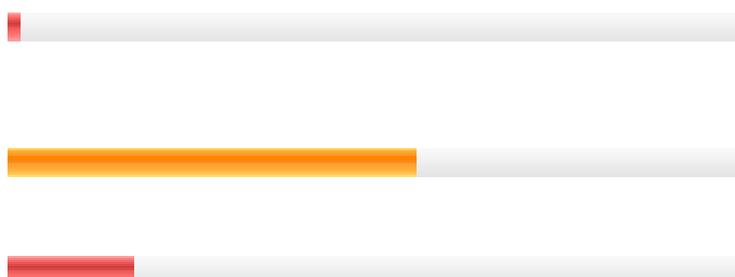
Question 12

How far in advance of the due date did you start working on your PIO assignment?

Are you kidding? I started the night before.

I began working on the PIO two weeks of more before it was due.

I began work at least a



week before the due date.

I began work on the PIO between 2 to 6 days before it was due.



Number of Response

Question 13

Did learn about law while writing your PIO?

No. Not at all.



Yes. I learned "some" to a "lot" of criminal law while writing the PIO.



Yes. I learned more about the criminal law writing the PIO than I did in the rest of the class.



Number of Response

Question 14

Should we continue to assign a PIO in future classes?

NO. There is no value added in the PIO.



MAYBE. The PIO is neither a good nor a bad assignment.



YES. The PIO is a valuable learning experience.



Number of Response