

# ACHIEVER



# TABLE OF CONTENTS

## COVER STORY, page 6 **Changing Times, Changing Directions**

Higher education has become the key to advancement in most career fields, and American workers must constantly retrain, retool, and reinvent themselves if they hope to remain competitive in today's highly technical, global workplace. Welcome to the changing face of education in the 21<sup>st</sup> century.



2	PRESIDENT'S MESSAGE
4	A WOMAN OF SUBSTANCE
6	CHANGING TIMES, CHANGING DIRECTIONS
11	WOMEN AT WORK
12	BREAKING NEWS
16	A NEW FACE IN THE PROVOST'S OFFICE
18	ROBIN MAJESKI
22	CLASS NOTES
25	CLAENDAR OF EVENTS
26	CHAPTER HIGHLIGHTS
32	HONOR ROLL



*Gerald A. Heeger*

## Dear Alumni and Friends:

At UMUC, we are setting the bar for higher education now and in the years to come. It's all linked to our dedicated mission here—offering open and affordable access to the highest quality education for adult learners.

As the president of this university, I would like to thank each of you personally. You have helped us immensely to shape and clarify that mission—by sharing your dreams and aspirations, your unique perspectives, and your lifelong learning needs. Moreover, you have given selflessly of your time, energy, and money to make UMUC's mission come alive with cutting-edge academic programs, innovative methods of service delivery, and exceptional partnerships that literally span the globe.

However, like any great mission, ours needs constant nurturing to ensure that it remains dynamic and responsive to the diverse requirements of our student body. Every year we ask you to make another very special gift to our annual fund—and, every year, you come through with the extra dollars this university must have to continue growing in new directions.

Take our gerontology program. Just three years ago it was little more than a concept, with a handful of classes and a few students. Since then, this program has grown by leaps and bounds, offering an incredible array of fascinating courses—most of which are now accessible online—and an outstanding faculty drawn from among the most respected leaders in the field. Moreover, student enrollment is up by 80 percent and expanding each semester—a testament to the program's success in meeting a critical workforce training need, especially given the challenges we all face as the baby boomer generation ages.

But programs like this one don't just happen at UMUC. They are thoughtfully planned and strategically delivered, with help from the contributions you provide—especially those that help fund scholarships. Without these scholarships, some of our students would not be able to take advantage of UMUC's wonderful programs.

And so, on behalf of everyone here at UMUC, I would like to thank you once again for investing in our mission over the years—a mission that will only grow stronger with your continued support.

Sincerely,

A handwritten signature in black ink that reads "Gerald Heeger". The signature is written in a cursive, flowing style.

Gerald A. Heeger  
President



*Debra E. B. Young '88 with  
her husband, UMUC Alumni  
Association Board Member  
Ralph C. Young '93*

## Dear Alumni:

Higher education has undergone a dramatic transformation in the 57 years since UMUC first opened its doors. Some of us remember when college was where you went after high school—if your family could afford the tuition. In those “good old days,” professors ruled the learning environment, most students lived on campus, and a four-year liberal arts degree was standard fare.

The dawn of lifelong learning changed everything. For one thing, advanced technology has created a society in which knowledge is both highly dynamic and highly specialized. In today’s workplace, half of what an information technology major learns as a first-year student is effectively obsolete by the time he or she graduates. To maintain a competitive edge, one must constantly learn, grow, and adapt.

So it’s no wonder that nearly half of all college students these days are considered “nontraditional”—students age 25 and older who pursue higher education after being away from school for at least seven years. Once they return, they are often juggling the additional responsibilities of family and career. Because their needs are different, these students demand a different kind of learning environment—one in which teachers and students become partners in the learning process. One that is accessible, flexible, and relevant. One that is much more outcome-oriented and, thus, empowering.

Given this new approach to learning, even the most traditional colleges and universities are scrambling to cater to the adult market, offering online coursework, flexible class schedules, and expanded student services. Universities like ours, created specifically with the adult learner in mind, continue to lead the field in innovation and experience, charting the course for higher education in the 21<sup>st</sup> century. With your help, we can retain this lead.

As a UMUC graduate, you know what it means to succeed as an adult student. Now you can share your wisdom with others. By donating a few hours of your time to welcome or mentor one of our new students, you can help us continue to build a world class, worldwide community of lifelong learners. Just log on to the Alumni Association’s Web site at [www.umucalumni.org](http://www.umucalumni.org) and look under the “Stay Connected” heading to learn more about this and other exciting alumni volunteer opportunities.

We look forward to hearing from you.

Sincerely,

Debra E. B. Young '88  
President  
UMUC Alumni Association

# A WOMAN OF substance

All it takes is a few minutes with Sharon Pinder, this year's recipient of the UMUC Distinguished Alumna Award, to realize that she is on a mission—one she views as an important component in a remarkable and inspirational career.

As executive director for the Governor's Office of Minority Affairs in Maryland, Pinder is leading what some refer to as a minor revolution, working to overhaul the state's Minority Business Enterprise Program. And she is definitely the right woman for the job, having faced many of the same obstacles that minority business owners struggle with today.

To begin with, Pinder launched her career in technology more than 20 years ago, an African American woman in what was then—and to a large degree still is—a traditionally white male-dominated field. It grew out of what she calls "pure necessity" when, as an undergraduate at Morgan State University, her scholarship was running out and she had to get a job. Having already earned six computer science credits as part of her bachelor's program, she answered an advertisement for a data management job at the Equitable Trust Bank in Baltimore. Although she could not have predicted it at the time, that job proved to be the beginning of an exceptional career in high technology.

"I never consciously planned to take that job and turn it into a career," Pinder said, laughing. "Nobody who knew me could believe that I would even go in that direction, because at Morgan, I devoted much more time to practicing and performing with the college dance troupe than I did to anything else. So if you believe in predefined paths, well, that's what that job was for me."

At Equitable Trust, Pinder worked as a technical librarian, supporting the bank's system engineers—who were all, predictably, white males. Her job "got very boring, very fast," as she put it, especially when she realized that she could do what the system engineers were doing and make a lot more money to boot. So she applied for and was accepted into the bank's programmer training program.

According to Pinder, that training became a steppingstone to bigger and better things.

"I paid my dues as a programmer and did the 24/7 shift work just like everyone else," she said. "However, at some point early on, someone decided that I could walk, talk, and chew gum at the same time, and I began to move up with the help of some truly great mentors."

But it was John Milton, vice president and general manager of Baltimore Federal Financial, a savings and loan company, who Pinder credits with having made the greatest impact of anyone on her burgeoning career—by offering her a shot at senior management in the 1980s. The move came in the midst of the U.S. savings and loan crisis, when the company had begun a merger with, of all things, the Home Shopping Network. Milton brought her in to help the company decide how to outsource its data operations, and Pinder now calls that job a "life-defining moment," the kind that "shapes and molds you."

A similar moment came around that same time, when Pinder met and married her husband, Reginald, and became mom to his then preschool-aged son. Looking back, she says that juggling the demands of a new family and a new job is difficult for anyone. But for her, being the lone black female manager in a highly competitive field made it even more daunting at times.

"Although I worked very, very hard building my tool kit, it certainly wasn't easy," said Pinder. "In those days, you never saw anyone who looked like me in the technology business. There were a few African American men, but no women. I would go to meetings where everyone would simply look through me, ignoring what I had to say. So I developed a thick skin. My ice had to be colder than theirs, if you will. Those experiences had a profound affect on me, though, and taught me that there was no challenge I could not meet if I set my mind to it."

Pinder has undoubtedly met her share of challenges. From the banking industry, she went on to serve in various managerial roles

“ . . . at some point early on, someone decided that I could walk, talk, and chew gum at the same time, and I began to move up with the help of some truly great mentors.”

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for some of the biggest names in technology—including General Electric and MYCOM—and later ventured out on her own as founder and president of Early Morning Software. She managed to fit community service into her already busy schedule and, in the mid-1990s, began devoting her weekends to completing a master’s degree in technology management from UMUC, all while spending her weekdays promoting the Internet worldwide for General Electric Information Systems.

“The master’s program was another one of those defining life experiences and an extremely important component of what continuing success I have enjoyed over the years,” said Pinder. “I had taken a course at UMUC, and my instructor called one day out the blue and told me I should come over and check out the executive technology management master’s program. I did and realized it was a great fit—the next logical step for me. I loved it, and I met some incredible people during my two years there. But I must say that sometimes I don’t know how I did it all. Combining family and work was tricky enough. Adding classes and homework to the mix? Wow.”

Despite her accomplishments, Pinder has never been satisfied to be just another successful businesswoman. Instead, she likes to call herself a “change agent,” advocating passionately for the people and causes she believes in. Over the years, she has been widely recognized for her efforts in that vein, receiving a number of awards in addition to the UMUC Distinguished Alumna Award.

In 2002, Leadership Maryland named her Outstanding Leader of the Year, calling her “the embodiment of the word *leader*.” That same year, she received the “Techno Rising Star” award from the Maryland Department of Business and Economic Development, and was named one of Maryland’s top 100 women. Additionally, she has served on the boards of a number of nonprofit organiza-

tions, including the Maryland Committee for Children, Associated Black Charities, the Woodholme Foundation, and the University of Maryland Eastern Shore.

Her latest appointment, as head of the state’s Office of Minority Affairs, came as no surprise to those who know her well. She takes her duties very seriously, given that more than half of all businesses in Maryland come under the purview of her office.



“As far as we have come in talking about diversity in our society, we still have a long way to go when it comes to ending discrimination in the marketplace,” said Pinder. “Demographics are destiny, so to speak, and demographics are changing dramatically in this country. In Maryland, there are 82,000 minority business enterprises and an additional 110,000 businesses owned by women. Those numbers are huge.”

According to Pinder, the most rapidly growing economic sector is entrepreneurial, for which there is a disproportionately high number of minority businesses. That said, it’s her job to enforce the laws that govern minority business

participation in Maryland, and, as she is quick to point out, the governor has given her an unprecedented opportunity. Pinder is more than happy to accept the challenge and considers it the “higher order” of her life’s mission.

“People always ask me why I went into the public sector at this point in my career. I tell them that I feel like I’m on a mission from God,” she said, laughing. “What better way for me to make an impact in this state for years to come? I guess you could say that it’s all part of what the good Lord has given me in fulfilling my mission in life.”

Spoken like a true woman of substance.



Today, workers must constantly retrain and retool to remain competitive in a highly technical, global workplace. Welcome to the changing face of education in the 21<sup>st</sup> century.

# CHANGING TIMES, CHANGING DIRECTIONS

**I**n surveying the landscape of higher education in the new millennium, the words of an old Bob Dylan song come to mind—“**the times, they are a-changing.**”

If you remember all of the words to that anthem of the 1960s, then you probably also recall a time when high school guidance counselors divided students into two tracks—college-bound and vocational. Students who chose the first track were expected to enter college shortly after high school graduation; students in the second track usually went on to learn a skilled—and frequently unionized—trade.

Those were simpler times, and often a high school diploma was all you really needed to maintain economic self-sufficiency. Boy, have those times changed.

For one thing, higher education has become the key to advancement in most career fields, and American workers must constantly retrain, retool, and reinvent themselves to

remain competitive in today’s highly technical, global workplace. Even licensed professionals have to pursue continuing education credits to maintain licensure, and up-to-the-minute “techno-literacy” has become a necessary skill in just about any job.

Today, companies hire administrative employees based on the number of computer applications in which they can claim proficiency. E-commerce has replaced the old-fashioned business trip for many corporate executives. Computer-savvy lawyers can download what once amounted to hours of backbreaking case law research in a matter of seconds. Even auto mechanics, who used to rely on manual dexterity, know-how, and a good set of tools, must now know how to run computerized diagnostics and replace microchips.

As workplace demands have continued to change, so has the career preparation market. The result has been the rise of the “adult learning” institution. Unlike traditional students who simply take longer than average to complete a degree program, adult learners, by definition, have been away from the academic environment for at least seven years. And now that adult learners make up more than half of the undergraduate population, many colleges and universities no longer think

in terms of terminal degree programs, but rather build their programs within the context of lifelong learning opportunities.

Instead of limiting access to those with high SAT scores, a growing number of institutions seek to attract more “nontraditional” adult students through open admissions policies and retain them with strong academic and financial support systems. In meeting the accessibility needs of adult learners—who often have career and family responsibilities as well—these same institutions are beginning to make high-quality distance education a priority.

Many have jumped on the bandwagon, but few have distinguished themselves to the degree that UMUC has. Founded almost 60 years ago as the University System of Maryland’s adult learning institution, UMUC remains a true leader in the field, boasting one of the most sophisticated and comprehensive distance education programs in the world, with an online student services menu that is second to none.

**U**nder the leadership of President Gerald Heeger and Provost Nicholas Allen, UMUC has moved the business of educating nontraditional students further into the mainstream, while serving as a role model for other, more conventional colleges and universities.

Both Heeger and Allen are old hands at the adult learning market. Although Heeger began his career as a political science professor at the more traditional University of Virginia, he soon moved on to teach in the adult learning program at Adelphi University, where he became a full-time faculty member.

“I always liked adult students,” said Heeger. “They seemed more engaged and brought with them a broad range of life experiences that made for a deeper, richer learning and teaching experience.”

Allen’s love for the adult learning environment harks back to his 23-year career with the U.S. Coast Guard, where he served as the director of their continuing education component, the Coast Guard Institutes. There, he created courses and service-wide promotion exams and, upon retiring, served as a consultant. Eventually, though, he found himself at UMUC.

“I was very much attracted to the university’s tradition of service to people who made a difference—people like our military students,” said Allen. “After all, I believe that the floodgates began to open wide for adults to go back to school after World War II when our soldiers returned home with the GI Bill in hand. That was a real turning point in making education in this country accessible to everyone, not just the cultural and religious elites. Consequently, we now have a whole generation of intellectuals and scholars who went through adult learning programs.”



*Nicholas Allen*



*Gerald Heeger*

Both Heeger and Allen have brought their unique experiences to bear in shaping UMUC’s core mission. But, as both will agree, it takes a great deal of strategic planning, a highly focused approach, and a “big picture” perspective to succeed at that mission. As the Council on Adult and Experiential Learning in Chicago concluded in a recent study, every aspect of university life must be designed to “overcome barriers in time, place, and tradition in order to create lifelong access.”

That being the case, how are other institutions doing when it comes to the adult learning market?

“For the most part, higher education is very adaptive,” said Heeger. “However, too many colleges and universities that try to cater to adult students still see it as a kind

of sideshow—not as the core of their mission, which is to educate younger, full-time students. As a result, they do not really understand the complexities of the adult learner. So adults enroll in these institutions expecting more services and greater flexibility, but they don’t get what they think they are paying for. Here [at UMUC], everything is about making it easier for our students to meet their individual learning needs.”

Multiple methods of instructional delivery, degree credits for life and career experience, flexible payment options, user-friendly student services, and a more collaborative and relevant learning environment, in which students are actively involved in defining and meeting their learning needs—all are part of the equation. Each component of university life is geared toward accessibility, which is at the core of everything UMUC does. And that includes its admissions policy.

As with most adult learning institutions, UMUC is an “open university,” which means that students can enroll without going through the more subjective admissions process that many colleges and universities rely on. As Allen likes to say, “UMUC has put a lot of strategic energy into creating an open university for anyone from 18 to 80 who aspires to some educational goal.”

However, the open admissions concept is one that has come under fire recently from traditional academicians and politicians,

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alike. (Remember then-New York City Mayor Rudy Guiliani's move to rein in the City University of New York, an open admissions pioneer from the 1960s?) The argument goes something like this: If you admit anyone, how can you maintain academic quality? But as Heeger is quick to point out, "open universities are not just about admissions."

"It's about creating an institution that is cognizant of the broad diversities in learning experiences and lifestyles," said Heeger. "It's an institution that not only welcomes students, but also accepts the responsibility of helping them succeed once they arrive. Only a small number of our students come to [UMUC] with no college education at all, and most of them have been out in the world of work for a while. Our challenge is to give them the tools they need to build on the skills and assets they already have. We spend a lot of time, energy, and money doing that, which is why very few of our students are unsuccessful learners."

Allen concurred. "Anybody can be an open-access university," he said. "The trick is in creating access that is not separate from quality. We must be able to measure how well we have done as a teaching institution. That's why we are now making learning out-

addressing these variables. It's all about quality—which is why Heeger and Allen have been judicious in the university's online investment.

"We wanted to ensure that our students could be just as successful online as they were in the classroom," said Allen, "so we didn't spend hundreds of thousands of dollars on flash-dash bells and whistles; instead, we invested in a good conferencing system and intensive faculty training. In looking ahead, we don't want to blow money on every fad that comes down the pike, like electronic textbooks, for example. Instead, we're trying to increase interactive quality through technologies like videoconferencing and teleconferencing. And we're putting a lot of energy into creating an embedded outcomes assessment system that is as useful for online learning as it is for face to face."

Heeger is quick to point out that no institution of higher education has grown in sheer numbers like UMUC has, and that this growth is directly related to the university's dedication to making its degree and certification programs accessible to anyone, anywhere around the globe. But, he added, it has taken a lot of multi-tasking to make it work.

## American workers must constantly retrain, retool, and reinvent themselves to remain competitive in today's highly technical, global workplace.

comes assessment a vigorous strategic objective as part of our upcoming accreditation process. And we've hired a new vice provost, Larry Leak, who has a great deal of experience in this area. It's all part of a much bigger picture, which includes a more prescriptive curriculum with specific and consistent learning outcomes embedded throughout each course in every program, whether that course is delivered face to face or online."

**B**ut online education poses its own unique set of challenges, such as finding ways to deliver course material so that it engages individual learning styles, or implementing technologies that encourage ongoing and productive interaction and feedback among teachers and students (much like the face-to-face classroom model). And, of course, the interface must be simple enough that even computer neophytes can easily access their online classes.

After all, because of the extreme diversity in age and background among adult students, there are a lot of variables to consider. Given UMUC's ever-growing global reputation in the distance education field (85 percent of all graduate courses and 71 percent of all undergraduate courses are now offered online), both Heeger and Allen allocate a great deal of time and investment dollars to

"I love to quote the line about Ginger Rogers—that she did everything [Fred Astaire] did . . . backwards and in high heels," Heeger said, laughing. "That's how I feel about my job sometimes. We have an enormous responsibility to provide the same quality wherever we deliver our academic product—whether it's to a classroom of soldiers in Germany [through UMUC's contract with the Department of Defense] or to an online student in California. So we have to do our strategic planning from multiple directions, while keeping a close eye on our mission, which is to make lifelong learning a seamless process."

That is why UMUC has been cultivating strategic partnerships—sometimes called articulation agreements—with community colleges. Like any other strategic priority at the university these days, these partnerships are nothing short of innovative in scope (130 partnerships in the first year, and double that number by year two). Take the agreement with Montgomery College and Anne Arundel Community College, both located just a few miles away from UMUC's Adelphi, Maryland, headquarters.

UMUC has created a "pipeline model," so to speak, in which the university provides courses on the community college campuses as a way to encourage community college students to continue

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directly to a four-year degree program—and maybe even on to graduate work. As easy as it sounds, and as well as it’s going, there are still plenty of challenges to work through.

“Although the community college is considered a steppingstone to a four-year college or university, in reality these institutions are often out of sync with one another,” Heeger said.

In response, UMUC is a year away from sharing its WebTycho platform with its partners, a move that will encourage greater consistency and fluidity among online students. Moreover, because the community colleges are adroit at workforce development, UMUC hopes to incorporate many of those strategies in developing and designing relevant coursework.

Both Heeger and Allen agreed that these partnerships offer numerous opportunities for growth. As Heeger put it, “A decade from now, this move with the community colleges will be perceived as a pivotal point in UMUC’s history. It’s a way for us to blend our face-to-face delivery with our online delivery in a far more effective way—to create true national and international communities of practice without having to trade one educational method for the other.”

**S**o, given the trend in lifelong learning, where do Heeger and Allen see opportunities for UMUC 10 years down the road?

Allen looks for UMUC to solidify its position as a global leader in providing high-quality education to working adults—and to have the research to back it up.

“I want us to have created a body of knowledge around what works and what doesn’t when it comes to linking access to quality in higher education,” said Allen. “That’s why our outcomes

assessment strategies are so essential to our mission as a premier adult learning institution. I also think it’s important for us to explore new ways of remaining affordable over the next decade, so that our students can readily come back to us as they have new educational needs to fulfill.”

Heeger wants to see UMUC become more engaged in teacher education and allied health degree programs and models. Additionally, he is interested in using the university’s relationship with the U.S. Department of Defense to leverage and build stronger relationships with other federal agencies.

“We can easily become the institution that listens to and serves the career needs of our country’s federal employees, wherever they may be,” said Heeger. “I can envision doing that through both regional educational centers and expanded online services. I also want to see us pursue more national and international growth opportunities. To do that, we have to keep identifying learning programs for which there are critical shortages and looking at new ways to educate nontraditional students.”

At the same time, both men have their feet firmly planted on Maryland soil. Heeger looks at his global growth strategy as an important step in supporting the state’s university system, “because,” he said, “the more successful we are out of the state, the more money we bring to improving our offerings in the state.”

Allen certainly agrees with that objective.

“[Maryland] has always been known for the value it places on higher education for its citizens,” said Allen. “And UMUC will always be its crown jewel when it comes to providing high-quality, lifelong learning opportunities for any Maryland citizen of any age who wants to take advantage of those opportunities.”

According to Jacqueline DeLaat, noted author, UMUC faculty member, and keynote speaker at this year's UMUC Women's Career Development Conference, "career advancement for women is all about risk-taking."

Speaking to an auditorium filled with women of all ages and stages in their careers and lives, DeLaat added, "But of course it's hard to take those risks sometimes because of that elephant in the living room. We all know what that is—the obstacles that so many women face when it comes to juggling work and family."

If anyone knows about the elephant in the living room, it's DeLaat, who has written and taught about it for years while dealing with it often in her own career life. In fact, she laughs about the "prenuptial agreement" she struck with her husband, Tom, before they married.

"It involves a promise to move once should either of us be offered a job we cannot refuse in another part of the country. So far, neither one has had to cash in that chit, but it's always there if we need it."

DeLaat is no stranger to risk-taking. She began her academic career more than 20 years ago as a professor of political science (a traditionally male-dominated area of study) after spending several years working for the federal government, advocating for women's issues, and teaching leadership development to young people. By her own admission, she loves what she does—a prerequisite, DeLaat said, to achieving true career success.

Judging from her own accomplishments, she must be right. DeLaat's name is known far and wide on the national and international lecture circuit, where she frequently presents on the subject of gender issues in the workplace. Her seminal work, *Gender in the Workplace: A Case Study Approach* (Sage Publications, 1999), serves as the central text in UMUC's Women in Business certificate program. Most recently, she has begun teaching online for the university, an endeavor she calls "both exciting and a little scary at the same time—definitely a risk, but one well worth taking."

For DeLaat, UMUC is a natural fit, especially given its diverse student body, more than half of whom are women. So she was not surprised at the "amazing energy" at the conference, coming from working women who "took time out of their busy weekend to reflect and to support each other."

The conference, which was jointly sponsored by the university's School of Undergraduate Studies, Center for the Virtual University, Office of Alumni Relations, and Office of Communications, also included a distinguished discussion panel of UMUC alumni, all of whom shared decades of hard-earned career savvy. Mary Ellen Hrutka, vice provost and dean of the School of Undergraduate Studies, introduced the three-hour session, which opened with a video entitled *Celebrating Maryland Women*, produced by the Maryland General Assembly Women's Caucus.

Panelist Daria Russell, an estates and trust attorney for Reese and Carney in Columbia, Maryland, followed up the risk-taking advice with her own story. Russell, who gave up a promising career in marketing to go to law school and "follow my dream," told of her experience as a single mother and full-time law student.

"It was a tremendous risk to take, and I gave up any security I had to go to law school," said Russell. "I had to identify strategies to minimize the risk wherever possible, and the key strategy involved organizing my time down to the minute. I think my son thought he was in military school."

She laughed. "One of my professors tells of watching me consult my ever-present Daytimer one afternoon, only to discover that I had even scheduled time on a certain day in September to make my little boy's Halloween costume. But it was worth the sacrifice to have a career that I dearly love and that I'm really good at."

Elizabeth Scheffler, another panelist and the associate director of operations at the National Air and Space Museum, also encouraged audience members to do what they loved and to do it strategically.

"Someone told me that you know you have found your dream job when you're excited on Sunday night about going to work on Monday morning. To keep that excitement going, you have to constantly assess your career growth and know when it's time to move on. I always tell women that if they haven't added anything new to their résumé in six months, it's probably a good time to make a strategic change of some sort."

That takes good planning, according to panel member Theresa Poussaint, who has worked as a human resources analyst with HMSHost Corporation since 1998.

"You have to have a comprehensive plan—one that includes both your career and your non-career objectives, like family

## Women at Work

*continued on page 15*

## UMUC Earns Highest International Honor in Distance Education

By Chip Cassano

The International Council for Open and Distance Education (ICDE) named UMUC the recipient of the 2004 Prize of Excellence for “the highest possible excellence in the fields of open, distance, virtual, and flexible learning.” The ICDE, with members representing more than 140 countries, is a global organization of universities, associations, and government entities involved in distance education. The Prize of Excellence is considered the highest international honor that can be granted in recognition of excellence in distance education.

“The 2004 Prize of Excellence is a testimony to UMUC’s leadership at the forefront of distance education and our commitment to making quality higher education accessible to people in our state, our nation, and around the world,” said UMUC Provost and Chief Academic Officer Nicholas H. Allen. “It also represents the collective efforts of hundreds of hard-working, dedicated UMUC faculty and staff around the world. We are grateful for the honor, but recognition like this doesn’t come by accident. Well done, UMUC!”

The prize was announced in February 2004 at the World Congress in Hong Kong, and the award will be presented to UMUC in December 2004 in Oslo, Norway. UMUC was selected for the honor based on the university’s size, scope, and global reach, its contributions to the international distance education community, and its award-winning and innovative programs.

In announcing the award, UMUC President Gerald Heeger thanked UMUC employees stateside and abroad for their “contributions to UMUC’s leadership in providing the highest quality distance education to adult learners worldwide” and congratulated them “on this [latest] and very prestigious award.”

## Kennedy Center Teaches UMUC Student How to Market the Arts

By Greg Rosenthal

Like nearly every other retiring professional ballerina before her, Deidre Byrne had hit the career turning point called “dancer

transition.” She had endured the grueling demands of professional dance for 15 years at the Cleveland San Jose Ballet, based in Cleveland, Ohio, but now the 36-year-old Byrne faced the big question: “What do I do next?”

“In dancer transition, it’s difficult for dancers to figure out the next step,” Byrne said. “A lot of dancers go into teaching full-time, but I knew I didn’t want to do that. I wanted to go into arts marketing because I understood it was important for any arts organization to have good marketing.”

Byrne, now a senior marketing major at UMUC, jump-started her dance transition by landing a winter/spring internship at the



Deidre Byrne

John F. Kennedy Center for the Performing Arts, competing with 80 applicants for 23 intern positions. The job allows her to build a bridge between her former life as a performer and her current career goal, immersing herself in arts marketing full-time while supporting occasional evening and weekend performances.

“I help with marketing letters we send out and coordinate volunteers who help with the events,”

Byrne said. “I’ve also been very involved in working with the Suzanne Farrell Ballet at the Kennedy Center. They offer a summer dance program, which I’ve been coordinating. Thirty-five teenagers come to work with Suzanne Farrell, the muse of George Balanchine.”

Byrne also coordinates events for Performance Plus, the adult arm of the Kennedy Center education department.

“We provide lectures, demonstrations, discussions, master classes, and post-performance discussions,” Byrne said. Some events are free to the public, she added, such as the popular discussions following performances, where audience members can talk with actors, dancers, choreographers, and directors.

“We usually have about 400 people who stay; they really like that,” she said. “[The discussions] help build an audience for the performing arts and a background in arts, leading to more highly educated patrons and increased ticket sales.”

The internship provides more than just real-world arts marketing experience, Byrne said.

“I think the best part is the overall education about what makes the Kennedy Center work,” she said. “We have executiveseminars with all the directors of the Kennedy Center—of marketing, development, and [with Kennedy Center President] Michael Kaiser.” She said that Kaiser inspired her to take advantage of everything the Kennedy Center has to offer.

On top of her internship, Byrne takes two courses at UMUC, and the internship counts for two more, thanks to UMUC’s cooperative education program. Somehow she finds time to teach Sunday classes to children and adults at the Maryland Youth Ballet in Bethesda, Maryland, where she also substitutes for other teachers.

In fact, one of the most challenging parts of the internship, for Byrne, has been learning to sit.

“It dawned on me that my entire life was spent standing up all day,” she said. “When I’m teaching, I’m standing up. I know it sounds silly, but just sitting was hardest for me.”

A native of Kentucky, Byrne was raised in Bethesda, Maryland, and graduated from Walt Whitman High School. During the school year she studied at the Maryland Youth Ballet and in the summers attended some of the nation’s premier ballet programs, including the School of American Ballet and the Pennsylvania Ballet. After high school, Byrne earned a year-long internship at the Cleveland San Jose Ballet, followed by a year-long training program, a dance contract, a 15-year career, and retirement. Now, with UMUC as her partner, Byrne is dancing across the stage to her next career.

## **Faculty Council Serves System Faculty—and Students and Institutions—Statewide**

*By Chip Cassano*

As a program director in the general management program in UMUC’s Graduate School, Joyce Shirazi finds her time is at a premium; nonetheless, she recently agreed to serve on the Council of University System Faculty (CUSF), an official body of faculty from University System of Maryland (USM) institutions that advises the system and its regents regarding university matters.

“I’ve had people come up to me and ask, ‘Oh, why are you wasting your time?’” said Shirazi. “They seem to think we don’t accomplish much. But we address a lot of issues, cover a lot of territory, and I see our role as tremendously valuable.”

Jim Gelatt, professor and director of interdisciplinary studies in management for the Graduate School, agreed. He has served as a member of CUSF for three years, and sees the organization’s role as much broader than most imagine.

“First, what CUSF is *not* is adversarial,” Gelatt said. “The relationship between CUSF and the [USM] chancellor’s office, for instance, is very positive. It’s clearly a partnership with the student as the beneficiary. Ultimately, the question is, ‘Are we really doing what is in the best interest of the student—and, in turn, what is in the best interest of the state, which benefits from an educated population and an educated workforce?’”

And so, while CUSF addresses common issues of concern to faculty—tenure, teaching loads, retirement plans, and the like—it also branches out to address concerns about funding for higher education, to assess the quality of students coming to various USM institutions from high schools and community colleges statewide, and to share information about challenges faced and strategies implemented by institutions everywhere.

There have been tangential benefits for UMUC.

“When I first [came to CUSF],” said Gelatt, “historically, we were sort of a visitor at the table. Now I think we are perceived as a full player. We have three representatives voting, where before we had one non-voting representative. And I think we’re seen in a much more collegial light.

“When we look at trends like distance education, a few years ago, we were one of the only players. Now we’re seeing many institutions getting into that, and it’s useful to see trends like that developing across the state. At the same time, it gives us a chance to show that UMUC is a provider of quality education. In the absence of that, people have a tendency to ‘awfulize,’ to assume the worst. But because we’re big and getting bigger, we’re like the sleeping giant. And everybody wants to know what the giant is going to do.”

## Consul General Peter Bodde Speaks at Mannheim Commencement

*By Mary Fiedler*

The keynote speaker for the commencement ceremony at UMUC's Mannheim campus May 8, 2004, was no stranger to the university's two-year program for U.S. military dependents and State Department personnel. Peter Bodde, consul general at the American Consulate in Frankfurt, Germany, is himself a 1974 graduate of the original Munich campus.

Bodde began by praising an overseas education and encouraged students to learn a foreign language and to reach out and strengthen their ties with Germans. He discussed diplomatic changes that have taken place between the United States and Germany since September 11, 2001, and predicted that Germany's long and productive history with the United States and shared core values will be long-lasting.



*Consul General Peter Bodde poses with class valedictorian Rebecca Cheney (left) and salutatorian Erin Cohen (right) at the UMUC commencement ceremony in Mannheim, Germany.*

"I implore you to commit yourselves to Europe," said Bodde. "Get out there and be active!"

After earning his associate's degree from UMUC, Bodde graduated from the University of Maryland, College Park, with a bachelor's degree in 1976. He served as a commodity industry analyst with

the U.S. International Trade Commission, then joined the Foreign Service. Bodde served in Guyana, Nepal, Germany, Bulgaria, Denmark, and India, where he was the minister counselor for administrative affairs. He also served in various positions in the U.S. Department of State in Washington, D.C., most recently as the director of the Office of Management Policy.

After the ceremony, Bodde visited with students and faculty, reminiscing about his days at the Munich campus. His wife, Tanya, is a graduate of the Mannheim campus.

## UMUC Students, Faculty, and Staff Inducted into Phi Kappa Phi

*By Chip Cassano*

On April 4, 2004, in a ceremony on the campus of the University of Maryland, College Park, 193 UMUC graduate and undergraduate students were inducted into the Honor Society of Phi Kappa Phi. They joined a network of more than 1 million members, past and present, of one of the largest and oldest honor societies in the country.

"The University of Maryland chapter of Phi Kappa Phi dates back to 1920, the 22<sup>nd</sup> of more than 300 chapters active today," said Paul Keller, a program director and professor in UMUC's Graduate School who is currently serving a two-year term as president of the University of Maryland chapter. "The chapter is unusual in that it serves five different institutions—University of Maryland, Baltimore; University of Maryland, Baltimore County; University of Maryland, College Park; University of Maryland Eastern Shore; and of course UMUC, which has been a member since the early 1970s."

But there is more to Phi Kappa Phi than its size and long history. The society is also one of the country's most exclusive, open to candidates from all disciplines by invitation only. Those invitations are extended to eligible juniors in the top 7.5 percent of their class, seniors in the top 10 percent, or graduate students with a grade-point average of 3.9 or better.

UMUC is well represented in the ranks of Phi Kappa Phi, and not just by students. In addition to Keller, Eugene Rubin, chair of UMUC's Master of Distance Education program, serves as secretary of the chapter, and Theo Stone, acting associate provost



*Paul Keller (left), UMUC professor and president of the University of Maryland chapter of Phi Kappa Phi, with UMUC professor Leslie Pang, recipient of the Phi Kappa Phi Faculty Mentoring Award.*

and acting director of the Office of Distance Education and Lifelong Learning, serves as public relations director.

Distinguished members of the faculty and staff are eligible for induction into Phi Kappa Phi as well, and four from UMUC were invited to join in April—Amjad Ali, director of the management of technological systems program in the Graduate School; Diane Lampe, associate vice provost, Undergraduate Student Affairs;

Pamela Monaco, assistant dean of the School of Undergraduate Studies; and Stella Porto, a program director in information and telecommunications studies in the Graduate School. Leslie Pang, one of this year's recipients of the Stanley J. Drazek Teaching Excellence Award, received the Phi Kappa Phi Faculty Mentoring Award—an honor that Keller had received earlier—and two representatives from UMUC Europe, Valerie Mock and Janice Keller, were also inducted. Sue Jevning, an undergraduate student in UMUC Asia, received a \$1,000 graduate fellowship from Phi Kappa Phi that she plans to use to help pay for studies toward an MBA—also from UMUC.

“In general, UMUC has a larger number of inductees than the other member institutions of the chapter,” said Keller, “probably because the other schools have more discipline-specific honor societies. At UMUC, Phi Kappa Phi is the big one, and we have a chance to recognize scholastic achievements and make a lot of people feel good. If you attended commencement, no doubt you saw individuals on the platform, faculty and students alike, wearing Phi Kappa Phi medallions on their graduation regalia.”

## Women at Work, *continued from page 11*

or volunteer work,” said Poussaint. “Once you have your objectives in place, identify the strategies and resources you will need to meet those objectives. Then stick to the plan, and don’t be afraid to negotiate what you want to make it work.”

DeLaat also emphasized the importance of negotiation, warning that too many women have never truly developed that skill.

“We women always want to be ‘nice’ in our relationships with others,” she said. “But you can be nice and still get what you want on the job if you just do your research, look for the opportunities, and aren’t afraid to ask about them. Just think of negotiation as a way to achieve a win-win for yourself and for your organization.”

The panelists agreed that women must also find good mentors. Panel moderator Ovetta Moore, who works as chief information officer for the Maryland Department of Business and Economic Development, advised audience members to “look for a good role model,” but cautioned, “it’s important to find the right mentor. That is someone with whom you share the same goals and values.”

As DeLaat put it, “Mentoring relationships are sort of like a marriage. Marry the right man. But if you don’t, divorce the wrong man.”

The same goes for networking. Panelist Pam Walker, vice president for human resources and administration at Pearson Government Solutions, explained that a good network is always a “two-way street,” one through which one solicits information and offers it in return.

“Building a network is about building relationships—one at a time—in which there are mutual goals and interests,” said Walker. “A good network should always be one that can take you to the next level. As your priorities change, let everyone in your network know they have changed. And never be afraid to expand the circle to reflect those changes.”

# A NEW FACE IN THE

**M** meet Larry Leak, UMUC's new vice provost and resident expert on assessment and accreditation, with a lifetime of experience as an academic leader, both at the secondary school level and in higher education.

Leak, who earned his undergraduate degree from St. Mary's College in Maryland, began his career as a public school history teacher. But after three years and an MEd in administration from the University of Maryland, College Park (UMCP), Leak decided to join the ranks of public school administrators, first as a high school assistant principal and then as principal, with plans to eventually become a public school system superintendent.

With a fellowship from UMCP, Leak completed his PhD in education administration. But after being offered a faculty position at UMCP in the education policy planning department, he turned his sights to higher education instead of returning to the public school arena. From there he moved to Morgan State University and then Towson University, where he chaired the secondary education department. After 10 years at Towson, he was appointed assistant superintendent of the division of certification and accreditation for the Maryland State Department of Education, where his job involved overseeing K–12 teacher certification, as well as institutional accreditation for 23 colleges and universities and a broad range of private K–12 schools.

"I guess you could say I know an awful lot about the way schools at all levels should be organized to get the most out of the students they teach," said Leak. "However, after seven years with the state, I really wanted to get back into higher education and UMUC had this job available. It seemed like a perfect fit. And even though UMUC was very different from the traditional universities of my past, I loved the tremendous growth and innovation I saw here."

"This job" involves more than just coordinating the university's accreditation process with the Middle States Association of Colleges and Schools; Leak is also in charge of instituting a university-wide, outcomes-based assessment process. That means ensuring a positive academic experience for every UMUC student, regardless of age, gender, educational background, or ethnicity. For most people, that would be a pretty tall order. For Leak, it's an exciting challenge.

"As a country, we have become very invested in ensuring that all of our citizens have an opportunity to go on to postsecondary education," said Leak. "That's why community colleges and adult learning universities are so essential to completing the big picture. But success is measured by the number of students we graduate, rather than by the number of students we admit. All institutions of higher education, especially those with open admissions policies, must have consistent strategies in place for measuring student attainment in certain core learning areas, both at the undergraduate and graduate levels."

Leak is particularly sensitive to the challenges facing students who graduate from poorly performing public school systems and go on to enter the postsecondary environment, frequently at the community college level. These students often need several semesters of remediation just to achieve parity with their peers, which is why Leak is a strong proponent of a more seamless system of higher education—one in which educators at all levels establish consistent standards of student proficiency as a way to establish a pipeline from community colleges to four-year degree programs and beyond.

"To do that, we must maintain an ongoing and meaningful dialogue with our colleagues at the community college level," said Leak. "That's why UMUC's community college partnerships are

## PROVOST'S OFFICE

so vital to our long-term success, especially when it comes to developing and sharing information about student achievement. Let's face it: As an adult learning institution, we are inextricably linked to the community college system. Their success is our success and, on the flip side, their failure is our challenge."

With the Middle States accreditation ahead, Leak is now directing his attention and energy toward that multiyear process, working with the university's administrative team to address the 14 standards against which Middle States measures institutional effectiveness. He calls it a "journey in self-discovery."

"The process is a revelatory one, in that you must first rate *yourself* in each of these standard areas," said Leak. "In doing that, the accreditation team strongly encourages you to acknowledge your successes. But they also want you to expose your blemishes. So once you've completed this self-assessment, the team will then compare your perception to reality, as it's defined within the standards. It's a great opportunity to look at how well we are *really* doing."

When asked what he sees as the main thrust of UMUC's accreditation efforts, Leak points to the proposed student proficiencies assessment process, which will eventually be part of every course in the standardized curriculum. Implementing the process will require faculty members to teach differently, requiring a "huge training component" and the "learning curve issue" that goes along with that. As Leak put it, UMUC faculty will "not only have to expand upon the learning strategies they have already perfected, but learn a few new tricks as well."



Larry Leak

One example involves adapting online instruction to different learning styles.

"As educators, we know that our students learn through different modalities, so in the face-to-face classroom environment, we have identified a number of strategies for capturing and engaging the teachable moment, so to speak," said Leak. "However, those strategies don't always transfer to the virtual classroom, because we don't always have the tools we need to measure what's happening to the student as he or she learns. If we want our online students to be more successful—and thus more likely to graduate—we have to invent and implement a better system for doing that."

According to Leak, the accreditation process offers a perfect stage on which to define and design better systems. Like his colleagues President Gerald Heeger and Provost Nicholas Allen, Leak believes that UMUC, because of its vast experience as a university specifically created for adult students, has a great deal to share with the world of higher education.

"This university has been on the leading edge of the adult learning movement for more than half a century," said Leak, "and we are literally writing the book when it comes to virtual learning and student assessment. I can see us creating a real body of research on the subject down the road—perhaps someday even offering a PhD program in distance education. It's all about expanding the vision in the most strategic way possible. And assessment is certainly an integral part of that strategy."

# Robin Majeski:

## A New Look at an Old Business

**Every eight seconds, a baby boomer turns 50 in this country. That statistic has become Robin Majeski's mantra as she plots her course as the head of UMUC's gerontology program.**

In the two short years since her arrival at the university, Robin Majeski has watched her department's enrollment grow by a whopping 80 percent as a result of intensive marketing coupled with her efforts to make most of the gerontology courses available online. As she put it, gerontology is a pretty hot topic these days, given that there are 76 million baby boomers poised to join the ranks of senior citizens over the next decade or two.

"When UMUC began offering gerontology classes, we were affiliated with the program at University of Maryland, College Park," said Majeski. "At that time, the courses mostly addressed nursing home care, and weren't really focused or up-to-date with regard to seniors as an increasingly diverse demographic. I took a look at the guidelines from the Association for Gerontology in Higher Education [AGHE], did some research, and revised our program and course objectives to better reflect those guidelines. Besides developing a 21-credit certificate course and obtaining approval for a dozen more three-credit courses, we also revamped the program to give it more depth, with a closer look at the whole elder diversity issue."

Majeski has continued to incorporate AGHE's high standards by offering her students courses that are "creative and current, but also academically rigorous—courses that speak to the need." With this objective in mind, students may now earn either a minor or a certificate in gerontology, for which UMUC offers a full spectrum of basic courses, along with some fascinating additional courses, with titles like Aging, Religion, and Spirituality; Women and Aging; Cross-Cultural Perspectives of Aging; and Aging Creatively and Positively.

As Majeski put it, "Health is only one aspect of gerontology. We need to look beyond health and cover issues that address the overall quality of life after 65. Baby boomers are not about to take aging lying down. In fact, more and more we see our seniors working or volunteering long after traditional retirement age has come and gone. And there is a growing focus on ethnic diversity among the elderly. We want our students to have an opportunity to take courses that will expose them to the full range of the aging experience."

Majeski has also helped build what she called a "wonderful, high-caliber" faculty, with teachers like Hema Hernandez, a widely recognized expert on ethnicity and aging. At the same time, she has succeeded in incorporating gerontology as a core concentration subject within UMUC's social sciences program. In fact, the program won the 2003 Award for Excellence for the mid-Atlantic region of the University Continuing Education Association (UCEA) and followed it up in April 2004 with a National Outstanding Credit Program Award, also from UCEA.

But Majeski isn't resting on her laurels. Instead, she is making plans for the day, coming soon, when gerontology as an academic pursuit will take a far more interdisciplinary approach.

"As professionals, we need to realize the complexity of the aging experience," said Majeski. "Thus far, we have the biology-psychology-sociology triad in place, which is why so many of our students come from health and allied services, rather than, say, business or law. However, working with older adults in the future will mean working as part of a team. There are so many areas from which to educate those team members—investment counseling, commercial marketing, product promotion, real estate, law . . . I mean, the list goes on and on. Then there's the whole issue of housing. Where will the elderly live when they need more help? Assisted living and day care can be very expensive. With all of those issues to focus on, we have our task cut out for us in the academic world."



*Robin Majeski*

Majeski, who has a way to go before she has to think about her own retirement, sees herself involved in the field of gerontology for many years to come. By her own admission, she loves UMUC, which she refers to as a "very collegial working environment" and "one of the best places" she has worked. Given the cooperation she enjoys, she continues to take the program forward with an eye toward achieving AGHE program merit status. "I really want to get their official stamp of approval," she said, "to make sure that we have the highest quality program possible."

Majeski began her career as a nurse and community health educator, and received her doctorate in human development from the University of Maryland, College Park. The field of gerontology has always figured prominently in both her professional and personal lives. A music lover, she plays the violin in her free time, having decided to go back and take lessons a few years ago. Now she is taking her violin on the road, playing at senior centers whenever she can. She also conducts workshops in nursing homes on issues of interest to seniors.

"I like to do things in my spare time that put me in direct contact with the senior population," said Majeski. "It's essential for all of us in this field to keep building bridges between academics and real life, and my extracurricular activities help keep me abreast of senior needs and trends from in the trenches, so to speak."

In 10 years, she said, "I see myself doing what I'm doing now, but better. I am always working on a new theoretical model for the way we understand and then teach about the process of aging because, in my opinion, we need to begin thinking about it very differently. What we do in the next decade has important implications for our society as we know it."

Majeski is quick to add that her efforts are only a small part of a much bigger picture. Her job at UMUC has made it possible for her to work with—and learn from—other professionals in the field, including her students, something she finds especially valuable.

"If we're going to succeed at providing the highest quality of life to our seniors, especially given the coming challenges posed by the baby boomers, then we'll all have to pull together as a team," Majeski said. "I think that's why I love working at this university so much. It's all about teamwork."

## *Planning For the Future*

### John McKee Joins UMUC Institutional Advancement Staff

John McKee is a man who loves what he's doing.

As UMUC's new director of gift planning, McKee calls fundraising "the perfect job for me. I really thrive on the challenge of raising money for what I consider to be a truly noble cause—higher education."

He didn't start out in the fundraising business, however. With a BA in art history from Yale University and an MA in early American culture from the University of Delaware's prestigious Winterthur Program, McKee began his career life as a museum director and curator. But it was while serving as director of the Historical Society in Saratoga Springs, New York, that he discovered what he now refers to as his "calling."

"In my position at the museum, I had to raise money," said McKee. "And I found out that not only did I love doing it, but that I was good at it. Being a curator is about looking after objects and things, while I'm much more interested in getting out and meeting people, in building lasting relationships."

McKee launched his career in charitable giving at Gallaudet University, the nation's oldest postsecondary institution for deaf and hearing-impaired students—an assignment that was, by his own admission, extremely challenging.

"The deaf community has its own unique culture, which can be difficult for a hearing person to understand and appreciate," said McKee. "For starters, there's the language barrier, which required that I become proficient in sign language. It wasn't easy, but I can truthfully say that I loved my time there. And it taught me that I can overcome just about anything I put my heart into."

After two and a half years at Gallaudet, McKee decided to narrow his fundraising scope to planned giving. With that in mind, he took a position with the University of Maryland, College Park,



*John McKee*

where he became "this art history guy, with absolutely no background in finance, talking to people about taxes and trusts and estates."

The career choice proved a good one, though, and after a couple of successful years in College Park, he joined Institutional Advancement at UMUC in April 2004, where he will work to build the university's

Heritage Society (UMUC's circle of planned givers). According to McKee, the new job comes at a time when this institution is on a phenomenal growth curve, well on its way to meeting predictions that it will be Maryland's largest university by the end of the decade.

"UMUC's focus on affordability and accessibility increases its importance during a time of rising tuition and diminishing state financial support," said McKee. "Therefore, private support for scholarships is central to our future in remaining not only the world's best online university, but also one of the most affordable. Private support helps keep UMUC's strategic plan on track. We need plenty of scholarships available to our students, and those are made possible by generous gifts that our donors make through their retirement plans and estates."

McKee sees his job as a cross between university development officer and financial cheerleader. With that in mind, he spends much of his time helping potential donors consider their financial futures with an eye toward protecting their families while still thinking about how they can support UMUC's long-term mission. For McKee, it begins with a will.

“Everybody should have one,” McKee said. “Without a will, the government—rather than you—gets to make all the decisions that affect those you leave behind. And dying intestate precludes your estate from providing for the non-relatives or charities you wish to support.”

McKee is quick to point out, however, that planned giving is more than just simple bequests. It also covers an array of options (see below) that provide enhanced tax benefits and may even return an income to the donor. But most of these options are considered a form of “deferred giving.”

“There are countless ways to support UMUC through planned giving, while simultaneously advancing your personal retirement

and estate-planning goals,” said McKee. “Keep in mind that these gifts may not provide the university with immediate gratification, like annual campaign gifts and other such development efforts do. However, planned giving does allow the average donor to contribute a much larger amount, with some extremely attractive tax benefits. And I get to help our alumni and friends make it all happen in the most advantageous way possible. I just can’t think of anything I would rather be doing with my life.”

For more information about planned giving and UMUC’s Heritage Society, contact John McKee by telephone at 240-684-5123 or by e-mail at [jmckee@umuc.edu](mailto:jmckee@umuc.edu).

The following gift arrangements illustrate ways to support your alma mater while earning significant tax breaks. No matter how you choose to participate, planning a gift is a “win-win” relationship for you and the university. Here are a few of the basics:

**Bequests:** A bequest to UMUC can be made either through your will or a living trust. Because these gifts aren’t distributed until death, the donor may use the property or income during his or her lifetime. Bequests can be set up as a specific dollar amount, a percentage of the estate, or as the residue of an estate, and may be used to fund a specific program, memorialize someone, or establish an endowed fund.

**Charitable Remainder Trusts:** These trusts are set up to pay income (and earn charitable tax benefits) to either yourself or a loved one. There are two types—annuity and unitrust—each of which provides an income stream for life or for a specified number of years. Payout on an annuity trust remains constant, while income derived from a unitrust varies from year to year.

**Charitable Gift Annuity:** With a charitable gift annuity, you make a gift of cash or certain other property and receive a fixed income each year for the rest of your life—beginning immediately, or years later, in retirement. In fact, deferring the income can significantly increase the payout rates and tax benefits—and a portion of the income is tax-free.

**Outright Gifts:** An outright gift of cash, securities, real estate, or personal property allows UMUC to take advantage of the income right away, while providing you a dollar-for-dollar tax deduction. Outright gifts of appreciated property—such as securities and real estate—enable the donor to take a full fair-market-value deduction without incurring capital-gain taxes.

**Life Insurance:** You may also donate your life insurance policy to UMUC, by either designating the university as the beneficiary or assigning to it all incidents of ownership in the policy.

**Pooled Income Fund:** A gift to the pooled income fund affords you lifetime income. The pooled income fund is professionally managed and invested; in addition to income, it provides the donor with a charitable deduction and the ability to make additional gifts.

For more information, contact John McKee by telephone at 240-684-5123 or by e-mail at [jmckee@umuc.edu](mailto:jmckee@umuc.edu).

## CLASS NOTES

### **Robert Allan Draper '63**

Universal City, Texas, completed his schooling at the United States Air Force Academy in 1967 and served as a pilot and staff officer until 1993. During the Vietnam War, he flew 173 combat missions in the F-100 and served a four-year tour as an F-4 pilot from 1971 to 1975. He retired in 1993 with the rank of lieutenant colonel.

### **Glenn Brown '82**

Ocean City, Maryland, wrote, "UMUC was there for me at the time and place that I needed to take my classes, and the staff was always helpful. Thanks."

### **Jim Koepke '82**

Bloomington, Minnesota, wrote *Chasing Ghosts* (PublishAmerica, 2004), the story of his research into the assassination of President John F. Kennedy. Koepke uncovered new evidence about the assassination, and his research includes interviews with Richard Helms and William Colby, former directors of the CIA. Koepke claims to have identified and interviewed the Watergate figure known as Deep Throat through the intelligence contacts he developed. The book is available from *Amazon.com*.

### **Lawrence Rockwood '83**

San Diego, California, is a Green Party congressional candidate in the 53<sup>rd</sup> District, an adjunct professor of history at California State University San Marcos, and a historian at the International Museum of Human Rights in San Diego.

### **Philip William Coningford '84**

Litchfield Park, Arizona, works as a case management manager for Maricopa Integrated Health Systems in Phoenix, Arizona. He wrote, "I would love to hear from any classmates I went to school with from 1980 to 1984."

### **Crystal Burris '85**

San Antonio, Texas, wrote, "UMUC helped me tremendously with my management skills. After graduating from UMUC, I was able to get commissioned in the U.S. Air Force, where I served for 20 years. After retirement I was again able to use my degree to land a position with the Social Security Administration."

### **Diane Marie Eggert '85**

Crofton, Maryland, wrote, "UMUC changed my life. Without the ability to schedule classes between a part-time job and the demands of motherhood, I would never have obtained my college degree! My degree enabled me to work in a variety of governmental accounting positions with four different agencies and on challenging and interesting assignments, from establishing accounting principles for the federal government to pioneering a comprehensive accounting system for a major federal agency. Thank you, UMUC."

### **Robert D. Lewis '86**

Arlington, Virginia, recently retired from the U.S. Air Force after almost 29 years of service. Of those years he wrote, "They were all fun and filled with great memories."

### **Leonard William Carter '87**

Sydney, Australia, wrote, "UMUC helped me obtain formal qualifications in fire science when there were no such courses for the fire service in Australia. Things have changed over the past 10 years and courses are now available. I have just obtained a diploma in fire-fighting management in December 2003 from the University of Ballarat. UMUC has helped Australia in many ways through firefighter visits and the exchange of ideas. Thank you, UMUC."

### **Gale Elizabeth Vrtiak '87**

Auburn, California, earned a doctorate from the University of Southern California. She works as a consultant in cases involving child abuse and neglect, and with alcohol and drug programs.

### **Merrill Pletcher '88**

Jacksonville, Florida, wrote, "Graduating from UMUC's Heidelberg campus qualified me to serve as a volunteer graduate research assistant to Pallas Stanford, where I helped develop a model to measure the effectiveness of chemical abuse prevention methods in Colorado. The work was creative and satisfying. Academic studies in statistics, human behavior, and organizational development allowed me to help the U.S. Air Force Warfare Center teach quality metrology and led to the conversion of two matrices from bureaucratic/autocratic to team-directed styles. This led to my second career.

Living and studying in Germany, studying Western civilization, and attending two incredible seminars on Freud and Jung led me to a deeper appreciation of life, of religious ties to my communities, and to a greater peace—albeit pained—among the growing disrespect for others which infects our world. A class on child abuse and neglect deeply affected me. Those affects led to an appointment as a court-appointed special advocate for children and to follow-up workshops on domestic violence. And of course graduating made me a more credible advocate of lifelong learning among co-workers and certainly contributed to my promotion to chief in the Air Force. In summary, UMUC gave me the skills and knowledge I have used to help others in diverse places."

### **Patricia Brock '89**

Columbus, Mississippi, wrote, "My experience with UMUC—both overseas and in Maryland—was excellent. Working at an institute of higher learning has shown me that my experience at UMUC was the best preparation one could have for a great career."

### **Mark Anthony Henderson '89 & '92**

Fort Bragg, North Carolina, returned from Afghanistan July 17, 2003, after having served as a member of Task Force Devil.

### **Anthony M. Zeccola '90 & '97**

Gaithersburg, Maryland, serves as a regulatory management officer with the U.S. Public Health Service of the Food and Drug Administration. He received an MA in national security and strategic studies from the U.S. Naval War College and is currently working toward an MS in environmental engineering from Johns Hopkins University.

### **Robert Reams '92**

Ahmadi, Kuwait, accepted a position as safety, health, and environment advisor for Petrochemical Industries Company in Kuwait, where he will oversee technical activities to ensure compliance with occupational safety and health policies and procedures.

### **Valarie Hoover '93**

Leesburg, Virginia, wrote, "UMUC gave me an opportunity to go back to school when I didn't think that was possible. I received an

## CLASS NOTES

alumni scholarship and was able to schedule classes around my job. UMUC instructors are experienced professionals in their fields and the students are friendly and motivated. I recently completed a graduate program in information studies from the University of Maryland, College Park, and now work in a public library—my dream job! Thanks, UMUC!”

### **Rosalind Boyer Bernard '94**

Bowie, Maryland, is a graduate student at UMUC and currently serves as the recruitment manager for the Catholic University of America's Columbus School of Law in Washington, D.C. She is a board member and officer for the Washington Area Legal Recruitment Administrators Association and a member of the National Association for Law Placement. She also runs a music management company, B&B Entertainment. She and her husband, Lloyd—an attorney and realtor in Maryland—have two sons, Jordan and Morgan.

### **George E. W. Field '95 & '00**

Columbia, Maryland, retired from the U.S. Air Force in February 2003 after 20 years of service and joined BAE Systems, of Linthicum, Maryland, as a senior systems engineer.

### **Charles T. McDonald '95**

Oldsmar, Florida, reports that he was recently hired to provide professionalism and leadership in the growth-oriented services division of his company, which relocated to Clearwater, Florida, in August 2003. He invites local alumni to contact him at [miikdelta@yahoo.com](mailto:miikdelta@yahoo.com) for networking, socializing, and support.

### **Roger P. Allen '96**

Kenosha, Wisconsin, is an infrastructure architect with Kohl's department store. He wrote that he could not recommend “being a full-time military servicemember, family man, and full-time student, all in one quarter (and making the Dean's List when I finished), unless you have a wife that is devoted to your education and time. I had a great time with the UMUC instructors, staff, and my colleagues as we completed our degrees in London. Now I can relax and not multitask quite as heavily as I did in the past.”

### **Brian Keith '97**

Sacramento, California, worked as a project specialist for the National Law Enforcement and Corrections Technology Center, part of the U.S. Department of Justice's National Institute of Justice. For the past two years, he has worked as a senior program manager for the Governor's Office of Criminal Justice Planning in the California Office of Homeland Security. He wrote, “While I am proud of my accomplishments, the achievement I am most proud of is walking across the stage and graduating with my father, who also attended UMUC!” Their photo even appeared on the UMUC Web site.

### **Jim Moddero '97**

Gambrills, Maryland, works as a Microsoft Windows 2000 system administrator. His main hobbies are playing golf and working on old sports cars. He also enjoys crabbing and fishing—when his house and yard work allow it. He hopes to complete a master's degree in computer systems management in the next year or two.

### **Ian Woodcourt Marks '97**

Winchester, Virginia, and his wife, Jennifer, had their first child, Aaron Nathaniel, two years ago. Their second child was due May 2004.

### **Martin Munroe '97**

Eldersburg, Maryland, serves as captain of the Baltimore County Fire Department in Towson, Maryland.

### **Richard Thomas Stack '97**

Lansdowne, Virginia, was appointed president of Octave Technology, in College Park, Maryland. Previously, he served as the company's vice president of commercial business solutions. Octave Technology specializes in radio-frequency identification and auto-identification, and offers software and services that help organizations reduce costs and risks while increasing market share and revenue. He wrote, “UMUC played a huge role in my career and life. My degree helped me find employment with a Fortune 100 firm and quickly move into management. In addition, while attending classes in Adelphi, I met my wife, and we are now expecting our first child.”

### **Ralph Dundas '98**

Fairfax, Virginia, married Pamela K. Wood in 1992, and graduated from UMUC in 1998, making the Dean's List and earning induction into Alpha Sigma Lambda along the way. He wrote, “UMUC allowed me to complete my degree while working full-time. I found my experience at UMUC to be very rewarding.” His other interests include music, religious studies, and bible and church history.

### **Lawrence Silvestro '98**

Great Mills, Maryland, wrote, “My master's degree from UMUC was the steppingstone I needed to gain the kind of career position I was looking for.”

### **Mary Katherine Burrell '99**

Germany, accepted a position with the U.S. Civil Service in Germany as a clinical information program specialist and is now a GS-12. She is active as a Brownie troop leader and in public relations for the Heidelberg Girl Scouts, and serves as Webmaster for the 26 ASG Army Substance Abuse Program.

### **Mitchell C. Frederick '99**

Los Angeles, California, is currently studying law at UCLA as part of the graduating class of 2006.

### **Sylvia Palm '99**

Germantown, Maryland, wrote, “The Master of International Management was a great degree program. The course of study was wonderful and the professors were top notch.”

### **Douglas Keith Richmond '99**

Belgium, works as a senior network administrator and team leader for General Dynamics. He wrote, “I entered the U.S. Air Force in January 1990 and began taking classes with UMUC at Hahn Air Base in Germany in 1991. I continued taking classes while stationed in England and deployed to Saudi Arabia, Italy, and Turkey, via both traditional and distance education. UMUC set me up for success. Thank you!”

### **Charmaine Carpenter '00**

Navarre, Florida, completed an MS in management of information systems and is currently a doctoral candidate at Touro University. She

## CLASS NOTES

currently works for the U.S. Air Force and hopes to someday own her own company. She lives with her husband, Ken; two sons, Kenny and James; two dogs, Porthos and Spark; a cat, Sheba; and a bird, Pecker. She wrote, "UMUC gave me the discipline I needed to mature. It also helped me see how important a degree—any degree—is in life. I would encourage anyone to (a) serve in the military and (b) get an education. You can't go wrong in life with either option."

### **Giani Manieri '00**

Chester, Virginia, retired as a drill sergeant from the U.S. Army and was accepted into the Master of Divinity program at Union Theological Seminary and Presbyterian School of Christian Education in Richmond, Virginia, where he will begin studies in the fall.

### **Augusto M. ("Gus") Recabo '00**

Alexandria, Virginia, purchased the Liberty Tax Service franchise in the Wheaton Plaza kiosk in Wheaton, Maryland. Operations started in January 2004 with seasonal tax preparation.

### **Sean Louis DeFrehn '01**

Germantown, Maryland, runs his own financial consulting firm. He is a member of Great Names Great Works, a community action group made up of business owners and man-

agers who work to improve the quality of life of all citizens in the area.

### **Ondrea Lynnette Green '00**

District Heights, Maryland, works as a human resources specialist for the IRS in Lanham, Maryland. She wrote, "My success at UMUC has given me the confidence to pursue other career options and strive for higher goals. I've always been ambitious, but now I'm a risk-taker. Thanks, UMUC."

### **Angela Benson '01**

Alexandria, Virginia, wrote, "I am now in charge of a small membership department of an association in Bethesda, Maryland, and I am enjoying it greatly. I also just completed a master's degree in communications from Johns Hopkins University."

### **Kathy Mumford '02**

Upper Marlboro, Maryland, wrote, "UMUC has helped me expand my consulting business, specializing in original oil paintings. If you like or need art, feel free to contact me via e-mail at [kmum57@aol.com](mailto:kmum57@aol.com)."

### **Dawn Day '03**

Laurel, Maryland, wrote, "My journey in learning at UMUC has empowered me to achieve more than I ever thought I could. I

look forward to participating in the Alumni Association as an advocate for the issues of current students. Overall, my experience at UMUC was priceless!"

### **James David Hersh '03**

Jessup, Maryland, is the business technology operations manager for the W. C. & A. N. Miller Companies, a full-service real estate company he joined in March 2003 after serving as IT coordinator for the Department of Transportation Services at the University of Maryland, College Park (UMCP). In his free time he volunteers with the Baltimore Area Council of the Boy Scouts of America and as the advisory chair for the Epsilon Mu chapter of Alpha Phi Omega, a national, coeducational service fraternity at UMCP.

### **Maria Ialacci '03**

Riverdale, Maryland, was appointed by the Maryland governor's office as a paralegal in the Maryland Motor Vehicle Administration in Glen Burnie, Maryland.

### **Renee Jackson '03**

Martinez, Georgia, is completing a bachelor's degree in accounting at Strayer University prior to pursuing an MBA. She wrote, "UMUC helped me get started toward my dream of obtaining a college education."

### **Kristina Mae Malmquist '03**

Yigo, Guam, enjoys scuba diving and traveling to other islands to dive. Her husband is stationed at Andersen Air Force Base. She wrote, "I am 24 years old . . . and have a six-year-old daughter. Many women who get pregnant in their teens are forced to drop out of school. Thanks to UMUC, I graduated with my BS in psychology in the spring. The UMUC staff at Andersen Air Force Base and in Yokota, Japan, have been very helpful and professional throughout these four years. I look forward to attending graduate school and I owe all my thanks to UMUC for giving me the opportunity to get my education."

### **Virginia Barnes Ricketts '03**

Annapolis, Maryland, wrote, "I am now attending Loyola College in Maryland, pursuing a master's degree in clinical psychology."



### **Steven M. Schuetz**

Ripon, Wisconsin, was appointed director of financial aid at Ripon College, a four-year liberal arts school in Wisconsin. A graduate of the University of Wisconsin—Stevens Point, Schuetz is currently completing a master's degree from UMUC.

Prior to joining Ripon College, Schuetz served as director of financial aid at the International Academy of Design and Technology in Chicago, and before that, in the same position at Edgewood College in Madison, Wisconsin. He began his career in financial aid at Butler University in Indianapolis, Indiana.

He is a member of the National Association of Student Financial Aid Administrators and a former committee member chair for the Wisconsin Association of Financial Aid Administrators. In announcing Schuetz's new post, Scott Goplin, vice president and dean of admission and financial aid at Ripon College, wrote, "Schuetz brings the Ripon College community a vast amount of professional experience. His person-centered approach, strong work ethic, communication skills, and management experience make him an ideal match for a goals-driven financial aid team."

My degree in psychology from UMUC has prepared me well for my current studies!”

**Ruben Sanchez '03**

Everett, Washington, wrote, “I have been in the U.S. Navy more than 22 years and had the opportunity to earn my degree, first through UMUC Asia and then stateside via distance education. I will be retiring from the navy this year and now know how important it was to complete my education.”

**Ric Santos '03**

Greenwood, Indiana, retired from the U.S. Navy after 20 years of service. He wrote, “Although I had a great career and traveled the world, I’m now looking for a second [career] that will be even more rewarding. UMUC really made it possible for me to achieve my goals because of the flexibility and quality of the courses. Having a bachelor’s degree has opened up so many other possibilities for me.”

**Gwendolyn R. Washington '03**

Upper Marlboro, Maryland, works as a legal secretary. She wrote, “After almost 20 years, I was finally able to go back to school and earn my undergraduate degree. My mom used to push me to go back, but marriage and children interrupted my plans. Although my mom passed away in 1997 and was not able to enjoy my accomplishment with me, I know she would have been proud. Because of UMUC’s distance education format, I was able to earn my degree while raising a family and working full-time. But I’m not done. I’ve enrolled in UMUC’s Graduate School so that I can earn an MBA.”

**Sabrina Wilkes-Morris '03**

Fort Gordon, Georgia, attended UMUC from 1987 through 2003. She wrote, “Here’s to never giving up. UMUC has helped me to complete a lifelong endeavor.”

**Carol Galbraith '04**

Great Falls, Montana, started taking classes from UMUC in South Korea in 1998. She continued taking classes when her husband was transferred to Germany. She wrote, “It has been a long, hard journey, but I finally finished my last class in the spring of 2004. I

still have three or four years left in graduate school. I would like to stay with UMUC, but sadly, I will have to leave. Thanks to UMUC for all the great knowledge I have accumulated; I will miss everyone that I met and worked with along the way.”

**Steven J. Haddox '04**

Glen Burnie, Maryland, earned an associate’s degree from Anne Arundel Community College before earning his BS in legal studies from UMUC. He wrote, “Due to UMUC’s flexible style of learning, I was able to begin attending law school while still in the U.S. Army on active duty.”



## CALENDAR OF EVENTS

**September 19, 2004**

Alumni Association Board Social  
Florian Hall  
Bowie, Maryland

**September 28, 2004**

Alumni Board of Directors  
Kickoff Meeting  
Inn and Conference Center  
Adelphi, Maryland

**October 8–9, 2004**

Munich “Oktoberfest” Reunion  
Inn and Conference Center  
Adelphi, Maryland

**October 30, 2004**

IMAN Halloween Happy Hour  
at the Oracle  
Inn and Conference Center  
Adelphi, Maryland

**November 16, 2004**

Alumni Board of Directors Meeting  
Inn and Conference Center  
Adelphi, Maryland

**December 9, 2004**

Alumni Holiday Happy Hour  
at the Oracle  
Inn and Conference Center  
Adelphi, Maryland

**March 17, 2005**

MBA Chapter St. Patrick’s Day  
Happy Hour at the Oracle  
Inn and Conference Center  
Adelphi, Maryland

**May 3, 2005**

Alumni Board of Directors Meeting  
Inn and Conference Center  
Adelphi, Maryland

**May 12, 2005**

New Graduate Reception  
Inn and Conference Center  
Adelphi, Maryland

**May 14, 2005**

2005 Stateside Commencement  
Comcast Center  
University of Maryland, College Park

**May 14, 2005**

2005 Commencement Luncheon  
Inn and Conference Center  
Adelphi, Maryland

**June 9, 2005**

Alumni Annual Meeting and  
Awards Reception  
Inn and Conference Center  
Adelphi, Maryland

## NEWS, EVENTS, AND CHAPTER HIGHLIGHTS

Stay connected to your fellow alumni through Alumni Association initiatives, socials, and chapter events. Several academic and regional chapters have been in existence for years, and new start-up groups are in the planning stages. For more information, contact the Office of Alumni Relations at 240-684-5125 or visit the alumni Web site at [umucalumni.org](http://umucalumni.org).

### Career and Professional Development Committee

The career and professional development committee, headed by Jeff Brody '93, worked with the Career Planning and Cooperative Education Center on the human resources network, which is growing quickly. The network provides alumni and students with a career development channel, a networking and continuous learning forum for those already working in human resources, and support for the UMUC mentor program, while at the same time providing a source of interns and new employees to private- and public-sector employers.

### Communications Committee

Under the leadership of Theresa Poussaint '01, the communications committee met with university staff on several occasions to collaborate on initiatives that benefit both alumni and the university community. Plans are under way to provide lifelong e-mail accounts for alumni and to develop an online newsletter to help alumni stay connected to UMUC.

The committee continued to focus on the association's campaign to encourage alumni to opt in to electronic and paper mailing lists and "stay connected." By the end of this fiscal year, the Alumni Association had signed up more than 10,000 members who will receive advance notice of benefits and services available to them through the Alumni Association.



Alumni volunteers smile for the camera at a communications committee meeting.

### Government Relations Committee

The government relations committee stayed in touch with Annapolis and kept the Alumni Association informed about Maryland's budget status and its impact on tuition and other issues relevant to University System of Maryland institutions. The Alumni Association Web site is a vital resource in this effort. It contains tips for alumni and current students on how to communicate with legislators and the importance of being politically active and advocating on UMUC's behalf, which can help secure state funding and support for higher education in Maryland.

### Philanthropy and Annual Giving Committee

The philanthropy committee, under the leadership of Mary Anne Hakes '90, worked closely with Dharma Selva '02, associate director of annual programs, to increase donations to the annual fund. The annual fund is a key component of UMUC's comprehensive fundraising efforts that allows UMUC to take advantage of new opportunities that are not fully funded by tuition and fees or by state support.

During the spring of 2004—as part of the annual alumni stewardship program—all donors who pledged \$100 or more during the annual phonathon, or who contributed \$50 or more by mail, were called by Alumni Association board members and members of the philanthropy committee and thanked for their support.



UMUC President Gerald Heeger (right) and Bruce Emmel '86 (left) congratulate Mary Anne Hakes '90 on winning the 2004 Edward A. Parnell Outstanding Alumna Award.

As of May 2004, the annual fund has received in excess of \$200,000 in donations from more than 4,000 individuals and organizations during fiscal year 2004. In addition, the Alumni Association contributed \$10,000 to the endowed scholarship fund in support of need-based awards, and the Brick Campaign raised more than \$10,500 from the sale of 141 commemorative bricks.

### Outreach and Chapter Development

Alumni chapters offer common ground for alumni and current students to strengthen connections to one another and to UMUC. In 2003, the Alumni Association executive board appointed Ralph Young '93 to the new executive position of vice president for outreach and chapter development, where he will continue to lead outreach efforts as the chapters grow and mature.



*Dragon Boat winners share a celebratory high five after receiving the bronze medal in the Memorial Day weekend race.*

### Corporate Chapter—Verizon

UMUC alumni and currently enrolled students are well represented at many major corporations in the greater Washington, D.C., metropolitan area and around the world. Corporate chapters, formed at companies that boast a strong UMUC alumni and student population, help bring together alumni and current students. The Verizon Corporation hosted the first corporate chapter; Jennifer Creque '01 took an active role in developing the chapter. This year, the Verizon chapter, under the leadership of current UMUC student Zorayada Munoz, sponsored the IMAN and MBA alumni dinner in May 2004.

### Howard County, Maryland

The Howard County chapter hosted several happy hours to encourage chapter growth. Under the leadership of Joel Aronoff '79 & '95 and Fred Antenberg '66, the chapter looks to serve



*Bruce Emmel '86 (right) enjoys the Alumni Association annual meeting with Jennie Wu, wife of alumni board member Ken Wu '65.*

more than 2,200 alumni in Howard County, including several who serve in leadership positions in the county government.

### IMAN

The IMAN (Master of International Management) chapter is the oldest chapter at UMUC and celebrated its 11<sup>th</sup> anniversary in 2004. Under the leadership of Yuri Skrynnikov '00, the IMAN and MBA chapters cosponsored a spring dinner May 1, 2004, which highlighted successes of individual chapters and of the Alumni Association as a whole. More than 250 attended. Guests danced the night away to the music of the Junkyard Saints, and IMAN alumna Joyce Wright '89 & '94 presented a \$25,000 gift to the Graduate School in support of book scholarships. Wright was the 2002 IMAN distinguished alumna and continues to serve as the leader of her local alumni chapter in San Antonio.



*Patricia Tóregas '84 & '91 welcomes the newly elected alumni officers during their installation at the annual meeting.*

## NEWS, EVENTS, AND CHAPTER HIGHLIGHTS, *continued*

Other popular events included monthly dinners at some of Washington, D.C.'s, more eclectic ethnic restaurants, and the third annual IMAN Halloween party, held in UMUC's Oracle Lounge in Adelphi, Maryland. During the coming year, the IMAN chapter plans to reactivate its Ambassador Speaker Series, funded in part by a grant from Alumni Association-International, Inc.

### **MBA**

In April 2003, the MBA chapter installed new officers, hosted a happy hour in the fall of 2003, and a cohosted the St. Patrick's Day happy hour in March 2004. Plans are under way to host events that will offer opportunities, alternately, for professional development and networking, funded in part by a recent grant from Alumni Association-International, Inc.

### **San Antonio**

With more than 1,000 UMUC alumni living in the Greater San Antonio metropolitan area, forming an alumni chapter was an important step. Joyce Wright '89 & '94 was elected president, and the chapter has already established a Web presence and is currently developing a program plan for 2004-05.

### **2004 Annual Meeting and Awards Reception**

On June 17, 2003, more than 400 people gathered at UMUC's Inn and Conference Center for the annual meeting and awards reception and to enjoy an evening of networking and socializing. New board officers were elected and installed, with Patricia Toregas '84 & '91, chair of the nominations and elections committee, presiding. The 2003 Edward A. Parnell Outstanding Alumna Service Award went to Mary Anne Hakes '90, past president of the Alumni Association. Hakes is an integral part of the Alumni

Association and served as the vice president of philanthropy and annual programs during the past year.

Achiever awards were presented to Theresa Pouissant '02 for her work with the communications committee; Brian Ford '01 for his leadership and commitment in establishing the MBA chapter; and Yuri Skrynnikov '00 for his leadership of the IMAN chapter.

### **Mannheim Biannual Alumni Reunion**

Planning is under way for the biannual alumni reunion for UMUC graduates of the Munich/Augsburg/Mannheim two-year residential program. The reunion will be held at UMUC's Inn and Conference Center in October 2004. More than 400 alumni from around the world are expected to attend. Michelle Renee Thamer, Theresa Kalmer, James Corley, and Richard Scordo have worked tirelessly to ensure the success of this event.

### **Alumni Happy Hours at the Oracle**

The alumni happy hours at the Oracle Lounge were launched in the fall of 2002 to provide opportunities for alumni, students, faculty, and staff to meet socially on a regular basis. The first event of the past year was a Halloween happy hour that drew more than 75 people. A second event was held in December and a third was held in March 2004, in celebration of St. Patrick's Day. The latter event was cohosted by the MBA chapter.

### **New Graduate Reception**

A reception for new graduates was held May 13, 2004, and drew more than 600 graduates and guests. The new graduates met with UMUC faculty and staff and received an enthusiastic welcome from Bruce Emmel, president of the Alumni Association. UMUC Provost Nick Allen led a UMUC cheer and Deans



*New graduates visit the "ruins of ancient Greece" at the reception held in their honor at UMUC's Inn and Conference Center.*



*(Left to right) George Awkard, Reginald Hart, and the Marriott Corporation foursome enjoy UMUC's second annual celebrity golf tournament, held at the University of Maryland Golf Course.*

Mary Ellen Hrutka, School of Undergraduate Studies, and Christine Hannah, Graduate School, offered congratulations. UMUC President Gerald Heeger gave a toast to the graduates and their accomplishments.

### **Alumni Welcome Program Still a Huge Success**

The Alumni Association, in partnership with the School of Undergraduate Studies, formed a new volunteer outreach program to serve new students. In February 2004, new volunteers attended a comprehensive training session led by Shawna Acker, Tom Porch, and Pershail Young, of the School of Undergraduate Studies. Each volunteer was assigned a group of newly enrolled students to call and personally welcome to UMUC. All were gratified by the enthusiastic response.

### **Dragon Boat Races 2004**

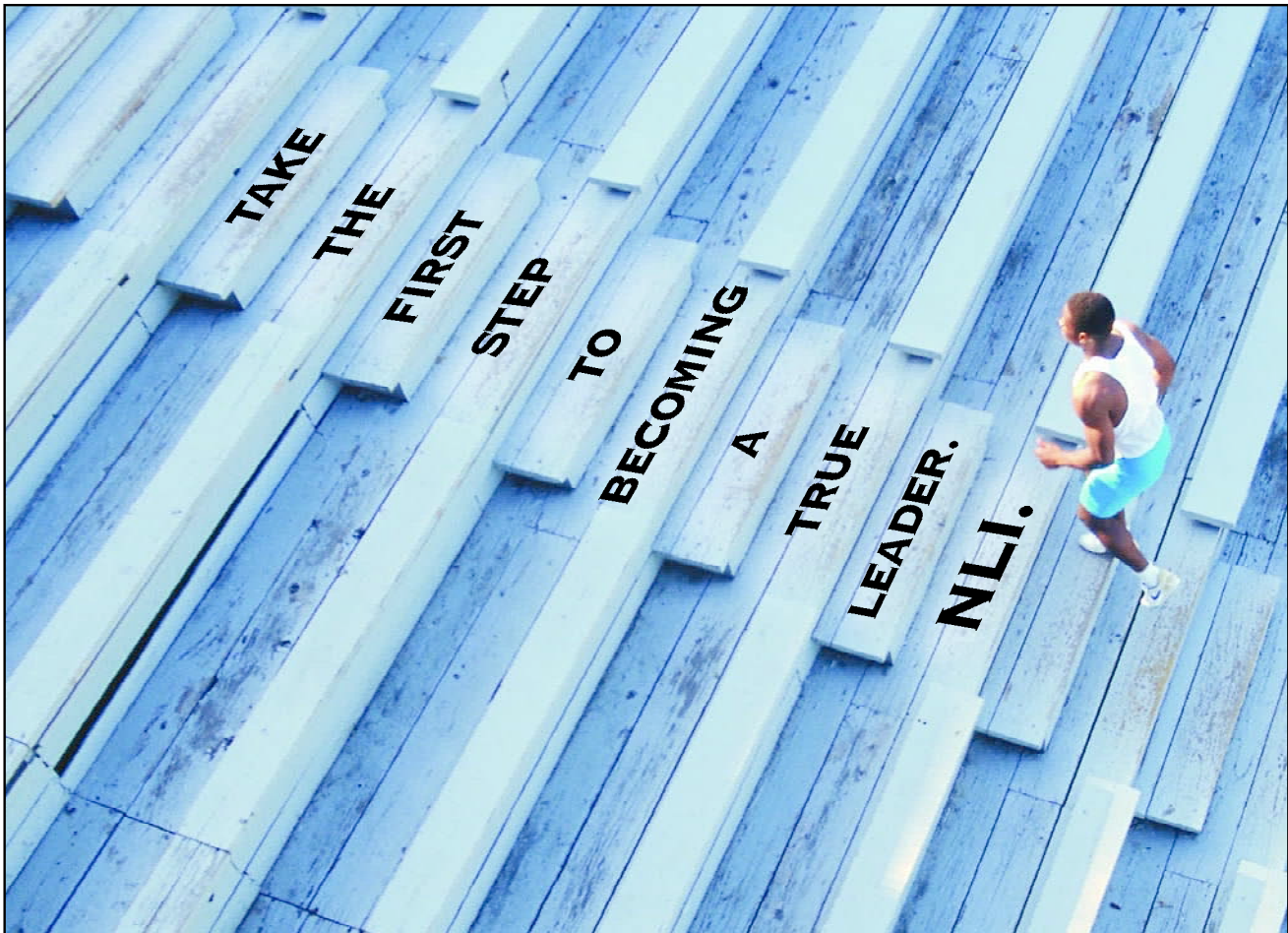
UMUC and the Alumni Association made history again at this year's Washington, D.C., 2004 Dragon Boat Races. These races took place May 22–23, 2004, at Thompson Boat House on the Potomac River. Two UMUC teams competed in 250-meter and 500-meter heats, with one team winning bronze in the 500-meter race. The dragon boat teams are UMUC's only athletic teams, and this is the second year that they have brought home medals.

### **Enhanced Alumni Association Board of Directors**

The Alumni Association nominations and elections committee worked diligently to expand and enhance the alumni board of directors. Under the leadership of Patricia Toregas '84 & '91, more than 10 new alumni have agreed to serve on the board in support of UMUC's commitment to excellence in education.



*Andrea Hart (left), acting director of Alumni Relations, presents long-drive contest winner Bill Henneghan with a commemorative plaque at the awards dinner following the celebrity golf tournament.*



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# MEMBERSHIP BENEFITS

# STAY CONNECTED!

## Alumni Affinity Program

The Alumni Association is dedicated to building a strong network among all its members worldwide. Programs and resources include career services, affinity partner discounts, special alumni events, library access, and chapter activities. Check out our partner benefits and services. Access is easy.

### UMUC alumni are eligible to

- Apply for a UMUC Alumni Association FirstUSA affinity credit card with special rates for alumni.
- Receive a discount for GEICO Direct auto insurance, available in most states. (Call 800-368-2734 for a free rate quote.) 
- Receive assistance with debt management and online bill paying from Clarion Credit Management. 
- Use the alumni discount at UMUC's virtual bookstore when visiting [www.bkstore.com/umuc](http://www.bkstore.com/umuc).
- Access career services such as CareerQuest and MonsterTrak. These are free, online career services for job searches and employer matches.   
**CAREERQUEST@UMUC**
- Receive special invitations to UMUC-sponsored events.
- Purchase a UMUC class ring from Herff-Jones College Division. A portion of each sale supports UMUC scholarships.
- Get a discount on rooms and meals at UMUC's Inn and Conference Center in Adelphi, Maryland.
- Visit and use UMUC computer labs throughout Maryland and in most education centers overseas.
- Apply for membership in the State [of Maryland] Employees Credit Union. For complete information, call 410-296-SECU or visit [www.secumd.org](http://www.secumd.org).

For more details on membership benefits, please contact the Office of Alumni Relations by phone at 240-684-5125 or by e-mail at [info@umucalumni.org](mailto:info@umucalumni.org).

Keep in touch with UMUC for the latest news, events, and alumni benefits and services available to you. Visit our Web site at [www.umucalumni.org](http://www.umucalumni.org).

To receive advance notice about alumni benefits and services, please complete the following:

- Yes, I want to receive e-mail notices of alumni benefits and services. Add my contact information to the Alumni Association's mailing list.

\_\_\_\_\_  
*(signature required)*

My e-mail address is \_\_\_\_\_

- No, I do not want to stay connected. Remove my name from your mailing list.

### WE WANT TO HEAR FROM YOU!

Have you moved recently? Were you promoted or did you start a new job? Have you received an award? Share your good news with the UMUC Alumni Association. We'll update your record, and your achievement could be published in a future edition of the *Achiever*.

Please complete the following information and return this form today. **Photographs are welcomed.**

NAME	YEAR OF GRADUATION	
STREET ADDRESS		
CITY	STATE	ZIP + 4
COUNTRY		
HOME PHONE	WORK PHONE	
EMPLOYER		
POSITION		
STREET ADDRESS		
CITY	STATE	ZIP + 4

### My News:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**E-mail address:** [info@umucalumni.org](mailto:info@umucalumni.org)

**Phone:** 240-684-5125 **Fax:** 240-684-5120

**Mailing address:** University of Maryland University College, Alumni Association, 3501 University Boulevard East, Adelphi, MD 20783.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE

H O N O R R O L L 2 0 0 3

T H A N K Y O U

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The lists on the following pages represent gifts received during the 2003 fiscal year (from July 1, 2002, through June 30, 2003). Every effort has been made to ensure the accuracy of the information. In the event that an error has been made, please accept our apologies and inform us of the inaccuracy by contacting the Office of Institutional Advancement at 240-684-5100.

S U P P O R T U M U C

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Your ongoing support of UMUC allows students to realize their hopes and dreams. Continuing support from people like you allows us to sustain UMUC programs and offer vital services to students. Make your contribution today. Checks must be made payable to The University of Maryland Foundation. For more information or to make an online contribution, visit our Web page at [www.umuc.edu/donate](http://www.umuc.edu/donate).



LETTER FROM THE THE ANNUAL CAMPAIGN CHAIR

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## Dear Alumni:

Thanks to your remarkable generosity over the years, UMUC has become a world-class university of amazing proportions—with nearly 100,000 students, an incredible array of undergraduate and graduate degree programs, and a “virtual campus” that is second to none. Through it all, we have also managed to remain extremely accessible and affordable, which is no mean feat in today’s academic market.

Nonetheless, far too many of our students must finance their education with student loans, which always look attractive until you have to pay them back. Scholarships, on the other hand, offer a debt-free helping hand—and, for the nontraditional student, that can make finishing a degree far less stressful. Let me share one recent graduate’s story.

Gwendolyn Washington was born in Selma, Alabama, to a teenage mother who abandoned her when Washington was four years old. As luck would have it, her “real mom”—a widow with four other children—came along, and it was this wonderful lady who taught her the virtues of hard work and a good education. Although Washington dreamed of going on to college after high school, she became a teenage parent just like her birth mother. Unlike her birth mother, however, Washington made it her mission to build a good life for her children. That meant getting a job and continuing her education.

In 1998, Washington entered UMUC with 20 college credits. Through sheer perseverance and determination, she attended class while working full-time and raising her kids. Today, because of her hard work, she has completed her bachelor’s degree in legal services, with a laudable 3.6 grade-point average. She is also carrying tens of thousands of dollars in student loan debt—loans that she considers an “investment” toward securing a better job down the road. But, as she says, scholarship aid would have been a “godsend” along the way, especially now that she faces the prospect of sizeable monthly loan payments.

With Washington’s story in mind, I ask you to think “scholarships” as you open both your hearts and your checkbooks this year. The tax-deductible donations you make will allow this great university to remain affordable for and accessible to the many adult students—like Washington—who now follow the rest of us through its doors.

Sincerely,

Mary Ann Hakes '90  
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