

ACHIEVER



LUTHERVILLE



Dear Friend:

In this issue of *Achiever*, we look back in history and ahead to the future—and in the process, as always, I hope that you will come away with a clearer image of this remarkable institution.

The issue opens with a story about Stephen H. Weatherby, who

has balanced his duties as vice president of construction for an innovative Midwestern real estate development company with a 20-year career as a volunteer firefighter. Now, thanks to research he conducted as a Cooperative Education student at UMUC, the field of fire science may be forever changed.

Next, you'll meet Mechelle Kerns-Nocerito, an underwater archeologist who works to bring the past to life for students in her history classes—all while helping to preserve that history for generations to come.

You'll also read a fascinating compilation of memories and anecdotes from students and administrators alike who were part of a lesser-known facet of UMUC history—the colorful and memorable Munich campus, a residential program for the college-age children of government workers and military personnel stationed in post-World War II Europe.

In addition, our News Updates section is especially exciting, highlighting three UMUC graduate programs that are now accredited by the Project Management Institute, reporting on a visit to UMUC by Google executive and Internet pioneer Vinton Cerf, congratulating the winners of the UMUC Military Challenge at the Nation's Triathlon, and much more.

It's all in this issue of *Achiever*, and I hope as you read it you'll take a moment, as I have, to reflect on the remarkable past and thrilling future of this one-of-a-kind institution—University of Maryland University College.

Sincerely,

Susan C. Aldridge

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The *Achiever* is published three times a year by Marketing and Communications at University of Maryland University College, Adelphi, Maryland. Call 240-582-2509 with your comments and suggestions, or send e-mail to ccassano@umuc.edu. University of Maryland University College subscribes to a policy of equal education and employment opportunities.

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The spring 2010 *Achiever* text pages are printed on forest-friendly Centura Dull Text and Centura Dull Cover FSC paper.

Environmental impact estimates were made using the Environmental Defense Paper Calculator.



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COVER PHOTOGRAPH AND CENTER, THIS PAGE, KATHERINE LAMBERT; BOTTOM RIGHT: MARK FINKENSTAEDE

THREE UMUC GRADUATE PROGRAMS ACCREDITED BY THE PROJECT MANAGEMENT INSTITUTE

BY UMUC PUBLIC RELATIONS

Three master's degree programs in UMUC's Graduate School of Management and Technology—the Master of Science programs in information technology, technology management, and management—have been accredited by the Global Accreditation Center (GAC) of the Project Management Institute (PMI), the world's leading project management organization. UMUC joins a list of just 27 institutions of



higher education in 10 countries to earn accreditation by GAC.

Each of the three UMUC programs—the Master of Science in information technology, Master of Science in technology management, and Master of Science in management—offers a project management specialization designed to serve managers and other professionals who wish to acquire, enhance, and certify their knowledge and skills in designing, integrating, developing, and managing projects.

“UMUC is pleased and proud to receive this prestigious accreditation from the Global Accreditation Center for our graduate

specializations in project management,” said Michael S. Frank, vice provost and dean of UMUC's Graduate School of Management and Technology. “This accreditation recognizes our commitment to project management excellence and demonstrates the quality and rigor of our programs.”

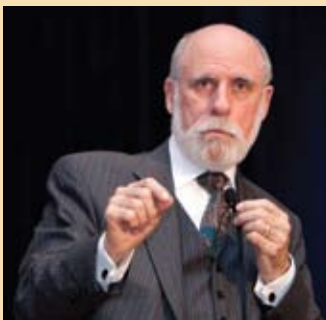
“Obtaining PMI GAC accreditation is a rigorous process, and UMUC's participation makes a public statement about the deep commitment of the institution and its faculty to ongoing evaluation and continuous quality improvement,” said Edwin Andrews, director of academic and educational programs and services at PMI. “GAC accreditation confirms that the scale and quality of an institution's project management degree program conforms to a comprehensive international standard.”

Individuals who complete one of UMUC's GAC accredited programs earn 1,500 hours of project management experience toward the requirements that are needed to sit for PMI's Project Management Professional (PMP)® credential examination. Currently, an applicant with a bachelor's degree (or higher) must document 4,500 hours spent leading and directing project tasks. If the applicant documents that he or she graduated from a GAC accredited program, then only 3,000 hours of work experience need to be presented to fulfill this requirement.

The accreditation will remain in effect for a period of seven years, beginning December 1, 2009.

UMUC WELCOMES GOOGLE'S "CHIEF INTERNET EVANGELIST," VINTON CERF

BY UMUC PUBLIC RELATIONS



Google executive Vinton G. Cerf—who holds the title of vice president and chief Internet evangelist with the Internet giant—presented the keynote address at UMUC's Orkand Chair Distinguished Lecture Series on September 25, 2009.

Cerf is often referred to as one of the fathers of the Internet for his role as co-designer of TCP/IP protocols and architecture of the Internet. Since October 2005, he has been responsible for identifying new technologies to support the development of advanced, Internet-based products and services for Google, and he serves as an active public face for Google in the world of the Internet.

Cerf presented a talk, entitled “Education and the Internet,” that started with a discussion of how in 1969 Cerf, a graduate student at the time, was responsible for writing the software that allowed the first computer—known as the Sigma 7—to connect to the first node of the world's first operational packet-switching network, the predecessor of today's Internet.

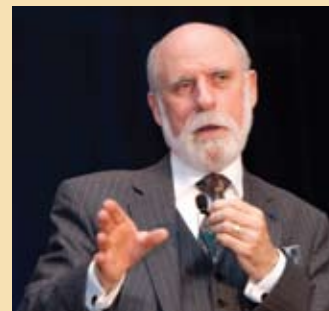
“The Sigma 7 is in a museum now, and some people think I should be there along with it,” Cerf said with his trademark humor, before launching into a broad-ranging discussion that covered everything from the growth of Internet use (from 50 million users in 1997 to roughly 1.7 billion today), to the proliferation of mobile Internet access and new and novel uses of the Internet (ranging from Internet-enabled refrigerators and picture frames to bathroom scales and even surfboards). Along the way, Cerf discussed ways that the Internet will change—already, Internet users in Asia outnumber users in North America by almost three-to-one—as new languages and cultures shape the future of technology, and discussed some of his own, most recent projects, which



include developing new ways of transmitting data through space on what Cerf has termed the “interplanetary Internet.”

Finally, Cerf commented directly on the importance of online education, citing UMUC as a pioneer in the field.

“... Maybe the most important thing about this online environment, . . .” said Cerf, “[is] the recognition that



education is not something that happens over a four-year period. Education is something that needs to happen throughout our lifetimes. It has to happen when you're at work, it has to happen after you've retired, it has to happen at your pace, and it has to happen at your convenience. . . .”

To view a webcast of Cerf's Orkand Chair Distinguished Lecture Series keynote address, visit www.umuc.edu/orkandlecture/pastlectures.shtml.



(LEFT TO RIGHT) Ken Corigliano, Staz Dawson, and Timothy Faller, first- through third-place male winners, respectively, of the UMUC Military Challenge.

UMUC CONGRATULATES WINNERS OF THE SECOND MILITARY CHALLENGE AT THE NATION'S TRIATHLON

BY UMUC PUBLIC RELATIONS

University of Maryland University College (UMUC) congratulated Ken Corigliano and Stephanie Brown, the male and female winners, respectively, of this year's UMUC's Military Challenge race held Sunday, Sept. 13, in Washington, D.C. Corigliano and Brown competed against more than 500 active-duty military personnel and veterans in UMUC's Second Annual Military Challenge, a race-within-a-race at the Nation's Triathlon. More than 4,500 participants overall competed in this year's triathlon, which followed a marked course past many of the most famous historic landmarks in Washington, D.C.

Corigliano, who serves in the United States Air Force, also placed ninth overall in the triathlon. Other male Military Challenge race winners include Staz Dawson (U.S. Coast Guard), who placed second, and Timothy Faller (U.S. Navy) in third. Among female competitors, Washingtonian Stephanie Brown (U.S. Navy) won the Military Challenge (placing 23rd overall), followed by Kathryn Hughes (U.S. Air Force) in second and Andrea Stover (U.S. Marine Corps) in third.

“On behalf of UMUC, I would like to congratulate all of the winners and participants in this year's Military Challenge,” said UMUC President Susan C. Aldridge. “As a committed educator of the military for more than 60 years, UMUC is pleased to sponsor the race for the second consecutive year. Our active-duty servicemembers and veteran military personnel demonstrate extraordinary willpower and commendable strength, not just in this race, but in the sacrifices they make every day serving our country.”

UMUC currently enrolls an estimated 50,000 military servicemembers, veterans, and their family members each year. The Fourth Annual Nation's Triathlon benefited the Leukemia & Lymphoma Society of America. All proceeds from the race go to fund research

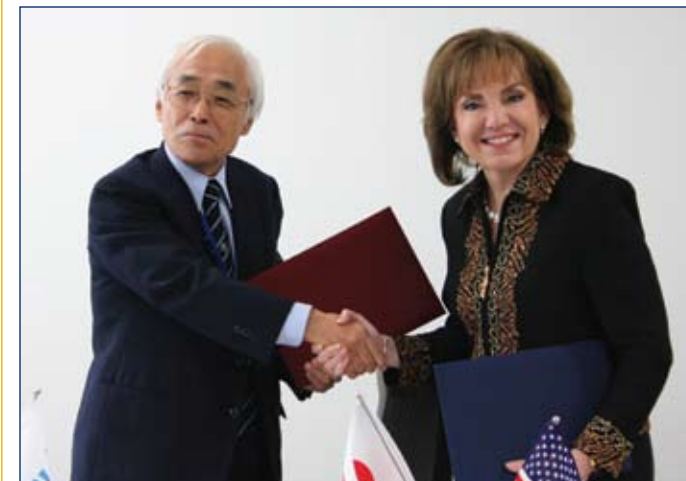
to help find better treatments and cures for blood cancer.

UMUC PARTNERS WITH THE OPEN UNIVERSITY OF JAPAN

BY UMUC PUBLIC RELATIONS

University of Maryland University College (UMUC) and The Open University of Japan (OUJ) signed a new Memorandum of Understanding (MOU) that promises to expand educational opportunities for students. The cooperative agreement will allow UMUC and OUJ to partner on a number of activities, including conducting collaborative research and developing dual academic programs, individual courses, and certificate and degree programs.

The Open University of Japan, founded in 1981, develops, provides, and promotes innovative distance higher education of top quality, in collaboration with mass media networks and alliances.



OUJ President Ishi Hiromitsu with UMUC President Susan C. Aldridge

UMUC'S NATIONAL LEADERSHIP INSTITUTE CELEBRATES TWO MILESTONES IN 2009

BY UMUC PUBLIC RELATIONS

UMUC's National Leadership Institute (NLI) celebrated two milestones in 2009, marking its 30th year in partnership with the Center for Creative Leadership (CCL) and initiating a new partnership with the Center for Conflict Dynamics (CCD) at Eckerd College, in St. Petersburg, Florida.

CCL is the preeminent organization devoted to leadership research and education, and ranked sixth overall in the 2009 *Financial Times* worldwide survey of executive education.

Under license with CCL, NLI offers the Leadership Development Program (LDP)® and Foundations of Leadership (FOL). The LDP helps senior staff acquire the tools necessary to enhance their leadership development skills by increasing self-awareness, while offering exercises that help build their expertise in leading others. FOL, designed for less-experienced managers, focuses on basic skills for effective leadership that will facilitate growth and development of both confidence and abilities in future leadership roles.

"The National Leadership Institute is pleased and proud to mark this 30-year anniversary as a network associate of the nationally renowned Center for Creative Leadership," said Carol Dell'Amore, PhD, director of NLI at UMUC. "Together, NLI and CCL have shaped some of today's top leadership talent, and we look forward to



Carol Dell'Amore

another equally successful 30 years."

"At CCL, we constantly remind our clients about the power of collaboration and teamwork—and our relationship with NLI at UMUC proves why it matters so much," said Portia R. Mount, vice president of Global Marketing at CCL. "By combining our knowledge and talent for the last 30 years, we've helped prepare executives from all over the world to tackle today's leadership challenges."

The partnership with the Center for Conflict Dynamics (CCD) at Eckerd College makes NLI a Washington, D.C., metropolitan area provider of programs and services related to the Conflict Dynamics Profile (CDP), which was developed by Eckerd.

The CDP is an assessment tool that deals with conflict behaviors in the workplace and provides a powerful way to improve self awareness of what triggers conflicts in individuals, as well as how those individuals respond to conflict. Based on identified triggers and responses, the CDP offers practical approaches for improving behaviors that

promote more effective conflict resolution.

The alliance between NLI and Eckerd College will ultimately yield a number of conflict management initiatives, including face-to-face and online CDP certification classes for qualified professionals, face-to-face and online training programs, conflict coaching services, training products, research, and more.

"We are pleased and proud to collaborate with Eckerd College and the Center for Conflict Dynamic," said Carol Dell'Amore, director of NLI, "and we look forward to making this powerful suite of programs and courses available to leaders across the Washington metropolitan area. Whether area businesses and agencies—and their leaders—need leadership development and conflict resolution or change management, team building, or executive coaching, this partnership brings the National Leadership Institute at UMUC one step closer to being your one-stop shop for all your leadership needs."

"Our Center for Conflict Dynamics seeks collaborative efforts with outstanding partners that help us explore and develop new and effective approaches to addressing conflict in organizations," said Dr. James Deegan, vice president for special programs at Eckerd College. "We are very pleased to partner with NLI at UMUC to provide online and face-to-face CDP certification classes and research-based training programs to help leaders and organizations in the Washington, D.C., area address workplace conflict issues."

UMUC PARTNERS WITH CAPITOL COLLEGE TO EXPAND INFORMATION ASSURANCE OPPORTUNITIES

BY UMUC PUBLIC RELATIONS

University of Maryland University College (UMUC) signed a memorandum of understanding (MOU) with Capitol College (CC) to expand educational opportunities for Maryland students pursuing careers in information assurance. This partnership comes in direct response to Maryland Governor Martin O'Malley's STEM Taskforce, which was established to increase the number of graduates in the fields of science, technology, engineering and mathematics (STEM). Both UMUC and CC are designated by the National Security Agency (NSA) as National Centers of Academic Excellence in Information Assurance.

Under the MOU, Capitol College students who complete a post-baccalaureate certificate in network protection or security management will be able to transfer those credits into UMUC's Master of Science program in cybersecurity. Additionally, UMUC will take advantage of Capitol College's preparatory course for the CISSP certification examination by pointing its students to the course as a resource to advance their careers. The CISSP is a respected, industry-wide certification in information assurance. UMUC and Capitol College will also plan joint conferences, seminars and colloquia for faculty and working professionals in the information assurance and cybersecurity arenas.



Capitol College President Michael T. Wood and UMUC President Susan C. Aldridge.

"UMUC is pleased to collaborate with Capitol College to provide students in Maryland with more educational opportunities in the cybersecurity and

information assurance fields, while also helping to meet the workforce needs of our state," said UMUC President Susan C. Aldridge. "Through this partnership, our institu-

tions are dedicated to creating more opportunities for students to advance their credentials and training."

"We are committed to providing education that is technology-driven, accessible and affordable, especially for our graduate students, who are seeking to advance in their careers," said Capitol College President Michael T. Wood. "Our new partnership with UMUC demonstrates

this commitment, and we are excited to embark on this unique partnership with UMUC, as it should be a landmark agreement of cooperation between private and public institutions in Maryland."

The MOU between Capitol College and UMUC was signed by both university presidents at a ceremony on December 14, 2009, and will remain in effect for a period of three years. ❖

UMUC FACULTY OPPORTUNITIES

JOIN A FACULTY COMMITTED TO HELPING STUDENTS SUCCEED.

As a University of Maryland University College (UMUC) faculty member, you'll help prepare mature, motivated students to become tomorrow's leaders. Teaching at UMUC has a variety of advantages, including

- A teaching career that fits into your professional life
- State-of-the-art instructional technologies
- Comprehensive training and support
- Access to many state of Maryland benefits, such as medical, prescription and dental plans

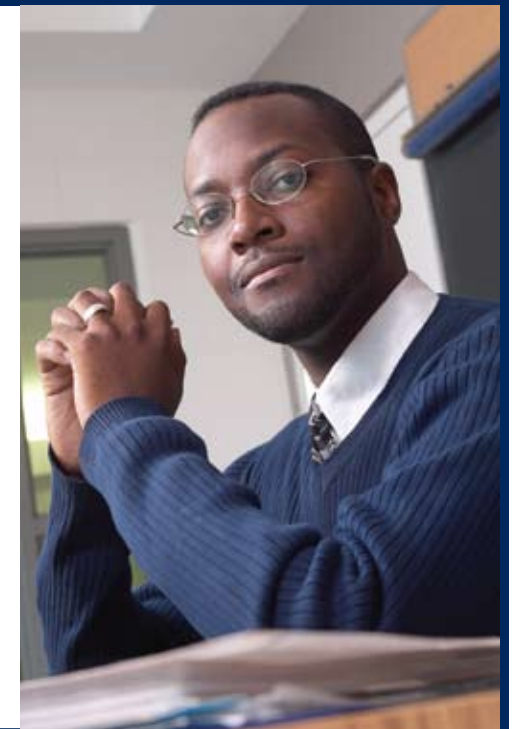
Part-time positions are available in accounting, finance, marketing, strategic management, project management, IT-related disciplines, and more.

EOE/F/MC/V. Women and minority applicants are strongly encouraged to apply.



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WEATHERBY ON FIRE

Stephen H. Weatherby is well on his way to a distinguished career in fire service, but it is the research he conducted as part of a UMUC Cooperative Education course that may make the biggest impact on fire science.

BY ALLAN ZACKOWITZ



In an unseasonably warm day this past October, in a paved lot outside of the Maryland Fire and Rescue Institute in College Park, Maryland, a group of public officials, firefighters, association executives, and media representatives gathered to watch the hard work of UMUC fire science student Stephen H. Weatherby go up in flames—so to speak.



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FIRE AND WATER

A live-fire exercise in College Park offered a graphic demonstration of how residential sprinkler systems save property and lives.

In a special “live fire” exercise, firefighters lit two wooden boxes in turn, each box identically furnished to simulate a living room complete with upholstered chairs, lamps, curtains, and more. In the first box, flames quickly climbed up the curtains and set off a smoke alarm as the fire spread to the walls, ceiling, and furniture. In less than a minute, the small room was engulfed in flames, and when firefighters doused the flames a few moments later, little remained except for charred walls and ceiling.



When firefighters lit the second box, the fire progressed similarly, but moments after the smoke alarm rang, the heat of the fire triggered a single sprinkler head on the ceiling, spraying the room and quelling the fire in less than a minute, and leaving the contents of the room damp but intact. The firefighters stood by with hoses at the ready, but the fire was out.



It was a graphic demonstration of the effectiveness of sprinklers in residential dwellings, and it was scheduled to coincide with the release of a groundbreaking study—prepared by UMUC student Stephen H. Weatherby—that promises to have a nationwide impact on the fire protection industry.

Weatherby's study—entitled *Benefits of Residential Fire Sprinklers: Prince George's County's 15-Year History with Its Single-Family Residential Dwelling Fire Sprinkler Ordinance*—was produced in cooperation with the nonprofit Home Fire Sprinkler Coalition (HFSC), the Prince George's County (MD) Fire/EMS Department, the Maryland State Fire Marshal's Office, and University of Maryland University College.

In the study, Weatherby compiled and analyzed the statistical impact of an ordinance that went into effect in 1992, mandating that fire sprinkler systems be installed in all new single-family homes built in Prince George's County, Maryland. When the ordinance first passed in 1987, it made Prince George's County the first in the nation to enact such a measure. The national homebuilders lobby vigorously opposed the ordinance, and today there are only a handful of jurisdictions in the country that have put similar mandates in place.

But that may change soon, thanks in part to Weatherby's study, which drew data from more than 13,000 fires in Prince George's County, clearly demonstrating the benefit of residential sprinkler systems. In 15 years (from 1992 through 2007), the county hasn't recorded a single fire-related fatality in a home equipped with sprinklers. What's more, when fire does strike a sprinkler-equipped home, it does much less property damage—an average of \$4,883 in damage versus \$9,983 in damage for a home unequipped with sprinklers (and the latter figure jumps to almost \$50,000 if the fire results in a fatality).

Overall, the study is good news for fire safety advocates, who have been hampered by a lack of statistical support for the effectiveness of residential sprinkler systems. Until recently, the national fire protection and insurance communities have used a less reliable study done in Scottsdale, Arizona, 20 years ago. Already, the National Fire Protection Association has recognized Weatherby's study as an important asset, and the Home Fire Sprinkler Coalition has started distributing the study nationwide in support of their ongoing campaign to make residential sprinkler systems the norm rather than the exception.

NO TYPICAL UNDERGRADUATE

So how did a UMUC undergraduate come to play a lead role in such a pivotal study? The answer is simple: Stephen H. Weatherby—like so many of his UMUC classmates—is no typical undergraduate. And it didn't hurt that he happened to be in the right place at the right time.

Weatherby, 39, was born in Washington, D.C., and grew up in Howard County, northeast of the District. For two decades, he has had his sights set on a full-time career in the fire service, ever since he first joined the volunteer fire department at the age of 20.

“I was passing by the local fire station and I saw a sign asking for volunteers,” Weatherby said. “Something inside of me clicked,



“It is not just riding the engine to a fire or helping someone in a car accident.

UMUC has helped me identify ways to better serve my organization and community in the delivery of fire protection.”

and I joined that day. I think deep down I was always interested in public safety, but I had never acted on it until then.”

That was in Butler, Maryland, where he was living at the time. A year later, he moved to the larger Lutherville Volunteer Fire Company, just outside of Baltimore. But his commitment to the fire service took on an added urgency in 2001.

“I really committed to the fire service after [the terrorist attacks of] September 11,” Weatherby said. Already in his 30s, he decided that he wanted to become a career fire chief, and since then he has continued to take specialized training and professional development courses to augment his firefighter qualifications and hone his management skills, taking advantage of educational resources offered by the National Fire Protection Association, the National Fire Academy, the Federal Emergency Management Association (FEMA), and the Maryland Fire and Rescue Institute. In 2004, he took the plunge and enrolled in UMUC's undergraduate degree program in fire science.

“I have learned over the years that no matter your age, you are always learning, and I have embraced that,” Weatherby said. “I don't remember when and where I first saw the opportunity to attend UMUC, but it was the first time I had seen an online version of the fire science program. I was really drawn to the flexibility of online learning.”

But Weatherby wasn't simply biding his time professionally. After trying out the political science program at the University of Maine and deciding it wasn't for him, he returned to Maryland and took a job as an assistant superintendent with a local general contractor, renovating low-income housing in Baltimore. Weatherby quickly moved through a series of construction management positions, eventually joining an innovative Midwestern real estate development company that has become one of the Washington area's leading homebuilders.

“I have always been connected to construction since working as a carpenter's helper in high school,” Weatherby said. “I came to my current place of work in 2002 as a project manager, and I was promoted to director of construction in 2005 and vice president of construction in 2006.”

That success never shifted his focus from his ultimate goal of becoming a fire chief, and when he finally enrolled in the undergraduate fire science program at UMUC, he quickly recognized

the advantages offered by the university's Cooperative Education (Co-op) program. That program grants credit for career-related work in the student's field of study, and Weatherby's mentor happened to be Becky Spicer-Himes, an adjunct professor who is also manager of the administrative services section of the Maryland Fire and Rescue Institute, which works closely with the Home Fire Sprinkler Coalition. Those organizations were looking for an intern to work on the sprinkler study, and Weatherby landed the internship and jumped into the project with both feet.

“Everyone that I encountered at UMUC has been great,” said Weatherby, singling out Stephen Carter, academic director of the fire science program, as being “awesome and always very encouraging during the entire process,” and reserving special praise for Steven T. Edwards. Edwards, a longtime UMUC adjunct professor, is director of the Maryland Fire and Rescue Institute and is himself a graduate of UMUC's fire science programming, holding both bachelor's and master's degrees in the field. Edwards was chief of the Prince George's County fire department in 1992 when the sprinkler law took effect, and he has been a supporter ever since.

Since he began his UMUC degree program, Weatherby has moved up from firefighter to specialist to lieutenant, and in 2008 he was promoted to captain of the Lutherville Volunteer Fire Company, responsible for managing 90 volunteers. He credits UMUC for playing a big role in his advancement.

UMUC coursework, Weatherby said, “opened my eyes to the complexities of fire service management. It is not just riding the engine to a fire or helping someone in a car accident. UMUC has helped me identify ways to better serve my organization and community in the delivery of fire protection.”

Meanwhile, Weatherby still holds his full-time construction management job, commuting from north of Baltimore to downtown Washington most weekdays. Fortunately, his employer recognizes the importance of volunteer work and allows him a good deal of scheduling flexibility with the fire department. He fits in his UMUC studies and online classes in the evenings and during the hours between calls when he's on duty at the fire station.

His biggest challenge: “Time management, by far,” said Weatherby. ♦



DIVING INTO HISTORY

For underwater archaeologist **Mechelle Kerns-Nocerito**, history and archeology are inextricably linked, and her students at UMUC find her classes the richer for it.

BY CHIP CASSANO

FOR MECHELLE KERNS-NOCERITO—WHO HAS TAUGHT IN UMUC’S School of Undergraduate Studies since 2004—the study of history has always demanded more context than even the most detailed textbook could provide. That was a lesson she learned firsthand as an undergraduate at UMUC’s sister institution, the University of Maryland, Baltimore County (UMBC), where she majored in ancient studies.

“As an ancient studies major, I was really drawn to archeology, because that’s where you do your research,” said Kerns-Nocerito. “Outside of the classics, there really isn’t as rich a body of historic documentation to draw from, and there aren’t the same kinds of records available as there are for the historic period. So textbooks and lectures often focus on archeological sites from the ancient world.”

When she landed a summer internship with Anne Arundel County, working on the county’s Lost Towns Project, it only served to confirm her beliefs. The Lost Towns Project—founded by Dr. Al Luckenbach, the County Archeologist, and initiated in the early 1990s—teamed archeologists with volunteers who worked together to explore, document, and preserve the history of the county’s colonial-era lost towns.

“That was kind of how I got the archeology bug,” said Kerns-Nocerito. “I wanted to get involved in the hands-on, ‘getting dirty’ archeology, and when that opportunity came, I found that I really liked the physical discovery as well as the search for historical records.”

Her research and academic achievements—coupled with the fact that she was the first person in her family to attend college—helped her land a coveted Ronald McNair Scholarship that gave her the freedom to continue her research for the county. She focused on London Town, a tobacco town established by the Maryland legislature in

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“I wanted to get involved in the hands-on, ‘getting dirty’ archeology, and when that opportunity came, I found that I really liked the physical discovery as well as the search for historical records.”

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1683 as a place where farmers and plantation owners could bring tobacco for shipment to Great Britain. The town quickly grew to rival Annapolis in economic importance.

With the added support of the scholarship funds, Kerns-Nocerito was able to publish a booklet about London Town while she was still an undergraduate. Her colleagues took notice, and when she completed her degree in ancient studies, Anne Arundel County and the London Town site hired her to continue her work while she returned to UMBC, this time to pursue a master’s degree in historical studies.

“It turned out I had a knack for land records research and genealogy, because I can’t stand not knowing an answer,” said Kerns-Nocerito. “You tell me to find something and I’ll work until it’s found.”

Kerns-Nocerito wrote her master’s thesis on London Town, and in the process, settled on her next challenge—earning a PhD in maritime history and archeology.

“It was fascinating because London Town was a colonial tobacco port, so there was a lot of maritime interest in it,” said Kerns-Nocerito. “Maritime research involves a whole different set of records, so I benefited greatly from the experience I

gained there.” Her academic advisors in the historical studies program saw the connection and allowed her to complete a 6-credit internship with the state of Maryland’s underwater archeologist, Dr. Susan Langley, who became both a mentor and friend. When Kerns-Nocerito mentioned that she hoped to earn a PhD, Langley pointed her to some of the foremost academic programs in maritime archeology, including one at the University of St. Andrews, in Scotland, where Kerns-Nocerito eventually enrolled. It didn’t hurt that she had taken scuba diving for physical education credit at UMBC.

“When I took underwater archeology classes as an undergraduate in ancient studies, I met one professor at UMBC who teaches ancient Greek history and covers a lot of shipwrecks, and she had gotten to dive with a man named George Bass, who is often referred to as the father of underwater archeology,” said Kerns-Nocerito. “She had these fantastic slides from diving on all of these different shipwrecks in the Mediterranean, and I guess that’s how I got the underwater archeology bug.”

In a practicum for her PhD program, Kerns-Nocerito dove five days a week, exploring the wreck of a Spanish ship—which sank in a hurricane in 1704—while documenting the site and helping to

sort the artifacts she and her colleagues recovered. When it came time to write her dissertation, though, Kerns-Nocerito returned to Maryland—literally and figuratively—to focus on London Town once again, drawing on her years of research there to discuss the site’s history, British maritime connections, record of shipping and trade, and more.

It was a win-win arrangement, Kerns-Nocerito said, because it gave her the research subject that she needed while the county benefited as well.

“They didn’t have the staff or resources to do it, so I was able to mesh my professional employment and my academic pursuits around the same site, which isn’t something most people have an opportunity to do,” she said. “I was very fortunate.”

Later, she felt equally fortunate when a colleague told her about a teaching opportunity in UMUC’s undergraduate history program.

“My husband was in the Army—he actually just retired after 20 years of service—so when it came to our location, we’ve kind of been at the mercy of the military for the past 10 years,” said Kerns-Nocerito. That, together with the birth of the couple’s second child, made UMUC’s online teaching format especially attractive, and after first teaching face-to-face classes full-time, Kerns-Nocerito switched to part-time status, teaching online. “It’s been a great opportunity to keep my foot in the academic world,” she said.

Two years ago, she accepted a position as a senior archeologist with the URS Corporation, a large, California-based



Mechelle Kerns-Nocerito on site at the Swan Cove Site, ASM 2005.

multinational earth sciences company, which has offered her new opportunities to learn and explore.

“Before coming to URS, I spent about eight years on the same site, and I became very familiar with it, which was great,” said Kerns-Nocerito. “But at URS, I’ve been able to work on different kinds of sites from different time periods—I’ve done projects in Wisconsin, Mississippi, Massachusetts,

and of course Virginia, Maryland, and Washington, D.C.—and I’m also part of URS’s scientific diver team, something we’ve been working to get off the ground for the past year or so. So I’m enjoying the variety.”

She shares that variety and richness of experience with her students (most recently, she’s been teaching HIST 157 “History of the United States Since 1865”) who soon discover that her online lectures are punctuated with PowerPoint presentations and maps, illustrating everything from the country’s westward expansion to the growing reach of railroads, steamships, and the telegraph.

“I like to give students a connection to a more tangible reality,” said Kerns-Nocerito, “so I also include links to ongoing research. I want them to understand that archeology and historic research are not static things, and as more archeology is done, bolstered by historic research, the stories we have heard about American history that have come to sound canned and repetitive, start to evolve and become more rich.”

It comes as no surprise, then, to learn that Kerns-Nocerito—who currently serves as president of the Anne Arundel County chapter of the Archeology Society of Maryland (ASM)—is also an admitted cheerleader when it comes to archeological and historic research in the state.

“One of my passions is to promote and help people understand archeology in Maryland,” said Kerns-Nocerito. “As a whole, our membership [in ASM] is quite advanced in age, so I’m trying my best to bring in some younger people. It’s my new mission in life!” ♦

For more about the Archeology Society of Maryland and the Anne Arundel County chapter, visit www.marylandarcheology.org and www.aachapasm.org. For information about London Town and the Lost Towns Project, visit www.historiclondontown.org and losttowns.com.



“As a whole, our membership [in ASM] is quite advanced in age, so I’m trying my best to bring in some younger people.

It’s my new mission in life!”

THE Alumni reminisce about UMUC's historic residential campus in Europe.

Cobblestone Campus

BY CHIP CASSANO

CLAIRE SWAN MOVED TO GERMANY AS A TEENAGER in 1949, accompanied by her father, Colonel William A. Swan, the newly assigned community commander at the U.S. Army's McGraw Kaserne—a repurposed German military installation—in Munich. A recent high school graduate, Claire enrolled in a

course for *Aiislander* (foreigners) at the University of Munich, but her father worried that she was spending so much time studying German that she was neglecting her studies in English. By then, though, Claire had fallen in love with Germany, and she didn't want to move back to the United States to attend school. As she later explained it, "Being young and not knowing there were things I couldn't do, it occurred to me that the only solution to my dilemma was to start an American university in Munich."

It helped to have a colonel for a father. The elder Swan thought the idea was feasible, given that he could arrange to have a few offices at McGraw Kaserne equipped with military furniture to serve as dormitories. But approval would have to come from his commanding officer, Major General Truman C. Thorson, head of the U.S. Army's Southern Area Command.

The following day, Claire Swan made an appointment with the general and explained her idea to him in person. He immediately saw its value. The University of Maryland's College of Special and Continuation Studies (CSCS)—which would later become UMUC—had only just begun its program for adult students in Europe, and courses weren't available at every military installation. College-age



The academic headquarters of the "Cobblestone Campus"

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The European version of stuffing telephone booths: Munich campus students in a guard post at Schonbrunn Castle, Vienna



Oktoberfest, 1959



waiting to return from the ski club trip to Kaprun, Austria



Kent Price and Bob Becker in their dorm room. Note the military footlocker at the foot of the bed



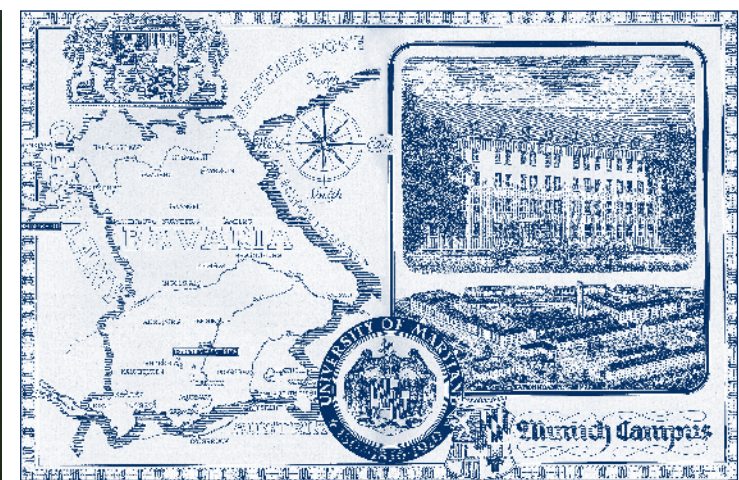
Oktoberfest, 1959



Munich campus students relaxing outside classrooms



On a bus returning from a ski trip



children of U.S. military personnel and government workers had few acceptable options for pursuing higher education.

However, University of Maryland officials were skeptical. An initial survey showed that only a handful of students were ready to enroll. "I think there were 19," recalled Ray Ehrensberger, then dean of CSCS and later chancellor of UMUC. "And I said, 'Well, we can't open a full-fledged campus for 19 people.'"

But General Thorson and Claire Swan weren't easily deterred. The general wrote letters to all the European bases, inviting students to enroll, and Swan and others organized mailings to potential students. In October 1950, UMUC's Munich Branch opened as a two-year college with 34 students enrolled in courses in English, German, French, sociology, algebra, geometry, and business administration.

It wasn't the most picturesque setting for a college; *kaserne* is the German word for *barracks*, and students quickly dubbed the school the "Cobblestone Campus." Many were intrigued to learn they would be sleeping in quarters that, only a few years before, had housed SS troops.

But there was more to the fledgling campus than its austere setting, and enrollments grew steadily. By the following decade, almost 700 students were attending each year. They came to Munich from across the United States and around the world, from every imaginable background and circumstance, but they were bound by common threads—almost all were the children of government employees or military personnel, and they were all young people abroad in the dynamic environment of post-World War II Europe.

That shared experience translated into what many came to recall as one of the most treasured and transformative times in their lives.

"It was happenstance, like a lot of things in life," said Barry Borella, a retired Army warrant officer and Continental Airlines captain, explaining how he came to attend the Munich Campus. "I had gone to Brown University for a year and hadn't done all that well aca-

demically. That summer my parents were on home leave from my father's post in Frankfurt. As they prepared to return to Germany where my father was a consul in charge of the visa section at the American Consulate General, I said, 'I'm not doing too well in school, and I'm feeling lost and uncertain about what to do next.' My mother's response changed my life. 'Why don't you come over with us to Germany?' she said. 'The University of Maryland has a program over there.'"

When he first arrived in Munich, though, Borella recalled that he thought he had made a terrible mistake. The "Cobblestone Campus" was far removed from Brown University's ivied halls and stately, tree-lined commons. Again by happenstance, Borella and his mother explored Munich that evening, walking along the streets, looking at storefront displays, and sampling a first taste of *Gemuetlichkeit* in a beer hall. Borella began to see things differently: attractive people, beautiful buildings, an intriguing language.

"I can't understand a word anyone's saying or read a word of the language," he said that night, "but this is the most fascinating city I've ever visited. I'm staying!"

Part of that fascination sprang from the fact that, positioned as they were in post-World War II Germany, students and faculty alike were virtually immersed in history, and Borella recalled encountering firsthand the war's enormous toll.

"One time I was writing a term paper for economics, and I went to the Bavarian State Library to get some books," said Borella. "You would go to the card catalog, find the name of the book you wanted, fill out a request form, and hand it in. You had to come back the next day to get the book. If I requested six books, four or five of the requests might come back stamped, 'Destroyed by bombing.' It was a firsthand experience of what the bombing had done and what was lost. Fifty years later they are still rebuilding some churches."



A page from the 1988 Munich yearbook.



“We had an algebra teacher who was a Hungarian refugee. One Russian teacher was a relative of the famous Count Tolstoy. And there was a synergy between teachers and students that isn't usually found elsewhere. Because it wasn't a large university, none of the people there were on the 'publish or perish' tenure track; they were all teaching. They were doing what they really wanted to do.”

—BARRY BORELLA

Despite the still-evident damage from the war, there was plenty to see and do, and students were often able take advantage of both organized and impromptu tours of the city and destinations across Europe, visiting sites that most of their college-age peers back home could only dream of.

“At first, I think I took one or two tours in the city, visiting the art museums and things like that,” said Virginia Pilato, who met her husband while a student at the Munich Campus, and who now chairs UMUC's education department. “But come Thanksgiving, I visited Vienna and went to the opera. I spent the semester break in Switzerland, and while I didn't go on the school trip to Italy with most of my friends, I was able to get a space-available ride to Madrid, so I spent time there. And as a student at the Munich Campus, that was the experience that we *all* had. There were people who had traveled far more than I, but we'd all been to different places, and there we were all together, enriching one another's lives.”

It was an inspiring setting for students and faculty members alike, and many Munich Campus alumni recalled their teachers as important contributors to their learning experience.

“Academically, we were a group of freshmen and sophomores taking the same courses as anywhere else, but the faculty was dedicated and made the subjects interesting,” said Borella. “We had an algebra teacher who was a Hungarian refugee. One Russian teacher was a relative of the famous Count Tolstoy. And there was a synergy between teachers and students that isn't usually found elsewhere. Because it wasn't a large university, none of the people there were on the 'publish or perish' tenure track; they were all teaching. They were doing what they really wanted to do.”

Pilato agreed. “I finished my last years of high school at Department of Defense schools, so I was already accustomed to Americans who had come abroad for the adventure of living and working in another country, and it was wonderful, too, to have German professors teaching German. They were scholars, they were brilliant people, and they were very good teachers. I think I got a *very* good education.”

One teacher in particular—Joseph F. Poland—embodied, for many, the sort of young, dedicated instructor who helped make the Munich Campus such a memorable place. Although Poland had yet to complete a PhD, Risto K. Marttinen—who attended 1958 to 1959—recalled that students still granted him the honor of referring to him as “Dr. Poland.”

“He was the 'happy historian,' finely polished, friendly, and obviously in love with his job,” said Marttinen. “[He was also] energetic, clear, confident, and good humored, and he conveyed the importance of history to the place and moment we were in—a

divided Germany, a divided Europe, a divided world. . . . I was enthralled, became a student of history, and [went on to earn] . . . a BA from the University of Colorado–Boulder in 1962.”

Tragically, Poland died in an accident only a few years prior to that. He was walking home one evening during *Fasching*, the German equivalent of Mardi Gras, when he was struck by a hit-and-run driver. It is likely his injuries wouldn't have been fatal, but because he spoke flawless German, locals didn't realize he was American and took him to a German hospital, which—because of the ongoing festival—was overflowing with patients suffering from minor injuries and ailments. If he had been taken to the American hospital on base, it is likely doctors could have given him the proper medical attention. As it was, he died of internal bleeding.

The impact on the campus was deep and lasting, but the response to the tragedy was unified. The campus library was renamed in Poland's honor, and students and colleagues alike donated money to endow a scholarship in his memory. The lives of his students have secured his legacy.

“The history of Europe as taught by Mr. Poland lives on,” Marttinen said. “I have published perhaps 1,500 letters, editorials, book reviews, film commentaries, jokes, and humor on two continents. Many include some history. If I had to describe Mr. Poland in one word, it would be *elegant*.”

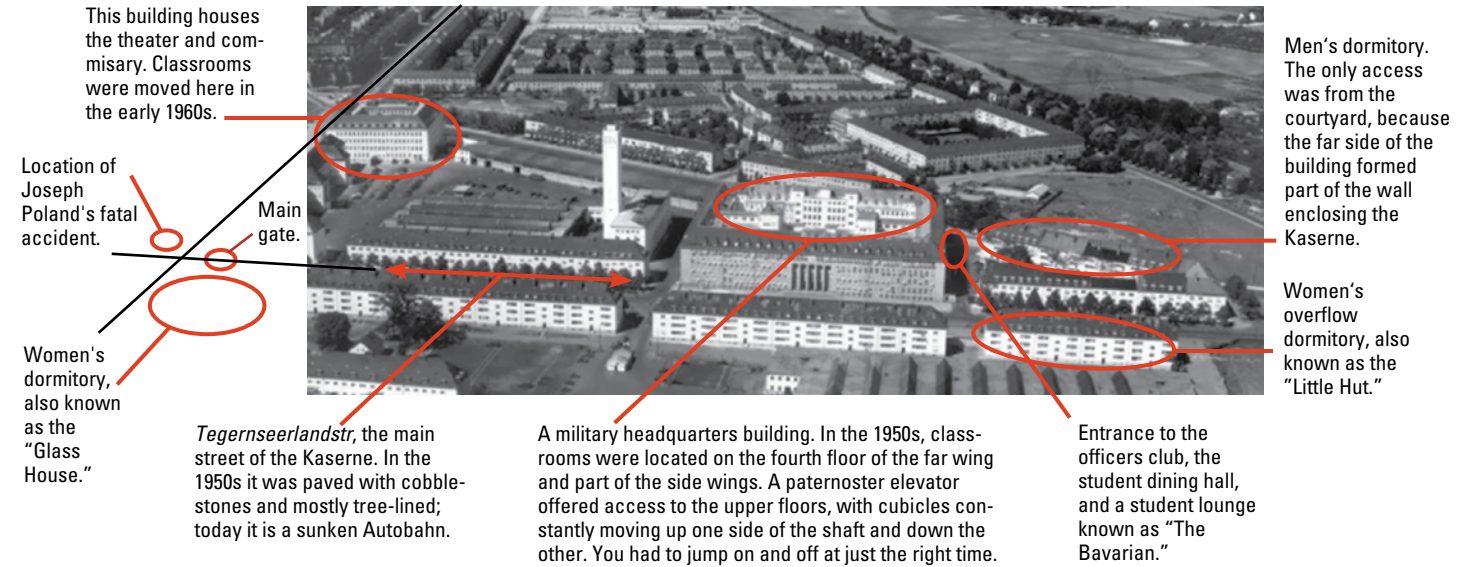
SOMBER MEMORIES OF THE MUNICH CAMPUS ARE always offset by lighthearted ones, however, and alumni from around the world all share fond recollections of the festivals and camaraderie that were a regular part of living and studying in a European city. At the time, the legal drinking age in Germany was only 16 years, and while alcohol was strictly forbidden on campus, local pubs and *gasthauses* were hardly off limits to students.

“It might come as a shock, but they have good beer there—the best in the world,” said Albert Northrop, now a judge in the Cir-



“Part of the interest value when we were there was where we actually were—my dormitory had been an SS barracks.”

—VIRGINIA PILATO



cuit Court of Prince George's County, Maryland. “We'd go to a restaurant, and the beer would be cheaper than Coke. So sometimes, on a student budget, you had no choice. You just had to drink beer,” he said, laughing. “In a German *gasthaus* or pub, you would probably have what they call a *stammglas*, your own mug that you leave there, and when you would come in they would already know your drink, and they would just bring you your beer.”

“I usually went to a place called the Five-and-Five that was owned by an older couple. Their children helped out with it, but the older lady always seemed a little stern, as if she wasn't sure about having students come in. But when I went back with my wife several years later, after I was finished with school, we walked in and the owner recognized me. She hardly spoke any English, but she was just delighted, like I was a long-lost son or something, and she insisted on taking pictures with us. It was just kind of special. It was that kind of a community.”

Northrop recalled a similar experience after he returned to Maryland to finish his studies. Some years had passed, and Northrop was visiting old friends when one mentioned that a history professor from the Munich Campus, Harrison Smith, was now living in Annapolis, Maryland, and would welcome a visit from a former student.

“In Munich, I was in a group that tended to be involved in a lot of the campus activities,” said Northrop, “and one day the student newspaper ran a parody, a funny little piece about all the 'Straight Arrows' who ran things. We

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FACULTY KUDOS

JOHN AJE, associate dean for academic affairs and collegiate professor in UMUC's Graduate School of Management and Technology, was recently invited by the National Science and Engineering Research Council of Canada to serve as a member of a site review committee which was tasked with evaluating designated university applications to establish a chair in design engineering.

RICHARD G. BRODY, who teaches a course in accounting fraud in UMUC's Graduate School of Management and Technology, traveled to Saudi Arabia in January 2010 to make a series of lectures on fraud to faculty and students at King Fahd University of Petroleum and Minerals in Dhahran. He was also invited to make another presentation on fraud to top management at Saudi Aramco, the world's largest producer and exporter of crude oil.

BILL COMBS, who teaches in UMUC's Graduate School of Management and Technology, presented a paper entitled, "Organizations, Their People, and Data: Implications for Performance Improvement," at the ISPI-EMEA Conference in Galway, Ireland, on November 7, 2009. The presentation drew from information currently being compiled for a book on the same topic. Earlier, Combs also presented a paper entitled, "To Boldly Go . . . A Look at Quality in Challenging Economic Times," at an American Society for Quality conference in Tucson, Arizona, in October 2009.

ROSEMARY HARTIGAN, collegiate professor and director of business and executive programs, and **PAULA O'CALLAGHAN**, collegiate assistant professor of business in the MBA program, in UMUC's Graduate School of Management and Technology, co-presented a paper entitled, "Loose Lips Bring Pink Slips: The Legal, Ethical, and Organizational Implications of Office Gossip," at the Academy of Legal Studies in Business Conference in Denver, Colorado, on August 4, 2009. The paper was selected for the conference proceedings, and Hartigan also moderated a discussion on curriculum and pedagogy at the conference.

RANA KHAN, program director of biotechnology studies, and **RHONDA JONES**, program director of human

resource management, both in UMUC's Graduate School of Management and Technology, wrote the grant proposal that resulted in UMUC receiving a prestigious Fund for the Improvement of Postsecondary Education (FIPSE) grant through the U.S. Department of Education. The funded proposal was entitled, "An Integrated, Web-Based Approach to Expand Graduate Program Completion by Hispanic Americans," and its overall goal was to increase graduate degree attainment among Hispanic students by focusing on English literacy, providing social support, and engaging students in practical experience through work-related internships.

KATHRYN KLOSE, director of the financial management and accounting program in UMUC's Graduate School of Management and Technology, received the 2009 University Continuing Education Association (UCEA) Mid-Atlantic Region Award of Excellence for Credit Program Development and was recently elected president of the Washington, D.C., chapter of the American Society of Women Accountants.

LES LIVINGSTONE, a program director in the MBA program in UMUC's Graduate School of Management and Technology, published *Ethical Decision Making* (Freeload Press, 2009).

KATHERINE MARCONI, director of the health care informatics and health care administration programs in the Graduate School of Management and Technology, is serving a second one-year term as president of the Maryland Public Health Association. The association is a state affiliate of the American Public Health Association and provides educational and networking opportunities for health professionals in the state.

ARI MARKENSON, who teaches in UMUC's Graduate School of Management and Technology, served as co-editor in chief of the AHLA *Fifty State Survey of Certificate of Need and Licensure: Nursing Homes, Assisted Living, Home Health, and Hospice*, published April 2009 by the American Health Lawyers Association. The text provides a

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CLASS NOTES

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took it in good humor, and one night we showed up at the student nightclub, the Keller, wearing black turtlenecks, and one of my friends who was a bit of an artist had cut out some arrow shapes and written 'Straight Arrow' on them, and he stuck them on our shirts. And Dr. Smith used to come to the Keller now and then, just to hang out and visit with the students, and I guess he saw us.

"Well, here I was years later, making the trip to Annapolis to visit him. There was snow on the ground, and I tried knocking, but got no answer. I figured he must not be home, and I was headed back down the driveway to my car when here he came, out the back door. He was an older gentleman, and I guess it had taken him some time to get bundled up to come outside. So I turned around and headed back up the driveway, and he took one look at me and his face lit up and he said, 'Straight Arrow!' It was just unbelievable. Phenomenal."

Many others recalled secret forays into the underground network of tunnels that ran under the barracks, one more silent reminder of the campus's historic roots as a German military installation.

Eventually, though, history caught up with the Munich Campus. Many students recalled trips to visit the Berlin Wall, and with the fall of the Wall and the end of the Cold War, the importance of a U.S. military presence in Europe began to decline. In 1992, as troop draw-downs picked up speed, UMUC moved its residential program from the "Cobblestone Campus" to smaller quarters in Augsburg, and—only two years later—to accommodations in Mannheim. The campus continued to operate until 2005, when a final graduating class of 34 students—exactly the same number who enrolled in the first term more than half a century earlier—marched across the stage and collected their two-year diplomas.

"We all felt a bit sad as the ceremony was drawing to a close," said Mary Fiedler, then dean of the campus. "The fac-

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ulty and staff had tears in their eyes, as did some of the students. We all knew that we were participating in the final ceremony of a noble experiment in higher education—a state university offering a two-year residential program on a foreign military base. I don't think there will ever be anything like it in the future."

"My concern, . . ." Fiedler continued, "was that we would be able to close the campus with style and dignity. And I think that we did. As our graduates and guests were leaving, the comment I heard most frequently was that the ceremony was a fitting tribute to the campus."

There was one final order of business. The Joseph F. Poland Memorial Library—named in honor of the late, beloved instructor—had amassed almost 30,000 volumes, augmented by Poland's own extensive collection, which was willed to the Munich Campus after his death. Other faculty and staff donated books from their own collections to expand the library. After some discussion, trustees decided that, rather than donate the books to another University System of Maryland school where many of the volumes might be redundant, they would give the entire collection to the Univer-

sity of Buea, in Cameroon, once a German colony. In its final year in Munich, the library had served a total of only 59 students, but today, at the University of Buea, more than 7,000 students enjoy the legacy of one remarkable teacher from one extraordinary school—UMUC's "Cobblestone Campus" in Munich. ♦

Special thanks to Munich alumni Barry Borella, Linda and Bruce "Buzz" Meiser, Kent Price, Bob Hill, Mary Fiedler, Martin Bader, Albert Northrop, Risto Marttinen, and Virginia Pilato for their contributions to this story.

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FACULTY KUDOS Continued from page 20

comprehensive overview of the law and regulations relating to licensure and certificate of need rules for the major types of long-term and post acute health care providers.

PAULA C. O'CALLAGHAN, who teaches in the MBA program in UMUC's Graduate School of Management and Technology, recently earned a certificate in executive leadership from Cornell University.

STELLA PORTO, director of the Master of Distance Education program in UMUC's Graduate School of Management and Technology, completed a review—at the invitation of the publisher—of the classic text, *Distance Education: A System's View* (Wadsworth, 2004), by Michael G. Moore and Greg Kearsley. The authors are currently preparing a third and updated edition of the book, which will address newer technologies and their impact on distance education. Porto also authored one chapter and reviewed several others in the forthcoming volume, *Technology Leadership in Teacher Education: Integrated Solutions and Experiences* (IGI-Global, 2010).

CHRISTOPHER J. PROBST, who teaches in the history program in UMUC's School of Undergraduate Studies, published, "An Incessant Army of Demons: Wolf Meyer-Erlach, Luther, and 'the Jews' in Nazi Germany," in *Holocaust and Genocide Studies*, Vol. 23, No. 3. He has also had a book manuscript accepted for publication by Indiana University Press, and he has joined the editorial board of the Association of Contemporary Church Historians.

CLAUDINE SCHWEBER, a collegiate professor in the Doctor of Management program in UMUC's Graduate School of Management and Technology, has been appointed as a reviewer for the Fulbright Specialist Program in the area of business management.

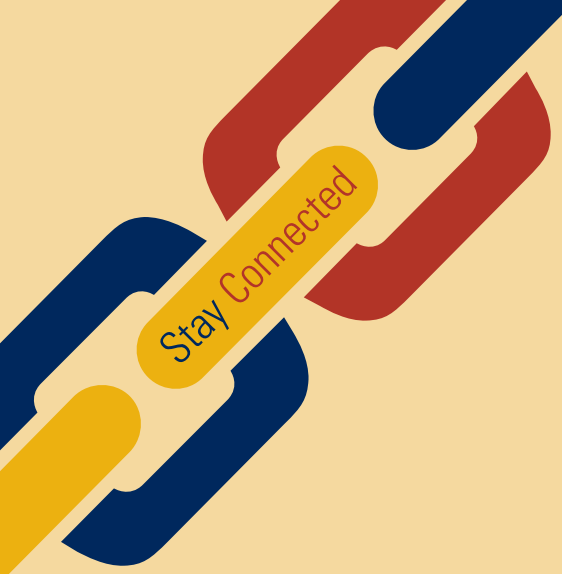
KAREN W. SMOLA, who teaches in the human resource management program in UMUC's Graduate School of Management and Technology, co-authored a symposium presentation at the annual conference of the Southern Management Association, entitled "The Times They Are A-Changin': Changes in the Higher Ed Classroom." The

conference was held November 11–14, 2009, in Asheville, North Carolina. Smola's presentation addressed challenges faced by schools and colleges of business, ranging from accreditation demands for assessment and standardization to faculty shortages, the increase in variety of delivery methods, and generational and demographic differences in student population and social influences.

JAMES J. STEWART, who teaches in the MBA and Doctor of Management programs in UMUC's Graduate School of Management and Technology, presented a paper entitled, "Integrating Synchronous (Real-Time) Instruction Into a Fundamentally Asynchronous Online Curriculum: The Example Provided by University of Maryland University College," at the E-Learn Conference in Vancouver, British Columbia, on October 28, 2009. UMUC earned praise during the presentation for its innovative approach, which motivates students by integrating real-time instruction into other course instruction, thus providing an archive of each real-time session for students to access later.

WANDA UMBER, who teaches in the health care administration program in UMUC's Graduate School of Management and Technology, is also chief of strategic planning and learning resources in the U.S. Department of Veterans Affairs. In that role, she served on the team that won one of five 2009 Baldrige National Quality Awards, the nation's highest presidential honor for innovation and performance excellence. Umber chaired the strategic planning writing team and worked with the employee focus writing team to identify best practices and outstanding results. The awards were announced by President Barack Obama and Commerce Secretary Gary Locke.

PATRICIA VALDATA, who teaches writing courses in UMUC's School of Undergraduate Studies, received a gold medal and was inducted into the Hungarian Association's Árpád Academy at a black-tie event in Cleveland, Ohio, November 28, 2009. She received the honor for her second novel, *The Other Sister* (Plain View Press, 2009), which chronicles the lives of Hungarian Catholic immigrants over a 50-year period. The book is available from Amazon.com and other major booksellers. ♦



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ABOVE: Alumni Association Board member Deanna McCray James '05 & '08 and committee member Lisa Pearce '04.



LEFT: UMUC alumnus Kenneth Wilson '91 and guest Sherry Sousa at the October 17, 2009, Alumni Reception in San Antonio, Texas. BELOW: Alumni Association Board member Hugh Shepherd '04 & '06 and current president of the Alumni Association, Nat Alston '77.



CENTER LEFT: 2006 Distinguished Alumna Award winner Joyce Wright '90 & '94 at the 2009 Scholarship Dinner. BOTTOM LEFT: Alumni Association Board member Cheryl Adams '91 at the 2009 Scholarship Dinner.



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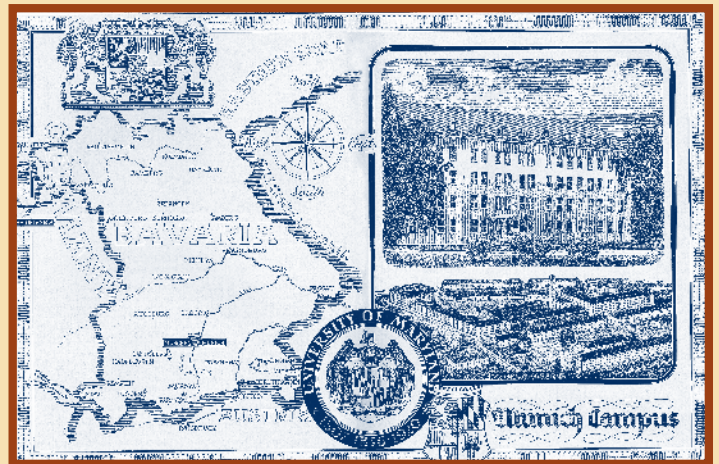
MUNICH MEMORIES | 1950–1992

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Three scholarship programs have been established in honor of the European Division and of the Munich Branch and the people who studied and taught there.

- ◆ **The Joseph F. Poland Memorial Fund** honors a beloved history professor who died tragically in Munich. This fund provides scholarships for students who are majoring in history either stateside or overseas, in Germany.
- ◆ **The Munich Campus Alumni Scholarship Fund** provides scholarships to degree-seeking UMUC students who are studying in Germany at least half time.
- ◆ **The European Division Endowed Scholarship** provides scholarships to students of UMUC Europe.



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