FROM THE DEAN

Dear Friends:

I am delighted to present the 2009-2010 Annual Progress Report for the School of Continuing Studies at the University of Richmond. We enjoyed a stellar year, thanks to the ongoing commitment and generous support of our students, alumni, faculty and staff, and friends. This year, the spotlight is focused on the contributions made by our five volunteer groups, and you will learn more about these organizations and their activities on the pages that follow.

SCS and the University provide numerous opportunities for you to engage in volunteer activities outside the classroom. Students can choose to serve on the SCS Student Government Association board and alumni can serve on the SCS Alumni Association board, each of which provides many opportunities throughout the year for students and alumni to get involved. And the Dean’s Advisory Council, which began nine years ago, provides yet another avenue for alumni and friends of the SCS to become ambassadors for the School and for the University. And faculty can also serve, by volunteering for the SCS Adjunct Faculty Advisory Council, charged with enhancing the teaching experience for SCS faculty. And the Osher Lifelong Learning Institute Leadership Council provides key representation of the Osher membership, with opportunities to shape curriculum, assist with marketing efforts, and secure financial support for students and programs.

These fine organizations—and the many members who have generously given their time, talent, and resources—have added immeasurably to the SCS experience since my arrival on campus 17 short years ago. For those who have served, we are grateful for your continued commitment to alma mater, and for those who anticipate serving, I urge you to do so.

On behalf of all our volunteer leaders and their membership, we wish you a happy and productive year.

Sincerely,

James L. Narduzzi, Ph.D.
Dean
Holocaust survivor Jay Ipson of Richmond, Va., told 2010 graduates of the School of Continuing Studies he has seen that success is always possible for educated people in America.

Ipson recounted how first the Russians, then the Nazis, stripped his late father of his profession as an international attorney, then a motorcycle business and finally his home in Lithuania during World War II. But, with courage and the ability to think, his father saved an extended family of 13 and emigrated to the United States with $25 and no ability to speak English.

In America, the family recovered and prospered in the country’s “true opportunity and freedom.”

“If you are willing, you can do it. There is no country like ours anywhere in the world,” Ipson said. “With an education, the sky is the limit. My father built a successful auto parts business in the greatest country in the world.”

Ipson told the graduates, who as non-traditional students completed master’s, bachelor’s, associate’s and professional certifications, that they had “earned something today through hard work that no one can take away.”

And he asked the graduates to be good neighbors, like those in the Jewish ghetto and the Polish Catholic family that hid the Ipsons on their farm until the Nazi retreat.

“Today, with cell phones and student exchange, the whole world is your neighborhood. Some of you will
Zinn has served as an adjunct instructor for the school since 2007, leading such courses as “Causes and Consequences of the Great Depression” and “Consumerism and The Big Box Retailer.”

Zinn earned a Bachelor of Science degree in economics from Virginia Commonwealth University in 1989. He returned to further his economics studies, earning a Master of Science degree in 1996.

Combining his interest in economics with a passion for teaching, Zinn has an extensive background in classroom instruction and curriculum development. He has taught courses on global economy, microeconomics, and world affairs, working with students at the high school and college levels.

Zinn also served as a classroom consultant for Junior Achievement, an international organization dedicated to educating students about work readiness, entrepreneurship, and financial literacy, providing economics instruction to middle school students for seven years.
Scott Strickler, UC’87, believes it’s important to stay connected to one’s roots.

“Who we are, is who we were,” proudly says Strickler, Treasurer at Robins Insurance and current chair of the SCS’s Dean’s Advisory Council. This philosophy is one of the reasons he remains so engaged with the University and SCS.

Strickler began a very traditional college experience at Richmond as an 18-year-old freshman. After a few years, Strickler, like so many SCS students, realized that he was destined for a different path. He recently sat down with us to reflect on his experiences at the University of Richmond.

SCS: You attended SCS when it was still University College.
SS: Yes. Much has changed at UR and SCS since then.

SCS: What’s your favorite new thing on campus?
SS: Robins Stadium. Like so many things at UR, it is something to take pride in – a true “home” field.

SCS: Why did you choose University College?
SS: It fit my working schedule and at that time provided the business courses I desired. I had also attended the UR regular under-
graduate program and had numerous credits and courses completed.

**SCS:** What’s the biggest challenge you faced as an adult student?

**SS:** Like everyone it was a balancing act. During the time I went to University College, three children were born and we moved twice, once away from Richmond and then back.

**SCS:** With family, working and moving, you had to start and stop school a few times. How long did it take you to finish?

**SS:** Altogether, 13 years. But I spent five years attending University College.

**SCS:** Tell us about a favorite class, faculty member or staff member.

**SS:** Ernie Huband. Any one who could make accounting classes fun was a magician.

**SCS:** What made your University College experience so valuable?

**SS:** The faculty were professionals who worked everyday in the fields they were teaching. Today I cannot imagine learning any better way.

**SCS:** What have you been doing since graduation?

**SS:** Staying out of trouble . . . . Seriously, what I have been doing is growing. I have grown more personally and professionally since graduation. Twain said, “Don’t let schooling interfere with your education”. The education I obtained at UR became a major part of my foundation without which a successful career could never have been built.

**SCS:** What advice would you give anyone looking to return to school to finish their degree?

**SS:** (1) To not hesitate and wonder can I, or should I? Have no regrets; that would be a tragedy. (2) You are not alone. There are resources here to help you get where you want to be. (3) Have patience. Be persistent. (4) If your behavior is right, the right things will happen.

In the end when it is over and you have achieved your goal of a degree from the University of Richmond (SCS), I truly believe that people, employers, etc. will think more of you for accomplishing it than for the traditional degreed student. The employer who understands the dedication and sacrifice a SCS student goes through to complete a degree program has got to be impressed with what he sees.

"Who we are, is who we were.”

– Scott Strickler, UC’87

SCS Dean’s Advisory Council Chair
Debra O’Brien didn’t take a traditional path to teaching.

O’Brien, adjunct associate professor of information systems, earned a B.S. in Math from Pennsylvania State University and an MBA from NYU Stern School of Business. She worked as a system analyst and eventually a consultant specializing in the implementation of ERP systems. After working full time for 10 years, O’Brien decided to take some time off to start a family. When she decided to return to work, the University of Richmond seemed a natural fit.

O’Brien was very familiar with the University. Her husband is an alumnus and serves on the Executive Advisory Council in the Robins School of Business. They have endowed a scholarship. And she lives near campus.

“Living close to the University,” remembers O’Brien. “I enjoyed spending time on the beautiful campus and became very interested in becoming part of the University.”

After some Internet research, she discovered an adjunct teaching opportunity at SCS. Although O’Brien had never taught a college-level class, she did have some experience in corporate training. That, coupled with her ten years of work experience in information technology, led Dr. Ellen Walk, SCS’s information systems program chair, to hire O’Brien to teach Principles of Information Technology.

“Dr. Walk took a chance on me as I had relatively no teaching experience,” says O’Brien. “She has mentored me and given me opportunities to design and teach different courses over the years.”
TTER EXPERIENCE FOR SCS FACULTY AND STUDENTS

Since joining SCS in 2002, O’Brien has also developed and taught an online course in e-commerce and a case based course focusing on managing information technology.

O’Brien likes the breadth and depth of professional and personal life experiences that SCS students bring to the classroom. O’Brien finds SCS students tend to be highly engaged in the classroom and willing to participate and share their experiences, which makes her professional experience even more relevant in the classroom.

“I have the most success in the classroom when I am able to relate the material to the students’ real world experiences,” says O’Brien.

O’Brien’s teaching style has evolved considerably over the years. She is much less formal today and takes advantage of the small class sizes at SCS to really connect with her students.

For O’Brien, anything she can do to enhance the classroom experience is worth pursuing. That’s why she volunteered to sit on the Adjunct Faculty Advisory Committee, a group created to provide professional development and social opportunities to SCS adjunct faculty with the intention of continually improving teaching effectiveness and engaging adjunct faculty in the life of the School.

“I serve on the committee and volunteered to chair the committee because I truly believe in enhancing the experience of SCS adjuncts, which ultimately translates into a better experience for SCS students,” says O’Brien.

The Belvidere at Broad

Congratulations to David and Julie Hassen, Culinary Arts Program graduates, on the one year anniversary of their restaurant, The Belvidere at Broad.

This husband-and-wife team wanted to create a downtown restaurant with a Fun bar vibe but focusing on a completely different kind of menu.

The Belvidere at Broad features eclectic American dishes with world influences and a focus on fresh, local and natural ingredients prepared using French culinary techniques.

In addition to an extensive beer and wine selection, customers will also find great vegetarian, vegan and gluten free options.
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Mary R. Evans, SCS’02, G’06, has been named the 2010 recipient of the Gibb Family Distinguished Alumni Award. She was recognized during SCS Night on Wednesday, May 5, 2010, and accepted her award during the 2010 School of Continuing Studies Commencement Exercises on Saturday, May 8.

Evans graduated from the School of Continuing Studies in 2002 with a Bachelor of Liberal Arts degree, and she continued at the University to earn a Master of Arts degree in English in 2006 from the Graduate School of Arts and Sciences.

Evans began her studies at SCS after a career in nursing, eager to pursue her love of literature. With a particular fondness for works of the American South, Evans focused her research on contemporary Southern women’s literature. Her graduation led her to classroom instruction at the community-college level and later the university level.

She currently serves as an adjunct instructor at the School of Continuing Studies, leading a course called “The American South in Literature and Film.” She also has led courses in the School of Arts and Sciences, including “Introduction to Expository Writing” and “Women in Modern Literature.” Evans has been an active board member with the School of Continuing Studies Alumni Association, serving as president from 2007 to 2009.

It’s been almost six years since Tim Williams first learned about the Osher Lifelong Learning Institute.

Williams was winding down his career with Dominion Virginia Power and preparing for a winter storm. He was online checking the weather forecast and storm details and came across a blurb about a new lifelong learning program at the University of Richmond. The storm passed without major incident, and Williams retired a few weeks later. He visited campus a few days after that and became an Osher member on the spot.

“I had been on campus before and loved the academic atmosphere,” remembers Williams. “I signed up on the spot.”

Osher brought together two of Williams’ passions: learning and teaching. And it seemed like a great way to spend some of his newfound “free” time as a retiree.

“As part of the Osher Institute, I get the chance to learn about those things I was always interested in but never took
the time to study when I was busy with careers,” says Williams. “Plus, I get to teach and help others with ‘techy’ stuff.”

It’s no wonder Williams felt an immediate connection with Osher. He spent much of his professional career teaching. He was an officer in the United States Army for nearly 23 years. Part of that time included teaching at the Army Quarters School at Ft. Lee. When he retired from the military, Williams began working for Dominion Virginia Power, where he spent nearly 19 years as a training specialist.

Obviously, classes are a huge part of Osher, but Osher members also have a variety of ways to get involved outside of the classroom. Over the years, Williams has taken advantage of almost all of them. In addition to taking and teaching classes, he’s led several interest groups and sat on a number of planning committees.

“I do love sharing whatever skills and knowledge I may have with others to help them enrich their lives,” says Williams.

Williams currently volunteers his time as the head of the Osher Leadership Council. And that’s very important to him. In addition to Osher, Williams is very involved with his church, serving as an Elder, and volunteers with the Girl Scout Commonwealth Council of Virginia as a master trainer and member of several committees.

Soon, Williams will begin serving as part of Osher speaker’s bureau, a group of members who volunteer to speak about Osher and tell their own stories about lifelong learning to the community.

“For me, volunteering helps me spend my time well,” says Williams. In a recent Osher class, Williams learned that the United States is unique in the world as a place where volunteerism is such an important part of our culture.

“Volunteering is part of what we do for our communities and country,” Williams adds, “And for me, it’s important to be part of that.”

I do love sharing whatever skills and knowledge I may have with others to help them enrich their lives.”

– Tim Williams
Osher Lifelong Learning Institute Leadership Council Chair
Several years ago, Karren O’Connell, SCS student government president, was helping her youngest child prepare to leave for college, and she experienced an unexpected twinge of jealousy. O’Connell had often dreamed about returning to school when her kids were younger, but the timing never seemed quite right. As she helped her daughter select her first-year classes, she decided it was as good a time as any.

SCS: You contemplated returning to school many times, what made you decide it was the right time?
KO: Soon after my daughter left for school, I overheard one of my co-workers talking about one of her SCS classes. As I listened to her describe the engaging discussions with her peers and professor, I became more curious, and I asked her how she could work, attend school, and still be involved in her family. Her response of "I didn’t know if I could do it until I tried" set the wheels of my mind in motion!

SCS: Why did you choose SCS?
KO: I chose SCS for a degree program at the encouragement and support of a friend who was currently taking SCS classes. I registered for one class to determine if I could make it in the classroom after being out of school for many years. After doing well in my first class and learning about all the resources available to students, I knew I could persevere in reaching the ultimate goal of a degree.

SCS: What’s the biggest challenge you faced as an adult student returning to school?
KO: Moving past my fears and doubts about succeeding. I didn’t believe I could return to school, maintain my job, manage my home responsibilities, have a social life, and take courses. I imagined I was too old to study well, write papers, or even pass tests.
Once I overcame these fears, I was able to focus on enjoying the classes, meeting new people, and working toward earning my degree.

SCS: Why did you choose to get involved in SGA?
KO: I wanted to enrich my academic experience at SCS. Being on the SGA Board has enabled me to get to know the SCS staff and faculty, to serve on committees that benefit students and SCS, to develop strong relationships with my peers, and to get engaged more fully with the University. I take great pride in being a representative for the School of Continuing Studies.

SCS: What do you like most about the SCS faculty?
KO: The best thing about the faculty is that they understand what returning to school as an adult entails. They know we have jobs, family obligations, community and civic responsibilities, and a desire to succeed. They encourage us to get the most we can out of our academic experience by helping us learn to blend our academics into our workplaces and communities.

SCS: What are your long-term career goals?
KO: I’d like to remain in higher education and make a difference in the lives of students. Because I overcame my own fears and doubts, I want to help others do the same.

SCS: Fill in the blank: The thing I enjoy the most about SCS is_____.
KO: Engaging in classroom discussions about current events and making new friends and acquaintances. I also enjoy participating in the graduation events. Seeing SCS students recognized with awards for their hard work and witnessing their transformation are the highlights of the academic year.

New mentoring program connects undergraduate and non-traditional students

Campus typically becomes a familiar home for undergraduate students—they know how to navigate bookstore lines and find study spots, and whom to go to if they need help. But for School of Continuing Studies students, it’s not always so clear. A new program that connects traditional undergrads with SCS students hopes to change that.

The idea for the program developed when Chris Riddick, SCD’10, found himself at a table with undergraduate leaders last fall. He shared his perspective that SCS students don’t always feel like they are part of the campus community.

Riddick, a software engineer, chose the University of Richmond not only for its academic standards, but also for the college experience—he wanted to “become an integral part of the school and campus” rather than simply attend classes. But once on campus, he wasn’t sure how to get involved, or how to get as much as he desired out of the college experience.

Overall student experience and connectedness are things Elizabeth Hailand, ‘11, takes seriously—she credits UR’s sense of community with shaping her positive experience over the past three years at Richmond. When she heard that SCS students didn’t always share this experience, she set about facilitating conversations on how to address these challenges.

A cross-campus group, including staff and student leaders from SCS and Westhampton College, identified the need to develop relationships between SCS students and those at the University’s other schools. Doing so, Hailand says, will “foster a more open and interactive atmosphere between the schools as a whole.”

SCS student government president Karren O’Connell says that connecting SCS students with traditional undergraduates—who live, work, and attend events on campus—is a perfect way to address the concerns that she often hears as a student leader.

“Our students have a lot of fears when they come back to school—they’re not sure how to get started, not sure if they can do it. Some have never been on a college campus,” says O’Connell. “Who better to connect these students to campus than the people who live here?”
For much of her life, Lin Koch, SCS’98, ’03, didn’t have a fond appreciation of literature. That is, until she met Professor Martha Edmonds.

In 1995, after some coaxing from a friend, Koch enrolled in “Southern Drama”. Edmonds’ style of teaching exposed Koch to so many different elements of literature. It was a turning point for Koch.

Koch was amazed at how much she had missed over the years by not being an avid reader. All that soon changed.

“I soon found myself reading books that were not required for any of my classes,” remembers Koch. “And I went on to take every class Mrs. Edmonds taught.”

And she did.

Three years after that first literature class, Koch earned her associate’s degree. Five years after that, Koch earned her bachelor’s degree. All totaled, she spent 18 years working on her degrees at SCS, but it was well worth it.

“Getting a college degree was always a goal of mine since I was not able to complete my college coursework after high school,” says Koch.

Finishing her bachelor’s degree was the start of a whole new phase of Koch’s life at the University of Richmond. Soon after graduating, Koch, a long time staff member of the Career Development Center, earned a promotion to manager.

Koch retired from Richmond in May, 2008, but has remained active on campus as a part-time temporary employee. She’s also a supporter of the arts on campus, attending numerous Modlin Center events each year as well as serving as usher. Koch and her husband are also huge Spider fans, season ticket holders...
holders to both men’s basketball and football.
Koch has also found a variety of ways to continue
pursuing her love of learning. She’s a member of the
University’s Osher Lifelong Learning Institute and
regularly takes non-credit classes through SCS’s
THINK AGAIN catalog.
“I think alumni would be amazed at the quality of
programming still available to them on campus,” shares
Koch. As the current president of the SCS Alumni As-
sociation, part of Koch’s job is to promote these oppor-
tunities. Another part of her job is giving back.
“I think it is extremely important to give back to our
Alma Mater,” says Koch. “I received a quality education
from SCS, and one of the reasons I volunteer with the
alumni association is to raise scholarship funds for
other students to have the same education.”
Regardless of her hectic schedule, Koch is always
willing to give to SCS far beyond her role as SCS
Alumni Association president. She gladly takes the
time to talk about her experience as an adult student
and enthusiastically encourages anyone considering
a return to school to find the time and do it.
“The benefits will pay off in more ways than your career
path,” says Koch with a wide smile. “You will be
opened to new ideas, new friends, and hopefully
become a lifelong learner. Taking classes at SCS will
take you to a place you’ve never been before!”
Believe her. This avid reader is speaking from experi-
ence.

ENDOUS GIFT FROM SCS: THE JOY OF LEARNING

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Summer abroad in Italy
Each summer, SCS works with UR faculty and staff to offer summer study
abroad and internships programs to more than 15 different international desti-
nations. In summer 2010, Dr. Lorenza Marcin, director of UR’s Italian Language
Program, travelled to Italy with a group of fourteen students.
The program kicked off with a one-week stay in Bagno di Romagna. Bagno di
Romagna is an ancient town founded by the Romans as a spa (hence its name)
and nestled in the Apennines mountains bordering Tuscany.
Students then travelled with Dr. Marcin to Ravenna for four weeks. Ravenna is a
treasure chest of art, history and culture — a city of ancient origins and glorious
past. Visits included Ravenna’s basilicas and baptisteries, which have a rich pat-
rimony of mosaics dating to the fifth and sixth centuries and to the city’s histori-
cal center, declared a UNESCO World Heritage site. The burial site of Dante
Alighieri, the father of the Italian language, is also in Ravenna.
Students studied at the Scuola Palazzo Malvisi, UR’s partner institution and
earned a variety of Italian credits including conversation, grammar, composition,
Roman history, and art history.
September

Partners in the Arts program moves to the School of Continuing Studies at UR Downtown

Partners in the Arts, the region’s Premier arts-in-education program, joined the School of Continuing Studies with offices at UR Downtown. Partners in the Arts trains K-12 teachers in the greater Richmond area to use the arts to teach core subjects. The University has hosted the Partners in the Arts Summer Institute for local educators for a number of years.

October

Osher Lifelong Learning Institute receives a “special gift” from The Bernard Osher Foundation

Mary Bitterman, president of The Bernard Osher Foundation, announced the $25,000 gifts to several Institutes during a Osher Lifelong Learning Institute conference in Park City, Utah. The special, one-time gift recognized the exceptional contributions of each institute to the community it serves as well as the many challenges that institutes are facing in the wake of the nation’s economic downturn.

December

Jane Dowrick, Osher Institute director, accepted into prestigious leadership development program

Jane Dowrick, director of the Osher Lifelong Learning Institute at the University of Richmond, was accepted to participate in the HIGHER Ground Women’s Leadership Development Program at Virginia Commonwealth University as a member of the 2010 class.

HIGHER Ground is a program of the Grace E. Harris Leadership Institute of Virginia Commonwealth University. The purpose of the HIGHER Ground Women’s Leadership Development Program is to “provide women in higher education and economic development, broadly construed, to enhance Virginia’s competitiveness,” was part of the Higher Education, Globalization, and Economic Development meeting.

Professor Hiller moderates SCHEV panel

George Hiller, adjunct associate professor in the School of Continuing Studies, moderated a panel discussion on higher education, internationalization and economic growth for a meeting of SCHEV, the State Council of Higher Education for Virginia. The panel, titled “Strengthening alignment of higher education and economic development, broadly construed, to enhance Virginia’s competitiveness,” was part of the Higher Education, Globalization, and Economic Development meeting.

Hiller is Director of the International Business and Education Center at the Southwest Virginia Higher Education Center. He has taught or team-taught Law, Social Analysis, and Language Across the Curriculum courses for SCS.

January

John Bukovich, SCS ’04, appointed deputy secretary of public safety

John Bukovich, SCS ’04, was appointed deputy secretary of public safety by Governor Bob McDonnell. Bukovich is a former Richmond police officer and begins this appoint-
YEAR AT A GLANCE

ment after serving as an investiga-
tive supervisor in the Office of the
Attorney General, Medicaid Fraud
Control Unit.

Osher Lifelong Learning Institute
hosts ChinaFest 2010 events

The Osher Lifelong Learning Institute
at the University of Richmond
School of Continuing Studies hosted
two lectures during ChinaFest 2010.
ChinaFest, formerly the China-America
Festival of Film and Culture, is an
annual week-long festival featuring
Chinese films, arts and other cultural
events.

Prof. Marla Decker is appointed Sec-
etary of Public Safety in Governor
McDonnell’s administration

Among his first appointments, Gov-
ernor Bob McDonnell named Marla
Graff Decker, Adjunct Associate Pro-
fessor in the School of Continuing
Studies, as the Commonwealth’s
Secretary of Public Safety. Decker, a
graduate of Gettysburg College and
the University of Richmond School
of Law, most recently served as
Deputy Attorney General of the
Commonwealth’s Public Safety and
Enforcement Division. She began
her legal career in 1983 as an Assis-
tant Attorney General for the Com-
monwealth of Virginia.

Decker is an adjunct professor in the
School of Continuing Studies and
the University of Richmond School
of Law. She teaches courses in Ap-
pellate Advocacy, Terrorism Law,
Legal and Ethical Considerations for
Emergency Managers and Law of
Disasters.

March

Human Resource Management
program coordinator receives
“internationalization” grant

Gretchen Flynn Morris, coordinator
in the Human Resource Manage-
ment program, was awarded a
$1,500 grant to internationalize the
curriculum of Leadership 368U,
Leadership in the Global Environ-
ment. The award was granted by
the International Education Sub-
committee.

Head of Paralegal Studies program
co-chairs symposium on “Tiger
Woods Effect”

Porcher Taylor, associate professor
and chair of the Paralegal Studies
program in the School of Continuing
Studies, co-chaired a symposium ti-
tled “The Tiger Woods Effect: The
Uncertain and Turbulent Future of
Endorsement Deals, Morals
Clauses, and Reverse-Morals
Clauses” at Cordozo School of Law
on March 4, 2010. Taylor was the
architect of the AELJ Annual Spring
Symposium, itself based on Taylor’s
ground-breaking article on reverse-
morals clauses in celebrity endorse-
ment contracts.
SCS earns gold, bronze and silver awards for publications and campaigns in annual contest
The School of Continuing Studies earned two Gold, one Silver and one Bronze Award for publications and marketing campaigns submitted to the University Continuing Education Association (UCEA) 2010 Marketing and Publications and Strategic Marketing Awards.

Institute on Philanthropy coordinator to participate in Emerging Leaders Training
Kathy Powers, coordinator of the School of Continuing Studies Institute on Philanthropy, has been selected to participate in Emerging Leaders Training as part of her affiliation with Positive Vibe Café/Get Lost MD (Muscular Dystrophy) Foundation.

The Positive Vibe Café/Get Lost MD Foundation received Bank of America’s Neighborhood Excellence Initiative® award. Powers’ affiliation with this organization made her eligible for the training.

Training covered analysis of personal leadership practices, sustaining high-performing community based organizations, next-generation leadership opportunities, forging alliances, managing opportunities and building communities. All costs, including travel, lodging and materials, were covered by Bank of America.

UR, VCU partnership in school leadership to benefit from Altria grant
The Virginia Commonwealth University School of Education received a $1 million grant from Altria Group, Inc., that will promote excellence in preparation and support of local school leaders. A portion of the grant will support the efforts of EduLead, a working partnership between the University of Richmond Center for Leadership in Education and the Virginia Commonwealth University Center for School Improvement.

Funds from the grant will supplement EduLead’s efforts to improve the effectiveness of current school leaders in a standards-based environment and to enhance the capabilities of existing strong and talented leaders who are critical to the academic success of schools. The grant will also enable EduLead to expand its work to assist school leaders in academically challenged schools in Richmond, Henrico, Chesterfield and Hanover school divisions.

SCS professor receives Common Ground grant for trip to Smithsonian museums in Washington
Debra Hanson, adjunct professor in the School of Continuing Studies, applied for and received a Common Ground Inclusive Community Fund grant. The grant funds were applied to a field trip to Washington, DC, to visit the National Museum of the American Indian and the Smithsonian American Art Museum.

The funds enabled members of the “Americans on the Move” course to travel to and from the museums together and to enjoy a lunch of Native American foods in the cafeteria of the National Museum of the American Indian.

“Americans on the Move” is an interdisciplinary selected topics course cross-listed in Art and History at the undergraduate and graduate levels as ART 398U/598U and HIST 398U/598U. The 28 students in the course represent the Master of Liberal Arts program, SCS undergraduate degree programs and the Osher Lifelong Learning Institute.

May

John A. Zinn III named Itzkowitz Family Distinguished Faculty for 2010
John A. Zinn III, now director of enrollment management and student services in the School of Continuing Studies, was named the 2010 Itzkowitz Family Distinguished Faculty member.

Read more about Zinn and his award on page 5.

Mary R. Evans, SCS’02, G’06, named 2010 Gibb Family Distinguished Alumna
Mary R. Evans, SCS’02, G’06, was named the 2010 recipient of the Gibb Family Distinguished Alumna Award. She was recognized during SCS Night on Wednesday, May 5, 2010, and accepted her award during the 2010 School of Continuing Studies Commencement Exercises on Saturday, May 8.

Read more about Evans and her award on page 10.

SCS honors graduating seniors, faculty for excellence & service
School of Continuing Studies Night, the School’s annual opportunity to celebrate the academic excellence and service of its graduating seniors, was held Wednesday, May 5, 2010, in the Modlin Center for the Arts on the University campus.

Distinguished guests included Jay Ipson, featured Commencement speaker; Dr. E. Bruce Heilman, University Chancellor; Steve Allred, University Provost; along with several vice presidents, deans, and faculty representatives from each of the University’s schools.

Read more about May 2010’s Commencement on page 4.
SUPPORTING THE SCHOOL

Your gift, small or large, enables the School of Continuing Studies to fulfill its mission: to enrich lives and careers. The School is committed to providing exceptional programs by passionate faculty and staff with world class student support services. SCS is committed to the values of responsiveness, caring, collaboration, and learning.

TYPES OF GIFTS

**SCS Annual Fund.** Annual Fund gifts, which enhance student life and academic programs, are one-time or recurring gifts of varying amounts that are unrestricted. Because money from the Annual Fund is unrestricted, it can be disbursed on a current-use basis to meet some of the university’s most pressing needs. Though unrestricted, you can designate your Annual Fund gift to SCS. Whether small or large, all gifts in support of SCS are needed and welcomed.

**SCS Endowed Gifts.** Scholarships, Fellowships or Faculty Chairs are examples of endowed gifts, which enable students to continue their education. These gifts allow donors to recognize exceptional faculty and remember a loved one or a beloved professor.

**SCS Planned Giving.** A planned gift is a gift made in conjunction with your financial plan, retirement plan or estate plan. Planned gifts typically support scholarships, learning opportunities for students, faculty development, endowed chairs and lectureships, building projects, etc.

MATCHING GIFTS

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