Fostering the passion of K-12 educators.

HOORAY!

2010-11 DEAN'S ANNUAL PROGRESS REPORT
Supporting SPCS
Your gift, small or large, enables the School of Professional and 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. SPCS is committed to the values of responsiveness, caring, collaboration, and learning.

Why is your support important to SCS?
Our mission, to enrich lives and careers, is manifested by exemplary service to the metropolitan Richmond community. To do so, our course fees must remain affordable to the general public. Your generosity keeps our courses affordable to the widest possible audience and still maintains the highest quality of instruction. With your gift, we will have the resources to better serve our students and our community.

How will my support make a difference?
Each gift, regardless of size, is valued for what it enables SPCS to accomplish, particularly increasing financial aid for deserving SPCS students. Each year we have more requests for support, and each year we must generate increased funds for this purpose.

How do I make a gift?
There are several easy ways you can become a part of the SPCS mission to enrich lives and careers. The quickest and easiest is by donating online at: givenow.richmond.edu
Dear Friends:

I am delighted to present the 2010-2011 Annual Progress Report for the School of Professional and Continuing Studies. For this year’s report, we have chosen to focus on our programs for K-12 educators, which represent a significant portion of our overall School activity. We are proud of all of our programs but take particular delight in helping to enhance the abilities and knowledge of K-12 school teachers and administrators.

To begin, we highlight the Joan Oates Institute (JOI) of Partners in the Arts, which has helped elementary and secondary teachers from the region integrate arts into their teaching across core subjects for 17 years. You will also learn about Joan Oates herself, whose passion for education led to the creation of Partners in the Arts and whose generosity will insure that the JOI Summer Institute will continue forever.

Next we showcase our Teacher Licensure Program and demonstrate how the program has helped transform the life of one of our students. Also featured is the Master of Education degree in Educational Leadership and Policy Studies, our innovative partnership with the Jepson School of Leadership Studies, designed to develop the leadership abilities of K-12 administrators.

The last K-12 program featured is one of our eight summer institutes, the Sustainability and Nature Institute, which was spun out of our highly successful Landscape Design program.

Finally, there is a section on Commencement 2011, the day we celebrate this major accomplishment in the lives of our students.

We enjoyed another outstanding year in the SPCS, made possible by the dedication of our students, faculty, and staff and enriched by the ongoing commitment and generous support of our alumni and friends.

On behalf of the SPCS family, I wish you a happy and prosperous new year.

Sincerely,

James L. Narduzzi, Ph.D.
Dean
Music has always struck a deep chord in Joan Oates’ life. Beginning with her education at Bennington College, a small liberal arts school in Vermont, she has incorporated music into her everyday life. Today, she continues this tradition by endowing the Partners in the Arts (PIA) program at the University of Richmond.

Partners in the Arts was established in 1994 when the National Endowment for the Arts funded a proposal, submitted by Joan Oates and the Arts Council of Richmond, for an arts-in-education program.

Seventeen years ago, Oates never could have imagined the program blossoming into the success it has become today.

Oates discovered the power of art at a young age through her studies in art and music at Bennington. As many prominent artists commuted from Bennington into New York City on the train, Oates recalls interacting with a number of influential artists during her time there.

After relocating to Richmond years later, Oates was able to share her passion for the arts in Central Virginia as a member of the Arts Council of Richmond and teacher at Collegiate School. One day at Collegiate, she was asked to fill the role of a music teacher. It was this role that sparked a cross-curriculum learning experiment through art.
“My second graders had an interest in snowflakes one day, and that sparked a multi-subject education through art,” Oates recalls from a snowy day at Collegiate. “They started writing poems about snowflakes, learning the science of snowflakes, we even did a play about snowflakes... and here I thought this would begin as a music lesson incorporating snowflakes.”

This lesson led to a concept in which teachers could come as a group, “just like children,” and integrate the arts to teach all subjects.

After obtaining the initial grant that funded Partners in the Arts, finding classroom space in which the first batch of teachers could meet was the only logistical issue remaining for PIA founders Oates and Adrienne G. Hines of the Art Council.

Oates recalls overcoming this challenge. “The first day, I remember Stephanie Micas, a former professor here, marching right into [School of Continuing Studies Dean] James Narduzzi’s office and asking him for a room. He had no choice but to say yes and has been an adamant supporter of the program ever since.”

The School of Continuing Studies and the Partners in the Arts program fit each other naturally, and the program has remained connected to the School since.

Senior Associate Dean Patricia Brown now oversees the program for the School.

Recruiting twelve area teachers from well-regarded schools for the first year of PIA, Oates still keeps in touch with teachers from that first graduating class.

Under the direction of Dr. Elizabeth Sheehan, the Summer Institute is now open to all public school teachers in the City of Richmond and the counties of Chesterfield, Hanover, Henrico and Powhatan, as well as to K-12 teachers from a number of private schools.

From networking experiences to program exploration, Oates has seen the program evolve to attract a greater number and range of teachers. With teachers from all subject areas and grade levels, a unique bond forms among teachers who would not normally interact on the same level at their home schools.

“Teachers usually arrive in a group from the same school, yet they do not even know each other that well. By the end of the program, teachers from different subject areas share a close bond that they can bring back to their schools and collaborate on lesson plans to share with their students.”

The program empowers teachers to develop projects themselves and write individual project proposals that compete for funding from Partners in the Arts. Oates finds this aspect of the program allows “teachers to do what they know best.”

Just as Oates originally put her energy into funding Partners in the Arts when Richmond’s Art Council called her in 1990 to start an arts-in-education program, she continues to work to fund the program for the future with the help of outside grants from Altria, Verizon, MeadWestvaco, and a number of other corporate foundations.

Looking towards the future, Oates continues to be just as involved as she was almost twenty years ago when she and Hines established the program.

She embraces the program’s collaboration with the University of Richmond. “The University continues to support our growing program and provide relevant resources that cannot be found many other places.” University museums, arts faculty and studio facilities, and expertise in new media are just a few examples of this.

Partners in the Arts, including the newly endowed and renamed Joan Oates Institute for Partners in the Arts, looks forward to the possibility of expanding into two summer institutes and even to establishing a graduate program—all taking place, of course, with the continual support and compelling drive of Joan Oates.
Cliff Gamble

Teacher Licensure Program enables career shift from accounting to teaching

Transitioning from cost accounting to teaching Shakespeare is a lot easier said than done for most. But for Cliff Gamble, C’12, the shift in careers from the corporate world to the classroom is the pursuit of his lifelong dream to become a secondary English teacher.

Since beginning his studies in the Teacher Licensure Program in September 2010, Gamble hasn’t looked back on his decision to leave a high-profile job in the business world.

“I have always had an affinity for teaching,” says Gamble. “My father was a science teacher, principal and assistant superintendent for 30 years, while my mother worked in several teaching positions as a media and library technician. Teaching is in my blood.”

Prior to enrolling at Richmond, Gamble’s education included an economics degree from DePauw University and an MBA in finance from Webster University.

Shortly after finishing school, Gamble began working at Baxter International and eventually landed a position with General Electric. From there, he spiraled up the corporate ladder over two decades with an impressive résumé that includes positions at NBC, Schering-Plough, Amazon and most recently Lexmark International.

With the support of his wife and kids, he decided that he had reached the point in life when it made sense to return to education. All that remained was finding a program that suited his needs.

“I was determined to completely change my career,” Gamble recalls. “The teaching program at Richmond...
spends a lot of time on the nuts and bolts of education, and all of the professors I have had thus far are long-term teachers and administrators. Learning the art and discipline of teaching through their experiences has been invaluable.”

The success of graduates from the Teacher Licensure Program adds to the prestige of receiving an education from University of Richmond. Gamble remembers a key factor in researching programs. “The school has a very high success rate with teachers — area schools hold the program in high regard and recruit students from the program for that reason.”

While returning to teaching in the middle of a successful career might appear strange to some, the biggest surprise might be his pursuit of an endorsement in secondary English. While many other teachers in the program have teaching experience or majors in their subject matter, Gamble was not an English major.

Gamble reports, “Teachers that I have liked the most were very passionate about what they taught. They made learning relevant and encouraged students to have an opinion. They made every student believe their opinion was important, if well thought out and appropriately presented... Business was my vocation, but I have always been passionate about reading, writing and discussing all forms of literature. So, I chose English as my primary endorsement.”

He plans on obtaining an endorsement in business and economics in addition to English in order to be as well-rounded as possible and to utilize his business background.

At Richmond, Gamble has the opportunity to experience “real-life” classrooms that he hopes to apply as a teacher himself. Professors in the Teacher Licensure Program are themselves successful education professionals; they have experiences in departments of education and school administration. As a result, professors come prepared to demonstrate how to deal with real situations in real time.

Before making the final decision to become a teacher, Gamble recommends sitting in on a classroom to see if you really feel comfortable.

“This [sitting in on a class] isn’t something I had the foresight to do before I began the program... luckily I am fortunate to have a lot of teachers in my family that I have had the opportunity to interview or monitor their classrooms,” he says. “To be a teacher you really need to care about kids, and most teachers can tell if you really have the capacity to care for and teach students.”

As he looks forward to student teaching, Gamble has finally begun to fulfill the dream of his late father as an educator.

“My father always said that a student has no idea what they want to do at age 18, so it is your responsibility as a teacher to create well-rounded students with the ability to take whatever path they choose,” recalls Gamble. “A lot of people end up in business because they think it is what they are supposed to do, but it is most important to really enjoy what you are doing.”
The 2011 Joan Oates Institute

Seventy teachers participate in the first Joan Oates Institute

On June 27, 2011, Partners in the Arts launched its 17th annual Summer Institute under a new name. The course that empowers K-12 teachers to use the arts to teach all subjects is now the Joan Oates Summer Institute.

“For 17 years, Joan Oates has been the driving force behind the Institute,” said Dr. James Narduzzi, dean of the School of Professional and Continuing Studies. “Now she has provided the financial support that will allow the Institute to serve area teachers in perpetuity.”

A former teacher and lifelong supporter of the arts, Oates has attended every Institute in person.

“Joan Oates’ contributions have impacted the Institute in a myriad of ways,” said Dr. Liz Sheehan, Partners in the Arts di-
rector. “She has always been a cheerleader and a role model for the teachers who have attended, and the teachers recognize that Partners in the Arts – her vision – serves their goals of becoming better educators and providing new sources of inspiration to their students.”

Last summer, 70 teachers from public and private schools in the city of Richmond and Chesterfield, Henrico, Hanover, Powhatan, and Goochland counties engaged with fine and performing artists and fellow educators at the Modlin Center for the Arts.

“The JOI experience was a totally educational immersion experience in all the arts,” said Elly Dozier of J.B. Watkins Elementary School. “The opportunity to collaborate with wonderful, creative area teachers and top-notch presenters has generated an enthusiasm to try new ideas in my classes and share them with other teachers in my building.”

New workshops for this year’s Institute included Google Docs and Digital Storytelling, Drawing from New Media, Impresario Training: Jazzing up STEM, Virginia Folklife: Music, and Mail Art. Participants also enjoyed a presentation by the University’s Digital Scholarship Lab and a field trip to the Martin Agency, a leading advertising firm, to learn about collaboration, lateral thinking, and creative problem solving.

The addition of several workshops that focused on new media was intentional.

“Using the arts across the curriculum is a pedagogical approach that can be enhanced by using the tools of technology and new media,” said Rob McAdams, Partners in the Arts program coordinator.

During the weeklong Institute, participants also worked with teachers from their school to develop unit plans that incorporate the arts into core subjects such as geometry, biology, and U.S. history. Each group presented their ideas on stage on the last day.

“I am always amazed by the energy and creativity our teachers bring to the presentations, despite having gone through a week of rigorous work and new experiences,” said Sheehan.

For participating in the program and submitting a cross-curricular unit plan, teachers earn three undergraduate or graduate credits through the SPCS. For the first time, teachers used Google Apps, the Institute’s new platform for submitting unit plans and exchanging ideas.

“The sites we asked participants to create serve as an electronic portfolio that can house almost unlimited images, videos, podcasts, and all forms of media, along with the capacity to generate and embed new documents in real-time collaboration with other account holders,” said McAdams.

Partners in the Arts provides feedback on final unit plans and continues to support teachers during the school year through grant awards to fund and facilitate outstanding projects in arts integration.
Leading the Future

Master’s in educational leadership aims to create transformative leaders

What’s the difference between a leader and a manager? What makes a school successful? Students in the inaugural class of the University of Richmond’s new master’s program in educational leadership and policy are learning firsthand the answers to these questions.

This interdisciplinary program combines the resources of the School of Professional and Continuing Studies with the Jepson School of Leadership Studies. The result is a unique emphasis on leadership theory and its practical application not often found in similar graduate-level programs.

“In the field of education, the thinking is changing so that we’re thinking more about creating school leaders rather than managers,” says Dr. Thomas Shields, director for the Center for Leadership in Education. It’s an important distinction.

Shields explains that managers are transactional, while leaders are transformational. “A manager is someone who will make sure the buses show up on time, and that the bells will ring,” he says. A school leader, however, is someone who has a transformative vision for the future of the school.

“Most people go into school leadership to be transformative,” he says. “We want someone who wants to look beyond the state-prescribed standards to take their school to the next level.”
Graduates of the program are qualified to earn an endorsement from the state Department of Education to be a school principal. For those who already have a master's degree in another field, SPCS also offers a graduate certificate in educational leadership and policy studies.

The program's courses include: educational leadership studies, leading and supervising instruction, school law and ethics, leadership and school culture, and others. Each core course requires an outside practicum. The program also includes a reflective leadership course, where students experience many of the real-life situations that school leaders encounter.

Catherine McGehee, director of the Upper School at St. Catherine's, an all-girls independent school in Richmond, was attracted to the program because of its emphasis on leadership theory. "There is no question it has already made me look at efficiency within my school and look at how we interact as a school," she says.

While McGehee is interested in improving her own leadership skills, she also looks forward to sharing what she has learned with her students. "Part of our mission [at St. Catherine's] is teaching young women to become leaders," she says. "There is a direct application for me."

Randy Wright, R'77, has been a middle school physics teacher in Hanover County, Va., for the past 20 years. He enrolled in the educational leadership program so that he can become a school principal.

"I have looked at a lot of programs, and this was by far the most appealing," he says. "I wanted a program that put an emphasis on leading and vision and the idea of bringing people together and working towards goals, and not just tasks."

Wright has especially enjoyed the diversity of experience found amongst his cohort, which includes teachers and administrators at both public and private schools of all grade levels.

"The program combines lots of philosophy with lots of practical thinking," he says. "The combination of books, teachers and students really melds together well."

Shields says the cohorts are small by design so that students can receive one-on-one attention. Local school principals and administrators serve as leadership supervisors to help coach students through their required practicums.

McGehee, who considered enrolling in a distance-learning program, says one of the best things about the program is the networking opportunities it provides. "[The program] has introduced me to a variety of different positions in the city and in the region," she says. "It is very appealing to me both professionally and personally."

Students are required to gain experience working in a school that is different from their own. An elementary-school teacher might spend time in a middle or high school; an independent school administrator such as McGehee would be required to experience a public school.

"Theory is important, but at the end of the day we need to produce leaders who can go out and head up a school," Shields says. "Practical leadership knowledge is really key."
While it’s a proven fact that outdoor learning spaces bring any number of benefits to children, many K-12 teachers face even more questions about where to begin building an outdoor classroom. Cary Jamieson, program specialist with the School of Professional and Continuing Studies’ (SPCS) Landscape Design Program, knew the University of Richmond could offer the answers.

That’s why she helped lead the way in launching the Sustainability and Nature Institute for Educators — one of the first programs of its kind — to equip teachers with the tools they need to build an outdoor learning experience from the ground up.
“Students are spending a tremendous amount of time in front of a screen,” says Jamieson. “They don’t have the same freedom to explore nature as generations that came before them. It’s become the responsibility of the teachers to expose them to outdoor settings in the safety of the school.”

Teachers from schools in both rural and urban Virginia, and even as far away as Florida, gathered for one week in July to learn the art and science behind outdoor classrooms from John Hayden, professor of biology, and Steven Koprowski, instructor of landscape design.

Guest speakers, such as Gerry McCarthy, director of the Virginia Environmental Endowment; Carol Heiser, education coordinator from the Virginia Department of Game and Inland Fisheries; and Megan Litke, University sustainability coordinator, provided additional instruction on everything from grant funding sources to insect collection to community participation to sustainability initiatives. Field trips to Lewis Ginter Botanical Gardens and local schools rounded out the program with a firsthand look at gardens and outdoor programs.

At first blush, outdoor classrooms seem to apply only to biology and other natural science topics. However, participants learned how the concept can apply to a variety of subjects: teaching Shakespeare is enhanced by writing nature-inspired poetry, creating a gourd orchestra brings life to music classes, and measuring trees and sidewalks shows the application of math principles. As Jamieson explains, the idea is “really just about engaging with the natural environment.”

 “[Outdoor classrooms] don’t have to just be math and science,” says Melinda Adamonis, a language arts and social sciences teacher at Three Chopt Elementary School. “It can encompass all learning in a school, and all grades.”

The institute also addressed the disparities that teachers in rural versus urban schools face. “People in urban settings don’t realize all of the resources they do have on their school grounds,” Jamieson says. “Sometimes there’s just a natural element, like a group of trees, leaves and mulch. [Meanwhile,] we had a teacher who lives in a rural community and [her students] all have vegetable gardens at home. She was concentrating on how to use natural elements outdoors to foster more understanding.”

Despite the breadth and depth of instruction during the weeklong session, Jamieson says the biggest message was to keep it simple. “You don’t have to have a huge vegetable or flower garden that takes a tremendous amount of time and energy and money,” Jamieson says. “It can be just walking around school grounds and observing nature. We’re trying to make [the idea] as accessible to others as possible, and rethink the way that teachers utilize an outdoor space.”

Adonis agrees with the simple approach. “Everybody should understand how not being outside is negatively impacting our children, and what we can do to help. [They shouldn’t] look at an outside learning classroom as something that’s unattainable.”
Jerry P. Clemmer, C’11, director of residential dining at the University, offered remarks to fellow graduation candidates and gathered guests as student speaker during the 2011 Commencement ceremony for the School of Continuing Studies.

Clemmer earned a Bachelor of Liberal Arts from the School; he also studied accounting for three years at the University of Memphis.

Clemmer reminded fellow graduation candidates that, as they walked across the stage to receive their diplomas, they would be receiving “a new type of key... one for which [they] have worked very hard” that would solve the problem many of them faced when they made the decision to enter the School: being “locked out of many opportunities.”

He admonished classmates to avoid complacency once they received their new key.
“If you’re a person at rest, because you now have a degree, you may think that you have achieved the ultimate goal you wanted in life—that you’re finished—there’s nothing left to do.” said Clemmer.

Instead, Clemmer encouraged his classmates to become a “body in motion” rather than remain a “body at rest.” To use, rather than simply hold, “the keys to control of [their] future.”

He concluded his remarks with a one-question “final exam.”

“So I ask you the one-question final exam that I want you to ask yourself when you are up here,” said Clemmer. “From this point on, will you be a body at rest or in motion?”

“IN MOTION!” answered the graduates enthusiastically.

Clemmer came to the school after 24 years in collegiate, hotel, and restaurant management. In his position as director of residential dining at the University, he is responsible for managing the main dining hall and supervising catering, meal plans and summer camps.

He also created and implemented a six-month manager training program for hourly employees and co-chaired the 2011 National Association of College and University Food Services Mid-Atlantic Region Conference.

Prior to his current position, Clemmer served as director of food and beverage at Omni Richmond Hotel; general manager of Depuy Canal House, a historic fine-dining restaurant in upstate New York; and a wine pouring captain for Kevin Zraly’s Wine School.

Clemmer is a member of the board of directors for the VCU Medical Center’s ASK pediatric cancer foundation. He is a past president of the Brandermill-Midlothian-Woodlake Lions Club and participated in annual fundraisers for the Children’s Miracle Network.
August 2010
Human Resource Management program chair presents research on immigration at international conference

Dr. Patricia Strait, chair of the Human Resource Management program at SPCS, presented her paper titled "When Societies Collide: An Immigration Model for the 21st Century" at the Fifth International Conference on Interdisciplinary Social Sciences.

The conference was held in Cambridge, England. Strait presented her research on immigration during the 30-minute paper presentation on August 5, 2010.

Anna M. McRay, SCS ‘04, ‘06 & ‘10, named by Virginia governor to Secure Commonwealth Panel

School of Continuing Studies graduate Anna M. McRay, SCS ‘04, ‘06 and ‘10, was named to the Secure Commonwealth Board by Virginia Governor Bob McDonnell. The announcement came in a release from the governor’s office on August 13, 2010.

McRay is the Deputy Coordinator of Emergency Management with the County of Henrico Division of Fire.

Before joining Henrico County in 2007, she served as the Evacuation and Shelter Planner as well as the Citizen Corps/CERT Training Coordinator with the Virginia Department of Emergency Management and as the Communications Center Supervisor with the University of Richmond Police Department.

She has been involved in EMS in Henrico County since 1988 and is a state-registered paramedic.

McRay has spent most of her academic career at the School of Continuing Studies. She earned a Bachelor of Liberal Arts in Emergency Services Management in 2004, a Graduate Certificate in Disaster Science in 2006, and a Master of Disaster Science in May 2010.

The Secure Commonwealth Panel is an advisory board to the Commonwealth’s executive branch, operating through the office of the Assistant to the Governor for Commonwealth Preparedness in Governor McDonnell’s cabinet.

Information Systems and Management professors co-author study on enrollment management

Dr. Ellen Walk, chair of the Information Systems program in the School of Continuing Studies, and Dr. Lewis “Andy” Litteral, associate professor of management in the Robins School of Business, co-authored a study of enrollment management that appears in the Palmetto Business and Economic Review.

The article, “The Application of Little’s Law to Enrollment Management: Improving Student Persistence in Part-Time Degree Programs,” appeared in the 2010 issue of the journal. The journal is published by the University of South Carolina Upstate’s Johnson College of Business and Economics.

September 2010
Partners in the Arts awards grants to area schools

Nine public schools in the Richmond region were awarded grants totaling more than $65,000 from Partners in the Arts, SPCS’s arts integration program.

The grants are for cross-curricular projects that use the arts to teach core subjects, such as social studies, math, and English. The grants allow schools to bring in visiting artists and to buy special supplies. Each year, Partners in the Arts awards up to $10,000 each to schools in the greater Richmond area whose teachers develop competitive and sustainable arts integration projects.

Paralegal Studies chair quoted in ABA Journal article about ‘morals clauses’

Professor Porcher L. Taylor III, chair of the Paralegal Studies program in the School of Continuing Studies at the University of Richmond, was quoted and referenced in an article titled “Hold That Tiger: After Woods Scandal, More Lawyers Are Seeing Up ‘Morals Clauses’” in the September 2010 issue of ABA Journal.

The article addresses the topic of celebrity contracts including ‘morals clauses’ that alter contractual terms as a result of celebrity actions deemed unacceptable by their employers.

Taylor has written about the ‘morals clause’ concept from the perspective of endorsers.

In Brief
News and information from around the School
who sponsor athletes, professional teams and other celebrities. These so-called “reverse morals clauses” would enable endorsers to break contracts with those they sponsor when the sponsor’s actions cast the endorser in a negative light.

Taylor’s groundbreaking article on reverse-morals clauses, co-written with attorney Fernando Pinguelo and Seton Hall law grad Timothy D. Cedrone, was published last April in Cardozo’s Arts & Entertainment Law Journal.

On the question of whether reverse morals clauses might become standard in endorsement contracts, Taylor offers this conclusion: “It’s probably an idea whose time will never come.”

October 2010

Director of External Relations tapped into National Leadership Honor Society

Virginia (Ginny) Carlson, Director of External Relations for the School of Continuing Studies, was tapped into the University of Richmond’s Epsilon Circle of Omicron Delta Kappa (ODK), the National Leadership Honor Society.

Carlson’s selection recognized her service to the University, particularly her dedication to the Friends of Boatwright Library program.

The formal initiation ceremony was held Tuesday, November 9, on the University campus.

November 2010

Weekend College coordinator selected as Pittsylvania Schools employee of the week

Laurie C. Dishman, C’10, Weekend College site coordinator at Danville Community College, was named Employee of the Week by her employer, Pittsylvania County Schools.

Dishman, who graduated in August 2010 from the SPCS’s Weekend College program with a Bachelor of Liberal Arts in Interdisciplinary Studies, works as Executive Administrative Assistant in the school system’s Network Operators Center.

Dishman also serves as part-time site coordinator for the Danville Weekend College program. As a recent graduate of the program and a graduate of Danville Community College, Dishman knows the area, the students and the program well.

December 2010

David Naoroz, C’08, among three credited with saving elderly woman from fire

Richmond Police Sergeant David Naoroz, C’08, was among three police officers credited with saving an elderly woman’s life by pulling her from a smoke-filled home.

Naoroz, Sgt. Jean-Guy LeGouffe, and Officer Jill Simons were treated for smoke inhalation following the incident, then released to return to duty.

The three were featured in a story titled “Three Richmond Officers Talk About Saving Elderly Woman” on the NBC12 website on November 18, 2010.

Naoroz participated in the now-discontinued Public Safety University, a two-year degree-completion program through SPCS’s Human Resource Management program for police officers, firefighters, emergency personnel and other public safety professionals.

Naoroz earned a Bachelor of Applied Studies in Human Resource Management with a minor in Leadership through the program.

January 2011

Annette Branch, SCS’09, inducted into Westminster Canterbury TWCW Hall of Fame

Annette Branch, SCS’09, was inducted into the Westminster Canterbury “The Westminster Canterbury Way” (TWCW) Hall of Fame.

Induction in the TWCW Hall of Fame is the highest staff honor at Westminster Canterbury, where Branch is a Buyer in the Materials Management department.

Inductees “demonstrate the corporate value of caring for residents and staff by always looking for ways to offer help and brighten the days of others,” according to the December 6, 2010, release.

Branch earned a Bachelor of Liberal Arts degree with a minor in Paralegal Studies. During the School’s 2009 Commencement, Branch earned the honor of bearing the U.S. flag during the procession.

George Hiller, L’91, recognized for service to Fulbright Scholar Program review committee

George Hiller, L’91, adjunct associate professor in the School of Continuing Studies, was recognized for his service to the U.S. Department of State and the Institute for International Education (IIE), Department of Scholar and Professional programs.

Hiller was recognized by the staff at the Council for International Exchange of Scholars (CIES) for his participation on the Scholar In Residence Peer Review Committee to consider 2011-2012 Fulbright Scholars Program applications.

As a member of the review committee, Hiller worked with other members to assess applications and recommend candidates for further consideration to programs in nearly 130 countries.

The committee forwards its recommendations for final selection to the J. William Fulbright Foreign Scholarship Board, a board appointed by the U.S. president.

Debra S. Egan, CIES Director of Scholar Programs, writes of Hiller’s service: “Reviewers donate substantial time to read and evaluate applications. IIE/CIES is grateful to Mr. Hiller for performing this valued serv-
The annual involvement of scholars and professionals in the merit review process, along with the support of their home institutions, is a key to the ability of the Fulbright Scholar Program to foster mutual understanding through international academic exchange.

In addition to working as a member of the SCS adjunct faculty, Hiller is an international business consultant and the Director of International Programs at the Southwest Virginia Higher Education Center.

February 2011
Information Systems chair presents paper

Dr. Elen M. Walk, chair of the Information Systems program, presented a paper with Bobins School of Business student Julia Brannan, ‘11, at the 41st annual Meeting of the Southeast Decision Sciences Institute.

Brannan, who completed an independent study with Walk during her 2010 summer internship with the Environmental Protection Agency, had been a student in Walk’s Information Technology and Operations Management classes.

Walk and Brannan’s peer-reviewed conference paper is titled “Building a Sustainable Processes for Analyzing Environmental Agency Constituent Input Via Social Networks.” The paper was also published in the conference proceedings.

The annual meeting of the Southeast Decision Sciences Institute was held February 23-25, 2011, in Savannah, Georgia.

SCS staff and faculty volunteer, strengthen Virginia – Santa Catarina, Brazil partnership

Patricia Strait, chair of the Human Resource Management program, joined Patricia Brown, senior associate dean, and her husband, Dewey Brown, adjunct professor, in strengthening the Partners of the Americas Virginia–Santa Catarina Partnership during separate visits in late 2010.

Partners of the Americas is an international grassroots network that connects volunteers, institutions and communities to serve and to change lives. The organization encourages collaboration and assistance between chapters in partnerships. The Virginia (U.S.)–Santa Catarina (Brazil) Partnership is one of 60 partnerships developed between 120 Partners of the Americas chapters.

Dewey Brown, who is president of the Virginia Chapter of Partners of the Americas, traveled with Patricia Brown from Richmond on November 21. The two met with Santa Catarina chapter president Fabiano Zoldan, along with others involved in projects related to the Partnership, while in Santa Catarina.

The chapter presidents from the partner states—in this case, Dewey Brown of Virginia and Fabiano Zoldan of Santa Catarina—alternate visits each year to the other chapter’s state. The purpose of these visits is to collaborate on updating the partnership’s Biennial Plan. Zoldan visited Virginia in 2009.

The Browns successfully collaborated to update the 2010–2011 Biennial Plan. The update was published in the February 2011 issue of Noticias, the newsletter of the Virginia–Santa Catarina Partnership.

Patricia and Dewey are not the only School-affiliated personnel to participate in the Partnership. Patricia Strait is involved in developing distance learning partnerships among universities in the partner states. She visited Santa Catarina separately from the Browns, in early November, to study the feasibility of a joint teaching project using U.S. and Brazilian faculties.

Following her 10-day visit, Strait and her Brazilian counterparts determined that the Distance Learning Project could move forward, commencing the partnership with a 2012 pilot project between UNISUL (Universidade de Sul de Santa Catarina) and the University of Richmond.

March 2011
Joan Oates endows Partners in the Arts summer institute

Joan Oates of Richmond, Va., made a gift to the University of Richmond’s School of Continuing Studies (SCS) to endow a summer institute that helps teachers learn to integrate the arts into the K-12 curriculum.

The Joan Oates Institute for Partners in the Arts will continue permanently a tradition of helping teachers create curricula and lesson plans to bring the arts into the teaching of such subjects as math, social studies, science and language arts. The summer institute has been held at the University of Richmond since its inception in 1995, and participating teachers earn three credits through SCS. The entire Partners in the Arts (PIA) program became a part of the university in September 2009.

“The educational model for PIA generally, and for the summer institute in particular, is so powerful that participants routinely comment about the transformative nature of the experience — imparting knowledge and pedagogical skills for sure, but also changing the way they teach and the way students learn,” said James Narazu, SCS dean.

Stephen Alheid, Richmond provost, serves with Oates on the board of CultureWorks. “I know firsthand her deep commitment to the arts. Her gracious gift will help the University of Richmond maintain its partnership with teachers in promoting the arts for years to come.”

“We’re honored to be part of the University of Richmond now because the university will allow us to keep growing every year,” said Oates.

April 2011
Adjunct professor of education named Chesterfield County Schools principal of the year

Dr. Brenda R. Mayo, Principal of Cosby High School and Adjunct Associate Professor of Education in the School of Continuing Studies, was selected as Chesterfield County’s 2011 Principal of the Year, recipient of the R.E.B. Award for Distinguished Educational Leadership.
Mayo is one of four principals—one each from the City of Richmond and counties of Chesterfield, Hanover and Henrico Public Schools—to receive the 2011 R.E.B. Award for Distinguished Educational Leadership. The Community Foundation (serving Richmond and Central Virginia) and the R.E.B. Foundation annually manage the process of identifying and selecting Award winners from each of the four school divisions.

Mayo has worked as an adjunct professor of education for the School since 2005, and she has taught curriculum methods for the MEd in Curriculum and Instruction program since 2009.

Mayo also teaches for MSI: Richmond, a partnership between the University of Richmond’s Department of Education, the Richmond City Public Schools and the Altria Group. MSI: Richmond brings middle and high school students to the University each summer for five weeks of intensive science and math classes and lab experience.

The R.E.B. Award for Distinguished Educational Leadership was created to recognize those principals who go beyond the day-to-day demands of their position to create an exceptional educational environment.

May 2011
Cathy Herweyer, C’00 & G’03, adjunct professor, named 2011 Itzkowitz Family Distinguished Faculty Award

Cathy Herweyer, C’00 & G’03, adjunct associate professor of liberal arts, was named the 2011 Itzkowitz Family Distinguished Faculty Award winner.

The award was announced during SCS Night on Wednesday, May 4, where she was presented a commemorative University chair for the award.

The award winner, selected by student ballot from among the adjunct faculty, is a professor who has challenged students to be better thinkers, organizers, students and/or persons. The award has been generously endowed by the Itzkowitz family.

As the award winner, Herweyer earned the opportunity to address the graduation candidates during the Commencement ceremony on Saturday, May 7.

Herweyer, adjunct associate professor of liberal arts, has taught for the School since 2003, leading several different undergraduate courses in the liberal arts including “Science Fiction,” “The History of Human Expression,” “The Legend of King Arthur” and “Art Appreciation.”

Herweyer earned a Bachelor of Liberal Arts with a focus in communication from the School in 2000. She returned to the University to earn a Master of Liberal Arts in literature and art history in 2003.

She has worked with Luck Companies—formerly Luck Stone Corporation—since 1995. She began as a construction aggregates project administrator, responsible for developing and delivering training for new technology.

Today, as an instructional designer, Herweyer creates and delivers a wide range of curricula, training sessions, and learning environments, both in the classroom and online, for more than 800 associates.

Herweyer also is a member of the World Future Society, a nonprofit educational and scientific organization.

D. Erik Nielson hired as assistant professor of liberal arts

D. Erik Nielson was appointed as assistant professor of liberal arts effective August 1, 2011.

Nielson most recently served as an assistant professor at Northern Virginia Community College in Annandale. He comes to the University with extensive teaching and administrative experience.

Nielson holds a bachelor of arts from the University of Virginia, where he studied as an Echols Scholar in the University Honors Program.

He holds a master of arts in English from University College London, University of London.

He earned his doctoral degree, a Ph. D. in English from the University of Sheffield, following defense and acceptance of his dissertation titled “Under Surveillance: The Evolution of Black Arts in the United States.”

Nielson’s professional experiences prior to his professorship at Northern Virginia Community College include a teaching assistantship at University of Maryland University College, a lectureship at Anne Arundel Community College, editorial responsibilities in the publications unit of the criminal division of the U.S. Dept. of Justice, and work as an English instructor in Santiago, Chile.

Nielson’s scholarship interests are focused on popular arts and culture, especially African-American culture and literature. Forthcoming publications include articles in African American Review (2012) and the International Journal of Cultural Studies (2011) and an essay in the monograph Mothering and Hip Hop Culture (2012).

Nielson has published several additional arti-
icles in the past two years in addition to work -
ning as a special st reviewer for Hacker’s Rules
for Writers, Aaron’s LB Brief and Troyka &
Hesse’s Quick Access Compact.
Among other duties, Nielson will be respon-
si ble for overseeing the School’s Communica-
tions Core, the coursework required of all
SPCS students before they begin taking
 coursework in their majors.
Scott E. Strickler, C’87, named Gibb
Family Distinguished Alumnus for
2011
Scott E. Strickler, C’87, was named the 2011
Gibb Family Distinguished Alumnus, an honor
awarded to a graduate of University College or
the School of Continuing Studies who re-
 mains dedicated to representing the School in
the Richmond and broader community.
Strickler graduated in 1987 with a Bachelor of
Applied Studies. He now serves as chair of the
School’s Dean’s Advisory Council.
In his remarks during the 2011 Commence-
ment ceremony, Strickler reflected on the cir-
cuits path that led him to enroll in— and
graduate from—the School. He noted that
many graduation candidates also followed a
“less traveled” path to arrive at Commence-
ment.
Strickler reminded graduating students that
they were graduating from “the University of
Richmond, one of the most highly regarded
universities in the nation.” As a result, em ploy-
ers reviewing resumes, upon seeing a degree
earned from the School of Continuing Studies,
“will know they are considering a person of
special character with the capacity to grow.”
Strickler speaks from experience: “I know this
is true, because it happened to me.”
He concluded by encouraging graduates to re-
main engaged in the School.
“Perhaps one day you will even get a call from
the SCS asking you to become engaged as a
graduate,” said Strickler. “Please take that call,
listen and then do what your heart tells you to
do.”
“I took such a call and have become a better
person for it and come to know many special
people along the way,” remembered Strickler.
The school’s mission is to enrich lives and ca-
ers and it has not stopped doing that for me.
If you allow it, it will continue to do the same
for you.”
Strickler began as a traditional student at the
University, but soon realized he was looking
for a different path. He found the School of
Continuing Studies—then known as University
College—for his work schedule and offered the
business courses he wanted for a successful
career foundation.
Strickler has 33 years of experience as a rela-
tionship manager in the financial service in-
dustry, specializing in insurance products
tailored to medical professionals. He is cur-ently treasurer of Robins Insurance Agency, an
independent insurance agency with offices in
Richmond’s West End and Heathsville, Vir-
ginia.
Strickler volunteers extensively in the commu-
nity and serves on several boards, including
the Richmond Chamber of Commerce Foun-
dation. He is past chairman of the Tuckahoe
YMCA, as well as past president and current
membership director of the Western Henrico
Rotary Club and a past Rotary District 7600 as-
sistant governor.
Catherine Jackson, ’06, C’10,
named Sandston Elementary
Teacher of the Year
Catherine Jackson, ’06, C’10, was selected as
the 2011 Teacher of the Year for Sandston Ele-
mentary School in Henrico County Public
Schools.
Jackson earned a Bachelor of Arts degree in
sociology in 2006, then returned to the Uni-
versity to earn a Master of Education degree in
curriculum and instruction in 2010.
Jackson was honored during the 2011 School
of Continuing Studies Night award ceremony
on Wednesday, May 4, 2011. She was recog-
nized with a departmental award for passing
with distinction the M. Ed. comprehensive writ-
ten examination.
Dr. Jamelle S. Wilson, adjunct
professor of education, named
Hanover County schools
superintendent
Dr. Jamelle Wilson, adjunct assistant professor
of education in the School of Continuing
Studies, was appointed the 12th superintend-
et of Hanover County Public Schools.
Wilson, formerly Hanover County Public
School’s Assistant Superintendent of Instruc-
tional Leadership, was appointed Superinten-
tdent on May 11, 2011. She started her
new position on July 1. Her appointment rep-
resents the first superintendent hired from
within the school system in “modern memory,”
according to the Hanover County news re-
lease.
Wilson is an instructor in the School’s gradu-
ate program in Educational Leadership and
Policy Studies. She teaches EDUC 6504U: Lead-
ing and Communicating.
Wilson also represented Hanover County on
Hum ran Resource Management chair and graduate student co-publish paper in international journal

Dr. Patricia Strait, chair of the Human Resource Management program, and Mary Hagood, C’11, received notification that their co-authored paper has been accepted for publication in a forthcoming issue of the Global Studies Journal.

Their paper, titled “Left Behind but Not Forgotten: An Examination of Transnational Family Economies in Mexico and the United States,” addresses the “phenomenon of transnational family economies in Mexico and the United States” according to the paper’s abstract.

Strait and Hagood made a virtual presentation of the paper during the Fourth Global Studies Conference in Rio De Janeiro, Brazil, in July.

Hagood earned her Master of Human Resource Management degree during Commencement on May 7, 2011.

In a note to School colleagues, Strait writes, “I think this may represent the first time that an SCS student co-wrote an article with an SCS professor which resulted in publication in an international journal.”

The Global Studies Journal is one of four aspects of global studies at tanglobalisation.com: the Global Studies conference, the scholarly journal, a book series and an online knowledge community.

The peer-reviewed journal is “devoted to mapping and interpreting new trends and patterns in globalization. This journal attempts to do this from many points of view, from many locations in the world, and in a wide-angle kaleidoscopic fashion.”

June 2011

M.Ed. students earn promotions in Chesterfield County Public Schools

Three students in the School’s Master of Education (M.Ed.) program in Educational Leadership and Policy Studies have earned administrative promotions in Chesterfield County Public Schools.

Autumn Nabors, C’11, has been named Program Manager in the Department of Professional Development for the school division. Nabors had served previously as English and leadership teacher at James River High School and coordinator for instructional leadership at Tomahawk Creek Middle School.

Nabors was also recognized during the School’s 2011 awards ceremony for passing with distinction the M.Ed. comprehensive written examination.

Leslie V. Waller has been named Dean of Students at Matoaca High School. Leslie had served previously as biology teacher at Matoaca High.

Quincy Waller has been named Dean of Students at L.C. Byrd High School. Quincy had served previously as social studies teacher at Maggie L. Walker Governor’s School.

The M.Ed. program in Educational Leadership and Policy Studies is intended for educators who seek to become school leaders. Promotion to positions of leadership in schools is the goal of the program’s graduates. The program is a partnership with the University’s Center for Leadership in Education.

Information Systems chair publishes article in business education journal

Dr. Ellen M. Walk, Information Systems program chair, was notified that she will have an article published in the June 2011 issue of the Business Education Innovation Journal.

Walk’s paper, titled “Documented Problem Solving as a Learning and Assessment Technique in Operations Management,” will appear in the first issue of the journal’s third volume.

Business Education Innovation Journal features peer-reviewed articles addressing topics that describe innovative teaching and learning methods of value to the field of business education.

July 2011

Teacher Licensure Program coordinator selected for study tour to Germany

Dr. Patricia Amann, Coordinator of the Teacher Licensure Program (TLP) and Associate Professor of Education, was selected among 15 other candidates to participate in an exclusive study tour of Germany.

The two-week tour, lasting July 8-23, was sponsored by the Transatlantic Outreach Program of the Goethe-Institut USA.

Amann and other tour participants spent their time in Germany connecting with educational leaders from German states and with other professional development providers and institutions.

These connections and related tours offered insight into Germany’s educational system and standards of learning related to global literacy, legacy of the Holocaust, culture, immigration, and many other topics.

The study tour was part of an extensive exchange of ideas among participants—German and American alike—in order to, as Amann’s letter of invitation states, “identify new viewpoints and approaches to solving urgent educational issues.”

Brenda Neckvatal, C’09, accepts position at ADP TotalSource

Brenda Neckvatal, C’09, accepted a position with ADP TotalSource as a Human Resource Business Partner.

Neckvatal, the 2009 recipient of the Jean H. Proffitt Student Service Award, earned her Bachelor of Applied Studies degree in Human Resource Management in 2009 as a magna cum laude graduate.
is also a recently-appointed member of the School’s Alumni Association Board of Directors.

ADP TotalSource is the small business division of ADP, a major professional employer organization (PEO) that provides a single source of outsourced human resource services to small business owners.

Neckatal will remain in the Richmond area while working to grow this new market for ADP. Her role “will essentially be all things HR for roughly 500 small business PEO subscribers in and around Richmond.”

Dr. Christine Contrada joins the School as assistant professor of liberal arts

The School of Continuing Studies appointed Dr. Christine Contrada to the position of Assistant Professor of Liberal Arts effective August 1, 2011.

Contrada joined Dr. Erik Nielson as the second appointment in as many months to the liberal arts faculty, on which they will join program chair Dr. Daniel Roberts.

Contrada comes to the University most recently from Germanna Community College in Fredericksburg, Virginia, where she held the position of Associate Professor of History. While at Germanna, Contrada also served as adjunct assistant professor in the School’s Weekend College program.

In addition to her experience at Germanna, Contrada has taught at Mary Washington University, State University of New York at Stony Brook, and Suffolk County Community College in New York.

Contrada earned a Bachelor of Arts degree in history and secondary education from James Madison University, and she earned both a Master of Arts degree and a doctorate in history from the State University of New York at Stony Brook.

Contrada has studied extensively in Italy and annually leads a student study abroad group to Italy and other countries.

August 2011

Paralegal studies chair sought for insight into military veteran entrepreneurs

Porcher L. Taylor III, J.D, Paralegal Studies program chair, was contacted for insight into military veteran entrepreneurs by the producer of Venture Studio in New York City.

Venture Studio is an online talk show that covers technology startup companies, technology investment, and the technology scene in New York. The show is devoting new episodes to military veteran entrepreneurs.

The show’s producer, Jay Irani, sought out Taylor as a result of reading Taylor’s op-ed in The Daily titled “The Brainchild Battalion: Pentagon Should Recruit Young Entrepreneurs for Military Service.”

Taylor was asked to recommend New York City-area military veteran entrepreneurs to appear on episodes of Venture Studio.

Dean Brown re-appointed to scholarship award committee

Dr. Patricia Johnson Brown, Senior Associate Dean for Academic Programs, has been re-appointed by Governor McDonnell to the Commonwealth’s Brown v. Board of Education Scholarship Award Committee.

Brown was initially appointed to this committee in 2009 by former Governor Kaine.

The purpose of the Scholarship Award Committee is to evaluate applications for, and select recipients of, scholarships awarded to those who were or have been negatively affected by closure of public schools in Virginia as a result of Massive Resistance between 1954 and 1964.

In 1954, when Brown v. Board of Education overturned the “separate but equal” Plessy v. Ferguson decision of 1896 that allowed state-sponsored segregation, several jurisdictions in Virginia resisted the call to desegregate and closed public schools rather than comply with the ruling to end segregation.

The Brown v. Board of Education Scholarship Program seeks to provide funding for GED and CLEP preparation, career and technical education or training, and degree programs to those affected by Massive Resistance in those Commonwealth jurisdictions that closed public schools.
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Your gift, small or large, enables the School of Professional and 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. SPCS is committed to the values of responsiveness, caring, collaboration, and learning.

Why is your support important to SCS?
Our mission, to enrich lives and careers, is manifested by exemplary service to the metropolitan Richmond community. To do so, our course fees must remain affordable to the general public. Your generosity keeps our courses affordable to the widest possible audience and still maintains the highest quality of instruction. With your gift, we will have the resources to better serve our students and our community.

How will my support make a difference?
Each gift, regardless of size, is valued for what it enables SPCS to accomplish, particularly increasing financial aid for deserving SPCS students. Each year we have more requests for support, and each year we must generate increased funds for this purpose.

How do I make a gift?
There are several easy ways you can become a part of the SPCS mission to enrich lives and careers. The quickest and easiest is by donating online at: givenow.richmond.edu

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