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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 SPCS?

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.

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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 2011-2012 Annual Progress Report for the School of Professional and Continuing Studies. This year marks a significant milestone in our history as we celebrate 50 years of “enriching lives and careers.” We have chosen to focus our report this year on the people who helped shape the School and on those whom the School helped shape.

Our story begins with Dr. Modlin, who had the vision to create a presence for the University in downtown Richmond and hired Dean Shotzberger, whose job it was to translate that vision into a reality. We then review the administrations of subsequent presidents and deans and the indelible mark each left on the School and the University.

Next we showcase some of the remarkable faculty and staff from across the generations who have worked tirelessly to help students achieve their academic goals. Attention is also given to some of the unique programs that have thrived under the School’s umbrella, including the Osher Institute and the Center for Culinary Arts.

And lastly, we focus on our remarkable students and alumni, remarkable in their persistence while pursuing their educational goals and remarkable in what they contribute to their community after completing their studies.

The SPCS is an incredible place to work and study because of the dedication of our students, faculty and staff, because of the commitment of the University to serving learners of all ages, and because of the ongoing support of our alumni and friends.

I hope you enjoy our report and I wish you a happy, healthy and prosperous new year.

Sincerely,

James L. Narduzzi, Ph.D.
Dean

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On September 10, 1962, University College opens for registration.

On September 17, 1962, classes begin in the Columbia Building at the corner of Grace and Lombardy Streets, site of the pre-1914 campus of Richmond College.

In 1963, the Business Management Center is established with Dr. Richard S. Underhill as director.

In 1963, Summer classes begin for the evening division.

In 1963, Summer Study Abroad begins with Dean Moncure leading the first trip, which was to Western Europe.
Dr. George M. Modlin establishes University College in response to the need for “adult education”

The forces that led Dr. George M. Modlin to establish University College in 1962 were rooted in the aftermath of United States involvement in the Second World War. The war established a legacy of scientific enquiry and technological advancement, generating high demand for college-educated scientists, technicians, engineers and doctors. The GI Bill made college education available and affordable to war veterans. Supply, demand and funding resulted in a burgeoning class of “non-traditional” students—adults who had “lived a little” and recognized the value of a college education in the post-war era. By the late 1950s, these non-traditional students fueled the growth of “adult education” on college and university campuses.

Modlin oversaw the expansion of the University through the first decade of his presidency. In 1949, University trustees established the School of Business Administration by combining the Departments of Economics and Applied Economics with the Evening School of Business Administration. This newly-established school of the University aimed its efforts at traditional-age students—but Modlin recognized that the Evening School of Business also represented a
group of adult students who wanted access to higher education but could not pursue it as full-time students.

Modlin believed the University could meet the training and education needs of this growing group of part-time adult students. He reached out to Dr. Martin L. Shotzberger, R'48, to oversee the venture of creating a division of the University committed to adult education.

Modlin and Shotzberger collaborated on plans for the new continuing education division with the guiding principle of making the University’s resources available to the Richmond community.

They hired great teachers, many from the Federal Reserve Bank of Richmond. They retained many of the Evening School of Business Administration’s most successful programs, including its Bachelor and Master of Commerce degrees and its business certificates. They agreed to initiate Master of Humanities and Associate in Liberal Arts degrees. And they agreed to include a Management Center in the School’s plans.

Modlin presented the division for continuing adult education to the Board of Trustees, and in 1962 University College registered its first students and held its first classes in the Columbia Building on the corner of Grace and Lombardy.

Modlin recognized the need for part-time learning opportunities for adult students. And during a period of continued growth at the University, he recognized that the University’s resources should be shared with the community. University College met the challenge of offering a University of Richmond education—with all the accompanying rights, responsibilities, privileges and prestige—to non-traditional learners seeking to remain well-trained in a fast-advancing technological era.

**Moments**

In 1963, the Master of Humanities program begins.

On August 1965, University College begins offering classes at the Franklin Building.

In 1965, University of Richmond purchases the vacant Second Baptist Church property for additional classroom, office and meeting space for University College.

On June 3, 1966, University College’s junior college holds its first Commencement exercises.

In November 1967, University College publishes its first literary magazine, Reverie.
Two names are indelibly linked to the establishment of University College—Modlin and Shotzberger. Dr. George M. Modlin, University president in 1961, tapped Dr. Martin L. Shotzberger, R’48, to be the fledgling school’s founding dean.

Shotzberger was no stranger to so-called “non-traditional” adult education. He left school during ninth grade to work, then joined the U.S. Army in 1942, the same year he married. In northern Italy in 1944, then-Sergeant Shotzberger was injured by a German artillery shell that destroyed his left arm. During and following his recovery in an Army hospital in Michigan, Shotzberger earned his high school equivalency diploma.

Shotzberger made plans to settle in Richmond, home of his wife’s family. An army psychologist reached out to Dean Pinchbeck of Richmond College, and in September 1945, at age 25, Shotzberger arrived on campus wearing his uniform and recently-awarded Silver Star. He was accepted—Pinchbeck remarked, “I’ll let a hero into Richmond College”—and graduated in 1948 with a Bachelor of Science in Business Administration. He went on to earn a master’s degree and doctorate.
In 1953 Shotzberger returned to University of Richmond as director of evening classes. In 1958, Shotzberger took a position teaching economics and business administration at Kalamazoo College in Michigan. Shortly thereafter, he was named director of the college’s Management Center, where he learned about school administration, attracting non-traditional students and working with businesses.

Modlin was deeply committed to the Richmond community. He insisted that the mission of the new school should be to share the University’s resources with the community. He sensed that Shotzberger’s experience at Kalamazoo would be instrumental in establishing the new school and accomplishing its mission.

Modlin and Shotzberger worked as a team to establish the new school. They insisted on hiring great teachers, many of whom came from the Federal Reserve Bank of Richmond. They retained successful undergraduate and graduate degree programs from the Evening School. And they planned for growth, preparing a Master of Humanities degree program, an associate degree in liberal arts, a business management center and a two-year junior college – all of which were in place within two years of the School’s inception.

On September 17, 1962, University College held its first classes. Fifty years later, the shared vision of Modlin and Shotzberger remains alive and vibrant as the School continues its work of sharing the resources of the University with the Richmond community.
University presidents provide leadership for the School to grow and develop for fifty years

The history of the School of Professional and Continuing Studies would be incomplete without addressing the role University of Richmond presidents have played in its establishment, development and growth.

The School traces its earliest roots to the administration of Dr. Frederic W. Boatwright: in 1924, the Evening School of Business Administration was established as one of the divisions of the University.

In 1949, the University’s trustees established the School of Business Administration, which combined the Evening School of Business Administration with the Department of Economics and Applied Studies. President George M. Modlin worked with Dr. Martin L. Shotzberger to authorize an evening school for working adults as a separate division of the University. In 1962, University College was established.

Modlin and Shotzberger planned and implemented University College with three major divisions. The first, the Evening Division, offered part-time degrees including degrees in commerce previously offered through the Evening School of Business Administration and later through evening classes the School of Business Administration. The second, the Junior College, was a two-year division that prepared students for transfer into Richmond College and Westhampton College. And the third, the Business Management Center (later called the Institute for Business and Community Development), provided non-credit coursework for business leaders and professionals.

In 1971, Dr. E. Bruce Heilman was appointed president of the University. By this time, University College’s Junior College and Evening divisions were among several junior
college and evening school options in Richmond for part-time students. Heilman recognized the need to rethink University College. In 1974, Heilman oversaw the contraction of University College to the Evening Division and Summer School along with its shift from its downtown location to the University’s West End campus.

Although University College shrank, it continued to offer part-time degree programs to adult students while managing the University’s Summer School. Dr. Heilman recognized the value of bringing part-time students on campus through University College, and the School remained a viable and valuable—if significantly smaller—division of the University.

In 1988, Dr. Richard L. Morrill was named president following the brief administration of Dr. Samuel A. Banks. Dr. Morrill was instrumental in hiring Dr. James L. Narduzzi as dean of the School. This ushered in one of the School’s longest, most prosperous periods of growth. Dr. Morrill oversaw the School’s move from Richmond Hall to its present location in the Special Programs Building, where it has since expanded to encompass the entire second floor.

In 1998, Dr. William E. Cooper was named president of the University. If Dr. Morrill oversaw the School’s relocation and reinvention after hiring Dean Narduzzi, Dr. Cooper oversaw the School’s expansion of its non-credit Office of Community and Professional Education, helped negotiate its merging of its education programs with the School of Arts & Science’s Education department, and the expansion of the School’s Paralegal Studies, Human Resource Management, Information Systems, Emergency Management and Education programs of study. Cooper found in Narduzzi someone he could trust to grow and develop the School in ways that benefitted mutually the School, the University and the community.

In 2007, Dr. Edward L. Ayers was appointed president. His tenure thus far has continued his predecessors’ legacy of support for the School. *The Richmond Promise*, the university’s strategic plan, includes the important tenet of community outreach, and the School has found its niche as a full and equal partner in the Promise.

One president after another has grappled with the question of how the University of Richmond should be engaged in adult and part-time education. Since 1962, a major component of the University’s response to this challenge has been the evolutionary development of the School of Professional and Continuing Studies.

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**In 1975, University College serves about 13,000 students through five divisions.**

**In 1975, the Women’s Resource Center is established as part of University College.**

**In 1976, the Legal Assistant (LA) and Human Resource Management (HRM) programs begin at University College.**

**In 1977, University College’s Bachelor of Applied Studies degree begins with a focus on applied disciplines.**

**In August 1980, the Information Processing Systems program of study begins.**
Jean Proffitt, long-time employee, represents the best of student service and advising

Jean H. Proffitt understands adult students, backwards and forwards and six ways from Sunday.

If you attended University College, especially the evening division, between 1962 and 1998, there’s a good chance you know Proffitt. Whether she typed up your letter from Dean Shotzberger (perhaps a disciplinary letter, more pleasantly a letter of invitation) or made a presentation about University College to your church or social group, Proffitt connected with virtually every University College student between those dates.

The School currently employs three full-time academic and career counselors whose primary objective is to offer assistance and guidance as prospective enrollees become students, as students become degree seekers, and as degree seekers become graduates and alumni. Those counselors—Caroline Bear, John Butt and Lois Willis—are Proffitt’s living legacy.

But Proffitt, in a very real sense, laid the foundation of many aspects of the School, especially its degree programs and support. Dean James L. Narduzzi, himself an 18-year veteran of the School, remarks on Proffitt’s legacy, “She’s been the heart and soul of what’s transpired here since 1962. She has a passion for education, and the school and
particularly our students have benefited greatly from that passion.”

When Proffitt started with the School in 1962, she was assistant to Dr. Martin L. Shotzberger, newly-appointed dean of the newly-created school. When she concluded her service with the School in 1998, she worked as a student advisor. And between those years, she participated in every major event in the School’s history—and did just about every job the School threw at her. She marketed the School before schools were “marketed;” she helped prepare catalogs and course schedules; she helped recruit students; she helped develop curricula and degree programs; she worked as an admissions counselor; she even worked for twenty years, from 1974 to 1994, as director of the evening school.

Perhaps most important, Proffitt identified with the School’s students. She listened to them. She found ways to help them out, even suggesting to one student that she use her “little bit of scholarship money left over” toward gas so she could afford to drive to campus. She worked with the University Bookstore to assist students who couldn’t afford their books. She asked herself, “What would Martin [Shotzberger] do?” when she encountered a challenge—Shotzberger was known to solicit funds from business leaders and alumni to help out students in need—and then did what she believed her mentor might do.

Proffitt was herself an adult “non-traditional” student. She earned a certificate and an associate degree in humanities through University College, then a bachelor’s degree from Mary Baldwin College—all while working full-time in the School. Maybe it’s her experience as a part-time adult student that endeared and committed her to University College.

Or maybe it’s her belief in the School and that its potential is limited only by the imagination and vision of its leaders.

Proffitt is a University College fixture, and will remain forever engrained in the hearts of its alumni—and in the legacy of professionalism and service she contributed to the School’s staff and faculty.

During the summer of 1982, Dr. Joe Troncale leads the first trip to the Soviet Union for summer study abroad.

By 1984, the Women’s Resource Center had expanded its services with about 1/3 of its clients now men.

On August 1, 1994, Dr. James L. Narduzzi becomes the School’s fourth dean.

On May 13, 1995, the School begins its own Commencement exercises.

In 1995, Partners in the Arts offers its first Summer Institute at the University of Richmond.
Adjunct faculty have served, and continue to serve, as the backbone of the teaching core at the School of Professional and Continuing Studies.

At its inception in 1962, according to an October 4 Richmond News Leader article (“University college setting out to serve the needs of Richmond”), University College boasted 68 “eager and well-qualified” part-time instructors.

Dean Martin L. Shotzberger envisioned a much larger faculty. And by 1964 there was need for more faculty members: The School had expanded its evening programs of study, added a junior college and opened the Business Management Center.

While full-time faculty members were hired, especially for the Junior College and the Business Management Center, the School’s evening division continued to rely heavily on its part-time instructor pool.

From its inception, the School’s leadership has sought to hire those “eager and well-qualified” adjunct instructors. The common characteristic among the School’s adjunct faculty has been their role as scholar-practitioners. The School’s adjunct faculty represent working professionals who combine real-world experience with academic credentials and teaching charisma.
Many of the School’s first adjunct faculty came from the fertile professional ground of the Richmond Federal Reserve Bank. Jean H. Proffitt, long-time director of University College’s evening school (among other responsibilities), recalls the array of programs the School offered, backed by a cadre of talented faculty. “I really enjoyed... seeking them out and finding good, top faculty. Federal Reserve Bank was... absolutely a ground for discovery; they had so many Ph.D.s! We had degree majors in everything you could think of, and we had the experts in those fields.”

Scholar practitioners offer students the best of academic excellence and professional experience. The School continues to rely on the best and brightest adjuncts from the top echelons of local business and government.

Professor Porcher L. Taylor III, chair of the Paralegal Studies program, shared his commitment to the practice of hiring full-time professionals as adjuncts. He identified a member of the Paralegal Studies adjunct faculty—“Mac” McFarlane—who served as counsel to four sitting Virginia governors on death penalty cases. “Forget about the textbook [on death penalty case law]” Taylor exclaimed. “There’s a walking textbook right in the classroom in the form of Mac McFarlane!”

Taylor’s enthusiasm for its adjuncts is shared by the School’s administration and full-time faculty alike. Dr. James L. Narduzzi, current dean of the School, enthusiastically touts the value of having full-time working professionals teaching in the classroom.

“We have this cadre of 200 adjunct faculty who do by day what they’re teaching by night. They’re able to bring this incredible, real-world experience into the classroom.... [This] provides tremendous value to the educational experience we can provide.”

Over 200 adjunct faculty members currently teach in the School. Each brings unique expertise combined with scholarship, professionalism and teaching skill to the classroom. The result: Students find in their instructors the practical application many seek in their own professional lives.
Senior Associate Dean Patricia J. Brown found out about The Bernard Osher foundation and this program called the “Osher Institute” from a colleague at a meeting in Washington D.C.

“He said, ‘It’s this really neat lifelong learning program. You should get involved!’” Brown learned the process by which a school could host an Osher Lifelong Learning Institute. The colleague nominated the University of Richmond to The Bernard Osher Foundation as a potential host for an Institute. Brown and other representatives from the School made a presentation to the Foundation board, and the School received a $100,000 grant from the Foundation to get the Institute started.

“After three years [in 2007], we were able to get a million dollar endowment from Mr. Osher,” recalls Brown. And that’s how the School came to host the Osher Institute on behalf of the University.

Prior to engaging with The Bernard Osher Foundation and exploring the possibility of establishing an Osher Institute on campus, the School had been interested in implementing a lifelong learning program.
The Osher endowment has enabled the School to establish a vibrant lifelong learning experience on the Richmond campus. Osher Institute members, who are aged “fifty or better,” participate in most aspects of campus life. They have library privileges, audit courses, take and offer mini-classes and engage in interest groups across the curricular and co-curricular spectrum.

The result is a growing campus community of Osher members and leaders who enrich and enliven classes and events. Instructors appreciate the breadth of experience Osher members bring to the classroom, while students learn about historical and cultural events first-hand from those who lived them.

The Bernard Osher Foundation has generously endowed both the Osher Lifelong Learning Institute and the Osher Reentry Scholarship. The scholarship provides financial assistance to degree-seeking students who are returning to the classroom after five cumulative years of absence.

The result of this generous support is the expansion of the School’s student body to include highly engaged older adults who are eager to remain fully integrated in the scholarly and collegial environment of a private liberal arts college. Both Osher Institute members and students across campus benefit from the involvement and leadership of these talented senior adults.

In 1996, the School moves its offices to the Special Programs Building.

On August 1, 1997, the School hires its first full-time faculty since 1974.

In October 1998, the Institute on Philanthropy begins offering classes.

In July 1999, the Summer Residential Governor’s Schools for Humanities and Visual & Performing Arts move to SCS from the School of Arts & Sciences.

In May 2001, the first students graduate from the Teacher Licensure Preparation program.
Earning a degree as a working professional matches the challenges of starting a business in difficult economic times

As a busy mother of three, Kellie Amberger, SCS’11, knows how difficult it can be to find time for exercise. “I personally needed to find the answer that was going to help me get in better shape,” she says.

This led Amberger to open up Koko FitClub, a fitness center in Fredericksburg. Koko is a nationwide franchise, and the Fredericksburg location was the first to open in Virginia. She explains that Koko is “nothing like a traditional gym. It is the world’s first automated personal training studio.” It offers simple and quick workouts tailored specifically to clients’ goals. Amberger knew that if Koko’s Smartraining System worked for her, it could work for others.

Amberger found much of her inspiration for this project from her classes and experiences at the University of Richmond School of Professional and Continuing Studies Weekend College program.

Amberger reflects that her classes were much more meaningful to her at this stage in life than they would have been 20 years ago with a “typical” college experience. “We read and studied many different subjects: economics, globalization, government, business and art to name a few.” All of the subjects pertained to her life, especially as an aspiring business owner. The knowledge she gained from these courses contributed to insight that she found useful when starting her business.

Amberger draws parallels between Koko FitClub and the Weekend College program. Just like FitClub is tailored to people with busy schedules, the Weekend College program is customized for working professionals. The classes take place on Friday nights.
and Saturdays, giving everyone an opportunity to earn their degree.

Like a fitness program, Weekend College is very demanding, Amberger explains. Although the professors were understanding of students’ situations as professionals and parents, the workload was heavy and time management was often difficult. But Amberger explains that she was “determined with her studies” and successfully emerged from the program with a newfound sense of optimism.

A mberger believes that if something is important, it can be accomplished in spite of all other obstacles. This idea helped her to persevere through the program because she recognized the importance of having a degree, regardless of its difficulty. Earning the Weekend College Bachelor of Liberal Arts degree gave Amberger the confidence to pursue her new business venture in uncertain economic times.

A mberger was optimistic about Koko FitClub because she recognized the universal importance of exercise for improved health and well-being. She believed that if people acknowledged the value of a quick, effective workout, her business would be successful, despite the bad economy.

Something as crucial as maintaining physical fitness, like the process of earning a degree, is worth working toward, despite the challenges.

A mberger wanted to earn her degree to set a good example for her children, but she also recognized the vital importance of having a degree in a competitive market. She explains that she never thought she would appreciate her education as much as she does now.

A mberger feels fortunate to have found the Weekend College program, which fit her schedule and gave her the knowledge and confidence to continue with her life goals. She says that continuing her education was one of the best decisions she ever made, and she hopes to continue reaping the benefits of her education by opening more Koko FitClubs in the future.
Fifty-two years separated the youngest and oldest graduates of the University of Richmond in 2012 Commencement Exercises. And both earned their degrees through the School of Professional and Continuing Studies.

James “Jimmy” Nickerson, 20, graduated with a Bachelor of Applied Studies in Paralegal Studies. Angeline “Angie” Pell, 72, graduated with a Master of Liberal Arts.

Although the average age of degree-seeking students in the School is 36, SPCS is accustomed to vying for the University’s oldest graduating student. The honor of youngest graduate, however, generally belongs to one of the undergraduate schools—Arts & Sciences, Business or Leadership Studies.

Some perspective highlights the rarity of this occurrence. Nickerson has never known a world without e-mail or the Internet, while Pell studied biology before classes covered DNA. Nickerson has been in school since kindergarten, while Pell has worked “six or seven careers” between her undergraduate and graduate experiences. Nickerson is 17 years younger than an average SPCS student, while Pell is nearly twice as old as the average SPCS student.

And the age difference between the two is a couple of years beyond a half century.

What unites these two remarkable graduates—besides their common alma mater—is what led them to the classroom. And that commonality also highlights the multi-generational strength of an SPCS class.

Nickerson and Pell share an innate desire to make an impact on the world. Both are deeply driven and passionate in this desire. Nickerson sees himself making an impact toward social justice through the law, while Pell sees herself making an impact toward global understanding through education.

In a twist of the cycle of academic experience—and the result of the School’s deep ties to its partners in education—Nickerson started his college education studying full time at John Tyler Community College while Pell uses her master’s degree to teach history at J. Sargeant Reynolds Community College.

Nickerson expects to attend law school in the future. He’s working through the School’s LSAT exam preparation program to ensure he’s prepared for enrollment. He’s considering Washington & Lee, George Mason, Georgetown, and our own University of Richmond School of Law.
He wants to earn his JD and apply his study and background in the law toward litigation as an attorney, to corporate or philanthropic leadership, or to NGO leadership. “[I’d like to] understand how the law affects others socially and emotionally.”

Nickerson recognizes that the legal system has ostracized many. He is drawn to the needs of such people, focused on social and moral justice. And the School’s paralegal studies program provided exactly the background needed to apply a legal background to the day-to-day application of justice in corporations, nonprofits and law offices.

Pell is a Bryn Mawr graduate whose “six or seven careers” have included elementary teacher, ophthalmic technician and office manager for a small medical business, paralegal, wedding dress designer and maker, COO of a technology company specializing in software for financial traders and spreadsheet plugins, wooden jigsaw puzzle maker and fox hunter. As her career suggests, Pell is a lifelong learner. She also thrives in contact with younger people.

Pell values the insight of younger students and sympathizes with the plight of today’s college students. “[They] have so much to learn in any one subject” that they are unable to “place what they’re learning into perspective.”

Pell’s critique of higher education in the 21st century is its lack of context—students have so much to learn that they seldom have time to relate theory to the real world. “[I wish there were] far more coordination with what’s happening now in students’ college experience.”

Her desire to provide this context compelled Pell to return to school. She needed to earn a master’s degree to teach at the college level. Once she earned the required 18 graduate hours in a single area of study—in her case, history—she landed an adjunct position teaching at a local community college. She started teaching last spring.

It’s the unique, multi-generational SPCS classroom experience that enables a twenty-something and a seventy-something to thrive.

Nickerson realized that adult learners, whether returning to the classroom or entering for the first time, share similar characteristics such as a drive to learn or challenging schedules to juggle. “Despite the differences, I was shocked at how similar everyone is.”

Pell enjoyed the opportunity to share her personal experience and history with younger students in her classes. “What they [younger students in the class] studied, I lived through.”

Each found in their classes exactly what they needed: the acceptance of multi-generational peers, an opportunity to place learning in context and the educational foundation needed to pursue the next professional milestone. And whether the next milestone comes at age 20 or 72, the key is continuing education.
Master of Liberal Arts program deepens novelist’s appreciation for lifelong learning

Why pursue a master’s degree when you are already successful in your field? Today many professionals are going back to school in order to advance their education for monetary gains or to switch careers.

For award-winning author, columnist, speaker and writing coach Stacy Hawkins Adams, it’s not about the money. Instead, she chose to go back to school to follow her passion for lifelong learning. This passion brought Adams back into the classroom in the fall of 2010 to pursue a Master of Liberal Arts (MLA) degree at the University of Richmond School of Professional and Continuing Studies. She plans to graduate in May 2013.

What have you enjoyed most about the MLA program?
I have enjoyed having the flexibility of evening classes. I’ve also really enjoyed being with other MLA students from different backgrounds. Not everyone is a novelist like me. This diversity creates an environment for fascinating discussions. I learn something new every time I go to class.

What classes have you most recently taken?
Women and War Time with Professor Elisabeth Wray and John Alley (her son-in-law) and Social Psychology with Marcus Forbes.

What is one thing you have learned from your professors that has stuck with you?
First and foremost, I have learned the power of being a lifelong learner, no matter what path your life takes. Many of my professors have other jobs during the day, but they all come to class at night eager to teach. They have also forced me to dig more deeply into my focus area, how women in society impact Western culture. I’ve been studying female leaders for several years and am constantly intrigued by how many women have made a difference in America, even as early as the 18th century.

Since you are an author yourself, what are two of your favorite books written by other authors?
J. California-Cooper’s Homemade Love is definitely one of my favorites. It’s a book of fables about African-American women and men. Set in the 18th and early 19th century, it portrays the challenges they faced in America at that time. In this book, California-Cooper focuses on the wisdom and personal growth that the characters experience, which is something I try to portray in my novels as well.
Another one of my favorite books, which you might find interesting because of his background in mystery, is John Grisham’s *The Testament*. I remember reading this in the early 1990s and immediately after I closed the book, I thought to myself that this was the type of book I wanted to write. This book has the underlying theme of spiritual growth in a way that isn’t preachy, and I remember wanting to replicate that in my own books.

**Is there a common theme among all of your books?**

I tend to focus on spirituality, especially shown in the main character’s own personal growth. I normally have a character or two who wrestle with matters of faith. I also try to portray characters at different stages of their own spiritual quests. No one has cookie-cutter faith; rather, faith is a spiritual journey. My characters often ask questions such as “Is God real?” or “Does this ‘Being’ exist?” Some of my characters, just like people in real life, mature quickly. Others, however, stay stuck for a longer time grappling with these spiritual questions.

**How do you get ideas about the books that you write?**

Often, my books come from a common theme or trend I notice in the world around me. Many times I will begin to hear the same theme emerge from talking to close female friends or strangers at book signings or through emails. My inspiration for *Coming Home* emerged this way. I had been hearing stories about many of my single African-American female friends and actually watched a show on *Nightline* about these women’s lives. A few days later, I began to write my story on this very idea.

**How has the University’s MLA program influenced your writing?**

This program has encouraged me to dig more deeply into the history of women. It has strengthened my writing, as I am now more thoughtful and articulate about my structure. I’ve been able to bring those analytical practices to my fiction. It’s also given me an opportunity to explore other writers and consider their craft and specialty and try to emulate them in my own writing.

**Even though you are a successful writer, why did you decide to go back to school for your master’s degree?**

I am a lifelong learner. I don’t think you can ever reach a place where you “know it all.” In a sense, I see myself as a sociologist, as I like to write stories about people. I have wanted to get a master’s degree for years and to challenge myself to grow as a writer and use the degree to become a content expert. This program has allowed me to study women’s leadership and how women have empowered themselves. I’m able to infuse this into my fiction now.

**Can you share a preview of your latest book?**

*Coming Home* is a story about forgiveness, guilt, personal growth and the role faith plays in healing long-standing and fresh wounds. A man’s former wife and his current wife walk through these emotions on a spiritual journey.

**What do you like to do in your spare time?**

Sleep. A good nap every now and then is crucial. I love music, gospel and jazz. I have a husband and two children and enjoy spending time with my family and friends. I also like to play tennis when I have time. When I graduate, I will hopefully reward myself by playing tennis again.

*Stacy Hawkins Adams’ novel Coming Home is now available in stores.*
Full-time faculty bring academic excellence and professional experience to the School

Full-time faculty hired by the School have always brought broad and deep professional and academic qualifications to its students and curricula. Although they’ve not been numerous—even in its earliest days, University College envisioned more “eager and well-qualified” scholar practitioners than full-time faculty members—the School’s full-time faculty have set the credential bar high.

In the 1962-1963 academic year, the School had only one full-time faculty member: its dean, Dr. Martin L. Shotzberger. But what a model Shotzberger set for full-time faculty to follow! Shotzberger’s academic credentials were solid: he earned his bachelor’s and master’s degrees in business from University of Richmond and his doctorate in management, marketing and economics from The Ohio State University.

Shotzberger brought broad professional experience to the School as well: teaching experience at Lynchburg College; director of evening classes at University of Richmond; professor of economics and business administration at Kalamazoo College; director of the Kalamazoo College Management Institute (with experience working with such firms as Kellogg’s, Whirlpool and Upjohn).

Many of University College’s original and continuing evening school faculty came from Richmond and Westhampton Colleges who included in their teaching loads University College courses. The School’s Junior College and Business Management Center (later the Institute for Business and Community Development) hired full-time faculty members, but in 1974, when the School contracted and re-entrenched on campus, many of those full-time faculty were absorbed into other University departments.

Over twenty years passed until additional full-time faculty were hired. In 1997, the School added five full-time program coordinators to build and grow academic departments. Their ac-

...
ademic and professional credentials were every bit as impressive as those brought to the School by Shozberger.

Dr. Walter G. Green was brought to the School to create and direct the Emergency Services Management program. Green was a retired Air Force lieutenant colonel and had been the disaster coordinator for the Virginia Department of Emergency Medical Services. He earned a B.A. from Duke University, an M.P.A from University of West Florida, and a Ph.D. from Capella University.

Dr. Richard W. Leatherman was hired to direct the Human Resource Management program. Leatherman joined the University after working as a leadership and management consultant for the 3M company, then starting and running his own consulting business in the Richmond area. All three of his degrees—B.S., M.Ed., and Ph.D.—were earned at Virginia Commonwealth University.

Dr. Daniel M. Roberts was hired as director of the Liberal Arts program. His professional experience embraces the liberal arts experience and includes work as an ordained minister, entertainer, radio personality and scholar. Roberts joined the School after earning a B.A. from Presbyterian College; an M.Div. from Princeton Theological Seminary; an M.A. from University of Richmond; and a Ph.D. from University of Virginia.

Professor Porcher L. Taylor III, J.D., was hired as director of the Paralegal Studies program. He brought to the School experience in the United States Army as a field artillery officer in addition to legal work in the Office of the Judge Advocate. Following his retirement from the Army, Taylor worked for seven years as a commercial litigation associate in a Florida law firm. He brought to the School a B.S. from the United States Military Academy at West Point and a J.D. from University of Florida School of Law.

Dr. Ellen M. Walk was hired to direct the Information Systems program. She brought to the School ten years in research and development, information systems and plant operations at Philip Morris. She earned a B.S. from the College of William and Mary, an M.B.A. from University of Richmond, and a Ph.D. from Virginia Commonwealth University.

In 2012 the School boasts 12 full-time faculty members. While Leatherman and Green have retired, Dr. Wallace “Bo” G. Harris now chairs the Emergency Management program, and Dr. Patricia B. Strait chairs the Human Resource Management program. Roberts, Taylor and Walk continue chairing their respective programs. Roberts is joined by Dr. Christine Contrada and Dr. Erik Nielson in the Liberal Arts program, while Walk is joined by Dr. Lionel Mew in Information Systems. Dr. Cathy S. Fisher chairs the Education program, joined by Dr. Scott E. Bray, Dr. Thomas J. Shields and Dr. Katherine “Kate” M. Cassada.

Full-time faculty in the School enjoy collegial relations and responsibilities at the University level and hold University faculty status. They participate in University committees and teach University classes, while several hold dual appointments in other schools of the University.

The School is proud of its full-time faculty and the benchmarks they set for adult and continuing education across the nation.
Alumni Association President Joins in 50th Celebration

Howard C. Lee, III, SCS’97, earned his Bachelor of Applied Studies degree in Paralegal Studies. He currently serves as the president of the SPCS Alumni Association. In September, Lee and his wife, Vonyetta, joined Dean Narduzzi and others to kick off the School’s 50th anniversary celebratory year.

What makes this year at SPCS special to you?

September 17th of this year marked the Fiftieth anniversary of the School of Professional and Continuing Studies. This year is special to me not only because I am serving as president of the SPCS Alumni Association, but because I, too, turned 50 this year! I am so honored to serve as president during this historic year. Also, in November, I retired from the United States Air Force culminating thirty years of military service.

How did you first become involved with SPCS?

My initial experience with SPCS was taking a math course in 1999. It was not easy because I had been out of school almost 17 years, yet the instructor, classroom atmosphere, and faculty made my transition seamless.

Why did you decide to remain involved in SPCS through the Alumni Association?

When I attended classes, the School didn’t just treat me like a student, they welcomed me into the Spider Family. Participating in events such as attending a play at the Modlin Center for the Arts and cheering at a sporting event made me notice that everyone acted like a close-knit family.
I am a Chief Master Sergeant in the United States Air Force and have an affinity for “esprit de corps” and camaraderie. Therefore, feeling accepted into a family is a huge deal for me. By facilitating, attending and monitoring SPCS events I do my part to ensure the family atmosphere remains, and we continue the excellence and continue the engagement with the University.

**What is the mission of the SPCS Alumni Association?**

The mission of the Association is to support the School, students, and alumni through the adoption of projects that provide scholarship assistance for our students while providing service and social opportunities for our alumni.

**What does your position in the Alumni Association entail?**

As president, I work with Dean James Narduzzi and his staff to facilitate and coordinate any number of SPCS events, oversee six committees, attend events on behalf of the Board and act as an ambassador for the School. In March, I attended the University’s Regional Alumni Meeting in Atlanta, Ga., which attests to how far we go to stay connected and obtain the best students in the nation.

**What would you tell people considering attending SPCS?**

First, a degree from the University of Richmond is within your reach and you must set it as a goal! Second, surround yourself with individuals that are goal-oriented and focused on advancing (and not hindering) your progress. Finally, hold yourself accountable for securing the degree. Never settle for excuses, instead make reasons for obtaining your degree.

**What’s your favorite quote or piece of advice?**

One of my favorite quotes, which is analogous to a SPCS student, is by George Eliot: “It is never too late to be what you might have been.” The essence of that quote is a driving force for our SPCS students because we take varied career paths. The key is to never give up! The quantity of time is not always the main factor, often it is the quality of the final product.

**Has SPCS helped you accomplish any life goals?**

Giving my best effort in every class and graduating with a high GPA were a couple of my goals at SPCS. In 2007, I obtained several goals by graduating magna cum laude with a Bachelor of Applied Studies in Paralegal Studies, and thereafter I was promoted to the rank of Chief Master Sergeant (E-9) in the United States Air Force. The University played a major role in accomplishing my goals and remains as a “pantheonic” figure for education in this region! Thank you to the whole SPCS Team. Go Spiders!
Tom Parfitt’s first look at the culinary arts was behind a sink, washing dishes.

“I spent most of my time watching the chefs cook on the line, trying to learn what I could, making my shift meals, and emulating what they did,” he says.

As Parfitt moved up through the ranks, he fell in love with the fast-paced life of a restaurant kitchen. His work ranged from sous chef at Zeus Gallery Café in Richmond, and a pastry cook at the world-class City Zen restaurant in Washington, D.C., to working for a chocolatier in Alexandria, Va., and even a little taste of vegetarian as a chef with Ipanema in Richmond’s Fan District.

Eventually, Parfitt enrolled at L’Academie de Cuisine in Gaithersburg, Md., where he honed his pastry skills—a more marketable skill set in the culinary world. He ultimately returned to Richmond and started a line of chocolates at his own Seven Hills Market, while also offering culinary consulting and menu planning for local restaurants.

After a chance meeting with Cary Jamieson, program specialist with the School of Professional and Continuing Studies’ Landscape Design Program, Parfitt was introduced to the University of Richmond’s Culinary Arts Program, and his career took yet another direction.

Now a full-time instructor at the Culinary Arts Center, Parfitt was instrumental in developing the new Baking and Pastry Arts certificate, which he says, “walks the line of being good for the hobby cook and prepping someone going into the business.”

Moving from the back-room kitchen to front and center as the instructor has been rewarding, Parfitt says. “I love students learning things and sending me pictures of what they’re making. One of my favorite things is to … go to the farmer’s market and see someone selling something that I know that they picked up from a class, and seeing Richmond becoming a little bit more of a pastry-centric town.”
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 SPCS?**

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.
Thank you to our volunteer leadership boards and committees.

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