A Cello and a Rock Club:
Lessons from an Innovator in the Arts

“WE DIDN’T HAVE A PROGRAM LIKE THIS AT JUILLIARD OR HARVARD, AND I WISH WE HAD,” SAID THE VIRTUOSO. HE WAS ADDRESSING STUDENTS EARNING THEIR MASTER’S DEGREES IN MET’S ARTS ADMINISTRATION PROGRAM.

The lessons they were learning now, he explained, would have proven invaluable to him throughout his career.

Matt Haimovitz made his debut as a cellist at the age of fourteen at Carnegie Hall. From that point on, he would perform with the world’s great symphony orchestras and philharmonic organizations. But after several years along the concert hall trajectory of an accomplished cellist, Haimovitz reached a crossroads.

He realized that he rarely saw the faces of his peers in the audience. Young people, he felt, were not identifying with classical music – “the most remarkable of human achievements.” Convinced he could make classical music more inviting to young listeners, Haimovitz started his own record label and took his show on the road. Soon he found himself playing the works of Bach and Jimi Hendrix in coffee houses and clubs across the U.S., Canada, and the

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The Making of an Online Program:
A Step-by-Step Guide

Last fall, MET’s Department of Computer Science launched its first online degree program, the Master of Science in Computer Information Systems. With over one hundred students now enrolled, everything is up and running—and going very well. The program, said department chairman Tanya Zlateva, is the natural evolution of previous experience in videoconferencing and Web-enhanced courses. Working closely with the Office of Distance Education, the Department spent several intense months to prepare the program. Here’s how they did it:

Step 1. Set aside all of your spare time.
“I was surprised by the amount of time required

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Dear MET Community,

AS WE BEGIN THE FORTIETH YEAR OF METROPOLITAN COLLEGE, IT SEEMS THE MORE THINGS CHANGE THE MORE THEY STAY THE SAME.

The last five years or so in MET have probably seen more change than during MET’s first three decades. The pace of innovation has accelerated. Each year, we introduce several new programs and sites, and dozens of new courses. We are constantly planning, building, and introducing new initiatives.

Graduate students now comprise more than three-quarters of MET’s enrollments. Students studying at a distance over the Internet are now more than a quarter, and likely to soon be half, of those in Metropolitan College. Several of our programs have become truly national, if not international, in their appeal. Our new efforts are increasingly more sophisticated, advanced, and technical—to reflect the evolving professional needs of our students. Our faculty, programs, and alumni are increasingly recognized for their excellence.

But some things never change. MET has retained its core ideals of access, excellence, and innovation. We strive to be at the forefront of what students need to further their lives and careers. At the same time, we value the liberal arts as perhaps the most relevant education for success. MET’s programs balance immediate applicability with long-term value.

But perhaps what has been most constant has been our lack of complacency. I am pleased to begin our fifth decade by sharing highlights from MET’s fall 2004 semester—testament to this dynamic enterprise and the people who make it so.

HAPPY NEW YEAR,

[Signature]

Jay A. Halfond
Dean, Metropolitan College
Street Smarts

New Faculty Bring their Criminal Justice Know-How to the Classroom

Police work is about a lot more than just nABBing bad guys. It turns out that it isn’t always easy to define who the bad guys are, or how best to introduce reform in their lives. Just ask MET’s two newest criminal justice professors, Tom Nolan and Mary Ellen Mastrorilli. Nolan brings twenty-seven years of experience in law enforcement, Mastrorilli twenty-four years in corrections. As MET faculty, they challenge students to understand the nuances and broad social contexts fundamental to careers in criminal justice.

Nolan, who teaches courses such as Crime and Punishment: A Conceptual and Ethical Inquiry and The Police and Society, focuses on the criminal justice system as an institution that reflects larger cultural practices. As someone who became involved with police work “because I had a sense that I could give something back to the community,” Nolan has come to appreciate how the conditions of the community itself can shape an individual’s inclination to engage in criminal activity.

“Societal conditions can force people into abject choices. Police work is not about judging. It is about recognizing power structures in society such as race, gender, and class.” Nolan stresses to his students that their duties involve much more than enforcement. “The tendency is to say ‘I’m not a social worker, I’m a crime fighter.’ But you are a worker for society. I hope that through a broader understanding of the social elements surrounding crime that my students can incorporate compassion, empathy, and humanity into what otherwise can be demoralizing situations.” It’s very easy to become jaded, Nolan says, by thinking of offenders simply as “scumbags.”

It is important, he says, not to approach crime enforcement as a personal encounter between offender and officer. Taking a step back to look at the broader context of an event not only helps relieve the psychological burden of a tough job, it also helps make a better officer. “The study of criminal justice can be a resource to those in this helping profession by adding a perspective that comes from outside day-to-day experience. The solution may, in fact, lie beyond individual punishment. It could be a matter of social policy or strategy.”

Which is where Mastrorilli enters the scene. “We jump to incarceration as a solution too quickly,” she says. It is vital, she explains, to look at corrections from a well-rounded perspective; there are a number of factors that complicate society’s instinct to rely on imprisonment as its primary correctional measure. An expert on family justice who teaches courses such as The Female Offender, she emphasizes that, “When you incarcerate a parent, you incarcerate a family. There are a whole host of social costs associated with that. We need to be more committed to looking at the entire family dynamic.” In fact, children of incarcerated parents are themselves six times more likely to turn to criminal behavior themselves. “If we focus on a

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Making a Name in the World:
MET Introduces Two New Military Campuses

Metropolitan College’s military programs are on their way to becoming as worldly as the faculty and students who participate in them. And that’s saying something—Wayne Applewhite, MET’s new associate professor who directs graduate military programs in the Washington and Virginia area, brings with him over twenty-two years of military experience and a passport to prove it. Applewhite has visited and served in locations as varied as Thailand, Moscow, Honduras, and Grand Forks, North Dakota. In fact, he began his affiliation with MET by teaching for three years at the international campus in Brussels, Belgium.

Applewhite is not the only new faculty member who dabbled in MET programs before joining full-time. Gerry Keegan, an alumnus of MET’s computer science department, is now an assistant professor directing military programs at Hanscom Air Force Base. Their addition to the MET faculty has been integral to the recent expansion of the military programs.

Over the summer and fall of 2004, MET introduced two new military locations for degree programs—Hanscom Air Force Base in Bedford, Massachusetts, and Fort Bragg Army Base in Fort Bragg, North Carolina. These locations complement MET’s existing programs at marine corps bases in Cherry Point, Camp Lejeune, and New River, North Carolina, and Arlington, Virginia. MET’s military programs are open to active duty military personnel, their dependents, and Department of Defense contractors.

The importance of offering programs to military personnel at locations and in formats that meet their unpredictable schedules can’t be understated, says Applewhite: “Individuals join the military for myriad reasons. But often it is to figure out what their goals are. MET’s presence on military bases helps people to reach those goals when they are ready to do so.” And, for those deployed to locations with difficult climates, dangerous surroundings, and only “the occasional chocolate chip cookie” for comfort, higher education can provide a much-needed outlet for intellectual energy.

Keegan points out that, often, military personnel are high achieving individuals who seek self-improvement. “At Hanscom, people work at a very high capacity. They develop and operate sophisticated electronic command control systems—many of them have advanced degrees in physics and aeronautical engineering. MET is able to give them an additional background in business or management. We’re able to tap into their motivation and provide them with the experience they’re looking for,” he said.

The benefits of higher education in the military reach farther than the individual, explained Applewhite. The result is “smarter, better, more intellectually centered and astute leadership that ultimately benefits not only the particular organization for which the individual works, but the entire nation.” Balancing a military career and a master’s degree is a

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Prison Education Program alumnus Richard Marinick (MET ’92,’95) recently gained recognition for his authorial debut, Boyos, a novel set in the neighborhoods of South Boston. Marinick took up writing under the encouragement of his professors, who, in a recent interview with Bostonia, he characterized as going “out of their way to help guys like me, who were considered the scum of the earth.” The result is a novel heralded by Publisher’s Weekly as “brutally authentic,” “visceral,” and “accomplished.”

Boyos speaks loudly of Marinick’s own experience as a Southie tough guy in the era of Whitey Bulger. Writing during lunch breaks as a Big Dig tunneler after his release from prison in 1996, Marinick channeled the pathos and anger of that past into vivid characters like Wacko Curran and into a new life and newfound acclaim for himself.

The novel, which Marinick describes as a South Boston version of Martin Scorsese’s Mean Streets, may make its way onto the big screen—it’s been optioned as a Hollywood film. With a movie and a second novel on the way, things are looking decidedly brighter for this alum who has definitely paid his dues.
Boston University Recognizes Distinguished MET Alumni

Over the past 58 years, Boston University has presented the Alumni Award to notable alumni who have successfully devoted their time to research and innovation, to the arts and sciences, and to the community and public sectors. Through their distinguished achievements, these alumni have distinctly exemplified Boston University’s motto: learning, virtue, and piety.

This year, for the first time, Metropolitan College alumni were chosen for this honor. Perhaps even more impressive is the fact that two MET alumni were among the eight recipients of the 2004 Alumni Awards. With great admiration, Metropolitan College would like to congratulate and recognize Richard DeWolfe and Leon Wilson.

Richard DeWolfe (MET ’71, ’73)
Over the course of his career, Richard DeWolfe developed his mother’s small neighborhood real estate company into one recognized in 2001 as one of the best by Forbes magazine. At the heart of the business’ growth was his unfailing commitment to establishing fair housing practices throughout the larger real estate market. A former member of the National Association of Realtors where he advocated non-discriminatory housing practices, DeWolfe is now a managing partner of DeWolfe and Company and a member of the board of trustees at Manulife Financial. Active in the Boston Foundation and the National Foundation for Community and Justice, DeWolfe has carried a spirit of charity and humanity throughout his professional endeavors.

Leon Wilson (MET ’75)
When Leon Wilson began working at Bank of Boston in 1985, he initiated First Community Bank in order to meet the needs of a number of underserved communities in the Boston area. In 1993, Wilson continued his non-profit initiatives when he joined Fleet Bank, where he managed and expanded Fleet’s non-profit interests to over $2 billion in assets. Wilson was executive vice president for Fleet’s Charitable Asset Division, which, under his guidance, became the number-one provider of banking services for non-profit agencies in the New England region. Wilson actively participates with the Balfour Foundation, Cambridge College, and the Boston Urban Bankers Forum.

Winter Island, photograph.
Ed Brookner, assistant professor of liberal studies.
A Tribute to Julia

IN OCTOBER, an appropriately extraordinary array of students, colleagues, friends, and family gathered at Metropolitan College to celebrate the life and achievements of Julia Child. Many will remember Julia’s famously vivid personality and impeccable cuisine. But these accomplished chefs, inspired novices, and dedicated admirers came to honor her profound impact on the world of education as well, where she reached students through a steadfast pursuit of hands-on teaching and scholarly culinary inquiry.

Intent on sharing her love of learning, cuisine, and culture, Julia fostered the study of food at the college level by introducing the Master of Liberal Arts in Gastronomy at Metropolitan College in 1991. The program combines the study of both the liberal and culinary arts, and has now graduated students who contribute to nearly every aspect of the culinary world, from food writing to wine making to the television and hospitality industries. Rebecca Alssid, director of the gastronomy program, spoke of Julia’s enthusiasm for MET students. “She gave our students the opportunity and especially the thrill of preparing food in her kitchen. She was totally connected to this program and its success,” said Alssid.

Julia’s legacy continues to grow with the ever-increasing presence of culinary studies at universities throughout the country, where food studies are rapidly developing as a scholarly discipline. In fact, Boston University now has its first Ph.D. student in the History of Food Studies—who began her studies in the gastronomy program at MET. Julia will continue to inspire and influence future generations of students at Metropolitan College through the Julia Child Fund, which awards scholarships for students of gastronomy. “I feel that Julia inspired all these educational opportunities,” said Alssid. “All this was her dream. She was truly a visionary and I loved working with her. We shall all miss our dear, dear friend and mentor.”

Many have chosen to honor Julia Child’s educational vision by contributing to the Julia Child Fund. If you are interested in making a contribution to this scholarship fund for students of gastronomy at Metropolitan College, please contact Rebecca Alssid at 617-353-9852.
to develop my course,” said assistant professor Anatoly Temkin, who is currently mired in the estimated three to five hundred hours a faculty member can expect to invest in creating an online course. “To say that it requires a lot of work is a severe understatement,” said Temkin.

Step 2. Write down everything you know. The careful preparation of notes, assignments, lectures, and examinations is a critical step in translating an on-campus learning experience into an online format. The compilation of materials required in this early stage of course development for online teaching “adds a whole new spice,” explained Temkin. An instructor must anticipate student reactions and questions because he or she won’t be present as the student goes over the material. And if a mistake should creep into course material, there is no opportunity for spontaneous correction. “When you teach a class in the classroom, you can correct mistakes immediately. This is not possible online,” he said.

Step 3. Get interactive. Once the instructor prepares the course content, it becomes the job of the instructional designers in the Office of Distance Education to make it Web friendly. The Web is not merely the computer equivalent of a television—something to sit and watch—it is a tool that provides a unique opportunity for interactive modules, multimedia demonstrations, and research that can accommodate the full range of learning styles. For example, some students learn better through reading, some through hearing.

The faculty and designers strive to engage students every seven to ten minutes with an interactive element such as a question, an animation, a simulation, or a scenario directly linked to course objectives. Learning online at BU is a distinct experience that goes far beyond the simple broadcasting of a video lecture or posting of course notes as a virtual textbook.

Step 4. Check your e-mail. “One of the biggest advantages—and one of the biggest challenges—to online learning,” said Zlateva, “is its asynchronous format.” Because students can access course materials any time they want, they gain a great deal of flexibility in learning. “However, developing the classroom community and providing support for students is just a little bit more difficult” when the student-teacher relationship has to be built over the Internet, she said. “Our goal is to provide an experience at least equivalent in quality to on-campus learning,” she said. And so MET professors go the extra mile. “It is important to respond to students as quickly as possible, even if only to provide encouragement while you look for the answer to a question.” Conducting online discussion groups and even virtual office hours are part of the responsibility of an online instructor so students have access to their instructors in real time. Students in each course are divided into small sections led by course facilitators, who provide ever-ready support to students.

This human aspect to online learning is critical, said Temkin: “A course offered without a good facilitator is not a good course.” Every stage counts: “Developing the course is like a surgery; facilitating is like post-surgical care. If you don’t heed the post-surgical care, what is the point of having the surgery?”

5. Get learning. The best surprise about the online program, said Zlateva, is how good the students are. “This program asks a lot of students. Some of them have no experience in computer programming when they join us, and I’m amazed by how they have performed.”

The Making of an Online Program
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MET trivia

Q: What are three of the top ten hottest and highest paying career titles?

Q: How many of these careers can you train for at MET?
A: All three.
family-based solution,” says Mastrorilli, "we might have a chance to break a cycle of intergenerational criminality.”

But it is crucial to look at policies in our correctional facilities, too, she explains. “It is our mission not only to protect public safety, but to rehabilitate and reintegrate the offender.” This is especially true given that ninety-nine percent of offenders are eventually released. “We’re now releasing about 600,000 offenders a year nationwide,” she says. When forming correctional policies, Mastrorilli says that it is vital to realize that what is in the best interest of the offender is in the best interest of the community. We tend to react emotionally to the suggestion that we should commit to caring for and educating offenders, but as she points out, “The more education an inmate receives during incarceration, the less of a chance of a new offense. The public can be resentful of inmates receiving a free education, but we’re going to pay one way or another.”

Corrections is not about locking someone up and throwing away the key. “Nothing is worse than a hopeless inmate,” says Mastrorilli. Rather, she stresses the real opportunity to affect change in someone’s life by taking genuine interest in their rehabilitation. “Many inmates have told me prison was the best thing that happened to them. Many correctional professionals understand this. It’s why we’re willing to provide education and decent health care. We’re very committed to assessing the needs of offenders; it helps us to manage prisons well, and it helps them prepare for their eventual release.”

As for their newfound roles as MET faculty, both Nolan and Mastrorilli exude a palpable enthusiasm. “It’s what I’ve always dreamed of doing,” said Mastrorilli.
A Cello and a Rock Club

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U.K. “I just wanted to get the music out there, and I knew it would take care of itself,” he said.

When Richard Maloney, assistant director of Arts Administration, couldn’t get into Haimovitz’s sold-out show at T.T. the Bear’s in Cambridge, he knew this was something his students had to see. And during the fall semester, in between performing landmark solo pieces such as Hendrix’s “The Star Spangled Banner,” Haimovitz discussed the many challenges of communicating artistic vision to a public audience. Which, Maloney said, is precisely what arts administrators do: “Our job is to help the artist and organization articulate their vision. Even if that vision is controversial, we can help them make business, marketing, and public relations decisions to keep their goals viable.” Haimovitz spoke of the practicalities of making these decisions for his own recording label, Oxingale, and the balance between maintaining his vision and managing a business. It is this balance that MET’s program hopes to help its students achieve, Maloney said: “We want arts organizations to achieve their financial objective as well as maintain their artistic integrity.”

Science and Engineering Program

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mathematicians. I want students to understand that these are approachable fields, rather than abstract and out of reach.” She is a perfect fit for SEP, which prepares high school graduates for entrance into undergraduate degree programs in the College of Arts and Science (CAS) and the College of Engineering (ENG).

After completing two years of foundational coursework under close faculty supervision, SEP students enter CAS and ENG as juniors. “SEP,” said Romney, “reaches students who need a little bit of extra help to pursue science and engineering. It’s remarkable that with a little encouragement these students become academically indistinguishable from students directly admitted to science and engineering programs at BU. It’s a testament to the students and their commitment. They take on the burden of saying, ‘I have to prove myself,’ and they thrive.”

As she settles into her new dual residence—she maintains an office at MET and at the medical school—Romney is busy getting to know her new students. “I deliberately chose to teach a course that would allow me to meet every single freshman. I can’t wait to watch their academic progress.” Her ready smile shows that she thrives on the bustle. “This job is the absolute perfect combination of my interests,” she said. Though with all of the running back and forth between campuses, she laughs, “It would be nice if I could get a designated Carla Romney parking space.”

Matt Haimovitz in concert

To do so, the program provides a learning experience as rich in content as its subject matter. In addition to special guest lectures with artists like Haimovitz, the program provides opportunity for multicultural and international study. In June 2004, students packed their bags for London, where they explored different models for funding and managing galleries, museums, and non-profit organizations and got a taste of international culture as well. A broad cultural approach to managing the arts is imperative, said Maloney. Because of the growing multi-cultural interests in the United States, the ability to speak to the artistic traditions of those individual cultures is paramount.

The Arts Administration program is now the third largest of over thirty such programs in the U.S. The entering class this fall is the largest in the program’s history, with students coming from across the U.S. and from around the world to study the management of the arts and seek creative solutions to the many philosophical, cultural, economic, and budgetary challenges artists and arts organizations face.
Notes should be sent to Class Notes, Boston University, One Sherborn Street, Boston, MA 02215, or www.bu.edu/alumni/classnotes. Because space is limited, Class Notes are edited to include as many as possible.

Class Notes provided by Bostonia.

Lilly Heckman Cleveland  
(MET ’80) of Duxbury, MA, has several upcoming one-woman painting exhibitions. A show at the Dolphin Gallery at Hingham Public Library will run January 15–March 10. Also, paintings will be shown at Mass Audubon Joppa Flats Education Center in Newburyport during May 2005. Lilly currently teaches at the Ellison Center for the Arts in Duxbury and is also on the faculty of the South Shore Art Center in Cohasset. Her work has won many awards and has been featured in national shows. Lilly lives with husband Mark (CAS’76, GRS’78) and two sons. ecleland@adelphia.net

Scott Dixon  
(MET ’81) of Alpharetta, GA, was promoted to president of the real estate division at Network Communications, the world’s leading publisher of real estate advertising. He previously was the senior vice president. scott.dixon@adelphia.net

Cynthia De Fusco  
(MET ’97) of Emerald Isle, NC, passed the Certified M.B.A. exam and was awarded C.M.B.A. designation by the International Certification Institute this summer. Cynthia is among the first group in the field to earn the distinction, which rewards mastery of the M.B.A. profession. defusco@webster.edu

Rustom Ghyara  
(MET ’99) of Las Vegas, NV, and his wife, Mehernaaz, announce the birth of their daughter, Diana, on September 26, 2004. rghyara@yahoo.com

Michelle Fuson Giuliana  
(CAS ’97, MET ’00, CGS ’96) of Newton, MA, and her husband, Douglass, announce the birth of their first child, Lauren Cecilia, on July 7. Proud grandparents are Ron Giuliana and Cathy Taylor Giuliana (SED ’73). migiuliana@comcast.net

Holly J. Moir Haliniewski  
(MET ’02) of Rockville, MD, married Darren Haliniewski on July 4, 2003. Holly is public relations director at the Rockville Arts Place, a community art center. moirholj@yahoo.com

Sandy Farnsworth Michaud  
(MET ’89) of Ridgway, CO, recently became vice president of the Second Chance Humane Society, which provides rescue and placement for homeless dogs. She is semi-retired and recently moved to the mountains of Colorado. sjmichaud@msn.com

Holly J. Moir  
(MET ’02) of Rockville, MD, married Darren Haliniewski on July 4, 2003. Holly is public relations director at the Rockville Arts Place, a community art center. moirholj@yahoo.com

Joseph Romero  
(MET ’04) of Pomona, CA, is captain of the Pomona Police Department and was a member of MET’s first graduating class in the online Master in Criminal Justice program. Joseph received a Meritorious Service medal from the Hispanic American Police Command Officers Association at a ceremony in November in San Antonio, Texas. jose.romero@ci.pomona.ca.us

Roman P. Vitkovitsky  
(MET ’00) of Stafford, VA, a Marine Corps captain, recently received the Navy and Marine Corps Achievement Medal while assigned to Marine Corps Recruiting Command in Quantico, Virginia. Roman served as an information technology officer and as aide-de-camp for the commanding general of the command from June 2001 to September 2004.

for the record

19,800 number of BU degrees awarded by MET since 1965
40 MET’s age
6 Number of degrees earned by Carla Romney, associate professor and chairman of the Science and Engineering Program
$1,000,000 Value of scholarships awarded through the Prison Education Program annually
2 Number of MET alumni who received Boston University Distinguished Alumni Awards in 2004
8 Total number of Boston University alumni who received the award in 2004
0 Number of online Metropolitan College students in 2000
750 Number of online Metropolitan College students in 2004
CARLA ROMNEY SPEAKS QUICKLY AND WITH INTENT—she has a lot to do and she means to get it done. In addition to joining MET last fall as chairman of the Science and Engineering Program (SEP), she holds an appointment as research assistant professor of biochemistry at the School of Medicine. In between her teaching and advising responsibilities on each campus—which include undergraduate calculus and graduate courses in the Department of Anatomy and Neurobiology—she researches and implements science education opportunities for students of all ages, from middle school to professional levels. “I want to increase the number of students who pursue science, math, and engineering careers. That is my motivating force,” she said.

She displays an earnest desire to share the promise of careers in science and mathematics. Romney, who in the course of her career has earned six degrees, conducted cancer biology research, and designed laser equipment for surgical use, serves as an authoritative voice for students seeking opportunity in science. And her favorite audience is students who are still making formative decisions about their interests: “The decisions I made even as a thirteen-year-old to take math and science in middle and high school gave me the opportunity to do something that I really love.”

Teaching younger students is a chance to “have an impact on the direction they take.” “Middle and high school students don’t often realize the overarching impact of their decisions to—or not to—take a math or science class,” she said. But “if I hadn’t made the decision to do so then, I couldn’t be here now doing what I want to do. And there is a shortage of well-trained scientists, engineers, and...continued on page 10 >