

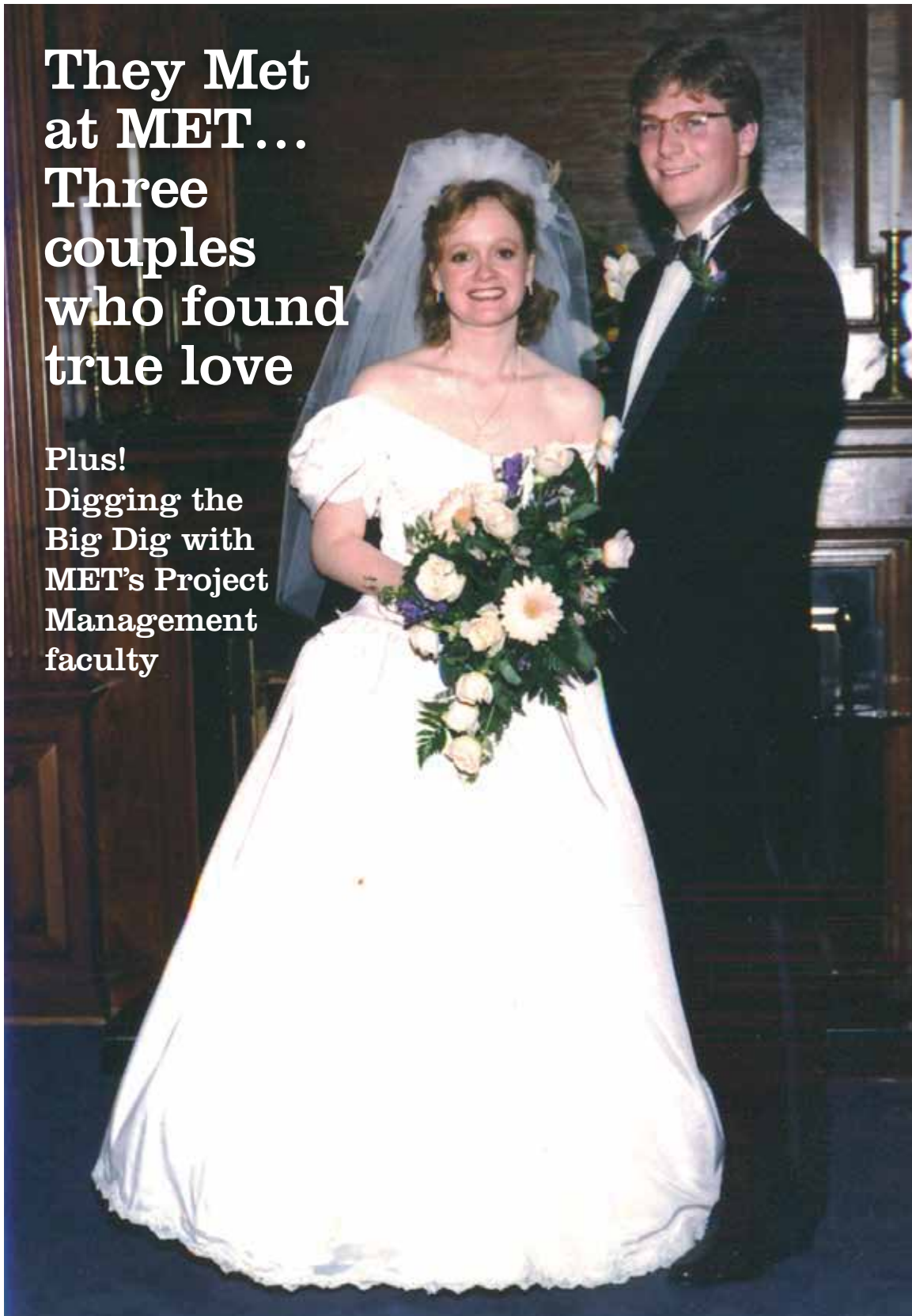
Metropolitan

WINTER 2012

The Magazine of Boston University Metropolitan College

They Met
at MET...
Three
couples
who found
true love

Plus!
Digging the
Big Dig with
MET's Project
Management
faculty



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Meet New MET Faculty

We talk to Vladimir Zlatev and Yuting Zhang. **See page 4.**



Prison Education Endowment

\$1.5 million toward women in MET's Prison Education Program. **See page 6.**

A message from Dean Halfond



Dean Halfond on Today's Academic Issues

In his monthly column for *The New England Journal of Higher Education*, Dean Halfond considers current issues in higher learning, including challenges posed by for-profit universities, the importance of full-time faculty, and evolving areas of study in academic institutions.

You can keep up with his thoughts by visiting nebhe.org.

Dear MET Community,

I sometimes think MET years are more like dog years than typically academic. We compress a lot into a brief period of time, and move at a pace otherwise uncommon in universities. The *Metropolitan* forces us to catch our breath and take a snapshot to capture the breadth and depth of this remarkable enterprise. This particular issue takes you behind the scenes—and shares some of the people, milestones, and activities that make us who and what we are.

At Metropolitan College you can gain insight, knowledge, expertise, inspiration, a powerful credential, and, as you'll see from those who met at MET, even love. Without any promises, of course, the classroom can be a venue for romance and relationships to blossom. (I look forward to the day when two distance learning students meet online and marry—hopefully in person.) As clichéd as this might seem, MET is about community—faculty, students, alumni—and commitment to teaching, learning, and each other. This is a workaholic culture—faculty and staff toil many hours to earn their salaries, and students do likewise to earn their degrees. Even if love doesn't always emerge in the classroom, other rewards certainly do—reflection, growth, camaraderie, achievement, and satisfaction.

The results of this hard work can be measured in our macro-success—through the enrollment of highly motivated students and the recruitment of highly qualified faculty and staff—and our micro-success, or the everyday moments of personal accomplishment and innovation. This is the tenth year of our emerging leadership in distance learning—a shining example of just how much can be accomplished in a MET decade. Though we strive to retain balance, online education has truly been transformative for Metropolitan College and reverberates in all that we do. Had Metropolitan College been complacent with its portfolio of programs a decade ago, our student population would be hardly half its current size—and we would be a bare skeleton of the enterprise we are now.

I cope with the workaholic nature of the MET deanship by staying systematically connected with our full array of internal and external stakeholders. Just as we move at an exceptional pace, MET is unique in its gamut of academic programs, student cultures, units, and disciplines—each with its own special characteristics and nuances, and all worthy of understanding and attention. I am routinely humbled by how much there is to learn, and how much more there is to strive for—even in MET years.

I hope you enjoy this opportunity to stay connected with Metropolitan College.

With my best wishes,

A handwritten signature in black ink that reads "Jay A. Halfond". The signature is written in a cursive, flowing style.

Jay A. Halfond
Dean

Photos by BU Photography and members of the BU community, except where noted.
Cover photo of prison by RIRF Stock/Shutterstock.com

First Chadwick Fellows

AFTER A COMPETITIVE selection process, the first two recipients of MET's Patricia W. Chadwick (MET'75) Fund for Professional Development were announced in May. Established by alumna Patricia Chadwick, the fund provides grants to one faculty and one staff member annually, covering professional development, research, and related travel that may not be funded otherwise by MET.

The staff Fellowship was presented to Robert Haley, senior media producer for Distance Education. For his "Online Student Video Profile Series," Haley is in the process of documenting days in the lives of up to six current online students. Creating a separate video for each subject, Haley will portray how distance learners balance their studies and their day-to-day responsibilities.

"The Chadwick Fellowship has enabled me to learn about the efforts and dedication of our online students," notes Haley. "I am looking forward to interacting with more of them, and sharing a bit of their lives through the finished series. I hope this project will be instrumental in helping us to continue our innovation in meeting their needs."

On the faculty side, Dr. Enrique Silva, assistant professor of urban affairs and city planning, was awarded a Fellowship for his proposal, "Connecting the Dots: Haiti and the Multiple Sites of Planning Research and Pedagogy." Having been engaged in reconstruction and planning efforts in Haiti since the catastrophic 2010 earthquake, Silva will use his funds for travel to Port-au-Prince, Haiti, as well as Miami and Washington, D.C., where he will work on policy formation and planning initiatives toward reconstruction.



Rob Haley (staff) and Enrique Silva (faculty) are the first to receive grants from the Patricia W. Chadwick (MET'75) Fund for Professional Development.

"It was an honor to have my research on Haiti's reconstruction efforts recognized as work befitting the Fellowship's mission," Silva states. "It was a relief to be granted funds that will be critical in larger efforts to secure resources for a long-term engagement in Haiti."

Silva will follow up with a presentation to the BU community, as well as a grant proposal for long-term research funds on post-disaster planning, at least one manuscript for submission to a peer-reviewed journal, and a syllabus for a new MET graduate course, International Planning Studio: Planning Haiti, Planning for Disasters. "The Fellowship is a great opportunity for MET faculty interested in expanding their research and teaching activities," says Silva.

Dean Halfond agrees. "We have outstanding faculty and staff at MET. Patricia's gift helps a few each year to step out of the day-to-day and unleash their creativity, taking on projects of personal significance and of value to the College as well." **M**

See More on Rob Haley's ongoing Video Profile Series, as well as footage of Dr. Silva's first post-earthquake visit to Haiti, at youtube.com/metcollegebu.

METrics

1,500,000 Amount pledged by Karin Addison Jack (MET'08) to establish the Addison Female Prisoners Education Fund.

41 Average age of MET students earning their bachelor's in the Prison Education Program.

401 Number of students pursuing a graduate certificate or master's degree in Project Management or IT Project Management, fall 2011.

200 Percentage of growth, from 2006 to 2011, in the number of articles published by MET faculty.

44 Number of members on the MET Dean's Advisory Board—BU's largest.

1,500 Approximate number of steps from Fenway Park to the MET Dean's Office.

16,225 Total inquiries answered by the MET info center in 2011.

New Members of the Dean's Advisory Board

MET welcomes the following individuals to the Dean's Advisory Board: Steven Akers (MET'94), Robert Glovsky, Esq. (LAW'76, LAW'79), Kimberly Grant (MET'10), Lawrence Hsu (MET'05), Brian Inselberg (CGS'83, MET'85), and Major General (retired) Gale S. Pollock (MET'84).

Read More about BU deans' advisory boards at bu.edu/today/2011/where-deans-go-for-guidance.



Dean Halfond is pictured with several members of the Advisory Board. Standing, l-r: Dean Taylor (MET'78), Cynthia Cohen (MET'77), Steven Akers (MET'94), Robert Stott, Lawrence Hsu (MET'05), R.H. Groce (CGS'80, SMG'82, MET'84), Andrei Soran (MET'92). Sitting, l-r: René Beil (SHA'97, MET'04), Linda McCutcheon (DGE'75, MET'77), Dean Halfond, Howard Williams (MET'86, SED'89), Brian Inselberg (CGS'83, MET'85).

Introducing...

MET welcomes two new full-time faculty to its ranks.

Vladimir Zlatev (Administrative Sciences) and **Yuting Zhang** (Computer Science) bring valuable expertise to their respective departments.



Associate Professor of the Practice of Administrative Sciences **Vladimir Zlatev** is not exactly a new face on campus. After a decade as a part-time faculty member, he recently transitioned to full-time.

An experienced educator and entrepreneur, Zlatev has a distinguished background in industrial engineering and corporate management. He focuses on marketing research and competitive analysis based on specific industries and market segments, companies, and technologies. He also serves as project leader in a European Union-financed initiative on the design, management, and implementation of educational

programs as they relate to best-business theories and practices in the management of international tourism companies and destinations.

Metropolitan: You have actually been teaching at the College for a while.

I have broken the University record for teaching consecutive semesters in one particular field—Going International: Import and Export Operations. I also teach Market and Economic Research and Analysis and Quantitative and Qualitative Decision-Making.

Tell us a little about your background.

I am originally from Sofia, Bulgaria, but I was trained and educated in various places. My field was industrial engineering and management. I was advised by my father to select a field where you have to be very good in several areas—including engineering, management, and working with people.

At Dresden University of Technology, I wrote my doctoral dissertation in “system dynamics”—still one of the hot topics in the world. After, I was hired by the largest computer manufacturer of the Eastern Bloc. I became a member of the board when I was in my thirties. An important lesson I learned, dealing with managers who are ten or twenty years older, is to be a team player.

How did you end up at MET?

Another lesson I learned is that it’s important to work for a company with the freedom to choose its clients. The computer manufacturer was working for the Russian market, and when the Russian market collapsed in the late 1980s, our company also collapsed.

That was a reason to think about emigration to the United States, and I was fortunate to come to the right place at the right time. In the U.S., I started working at high-tech companies with great scientists from different countries. For the past ten years, I have also been working for my own company, offering high-tech services in the area of corrosion protection of metal structures.

In the last several years, I was asked

to coordinate a very complex and unique project for the Bulgarian tourist industry. Their vision was to develop a sustainable and competitive model of destination. The European Union provided the money, and I was the project leader. I designed a lot of educational tools for the local authorities.

I have always sought to combine work with teaching, researching, and publishing. I started at MET approximately ten years ago, as instructor.

How do you characterize the strengths of MET’s Administrative Sciences department?

We offer a very balanced, structured approach to the future. Students are looking for a different type of education, and that is one of our advantages—you can take courses as a military specialist in Afghanistan, or as a marketing executive in California. We have face-to-face, online, and blended classes, so you can keep working while learning. The software and tools we are using for education are the most advanced in the world.

How do you advise your students to achieve their goals?

Nowadays, managers are living in a very tough environment, and do not have the luxury of making mistakes. That’s a message I try to convey: You will have to work very hard to predict what will happen to you, your company, your environment, your competitor, and the market.

I am a true believer that all my students are overachievers, so I design my classes for overachievers. The critical characteristics for the overachiever are eagerness to learn and a high level of competitiveness. And sustainability is the final element for success; you have to be a marathon runner, and the distance is not 43 kilometers, but 40 years. Your personal preparation for this marathon is extremely important. **M**

“I am a true believer that all my students are overachievers...”



Assistant Professor of Computer Science **Yuting Zhang** grew up in a small town in Anhui Province, China, where both her parents were teachers. Her own passion for teaching emerged in childhood, when she often entertained herself with a chalkboard and an imaginary audience of rapt pupils.

Zhang earned her bachelor's and master's degrees in computer science at the University of Science and Technology Beijing. She came to BU for her doctorate in computer science, after researching top U.S. universities. Zhang has taught at Allegheny College in Pennsylvania, Merrimack College, and Wentworth Institute of Technology. Last fall, she joined the full-time computer science faculty at MET, teaching Software Engineering and two sections of Operating Systems.

Zhang's research mainly focuses on resource management in soft real-time systems, virtual machine systems, and Internet end-systems, though her interest spreads to all areas of computer systems. Zhang is engaged in the design and development of new scheduling algorithms and feedback-based control mechanisms in order to derive better solutions to resource management and

improve the quality of service (QoS). Her research has been published in more than a dozen conference proceedings and journals.

Metropolitan: What attracted you to MET's computer science department?

One of the things that drew me to MET is collaborative research, especially BU's Center for Reliable Information Systems and Cyber Security (RISCS), and their research on the soft phone and cloud computing. Both topics are closely related to my research background.

How did you get into resource management of systems and applications?

I have always been interested in the mysteries of how computer systems work. My master's thesis was in the computer architecture area, and I have worked in the systems area at several companies in Beijing. When I came to BU for my PhD, I started my formal journey in systems resource management research.

What is this area of study about?

Computer systems have many resources: the CPU, memory, disk, and network bandwidth, among others. Also, there are multiple applications you need to run simultaneously—Word, Internet browsers, email, MP3, video, all different things.

Usually, the operating system manages all the resources shared by various applications, such as scheduling the CPU, allocating memory, and handling input/output requests. The challenge is how to manage these system resources for different applications, to obtain their required quality of service, such as time, throughput, and, especially, security.

Does this relate to real-time systems?

Real-time systems have time constraints. In a "hard" real-time system, every deadline has to be met—and, usually, each task has its own deadline. If a deadline is missed, the whole system could crash or die. For example, the brake in your car has to respond immediately. With a "soft" real-time system—a smartphone, for example—it is tolerable to miss some deadlines. If you're streaming the Red Sox

“One of the things that drew me to MET is collaborative research...”

game in real time on your computer, it might just mean that the picture is not as clear as before. The challenge is how to provide predictable service: How many missed deadlines are tolerable without degrading the quality of service too much?

How does this fit into virtual machine systems?

Virtualization software enables you to run multiple virtual machines on a single physical machine, each with its own operating system. Therefore, many small physical servers can be replaced by virtual servers running on one large physical server—increasing the utilization and reducing cost. This is currently the hottest trend in the IT industry, and a critical component in cloud computing.

Since these virtual machines share one host machine, resource management is still a big issue.

How do you view the future of technology?

The computer gives you power. You can do anything you can think of—if you think it, you can make it. And new technology is always coming, so you always have lot of challenges. **M**

A Path to Redemption

In August, Metropolitan College received the largest donation of its almost-five-decade history—highlighting a unique initiative that seldom finds itself in the spotlight: **the Prison Education Program.**

KARIN ADDISON JACK (MET'08), a graduate of the College's online Master of Criminal Justice program, has committed to establish the Addison Female Prisoners Education Fund at Boston University, through an endowment gift of \$1.5 million. The gift will underwrite the operating expenses of BU's bachelor's program at MCI-Framingham, Massachusetts' only all-female corrections facility.

"For about four decades, Boston University has demonstrated a daring altruism by providing liberal arts education to qualified students in prison," comments Dean Halfond. "This has been a significant investment in their education and transformation. I am now proud to see that the women's portion of our program will be supported in perpetuity—thanks to Karin's generosity and social conscience."

"When I discovered BU's Prison Education Program," says Jack, "my first reaction was tremendous pride in the University for its commitment to educating deserving prisoners, and sustaining the program even as all other similar programs across the U.S. were being discontinued."

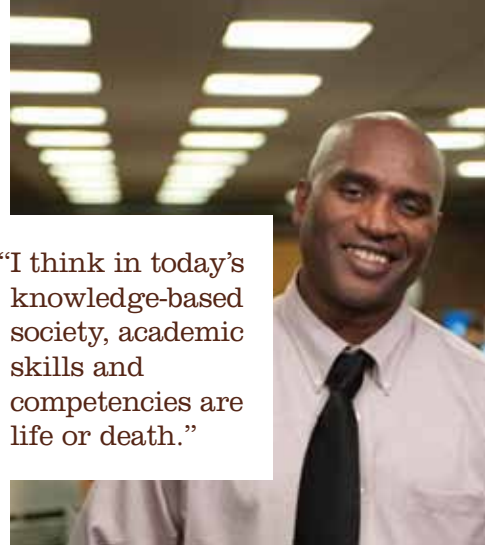
The University's first prison education courses were established at MCI-Norfolk in 1972, by activist and BU instructor Elizabeth "Ma" Barker, with support from incoming BU president John Silber. Twenty-two years later, the Violent Crime Control and Law

Enforcement Act eliminated Pell grants for prisoners, causing most other colleges to cancel their prisoner education initiatives. Despite the cuts in federal funding, BU continued to offer a complete undergraduate degree, donating the cost of faculty, books, and materials. Today, the Bachelor of Liberal Studies in Interdisciplinary Studies is available to inmates at MCI-Norfolk, MCI-Framingham (since 1991), and Bay State Correctional Center (since 1989).

Learning that BU had been funding prisoner education from its operating budget, Jack explains, "I was immediately interested in supporting the women's program, guaranteeing it will never be a casualty of budget cuts or lack of available funding. Knowing the low recidivism rates for graduates of the program, I am convinced that BU's program provides the answer to a serious national issue."

Jack began to focus on women in the criminal justice system while engaged in her MCJ studies at MET. "I gravitated to research on female juvenile offenders, trends in female criminality and incarceration, the history of female criminality, and differences between male and female offending. Of particular concern to me is the recent rise in the incarceration of women, and problems related to how the criminal justice system deals with female offenders."

Reports by the U.S. Department of Justice Bureau of Justice Statistics (BJS) indicate that the number of women imprisoned nationwide grew by 2.2 percent between 2000 and 2010, with 112,797 women under the jurisdiction of federal and state correctional authorities at



"I think in today's knowledge-based society, academic skills and competencies are life or death."

Sam Williams (MET'92) is currently pursuing his Master of City Planning at MET.

the end of 2010. Female offenders are more likely than males to have histories of physical or sexual abuse. As of 2006, close to three quarters of women in state prisons had symptoms or a diagnosis of mental illness. Five percent reported being pregnant during incarceration, while a 2004 survey showed almost 60 percent had children under the age of 18.

Fewer than half of all inmates in federal, state, and local prisons finished high school—and less-educated prisoners are more likely to become recidivists.

Kerrin (MET'08), who was accepted into the Prison Education Program (PEP) while serving 12 years at MCI-Framingham, underscores this point. "There are not enough programs to help females learn how to reenter society. When I got out of Framingham, I really, really struggled. After doing so much time in prison, that is all you know. That becomes your life. If there aren't groups and support systems to help people reenter society, they go back to prison."

Dr. Jenifer Drew (GRS'78, GRS'84), director of BU's Prison Education Program and associate professor of justice studies and sociology at Lasell College, argues that by providing an education, BU is offering prisoners the means to rise out of this cycle permanently, and perhaps help others. "If you don't give prisoners opportunities to educate themselves, they re-enter the community worse off—no skills, no job, no place to live, and possibly no family," she says. "Programs such as BU's can empower women to emerge stronger for having been through prison. Our graduates are doing the kind of work that college graduates typically do. People are more willing to give them a second chance."



Dr. Jenifer Drew
(GRS'78, GRS'84) is
director of BU's Prison
Education Program.

Kerrin agrees. “If you don’t change the person, then recidivism just continues. Some women go into Framingham for petty crimes, and just learn worse crimes in prison. The PEP gives the women in Framingham something productive to do, and puts them back on the street better educated and more positive. It’s just a great opportunity. And having that money donated to the program, it’s a gift to all those women who didn’t have a chance. Now they have a chance for a better life.”

Those who complete the Prison Education Program receive a BU bachelor’s degree in Interdisciplinary Studies. Encompassing literature, foreign languages, the arts, philosophy, mathematics, and the physical and social sciences, the curriculum introduces a continuum of human experience, learning, and intellect through the ages. Students build lifelong skills and perspective.

“The liberal arts,” notes Drew, “change how prisoners see themselves in the world, and especially, how they see others. One prisoner summed it up by saying *they teach us the right way to be*. That’s the benefit of the liberal arts—they put prison students in touch with real-world norms and values.”

Former inmate Douglas Wilson (MET’07) recalls learning as much about life as he did about the classics. “The professors who I worked with helped rebuild my sense of self, and my concept of personal responsibility. I found a purpose, and a desire to help others.”

He credits the “soft skills that a rigorous college education provides” with enabling him to land a job within a month of his release from prison, despite a difficult economy and a criminal record. “Since graduating, I earned a diploma in paralegal studies and transferred the lessons that I learned in college to other academic pursuits. I’ve written articles on the criminal justice system, and I’ve worked with at-risk youth in the hope that by sharing my own life experiences, others might avoid suffering as I have. I also plan on attending graduate school next fall.”



“Perhaps the greatest gift my BU education has offered me is a clear sense of personal responsibility.”

Incarcerated at age 16, Douglas Wilson (MET’07) says his BU education marked a new chapter in his life.

Did you know?

95 percent of state prisoners will eventually be released from prison.

840,700 adults were on parole at the end of 2010.

10 MET Department of Correction Academic Scholarships are available to Massachusetts DOC employees.

100 percent of MET tuition is covered by each Department of Correction Academic Scholarship.

“The beauty of the BU program is that the prisoner earns the opportunity to participate,” says Jack. “Their liberal arts studies provide them with the credentials they need to be productive and financially independent following their release. That the program represents what is likely to be the end of a released inmate’s reliance on federal funding is nearly impossible to argue against.”

Kerrin, who is preparing to start a master’s degree program at UMass Boston, describes

the PEP faculty as “godsent.” She goes on by explaining, “They treat us like human beings. We’re really in a college setting. We know that we are in BU. It’s just something that gives people in the program a positive outlook. The program changed me for the better.”

A similar testimonial is offered by Richard Smith (MET’08), a student services professional and adjunct professor in the criminal justice department at SUNY Empire State College. “None of my professional accomplishments would have been possible if it weren’t for my participation in the Prison Education Program,” says Smith, who spent nearly ten years behind bars, starting the PEP during a three-year stint at MCI–Norfolk. After his release, he continued his studies on campus at MET, earning a BS in Sociology, *Cum Laude*; he received his master’s in Africana Studies from SUNY–Albany in 2009. “Since I have been home, I have been fortunate to have many opportunities to live out my purpose—serving others who have been deprived of the resources necessary to actualize their potential.”

This sense of altruism—giving back—is not unusual for PEP students. “All of my peers from the BU PEP have not only stayed out of

Prison Education Program

prison, they have used their education to become active in their communities,” Smith goes on to say. “They serve in the capacities of educators, community organizers, program directors, at-risk youth counselors, business owners, and even pastors. The program not only lowers recidivism rates, it empowers men and women to change their communities, and even the world.”

This observation is embodied by Sam Williams (MET’92), currently chief operating officer with the Unitarian Universalist Urban Ministry in Roxbury. Williams, who is completing his Master of City Planning at MET, was in prison for a little over a decade. Today, he can point to an exemplary, 15-year career in the field of human services.

“I think in today’s knowledge-based society, academic skills and competencies are life or death,” observes Williams. “People who are educated while in prison have a more favorable chance of being able to take care of themselves and their families, and go on to do

greater things. I truly believe that every human being has the capacity to reverse whatever his or her situation is, and to do incredible things in this world.”

Today, Williams is a vocal advocate for prison education. “If you have two million-plus people institutionalized in prisons across this country, and you’re not figuring out how to really develop them in powerful ways so they can come back and contribute to the larger society—to the economy—then we are wasting a valuable resource.”

Williams connects this thought to his own past. “When I look back, I was a mess. I’m sure people probably said, ‘That kid, nothing great is going to come from him.’ It requires a lot of time, and work, and serious commitment, and psychological and emotional rewiring, to really heal and reverse a lot of the early damage that is done. But I know it’s possible, because I did it.”

Drew concludes by noting that BU has supported the Prison Education Program for



“The professors educated our true intellectual capacity, despite our own doubts.”

Richard Smith (MET’08) is coordinator of student services at SUNY Empire State College.

almost fifty years, awarding more than 250 bachelor’s degrees and providing liberal arts coursework to hundreds of other prisoners. “Those students are profoundly affected by the transformative power of liberal arts education, and so many of them continue to pay it forward,” she says. “The opportunity BU provides amazes me and makes me proud.” **M**

MET Authors’ Reception

EVERYBODY ENJOYS a good party—especially to celebrate the accomplishments of our own prolific faculty. On October 27, the Office of the Dean hosted a reception to recognize three faculty members with books on the market. As faculty and staff mingled with the authors and enjoyed refreshments, Associate Dean for Academic Programs Tanya Zlateva noted that MET authors’ receptions “are becoming a tradition, and the occasions are more frequent—which is great.”

Two of the books were written by members of MET’s Computer Science faculty. Lecturer John Day, drawing from his four decades of pioneering work in the development of network architecture, offers the first “unified theory of networking” in *Patterns in Network Architecture: A Return to Fundamentals* (Prentice Hall). Examining the history of networking from the ARPANET (the original Internet) forward, Day reveals the overlooked patterns in protocols that point the way to a simpler, more powerful network structure and, perhaps, the “Internet 2.0.”

In his new textbook, *Engineering Information Security: The Application of Systems Engineering Concepts to Achieve Information Assurance* (Wiley-IEEE Press),



Honoring the authors, from left: John Day (with Assistant Professor Anatoly Temkin); Joseph Boskin; Stu Jacobs. Far right: emcee and Associate Dean Tanya Zlateva.

Stuart Jacobs—Computer Science lecturer and a recognized expert in computer and network security—applies the concepts of systems engineering to the issues of information security, examining the life cycle of providing systems security, from design through deployment to decommissioning.

In *Corporal Boskin’s Cold Cold War: A Comical Journey* (Syracuse University Press), Professor Emeritus of History Joseph Boskin recounts his stint as army historian for a top-secret scientific military expedition to northern Greenland during the Korean War in 1953. Assigned to compile and transmit regular progress reports, Boskin was privy to the very human dramas that unfolded during

the mission. Syracuse Press describes the book as “a keenly observed narrative that delivers both the absurd and the sublime in equal measure.” Boskin noted that he was fortunately promoted to sergeant before the book was published.

Addressing the evening’s guests, Dean Halfond congratulated the authors, commenting on the significance of having “faculty who are notable and exceptional, whose work is being recognized publicly. Our research and scholarly productivity has doubled or tripled over the last few years. These books represent the tip of that whole process.” **M**

They Met at MET



Julia + Jesse

Jesse Lopez (MET'11) + Julia Kopytova (MET'11)
Status: Engaged to be married,
 April 2012
Where they met:
 BS in Management Studies
 program, Boston campus

Jesse tells the story:

We did not have any classes together until our final year of school. We first met in Project Management. Julia came in late to class and sat down near the back of the room, a couple rows over from me. She looked at me, and I looked at her. At that moment, I knew something inevitable was there. After class, I introduced myself. Several days later, we shared another class, and I talked to her again. This continued for several weeks, until eventually, I made a plan to ask her out.

Unfortunately, when the big day came, I overheard Julia telling the professor that she was leaving after the first half of class to catch a plane. I was disappointed knowing I would have to wait another week. But, when I left class for break, Julia was waiting in the hallway. She said that she was leaving for a week, and asked for my phone number—for homework assignments. I said I was happy to give her my number, especially since I had been planning to ask her out.

She did not say 'yes' right away—but she did later, when she called for homework.



Gale + Douglas

Major General (Retired) Gale Pollock (MET'84) + Lieutenant Colonel (Retired) Douglas L. McAllaster (MET'84)
Status: Happily married
Where they met:
 MS in Business Administration
 and Management program,
 Heidelberg campus

Gale tells the story:

I had traveled to Frankfurt for a class and did not enjoy it—no one spoke to me. I decided if anyone visited our classes in Landstuhl, I would be friendly. I spotted Doug when he was a “visitor” in our class at Landstuhl. Doug claims that he was wowed when he talked with me during class breaks.

Doug was the math genius who helped me and my colleagues through statistics. One evening, our professor was trying in vain to communicate a concept in that subject. All of a sudden, Doug walks to the front of the room and says to her, “If you want to sit down, I’ll do this,” and she did! He erased all the scribble on the board and said, “This is not hard. Step one... Step two... That’s all there is to this. Does this make sense?” I decided then that he was really smart and I wanted to know him better. Just over two years later, we married.

We are both glad that we decided to participate in the program while we were in Germany—we got our master’s degrees, and each other.



Karen + Daniel

Elkan “Daniel” Sanders (MET'91) + Karen Corbett Sanders (MET'91)
Status: Happily married
Where they met:
 MS in Business Administration
 and Management program,
 Brussels campus

They tell the story:

It was definitely not love at first sight. Karen was president of the student body, and she wanted to hold a meeting in the student lounge. Daniel was lounging, and not moving—but his interest was piqued. Daniel was incredibly persistent, and after six weeks, Karen finally agreed to a “day date.” She thought that would be the end of his pursuit. Instead, she was wowed by a fun outing to a rugby game, followed by homemade Indonesian food. Clearly, Daniel was not going away.

They clicked because they had the same values. Today, their romance includes lunch together when working from home, date nights between the crazy schedules of two high school girls, and an occasional weekend away at their beach house. Daniel and Karen remain committed to BU, and have hosted MET events at their home. They love to support MET programs and are proud to be friends with MET graduates. **M**



Digging the Big Dig:

A Project Management Case Study

Photo by Priedelune/Shutterstock.com

For a student of project management, there are few better ways to grasp the intricacies of a project than by examining case studies. And there are few better case studies than the Central Artery/Tunnel Project. Known as the “Big Dig,” the world’s biggest, and possibly most notorious, inner-city mega-project is just a short distance from BU.

As Associate Professor of Administrative Sciences Roger Warburton says, “Nothing was simple about the Big Dig.” A marvel of structural engineering and innovation, the project’s objective was to bury the major interstate highways that converged on Boston’s gritty, elevated Central Artery. This unsightly behemoth funneled north-south traffic (I-93), east-west Turnpike traffic (I-90), and Logan Airport traffic right through Boston, severing the city’s waterfront from downtown. Clogged with an estimated 190,000 vehicles per day in the 1990s—about twice what it was built to handle—it was predicted that, by 2010,

this “distressway” would be plagued by 16-hour traffic jams (if it did not collapse before then).

Green-lighted in 1991, the project also included construction of the Ted Williams Tunnel to Logan Airport, the Leonard P. Zakim Bunker Hill Bridge, and the Rose Fitzgerald Kennedy Greenway. Scandalized by scheduling issues, tunnel leaks, design flaws, allegations of corner-cutting, political finger-pointing, criminal arrests, and four worker deaths, for many the project’s nadir occurred in 2006, when a ceiling panel in the Ted Williams Tunnel crashed down into traffic, killing a local woman.

For Warburton, a former astrophysicist and supply chain innovator whose specialty is earned-value analysis, this tragedy brought to light something more controversial.

“People say it was the greatest cost overrun ever,” he says. “The initial estimate was around \$2.4 billion, and it ended up at \$14 billion. But the truth is that engineers in the late 1980s already knew it was a \$12 to \$14 billion project. They told everybody who would listen—including the politicians—and those people kept it quiet.”

In a compelling short video for his students, Warburton stands at various locations in downtown Boston and introduces the Big Dig, recounting how

“People say it was the greatest cost overrun ever,” says Warburton. “The initial estimate was around \$2.4 billion, and it ended up at \$14 billion.”

he and his intrepid graduate assistant pieced together their findings. “My presentation on the cost estimate of the Big Dig describes how we found this information,” he explains. “Looking at data, we saw that I-90, I-93, and the interchange under Chinatown were responsible for 95 percent of the total expenses. And in those three elements, only a small percentage of the contracts accounted for 90 percent of the money. They knew early on what the cost was—and did not tell the public.”

With all the complexity—and drama—necessary to illustrate the art and science of project management, the Big Dig serves as a magnificent teaching tool in MET’s project management core curriculum. Offered on campus and online through the Department of Administrative Sciences, the four-course curriculum can be completed as a graduate certificate or as the core of the College’s Master of Science in Project Management.

“The Big Dig spans all the knowledge areas covering the entire spectrum of project management, as defined by the Project

Photo right: Israel Pabon/Shutterstock.com.
Photo far right: Greg Kushmerek/Shutterstock.com.



This page, clockwise from above: Administrative Sciences professors Roger Warburton, Steve Leybourne, Vijay Kanabar, and Virginia Greiman (SED'70, LAW'03); a vestige of the elevated Central Artery; a segment of the Rose Kennedy Greenway; construction of Zakim Bridge.

Management Institute,” says Vijay Kanabar, associate professor and director of MET’s project management programs. “Having a real-world project based in Boston, and having faculty who have worked on it, is definitely a pedagogical advantage.”

Assistant Professor Virginia Greiman (SED'70, LAW'03) was former deputy chief counsel and risk manager for the Big Dig. With more than twenty years of experience at the federal and state levels—including terms as U.S. Trustee for the Department of Justice and legal counsel to the U.S. Agency for International Development, the World Bank, and the U.S. Department of State—her expertise is in the realm of mega-projects. “The Big Dig consisted of multiple projects that had to be managed as one program,” she says. “As deputy chief counsel, there probably was not an area that I didn’t deal with. I draw upon expertise from the Big Dig, as well as other projects, because it’s important to look at projects comparatively. I am absolutely intent upon teaching and utilizing lessons learned from all projects—not just the tools and techniques, but all the important skills. Being a project manager is not just learning how to estimate cost, but how to deal with conflict and ethical questions. I want to make sure our students are well trained to manage difficult decisions when faced with projects.”

As for the necessity of hands-on experience, Greiman is emphatic: “I cannot



imagine running a project management program without the professors having actual, real-world experience. It has no meaning until you can excite your students and share the passion that you have for making projects better. It’s one of the reasons I came to BU.”

In his recent article in the *New England Journal of Higher Education*, Dean Halfond observed that many schools are now offering project management programs that are “not taught by full-time faculty, with research-based doctorates, actively engaged in scholarship.” What sets MET apart is a cadre of full-time faculty with terminal degrees, extensive professional experience, and peerless research qualifications. Such faculty, Halfond writes, “bring credibility and commitment—and can create the gravitas that will legitimize and sustain project management. True academic faculty serve on editorial boards, connect academic research and industry needs, and generate and disseminate knowledge. This success distinguishes a world-class program from a merely competent one.”

Which is exactly what Warburton points out: “Our faculty have been out in the real world working on projects, and they’re academically credible. They know how to present the academic element and graft it onto the experience. And I think that’s a winning combination.”

According to Kanabar, “We set the bar high. We prefer faculty with previous experience and with terminal qualifications in project management, as well as the Project Management Professional credential. We are able to leverage our body of knowledge and present it to the students. We are proud that BU is among the top five universities in this field—both in education and research.”

Assistant Professor Steve Leybourne is similarly forceful about MET’s reputation.

“Historically, we have what I would consider to be the best, most progressive, most advanced project management program in the country. We’re challenging the status quo. We are engaged at the cutting-edge of what’s going on in the project management field, and that is reflected in the content of our courses. What we’re offering here is not more of the same, but an opportunity to engage with the really important, innovative ideas that will make a difference in the way that people manage projects.”

Leybourne, who is widely regarded to be the foremost authority on improvisation within the project domain, notes that his approach to the subject is entirely behavioral. “I focus on people—working in teams, how people lead projects, dealing with complexity and ambiguity—Continued on page 13>

Big Dig Trivia

- 10** Number of lanes on the Leonard P. Zakim Bunker Hill Memorial Bridge, part of the Big Dig.
- 75,000** Approximate number of cars the Central Artery was designed to accommodate in 1959.
- 190,000** Actual number of vehicles using the Central Artery, per day, by the 1990s.
- 16** Daily hours of traffic jams predicted on the Central Artery by 2010.
- \$11,800,000,000** Difference between the stated cost of the Big Dig and the actual cost.
- \$500,000,000** Approximate annual cost savings to residents and businesses, as a result of the Big Dig’s enhanced traffic flow.

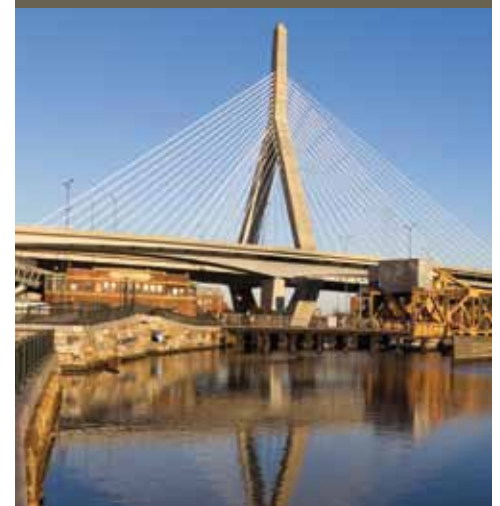


Photo by Marcio Jose Bastos Silva/Shutterstock.com.

Now Online— the Master of Social Work

WORKING WITH BU's School of Social Work (SSW) to launch the University's first online Master of Social Work (MSW), MET's Distance Education team faced a good-sized challenge: Design a successful online program in a discipline defined by site visits and face-to-face contact with people, while staying true to the School of Social Work's urban focus and rigorous academics.

For Distance Education, this was yet another occasion to push the boundaries of distance learning. "We are thrilled not only to be working with the faculty and staff of the School of Social Work, but also by the possibilities of delivering the MSW program online," says Nancy Coleman, director of Distance Education. "Social work is such an inherently face-to-face discipline. The challenge of enabling effective social work-related interchange online is one that will continue to help us show that distance education is a rigorous and effective mode of delivery."

While coursework is completed online, students are also required to engage in field internships within their own communities. Intended for social workers with at least two years of professional experience, the program has a holistic, integrated curriculum that builds the skills needed to assist diverse groups and at-risk populations. Students can



School of Social Work Dean Gail Steketee (in tricorne hat) christens the new online Master of Social Work, joined by staff from SSW and MET's Distance Education office.

choose a concentration in Clinical Social Work Practice, a prerequisite for advanced professional licensure.


The program brings the School of Social Work's nationally recognized faculty—distinguished scholars, researchers, and leaders in strengthening communities—right to the laptops of students around the nation. "We are delighted to expand our student body geographically, and to work with community field agencies far and wide," says Dean of the School of Social Work Gail Steketee. "For our school, this increases our diversity and expands our awareness of the many social issues facing the field of social work across the U.S."

BU is now poised to claim national leadership in online social work education. Currently one of the highest-ranked schools to offer the MSW online, BU has the added advantage of being an acknowledged leader in distance learning—something few other

schools can claim. Recently, MET's impeccable standards earned BU the Sloan-C Award for Excellence in Institution-Wide Online Education and the U.S. Distance Learning Association Award for 21st Century Best Practices.

"MET has been terrifically responsive to our specialized needs for distance education in social work," Dean Steketee notes. "They have developed online formats to ensure clear communication between professor and student, and real-time role-plays that are essential for clinical training. With MET as a partner, we have been able to accomplish our goal of providing excellent online social work education."

The first cohort of the online MSW began this past fall. **M**

 **Learn More** about the online Master of Social Work at: onlinemsw.bu.edu.

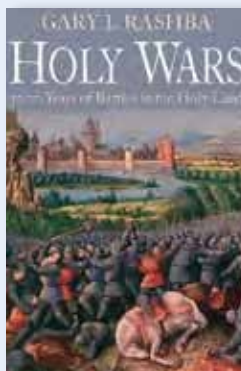
Off the Press

Holy Wars: 3000 Years of Battles in the Holy Land

Gary Rashba (MET'98)

Casemate Publishers, 2011

Holy Wars describes three thousand years of pivotal battles and campaigns in the Holy Land, beginning with the Israelites' capture of Jericho and ending with Israel's 1982 invasion of Lebanon. An epilogue examines Israel's military response to the Palestinian Intifada, and the nation's recent conflicts with Hezbollah and Hamas. Rashba, who earned his master's in management at MET, has published more than 30 articles on defense, aerospace, and international topics. You can find more about *Holy Wars* at <http://sites.google.com/site/holywarsbook>.



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Go Terriers!

Savoir Faire

Highlights of recent faculty and staff honors, grants, presentations, and publications.

Kip Becker, associate professor and chair of Administrative Sciences, was named technology and business editor of the *Journal of Euromarketing*, and continues to edit the *Journal of Transnational Management*. Becker was also appointed to the Institute for Market Research and Strategy (iMARKE) at the University of Minho, Portugal.

Roger Warburton, associate professor of Administrative Sciences, and former MET lecturer **Stephen Disney** had their paper, “On the Lambert W Function: Economic Order Quantity Applications and Pedagogical Considerations,” accepted by the *International Journal of Production Economics*.

Assistant Professor of Administrative Sciences **Steve Leybourne** was appointed to the editorial board of the *Journal of Project, Program, and Portfolio Management*. His paper, “Improvisation and Project Management: What, When and How,” was presented at the PMI® Global Congress 2011—North America.

Gastronomy Assistant Professor **Rachel Black** and Visiting Professor **Carole Counihan** contributed to the inaugural 2011 Rochester Institute of Technology Conable Conference in International Studies: Cuisine, Technology & Development. Black presented “Vino Naturale: Tensions between Nature and Technology in the Glass,” and Counihan delivered the keynote on “Food Activism, Cuisine, and Technology in Italy’s Slow Food Movement.”

Daniel Ranalli, associate professor and director of Arts Administration, participated in the exhibition *New and Recent Work by 13 Massachusetts Cultural Council Award Recipients in Painting and Drawing*, at the Tufts University Art Gallery. Ranalli also showed in *The Tides of Provincetown: Pivotal Years in America’s Oldest Continuous Art Colony*, at the New Britain Museum of American Art, Conn. (July–October 2011), the Westmoreland Museum of American Art, Penn. (October 2011–January 2012), and the Wichita Art Museum, Kans. (February–April 2012). Ranalli concluded the

year as part of the *Dance/Draw* exhibition at Boston’s Institute of Contemporary Art.

Computer Science Associate Professor **Eric Braude** and lecturer **Dino Konstantopoulos** had their paper, “A Mashup Framework for Composable Resources in the Presence of Unreliability,” accepted for January’s International Conference on Advances in Computing and Management in Pune, India.

Shea Cronin, assistant professor of Criminal Justice, had his article, “Maintaining Order under the Rule of Law: Occupational Templates and Police Use of Force,” accepted for publication in the *Journal of Crime & Justice*. Coauthored by Robert Kane (Arizona State University), the article was also included on a panel at the American Society of Criminology Conference in November.

A paper by Assistant Professor of Administrative Sciences **Irena Vodenska**, “Identifying Influential Directors in the United States Corporate Governance Network,” was accepted in the *Physical Review E Journal*. The paper was written in collaboration with faculty from BU’s College of Arts & Sciences physics department and Bar-Ilan University, Israel.

Stu Jacobs, lecturer in Computer Science, had his paper, “WiMAX Subscriber and Mobile Station Authentication Challenges,” published in the November 2011 issue of the *IEEE Communications Magazine*. Jacobs also published *Engineering Information Security: The Application of Systems Engineering Concepts to Achieve Information Assurance* (Wiley-IEEE Press).

John Day, lecturer in Computer Science, presented “Bounding the Router Table Size in an ISP Network Using RINA,” at the Second International Conference on the Network of the Future, Université Pierre et Marie Curie, Paris, November 2011. The paper was coauthored with Associate Professor **Lou Chitkushev** and several other faculty from Boston University and elsewhere. **M**

The Big Dig, continued from page 11> and that is a really big area in the project management field, at the moment, for academics. Project managers have to manage people who are dealing with, experiencing, and, indeed, actually driving forward change within organizations—and that can be quite complicated. We’re often dealing with things such as ambiguity and complexity.”

Musing on measuring the overall, long-term success of a controversial project like the Big Dig, Kanabar offers an analogy. “At the end of the day, completing a project on schedule and within budget is good—but the most important thing is that long after a project is finished, people just remember the quality. When we offer our graduate degree and certificate in project management—whether it’s on campus or online—we emphasize that quality comes first and should never be sacrificed. Because we know that long after students complete the project management curriculum and earn that piece of paper, what they will remember is the quality of our program. That is what will distinguish us as having the best program in project management in the country—if not the world.” **M**

Learn More about MET’s project management programs at bu.edu/met/programs/project-management.

See More about the Department of Administrative Sciences at youtube.com/metcollegebu.



Photo courtesy of Infosys.

Doing Business in and with India

In January, 16 graduate students in MET’s Administrative Sciences course “Doing Business in and with India” attended classes on the Infosys campuses in Bangalore and Mysore. Alumnus S.D. Shibulal (MET’88) is co-founder and CEO of the \$6.8 billion company, which employs 145,000 people in over 30 countries.

Alumni Gatherings

Find us on Facebook:
facebook.com/METBU



See footage of Dean Halfond at a recent alumni event in N.H. Visit youtube.com/metcollegebu.



↑ **New York** Top, l-r: Clyde Morris (MET'11), current student Ahmed Farooq, and Peter Korzenik (MET'89). Bottom, l-r: Justin Holden (CFA'01, MET'04) with student CJ Zoccali and guest; Yvette Bernal (MET'11) and Stephanie Burke (MET'11).



↑ **Atlanta** From left, Master of Criminal Justice alumnae Jennifer Waindle (MET'10) and Sharon Reddick (MET'10), with current MCJ students JaNina Milligan, Alia El-Sawi, and Ebony Holmes.



↑ **Health Communication Conference, Atlanta** During last August's CDC National Conference in Health Communication, MET faculty members Pauline Hamel and Domenic Screnci hosted an event for 24 Health Communication students and alumni. **Pictured (l-r):** student Margaret Delaschmit with Pauline Hamel; Jane Hildebrandt (CAS'89, MET'11) and student Amy Hall with Barbara Noble (MET'11); student Sheena Haynes and Alane Bearder (MET'11).

Longtime MET Faculty Member Ed Brookner Retires

The assistant professor of liberal studies bids adieu to MET.

LAST SPRING—after 45 years of teaching liberal arts at MET—published poet, award-winning photographer, and longtime painter Ed Brookner formally announced his retirement.

Brookner started his sojourn at MET as a creative writing teacher in 1966, just one year after the College opened its doors. “When I came, I didn’t know that I was in at the beginning,” laughs Brookner. “I assumed MET had been in existence for forty years. I assumed that they had taught creative writing right along, but now I realize maybe I was the first one.” Over the course of his career at MET, Brookner taught dozens of literature and liberal arts courses in the day and evening, including many in the undergraduate Accelerated Degree Completion Program and the Prison Education Program. For twenty years, he also coordinated English Composition at MET.

“Ed has been a pillar at MET for more than four decades—and provided the foundation for developing the writing skills students need to do their academic and professional work,” says Dean Halfond. “He has interacted with thousands of students over his time at MET—one student and one paper at a time—and had a profound impact on their lives. He also had the artistic integrity and sense of purpose to balance his own writing and photography with his commitment to Boston University.”

Easygoing, with a pleasing hint of irreverence, Brookner exhibits a generous spirit—an attitude that earned the deep



A fond farewell: Retiring faculty member Ed Brookner at a reception in his honor, October 2011.

respect of his students. “Each student is an individual,” says Brookner. “I know it’s corny, but that’s how I look at it. There were so many students I respected and liked, and who did excellent work for me. I have a large pile of student essays, poems, and stories I retained because of their quality, or what they taught me.”

Reflecting on this, Brookner continues the thought: “I don’t have a philosophy of teaching, other than it be non-authoritarian and show respect for the students. When I taught creative writing, there was always a line in a poem, there was always an image that was worthwhile, something a student could build on. That’s a much better approach than a negative one.”

Dean Halfond recalls developing the Accelerated Degree Completion Program a decade ago. “I turned to Ed to be the first faculty coordinator—I knew he would have the academic and personal qualities that students would value.”

“The Degree Completion Program was very exciting,” says Brookner. “It was a great idea. We had testimonials from people
Continued on page 15>

Class Notes

Here's your chance to get caught up on what your classmates have been doing. Let us know what you're up to.

→ **Submit class notes to:**
 Boston University
 Metropolitan College Alumni Office
 755 Commonwealth Avenue, B5
 Boston, MA 02215
bu.edu/alumni/classnotes

Claritza Abreu (MET'03) of Randolph, Mass., is assistant chief information officer of analytics and business intelligence at the Massachusetts Office of Health and Human Services. She is also program coordinator and senior professor in the Health Care Informatics Program at Cambridge College School of Management. Recognized in 2009 as one of Massachusetts' most influential Latinos and community leaders, Abreu was among *Mass High Tech's* "Women to Watch" in 2011. She received that year's Massachusetts Excellence in Technology Award, and was among Alumni of the Year recognized by INTEC in the Dominican Republic.

Gary Grossman (MET'75) is a Dean's Advisory Board member and a multiple Emmy Award-winning television producer. As co-owner of Weller/Grossman Productions and his successful new company, World Media Strategies, he has produced more than 9,000 television shows for 36 networks. Grossman is author of two non-fiction books that explore television history, and two international thrillers now available through *Diversions Books: Executive Actions* and *Executive Treason* (the latter featuring an appearance by our very own Dean Halfond). Visit garygrossman.com for more information.

Matthew Harris (MET'10) recently launched an Internet startup called "College Miner." Originally an idea for a project in his MET Data Mining course, College Miner provides reporting tools that enable students and parents to research student outcome data

from colleges—tracking whether students get jobs related to their major of study. Learn more at collegeminer.com.

Becky Kelly (MET'96) (née Hickson) of Longmont, Colo., married Chris Kelly in Boulder on August 20, 2011. Kelly also recently transitioned to market segment manager of IBM's Software Group after working 14 years in IBM's Integrated Technology Delivery organization.

Tom Laszewski (MET'02) of Hampton, N.H., has co-authored two books: *Migrating to the Cloud* (Syngress Press) and *Oracle Information Integration, Migration, and Consolidation* (Packt Publishing, packtpub.com).

Paul Peralez (MET'10) was admitted to the PhD program in Criminal Justice at Texas State University, fall 2011.

Matthew Reno (MET'10) was appointed by the governor of Michigan to serve a four-year term on the state's Construction Code Commission. The Commission was created by the Stille-Derossett-Hale Single State Construction Code Act (Act 230) of 1972, in order to improve the quality of housing for Michigan residents while assisting the housing industry.

Horst Schenk (MET'83) recently published *Recollections from My Five Lives*, a collection of several volumes of memories, including anecdotes told from the perspective of his first pet. His books can be viewed at lulu.com/spotlight/horstschenk.

More Alumni Gatherings



↓ **Health Communication APHA, Washington, D.C.** Health Communication faculty member Pauline Hamel presented a poster and greeted students and alumni at the American Public Health Association's annual meeting in October. **From left:** Hamel with APHA 2011 Rising Star Award winner Raed Mansour (MET'11); the poster, with Amy Ramsay (MET'11) and Hamel.



↑ **PMI Conference, Dallas** Project Management faculty members Vijay Kanabar, Steve Leybourne, and Roger Warburton welcomed BU alumni and current online students at the PMI® Global Congress last October.

Brookner, continued from page 14> about how it changed their lives. At the end of the program, people thanked you with tears in their eyes. It meant a lot to them."

As for life after retirement? "With the exception of having more time to pursue my interests, it's pretty much the same as it was before. I write most mornings. I enjoy photography and explore the woods of Rhode Island with my camera. When I hit a wall with the writing, I dabble with paint and canvas. The important thing is to get it done and to have it there. You work and you stay honest." **M**



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