Growing into Human Resources
An interview with a Strayer graduate

Education Delivers Success for UPS

Human Resources A Changing Role in an Evolving Workplace
As companies move to implement best practices on the operational front, many employers are turning to knowledge management solutions. Companies are implementing knowledge management solutions that focus on human capital.

This kind of knowledge management serves as a way to organize and share information on the employee base. As human capital is often the most powerful resource of any organization, knowledge management systems have the ability to yield information that can support the planning and implementation of corporate strategies.

Human resources professionals are faced with a number of unique challenges including: appropriately staffing organizations, ensuring proper pay structures, recognizing necessary talent for an organization, finding specialized skills, and deploying a skilled workforce. To many without knowledge management systems, this can be a daunting task, especially to a fast-growing or global company.

Today, most of the Fortune 500 companies have invested in knowledge management programs. With this tool, human resources professionals work closely with the information technology department to capture employee-specific data that is entered into a sophisticated, real-time database. Employees can also update their own profile by accessing the knowledge management database via the Internet. Often the employee information comes from in-depth interviews, documentation of completed training and education, and the review of previous project requirements. The key to a successful knowledge management system is in the real-time accuracy and maintenance of the information.

As a leading adult education institution, Strayer University is closely attuned to the changing workplace and the demands on human resources professionals. The University works closely with its Curriculum Advisory Board (CAB) to identify growing industry trends and ensure that we educate our students for maximum marketability in the workplace.

Strayer’s CAB consists of industry and government leaders who, among other responsibilities, provide a perspective on the skill and personnel needs for today’s workforce and how industries are evolving. Our CAB members contribute ideas for use in curriculum design which helps us ensure that key industry theories and practices are introduced into appropriate courses.

Although Strayer University offers programs with a concentration in human resources, many of the business and information technology courses address various components of human resources, including knowledge management. Human resources is no longer a niche curriculum. It stretches across many business and technology disciplines. In fact, there is a growing number of students pursuing MBA’s who have selected an emphasis in human resources.

Those considering the human resources field should note that every organization, regardless of size, location or purpose, needs qualified individuals to perform human resources activities because of the importance of human capital within an organization.

We live in a very competitive environment which is global in nature and requires organizations to properly manage their workforce, train employees and, most importantly, plan for the future. Individuals who enjoy problem solving and trouble shooting, working with people, negotiating, team building, organizing and planning, motivating, training, and implementing plans should take a serious look at the human resources management field.

As this field evolves, one theory remains: the management of human capital will play a critical role as organizations invest in their most precious resource—their employees.
Strayer University's quarterly magazine reaches more than 45,000 students, alumni, parents, faculty, staff, and donors. Scholar magazine is published by Strayer University and the Strayer University Education Foundation. The mission of Scholar is to provide students and alumni information on University news, programs, activities, and feature articles with a focus on academics.

Most articles and illustrative materials are requested by the editor. Unsolicited submissions and photographs are welcome. Strayer University reserves the right to edit all materials submitted to the editor.

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ON THE COVER:
Our cover person, Vera Edwards, earned both a bachelor’s degree in business and an MBA from Strayer University and is working on her doctorate. She is a senior management and program analyst for the Federal Aviation Administration (FAA). Her focus at the FAA is within the human resources department and relates to organizational development and compensation. We recently sat down with Vera and asked her to give us some insight into the human resources field and advice for those interested in entering the field.

Cover photography by John T. Consoli
Growing Into Human Resources

We often hear stories of professionals who “fall into” careers and happened to be at the right place at the right time. That is Vera Edwards’ story. She recently spoke with Scholar and discussed her career in human resources and how her Strayer University education helped her find the right professional track.

Vera Edwards is a senior management and program analyst for the Federal Aviation Administration (FAA) in the human resources department. She earned a bachelor’s degree in business (‘01) and an MBA (‘02) from Strayer University. Vera is currently working on her Ph.D. in organizational leadership at Nova Southeastern University.

Q: How did you become interested in human resources?
I started working for the FAA 27 years ago as a secretary. At the time I was in the stay-in-school program and working part time. After graduation, I accepted a full-time position and worked my way up the ladder. When I decided to change fields within the FAA, I was offered an opportunity in human resources working with organizational development and compensation. I thought this might be a good fit for me and, although it was somewhat a leap of faith, it really matched my professional interests.

Q: There are many different facets of human resources. How did you know which direction to follow?
After I joined the human resources department, the FAA began using a new compensation system. It was my responsibility to learn how the system worked and ensure that it became fully operational within the organization. Part of the process was setting policies and procedures pertaining to hiring and retaining employees. I thoroughly enjoyed developing these policies and procedures and knew this was the right place for me.
Q: How do the two areas of organizational development and compensation work together?
These two areas go hand-in-hand. It requires looking at the employment needs and determining the skill set necessary to complete a project and what salaries to pay for those skills. We also have positive educational requirements in the acquisition and quality assurance areas to ensure that the people we hire meet at least the minimum education requirement as well as any additional skills necessary. It is also an FAA policy that if any employee wants to further their education, or if they need assistance obtaining the required skills necessary to perform their duties, the agency will pay for required training which may result in obtaining a college degree.

Q: How would you describe your typical day at the office?
Every day holds new surprises. Most of my days include reviewing personnel actions, meeting with the director and deputy director to discuss strategies for hiring, designing new initiatives for best practices, reviewing promotion recommendations and pay raises, and preparing reports to document salary history for specific positions and employees. Another important part of my job is developing new processes. I am currently working on developing a mentoring program.

Q: How will the mentoring program work?
The mentoring program is part of the workforce development effort and succession planning. Our new hires are often recent college graduates or are recruited from the private sector. This program will pair them up with senior employees to facilitate the transition into the FAA environment and learn important processes and procedures. The idea is to provide them with resources for advice and direction.

Q: How long will the mentoring process last?
The program will be designed for the first year of employment. However, it is up to the employees to decide how to best use their mentor. All new employees are on a probationary status for a year, so we like to be able to help them through that first year. This program will help decrease agency turnover and allow us to obtain objective feedback from both the mentor and the new hire. It will allow us to be involved as a mediator and address concerns early in the employment process.

Q: What are some of the challenges facing human resources professionals today?
One of the biggest challenges human resources professionals face is providing quality customer service. My job is to help employees understand what the human resources department does and how we can help them. We are in a position that requires us to listen to both sides of every situation and use our knowledge and expertise to make the best decisions. We also have to serve as a sounding board for those who have concerns and we must be able to present these to others in a fair and unbiased manner.

Q: When you decided to pursue your bachelor’s degree, how did you choose Strayer University?
I selected Strayer because of the convenience. At the FAA, we had a program where the professors came to our building and held classes on-site. As a single parent, I needed a school with a good reputation and one that provided me with enough flexibility to be able to hold down a full-time job and be a full-time mother. I had such a positive experience at Strayer University when I was working toward my bachelor’s degree that I decided to pursue my MBA. I did not have to look very far for the right university.

Q: How has your Strayer University education helped your career?
My professors taught me how to use the principles and theories I learned in class and apply them to situations at work everyday. Everything that I work on pertaining to workforce development, such as the agency’s succession planning initiative and the strategic planning initiatives and organizational development, would not have become part of my responsibility without my Strayer University education. Now I am better equipped to understand the underlying concepts of these initiatives. I can assist with the process and communicate these goals to employees. My employer has really seen me grow since I started attending Strayer. My education has opened up a whole new world of opportunities.

Q: What advice would you give to those interested in entering the human resources field?
I would suggest that somebody entering the field really keep their mind open to trying everything human resources has to offer. There are so many components to the job and knowledge is key in determining the best fit. A willingness to learn and always challenging yourself to be the best that you can will serve as an asset as you move forward in human resources. Like many things in life, the options are limitless—it is up to each individual to work hard to reach their dreams. I’m a perfect example.
Federal and State Laws

Today, human resources is impacted by several factors: federal and state laws, technology, societal norms, economic conditions, and competition. It is the responsibility of human resources to know, understand, and interpret federal and state laws—Americans with Disabilities Act, Occupational Safety and Health Act, and the Equal Pay Act, just to name a few. It is the role of the human resources department to help management to remain in compliance with all laws. Ignorance is not bliss, nor is it a legitimate defense.

Employee Benefits

It is a constant concern for employers to be and remain competitive in wages, benefits, perquisites (perks), work hours, and any other features that will set them a notch higher than other employers. We hear the term “family-friendly” work environment. These are companies where family needs are seriously considered. A few companies today are going so far as to provide childcare and eldercare services on site. Where offered, these services are sometimes fully funded and supported by the employer. Even if these services are not fully funded by the company, employees often contribute a co-pay just to have these services on site. It cuts down on commuter time, reduces stress for the employee, and provides a sense of comfort to know that their children are nearby.

Another example of a “family-friendly” work environment is one that offers employees the opportunity to work from a “virtual office.” Here, employees telecommute one or more days a week, either working from their homes or a satellite office away from the main office. Many companies also offer their employees with family responsibilities the opportunity to participate in job sharing (the responsibilities of one job are divided between two workers). Each worker may split the normal eight-hour workday into two four-hour shifts.

“Flex time” allows employees to work staggered hours to accommodate family needs. For example, if a parent needs to see their children off to school, he/she may be allowed to arrive at work later in the morning and to work later into the evening to meet the requirements of an eight-hour workday. Most employers require all workers to be present during core hours. Core hours may be any hours set by the employer, usually from 10:00 a.m. to 3:00 p.m., when all workers must be present. Supervisors and employees both realize that business must go on: all projects must be completed, all clients’ questions must be answered, and the normal day-to-day activities must be covered. As long as all requirements of the position are accomplished, employers are usually very willing to accommodate a flexible schedule.

Even with the above benefits, employers may find that flex time, telecommuting and on-site care services are not enough. In order to be competitive, employers may have to provide “novel” perks. These may include such unique benefits as free parking, paid automobile expenses, low-cost personal loans, free legal services (if a legal department is part of the company), concierge services, free cafeteria services, gym membership fees, and free or contractual tuition.
assistance. Prospective employees consider these “free” benefits and compare them to the actual wages offered. When all things are considered, higher wages also mean higher taxes paid. Prospective and current employees both recognize that free benefits mean fewer dollars coming out of the weekly paycheck. Employees shop for these benefits fully realizing that they must also have the best marketable skills and abilities to acquire these jobs with these benefits. Employers also recognize in order to get the best workers they must provide benefits and perks over and above the competitors’. After all, the employer must expense these benefits.

**How To Make It Work**

Economic trends also cause the human resources department to make sure that monies spent on benefits, wages, and perks give back 150 percent return for investment. Many companies are now outsourcing work that is not performed by departments key to the core business, such as accounting, auditing, fleet vehicle maintenance, payroll, building maintenance, and janitorial needs. Some companies are using contractors. By using contractors, the company does not have to pay medical benefits, vacation pay, sick pay, pensions, etc. Manufacturing companies, in particular, have had to become creative with their employment force to avoid massive layoffs. Instead of letting workers go, these companies may reduce work hours from 40 to 35, suspend overtime, close on weekends or holidays when they might normally be open, or use the downtime to work on ancillary projects or improvements.

**Societal Demographics and EEOC**

The demographics of society have changed over the years. The human resources department must analyze employment statistics when recruiting and hiring. Responsible employers must have a “good faith” affirmative action plan. A more substantial and easier-to-defend plan, when there is an Equal Employment Opportunity Commission (EEOC) complaint, is a statistical affirmative action plan. This formal plan is developed and written specifically by and for said company. In developing this plan, the company looks at the present demographics of the company. If there is a disproportionate number of any demographic group as compared to the demographic makeup of the community at large, the HR department may become concerned and implement a plan to correct the imbalance. The human resources department must draft a plan specific to the company that considers the demographic makeup of the community, the desired timeline to accomplish redistributing the makeup of the company’s workforce, and the methods by which employers can recruit new employees. Quantifiables and a specific affirmative action plan are easily defended should someone file an EEOC complaint against the company.

**The Future of the HR Professional**

Trends indicate that human resources has been playing an increasingly important role in the corporate strategic planning process. No longer does it solely advise. Now it is an integral part of all long-term planning, especially plans involving expansions, relocations and mergers where large numbers of employees may be affected. No longer a staff position, a vice president of HR or a chief HR officer is often tied directly into the chain of command.

So how can a human resources professional be prepared for the future of HR? Stay on top of information relating to changes in the profession (see article on page 12 for a list of HR resources). Join and participate in a professional organization such as SHRM (Society of Human Resource Management) and continue adopting a philosophy of life-long learning to keep your education and certifications as up to date as possible in this exciting and ever-evolving field.

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**Professor Natalie Marsh**

*Alexandria, Va. Campus*
For organizations to remain successful, their attention must be focused on selecting the best candidates and increasing and/or maintaining retention efforts so that talented individuals want to stay. In helping to achieve these goals, the human resources department plays an important role and, within many companies, is the strategic partner that drives these actions.

Companies searching for candidates with the most potential are using different methods in their selection process: computer-aided interviews, skills and personality tests, and, of course, the ever-popular reference check.

An interviewing technique that is receiving very positive attention is behavioral interviewing. This technique is based upon research that shows that past behavior in the workplace predicts future performance on the job. During the behavioral interview, the candidate is asked to respond to a series of questions, the answers to which provide specific examples of previous work experiences, rather than speculations of future desires. An example of a behavioral question is: “Tell me about a time that you had to go above and beyond the call of duty to get the job done.” This question can help the interviewer determine what the candidate considers “extra work,” how far he or she is willing to go to get the job done, and the attitude that he or she displays while performing the task(s).

For those who have not had the opportunity to participate in this type of interview, here are a few helpful tips:

Sometimes, the interviewer will let you know in advance that he or she will ask questions that require you to describe real situations that may take more thought and therefore more time to answer. Typically, the interviewer will let you know that he or she will not be surprised if you need to pause to gather your thoughts before answering the question.

Many of the behavioral questions begin with phrases such as: “Tell me about a time...”, “Give me an example of how...”, and “How did you handle...”.

Over the last decade we have seen and experienced many changes in the American workforce, specifically: more diversity, an expanding need for technical skills, and, in some occupational areas, a labor shortage. The workforce future will surely focus on retaining and cultivating a talented employee base.
To prepare for the behavioral interview, review your accomplishments. Remember to include dates, the specific employer, the circumstances surrounding the situation, and the results of your actions.

Remember, for many companies, it is not always that you have accomplished more than other candidates, but how closely your experiences and methods of handling situations complement the organization’s culture, mission, and work environment. This is where researching the company and the job responsibilities is beneficial.

One question that many candidates ask during the interview is, “Can I expect opportunities for advancement in the company if I work hard to prove myself?” Once hired, an employee wants to understand his or her role and gain the skills that help him or her meet future career goals.

The interview also provides important insight into a company’s philosophy and how it evaluates employee success. Another key indicator of a company’s commitment to its employee base is through its training offerings and how this impacts continued professional growth within an organization.

With demands for highly skilled workers, training becomes an important part of an organization’s retention strategy. The method by which new employees are introduced to the company and their job responsibilities, and how they are provided ongoing support, is linked to how long an employee will remain with the company and his or her successful performance, productivity, and morale.

Most organizations have an orientation that is presented by the direct supervisor and/or the human resources department. This orientation may be a general introduction of the company or may be specifically aligned with the position, or some combination of both. Many companies also offer ongoing training for skills needed on the job. Leadership development and training is another important tool used by companies interested in developing management from within.

One of the major changes in training is how orientation and training programs are delivered. In the past, a representative from human resources and/or a trainer shared information in a classroom setting and very little was done to track the effectiveness of the training. Although organizations still present classroom training, employees can now benefit from other options, such as computer-based training that allows them to learn at their own pace and time. In addition, many managers are now delivering training rather than the traditional trainer. Equipped with presentation skills provided by the trainer, the manager is the subject matter expert and in many cases can share the information in a more meaningful and realistic manner to employees.

With rising costs, organizations are asking the question, “What is the return on the investment for training?” This means that additional evaluation tools will be implemented to measure how training programs impact productivity and performance. Ultimately, this helps to develop training that has the most benefit to the employee.

With many changes occurring within the human resources field and organizations overall, there are many benefits and opportunities available to potential and existing employees. Remember, from the beginning, select a company that provides you with a positive start during the interviewing process, and then supports you with an effective orientation and continuous training program.

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**Take Action to Attract and Retain Key Talent**

The following practices can help an organization improve its ability to hire and retain the best employees:

- Poll key talent performers to determine if their expectations have been met and how to recruit others like them. A company’s employees are its best marketers and should be used to find other key talent.
- Provide recruitment bonuses for bringing new key talent into the organization.
- Integrate recruiting and retention goals into the annual planning process.
- Develop metrics for hiring and retaining key talent and link them to performance plans, goals and compensation for key managers.
- Develop a “joining up” program to track new hires and ensure that their entry goes well and their expectations are met. This typically is a series of meetings over six months to cement the employer/employee bond.
- Form a cross-functional committee to look at hiring and retention trends on a quarterly basis. Empower the committee to be action-oriented.
- Develop a clear and compelling value proposition for key talent that ties to the organization’s business strategy.
- Develop career rotations to provide key talent with new experiences and skills.
- Provide incentives (stock options, pensions) that are based on years of service to retain key talent.

Sourced originally from workspan, July 2002, “Royal Treatment: How to Engage Key Talent” with permission from WorldatWork, 14040 N. Northsight Blvd., Scottsdale AZ 85260, (877) 951-9191; fax (480) 483-8352; www.worldatwork.org © 2002 WorldatWork. Unauthorized reproduction or distribution is strictly prohibited.
Education Delivers Success For UPS

As corporations struggle with a slowing economy and a reduced workforce, one company continues its commitment to employees. United Parcel Service (UPS), a Fortune 100 company, has received national recognition for its employee benefits and incentives.

One of these employee benefits is the Earn & Learn Education Assistance Program introduced in 1998. Earn & Learn is available in 40 UPS locations and pays part-time employees up to $4,000 per year to help pay for college tuition, fees and books. Part-time management employees also qualify for education benefit programs that pay up to $4,000 per year. Student loans are made available by UPS through Consen and may be used for housing and other costs. As much as 100 percent of the loans up to $8,000 may be forgiven, depending on the employee's length of stay at UPS. UPS employees qualify for education benefits immediately upon employment.

"We strongly encourage our employees at any level to further their education," said Gina Haesloop, Workforce Planning Manager for UPS. "This not only provides us with a very motivated and dedicated workforce, but it also results in a highly-skilled employee base when we look at company promotions."

UPS's commitment to its employees is furthered by the company's strict promotion-from-within policy. In fact, half of UPS's highest ranking executives began their careers as part-time package handlers. UPS promotes part-time employees to full-time status or it is earned through seniority.

"When we look at UPS promotion opportunities, we focus on employees who have made significant operational contributions and those who are dedicated to their education as a means of developing themselves," said Haesloop.

This strategy of investing in human capital is a trend that is growing in popularity among leading corporations. For UPS, the Earn & Learn program is one of the company's greatest employee retention tools. UPS has taken a leadership role in not only investing in its employees, but also supporting the development of an educated U.S. workforce.

Today more than 62 percent of UPS's part-time workforce participates in the Earn & Learn program. In 2003 the company expects that 75 percent of the part-time workforce will benefit from the program. To remain in the UPS education assistance programs, employees must earn the equivalent of a "C" or better in each class. Upon earning a college degree, UPS employees have the potential to advance to full-time positions in their chosen career fields. "We want to support and encourage our employees to develop enhanced skills and increase their marketability," said Haesloop. "It's a win-win situation."
Online Classes: A Professor’s Perspective

Strayer University’s busy students often squeeze in the demands of full-time work, family, and study into their already busy lives. Few students stop to consider how their professors, many of whom also work full-time, manage to include teaching and creating a positive learning experience into their weekly schedule.

Dr. Jerry White, adjunct professor for Strayer University Online, has a full-time job with the FBI, a family including four children, and is involved in several community activities. He maximizes his time by using a number of time-management techniques. For instance, Dr. White uses his lunch hour to check and respond to urgent emails from students and he devotes an hour each night during the week, after the children have gone to bed, to check and reply to emails and review papers. Saturdays and Sunday mornings are devoted to “family time,” but Sunday afternoon and evening, when assignments are due for online courses, he grades papers, provides feedback, and prepares materials for upcoming classes.

In preparing to teach an online course, Dr. White tries to challenge the students while providing a structure to his classes despite the inherently unstructured online environment. He encourages his students not to wait until the last minute to hand in assignments and reminds them with regular emails and postings to discussion groups. With these techniques, Dr. White says he “keeps the class in the forefront of their minds. The online environment, especially the asynchronous classes, requires a lot of self-discipline on behalf of the students. Faculty can help develop this by imposing additional structure on the course. Online students have kids, busy schedules, and full-time jobs—so it’s easy to let class work slip to the bottom of the pile. But students will respond to an involved faculty member who reminds them, in a friendly way, that an assignment is due.”

Dr. White suggests that first-time online students, who have taken courses in a classroom environment but may not be all that comfortable with computers, may want to consider enrolling in a synchronous class before tackling an asynchronous class. He advises that “this lets students get into the habit of getting online weekly while becoming familiar with the technology and discipline required to take classes online.” However, he admits that “some students who are particularly computer savvy and/or have spent time in online discussion groups can transition fairly easily into an asynchronous class.”

“In the same way that students must become familiar with the technology and change their learning behaviors, instructors must also adapt to the online learning environment,” he says. “Teaching online challenges instructors to develop their teaching skills. They may deliver the same information and materials as they would in a traditional classroom, but now they have to find different and creative ways to keep students engaged while still meeting the learning outcomes for the course.”

Dr. White’s diverse experience encompasses psychology, information technology, course development, education, and training. In the field of information technology training, he found an outlet for his understanding of how people learn as well as his love of technology. He also found a way to fulfill his objective of assisting people to make differences in their lives. As an adjunct professor for Strayer University, he enjoys contributing to the success of the hard-working adults seeking to enhance their education and their careers. “The whole reason I teach is to make a difference,” he says. “I love helping people—and teaching gives me the chance to share my expertise and help to enhance someone’s life and career.”
Online Databases—New Database

Access to ERIC has been added to the list of databases found under the EBSCOHost listing on the Library’s online Web page. ERIC, the Educational Resource Information Center, is a national information system supported by the U.S. Department of Education, the National Library of Education, and the Office of Educational Research and Improvement. It provides access to information from journals included in the Current Index of Journals in Education and Resources in Education Index. ERIC provides full text of more than 2,200 digests and citations and abstracts from over 1,000 educational and education-related journals. The database is also accessible at http://www.eric.ed.gov.

Databases—Human Resources

The following are some of the full-text periodicals covering the topic of “human resources” available in the EBSCOHost Business Source Premier online database.

- Berkeley Journal of Employment & Labor Law
- Compensation & Benefits Review
- Employee Relations
- Employee Relations Law Journal (Aspen)
- European Journal of Work & Organizational Psychology
- HR Focus
- Human Resource Management Review
- Industrial & Labor Relations Review
- International Journal of Human Resource Management
- Journal of Compensation & Benefits
- Labor Law Journal
- Managing Training & Development
- Personnel & Guidance Journal
- Personnel Journal
- Public Personnel Management
- Supervisory Management
- Training Directors Journal / ASTD

Human Resources Web Sites

- HR-Guide.com
  www.hr-guide.com
- American Society for Training and Development (ASTD)
  www.astd.org
- World Federation of Professional Personnel Management Associations (WFPMA)
  www.wfpma.com
- Society for Human Resource Management (SHRM)
  www.shrm.org
- Classification and Compensation Society
  www.classandcomp.org
- International Association for Human Resource Information Management (IHRIM)
  www.ihrim.org
- Department of Labor
  www.dol.gov
- Bureau of Labor Statistics
  http://stats.bls.gov
- FedWorld (U.S. Department of Commerce)
  www.fedworld.gov
- National Labor Relations Board
  www.nlrb.gov
- The Institute of Management and Administration
  www.ioma.com
- WorldatWork
  www.worldatwork.org

ALUMNI, STUDENT AND CAMPUS NEWS

MARYLAND
Montgomery Campus
- A delegation of professors and deans from Yanshan University, located in Beijing, China, met with faculty and staff of the Montgomery campus. This visit served to establish an academic relationship between the two universities.

Prince George’s Campus
- Paul Brower was named campus dean.

NORTH CAROLINA
North Charlotte Campus
- Carter Smith was named campus manager.

Raleigh-Durham Campus
- Jon Watkins, a student in the MSAC program, passed the North Carolina CPA exam on his first attempt.

TENNESSEE
Nashville Campus
- Douglas Bailey was named campus manager.

Memphis Campus
- Thomas Risch was named campus dean.

VIRGINIA
Arlington Campus
- Hugo Naranjo, 1998 MBA graduate, opened the Hispanic Business Development Center, LLC, a community-based business in Northern Virginia.

Fredericksburg Campus
- Debra Sawyer was named campus dean.

Henrico Campus
- Professor James Sweeney, an adjunct accounting professor, was selected by the Virginia Society of CPAs as one of the best CPAs in Virginia for 2002.

Loudoun Campus
- Daniel Matthews, 1995 MBA graduate, was appointed chief information officer at the U.S. Department of Transportation.

WASHINGTON D.C.
Washington, D.C. Campus
- Robert Hartge, 1984 graduate, is working at Spec’s Chemical Services in Columbia, Md. and at Johns Hopkins University.
Dr. Donald R. Stoddard Retires as Strayer University President

leaving behind a legacy of higher-education excellence, Dr. Donald R. Stoddard retired from his duties as Strayer University president on January 15, 2003. Since becoming president in 1997, Dr. Stoddard made significant contributions to the University’s high academic quality. In addition to his work at Strayer University, Dr. Stoddard played a key role in working with national regional accrediting organizations in support of raising the bar on post-secondary education.

“A s president, he worked closely with students to listen to and understand the unique needs and challenges of adults going back to school,” said Dr. J. Chris Toe, provost and acting president, Strayer University. “He strived to create an institution that provides the high-academic quality necessary to be successful and marketable in today’s workforce.”

To honor Dr. Stoddard’s career and long-standing dedication to higher education, a reception was held at the National Press Club in Washington, D.C., on January 27. The reception was attended by University faculty and staff, members of the University’s board of trustees and many community leaders. Among those honoring Dr. Stoddard at the event were: Dr. Charlotte Beason, a member of the board of trustees and a director for Strayer Education, Inc.; Ron Bailey, former president and CEO of Strayer Education, Inc.; Scott Steffey, chairman, Strayer University board of trustees and COO, Strayer Education, Inc.; and Robert Silberman, chairman and CEO of Strayer Education, Inc.

“Through Dr. Stoddard’s presidency, Strayer University students gained much more than an academic leader,” said Scott Steffey. “His vision and commitment served as a driving force in creating an educational environment that fosters successful learning at any age. He always put students first and we will do our best to continue that legacy.”

As president of the University, Dr. Stoddard ensured that Strayer University’s education was held to the highest standards, and he worked diligently to prepare students with a competitive advantage in an ever-changing workforce. Dr. Stoddard’s work in the academic community has helped to raise the bar on higher education for all students.

Following his retirement, Dr. Stoddard will continue his work with the University as vice chairman of the board of trustees and president emeritus.
Spring Classes Kick Off New Tennessee Campuses

Potential students mingling after the information session held next door to one of the newest Strayer University campuses, in Memphis, Tennessee, were buzzing with questions about the new adult-focused school that just opened in their neighborhood.

Randy Jones, campus manager of the Memphis campus, explained, “Strayer University is committed to serving the educational and career goals of working adults in the Memphis community by providing the type of quality programs, student support services, and flexible scheduling options that better fit the lifestyles of busy professionals.”

Following last year’s successful expansion into North Carolina and after receiving approval from the Middle States Commission on Higher Education and the Tennessee Higher Education Commission, the Strayer University team was very excited to be opening the first two campuses in Tennessee—one in Nashville and one in Memphis.

Although Strayer University’s 16,500 students already hail from all 50 states and 39 foreign countries—many of whom take classes through Strayer University Online—the addition of physical campuses provides additional options to the people in areas that have a pressing need for higher education among working adults.

According to the U.S. Census Bureau, Tennessee ranks 41st among the 50 states in the percentage of residents with college degrees, with only about one in five Tennesseans over age 25 holding a college degree. With thriving industries including Federal Express (FedEx), Bell South, and HCA in Tennessee, the demand for employees with undergraduate and graduate degrees continues to increase.

Strayer University’s new Nashville campus at 30 Rachel Drive, Suite 200, is located in southeast Nashville, directly across from Nashville International Airport. The Memphis campus is located at 2620 Thousand Oaks Boulevard, Suite 1100, in southeast Memphis.

Both facilities have state-of-the-art computer labs, learning resource centers, admissions and financial aid staff, and a cadre of qualified faculty and staff that will service the students in that region. Whether students are taking classes online or at the campus, they are welcome to make use of all the facilities, including the open computer labs and the academic advising and tutoring offerings.

The University is developing a number of articulation agreements with many of the local community colleges and other educational institutions, facilitating the ability for students to receive credit for previous coursework.

Doug Bailey, Nashville campus manager said, “Strayer University will help provide students with the type of educational opportunities that helps advance careers and enhance skills in what is an extremely demanding and ever-changing labor market.”

Strayer University will open a second campus in North Raleigh in the 2003 summer quarter. The University also announced the opening of two campuses in the Philadelphia area, with classes scheduled to begin in the 2003 fall quarter.

For questions regarding the Tennessee, North Raleigh or Philadelphia campuses, please call 1-888-4-Strayer or visit the University’s web site at www.strayer.edu.

Strayer University Winter 2003 Scholarship Recipients

<table>
<thead>
<tr>
<th>Alexandria</th>
<th>Hélène F. Gross</th>
<th>Courage Gumbanjera</th>
<th>Jeremiah M. Itoko</th>
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<tbody>
<tr>
<td>Anne Arundel</td>
<td>Ronald R. Coscinit</td>
<td>Srilida Jones</td>
<td>Jeffrey T. Koscho</td>
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<td>Nicole O. Morris</td>
<td>Joanne Smith</td>
<td>Sherrill Sullivan</td>
<td>Nicole M. Williams</td>
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<tr>
<td>Arlington</td>
<td>Jodi Defelice</td>
<td>B. Logan McNeil</td>
<td>Arliss M. Williams</td>
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<td>Cary</td>
<td>Amanda R. Grimm</td>
<td>Chesapeake</td>
<td>Theresa J. Lazar</td>
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<td>Frederickburg</td>
<td>Brian K. Ancarrow</td>
<td>Michael G. Brady</td>
<td>Ida M. Finlay</td>
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<tr>
<td>Henrico</td>
<td>Brian H. Heit</td>
<td>Tanya Newland</td>
<td>Andrae D. Hathsay</td>
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<tr>
<td>Loudoun</td>
<td>Rosalie R. Adams</td>
<td>Alberta J. Baker</td>
<td>Elizabeth L. Fucci</td>
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<td>Manassas</td>
<td>Elizabeth A. Shirk</td>
<td>Nettee Todd</td>
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<tr>
<td>Montgomery</td>
<td>Emilia A. Pucca</td>
<td>Alice L. Benson</td>
<td>Andres E. Castillo</td>
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<tr>
<td>Neaport Neus</td>
<td>Tammy J. Miller</td>
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<tr>
<td>North Charlotte</td>
<td>Nealand M. Lewis</td>
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<tr>
<td>Prince George's</td>
<td>Dominique D. Cheever</td>
<td>Zakoya A. Degason</td>
<td>Louise C. Easton</td>
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<tr>
<td>South Charlotte</td>
<td>Erica D. Cabbagestalk</td>
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<td>Strayer University</td>
<td>Online</td>
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<tr>
<td>Tokoma Park</td>
<td>Roy J. Johnson</td>
<td>Robert Kamya</td>
<td>Nataki M. McCowin</td>
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<tr>
<td>White Marsh</td>
<td>Thomas E. Aggar</td>
<td>Anika Kearney</td>
<td>Diane James-Medina</td>
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<tr>
<td>Washington</td>
<td>Rajeev K. Bansal</td>
<td>Asha S. Bradley</td>
<td>Robin T. Dorsey</td>
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<td>Rachid Hamil</td>
<td>Deborah S. Khawkin</td>
<td>Kimberly L. Reed</td>
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<td>Nealand M. Lewis</td>
<td>Debbie R. Best</td>
<td>Schneidmill</td>
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Strayer University

Send Us Your News

Do you have professional or personal news to share with the Strayer community? Let us know about your achievements (career changes, educational advancements, promotions and other life experiences). Please provide as much information as possible. Photos are welcome.* Use this form and any extra paper necessary, then mail, fax or email to tell us about yourself.

MAIL Scholar
Strayer University
1100 Wilson Blvd, Suite 2500
Arlington, VA 22209

FAX 703-527-0112

E-MAIL jennifer.freeman@strayer.edu

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Name
Graduation Year
Major
Campus Attended
Address
City
State
Zip
Home Phone
Business Phone
E-mail
Employer
Title

News I’d like to share with the Strayer University community:

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A. MEN’S IZOD SPORTS SHIRT:
100% cotton knit shirt in stone. Strayer University logo embroidered in burgundy on left chest. Sizes: M – 2X L
Price: $27.00

B. LADIES’ IZOD SPORTS SHIRT:
100% cotton knit shirt in stone with eyelet-tipped collar and cuffs. Strayer University logo embroidered in burgundy on left chest. Sizes: S – 2X L
Price: $28.00

C. MEN’S GOLF SHIRT:
100% cotton, white with burgundy accents on collar and sleeves. Strayer University logo embroidered in burgundy on left chest. Sizes: S – 2X L
Price: $27.00 (add $2.00 for 2X L)

D. LADIES’ SLEEVELESS GOLF SHIRT:
100% cotton, white with burgundy collar. Strayer University logo embroidered in burgundy on left chest. Sizes: S – X L
Price: $25.00

E. DENIM SHIRT:
100% cotton denim long-sleeved button down shirt in khaki, left chest pocket. Strayer University embroidered tone-on-tone above pocket. Sizes: S – 3X L
Price: $30.00 (add $2.00 for 2X L/4.00 for 3X L)

F. T-SHIRT:
100% cotton heavyweight T-shirt in stone with Strayer University logo imprinted in burgundy on left chest. Sizes: M – 2X L
Price: $15.00 (add $2.00 for 2X L)

G. CREW NECK SWEATSHIRT:
Natural/khaki textured shirt with striped accents. Strayer University logo embroidered tone-on-tone on left chest. Sizes: M – 2X L
Price: $30.00 (add $2.00 for 2X L)

H. BALL CAP:
Two-tone cap in stone with burgundy bill and matching adjustable fabric strap with Velcro closure. Strayer University logo embroidered in burgundy on front of cap. One Size
Price: $15.00

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Please make checks payable to Meyer Marketing.

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Strayer Calendar

APRIL 2003
18-20 Easter (University Closed)

MAY 2003
11 Mini Session I Ends
12 Mini Session II Begins
26 Memorial Day (University Closed)

JUNE 2003
16 Spring Quarter Ends
Mini Session II Ends

JULY 2003
4 Independence Day (University Closed)

AUGUST 2003
8 Mini Session I Ends
11 Mini Session II Begins
5:45 pm: Mike’s on his way to class after work.

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Cary
North Charlotte
North Raleigh
South Charlotte
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