Meet President Fornwald
SESA Student is New SGA President
The UMES School of Education, Social Sciences, and The Arts (SESA)—formerly known as the School of The Arts and Professions—focuses its efforts and resources on the preparation of students who serve humanity in a personally and professionally ethical manner.

The academic disciplines represented in the school’s departments of criminal justice, education, English, fine arts and social sciences promote coherent thinking, reward creative expression and demand the application of sound judgement.

SESA’s goal is to recruit and retain exceptional and diverse students who will shape our cultural future. Faculty and staff will model best practices in teaching, learning, thinking, student engagement and leadership in order to nurture aspiring teachers, writers, artists and public servants.

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We begin the 2016-17 academic year with a new school name and new design for “Wingspan.” Our new name, School of Education, Social Sciences, and The Arts (SESA), has been well received by the internal and external communities. Through the Office of Community Relations, a brief history of the school’s twenty-year history is posted on UMES’ Facebook and announced in the Journal of Blacks in Higher Education. Also, for archival purposes, our history and recent realignment will be posted on SESA’s webpage.

Several developments have occurred since our last issue. Most significant have been administrative changes. Vacant chairpersons’ positions exist in two departments: Department of English and Modern Languages and Department of Social Sciences. Jacqueline Brice-Finch retired, effective December 31, 2015. Dean Cooledge currently serves as interim chair. In Social Sciences, Joyce Bell has resumed full-time responsibility as associate professor and coordinator for the dual-degree program in sociology and social work. A national search is being conducted for chairpersons in each of the respective departments.

Two new administrators have joined SESA, effective July 1. Clara Small, an outstanding educator and historian, serves as the interim chair for the Department of Social Sciences. Recently retired from Salisbury University, Dr. Small brings a wealth of experience and new perspectives to this position. Also, after a three-year search, Lorenzo Boyd has been appointed chair for the Department of Criminal Justice. Before pursuing a career in academia, Dr. Boyd worked in law enforcement as a deputy sheriff in Boston, Massachusetts. His academic career included professorial positions at several universities, including Fayetteville State University, University of North Texas, Old Dominion, and University of Massachusetts (Lowell campus).

There are also challenges for 2016-17. Reversing declining enrollment and retention rates is paramount. Comparative data between Fall 2010 and Fall 2015 show SESA enrollment dropped from 1,587 to 1,312 students, respectively. This reflects an enrollment decline of 17.3 percent. The overall retention rate (Fall 2015) for SESA, reported by the Office of Institutional Research, is 68.8 percent. Thus, recruitment and retention must remain a strategic priority for our school. To address the aforementioned and other challenges, SESA’s administrative team convened for a day-long strategic planning retreat in Salisbury, Maryland. An aggressive strategic operational plan for 2016-17 was developed and will be placed on SESA’s webpage.

Finally, the SESA Executive Board changed leadership during its spring meeting. Mr. Ken Gaudreau, 2014-16 Board President, passed the gavel on to Dr. Carl Bryant during its spring meeting. Dr. Bryant is an alumnus of UMES. We look forward to his leadership and support as our new Board President.
Welcome Home

After years of planning, the English department’s telecommunications program has a new state-of-the-art home. Students interested in radio, television and other media related careers can now polish their skills in the university’s Engineering and Aviation Science Complex which opened during the spring semester.

The facility includes multiple studios, a variety of editing suites, high-tech classrooms and office space for faculty and staff. Hawk Radio, a student-managed Internet station, occupies a prominent spot in the entrance to the building’s three-story atrium.

Faculty member Marilyn Buerkle served on the university’s design team. “Our students now have the opportunity to get hands-on experience using the same sophisticated equipment they’ll encounter in the private sector,” she said. “They’ll be well prepared for their careers.”

The building also houses the university’s engineering, computer science, mathematics and aviation programs.

Bragging Rights

Pardon us while we brag.

The woman who was selected as Maryland’s Secondary School Principal of the Year earned her doctoral degree in education leadership at UMES. Annette Wallace was part of a group of young local educators selected by their respective school superintendents to complete the program under a Race to the Top grant.

Wallace is the principal at Pocomoke High School in Worcester County. She completed her doctoral degree with a 4.0 GPA in 2015.

“From the very beginning she was recognized by her peers as a leader and as someone who was going to make a difference,” said Derry Stufft, who coordinates the UMES program. “Annette has a true desire to help students achieve and works very hard to make sure that every student has the opportunity to excel.”

The state recognition comes from the Maryland Association of Secondary School Principals and was announced at a banquet in Ocean City in April. Wallace is now one of the principals being considered by the National Association of Secondary School Principals as the top secondary school administrator in the country.

CONGRATULATIONS TO
Annette Wallace
Pocomoke High School
2017 MARYLAND HIGH SCHOOL PRINCIPAL OF THE YEAR

NASSP
National Association of Secondary School Principals
Leroy Meyers, who earned a UMES degree in history—summa cum laude—in 2013, shared his ongoing journey as a doctoral student at the University of Oklahoma with a group of UMES undergraduates recently. Why? Because black doctorates matter.

Pamela Felder, an associate professor in the education department, and Kathryn Barrett-Gaines, an associate professor in the social sciences department, planned the “Why Black Doctorates Matter” event for UMES Graduate Education Week in April.

Felder is particularly adamant about the important role of historically black colleges and universities in preparing historically marginalized students for doctoral study. Her research focuses on the cultural experiences associated with doctoral attainment and the inequity in access to postsecondary education. Felder wants black undergraduates to know that they “can have fun in pursuit of education by encouraging others, embracing their culture and focusing on their academic interests at the same time.”

“This was perfect for my African American history students,” Barrett-Gaines said. “We often talk about who researches and writes history. We know we need more black historians of black history.”

Myers is in the process of becoming one of those black historians. He appeared at the event by Skype. Students gathered in a semi-circle around his face on the screen and explored each other’s understanding of and interest in graduate school and doctoral study.

A UMES social sciences faculty member initiated a dialogue about race and culture between his students and their counterparts at nearby Salisbury University during the 2015/2016 academic year.

Junior Hopwood believes there’s much to be learned about sociology—the study of social life, social change, and the causes and consequences of human behavior—outside the traditional classroom setting.

He founded “Listening to the Voices” when he joined the faculty in the UMES Department of Social Sciences years ago. As he describes it, it’s an ongoing project which provides “a critical space for students to discuss issues of social inequalities and injustice.”

As part of that project, during the fall 2015 semester, students planned and hosted an event they called “Am I Free To Stand?” The group invited Salisbury University students to come to UMES to discuss policing and being policed. During the spring semester, the group held the event on the SU campus. In April, about a hundred students met to discuss black and white people getting along.

One of the UMES sociology majors who participated in the spring event said it was well attended and there was a good discussion of the issues.
The Department of Fine Arts presented an exhibition of contemporary art by six young, emerging African American artists from the Baltimore/DC area in its Mosely Gallery as part of a campus wide celebration of Black History Month in February. While the artists used different materials, themes and approaches, each contained some connection to the relevance of Black History.

The work of Maya Freelon Asante, one of the featured artists, was described by the late poet Maya Angelou as “visualizing the truth about the vulnerability and power of the human being.” Her signature art-making method involves brilliantly colored tissue paper, creating sculptures and monoprints.

“Art for me is about finding the message in the medium,” Freelon Asante said. Tissue paper is both fragile and full of strength, “simultaneously transient and steadfast.” Her piece “Free Your Mind” was selected for the promotional postcard of the show. It is a photographic image of Harriet Tubman superimposed with brightly colored patterns of bleeding tissue paper. Unfortunately, the artist had to cancel her visit to campus during the exhibition, but she has agreed to return as a featured speaker in the 2017 School of Education, Social Sciences, and The Arts lecture series.

Towards the end of the month, students and community members were invited to join Gallery Director Susan Holt and Kathryn Barrett-Gaines, director of the university’s African American studies program, for a brown bag lunch and gallery talk. A lively discussion led to a deeper understanding of each work in the show. Those in attendance left the gallery brimming with insights.

The exhibit was also the focus of an assignment for freshman English students. Cynthia Cravens required her English 101 class to visit the gallery and write a review of the show. The gallery once again filled with engaged students, asking important questions, thinking, writing and looking at everything intently.
Joshua Wright, associate professor of history and coordinator for the social studies teacher education program, is establishing a national profile. He’s now a guest contributor for Abernathy, a national magazine for black men. His first article for the publication, “Fantastic Lies and Omissions,” connects recent cases of campus rape with the long history of black women, white men and rape.

Since the mid-2000s hip-hop studies has become an emerging discipline in the academy. He will also serve as one of three co-editors for the fall 2017 special issue of The Journal of Hip Hop Studies. Wright describes the journal as “the most prestigious academic journal on that subject in the nation.” The tentative title for the special issue is “I Gotta Testify: Conversations on Kanye West, Religion & Hip-Hop.”

While Wright was earning his Ph.D. in history from Howard University, he founded the annual Hip-Hop & Higher Education Symposium.

“Since the mid-2000s hip-hop studies has become an emerging discipline in the academy,” Wright said. “However, many professors from multiple disciplines have been using hip-hop since the 1990s to address numerous issues such as race, class, politics, communications, gender, religion, linguistics, cultural geography and the arts.”

UMES fine arts faculty member Brad Hudson and students in the department’s sequential arts concentration are doing their part to encourage the creativity of Worcester County, Maryland high school students.

Hudson was invited to judge the first Anime and Manga Youth Art Show sponsored by the Ocean City Art League on April 1, and he brought some of his students along to visit with the artists. Hudson’s artwork was also highlighted in the league’s Spotlight Gallery.

Anime is the term given to Japanese cartoons, and manga is the term given to Japanese comics. These art forms have grown in popularity since their introduction to the American mainstream in the mid-1990s. Today they are commonplace in most bookstores and comic shops.

In addition to the art exhibition, local enthusiasts were invited to come to the exhibit’s opening to “cosplay.” Cosplay is a pop culture phenomena where fans of comics, movies and cartoons dress in costumes of their favorite characters. “Often, these costumes are hand crafted and highly elaborate,” Hudson said.

Hudson and the OC Art League hope to make this an annual event and to invite schools from other local counties to participate.

Two UMES criminal justice majors had the opportunity to watch politics in action during the spring semester. Both were selected as interns by members of the Maryland General Assembly.

It was the final chapter in the undergraduate careers of seniors Kadeem Turnbull and Cheyenne Coleman. They spent the legislative session in Annapolis last spring as political interns.

Turnbull interned in the office of Delegate Jay Walker from Prince Georges County.

“This was an amazing experience,” he said.

Turnbull graduated cum laude in May after just three years. He returns to UMES this fall as a graduate student in the university’s criminology and criminal justice master’s program.

Cheyenne Coleman, who graduated summa cum laude, worked in the office of Delegate Herbert McMillan from Anne Arundel County.
Making Musical Memories

Members of the UMES Concert Choir continued their tradition of serving as international ambassadors for our campus in late May when they traveled to the island of Barbados.

Long-time choir director Sheila Harleston was joined by 27 students for the trip. The group gave seven performances during their eight day stay. They also made an appearance on a local television program.

Previous destinations for the choir have included Jamaica, Paris, London and Trinidad.

IT’S ONLY THE BEGINNING

The end of the spring semester marked another opportunity for the School of Social Sciences, Education, and The Arts to celebrate its students. Dean Ray Davis held his semi-annual reception for the school’s graduates on May 10.

This year there were 125 SESA students slated to graduate. Bachelor’s, master’s and doctoral degree candidates attended the dean’s event.

The keynote speaker was Clara Small, a recently retired Salisbury University historian who would, in a few weeks, be named the interim chair of the UMES Department of Social Sciences.

“You have completed a major step in your educational growth,” she said. “But you have, by no means, completed that journey. You should learn something new every day.”
Graduate students in the counselor education program spent a Saturday last spring volunteering to promote the college and career development of Wicomico High School students and their families in nearby Salisbury, Maryland.

Counselor education program alumni Chris Render, Amy Giordano and Leroy Satchell, who are all school counselors at Wicomico High, along with UMES school counseling intern Sharonne Tilghman (now a UMES alumna), took a systemic, community-based, collaborative approach to promoting college and career success when they planned “Success for the Best Day.” The idea was to impact not only the college readiness and career development of the high school students, but also that of their parents and families.

They took their program to the community, holding the event in a park in a neighborhood in which many of their students live. In addition to a welcome by Salisbury Mayor Jake Day, the event featured admissions representatives from UMES, Salisbury University, and Wor-Wic Community College, trade schools, military recruiters, local employers, the One Stop Job Market, the UMES education department and counselor education program, community agencies, along with free food, music, games and giveaways.

The University of Maryland Eastern Shore’s counselor education program partnered with Wicomico High School by providing volunteers for the event. Students staffed a counselor education program table with career activities, worked at a success-themed photo booth, and assisted with event set-up and tear-down. The research class administered and analyzed results of program evaluation surveys.

This collaboration provided an opportunity for the students to gain school and community-based experience in career development while giving back to the community. The counselor education program plans to make this an annual volunteer opportunity for its graduate students.

This spring, Shantala Thompson became the program coordinator for the Center of Africana Studies at the University of Pennsylvania. She is a graduate of the University of Maryland Eastern Shore where she earned her degree in African American studies in 2006.

“In January of 2016,” she said, “I made the decision to leave my job, with decent pay and great benefits, as a regional supervisor at a non-profit, and search for a position in Africana studies or women and sexuality studies in higher education.” In about a month, University of Pennsylvania hired her.

“I needed to be in an environment where I am both challenged and mentored. I needed to be in an environment that leads to professional and personal growth,” she said. “My goal was to work in higher education. I love being on a college campus.”

Thompson is one of the rare UMES students to have earned a B.A. in African American Studies with an African Studies minor. In her major, she concentrated in history. She went on to the State University of New York Albany to earn two master’s degrees in related fields. In 2009, she finished her Master of Arts in Africana Studies, with a history concentration. Then in 2011, she completed another M.A., in Women’s Studies.

In her long tenure at SUNY Albany, she was active in her passions: social justice and the arts. She served as president of the graduate students’ feminist organization. Her new job at University of Pennsylvania fits her passions and activism. As program coordinator, she works with senior staff to develop and implement Africana Studies programs and events, like workshops, online activities and colloquia.
The topics of historically black colleges and universities funding, Black Lives Matter, police brutality, college debt, women’s rights and mental illness all flashed through my mind when thinking about important current issues – until I realized there was a topic that involves all of the issues I just mentioned: Why are some black college students not showing up to the polls like they should?

According to The Washington Post, voter turnout among African-Americans for the 2012 general election was 66 percent. For the 2014 election, the voter turnout for African Americans was 40 percent. I think that number should be 100 percent in all elections.

As a young black woman who grew up in Columbia, Maryland –30 minutes from Baltimore and 50 minutes from the nation’s capital, Washington, D.C. – and a descendant of family members from Alabama who went to jail for the right to vote, the importance of voting was instilled in me from the time when I was a young child. I was told how essential the right was and the sacrifices those who had come before me made so I would have that fundamental right.

Furthermore, I had watched the scene in the 2014 movie “Selma,” where Oprah’s character, Annie Lee Cooper, had gone to her local board of elections in Alabama and tried to register to vote. She was asked questions the average Alabaman would not know, then denied her right because she was black. The movie emphasized the unfair tactics imposed on blacks who wanted to exercise one of their rights as American citizens,

and it made me vow to do my best to make sure I vote, no matter what.

A few weeks ago, as the University of Maryland Eastern Shore NAACP secretary, I was told by our adviser to plan a voter registration drive to get our peers registered. I had attended a College Democrats Forum where I was educated on voter turnout among African-Americans. I was astonished that the number was not as high as it should be. Apparently a lot of blacks voted for President Obama, but in other elections the numbers were not as high.

I hear about people who do not want Trump to become president, but do not plan to vote to make sure he does not. Citing such reasons as the generation before them had not stressed the importance of voting, or they simply had other things on their minds, or that it was a long process, particularly to get an absentee ballot, some people did not show up to the polls.

Some college students may not want to vote where they attend college. When I asked my classmates, they gave me reasons such as they are worried about other things. They are not involved in politics. They cannot relate. They have no motivation to vote. Their lack of knowledge in regards to voting was another reason. Then there is the issue of people believing their vote does not count, especially since it is the delegates who secure an election.

However, issues such as criminal justice reform for African-Americans and other minorities, a woman’s right to choose, equal pay, raising the minimum wage and college debt are issues that matter to African-Americans. We need to start having a say about who represents us on those issues.
Often college students spend their spring break on a beach somewhere soaking up the sun. A group of UMES students headed south for their spring break in March, but it was for a week of community service, not a weeklong party.

More than 60 students applied; 17 were selected to travel to New Orleans, Louisiana, to work on wetlands restoration projects initiated by a non-profit organization called Common Ground Relief. The group included three students from the School of Education, Social Sciences, and The Arts: special education major Roxanne Sudendorf and criminal justice majors Tristan Bullion and Marcus Burrell.

The students worked in a variety of locations, including Bayou Lacombe Wildlife Refuge and Bayou Sauvage National Wildlife Refuge, clearing debris and planting marsh grass and cypress trees.

“I believe that many people choose to overlook, or are not truly aware of, just how much damage Hurricane Katrina did to New Orleans,” Bullion said. “Even today, eleven years later, the city is still hurting.”

The trip also offered the opportunity to visit a Native American cultural center and a local museum and time to take in the distinctive music and cuisine in the city’s famed French Quarter.

It isn’t the tourist sites that Sudendorf will remember most. The community service had a profound impact. “It has given me a new purpose in life,” she said. “I want to make a difference in this world.”
The printed word came alive for three groups of English students who left the classroom to experience live performances last spring.

In one case, students traveled to Washington, D.C. for the opportunity to talk to well-known poets about their work; another group was able to question the director and actors who presented a series of one-act plays on the Eastern Shore; a third group headed to New York City to watch an award-winning musical on Broadway.

The trip to New York was led by Interim Chair Dean Cooledge who arranged for students enrolled in his Studies in Drama class to attend a performance of “The Color Purple,” based on the Pulitzer Prize winning novel by Alice Walker.

“To say Cynthia Erivo and Jennifer Hudson’s performance in ‘The Color Purple’ was amazing is an understatement,” Jazmine Riley, a senior English major, said. “Everything—from the characters, to the set, to the music—was unbelievable.”

In March, English and Spanish language students joined a number of faculty members for the presentation of a series of short plays by playwrights of Latin American descent. The performance was staged by the Brown Box Theater Project in Salisbury, Maryland. The director and his cast took questions from the audience following the plays.

“Connecting students to these kinds of theater experiences creates a deeper understanding of the work and a greater appreciation for the arts,” Dr. Cooledge said.

The department’s honor society celebrated National Poetry Month in April with a trip to the Split This Rock Poetry Festival: Poems of Provocation and Witness. Students attended panel discussions and poetry readings and mingled with nationally recognized writers.

Lance Morris, who is the current president of the honor society, doesn’t consider himself a big fan of poetry. “But I respect how it can uncover something a little different in anyone who will listen,” he said following the trip.
Barrett-Gaines remembers, at the beginning of Alisa’s first semester at UMES, the young woman stood out like a patient, tolerant adult in the department’s freshman seminar. Since that semester, Fornwald has taken over the campus.

She volunteers for the campus day care center and the Red Cross, and she recently founded a new Girl Scout troop in the town of Princess Anne. Fornwald’s story is all the more inspiring because she dropped out of two colleges, works full time along with her partner to raise their toddler daughter, and manages her diabetes with four injections a day.

“Get a calendar book.” That is Alisa Fornwald’s advice to students looking to maximize their opportunities and resources at UMES.

She should know. A national champion triple jumper in high school, Fornwald is an honors student, double-majoring in sociology and criminal justice with a perfect 4.0 GPA. On track to complete her degree in just three years, she has already begun her applications to law school. She serves in the UMES president’s cabinet, worked as a tutor in the university’s writing center, speaks German, and has taken to using the word “we” when talking about campus activities and the future of UMES.

She is also the new president of the UMES Student Government Association. “Our SGA president is a remarkable, inspiring person, and makes amazing use of her time,” said Kathryn Barrett-Gaines, a faculty member in the social sciences department. “Every time Alisa Fornwald visits me in my office on campus, she leaves me wondering what more I can do with my life. I feel like a slacker.”

Barrett-Gaines added, “I’m passionate about making positive changes for not just the students, but the entire university and community.” Fornwald said. “I believe it is my obligation to take the skills and talents that were placed in me to make a change in this world.”
Growing up, I had always had the desire to become a lawyer. This was a dream that I wouldn’t give up on.

Towards the end of my sophomore year, I decided to attend a career fair at the University of Maryland Eastern Shore. This career fair hosted graduate schools, employers and programs to help students ease into their post graduate careers. I ended up drifting to the table that hosted the University of Baltimore School of Law.

The representatives at the table were speaking of the University of Baltimore Fannie Angelos LSAT program. Eventually I applied to the program and got in! This program assisted students in training for the LSAT, which is the law school entrance exam. I successfully took the LSAT in my junior year and did better taking it again early in my senior year.

Eventually, I began to apply to law schools with the help of my advisor and other criminal justice professors. I ended up getting accepted into six law schools. The schools included New England Law, Widener Law at the Philadelphia campus, Widener Law at the Delaware campus, UDC David A. Clarke School of Law, Howard University School of Law and Syracuse University Law in New York.

Currently, I am a first year student at the University of the District of Columbia David A. Clarke School of Law with a scholarship. I am currently looking at internships with the Office of the Public Defender and the Department of the Attorney General.

The GIFT that keeps on GIVING.

LEARNING THE LAW

Have you ever wondered what prompts alumni and friends to make legacy gifts to UMES?

Do they have large sums of money to spare? Most do not! In fact, some of the university’s endowment and legacy donors are on a fixed income. Most are not wealthy by any stretch of the imagination.

Do they believe in the power of higher education? Absolutely! Higher education is one of the most effective ways to improve the lives of young people anywhere.

Do they trust students with their investments? Yes, they invest in the potential of UMES students and their capacity for learning. Those students say that receiving private support is a great incentive for them to fully commit to their studies.

“\text{I believe in UMES and its power to change lives,}^\text{an anonymous planned gift donor said recently.} \text{I put UMES in my will because I trust my gift will help to uplift the lives of students.}^\text{Philanthropy is an expression of generosity and a means to make a positive difference.}

There are several ways to make a contribution. One is including UMES in your will. Others, such as Charitable Gift Annuities, include tangible benefits to the donors themselves during their lifetime.

A Charitable Gift Annuity is a way to make a gift to support UMES. You donate cash or property to the university. In return, UMES will make payments for life to you, you and a loved one, or another person. Each payment will be fixed; the amount will depend on the age of the person who receives the payments. After all payments have been made, the university will receive the remaining value of your gift to support the UMES cause of your choice. It is a win-win for all: security for you and income for the university.

If you would like to learn more about giving options, contact Veronique Diriker in the Division of Institutional Advancement at 410-651-8142 or vdiriker@umes.edu. You may also visit http://umeslegacy.org/.
It’s highly unlikely that while Michael Montibeller was struggling to earn 12 credits in Spanish at UMES, he ever would have imagined he would eventually be living in Spain and working as a teaching assistant in a local school.

Montibeller earned an English degree in 2007, and meeting the department’s foreign language requirement wasn’t easy for him. However, following his graduation, he decided he wanted to see the world. Over time, his itinerary has included England, Spain, France, Italy, Holland, Ireland and Brazil.

Typically, he would return to the U.S. between journeys to earn the money for his next trip, but in 2015 Montibeller secured a position as a teaching assistant working with our equivalent of seventh graders in a bilingual school in Madrid.

“It’s very rewarding teaching that age group,” he said. “We are there to help the kids with conversation and grammar, basically so they can hear native English speakers’ voices. It is a really good school, and I can’t say enough how wonderful all the directors and teachers are there.”

Montibeller reported his students were happy to hear he would be returning to their school for the coming academic year. In the meantime, he planned to spend his summer exploring the beaches of southern Spain with a friend from Bulgaria.

“Spain is just too awesome to leave after one year,” he said.

The continuing lecture series of the School of Social Sciences, Education, and The Arts turned its attention to jazz during the spring 2016 semester. Guest speaker Kurtis Adams traded the typical podium-anchored presentation for a musical master class. Wielding his saxophone, Adams, the director of jazz studies at Shepherd University, discussed his career while putting the UMES jazz and pop ensembles through their paces.

A performer, composer and educator, Adams has played the sax since age nine. One of his works was named Best Original Composition by Downbeat magazine in 2005.

He told the students that his most embarrassing moment on stage came back in high school when his instructor unexpectedly forced him into an extemporaneous solo. After that, Adams vowed he would always be prepared to do his best.

English faculty member Amy Hagenrater-Gooding attended the presentation. “As someone who isn’t musically inclined, it was fascinating to watch the master class and see how nuances in pacing, sound, timing and rhythm could enhance and perfect a performance,” she said.
Thinking about giving back to your Alma Mater?

Look no further!

To support the School of Education, Social Sciences, and The Arts, please visit www.umes.edu, click on “Give to UMES,” and then click on “Our Five Schools.”

For more information on giving, please contact Dr. Veronique Diriker at vdiriker@umes.edu or 410-651-6676.