

# Regina Bento Interview

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## SUMMARY KEYWORDS

Harvard Business School, MIT, Brazil, doctoral program

## SPEAKERS

Interviewee: Regina Bento

Interviewer: Bedell Terry

### Bedell Terry

This is Bedell Terry. It's October 26, 2023, at 1 P.M. I'm with Professor Regina Bento via the online Zoom platform. We're going to begin our oral history interview for the University of Baltimore Stories, the 100th Anniversary Oral History Project. The purpose of this project is to celebrate the university's centennial. by preserving the memory of those influenced by the University of Baltimore over the years. We will be creating a digital archive and exhibit and making these recordings available online. Professor Bento, how are you?

### Regina Bento

Wonderful, so happy to be here, very grateful for the opportunity.

### Bedell Terry

We're very happy to have you. Let's get started with some simple questions. Where were you born and where did you grow up?

### Regina Bento

Yeah, I was born south of here, you know, in Rio de Janeiro, Brazil.

### Bedell Terry

Oh, a famous place.

### Regina Bento

Yes, but I was not "The Girl from Ipanema." I was a girl from a much less fancy place in Rio, and first in my family actually to even finish high school. My parents were incredibly bright, fantastic people who valued education, craved education, but because of financial reasons, weren't able to pursue it as they would have wished. So they became self-educated, they were voracious readers, they studied by themselves and so on, but they had to work. On the other hand, I don't know what magic they worked. Because magically, I ended up in the best schools in Rio. You know, those guys. So, they must have

worked some background magic, because I was not even aware of what it took to get me there. Now I look back, and I wonder: how could they do it? But they were absolutely fantastic, and that's one of the reasons why I so appreciate the social role of the University of Baltimore, in terms of making education accessible, and opening careers for people.

**Bedell Terry**

So, you started school in Brazil? Did you go to college in Brazil?

**Regina Bento**

Yes, yes. Actually, it's a very funny trajectory because I went to medical school in Brazil. I was a psychiatrist, and studied the relationship of work and mental health, and basically, it was interesting how decision-making happened in such a way that people would create systems— people who are well-intentioned, presumably well-intentioned, presumably capable— would create systems that would drive other people crazy in their work environments. You know, the absurdities of bureaucracy, the absurdities of reward systems, management, and so on. So, I started studying that. I felt that as a psychiatrist.

This was the top medical university in Latin America, actually. I was really exposed to fantastic people and opportunities. And with all that was surrounding me, I still couldn't understand what was going on in the workplace. And I attended a party of all things, and somebody mentioned that there was a new program at my own university that trained people from other fields in business, in administration. So, they would get architects, lawyers, physicians, you name it, bring them for two years for a master's in administration. I thought, "That's a brilliant thing. That's what I need. I'm reinventing the wheel all the time in my study of decision-making." So, after medical school, I went to that program, and I just thrived there.

I felt that I was in my place, I wrote a book on decision-making, etcetera. That program then invited me to stay on in their faculty, as a faculty member. They had a lovely program where they sent their faculty to study abroad because we did have, at that point— we are talking, I graduated from that program in 1980— So at that point, we did not have very active doctoral programs in Brazil, in my field, and in related fields. So that program had this policy of sending people abroad and who would then come back. And that's how I came to the US. I met my husband in the faculty, we were colleagues, became friends, and then got married. So, we came to the US. We arrived here in 1983, with a one-year-old little baby who managed to throw up all over me during the airplane trip. I made this glorious arrival in Boston, entering Harvard University. Our apartment was on the campus of Harvard Business School. I made this glorious entrance, with a baby and throw up all over me, it was a very auspicious start.

**Bedell Terry**

So, you got your PhD from the Sloan School of Management?

**Regina Bento**

Yes, yes. After I was for one year in the doctoral program, at Harvard Business School, but they discontinued the program that they had, a DBA in Organizational Behavior. And it was going to become a joint program with the School of Psychology, I think, and another school, Education, so it was a three-way program. And I thought that it was going to be bumpy in the beginning, that transition. When I originally applied to Harvard; I had also applied to MIT [Massachusetts Institute of Technology]. And MIT did something that was incredible to me in terms of when you think of bureaucracies, they called me. Somehow, they found my number in Boston, and they called me, and they said, "We heard what's going on at Harvard, you know, that the DBA in Organizational Behavior is being disbanded. And we are reaching out to find out if you're happy, if you're going to continue there, or would consider reconsidering our offer from last year."

And I thought it was so amazing, that they would reach out. Then I asked them, "But what do I need to do? Do I need to re-apply, paperwork?" And they said "No, absolutely not. It's just this conversation. If you say that you are coming, if you want it, that's it." Yeah. And I thought what a special place, to not require a mountain of paperwork and all kinds of things. So, I moved to MIT, and that's where I completed the doctoral program.

**Bedell Terry**

And you have been in the States since that time?

**Regina Bento**

Yes. So, the original plan was actually to go back to Brazil, right? Because that that was the idea of that program. My husband had come already as a faculty member who was teaching at Boston University. But after that first baby who threw up on me on the plane, we had another daughter who was born in Boston. And so, with the first babies, their names are going to pop up during our conversation. So, Ana is the first one, Andrea, the second, and then we had our third child, a son, whose name was Alan. Alan was born on February 15, 1988.

He was born, quote, unquote, normal. But very early on, like a month— he was one or two months old, he suddenly, with no explanation, lost his sight and had a complete developmental arrest. And you can imagine, as a mother with a medical background, that sense of, we need to do something, we need to figure out something. We took him everywhere. He was tested at Stanford, he was tested at UCLA. We tried everything. Long story short, there are some people who were working on what he might have, and those people were at Hopkins. So, we felt, if we were close to Hopkins, at the Kennedy Krieger Institute, that might give that might make things easier for Alan, not only in terms of diagnosis but also in terms of management of his disabilities, at the Kennedy Krieger Institute and all of that. It was one of those miraculous things.

You know, we are talking now in 1990. It was a recession at that time. And that year in Baltimore, there was one university that had tenured or tenure-track positions in our fields, my husband and mine. Guess what that university was. [*laughing*]

**Bedell Terry**

University of Baltimore?

**Regina Bento**

Of course! Right. So, we felt like when mommy cat picks up the kitten by the neck and brings it exactly where she wants it to be. That's how we felt. We interviewed separately. He was applying to come up already with tenure, so already as an associate professor, and I was applying to come as an assistant professor. And the whole interview process, it felt so comfortable. That's why for instance, I mentioned Susan Zacur, she made me feel so at home, and Milton Jenkins. Milton Jenkins was, at that time, a very well-known person in management information systems that UB had— I will say UB for most of the time, because I'm thinking of UB back then. UBalt will come out later, that term UBalt— but Milton Jenkins had come to UB and was very interested in attracting more senior faculty to MIS. And I remember so vividly, Milton Jenkins and Susan Zacur, that tiny elevator in the Academic Center, the tiny one with the folding doors. Yeah, I remember being in that elevator going out to lunch and having this lovely, open conversation that felt so— it was just a sense of belonging. It was very nice.

And Dean Costello back then was the Dean of the Business School. The interviews were wonderful, the colleagues in the presentations were so friendly. In the end, we were offered the jobs and we accepted. Then we cut our bridges, because at that point, in Brazil in 1990, a child with disabilities, the kind that Alan had, would just be put in a corner and forgotten. And here, the ADA had just passed, and he was thriving in his therapies. And this child who, in the beginning could not even turn over in the crib was now able to walk and had the miracle of walking, unstable with a helmet, but walking. He was, in speech therapy, starting to talk.

He said two words, those kinds of peak gains that were happening, he recovered his vision, in what I consider a miracle in the middle of Yosemite Park one day, etcetera. That's what prompted the decision to stay in the US, the notion that we owed it to Alan. But after we accepted the offers for my husband and me, and after we burned all the bridges, one night, November 23, 1990, Alan didn't wake up. Forgive me for being emotional, but it was Thanksgiving that year. And this year, Thanksgiving falls again almost on the same day of the week, because usually, November 23rd, and Thanksgiving don't coincide.

This year, they almost do. So always in November, it brings back everything, and looking back, of course, brings it all. But so, we decided that having burned all the bridges made the decision, there was no longer the need to be close to Hopkins, but we decided to come anyway. Not only did we decide to come, we decided that that was going to be our academic home for the duration, that we were not going

to be the Gypsy academics who go to the next and next and the next opportunities. Because the girls, you know, the girls were little. So, we're talking, in 1990, Anna was eight, Andrea was five. We felt that the girls needed the stability of being raised in one place, and that's why we have been at the University of Baltimore since 1990. I think it's an important dimension of bringing the notion of family to this conversation.

The University of Baltimore always accommodated us as a family. Not only my husband and me, but also, as you can imagine, over the years, without having, you know, grandparents nearby, that kind of thing, situations would pop up where, you know, an emergency and what do I do, and I need to go to class, so I have this meeting and childcare didn't get through. So often, the girls would come, and the girls would know their way around the Academic Center, the girls would climb on to Poe's statue and sit on the lap, and in the girls always were never made to feel unwelcomed.

There was always a sense of that University of Baltimore was a place where that could happen, where they understood that you are an entire person, that you are not just an academic. That was so important. For instance, the other day a colleague of mine, Dan Gerlowski [Daniel Gerlowski] — I don't know if you know Dan, a Professor of Economics. The other day, we heard that he became a grandpa.

That brought tears to my eyes, because I remember his son, sitting on the floor in the Academic Center, in his office with coloring books. And so, the notion that, you know, now there is a baby. So, the second generation, the third generation of the UBalt family. So, for us, there is this sense of— and also the families of choice, you know, the friends, the friendships that that we formed, and that were such— for somebody like us, no longer having the friends that we grew up with, no longer speaking our native language.

That sense of the acquired family, the family of relationship by affinity, was wonderfully important. I never felt like a foreigner at the University of Baltimore. I felt like my accent was like my hair or my eyebrows. It was just a feature, one more feature. Not one that detracted from me, not one that got in the way. So that's also something that I really appreciated.

### **Bedell Terry**

So, you've been at UBalt since the '90s. I've looked at your curriculum vitae. And you've also taught at other schools?

### **Regina Bento**

Yes. As the kids were doing well, and so on, getting older. In '99, I received an invitation to be a Visiting Professor at MIT at the Sloan School, and that was lovely. I asked for a sabbatical. By that point, I already had tenure, I was already an associate professor here. So, I became an Associate Professor at MIT, and it was a fantastic opportunity. The only thing is that, right when that happened, right before I was going to start at MIT, my mom passed away in Brazil. My mom and my dad had been

each other's first boyfriend, first girlfriend, you know, 50 years of marriage. So, long story short, my dad came. And by the way, my sister, Lourdes White, is also a faculty member at UBalt.

**Bedell Terry**

I didn't know that.

**Regina Bento**

Yeah, she came over one year after we started. She was single at that time, and she came to Maryland. And again, everybody knew that she was my sister, but this was never an issue. We were never put in situations where that could be a conflict of interest, you know, there were never any issues with that. It was a blessing to have—we are the only two siblings, and my husband is a single child. So, it was lovely to have.

My husband was in Information Systems. I was in management, my field, Organizational Behavior, and my sister was in Accounting. This led to some really wonderful academic collaborations for us. We wrote a bunch of papers together. Another beautiful thing about the University of Baltimore, the freedom, the intellectual freedom, that sense that I could take my scholarly life in whatever direction I wanted. There was never an expectation that you must study X, or, you know, these are the areas that we would like faculty to focus on, either ostensibly, or indirectly, as sometimes happens, right? "Hint, hint, do this, and you'll be rewarded." None of that.

I always felt that sense of creative expression. Because our lives were so intertwined, the personal and the professional, you know, the dinner conversations, lunch conversations in the family, were always so natural to come up with common interests and areas of intersection between our areas. So, we did a lot of interdisciplinary research, sometimes the three of us, sometimes different combinations of two of us. That was an absolute blessing as well. And that was something that the university always not only accepted but found great.

**Bedell Terry**

So, looking at your curriculum vitae, you're very well-written. Did you like to write and research more than teach, or teach more than doing the research and writing?

**Regina Bento**

Oh, I love that question. Because it's like which one of your children do you like best? *[laughing]* Right. The beautiful thing in there is that I was always, luckily, able to marry the two, teaching and researching things I was interested in. I became interested in teaching as scholarship. So, I studied teaching. One of the issues that happens with academics is that in our doctoral studies in our respective fields, it always comes as a surprise, after we graduate or are hired by the university, that we actually have to teach. Right? It's like, surprise, here are some students, figure it out! You know your field, now figure out how to teach it. But again, perhaps because of my background in psychiatry, etcetera, it was always the

interesting dynamic of learning. Why is it that we teach the way we do? Why is it that we learn the way we do? Part of my scholarship was studying this phenomenon of teaching and learning.

Also, many times it was what was because I was not doing the publish or perish thing, you know, the external reward, that kind of path. I always felt free to explore whatever was interesting to me in a given moment for whatever reason. So, if stuff was happening in my private life, in my family life, that had connotations that were academic, that made me study it. If I was grieving over my son, what more natural thing to write about grief in the workplace, right?

If I was struggling with work, family stuff, you know, that famous juggling metaphor, what would be more natural than studying that? If I observed issues of discrimination, you know, for whatever reason, around me, what would be more natural than to study that? What would be more natural than to study issues that students with disabilities face, because of my son? You know, those kinds of things.

**Bedell Terry**

Yeah.

**Regina Bento**

It was always stuff that would happen in teaching, and the ideas that the students had with them, even if it was not related directly to teaching and learning, it was an idea sparked in the classroom. It was always a two-way street. The scholarship inspired the teaching, the teaching inspired the scholarship. That was also a beautiful aspect of being at UB, that this kind of linkage was encouraged.

**Bedell Terry**

Did you have any administrative roles at the University of Baltimore?

**Regina Bento**

I did, even though I didn't want them. [*laughing*] I was always a happy academic. I was already what I wanted to be. You know, I always wanted to be a regular faculty. Oh, and you asked about other opportunities teaching somewhere else. There was that 1999 thing that I went to, in 2000, that I went to MIT as a Visiting Associate Professor. Then my second daughter, Andrea, had a baby when she was still in college. Right after that, she applied to law school, and she was accepted at Harvard Law School. Now, you know, law school is already tough. Law school with a one-year-old baby is something else. So, again, in my mind, it was absolute— for Brazilians, the culture is your kid is never too old; he or she will always be your kid. It's not like, "You're 18. Get out of here." Like, you know, forever. My mom used to say, "Oh, the most difficult are the first 20 years. The most difficult are the first 30, the most difficult are the first 40." And she kept, you know, updating it. [*laughing*] Until her very last breath, she was taking care of me in all kinds of ways. It's the same in this situation.

So, I accepted an invitation again, MIT was always calling me to go back, and this time, they called me to go back as a Visiting Full Professor. At the same time, a very interesting thing happened. Harvard Business School was creating the Christensen Center for Teaching and Learning, and they were searching for an Associate Director. The fact that I had been trained there at the beginning of my doctoral program and was familiar with the case method, etcetera, and the scholarship of teaching aspect, doing research on this, and so on.

They found that I was attractive to what they were searching for, and they had been on the search for a couple of years and not finding somebody that fit what they were looking for. And with Andrea going to law school, with the baby and all of that, I said, "Why not explore this opportunity?", but I told them that it was only for the duration of her law school years. So, three years. So, they wouldn't get a permanent Associate Director, but at least they would have three years off my best effort. They were wonderful. They were fantastic.

Those were three years, that were absolutely a period of thriving, except that my dad was in Baltimore, my husband was in Baltimore, my older daughter was in Baltimore. The way I worked it out was that I would spend part of the week in Boston but come every week back to Baltimore. So, my weekends were here. That's a commute. [*laughing*] I live in Columbia, Howard County. Columbia to Boston is a commute, but we'd make it work. And again, I owe so much to the University of Baltimore, because they were incredibly understanding that this was going to be good for the university, because you're a faculty member going to work at MIT and Harvard Business School, but also understood personal circumstances and I was given a leave of absence to do that for three years, so that was a beautiful, wonderful thing that the university did for me..

Oh, another interesting thing— Sorry, it's so interesting to look back in the '99 period, at 1999 and 2000, that first visit to Boston, the first period as a visiting professor at MIT. I was teaching a course on Saturdays. My dad had come from Brazil, kind of, you know, in deep grief from my mom, so it was essential, again, that I spent weekends here. I arranged to teach a Saturday— we had the Saturday MBA back then— I agreed to teach a Saturday MBA class. I was teaching the same course that I was teaching at MIT during the week. I was teaching at UBalt on Saturdays.

It was extremely interesting to me, that same vibrancy that was in the classroom, and the types of ideas that came up, the effervescence that came up in both classrooms. I didn't know where I was. In that sense that in a given moment, I didn't know if I was in Boston, if I was in Baltimore. Of course, at University of Baltimore, you have a broader curve. There's more variability there, but the best students were just as the best students at MIT, which was not necessarily something that people know, in general. At the same time, the students that were struggling, they were willing to put the effort. I really admire that those students knew why they were there. They knew what it cost them to be there in terms of their effort and their time, their commitments.



That was particularly true later, teaching one of those courses, I don't remember what they were called, they were not communities of practice, they were like, three interrelated courses that you would propose. So, I proposed a course with somebody, Fred Guy [Alfred Guy], one of the brightest lights at the University of Baltimore, who headed the Hoffberger Center for Ethics. Fred Guy was teaching the other course in this triad. Then there was another professor from liberal arts teaching the third course. It was a lovely collaboration.

Those were undergrads, by the way, it was when we started having undergrads. They would come in in their first year, and they would have this triad of courses, as their introduction to the university. So, it was a joy to prepare that, but one of the students, I noticed that he was sort of, you know, kind of detached, looked tired all the time, and one day he was sleeping. After class, he came to me and he said, "I'm sorry I was sleeping, it's just that I work the whole night." And I thought, oh, that is wonderful, you know, that he made the effort to be there.

He had all the reasons in the world not to be in that class. I didn't take attendance. There wouldn't be any negative consequences for him not to be there. He was there because he wanted to be there, and I appreciated that willingness. We became friends afterwards because I understood what he was doing, where he was coming from. And this is just an example. So many of those examples, over the years, of people that knew why they were there, you know, that saw this as their opportunity. Each one of them, of course, resonated as my mom and dad being there.

### **Bedell Terry**

You've been around the university, as it's made changes. How do you see the changes that they've made? They've gone undergraduate, they've gone graduate. How do you see those changes from your point of view?

### **Regina Bento**

I don't know. I think there was always the feeling— and by the way, you asked me before about administrative positions. There was one point when I was invited— there was an effort called UB 21, which was to look at the University of Baltimore from the context of what the 21st century needs in terms of education. I was invited to be the faculty person, kind of, as part of the leadership of that program. I don't know the answer to— there is this sense that UBalt doesn't get the metrics it deserves. You know, and therefore, either the metrics are wrong, or we are not applying them correctly or that's somehow— I've been hearing this since the 1990s, that we are the best kept secret, that people don't really understand who we are. And sometimes, that may be a problem, of course, in terms of enrollment, in terms of resources.

On the other hand, I don't know if, in a strange— maybe I'm being optimistic here— but in a strange way it has kept us humble. It has kept us scrappy; you know, it has kept us trying. Because I have seen so many universities become complacent. So many universities become reliant on just the fact that— for

instance, Harvard Business School sometimes becomes a big hiring agency, in the sense that there were companies that would go to Harvard Business School to get the students who had just been admitted, had not had any of the benefits of the HBS education, but they would just hire them on the spot because they had been admitted. It was as if Harvard was doing the job of their hiring manager and was doing the selection for them.

It's a situation where those students were so— there were so many opportunities, their background entitled them to so much that the value added was kind of, okay. If nobody did anything, would that have made a difference? UB was never in that position. UB, we always had to make a difference, and we always had to strive to make the difference, we always had to strive to communicate the difference. When you look at the individuals, when you look at individual faculty, for example, I've been in a bunch of committees that, you know, give awards to people, that kind of thing. When I looked at those CVs, when I looked at what people were doing, we have such tremendous people in our faculty, in all the colleges.

That's another thing I loved in terms of service, was the opportunity to serve in those committees that cut across schools. Because that always gave me that sense of the "universe" in the word "university", that sense of being a small part of a bigger thing. And again, you know, the ability to collaborate with somebody in another school, to be intellectually stimulated, to have that, that sense of camaraderie, to learn from each other. For example, the Hoffberger Center for Professional Ethics was always an intellectual home for me. Yeah. And they used to have— they still have, but I'm talking about that particular period.

There was Ethics Week, there were all kinds of initiatives that were wonderful. There were seminars, and I got to know people, and I got to be friends, and I really treasured this aspect that the University of Baltimore is small enough that that kind of collaboration is possible and that it's not a zero-sum game. It is that sense of, we can do so much. For some reason, I always thought, it's funny, it's flashing in my memory now reading to the kids and the grandkids, *The Little Locomotive That Could* [*The Little Engine That Could*], that child story. That's UB. [*laughing*] The amount we can do with what we have is extraordinary.

I think for instance, Hoffberger Center was an example of that. I also served in the Center for International Comparative Law— fantastic. The library— Langsdale Library, now Bogomolny Library— the library was always for me an example of that. The library, for me, personifies UB. Having been at MIT, HBS, et cetera, those are immense libraries with resources that are unimaginable both in terms of what they already have and what they can acquire. But I never found a place that was as helpful as Langsdale Library, now Bogomolny Library. That small staff, dedicated staff, my God, what they can do! I've never asked them for anything that they weren't able to do. Never. Sometimes it was almost like magic because I would ask for something in the middle of a research project, I would ask for some Interlibrary Loan thing in the middle of a weekend at 11 P.M. The next morning, I would have it. They

never cease to amaze me. Even just entering the library, I felt I was home. Tammy at the circulation desk, Dolores, these were friends.

It was like visiting a friend, I always felt. When I arrived, here in the US, I had not been exposed to much spoken English. I had read a lot, you know, but I still had trouble understanding and speaking. So, while with my one-year-old, I watched a lot of Mr. Rogers' Neighborhood because he spoke very clearly and very slowly. And it was incredibly helpful, but also the essence of Mr. Rogers' Neighborhood. That's another thing that came to mind as I was thinking and talking with you today, that UB, UBalt, always had for me that sense of being in the neighborhood. The postman would arrive, and that would change my sweater, and the king and the queen, and the little train.

I think because I loved school. You know, always as a student growing up, that first day of school was always a special thing for me and continues to be. I remember when they— gosh, I think it was mid-'90s— the Business Center was brand new, the building. I arrived on the first day of classes and Meb Turner [Melbane Turner], the President— [*noise in background*] just a second.

### **Regina Bento**

Sorry, my husband. [*laughing*] But anyway, I always remember that first day of classes. Meb Turner, the president of the university, was standing at the front door of the Business Center welcoming people. He was joyous. He was as excited as I was that it was the first day of class. We talked, him with his little bow tie, and it felt like Mr. Rogers Neighborhood. And I know, maybe my memory's so active, and maybe I'm remembering the good things, but I think that in itself is a testimony of how many good things there were and that they stuck. They had this kind of sticky quality to them, that they lasted, and they gave fruit.

### **Bedell Terry**

Did the transition to a four-year institution affect Merrick School of Business?

### **Regina Bento**

I don't know, because other than that, my first experience of the transition was when they were creating those three triads of courses, the Communities of Practice, and that was a good experience. And then I taught Management 301, an undergrad class, but mostly my courses were graduate courses. So, I was not directly exposed to the transition. I remained, for a variety of reasons, more linked to the graduate courses. It may have affected our relationship with community colleges. I have this sense that before we had a closer relationship with them, but establishing causality, was a combination of factors. The people who were involved, were there or were not there? Who was responsible for those relationships? I don't know.

### **Regina Bento**

Yeah. I'm trying to think, and I know that there are opinions about this. I can't really speak from experience, in terms of if it changed the aspects of the university that I directly experienced

### **Bedell Terry**

Well, it's been a pleasure talking to you, and getting these memories about the University of Baltimore. Is there anything else you'd like to say about your career, as you look back at your time at UB, especially, since you're going to be retiring at the end of this semester?

### **Regina Bento**

Just one thing, I think it's absolutely magnificent the way that UBalt can be fast in doing things. So, for instance, in the mid- '90s, my husband, he was always kind of a big Maverick in terms of innovation and technology. And he started, we had the web at that point, we barely had graphical interfaces in terms of the web. Right? It was still Mosaic, I don't know if you still remember, and my husband started talking about online classes. He started experimenting with having classes online.

Anywhere else, one faculty member having an idea wouldn't have gone anywhere, but UB embraced the idea. The Merrick School was one of the pioneers in web education, and also one of the pioneers in terms of what was then called artisan approach, that each faculty would develop his or her own course instead of a team of designers, like you had, for instance, at what was then UMUC, now Universal of Maryland Global Campus, that had this whole infrastructure for designing courses.

But here, it was, like, "Hey, how would you teach this course?" Not in terms of looking at the web as, how can we do something that pretends its face-to-face but it's actually online, but in terms of how can we explore the unique opportunities that this new medium can give us to do stuff that we wouldn't be able to do necessarily in our face to face classes? And pretty soon, you know, we were innovating. We were doing WebMBAs, all kinds of things, and people get excited, people innovating, people trying things.

And there was no pandemic then. We were not latecomers to this adventure. It worked both ways, because it provided opportunities not only for students, but for instance, I've had some serious health issues. That's something that I want to thank the university for, the accommodation that I was provided in terms of teaching online. For the last few years, I've had my courses fully online and this was absolutely phenomenal in my life, because I would have had to stop years ago and I would have stopped still having a lot, I hope, to contribute. So, the ability to understand that and to provide me with that opportunity to teach online and accommodate my health needs was absolutely something I treasure and I'm grateful for.

### **Bedell Terry**

Well, we want to thank you for your contributions, and thank you for being part of the 100th Anniversary Oral History Project. That would be it.