A new generation of lifelong learners draw momentum from Ingrid Lenz Harrison

The trailblazing educational journey of Rosslyn Kleeman

A commencement day to remember
Dear Alumni and Friends,

There is so much going on at the University of Minnesota’s College of Continuing Education that we hardly knew where to begin as we prepared the inaugural issue of CCE Current, which will come to you twice each year.

This new publication is for friends, donors, and alumni of the College. So you are among a varied and special group. Our programs serve a diverse community of adults and organizations seeking education as a tool to enrich their personal or professional lives. We provide learners with access to experts in the University’s disciplines and to community, national, and international leaders in their fields.

While some of our early degree graduates may have known us by another, earlier name, we are still the same community of learners, givers, doers, and believers in the power of learning. University Without Walls is an example of a predecessor to a current program, and Roz Kleeman, who is featured on page three, is one of the first graduates of that individualized degree.

To this day, commencement, which now also includes students in the College’s applied majors, still boasts a heavy contingent of students who have created individualized degrees. Over 300 of our talented, creative, and curious students earned their degrees in 2003. As graduates crossed the Northrop Auditorium stage during the College’s 72nd commencement ceremony, we read aloud their interdisciplinary program titles. It was inspiring to become aware of their individuality and the directions they have charted for their lives.

As I alluded to earlier, the current College of Continuing Education offers more than degree programs. For example, we are involved in projects with University, government, and industry partners that allow us to exchange our knowledge resources. The civil engineering article on page nine is an excellent example. And, as the page-eight story on Archbishop Desmond Tutu’s participation in our Great Conversations shows, we are constantly developing fresh opportunities for people to learn about the most compelling issues of our times. Through other programs, we also enable adults to pursue their individual passions for learning—in the arts, literature, sciences, civics, world affairs, and more.

Future CCE Current issues will make you feel proud of how the College’s partners, graduates, and program participants are helping to build a better world—one act at a time. Your support—as donors, graduates, and friends—makes an important difference in all we do.

Welcome again to the College of Continuing Education. We hope this publication continues to fuel the conviction you’ve always had about the necessity as well as joy of lifelong learning. We’d love to hear what you think of CCE Current and to know how we can be part of your continuing journey.

With all best wishes,

Dr. Mary L. Nichols
Dean, College of Continuing Education
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Cover: The University of Minnesota’s Minneapolis campus hosts the Great Conversations series.
Cover photo by Tom Foley
Nontraditional students have, for decades, sought ways to chart their own educational course—
to design their own curriculum and pull from their life and work experiences.

In the early 1970s, the University of Minnesota formalized a bachelor’s degree program to meet this demand for an alternative form of learning. The program, originally named University Without Walls (UWW) and today called the Program for Individualized Learning (PIL), has touched the lives of thousands since that time.

Its second graduate, Rosslyn Kleeman Class of 1972, forged a path for all who came after her—not simply because she was one of the first students, but because the program’s advisers actually studied her.

As UWW was emerging, Kleeman was the mother of four growing children. Her family had just moved to Washington, D.C., from Minnesota where she had been keeping active volunteering for the League of Women Voters and the Citizens’ Committee on Public Education. In Washington, she carried on that public service aspect of her life in a different venue—a part-time job with the Department of Health, Education, and Welfare (HEW).

Kleeman explains that the Department Secretary at the time, Elliot Richardson, was interested in how HEW programs affected women in society. “We found that there were women who left their education because of World War II and never went back because they traveled with husbands or moved from the place where they got their original education. We needed to encourage the creation of some kind of ‘on your back’ credits that women could carry with them.”

She found a program in Washington, D.C.—the Washington Opportunities for Women program—that offered seminars to try to help adult women return to school and complete their education. It was this program that first drew Kleeman’s attention as an employee of HEW. However, she would come to have a significant role in the evolution of a slightly different program— geared for both women and men who needed flexible, individualized degrees—the University Without Walls program.

Interestingly, Kleeman herself is one of the women HEW was trying to assist. She had been in college before World War II, but she dropped out of school to get married. Later on, she still felt the urge to complete what she had started before the war, and felt the need to be a role model to her children. She says, “My kids were beginning to go to college and they kept threatening to drop out of school. They said, ‘don’t tell us..."
not to drop out because you dropped out. That gave me the extra incentive.”

Kleeman decided to renew her ties with the University and enroll in the edging UWW program, continuing her independent-studies path. As a long-distance student who had to bridge a 1,500-mile gap from her home in Washington, D.C., to the University, she would plan her degree program and studies by staying in close contact with her UWW advisers. Meanwhile, the University staff would pay close attention to her academic experience, gaining insight to be used to refine this “experimental” individualized education.

“The most important thing to me as I started the program was the way the staff helped me focus,” explains Kleeman. “I had to learn how to study again, to read again. It was very important. Many of us who were in the program, who didn’t think we could really do it, got a lot of confidence.”

After getting started, she was pleased with the program’s high standards. “I really wanted it to be difficult so I could feel satisfied that it was a real education. It was. They made us work hard for the degree. The critiques that I got were very helpful.”

When all the hard work was done and it was time for her oral examination, Kleeman couldn’t afford the time away from her growing career in Washington. So the examination committee came to her – via a conference call. “They had put together a committee and I think we talked for about two hours. They were quizzing me about some of the papers I had written. It was tough and I was delighted. My boss at the time was on the phone with us part of the time confirming the work that I was doing.”

Since graduating in 1972 with a degree in public administration, Kleeman moved on to a series of high-ranking positions in public service, culminating as director in charge of the General Accounting Office’s (GAO) federal civil service personnel studies. Among her areas of responsibility were studies for Congress on pay and benefits, staffing, performance management, labor relations, executive issues, ethics, training, and equal employment opportunity. She lectured on public service subjects and testified frequently before congressional committees on civil service and management issues. She would later take a position with GAO as director of Workforce Future Issues. This group was established to explore issues related to Workforce 2000 and to recommend to Congress ways to ensure the federal government’s ability to attract and retain a quality workforce. All told, she was with GAO for 18 years.

Currently, she is back in the classroom again, but this time at the front of the class. She is a Distinguished Executive in Residence in the School of Public Policy and Public Administration at George Washington University. She teaches a practicum for graduate students but also devotes a lot of time to establishing internships, placing students, and following their professional development. Kleeman chairs the Coalition for Public Change, a group of 30 managerial, professional, and executive federal associations, and she also chairs the Public Service Panel of the National Academy of Public Administration. In addition, she has continued to be a great friend of the College of Continuing Education.

Looking back, Kleeman believes the pursuit of her college education at the University helped launch her stellar career. “I think it gave me a lot of confidence. The University staff was very helpful. The program certainly helped me rethink my goals and helped me get organized to a much greater degree.”

"I had to learn how to study again, to read again. It was very important. Many of us who were in the program, who didn’t think we could really do it, got a lot of confidence."

When they completed their degrees, the College of Continuing Education’s 2003 graduates joined a distinguished group of alumni. Their collective story began when six students crossed the stage in the June 1931 University of Minnesota commencement. They were part of what was then called University College. In 1969, this individualized, cross-collegiate undergraduate degree changed names to become the Inter-College Program.

Just a few years later, a sister program, the University Without Walls (UWW), was created to give students flexible and individualized degrees with competency-based learning. At the 1981 commencement, the number of annual graduates had swelled to 220 – quite a jump from the intimate group of six pioneers. Then in 1986, another slight change – UWW students would earn their credentials under the name Program for Individualized Learning.

In recent years, the College served not only these interdisciplinary scholars but also students earning applied degrees in majors such as emergency health, clinical laboratory science, and construction management.

Over 300 talented, creative, and curious students earned their degrees through these three programs in 2003. And 1,500 friends and family members cheered their accomplishments at the May 10 ceremony.

Rebecca Yanisch, a self-described non-traditional graduate who is “living proof of the transformative powers of higher education” gave the commencement address. Yanisch, who served as the Commissioner of Trade and Economic Development under Governor Jesse Ventura, encouraged graduates to “continue learning; continue growing; continue giving; and always challenge and question.”
College of Continuing Education students come from diverse backgrounds. They are motivated to go back to school for different reasons—some for professional advancement, others for the sake of learning. But the one common thread that ties most of them together is their unique passion for lifelong learning.

No one exemplifies this better than Ingrid Lenz Harrison. As an alumna of the College who completed her bachelor’s degree in 1985, she was always grateful for the opportunity to continue her education as an adult and mother of three. Her passion for learning didn’t end with the completion of her studies. She wanted to help others reach their educational goals as well, which is why she and her husband, Alfred Harrison, established an endowment, the Ingrid Lenz Harrison Scholarship, for women attending the College. The scholarship provides ongoing support to students with a gap in their education who are motivated to increase their knowledge through the College’s classes or a degree or certificate program. The award covers tuition, books, and fees.

Born in Germany in 1941, Ingrid Lenz Harrison’s family struggled through the lean rebuilding years following World War II. She and her two sisters were raised in a patriarchal family that somewhat limited Ingrid’s educational development. “My father wanted a son to carry on his name. Well, he had three girls, and so we grew up as though we had been boys. My father encouraged us to actively do things, but when we had almost reached our goals, we were prevented from following through, because we were only girls. I felt like a pot of milk that was ready to boil over, to free itself, but then the lid would be placed on top.”

Yet, Harrison did attend school in Switzerland in her teens, and in her early twenties, she met her future husband during studies in England. Soon after, he immigrated to Canada, residing in Montreal and then Winnipeg. He inundated her with hundreds of letters imploring her to consider moving to Canada. “At that time, I was working in Germany, so I took a leave of absence and went to see him. I had never flown in my life. I fully intended to return to Germany after a three-month visit to Canada. Soon, however, I knew that the person was more important than the country.”

Ingrid moved to Winnipeg to be with Alfred Harrison in 1964. Five years and two children later, the family moved to Minneapolis, where Ingrid’s desire for a broader education finally came to fruition. Part of why she decided to go back to school was due to her daughter’s prodding. “Our daughter was a little rebellious, and she always challenged me. One day, when she was 11 years old, she came to me with an article in Seventeen magazine, which said in effect, ‘if you have European parents, don’t listen to them. They are too strict. They don’t understand American
College scholarship recipients share personal triumphs
For students, financial support can be a real lifesaver

Can inspiration be gleaned from someone misunderstanding the words hot dog? You bet.

Last April, College of Continuing Education scholarship recipients met with the College’s supporters, University administrators, and other friends for a “Sharing Inspiration” luncheon at the McNamara Alumni Center. According to Development and Events coordinator Erin George, “It’s a chance to get together, share stories, and share a mutual commitment to continuing education and to the University. It’s also a chance for the College, in a very personal way, to say thank you.”

Guests were entertained and enlightened by several speakers including the College’s Dean, Mary Nichols; University Associate, and spouse of President Robert Bruininks, Susan Hagstrum; and the two featured scholarship recipient speakers, Sidow Mohammed and Gena McElwain.

Mohammed, a native Somalian who holds a Ph.D. in Educational Curriculum and Methodology, entered the College’s Translation and Interpreting Certificate program to help Somali immigrants adapt to their new culture. The Twin Cities boasts the nation’s largest Somali immigrant population, estimated at 50,000 people.

Miscommunication with native Minnesotans can sometimes be humorous, such as when Mohammed took the words hot dog literally and began looking around for a barking canine. Other times—when trying to communicate with police or hospital staff—a language barrier can be frightening or even life-threatening.

As Mohammed expressed thanks to College supporters, he explained, “You are not only helping me, you are helping the 50,000 people of the Somali community.”

The next speaker, Gena McElwain, came to the University following a decade in retail management. After entering the Bachelor of Applied Science program, McElwain endured a nightmare schedule taking care of her by then three children and her studies. At first, she would only take classes while the children were in school, usually from 10 a.m. to 2 p.m. “It takes an awful lot of commitment to go back to school as an adult. Some of my friends had to give up because it was too much. It’s harder as an adult, because you have so many more obligations.” She met a lot of divorced, single-parent women who were struggling to better themselves by returning to higher education.

There were students she admired who she remembers to this day. “One student—she took a full load of classes—gave piano lessons on the weekend, and in her spare time, she was a skydiver. I was in awe of many of these women. They were so driven to excel.”

“It was a thrilling experience to be with all the students, and to be part of the University. I always said, I’m getting my high studying. I don’t need drugs. I don’t need alcohol. Just get me to the University. I absolutely loved it.”

“My education made such a difference in my life. It gave me self-confidence, and it opened up many avenues. It’s the biggest gift I ever got. I just want to help other women experience the same thing. I’d like to help open the world for those who want to take advantage of it.”

Ingrid Lenz Harrison has opened up the world for other women. Since she and Alfred endowed their scholarship in 2001, over 40 women have received Harrison Scholarship awards, enabling them to pursue their educational dreams.

Each scholarship gift is an investment in our students. As tuition rises and students juggle work and family responsibilities outside the classroom, scholarship support remains crucial to their success. Make a gift to the College’s scholarship program and turn a student’s dream into a degree, a certificate, a course, a workshop—a future.

Please contact Kathleen Davoli, Director of Development, with your questions or ideas about giving to the College of Continuing Education. She can be reached at 612-625-1253.
FROM THE BANKS OF THE MISSISSIPPI,
YOU CAN SEE THE WORLD

Great Conversations connects adults with University scholars and leading thinkers from around the world.

Pictured: Archbishop Desmond Tutu, Nobel Peace Prize winner who fought apartheid and spoke with University Vice President and Provost Robert Jones during a Great Conversations event this past spring.
As with great books, great conversations allow us to explore the world through the experiences of others and come away energized, inspired, humbled – moved. “This simple fact guided us as we developed Great Conversations,” explains Margy Ligon, the Director of the College of Continuing Education’s personal enrichment programs. “This unique, interdisciplinary series was created to bring interested adults together to join in conversations between leading University faculty members and eminent world authorities as they explore issues in today’s headlines.”

Imagine being able to see our world through the eyes of visionaries such as a Nobel Peace Prize winner who fought apartheid, a female reporter who moved among the ranks of the Taliban after the 9/11 attacks and came out with a Pulitzer Prize-winning story, or a White House adviser who helped the President grapple with a personal scandal. “With Great Conversations, the College has provided 9,000 Minnesotans with these opportunities,” says Ligon of the series that began only two years ago.

Archbishop Desmond Tutu (who was bestowed with the college’s 1st honorary degree during an event last spring), New York Times reporter Judith Miller, political analyst Paul Begala, and other thought-leaders have offered insight into their experiences and eldred public questions during inspiring evening events, offered mainly at the University’s Ted Mann Concert Hall on the West Bank of the Mississippi.

The 2004 season promises to be equally compelling. From the birth of a new model for creativity in society to the commodification of culture to the history and future of humans and their ecosystem, the series will offer participants access to world authorities and to new information to shape their opinions and actions.

University’s Center for Biomedical Ethics, and Dr. Harold Shapiro, Professor and President Emeritus, Princeton University, appointed by President Clinton to chair the National Bioethics Advisory Commission in 1996. The two will discuss ethics, policy, and society.

April 13
On April 13 David Tilman, University Distinguished McKnight and Regents Professor of Ecology, Evolution, and Behavior and Director of the Cedar Creek Natural History Area, will take the audience into the realm of ecology, conservation, and human history with Dr. Jared Diamond, Professor of Geography and Physiology at UCLA. MacArthur Fellow (genius grant winner), author of the Pulitzer Prize-winning book, *Gun, Germs, and Steel: The Fates of Human Societies*, and winner of the National Medal of Science, the nation’s highest science honor.

January 20
On January 20 University President Robert Bruininks will talk with Richard Florida, Carnegie Mellon economist and bestselling author of *The Rise of the Creative Class*. Underscoring the importance of creativity to both community building and urban competitiveness, this conversation will reveal the latest thinking on how governments, universities, developers, and designers can work together to generate creative places and spaces.

February 25
The series continues on February 25. University Professor Pauline Boss, author of *Ambiguous Loss*, will host journalist Gail Sheehy, author of *Passages*, to discuss the psychology of loss. Participants will discover new ways to cope with a world that offers fewer and fewer securities after the monumental events of September 11, 2001.

March 23
March 23 will bring a discussion between Dr. Jeffrey Kahn, Director of the

May 11

Series tickets ($110) are currently on sale, and single event tickets ($28) will go on sale January 5. University of Minnesota Alumni Association members; University staff, faculty, and students; and Presidents Club members enjoy both series and single event ticket discounts. For more information, visit www.cce.umn.edu/conversations or call 612-625-5760.

“This unique, interdisciplinary series was created to bring interested adults together to join in conversations between leading University faculty members and eminent world authorities as they explore issues in today’s headlines.”

Great Conversations on the Road

Great Conversations on the Road is gearing up to bring intelligent talk and intriguing topics to the University of Minnesota alumni and donors in Southern California: Seattle, Washington; and Naples, Florida. The 2004 events include:

• January 17 in Palm Springs and January 18 in San Diego with William Hueston, Director of the University’s Center for Animal Health and Food Safety, and Jane Kirtley, Director of the Silha Center for the Study of Media Ethics and Law

• February 7 in Seattle with William Hueston and Patricia Hampl, award-winning memoirist and University Regents and McKnight Distinguished Professor

• March 6 in Naples with William Hueston and Jane Kirtley

For more information, call 612-625-5760.
Bringing the University to the community

Continuing to learn throughout our lives keeps us and our community energized. Minnesota boasts an educated population and a diverse set of industries. To meet the community’s varied needs, the College of Continuing Education offers programs that span numerous academic disciplines and come in many formats—from evening classes and online courses to customized education brought on-site to an organization. This section will give you a glimpse of the amazing breadth of offerings available and the connections we maintain in the community.

Continuing education programs help civil engineers help society

Civil engineers can keep water at bay during floods or orchestrate a way to distribute it in times of drought. They can help buildings stretch into the sky or make tunnels burrow into the ground.

John Gulliver, Head of the University of Minnesota’s Department of Civil Engineering, explains that civil engineers work in two types of arenas—infrastructures (such as transportation, buildings, and clean water) and environments (such as cleaning up spills, protecting lakes and rivers, and predicting floods and droughts).

But one thing all civil engineers have in common is the continuous need to learn. Like all of us, fresh ideas lead civil engineers to more creative solutions. But, additionally, they are required to demonstrate their continuing education diligence to keep their Professional Engineers’ License.

That is why the University’s Civil Engineering department has teamed up with the College of Continuing Education and industry experts to develop conferences and seminars that bring practitioners together to learn from their colleagues’ case-studies as well as breakthroughs in the research community.

In the past year, advisory committees have put together programs that introduced attendees to the use of ground-penetrating radar and ultrasonics to diagnose concrete problems, demonstrated how new research has shed light on how to design buildings to better withstand seismic activity, or illustrated how recycled materials could be used to construct roadways.

Committees have included experts from places such as local chapters of the American Society of Civil Engineers, the Minnesota Society of Professional Engineers, and American Council of Engineering Companies of Minnesota.

Gulliver reveals that he also worked with the College’s conference planners to put together a special program, “An Insider’s View of Light Rail Transit.” The event drew back many of the department’s over 5,000 alumni.

For graduates who leave the University and go, mainly, into small firms and small city and county offices around the state, these continuing education gatherings are especially important, says Gulliver. They give professionals the chance to interact with their peers and develop a “knowledge infrastructure.”

For more information about programs developed by teams of University faculty, the College’s continuing education planners, and industry experts, visit www.cce.umn.edu/cpe or call 612-624-3462.

Powerful books

If you’ve been looking for a captivating read, you’ve come to the right place. The College of Continuing Education is adults’ gateway to the lifelong learning resources at the University. So we asked some of the University’s leading minds to let us in on the book that had the most impact on his or her thinking. Faculty, staff, and students revealed their choices. The result is U Reads 2003, a recommended reading list (below with recommenders’ names) sponsored by the College. For more information about why each book was chosen or to sign up to receive a free poster and bookmark, visit www.cce.umn.edu/ureads.

The Dark Is Rising sequence by Susan Cooper; Shirley L. Baughner, Dean, College of Human Ecology

Prodigal Summer by Barbara Kingsolver; Deb Brown, Professor and Extension Horticulturist

Man’s Search for Meaning by Viktor E. Frankl; Robert Bruininks, President, University of Minnesota

Great Expectations by Charles Dickens; Joshua L. Colburn, 2002-2003 Undergraduate Student Body President

In Praise of Imperfection by Rita Levi-Montalcini; Bianca Conti-Fine, Professor of Biochemistry, Molecular Biology, and Biophysics and 2002 Distinguished Woman Scholar

The Guns of August by Barbara Tuchman; Robert Gehrz, Professor of Astronomy

In the Shadow of Man by Jane Goodall; Elizabeth Vinson Lonsdorf, Graduate Student, Jane Goodall Institute for Primate Studies

The Most Wonderful Books: Writers on Discovering the Pleasures of Reading edited by Michael Dorris and Emilie Buchwald; Wendy Pradt Lougee, University Librarian

Essence of Decision: Explaining the Cuban Missile Crisis by Graham T. Allison and Philip Zelikow; Mary Nichols, Dean, College of Continuing Education

The Necessity for Ruins and Other Topics by J.B. Jackson; Rob Silberman, Professor of Art History and 2002 CCE Distinguished Teaching Award Recipient

The Souls of Black Folk by W.E.B. DuBois; David Taylor, Dean, General College
Dear Friends,

“"This scholarship has saved my life." "With your support and vote of confidence, I’m ready and eager to continue my education." "I will be forever grateful." These are the types of messages I read every day from scholarship recipients.

As Director of Development for the College of Continuing Education, I’ve had the privilege of being surrounded by people who have a passion for learning and a commitment to interdisciplinary education. They are graduates of University College, University Without Walls, and the College of Continuing Education. They are students, colleagues, partners, donors, and friends like you who truly value learning. Thanks to you, I have my dream job, helping people make a difference in the lives of students and the future welfare of our state.

Through difficult as well as easier financial times, the College of Continuing Education holds firm to its mission and values. We remain strongly focused on providing quality interdisciplinary education for all lifelong learners. During the successful Campaign Minnesota, friends, alumni, faculty, and staff of the University of Minnesota showed their support by contributing over $1.6 billion for student scholarships, teaching, and research. At the College, I witnessed an outstanding show of generosity as staff members established a scholarship, the Staff Endowed Educational Development (SEED) Fund, through their personal contributions. For the last three years, my colleagues and I have had the pleasure of following our own SEED Fund scholars as they fulfill their unique educational dreams.

The launch of CCE Current is one way we can share these student stories with you. As a special friend, you will receive this magazine twice a year, in the fall and spring. I hope as you review it you will be inspired by the talent of our students, the rigor and caliber of our programs, and the vision of our leadership. Please enjoy this inaugural issue and share with me your suggestions for future issues.

Every day, I see our contributors’ gifts making a difference for our programs and our students. To get a glimpse of my world, I invite you to read the article on page six about “Sharing Inspiration,” which highlights the unique and moving success stories of our scholarship recipients.

On behalf of all our learners, please accept my thanks for supporting their education, enriching their lives, and assuring a brighter future for them and their families. Thank you again for your commitment to the College of Continuing Education. Have a wonderful holiday season.

Warm regards,

Kathleen Davoli
Director of Development, College of Continuing Education
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Thank you to everyone who supported our students and programs over the past two years through gifts to the College of Continuing Education.

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Coffman is back

A multi-purpose “home” for Twin Cities campus students became a reality when Coffman Union reopened with fanfare this past spring. The Union had been closed for renovation in November of 1999 in a move to re-establish a center for student life on a campus brimming with over 48,000 students. Planners hoped to “make Coffman more user-friendly, brighter, comfortable (‘homey’), and student-oriented, while returning it to its rich, 1940’s charm.”

In 1940, University of Minnesota students took to their new gathering place when Coffman Union opened that fall. Originally designed for a student body of 14,000, a few decades after the opening, the Union began to feel a little crowded. In the mid 1970s it was remodeled to meet the needs of 42,000 students.

In the mid 1990s, students and administrators again planned for improvements to the Union. The project’s list of added amenities is impressive: “a computer lab; walk-up Internet kiosk stations; a central 46,000 square-foot bookstore complete with a coffee shop; both social and quiet lounges and study space; a 400-seat, multi-use theater; a food court with a wide variety of choice and national brands; expanded student organization of ce space; campus security escort station; a post of ce, discount tickets and copy center.”

New, easily accessible parking and stunning Mississippi River views from a back terrace make the Union a joy to visit. All are welcome, and be sure to visit the re-opened Campus Club. For more information on future activities at Coffman or the history of student unions at the University of Minnesota, visit www.coffman.umn.edu.

Browse through a bookstore, finish up homework at a computer lab, grab dinner and a movie, then check e-mail at an Internet kiosk – all without leaving the building.