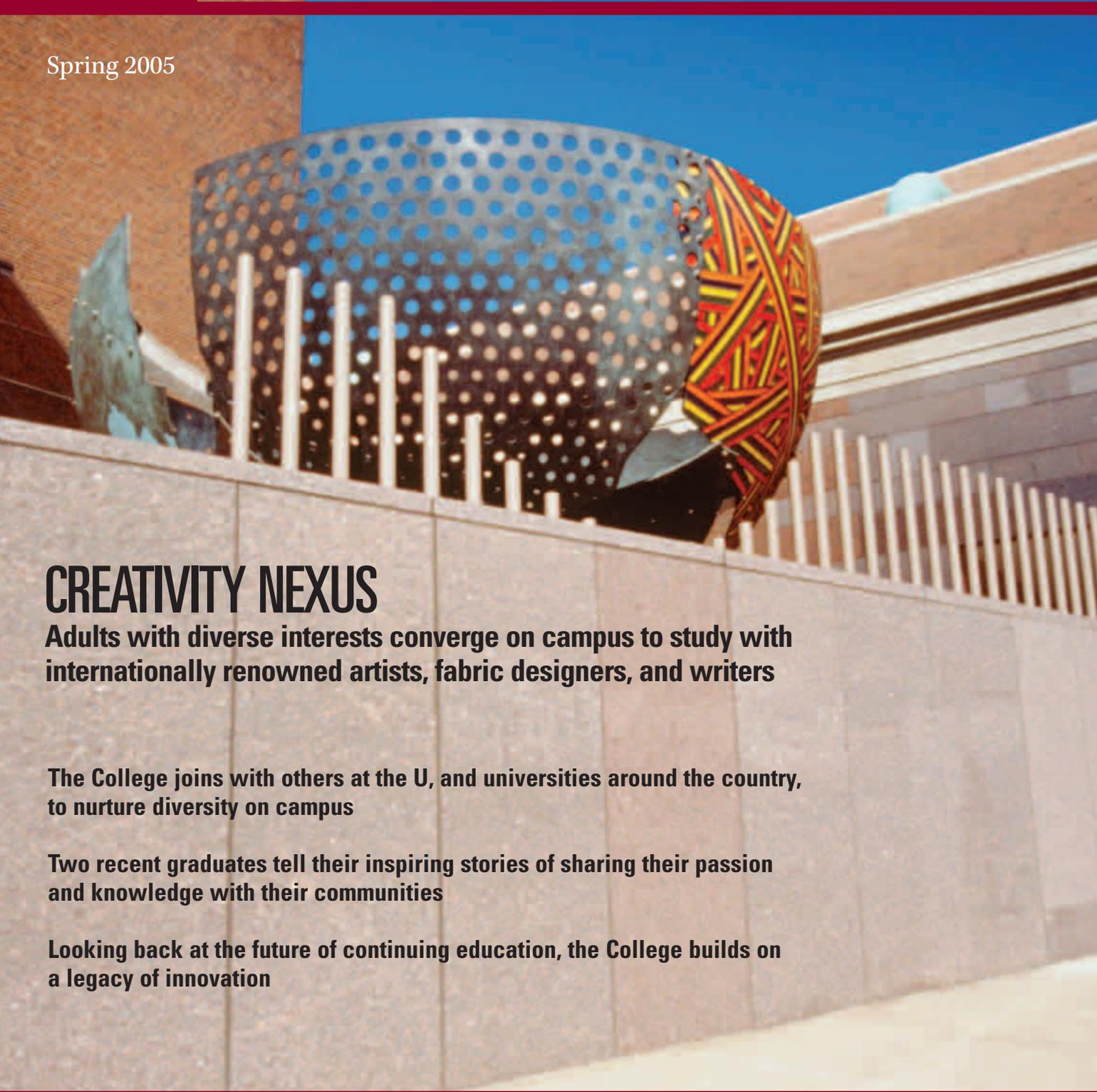




CCE CURRENT

A publication for alumni and friends of the College of Continuing Education

Spring 2005



CREATIVITY NEXUS

Adults with diverse interests converge on campus to study with internationally renowned artists, fabric designers, and writers

The College joins with others at the U, and universities around the country, to nurture diversity on campus

Two recent graduates tell their inspiring stories of sharing their passion and knowledge with their communities

Looking back at the future of continuing education, the College builds on a legacy of innovation

UNIVERSITY OF MINNESOTA

From the Dean



Hello,

You don't have to be a policy-making president, a record-breaking athlete, or a limit-pushing astronaut to make history. All of us are woven into the social fabric of our times and affect those around us in meaningful ways.

As you'll see from the history article on page two, for nearly a century the College has been on the front line of helping adults find the education they need to satisfy their diverse intellectual needs and shape their communities and our future.

That tradition continues today.

The pages of this issue of *CCE Current* illustrate the power of an individual harnessing the force of the University. David Litman, who returned to the University after becoming deaf, was able to combine deaf studies and child psychology in the Inter-College Program. The graduate now applies his studies to counseling deaf children and their families.

David tells his story along side another graduate, June Kelly. In her 80s, she decided

to pursue a Master of Liberal Studies degree with a focus on uncovering the history of her town and the big business – rails – that built it. Her studies revealed the town's stories, which were later celebrated by the town's inhabitants, and far-flung descendants of the rail workers, at a reunion she organized.

This issue also affords us a glimpse at some other inspiring gatherings – CCE programs where people from all different walks of life came, and will come, together to pursue their intellectually diverse passions and leave better armed to make positive changes in our society.

- Last fall, hundreds of university faculty and administrators from around the country gathered here to discuss recruiting and retaining faculty of color. You'll see on pages eight and nine how the inspiring event left all recharged to return to their positions and creatively continue the journey toward campuses that reflect the diversity of our world.
- This summer, local adults can pack their day-trip bags and head to Curiosity Camp to recharge. Topics include: a quick dip in the development of the mighty Mississippi, a birds-eye view of the ecology of the state, a serious look at the life and work of a comedic playwright, a chance to fetch the advice of leading animal behaviorists, and a page-turning trip through publishing in Minnesota. More details are in the story below.

- Campers will share the campus with adults from around the country drawn to Minnesota for a chance to study with world-renowned artists, writers, and designers in weeklong intensives at the Split Rock Arts Program. We learn the amazing stories of three fiber artists on pages four and five.

If you haven't been back to campus for awhile, I encourage you to make an excursion. The changing campus is truly beautiful and the summer programs will be memorable.

Even if you can't visit, there is one program you can "read up on" – U Reads 2005. The College's annual compilation of books that faculty, staff, and students found to have the greatest impact on their lives was recently announced (www.cce.umn.edu/ureads). Some recommendations may surprise you, such as Senior Vice President for Academic Affairs and Provost Tom Sullivan revealing that an art book, *The Artist's Reality: Philosophies of Art* was at the top of his list.

I hope you share my pride at being part of these stories.

Sincerely,

Dr. Mary L. Nichols
Dean, College of Continuing Education
University of Minnesota

Curiosity Camp promises a summer of fun for adults

It's field trip day.

You spring out of bed. Soak in the sun as you race out the door. Feel a rising sense of excitement as you meet your fellow campers over coffee. And you never thought stepping back on a school bus could be this much fun.

Curiosity Camp is a series of daylong retreats designed to entice you to take a day for yourself. University and community

experts will help you see a favorite topic in a whole new light and send your imagination soaring.

- Get rollin' on the river **June 16**. Learn about the development and ecology along the banks of the mighty Mississippi with an urban studies professor and leading environmentalist. After lunch, travel the river road and tour the U's fascinating St. Anthony Falls Lab.

- On **June 30**, step foot in the three major biomes of North America – prairie, hardwood and conifer forests – all at the Cedar Creek Natural History Area. Watch an experimental time machine predict Minnesota's ecological future and create a "sustainability bouquet" from native plants.
- Take a revisionist look at the life and times of Oscar Wilde on **July 14**. Hear from scholars of gay theory and European

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2 Tantalizing Timeline

Take a look back at how the U of M has been forward-thinking in its approach to keeping the state's adults on the cutting edge with continuing education.

4 Summer Fabric Arts Workshops Are a Stitch

Join creativity-seekers and their world-renowned instructors, including three amazing fabric artists profiled here, for a week of intensive art, writing, and design study and fun.

6 Alumni's Knowledge, Caring Change Communities

Hear from two College of Continuing Education alumni who took their passion from the classroom to the community.

8 Diversity Conference Faced Hard-Hitting Realities

See how the journey toward diverse campuses affords each of us the opportunity to appreciate the world through the eyes of someone with a different background from our own.

10 Seeing the Forest Through the Trees

Settle round the campfire for a story that's no tall tale. The U teamed up with the Department of Natural Resources to bring forestry professionals throughout the state together for professional development training.

12 The Stage Was Set

Meet one of last year's graduates. She reflects on earning her degree as the College prepares for this year's commencement ceremony.

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Cover: Public art at the U of M. *The Crucible*, by Stuart Nielsen resides outside Amundson Hall on the University's East Bank campus. The piece symbolizes the Departments of Materials Science and Chemical Engineering. The subject matter and materials that make up the massive bowl are reminiscent of the departments which it represents, as well as complementing the diversity of the University.

Cover photo by Stuart Nielsen

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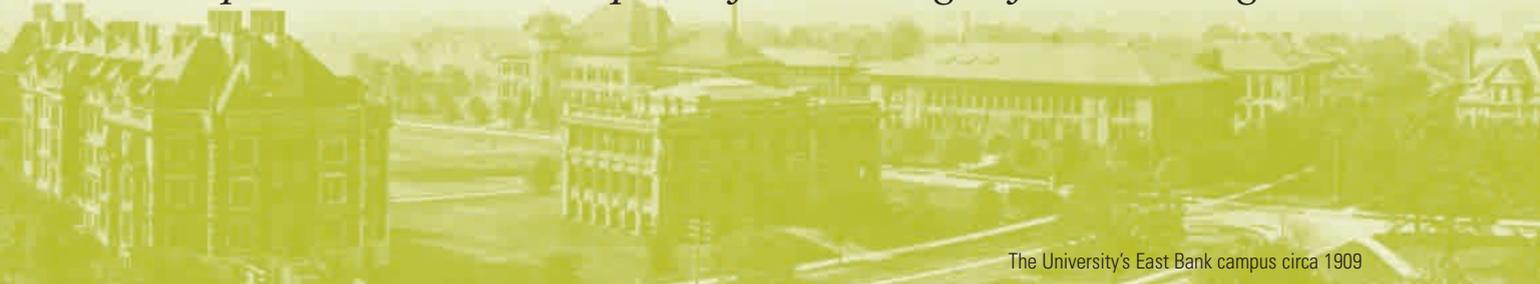
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LAYING THE FOUNDATION FOR LIFELONG, NONTRADITIONAL LEARNING

The deep roots and storied past of the College of Continuing Education



The University's East Bank campus circa 1909

Interdisciplinary and continuing education at the U of M has a longstanding tradition that stretches back well over a hundred years. In fact, the U is regarded nationally for its passionate commitment to the education of working adults and the community at large.

upstate New York's Chautauqua Institution, creating a national model of lifelong learning for adults. Minnesota became a major player in continuing education nationwide with very large enrollments, the innovation of its programs, its mission breadth, and the caliber of its faculty."

Individualized Learning) allowed students to, within criterion guidelines, create projects that when combined, would satisfy their degree requirements.

The foundation that Vincent laid has had strong support from the University ever

1881	1909	1911	1913	1922	1930	1936
First evening class in engineering	Correspondence Study (now Independent and Distance Learning) begins	George Vincent, the University's third president, arrives from the University of Chicago	General Extension Division (GED) begins	WLB radio (now KUOM/Radio K) begins.	University College (now Inter-College Program) forms	Dept. of Conferences and Institutes (now Continuing Professional Education) begins
						

The building blocks of outreach began in 1881, when the first evening class in engineering took place on the East Bank campus.¹ Soon, other departments within the University began offering night classes. But the revolutionary push came with the arrival of the University's third president.² His name was George Vincent.

In his inaugural address, Vincent said, "If the University is true to its mission, it will put all of its resources and its trained experts at the service of the community."³ In 1913, he created the first formal organizational unit to carry out his mission, and that was the beginning of the College of Continuing Education.

Ann Pflaum, U historian, explained "Vincent and his father were leaders of

By linking the continuing education program with the other colleges of the Twin Cities

campus, the University created one of the most comprehensive and most academically connected programs in the U.S.

This can be seen especially in the formation of unique interdisciplinary degree programming. For students whose broad-ranging interests didn't fit a traditional major, University College (later renamed Inter-College Program) was created in 1930 to allow students to draw on the University's rich array of course work across all its colleges to create a bachelor's program to fit their specific needs. A little more than forty years later, a sister program was created to enable students to have even more flexibility. University Without Walls (later renamed Program for

since, resulting in continuing education programming that has anticipated society's changing educational needs over time.

According to Barbara Stuhler, who worked for continuing education at the U for 40 years, retiring as associate dean in 1990, "Continuing education has been able to adapt to the environment. The commitment to access to the University has not wavered."

These programs are not only good for the individuals they serve, but also for the state of Minnesota by disseminating research that generates new ideas and new products, providing more choices for adults seeking a world-class education over a lifetime, and by enhancing the state's leading public institution and preparing Minnesota for the future.

One such program that had a dramatic effect on the lives of its participants was born out of a desire to renew the stalled education of adult women.

The Minnesota Plan and the Continuing Education for Women program

“Young women,” wrote Virginia “Ginny” Senders, a lecturer in the U of M Psychology Department during the 1950s, “a few years out of college, find that their children, while loveable and absorbing, do not replace the intellectual stimulation and discipline that they have recently left behind them.”⁴

Senders wanted to encourage this generation of women to return to school, and learn about their vocational options. She partnered with Elizabeth “Liz” Cless, assistant to the dean in the General Extension Division, and together they launched an effort called “The Minnesota Plan for the Continuing

Barbara Stuhler, an early CEW staffer, explained, “You have to have an understanding of those times. Women in the 1950s had chosen to be stay-at-home moms in great numbers, even though they were relatively young, vigorous, and most of them had been to college. When they found out about Continuing Education for Women - and word spread very quickly - they signed up in droves and the program took off like gangbusters.”

Former CEW student Harriett Fingerma added, “In 1961, I was a law-abiding married lady with four above-average children, a house in the suburbs, the obligatory station-wagon, plus a cat, a dog, and a tropical fish. This safe/sane lifestyle all changed with [the course] New Worlds of Knowledge. The CEW program turned me into an educational junkie, and I became hopelessly addicted.”⁷

The program became a pioneer and a model for other institutions to follow. Vera

Louise Roff became director of CEW in 1966 and expanded the offerings from a few liberal arts courses into a full program of credit and noncredit classes. The addition of noncredit classes reflected her belief that women should be able to attend classes simply for the joy of learning.¹¹

As the years went by, the program continued to be a national model and helped make the University more accessible to women, but the social and economic conditions which existed for women in the 1960s and 70s had changed. More adult women were working full-time outside the home, and thus had less time (and need) for continuing education.

In the late ‘80s, many CEW courses were rolled into the Compleat Scholar program. The Minnesota Plan’s mission had been accomplished.

Today, nearly 20 years later, many Twin Cities women still remember CEW fondly as a program that helped them renew their education, enter the job force, seek knowledge,

1960	1971	1972	1984	1988	1996	1997	1998
Carnegie Corporation approves grant for the Minnesota Plan for Continuing Education for Women	University Without Walls (now Program for Individualized Learning) starts	GED is renamed Continuing Education and Extension (CEE)	U’s Summer Session becomes part of CEE	Continuing Education for Women courses rolled into the Compleat Scholar	CEE becomes University College	Inter-College Program (ICP) and Program for Individualized Learning become part of University College	University College becomes College of Continuing Education



Education of Women.”

To fund the program, Senders and Cless submitted a grant proposal to the Carnegie Corporation. In 1960 the grant was approved with Carnegie granting \$110,000 to fund the program’s first three years.⁵ Thus, the nation’s first continuing education program for women was born.

Continuing Education for Women (CEW) proved to be extremely successful. More than 300 women enrolled in the program during the first year. In 1965, over 2,500 women enrolled in the program, with the average enrollee being 36 years old.⁶ Women commuted to the U from all over the state.

Schletzer, a Minnesota Plan counselor who became the CEW codirector and coordinator in 1962, said, “The first five years of the Minnesota Plan brought hundreds of inquiries from educators and persons from around the United States and, indeed, the world who were interested in education.”⁸

The timeliness of the Minnesota Plan was enthusiastically endorsed by author Betty Friedan. In her groundbreaking book *The Feminine Mystique*, she wrote, “I would like to see the Minnesota Plan for the Continuing Education of Women extended nationwide.”⁹ Afterwards, Radcliffe and Sarah Lawrence College received grants similar to the Minnesota Plan, and hundreds of other colleges followed in their footsteps.¹⁰

and, perhaps most importantly, connect with other women who welcomed opportunities to enrich their lives and minds.

Special thanks to Ann Pflaum and Barbara Stuhler for their contributions to this article.

Photos courtesy of University of Minnesota Archives.

1-3 Outreach, “A History of Continuing Education and Extension,” Spring 1988; 4-6 Three Generations in the Life of the Minnesota Women’s Center: A History 1960-2000 by Donald L. Opitz; 7 Continuing Education for Women, 25 Years, 1960-1985; 8-10 Three Generations in the Life of the Minnesota Women’s Center: A History 1960-2000 by Donald L. Opitz, p. 8; 11 Continuing Education for Women, 25 Years, 1960-1985

FABRIC AS ART

THE SPLIT ROCK ARTS PROGRAM FEATURES INTERNATIONALLY RENOWNED FIBER ARTISTS

A thirty-foot boat made of knitted wool. A patchwork poncho of discharged and gradient-dyed knit panels. These are the realizations of two of today's top fiber artists.

The College of Continuing Education's Split Rock Arts Program offers approximately 45 weeklong workshops each summer, including creative writing and traditional art forms. Since its inception 22 years ago, the program has featured instructors who are some of the top fiber artists in the world. This year, the six weeks of weeklong workshops will run June 26 through August 6.

Fiber arts workshop participants will explore specialized ways of making things – the possibilities are nearly endless – from fiber. Participants often build on a basic functional level of knowledge to raise their knitting, weaving, crocheting, and other fiber manipulation techniques to a higher level.

"Contemporary art encompasses many materials and ways of working with materials," said Andy Gilats, director of the Split Rock Arts Program. "Fiber art is a means of creative expression. Even if the object produced is functional, such as wearable art, it remains essentially a work of art."

In the mid-70s, a revolution occurred that gave birth to contemporary fiber art. Artists who were trained in fine arts programs as painters, print makers, ceramic artists, or glass artists began to experiment with working with fibrous materials like cloth or rope.

"As a result," explained Gilats, "a greater acceptance of materials ensued, and fine artists started branching out. Instead of working with paint on canvas, they might work with dye on cloth."

Fiber arts encompasses many techniques and forms of display. There's a specialization in fiber art called surface design, in which you embellish, alter, or manipulate the surface of a piece of cloth and then do what you will with it. Maybe it becomes a wall hanging, maybe it becomes a garment.

"Our fiber arts workshops are very popular," said Gilats, "Many Split Rock participants come in with very solid skills, but they want to go to the next level. Others want to use their skills in more creative ways.

For example, this summer's workshops with knitters Katherine Cobey, Rebekah Younger, and mixed-media fiber artist Allie Kay, all combine creative expression with learning

new techniques and approaches. Here are their stories:

Rebekah Younger
Knitwear: Exploring Color and Design
June 26-July 2



Younger's Patchwork Wrap

Rebekah Younger first learned to knit at the age of seven with the help of her mother. She immediately enjoyed the repetitive, rhythmic, almost meditative quality of the process. "To be able to take one strand of fiber and create a garment was magical to me," said Younger.

Trained as a fine artist, Younger looked for a way to pursue her art career while making a living. One day a friend observed that Younger would take three years to complete a painting, but would obsessively stay up all night knitting a sweater. She began devoting her artistic talents to fiber arts.

"Wearable art was beginning to be exhibited around the United States and newly formed galleries dedicated to it were cropping up in many of the major cities," said Younger. "I began sending my creations to these consignment galleries and designing hand-knitted patterns."

"My unique signature was added when I incorporated hand-dyed surface design elements to my garments, moving them out of the realm of the mass-marketed garment. As I developed this into a marketable design, I applied to retail and wholesale craft shows."

Over the past 10 years, she has successfully earned her living through these venues, and maintained a satisfying channel for her artistic expression.

Where do her ideas originate? "My love of color and the feel of fiber," said Younger. I have found color in nature – sunsets, flowers, and other organic life forms – to be very influential in my palette choices."

Allie Kay
Beneath the Surface
July 24-30



Kay's Alexander Woods

"For many years," remarked multimedia fiber artist Allie Kay, "landscape and natural forms have been the inspiration for my work, particularly the colors and textures of my birthplace - sea-surrounded Cornwall in the southwest of England - and the many faces of my adopted country, Ireland."

Kay's early loves were cloth and clothing, and she had perhaps the best-dressed dolls in the neighborhood. In college, experimentation with dyes and fiber structures led to a small hand-weaving workshop that produced short runs of couture fabrics sold through prestigious London stores.

"'Let the fiber speak,' could now be my mantra," said Kay, who was forced to re-evaluate her artistic direction in the early 1990s because of rather cataclysmic personal circumstances. "I realized that the textural and visual qualities of materials could suggest responses in the viewer beyond the ability of pictorial images."

Working with mature students over the past 10 years has reinforced this belief in the power of materials as language and image tools. Kay added, "It's marvelous to be able to help a student discover the means of personal, even intimate, expressions through the use of fiber. Sometimes it comes as a shock to realize how powerful this communication can be."

Her workshop will explore and experiment with new ways of approaching materials and techniques as tools of expression.

Katharine Cobey
The Geometry of Knitting
July 31-August 6

She started knitting at the age of 11 but didn't take it seriously until she was well into adulthood. In 1984, the self-taught artist began perfecting a technique for knitting three-dimensional shapes, which allowed her to take more risks in her art.

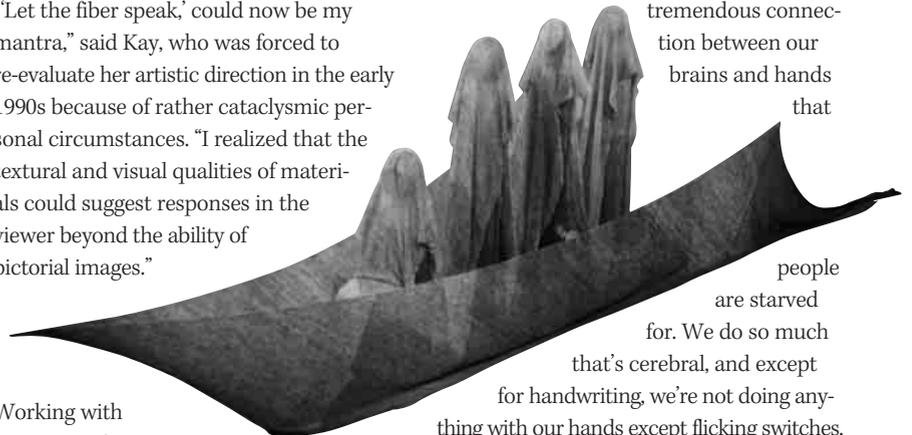
"Many years ago," said Cobey, "I saw two pictures: one was a 3,000-year-old string skirt rescued from a mound grave in Denmark. The other was an Egyptian bed frame made of carved wood, gilded gold and blue, held off the floor by four winged gods. Both of these objects have been my mentors."

Her most stunning creation is a thirty-foot boat, *Boat with Four Figures*, which the

Philadelphia Inquirer said "crafted its place in modernity." The piece took six years to produce.

Cobey believes the resurgence in the popularity of knitting is due to a need to use our hands to create something. "People are tired of being just an audience. There's a

tremendous connection between our brains and hands that



people are starved for. We do so much that's cerebral, and except for handwriting, we're not doing anything with our hands except flicking switches.

"Knitting is a place where women – particularly in this culture – can make that connection between their brains and their hands and make something tangible. Lots of work that women do in the home disappears. You make a meal and it disappears. With knitting, you're creating something that's lasting."

To learn how you can join these or other master artists and writers in a weeklong exploration of creativity, visit www.cce.umn.edu/SplitRockArts or call 612-625-8100.

Split Rock Soirées

If you can't spare a week to indulge in your passion for art, you can meet Younger, Cobey, and Kay, along with all the other 2005 Split Rock faculty artists, at the Split Rock Soirées. These Tuesday evening events feature readings and artists' talks that celebrate the artistic accomplishments, energy, and talents of Split Rock faculty. Open to the public, each lively Soirée is followed by a reception.

For more information including locations, please contact Split Rock by calling 612-625-8100 or by e-mail at srap@cce.umn.edu.

ALUMNI VOICES

The College of Continuing Education serves a diverse body of highly committed students – mostly working adults seeking uniquely individualized education. In Alumni Voices, we learn their connection to the College and hear their stories.

David Litman, B.A., 2002
Inter-College Program, B.A. in Deaf Studies and Child Psychology

Family Services Coordinator, New York State School for the Deaf

The first time I went to the U of M was back in 1988. At the time I went because it seemed like that's what I was supposed to do after high school. However, I did not have motivation or academic goals and later stopped taking classes.

I returned to the University in 1998 after becoming deaf. Deafness had a major impact on my life. One positive change was that deafness forced me to think about my career goals and the importance of getting my education. Upon my return to the University, I met with an adviser in the Department of Education Psychology, which is home to Deaf Studies and Deaf Education, and explained to her that my career interest was to work with families that have deaf children.

She suggested that the College of Continuing Education's Inter-College

Program (ICP) would be beneficial, allowing me the flexibility of selecting a second area of concentration. Since I wanted to work with families, I felt that the Child Psychology concentration would be an excellent complement to Deaf Studies. The

best part of ICP was the process of writing an essay about my career goals. This gave me an opportunity to seriously think



about what I wanted to do with my future and develop a plan to achieve my goals.

As a hearing person growing up I did not know anything about deafness or deaf culture. Having Deaf Studies as an area of concentration taught me the many challenges that families are confronted with when having a deaf child, most notably the challenge of communica-

tion, since over 90 percent of deaf children are born to hearing parents. To complement what I was learning in Deaf Studies, it was also important for me to learn about child development in families where deafness is not involved; this is where Child Psychology was useful. Both of these areas are vital to my work with families now because not every issue I work with is related to deafness, and I need to be able to work with families to help them in all aspects of child-rearing.

I completed my B.A. degree in May 2002.

That fall, I began a master's program at Gallaudet University in Washington, D.C. In May 2004, I graduated with my master's in Social Work.

Then, I began the daunting search for a job. At the end of August, I was offered a position at the New York State

School for the Deaf (Rome, New York) as Family Services Coordinator, which I gladly accepted and where I am currently employed.

Both my undergraduate and graduate degrees have been beneficial to me.

"I returned to the University in 1998 after becoming deaf. Deafness had a major impact on my life. One positive change was that deafness forced me to think about my career goals and the importance of getting my education." – David Litman

Academically, I had a wonderful experience at the U of M. The courses were challenging, thought-provoking, and taught me a lot about deaf culture. My graduate program was beneficial because it gave me opportunities to work in a professional environment and learn a lot about who I am as a professional, and my strengths and weaknesses.

There were many positives during my time at the College including the courses I took, most notably Cultural Perspectives in Deafness and Emotional and Behavioral Problems in Children. Both courses taught me many things I continue to use today in practice, and both professors challenged students to think critically and deeply.

Another positive was my academic adviser, Josh Borowicz. He worked hard with me to develop a career plan, made sure that all my requirements were satisfied, and assisted me in making appropriate academic choices (not easy work since my academic career overlapped two scoring systems). Finally, he was a wonderful sounding board for ideas and challenged me to think critically through my academic and career goals.

**June E. Kelly, M.A., 2004
Master of Liberal Studies Program**

I would like to encourage anyone who wants to go back to school to do so, in particular people of my generation. As an older student, the Master of Liberal Studies (MLS) program, through the College of Continuing Education, provided for me an opportunity to enter a whole new world of education and a wonderful opportunity to learn from exceptional teachers and challenging fellow students.

Fortunately, I had the support and encouragement of my family, and because I commuted from St. Cloud to the University, I had a fine driver who was punctual and responsible in getting me to the classes on time – my husband. The staff of the MLS program was helpful beyond words, because they guided me through the hurdles of entering the University after a long academic absence.

I have been a registered nurse since 1945, and since then, practiced until I started

raising a family. I kept my license while working in my husband's office, doing volunteer and community projects, and I still keep it active because I do parish nursing. In 1989, I earned a B.S. degree in health arts from the St. Francis University in Joliet, Illinois, when their program was brought to St. Cloud. I was familiar with classrooms during these intervals, because it was necessary and enjoyable to attend classes in nursing in order to maintain my nursing license.

When I heard of the MLS program at the University, it seemed like a great opportunity to explore learning in fields beyond my knowledge – and what an experience it was! My first seminar was Introduction to Interdisciplinary Inquiry, certainly a formidable title, and the course was just that. Fortunately, I had a great teacher, Roslye Ultan, who inspired me, and I was not going to quit. I was learning a lot.

My thesis was, "How the Great Northern Railway Influenced the Small Town of Kelly Lake, Minnesota" and as I progressed through the courses of the MLS program I learned how to complete a project that had always interested me. Kelly Lake was my hometown, and although it was an important part of the Iron Range history and iron ore transportation, there was no documented story of the town.

There were newspaper articles in the Iron Range Resource Center, and several people

had interesting writings and pictures, but I was curious about the origin of the town. The old people were gone, leaving little of



"My thesis was, 'How the Great Northern Railway Influenced the Small Town of Kelly Lake, Minnesota' and as I progressed through the course of the MLS program I learned how to complete a project that had always interested me." – June Kelly

the stories and anecdotes telling the story of this railroad town, and I was curious to know why so little had been documented about the town where "everyone worked on the railroad" moving millions of tons of iron ore from the Mesabi Range to the Great Lakes.

The real joy of the digging and delving for information was the cooperation and generosity of the people of this small town by providing pictures, old maps, and stories. The community center was a gathering place, and we had two reunions with an attendance of 250 and more at each. Even those who hadn't worked on the railroad claimed a father or grandfather who did, and that gained entrance to the celebration. And people are continuing to

contribute additions to the archives and planning another reunion.

All of this would never have happened without the MLS program. It helped to complete something I had always wanted to do. Although all eight of our children have completed master's degrees in their various fields, I never thought I would join them. Most of them have attended the University of Minnesota, and I am happy to be a fellow graduate. My lifestyle hasn't changed, but I have a feeling of accomplishment, with a special appreciation for Dr. Green, Dr. Zita, and Connie Hessburg. It was an experience. My family gave me a great party!



A step in the journey

The College of Continuing Education joins with others at the U of M and universities around the country to nurture diversity on campus.

The world around us is becoming much more diverse. Educational institutions, in their student body and faculty members need to reflect the changing face of America. In doing so we provide more diverse graduates, and graduates more in tune with the issues of diversity, to the countless sectors served by today's knowledge workers.

This past November, 344 higher education professors and administrators from 33 states plus the District of Columbia converged on the University of Minnesota campus to make progress toward making that goal a reality. They came for "Keeping Our Faculties: Recruiting, Retaining, and Advancing Faculty of Color."

Frank H. Wu, dean of the Law School at Wayne State University, demonstrated in his rousing keynote that this is all part of a continuing journey. Wu, author of *Yellow: Race in America Beyond Black and White*, illustrated with examples drawn from his own life. He explained that well-meaning friends often complain they are "suffering

from compassion fatigue." Wondering why their earlier efforts – including marching in civil rights events – haven't fixed all the problems, they question "why do we still have all these affirmative action programs?"

But he is undeterred. "When people ask 'When does it end?' I say 'I don't think it will end.' I say that I'm an optimist, a believer in the American dream.

Diversity is like democracy. It is a process, not an outcome. The point of democracy is to participate, to engage. This makes life worth living."

He explained that we've failed only "if we take the view that all we need is a plan, a program, a new provost, a new [department] chair. The point of the 'march' is to inspire the notion of starting a journey. Those who led marches would recognize the importance of being willing to march again and again."

As host for the conference, the U took a big step in that journey. The institution looked to the College of Continuing

Education for its ability to pull together the program in a way that crosses different academic disciplines. This included program planning components such as seamless conference marketing, financial management, and logistics services as well as the collection of abstracts, arrangements with keynote speakers, and scheduling of symposium events.

The hard-hitting and thought-provoking conference was occasionally spiked with displays of the magical experiences that can happen when we come face-to-face with other cultures. Taiko drummers sent reverberations through the crowd with their choreographed beats and African-dance specialists drew on their roots to delight.

Those events augmented the core efforts of the conference. The efforts "help us frame the issues and seek solutions for systemic change," according to U of M Senior Vice President Robert Jones. "They have given us new tools to assess and

evaluate practices and policies that have a negative impact on the retention of faculty of color. They also have allowed us to view commonly held paradigms from new perspectives.”

The hard work of the gathering – confronting realities and accepting challenges – is what really shined through. It could be seen in the 23 research reports presented in the sessions. In President Bruininks’ letter of welcome to participants, he explained the focus. “This year’s symposium...focuses on building best practices; addressing the [faculty recruitment] challenges in science, technology, engineering, mathematics, and business; and building institutional capacity to develop a racially and ethnically diverse professoriate.”

The challenges facing the conference audience – all champions of diversity at their institutions – are great. But the risk of not succeeding is even greater.

Geoff Maruyama, a University of Minnesota professor of educational psychology, knows the stakes are high and has seen the challenges first hand. “All through the educational system, too few students of color are succeeding, which results in a relatively small pool of prospective college students, graduate students, and faculty level professionals.”

“We are competing with the world,” Ted Davis, former dean of the University of Minnesota’s Institute of Technology, reminded the group during the conference. “We need all the brainpower in this country to be in the system and used.”

But it is hard to convince those high potential students that the steep cost of education is worth it. “Tuition is rising. And scholarship funds are not keeping pace,” warned Steven Rosenstone, dean of the U of M’s College of Liberal Arts, in his remarks. “[Lower income students] are more likely to be turned off by the sticker price of higher education. PELL grants

now cover a smaller and smaller amount of tuition. The consequences are profound. Those brilliant students get discouraged, and they don’t end up in college.”

Those who do make it to college are taking on even greater debt. Additionally there are fewer mentor possibilities. “If relationships are so crucial in graduate school,” Rosenstone asked the crowd, “is it any wonder their life dream no longer is to end up in the academy?”

As the conference’s second day began, Davis referenced William Harvey’s 20 years of data and drew out that the percent of African Americans on faculty only changed from 4.3 percent in 1980 to 5.1 percent in 2000. Harvey’s Center for the Advancement of Racial and Ethnic Equity at the American Council on Education combines that data with the percentage of the actual corresponding population – 13 percent – to show an area of concern.

According to Pauline Kayes, a presenter and president of DiversityWorks, in recruiting then retaining faculty there are two crucial items many institutions overlook. The first is providing guidance and resources for the search committees, which are pivotal in ensuring that thorough, thoughtful searches are taking place. The second is the institution’s very culture, which can help entice candidates who visit campus and retain them once they have come on staff.

Betsy Rodriguez, University of Colorado, echoed the concern over the role of search committees in her presentation. Rodriguez and a colleague from her university’s Office of Diversity, presented their institution’s new campus-wide training for search committee members. It covered the “lifecycle” of a search including information on affirmative action, the selection of committee members, the proactive and creative recruitment “plan,” interviewing, and the actual hiring. It was the organizers’ hope that other institutions would begin to follow this model.

But, the seemingly endless list of issues has been met with an endless supply of energy. For instance, at the University, leadership groups from the Carlson School of Management, the Institute of Technology, and the College of Education and Human Development worked in college teams at the conference, and now are implementing action plans for moving their respective colleges forward. While work has just begun, the groups, like others formed out of the conference, know that it will not be a short, easy fix.

It is a journey.

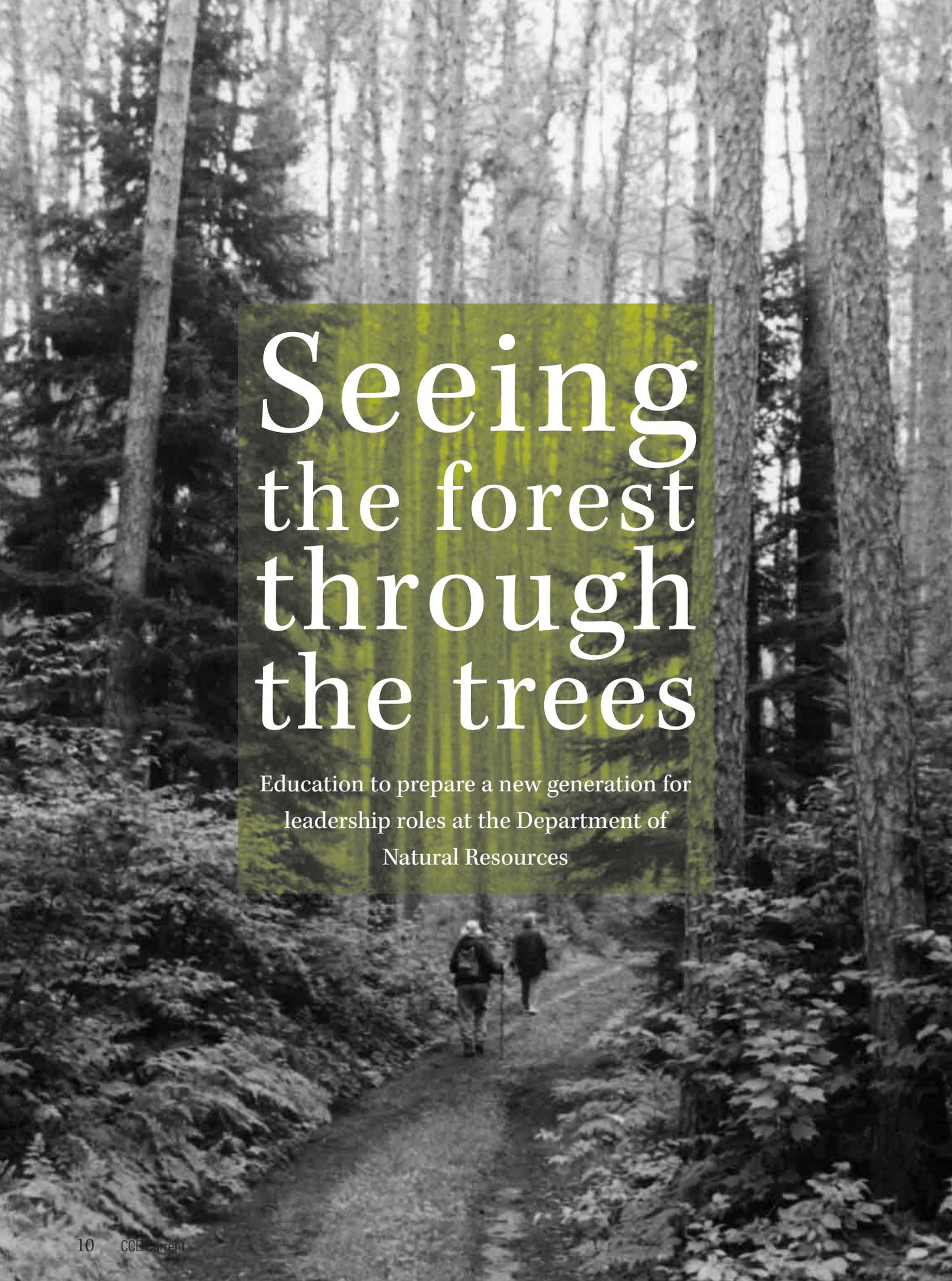
In his final remarks, Dean Frank Wu challenged the crowd: “What will you do to roll up your sleeves as individuals, institutions, leaders? It is only by working together that we will make good on the promise of diversity.”

For more information on the University of Minnesota’s conference to promote diversity through recruiting and retaining faculty of color, visit www.cce.umn.edu/kof.

“Diversity is like democracy. It is a process, not an outcome.”
– Frank H Wu,
Dean of the Law School at Wayne State University

Keeping Our Faculties III

Keeping Our Faculties III, sponsored and hosted by the Office of the Senior Vice President for System Administration, was the third in a series of conferences on issues of attracting and retaining racially and ethnically diverse faculty held at and organized by the University of Minnesota. In the words of Senior Vice President Robert Jones, the symposia were “born of a desire to address the lingering underrepresentation of scholars of color in American higher education.” The most recent event drew support from all 20 colleges on the Twin Cities campus plus each of the other campuses of the University, as well as from the Minnesota State Colleges and Universities system, the Minnesota Private College Council, the 3M Foundation, TIAA/CREF, and others.



Seeing the forest through the trees

Education to prepare a new generation for
leadership roles at the Department of
Natural Resources

The rustic North Woods, nestled far from the daily grind of the Twin Cities and the sprawling campuses of the U, is not the typical site for a sustained three-year management training program. But when the Department of Natural Resources (DNR) Forestry Division needed help developing a customized, six-course Supervisory Leadership certificate, the U of M headed up north and brought their mosquito repellent with them.

"Our basic goal behind developing and implementing the training program," said David Schipper, the Forestry Division's supervisor for human resources development, "was to plan for future staffing needs. Over the next five to ten years approximately 50 percent of the Division of Forestry is going to reach retirement age, including a substantial percentage of our managers and supervisors."

Mike Amidon, program director at the College of Continuing Education, explained the looming trend, "Like a lot of organizations, the DNR is facing a number of retirements by 'baby boomers' in the next few years, which will affect their management staff. In order to prepare the next generation to fill these leadership roles, forward-thinking organizations such as the DNR have worked with us to create a Supervisory Leadership education program. Selected DNR staff have and will acquire skills in areas such as supervision, team building, written and verbal communication, leadership development, managing transition, and conflict resolution."

Each successive certificate offered by an organization, and each course within it, can be tailored to the specific needs of the group receiving professional development.

The Division of Forestry works within the Department of Natural Resources and is responsible for land management, fire protection, and cooperative forestry (assisting private woodlot owners) in about 5 million acres of state forested lands.

In choosing an educational partner, Schipper selected the U of M's Employer Education Service - a program that is now part of the College of Continuing Education - in large part based on a 20-year partnership. "I've had an excellent relationship with their staff and we've

always been satisfied with the quality of the training," said Schipper.

These sorts of training programs, in which course work is brought to public and private organizations, are part of the College's professional education offerings. More importantly, they are a manifestation of the mission of outreach to the community, sharing the knowledge and resources of the University with nontraditional students who would otherwise not likely have access.

"We bring professional education courses to hospitals and health care organizations, the government, and corporations," said Jean McLeod, associate program director for the College. "The courses are geared to strengthen the leadership capacity and professional development of individuals and their organizations."

Prior to setting the DNR training program in motion, the Forestry Division selected 33 employees who they believed had potential to be supervisors. The supervisor training was only part of the process of determining who will eventually be promoted. The DNR also developed special assignments for the trainees to help prepare them to become supervisors in the future.

"We'll pick from the best of them," said Schipper. "It'll be competitive. Even if they don't become supervisors, they'll make more effective program specialists, because so much of the training and experience can be applied in that arena."

The most recent complete cycle of training was held from 2000 to 2003 in Cloquet and Grand Rapids. According to Schipper, "It was an excellent opportunity for us to be able to conduct training here and not have to have our people travel."

Through three long years of seminars and course work, the trainees not only built management skills, but also they developed a greater bond and sense of teamwork that lasts to this day. The DNR deemed it to be very effective, so much so that they have signed on to put a new cohort of future leaders through this now College of Continuing Education program. U of M professor Michael Johnson kicked off the certificate with two full-day courses, Building Teamwork and Commitment and How to Work with Difficult People, this January in Brainerd.

"I really enjoy teaching professionals," said Johnson who has taught courses like that for over 20 years. "They can take their new knowledge and apply it in the work environment immediately."

In fact one of the assignments in the course was for each person to make an "action plan" of three to four things they would do differently to develop as professionals and then share it with their supervisors. Johnson asked if they would implement some of their learnings and give him a call a few weeks after the end of the course to let him know how things were going.

"I got about 25 terrific calls. For instance, for these folks, the 'difficult people' are sometimes citizens who become aggressive or complain. The course teaches them how to deal with this audience in a more productive manner and get more positive outcomes by looking at the issue from the citizens' perspective. Many of the follow-up calls dealt with situations participants were able to better manage thanks to their new skills."

The Supervisor certificate program is just one of the many ways the College of Continuing Education brings professional education to both public organizations and private businesses. The College can offer individual courses or a certificate program - essentially a group of courses wrapped into a core theme - to fill a one-time need. Or, it can add on to an organization's curriculum that is already in place. These programs offer course work geared toward the general public, or a customized course curriculum can be developed to suit an organization's needs.

"The goal of our customized programs is to create a learning experience that has high impact, is actionable, and meets the unique needs of a company," said McLeod. "We can develop programs to meet a wide variety of business objectives."

No matter the format, the College's expert instructors challenge participants to think and manage more effectively in a changing business world and apply practical business lessons to their own situations and companies.

Information about the College of Continuing Education's customized programming capabilities is available at 612-624-0768 or at www.cce.umn.edu/Partner.



Photo by Tim Rummehoff

The stage was set

2004 Commencement speaker Patricia Welde reflects on earning her degree

On May 7, 2005, more than a hundred College of Continuing Education graduates will cross the stage in cap and gown at Northrop Auditorium. As commencement approaches, it's a perfect time to take an inspirational look back at last year's student commencement speaker, Patricia Welde.

Welde has been part of the University of Minnesota all her life. Her father, Clyde Holmbo, worked at the U for 39 years in the Business office at Morrill Hall, and their family has always been staunch Gopher fans.

In fact, growing up in the 1970s, she used to work at the football games at Memorial Stadium up in the press box. Her dad provided food for the reporters but they needed someone to serve it to them. Patricia and her brother used to bring in beverages to Ray Christensen and Sid Hartman. She's been a huge fan ever since. So when she enrolled in the College of Continuing Education's Bachelor of Applied Science (BAS) Program in 2001, she was coming full circle.

Patricia made the decision to return to school and complete her degree to advance her career. She had completed an Associate in Applied Science degree at North Hennepin Community College in 1979 and had looked for a program where she could build on the credits she had pre-

viously earned. In addition, because she worked full time as an accounting technician for the City of New Hope, Welde needed a program flexible enough to provide courses online and in the evening.

After looking at continuing education programs offered at various colleges and universities, she enrolled in the Applied Business major of the BAS program, which was designed to combine a student's practical knowledge and real-world experience with hands-on instruction and theory.

"What I really liked was the applied nature of the program," said Welde. "You take what you learn in class and from your classmates and you take it to work with you the next day. It pays dividends immediately."

The BAS program also pays dividends in terms of career advancement. Since graduating in May 2004, Welde received a promotion to accountant.

Another aspect of the program that Welde raved about was the online courses. "It's beneficial because you don't have the drive time and you can complete your work 24/7 as long as you meet your deadlines."

"I think I learned more through the online classes. Because you're not in a classroom, you have to dig a little deeper to answer a given question. You put your thoughts out there on the topic for the week and wait to hear back what others think. There is a delay with that, but I think it forced me to

be disciplined to meet the deadlines and try to get the assignments done on time."

She was very enthusiastic about the support she received from the College, and in particular her academic adviser, Phil Stedje. "He was wonderful. I couldn't have asked for a better adviser. Phil was always available to answer questions. He's just great at what he does."

Stedje replied in kind, "Pat is a poster child for the College, in terms of being the perfect example of a working adult who took advantage of the opportunity to come back and get her degree."

Still, coming back to school as a working adult requires hard work and countless personal sacrifices. As Welde put it, "You give up a lot of family time, vacations, and sleep. But that's part of being a student."

Welde learned more than just applied business in her three years at the College. As she said in her commencement address, "The discussions with other students added that little extra to my learning experience. And I learned that age doesn't matter. I returned to school at age 40 and now, I'm a graduate of one of the finest learning institutions in the world, and never once did I consider myself anything but a student who had the same desire to learn as the other students in my classes."

On commencement day last May, what made the accomplishment all the more

Continued on next page.

From the Director of Development

Dear Friends,

It is my great pleasure to announce the establishment of a new scholarship for non-traditional students at the College of Continuing Education. The estate of Ceil T. Victor has recently endowed the Ceil T. Victor Scholarship Fund which will help goal-oriented students who face financial challenges to restart their educational careers.

Ceil Victor, 89, was described in her obituary in the *Star Tribune*, in May of 2003 as “a unique and exceptional dynamo. As a freelance financial and tax consultant, Ceil was instrumental in the careers of many artists and arts organizations in the Twin Cities. Throughout her long life she was a generous and passionate supporter of the arts and of the University of Minnesota’s Music Department and the

Weisman Art Museum. She was an avid and curious learner well into her eighties, and loved taking courses through the University’s College of Continuing Education.”

Ceil truly understood the value of education and in 1997 made the decision to secure her own legacy by passing on her wealth to future generations of students. While she was alive, Ceil was an inspiration to her friends, family, and associates. Now she will continue to inspire in yet another tangible and meaningful way.

As you read through this issue of *CCE Current* I hope you will be struck by the remarkable supporters and the outstanding students you find here. As Dean Nichols describes it in her column, the College of Continuing Education provides adult and nontraditional students access to the

University’s resources, thereby extending the wealth of these resources to the greater community.

On behalf of our students, our learners, and our community let me express my gratitude that the wealth is being shared both ways.

Sincerely,



Kathleen Davoli
Director of Development
College of Continuing Education



Photo by Tim Hummelhoff

The Stage Was Set (continued)

meaningful was the fact that Welde was the first member of her family to earn a four-year degree, and she earned it from the University where her father worked for nearly 40 years.

Commencement 2005

On May 7, 2005, at Northrop Auditorium, the University of Minnesota Regents will confer 274 baccalaureate degrees on College of Continuing Education candidates graduating from the Program for Individualized Learning, the Inter-College Program, and the Bachelor of Applied Science Program. Karin L. Larson, 1960 University College alumna, will be this year’s Commencement speaker.

At the Graduate School Commencement on April 29, 2005, 25 graduate degrees will be conferred on candidates for the College of Continuing Education’s Master of Liberal Studies program.

For more information, visit www.cce.umn.edu/graduation.

Scholarships Change Lives

Ability alone isn’t enough to turn today’s students into tomorrow’s engaged citizens. Financial assistance is imperative to their success, yet currently the U of M trails other Big Ten institutions in the number and size of scholarships offered. The U of M “Promise of Tomorrow” Scholarship Drive is the largest effort in our history to raise scholarship support. The goal is to increase the number of students we assist by 50 percent, helping ensure that everyone with ability and desire to succeed has the chance to do so. And now you can double the impact of an endowment gift. Call the College of Continuing Education at 612-625-1253 or visit www.cce.umn.edu/giving.

Curiosity Camp (continued)

theater, meet the director of *The Importance of Being Earnest*, and then climb aboard the Showboat for a matinee performance of “the greatest stage comedy of all time.”

- On **July 28**, learn how to enhance the enduring bond with a beloved pet with advice from a leading animal behaviorist and a behind-the-scenes tour of an extraordinary facility dedicated to all creatures great and small.
- Examine Minnesota’s flourishing publishing industry cover to cover on **August 11**. Hear engrossing stories from a noted historian and the founding editor of the nation’s largest independent press. In the afternoon, board the bus for a lively tour of U of M Press headquarters.

All camps run from 9:30 a.m. to 4:30 p.m. and take place at the Continuing Education and Conference Center on the U of M’s St. Paul campus. Each includes lunch and a field trip. Cost is \$120 each (\$95 for U of M faculty, staff, students, and Alumni Association members). For more information, visit www.cce.umn.edu/curiosity or call 612-624-4000.

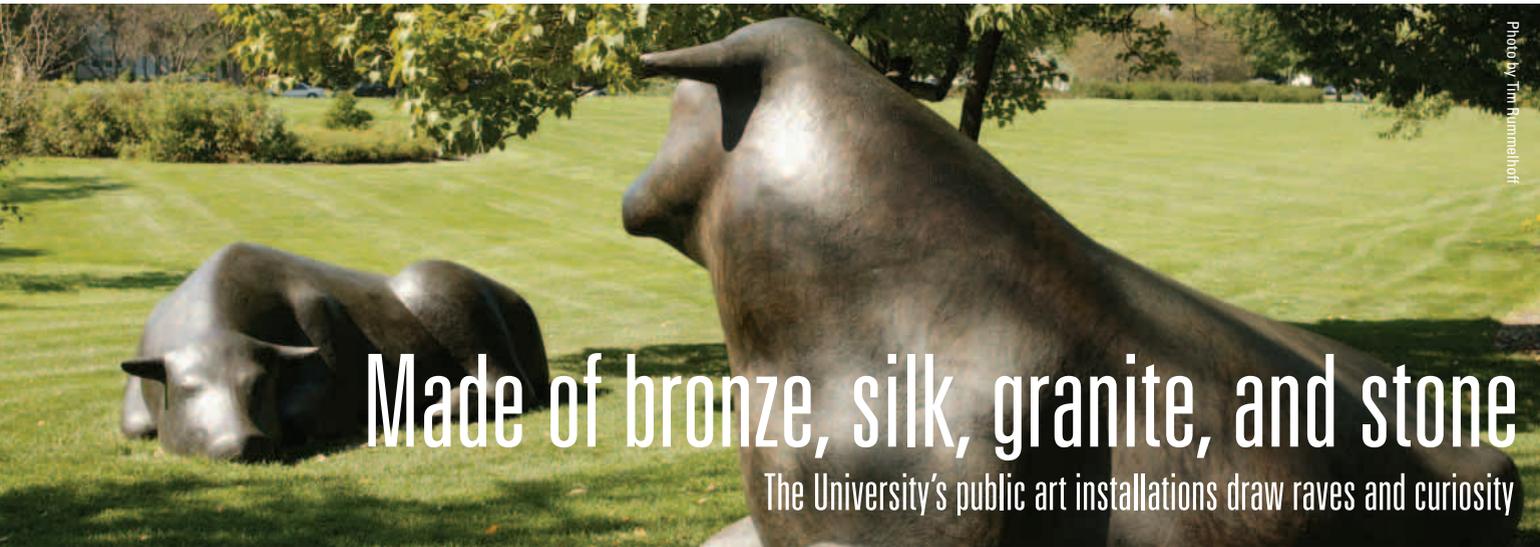


Photo by Tim Rummelhoff

Made of bronze, silk, granite, and stone

The University's public art installations draw raves and curiosity

When your campus is as spacious and populous as a small city, you've earned the right to adorn it with something pleasing to the eye. And something to think about as well.

The U has one of the country's largest and most dynamic public art programs – administered by the Weisman Art Museum and the Public Art on Campus Committee, and funded by the State of Minnesota Percent for Art in Public Places program.

Public art graces more than three dozen locales around campus - building entrances and hallways, courtyards and plazas, playing fields, and even an underground mine. The artworks range from traditional sculpture to gardens to multi-media installations.

How are the works chosen? "We select artists based on their past work and then commission them for the project," said Public Art on Campus coordinator Shelly Willis. "They're chosen because their ideas have a connection with the site."

Take, for instance, the nationally acclaimed interactive installation "The Media is the Message" in the School of Journalism. The artist installed two monitors back-to-back in a beautiful stainless steel casing. As passersby look into the monitors, tiny cameras reveal the person facing them through the monitors.

"You're looking at the person across from you in this mediated form," said Willis, "and then the image begins to morph. It illustrates the power the media wields with the use of technology." Perfect for the School of Journalism.

The most popular installation at the U: The bulls on the St. Paul campus. "Just last week at the grocery store," said Willis, "the cashier told me she lives in that neighborhood and they just love the bulls. People bring their kids to sit on the bulls. They're very visible, and they suit the site very well, considering the campus has a more rural feel."

The U of M public art collection includes work by internationally recognized artists, along with work from emerging artists, local artists, and students. Whether these displays make one think, dream, or smile, they each create a unique sense of place on campus.

For more information on public art on campus, visit www.weisman.umn.edu/public/public.html. Here you can find background information and download a map and guide.