



CCE CURRENT

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

Spring 2008

Renewal

Ourselves, Our community, Our planet

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

From the Dean



Dear friends and colleagues,

As I write this, snow still covers the landscape, winter refusing to give way to spring. But, nature is ever changing, flourishing only through constant growth and renewal.

So, too, is our community, with its educated citizenry resolutely pursuing rejuvenation. This comes for many in the form of new lifelong learning opportunities that feed individuals' personal or professional enrichment needs, in turn enabling them to transform their communities.

It is this singular march toward a more meaningful tomorrow that guides every action of the College of Continuing Education today. Our work entails forecasting adults' knowledge needs and ensuring that new programs take root in the University's research-rich environment to meet those needs.

In this issue we meet some of the truly amazing individuals who have created or partaken of bold educational opportunities and in doing so embraced renewal on a personal, community, or global scale. It is with great excitement that I share these stories.

I look forward to sharing with you in future issues the fruits of the projects being planted today. Perhaps the most far-reaching of those will be an advancement in the development of online learning courses. While much of our forecasting work focuses on tomorrow's educational *content* needs, it also examines tomorrow's educational *delivery* needs.

In nature, ecosystems are connected by air, water, earth. In learning systems, we rely more and more on a different kind of connective element – the Internet. Today we share audio and video of public forums such as Great Conversations, Headliners, and the new Strategic Leadership Insights series online and use technology to connect degree-seekers and faculty.

Tomorrow demands more.

A new vision, presented at the U's recent Quality Fair, will strengthen every link in the chain of online course creation, from identifying market needs to supporting students and faculty. This will enable a burst of growth that will expand the U's

existing portfolio of online credit courses. In doing so, it will allow the U to reach out to new part-time learners, busy adults, with learning opportunities and a fully at-a-distance interdisciplinary bachelor's degree.

The renewal of online learning design will feed the campus community and beyond. As with nature, change is rejuvenating.

After all, winter landscapes can be beautiful. But I have no doubt, bulbs will burst through and robins will alight on budding branches. And that will be beautiful too.

Have a glorious spring,

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

CCE CURRENT

Spring 2008

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First LearningLife Fest asks participants to step waaaay (four billion miles) back for perspective, then use imaginations befitting the view to improve our world.

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four billion mile

New U movement aims to help residents of this

On December 1, boomers and other change-makers gathered on the U of M St. Paul campus for the launch of a new movement – LearningLife. This joint venture between the U and boomers provides “Lifers” a connection point for resources (online and in-person; from the U or each other) to improve their own lives and the lives of those around them.

The day, dubbed the LearningLife Fest (a wee bit smaller than Woodstock), would be the start of great things to come. It gave attendees the opportunity to sample an intriguing variety of short sessions on topics from Cyberspace and the Contrast and Contradiction of China to Financial Planning and the Biology of Aging. Keynotes also pushed participants to examine “Why Purpose is Good Medicine” and come up with “Five Great Ideas the World Needs.”

In the latter session, architect and creativity expert Jerry Allan gave the audience a mix of sobering perspective and inspiration about how to effect change. In the early 1990s,

he explained setting the stage, after Voyager One had completed its mission to the edge of the solar system, Carl Sagan requested it turn its cameras back to Earth and take a snapshot.

What it captured, really captured the astronomer’s imagination.

“That’s home. That’s us,” a humbled Sagan later explained, his words now read by Allan as they materialized on

“The greatest ability of the human mind is the capability to image what does not yet exist and then take the effort to bring that vision to reality.”

– Jerry Allan

two giant projectors in the room. “On it is everyone you have ever heard of. Every human being who has ever lived, lived out their lives. The aggregate of all our joys and sufferings. Thousands of confident religions, ideologies, economic doctrines.

“Every hunter, forager; every hero and coward; every creator and destroyer of civilizations; every king and peasant; every young couple in love; every hopeful child; every mother

and father; every inventor and explorer; every teacher of morals; every corrupt politician; every superstar; every supreme leader; every saint and sinner of our complete species lived on this mote of dust suspended in a sunbeam.”

In one very quiet auditorium on that mote of dust, Allan then set about to charge the atmosphere. He articulated the challenges humans face and at the same time the tool that could help them overcome those challenges. “The greatest ability of the human mind is the capability to imagine what does not yet exist and then take the effort to bring that vision into reality.”

Allan challenged attendees to imagine and harness the LearningLife community to bring their visions into reality. He ended with Sagan’s conclusion: “To me, it underscores our responsibility to deal more kindly and compassionately with one another and to preserve and cherish that pale blue dot, the only home we’ve ever known.”

To see Allan’s presentation, visit www.learninglife.umn.edu/palebluedot. For information about future opportunities to learn about or contribute to the “pale blue dot” through the LearningLife community, visit www.learninglife.umn.edu.

view

“pale blue dot” expand their view, and help their communities

Please join us this spring

LearningLife Spring Fest: Living a Renewable Life

May 17, 2008, 9 a.m.-4 p.m.

Hear Richard Leider, senior fellow with the U's Center for Spirituality and Healing, in a workshop that helps us through the challenges of midlife. The founder of the Purpose Project, he is also the author of the best-seller *Claiming Your Place at the Fire*.

In the afternoon, join world traveler, writer, and photographer Catherine Watson who will take us on a journey of renewal to the ends of the earth. And throughout the day, sample thought-provoking topics including Living United (meet and talk with inspiring United Way leaders who are working on homelessness, hunger, health, and more), The Pursuit of Happiness (find your happiness “set point”), The Fall and Rise of the I35W Bridge (understand what happened, and how a new bridge will

rise from the debris), and Creating Your Future (Jerry Allan returns to help you create a personal plan for achieving your goals and making your dreams come true).

Complete your spring renewal outdoors, where you'll meet a bald eagle, a falcon, and an owl, as well as the Raptor Center experts who are renewing these endangered species. For more information: www.learninglife.umn.edu or 612-624-4000.

Intentional Living – Meaningful Work

Wednesday evenings, May 14-June 4

Develop the answer to poet Mary Oliver's question: “What is it you plan to do with your one wild and precious life?” For more information: www.cce.umn.edu/scholars or 612-624-4000.

Who Lived Happily Ever After? Looking at the Fairy Tale

Monday and Wednesday evenings,
May 12-28

Reflect on the attitudes, both universal and historically and culturally determined, as revealed in these enduring stories. For more information: www.cce.umn.edu/scholars or 612-624-4000.

This list is just a small sample of the College's spring personal and professional enrichment offerings. Please see www.cce.umn.edu for more details.



Great Conversations, May 2008: Defending human rights, at home and abroad

One is from a comfortable Midwestern family, the other was born into the closest thing America has to a "Royal Family." Both have followed a difficult, but extremely rewarding, course in life. Barbara Frey and Kerry Kennedy have dedicated their lives to ensuring that the basic human rights of people everywhere are protected and defended.

In the May 13 edition of Great Conversations, the annual discussion series pairing U experts with world-renowned leaders, the two women will discuss the struggles and strife, as well as the

inspiration and hope, they have encountered in their fight for human rights.

Learning from others; sharing the knowledge

Following her 1982 graduation from the University of Wisconsin Law School, Frey spent six months working in Chile during the Pinochet era. It was that experience, she says, that solidified her desire to dedicate her career to human rights advocacy.

From 1985 to 1997, Frey served as executive director for Minnesota

Advocates for Human Rights, an organization dedicated to protection of internationally recognized human rights. "I worked with the larger movement to develop laws and push for best practices to protect human rights in many different regions of the world." Under her leadership, the program grew from a volunteer group to one of the largest international human rights organizations in the United States.

Frey now serves as a special *rapporteur* to the United Nations and is the director of the U's Human Rights Program. "I see my role [at the University] as being

a connector: I connect students with information and opportunities; and the University with international organizations and experts working on human rights," she says.

Some people may wonder how Minnesota can be on the forefront of the fight for human rights. Frey explains that the battle is everywhere—and that anyone can help.

"Human rights' is not about far off countries," she says. "Most of my work in the past decade has been to advocate for human rights at home, in our own communities."

At times defending human rights may seem an uphill battle, but Frey is optimistic and determined. Where perhaps others may see a solid, immutable, mountain of problems, Frey sees grains of sand that can be moved—one by one.

"I have seen the dedicated work of committed people make a difference in so many situations. Before the Yugoslav wars of the early 1990s, the world community had not recognized systematic rape of women as a serious human rights issue. Now it is a priority, deemed a war crime, and individuals have already been tried and convicted for the crime. That kind of movement keeps me motivated to continue. I have seen groups of marginalized people, including lower caste communities, minority and indigenous groups, stand up and realize their human rights in the international community.

"We certainly have a long way to go, but there has been marked progress. We need to counter the paralysis that is generated when people believe that 'nothing can be done' to make a situation better. Every day we have choices that impact the rights of others."

Leading by example

"There was a lot of talk about the need for justice in America when I was a kid," says Kerry Kennedy, the seventh of Robert and Ethel Kennedy's 11 children. "My father was Attorney General at the time African Americans were being banned from college, tossed

in jail, lynched for exercising their constitutional rights...and our house was constantly filled with people who were on the forefront of the efforts to create change.

"I naturally gravitated to the underdog, to the fighters, those who were trying to create a more just and peaceful world." That feeling stayed with her throughout



Barbara Frey

"We need to counter the paralysis that is generated when people believe that 'nothing can be done' to make a situation better. Every day we have choices that impact the rights of others."

— Barbara Frey



Kerry Kennedy

her adolescent years, and when she was 20, Kennedy took an internship with Amnesty International documenting abuses committed by U.S. immigration officials against refugees from El Salvador.

From her experiences at Amnesty International, Kennedy says she gained not only inspiration, but also a deep sense of gratitude and appreciation for the privileges most of us have living in the United States, and how important it is to protect the freedoms we enjoy.

Kennedy, like Frey, has "a firm belief in the capacity of an individual to create change in our world."

"In just the last 25 years," she says, "there have been tremendous changes. South Africa back then was at the height of

apartheid; now, they've had a series of freely elected leaders. All of Latin America was under military dictatorships—[until recently] the only one left [was] Castro. All of Eastern Europe was under Communism; now, there's not a Communist dictator left standing. None of those changes came about because of militaries or govern-

ments or multinational corporations that wanted them to. In fact, in almost every case, those changes were opposed by what we consider the 'traditionally powerful' institutions. They all came about because individuals created change. They harnessed the dream of freedom and made it come true."

She was so inspired by some of the individual change-makers she saw

"In just the last 25 years there have been tremendous changes. They all came about because individuals created change. They harnessed the dream of freedom and made it come true."

— Kerry Kennedy

every day in her work, Kennedy authored *Speak Truth to Power*, a collection of profiles based on her interviews with 51 human rights advocates from more than 35 countries and five continents. This book has since been produced as a play, which has been performed around the world, including in Minneapolis.

Great Conversations: Defending Human Rights

Join Frey and Kennedy May 13, at the Ted Mann Concert Hall. For more information, about this event, or the June 3 Great Conversations edition, "Revenge of the Right Brainers," featuring best-selling author Daniel Pink and Darlyne Bailey, new dean of the U's College of Education and Human Development, call 612-624-4000 or visit www.cce.umn.edu/conversations.



tailored to a specific cohort of students. Cohorts are usually 15 to 25 students, and the program typically lasts five, seven, or ten weeks.

Students spend their mornings in intensive English courses; in the afternoons they head out into the community to practice their language skills and take part in cultural activities (everything from making jack-o'-lanterns at Halloween to going dog sledding on the North Shore). The program partners with the U's International Student and Scholar Services Office .

Li credits the program with giving him an edge, should he choose to go into business and industry. "I am interested in studying business, since trade between the U.S. and China is becoming more and more popular. As it is one of the most economically powerful countries in the world, the U.S. is something I knew I needed to know more about."

MELP program director, Mike Anderson, says participating in the program allows students to "learn what studying at a top-ranked academic research institution is like. It's about navigating American culture, and meeting people from all across the world."

People choose MELP, Anderson continues, because of the U's longstanding tradition of ESL excellence, as well as for the accredited faculty, and for the benefits a program embedded in a research institution can offer.

With contract learning groups from Qingdao and Asia Pacific University in Japan who have already completed their studies, in addition to groups lined up to participate, the program's future is bright. "We're serving the entire U community—not just visiting students. We're bringing more international perspectives to the U, and we're serving as a resource for students already here on campus. It's a great opportunity for American and international students alike."

Language program opens university study to international students

"I want to attend graduate school, possibly in the United States, so I decided to see about life and studying in an American school firsthand," says Jian Li, a 2007 participant in the College of Continuing Education's Minnesota English Language Program (MELP).

Li was one member of a cohort of students from Qingdao University in

China studying with the program, which helps international students who come to the University of Minnesota enhance their English skills in academic as well as business or community settings.

MELP representatives here at the U work with foreign universities, schools, and businesses to develop an intensive English language learning program

In addition to this cohort model, **MELP** also has two other programs – the **Academic English Program** and the **Intensive English Program**. For more information, visit www.cce.umn.edu/esl.

A single life's work translates into successful "new lives" for countless others

Imagine needing the services of doctors, lawyers, or police officers – not usually the most calming situations to start with. Now imagine not understanding a word they are saying and having no one to turn to for help. Unfortunately, this situation is one many immigrants don't have to imagine. They've lived it.

One University of Minnesota educator has made it his life's work to make interpreters available for life's essential basic services. This past fall, the College of Continuing Education honored Bruce Downing, of the Program in Translation and Interpreting, with its 2007 Distinguished Teaching award for his tireless work in this area.

Downing, who holds a bachelor's degree in English, a master's in teaching English as a Second Language (ESL), and a Ph.D. in linguistics, first arrived at the U of M as the new departmental chair for linguistics in 1974. He remained interested in teaching ESL, however, and as the numbers of Southeast Asian refugees to the Twin Cities area surged, Downing saw an opportunity to help out.

"That's how I came into contact of the issue of intercultural communication between newly arrived people to this country and the people who provide basic, simple, life functions you'd need to be able to handle to even get started in a new place." Only, in the late 1980s, there really weren't any people formally trained to facilitate this sort of communication, to interpret. "So, if you



Photo by Tim Runnelhoff

Bruce Downing

were a refugee, you basically had to rely on someone in your neighborhood or family or whoever the hospital could find who happened to speak English and your native tongue."

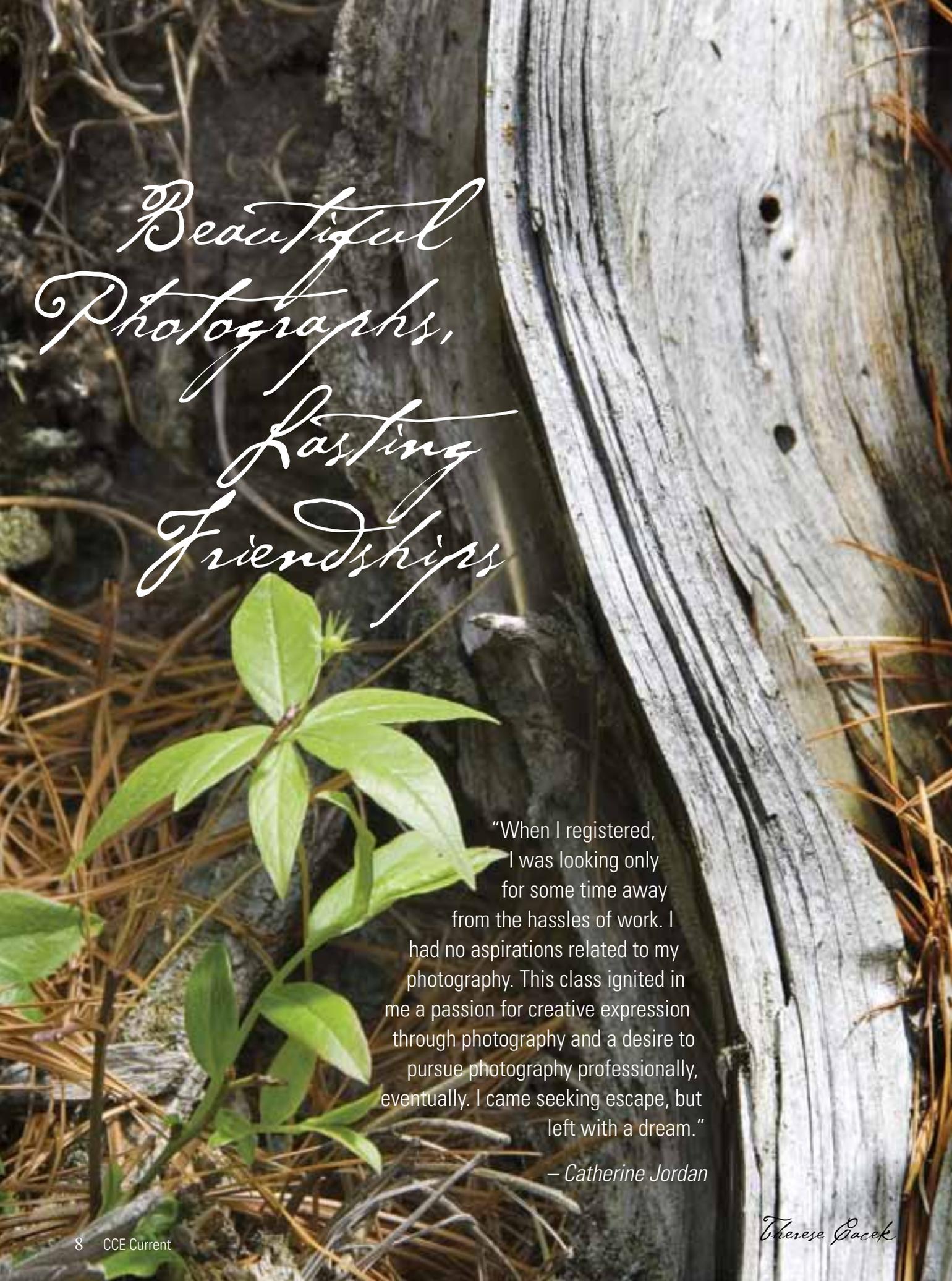
Downing and his co-workers realized that perhaps their next focus should be on teaching bilingual people the skills they needed to be an interpreter in a professional capacity. "I enjoyed being involved with an area of instruction that was relatively undeveloped." While language teaching was a well-developed profession, interpreting didn't have the benefit of a scholarly base.

"A person who has formal training in the area [of interpreting] has a much better understanding of the complexities of interpretation. They have to understand not just the words that the person is using, but the meaning behind the words. And then, they have to convey that to a doctor or a nurse."

Even today, there clearly is a pressing need for more trained interpreters. However, there is not yet a standard testing procedure to show who has the proven skills—something Downing believes will eventually change. If so, this will be due in part to the diligence of Downing and the staff of the Program in Translation and Interpreting to develop a set of nationally recognized standards. (There currently is certification at the federal court level for Spanish speakers but not for other languages, and not for other service specialties).

"One of the best things about working in this field, you really feel like you're making a difference in someone's life." Downing says. "There have been tremendous gains in the last 20 years. And the people I've had the opportunity to work with are part of the reason."

For more about the **Program in Translation and Interpreting**, visit www.cce.umn.edu/pti or call 612-624-4000.

A photograph of a weathered wooden log on the ground. A small green plant with several leaves is growing from the base of the log. The background is filled with dry pine needles and twigs.

Beautiful Photographs, Lasting Friendships

"When I registered, I was looking only for some time away from the hassles of work. I had no aspirations related to my photography. This class ignited in me a passion for creative expression through photography and a desire to pursue photography professionally, eventually. I came seeking escape, but left with a dream."

— Catherine Jordan

Therese Gacek

When people attend a Split Rock Arts Program workshop, surprising things can happen. It's common for participants to walk away feeling refreshed, invigorated, and inspired. But they can also come away with new career ambitions, lifelong friendships, and in the case of participants in one of Craig Blacklock's 2007 Digital Nature Photography workshops, a work of art.



Carolyn Porter

Blacklock began teaching for the program, now celebrating its 25th anniversary, at its inception. He, along with the program's other instructors – renowned masters in creative writing, visual art, and design – build a community each time they teach a workshop.



Catherine Jordan

Last year's photography group wanted to create a lasting tribute to their time together at the Cloquet Forestry Center (the workshop's location), and a beautiful, limited-edition coffee-table book of their photographs is the result. Here we share a few images from the collection as well as recollections from some of the participants.

Visit www.cce.umn.edu/splitrockarts and click on "Developing Relationships, Encouraging Dreams" to see and hear instructor Blacklock and participant Catherine Jordan discuss their Digital Nature Photography experiences.

"Even though we all shot in the same locations, the images could not have been more different. Some people focused on patterns and details, others sweeping landscapes. Some people photographed water in a way that each droplet was needle-sharp, and others made it look like milk. Even if two people shot the exact same thing, cropping and composition could be vastly different."

– Carolyn Porter



Nike Lee

"Our days were spent hiking through bogs and climbing rocks along the North Shore to find great locations to shoot. It was exhausting! But, when you have the opportunity to learn from someone as amazing as Craig, you want to make the most of absolutely every single moment you have."

– Carolyn Porter



Lee Fabel

Split Rock 2008

Registration is now open:

Visit www.cce.umn.edu/splitrockarts or call 612-625-8100 for details.

A SOLID FOUNDATION FOR A CAREER'S NEXT STAGE

PROFESSIONAL DEVELOPMENT CERTIFICATES

When Jim Nelson and Christian Lechler's career paths moved them from a technical role to a more managerial one, both men knew they needed to enhance their skill sets to be successful.

Lechler, a native of Germany, is a computer engineer with Siemens, a German company specializing in electronics and electrical engineering. He began there in 1995, working as an electrical engineer serving customers in the energy and (rail) transportation market.

It wasn't until he was assigned to the United States that Lechler became involved with management—and his training at first was simply “learning by doing,” as he calls it. Eventually, however, he wanted “to ground my new responsibilities with a solid foundation. I also wanted to prepare myself for the next stage of my career.”

Jim Nelson was also an engineer by training who had moved into management. He started out as an electrical engineer, then moved to project management and leadership, and eventually became a Six Sigma Black

Belt. In 2006, he took a management position at Nilfisk-Advance, Inc., an industrial vacuum manufacturer. “Most of my duties involved a human element and being able to work with people,” he says.

In addition to holding a B.S. in electrical engineering, Nelson also has his MBA. But when he took on a managerial role, he knew he needed additional professional education. “I wanted to find a program that not only helped me understand even more of the business side of things, but also that would also allow me to be more successful in personal interactions and understand what I can do to help people be successful.”

After some research, both Lechler and Nelson enrolled in the College of Continuing Education's Management Mastery Certificate — a program encompassing 120 hours of instruction. “I wanted something that covered a breadth of topics, allowed for interaction with classmates, and had instructors who could relate their examples to our real-life challenges,” says Nelson.

Adds Lechler, “This way, I could meet a lot of people from different industries and companies—see things from a

viewpoint aside from Siemens, if you will. It was a good way to not only learn, but also to network.”

The Management Mastery Certificate is designed for individuals who want to build a solid foundation in understanding how to get work done through others within their organization's framework. The certificate is also designed to promote an understanding of general overall business principles.

Students choose from a selection of core and elective courses (generally offered during a single day or two evenings) and then conclude with a capstone course that uses case studies to help them learn to apply what they learned throughout the program. The program can be completed in a year, but most participants choose to spread it out over anywhere from two to four years.

This flexibility was an added bonus for Lechler, who knew he would be headed back to Germany within the year. “It's atypical,” he says, “to take all of the course work within several months, as I did.” Still, with some determination, and some creative scheduling Lechler was able to complete his courses on time.



Photo by Jim Runnelhoff

Jim Nelson

“The whole program staff did a wonderful job in helping me get this done. Plus, my employer allowed me to come back to the U.S. to complete the capstone, which was a huge help. It’s a testament to the program, I think.”

After completing his certificate, Lechler returned to Germany permanently this winter, and is now a key account manager with Siemens. “The best take-away from this program was the chance to interact with people from a variety of industries. I learned not just from theory, but from others’ practical experiences.”

Nelson has co-workers and employees enrolled in courses and plans to take additional courses. “My goal was to be able to use at least two items from each course I took to enhance my effectiveness in my work. I met that goal and more,” he says.

For more information about the Management Mastery and other professional development certificates, visit www.cce.umn.edu/certificateprograms or call 612-624-4000.



Photo by Jim Runnelhoff

Christian Lechler

Strategic Leadership Insights Series

The College is pleased to offer a new breakfast-series discussion forum. Local managers hear from nationally recognized business experts on key workforce trends and discuss how to address these important issues. The final event of the 2007-2008 season is:

Today’s Workforce: Why Your Employees Really Are Your Most Important Asset

May 14, 8 a.m., U of M St. Paul campus

In this seminar, Mike Losey (SPHR, CAE, past president and CEO of the Society for Human Resource Management) will

explain workforce changes and trends with down-to-earth terms, facts, and real-life experiences. He will engage you in a discussion about “intellectual capital” and how to use effective people management as a competitive advantage. Whatever your role in HR issues, you will gain new insights and ideas during this seminar. Cost: \$50.

To register, or see video of the 2007-2008 season, visit www.cce.umn.edu/Leadership. For more information, call 612-624-4000.

ALUMNI VOICES

The tortoise and the College of Continuing Education grad

"I didn't start school thinking I'd be leaving" says recent graduate Matt Wehner. "And when I DID leave, I certainly thought I'd be coming right back."

"Which I did," he continues with a laugh. "If by 'right back' you mean 10 years."

During his time away, Wehner worked in the restaurant industry, managing, bartending, and wait staffing. But he never lost his itch to be doing something different—ideally, working with animals.

"And then, one day," Wehner says, "I was at work, and we all had to line up so our manager could inspect our fingernails. Our fingernails, in case we weren't groomed appropriately, or something. It just seemed so...so...demeaning. I realized right then and there it was time to pull the trigger and go back to finish my degree."

His initial career goal was to open a pet shop, a decision made in part because of his own experiences with animals. Wehner and his wife are the proud keepers of a small menagerie, including a Brussels Griffon dog, a box turtle, and Bentley, a very large African spur-thigh tortoise.



Photo by Tim Rummelhoff

Matt Wehner

"My wife and I were in a pet store one day a few years ago, and we saw this little baby tortoise being housed in a totally inappropriate environment."

Continues Wehner, "creatures like him are what made me want to work with animals—so I can help educate people. Clearly the place where we bought Bentley knew nothing about exotic species. And in fact, I don't think exotics like him should even be pets, necessarily. For him, though, there really wasn't a choice."

When Wehner returned to school in 2006, he was looking for a major that allowed him to combine his previous course work along with his interests and career plans. His adviser suggested he check out the new Multidisciplinary Studies degree program (the latest in a long tradition of self-directed degrees at the College of Continuing Education).

Wehner decided to focus on human and animal relations, with areas of concentration in arts and humanities, communications, and applied and technical studies.

After getting started in his studies, his career focus shifted a bit. "I became interested in the nonprofit world. My interest switched from working in a retail-based organization to working with an animal rights group or environmental or conservation organization."

Wehner continued to work full time while taking a full course load. His hectic schedule paid off when he graduated in spring 2007. He now works in the marketing department for the Como Zoo. "It was a switch to go from being a waiter and on my feet all day to sitting at a desk—but a great opportunity. Perfect, really. I get to use my degree—all aspects of it—in something I feel strongly about."

Wehner was the first graduate of the Multidisciplinary Studies program, which was in its initial stages when he joined. "It can be easy to return to school and get lost, fall through the cracks. With this program, you're never just a number. You have to be sort of an entrepreneur; ready to take charge of your education. But in return, you get a degree that builds on your experiences and your interests, and qualifies you for your future goals."

"As an adult returning to school, you have a clearer picture of what you want to achieve, and you know the steps you need to take to get there. This degree format fits that vision," he continues. "Plus, it's a good networking or connecting tool. When I was looking for internships, it gave me something to talk about. You see people with marketing degrees, or people with degrees in animal science or behavior, but mine is the best of both worlds. It makes me uniquely qualified."

For more information about the new Multidisciplinary Studies bachelor's degree program, call 612-624-4000 or visit www.cce.umn.edu/mds.

From the Development Director

One bitterly cold day this winter, I passed a student coming out of the Bursar's Office talking on her cell phone. She caught my attention because her voice was so distraught. "I don't have \$500 lying around. What - am - I - going - to - do?" She was almost in tears.

I guessed that she couldn't register until she cleared up a past due amount. One thing looked pretty clear: the University felt like a very cold and indifferent place to her right then.

I wanted to jump in and tell her all about the wonderful scholarship programs we have, the one-on-one advising, and financial aid counseling. But in the next second, she bolted out the door.

Do you remember feeling beside yourself with stress at some point in your life? If

you have, then you know how vulnerable and frustrating it would be to not be able to move ahead because of past due tuition bills. Getting a college education is a serious, long-term goal. Paying for tuition, books, and fees each semester can make or break a college career.

How can we help her (and others) stay the course? The answers are complicated. But often it's a simple matter of money and the right people in your corner.

I love being on campus. I love seeing students on the walkways, in the halls, in the classrooms. And most of all, I love knowing that our diverse and unique student body has supporters like you, people in their corner who won't let them slip through the cracks.



Please keep making your gifts to the College's scholarships and programs. Our students, truly, couldn't do it without you.

Thank you,

A handwritten signature in black ink that reads "Kathleen". The signature is fluid and cursive, written in a professional but personal style.

Kathleen Davoli
Director of Development
College of Continuing Education

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