

CCE CURRENT

Spring 2010

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

Building Brighter Futures

As a child, a state of permanent transition found Ryan Alexander in communities with frequent "adult parties, drug use, and petty crime." Today, as a returning adult learner seeking a degree in urban studies and construction management, he volunteers his time to make stable homes for others.

Also in this issue:

Scholarship recipients give back • Small-scale sustainable agriculture • The global economic crisis

COLLEGE OF CONTINUING EDUCATION

UNIVERSITY OF MINNESOTA

From the Dean



Photo by Tim Rummelhoff

Greetings,

As I write this, I look forward to a colorful conversation set to take place just a few nights from now during the last of this season's monthly Headliners events.

The topic: The New Frugality.

Chris Farrell, author of a book of the same name and economics editor for American Public Media's "MarketPlace Money," will kick off the night with a look at everyone's hot topic – the economy. Specifically, as it recovers, will Americans either remain on a path of frugality and sustainability, or revert to our lust for the newest and the best?

While his presentation (recording available at www.cce.umn.edu/headliners) is sure to be thought-provoking, what I like best about Headliners is what follows — the debate. Friends, family, neighbors, whole networks of individuals from across the metro converge on campus and make an evening out of discussing a topic in the headlines.

It is so important that all of us – whether away from school for a few years, or a few decades – have these types of opportunities to really dig into an issue with an expert. We come away richer. Assumptions challenged. Horizons expanded. Minds charged, and sometimes changed.

That is why the College, perhaps more widely known for helping adults return to school to finish degrees or pursue professional education, puts on Headliners. We also host other short enrichment programs, offered in formats convenient for adults.

In addition to two discussion series (Headliners and Great Conversations, which is spotlighted on pages 2-3), summer daylong camps in a dozen different topics offer intellectual escapes. When school is in, short multi-evening courses allow lively explorations of science, language, literature, culture, or history. Transition workshops offer creative ways to explore possible paths for your life's work. And, lastly, a new series of daylong 101 courses invites seasoned citizens back to basics on a topic they may have missed the first time around.

The experiences are different, but each offers a meaningful, rich learning experience with a community of active participants. If you haven't already given them a try, we'd love to have your voice as a part of the dialogue. You'll find a smorgasbord of opportunities at www.cce.umn.edu/LearningLife; or, be the first to hear about new offerings by checking the "LearningLife" selection in the attached card. I hope to see you soon.

Sincerely,

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

CCE CURRENT

Spring 2010

2-3 International experts discuss “The Global Economic Crisis”

May Great Conversations features Humphrey Institute Dean Brian Atwood and internationally renowned economist Hernando de Soto.

4-5 Scholarship recipients give back

Two Inter-College Program students share their degree paths and aspirations to assist others in their communities.

6-7 Building brighter futures

Construction management students gain hands-on experience in helping enrich the lives—and homes—of those less fortunate.

8-9 The plot thickens

Commencement speaker designs a degree focusing on small-scale, sustainable agriculture.

10-11 Masterfully done

The College of Continuing Education develops a suite of professional master's degree programs aimed at returning adult students.

12 Reeducating the workforce

Continuing Professional Education lets workers in transition revamp their skill sets and prepare for new career opportunities.

13 From the Development Director

A message from College of Continuing Education Director of Development Kathleen Davoli

CCE Current Editorial Board

Mary Nichols, Dean

Kathleen Davoli, Director of Development

CCE Current Team

Editor

Liz Turchin

Writer

Megan Rocker

Graphic Designer

Adam Turman

Production Coordinator

Anne Morris

Mail List Coordinators

Sheryl Weber-Paxton and Peggy Lehti

Photographers

Patrick O'Leary, Tim Rummelhoff

Cover photo of Ryan Alexander by Tim Rummelhoff.

Volume 6, Number 2

CCE Current, a publication for alumni, donors, and friends of the College of Continuing Education at the University of Minnesota, is published twice a year from offices at Coffey Hall, 1420 Eckles Ave., St. Paul, MN 55108-6080. Readers are encouraged to submit comments and story ideas to the editor at this address or via e-mail to turch001@umn.edu.

The information in this publication is available in alternative formats. Disability accommodations for programs in this publication are available upon request. Call 612-625-1711.

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

© 2010 Regents of the University of Minnesota. All rights reserved.

DO-0174-03/4.10

great conversations 2010

International experts discuss “The Global Economic Crisis”

May 18 Great Conversations features Humphrey Institute
Dean Brian Atwood, Economist Hernando de Soto

The terms “economist” and “rock star” don’t necessarily pop up in conjunction with one another very often...unless you are talking about Peruvian author, activist, and economist Hernando de Soto.

De Soto, president of the Institute for Liberty and Democracy (ILD) and expert on the informal economy and the importance of business and property rights, will join Brian Atwood, dean of the Humphrey Institute of Public Affairs, for “**The Global Economic Crisis**,” the second installment of the 2010 Great Conversation series this **May 18**.

Atwood, who served for six years as administrator of the U.S. Agency for International Development (USAID) during the Clinton administration and also served on UN Secretary General Kofi Annan’s Panel on Peace Operations, has known de Soto for decades. The two worked together during Atwood’s tenure with USAID, among other ventures.

Says Great Conversations program director Margy Ligon, “What a lot of people don’t realize is that the faculty member selects the guest whom they are paired with—it really is a ‘conversation’ between peers. Professor Atwood’s choice of Mr. de Soto is very exciting and timely.”

Part of the excitement comes from de Soto’s cross-generational and cross-cultural appeal. Continues Ligon, “de Soto has worked with people all over the world. The people of Peru absolutely love him for what he has done for their country. He’s an economist—and a celebrity. I had a U student who had studied in Peru come up to me when he saw the schedule and tell me, ‘Oh my gosh...Hernando de Soto...he’s treated like a rock star there.’ He’s very much respected and loved.”

Born in Peru, de Soto fled to Switzerland at age seven with his diplomat father and the rest of his family following a 1948 military coup. He did not return to his homeland until he was 38 and a

successful economist. He came back to a country plagued by poverty, social and economic inequities, and military rule.

Upon returning, de Soto founded the ILD—named by *The Economist* as one of the top think tanks in the world. De Soto’s work focused on answering the question, “Why are some countries rich, and others poor?”

It is not, he says, a lack of work ethic or of actual assets—Peru had a bustling “informal” economy, and home and property “ownership” was widely acknowledged, albeit also informally. What kept the poor from improving their lives, de Soto says in a 2009 interview, was “burdensome, costly, and discriminatory laws—and the lack of legal tools that you take for granted in rich countries: property rights to control resources, legal business organizations to develop them, and identity devices to operate and be recognized in expanded markets beyond the confines of family, friends, and neighbors.”

As he explains in his 1986 book *The Other Path*, “They have houses but not titles; crops but not deeds; businesses but not statutes of incorporation.”

“When Western countries look at economies like the Peruvian one,” says Atwood, “they are only seeing the formal



J. Brian Atwood

economy. They miss out on this huge source of potential worth, because it’s basically dead capital. All of this land and property, it’s not titled, not recorded. So, as far as the government is concerned, it doesn’t exist.”

De Soto and the ILD have worked ceaselessly to bring the shadow economy of Peru out into the light, and to unlock their economic potential. His efforts have garnered him acclaim and notoriety: *Time* magazine named de Soto one of “100 leaders for the new millennium.” *Forbes* magazine called him “one of 15 innovators who will reinvent your future.” More than 30 heads of states have asked him to conduct programs to help the poor in their countries become self-sufficient and prosperous. His economic theories have received praise from both the left and right political wings of developed nations.

His efforts have also earned him death threats from the Peruvian Marxist terror group Shining Path. His car was machine-gunned and his offices firebombed. Not your typical economist, indeed.

“He’s not just a theoretical economist,” says Atwood. “He’s a revolutionary... and yes, a ‘rock star.’ What makes him so exciting is he has these creative ideas about economics, and he can get people to listen. He’s relatable, affable,

and an engaging, exciting speaker. He talks about complex issues in a way that economists pay attention...but non-economists can understand, as well.”

Atwood continues, “What makes him so exciting is that revolutionary power; that he’s going to change the world. But with his ideas, not violence. He once said to me, ‘why should violence have the advantage for bringing change? Why not ideas?’”



Hernando de Soto

A Great Conversations veteran, Atwood has a knack for selecting conversation partners who are timely as well as topical. He is confident that de Soto fits the bill. “There are a lot of similarities between the U.S.’s economic development and the situations facing today’s developing nations. Think about the old adage ‘how the West was won.’ How we pushed our frontier west, how the American economy moved west. How that economy went from informal to formal; from relatively undisciplined to documented and regulated... I’d like to discuss that.”

Also potentially on the agenda is the issue of “toxic paper,” and how there is very much a similarity between the problems of a third-world shadow economy and the financial crisis in the U.S. in terms of transparency of ownership and how that affects the economy.

“When you have a financial product on the market, it should be licensed. The public should know what it is. It shouldn’t be beyond the reach of government scrutiny,” says Atwood. “That’s one of the reasons for the mortgage crisis. Some of these products

out there changing hands, no one really knew WHAT they were.”

It’s being able to see such connections, and explain their relevance to the general populace that makes de Soto such a visionary speaker and educator. Concludes Atwood, “In my experience in international development, I’ve found that those highly educated individuals who come from developing nations, people like de Soto who have lived in places like Peru, they tend to be the most creative thinkers, the revolutionaries. Seeing things from a new angle, being able to change the world...it’s part of their being.”

“2010 Great Conversations Season Underway

Since its inception in 2002, Great Conversations has featured prominent U faculty members and their distinguished invited guests for public discussions of timely issues and ideas.

The 2010 series features three thought-provoking dialogues with people working to improve the human condition.

April: The season kicked off with *The Transformative Power of Art*, featuring screenwriter and novelist Rafael Yglesias together with author and U of M Regents Professor Madelon Sprengnether. Audio is available at [www.cce.umn.edu /Great-Conversations](http://www.cce.umn.edu/Great-Conversations).

May 18: *The Global Economic Crisis* (details at left)

June 15: *World Pandemics and the Environment* will feature Jonathan Foley, director of the U’s Institute on the Environment, along with physician, epidemiologist, author, and philanthropist Larry Brilliant.

All conversations are held at the Ted Mann Concert Hall on the West Bank campus of the University of Minnesota at 7:30 p.m. Tickets are available through the Northrop box office. For complete program details, including ticket information, visit [www.cce.umn.edu /conversations](http://www.cce.umn.edu/conversations).

Scholarship Recipients *Give Back*

Two Inter-College Program (ICP) students share how they crafted a degree path to match their aspirations to assist others in their communities. One is a returning learner who specializes in working with Native American individuals suffering from mental illness and chemical dependency; the other is a traditional-age student hoping to return to her hometown to work with high school students.

Photo by Tim Rummelhoff

Kari Bacher

Odile Rousselle

*Inter-College Program
Health and Wellness, Addiction Studies*

Growing up in Québec, Canada, Odile Rousselle first learned about the First Nations people from her grandfather, a pioneer to the region. He taught her about the Algonquin people he had met, and helped her appreciate the rich cultural traditions they had. And, as she moved around Canada as a young woman (including time spent living in Ontario, British Columbia, and the Yukon Territories), she had the

opportunity to befriend and work with many people of other First Nation tribes.

It was this connection to Native American culture, and a deep interest in helping people that led Rousselle to pursue a thematic ICP degree (www.cce.umn.edu/Inter-College-Program) specializing in working with indigenous people who are struggling with substance abuse and/or mental health problems.

“When I was younger, and working as a community health aide, I held the hand of an elderly man dying of cancer...I was the only person in the room with him. That [event] made me realize how

important human contact is throughout our lives, and what a gift it is to be of service to others,” she says.

Pairing that sense of empathy with her knowledge of First Nations people was a natural fit, and in 2007, Rousselle approached adviser Karen Moon with her plan of earning her bachelor’s degree and getting her state licensure as an addiction counselor.

“Karen is a blessing. She’s made me feel like I’m worth the time and effort to guide me through the degree process. She helped me understand the realities of my plan, solidify my goals.”

Rousselle also received several scholarships—including the Ingrid Lenz Harrison Scholarship, Osher Reentry Program Scholarship, and the Karin L. Larson Interdisciplinary Education Scholarship—to help accomplish her goals. “Those made a huge difference in my life. I’m a single woman, trying to balance all my life expenses, working full- and part-time to finance things, and then going to school. Getting that financial boost made it possible for me to go to school at the U.”

Currently, Rousselle works as a community advocate for individuals with persistent mental illness living independently. As some of her clients also have chemical

“[Scholarships] made a huge difference in my life. I’m a single woman, trying to balance all my life expenses, working full- and part-time to finance things, and then going to school.”
— Odile Rousselle

dependency, the position is well suited to her. “I love doing something different every day. I counsel, I meet with clients, I work as an advocate, I work on the day-to-day functions of the program, building a sense of community, instilling hope, and promoting well-being. Alcoholism, mental health issues—they’re often tied together. This work, it’s not a cut-and-dried, black-and-white issue. I love the nuances of it, the dynamics, and I feel like I have the empathy and the skills to make a difference.”

After receiving her degree and her licensure this summer, Rousselle plans to take a year off to possibly study sign language and deaf culture, before returning to the U for her master’s in social work. Her ultimate goal is to establish and run a holistic-approach supportive housing program for First Nation people.

“People can heal from their pain and move on to a healthy and productive life, if they are given the right tools to do so. I want to be able to build a program that evaluates and treats individuals physically, mentally, emotionally, and spiritually.”

Kari Bacher

*Inter-College Program (ICP)
Social Justice, Global Studies, and
Sustainability*

Karin L. Larson Interdisciplinary Education Scholarship recipient Kari Bacher is effusive when it comes to the opportunities the scholarship has afforded her. “Getting that scholarship, it meant the world to me,” says Bacher, a senior in the Inter-College Program (ICP).

“I’m a first-generation college graduate; I was struggling to fund my education. I had gotten to the point where I thought I’d have to drop out so I could go to work and pay my bills and save up to hopefully be able to return later...I am so grateful.”

The Larson scholarship helped Bacher pay her tuition as she pursued a course of study crafted to fit her career goals. And while she may have found the College of Continuing Education in a roundabout way, she is very much at home here now.

Initially planning on teaching, Bacher became increasingly interested in the issues of social justice and global studies. In search of a tailored major, she investigated a College of Liberal Arts individualized degree. But she knew “what I wanted was something cross-collegiate, so I was at a loss. CLA told me there was another individualized degree through the College of Continuing Education, so I attended an info session.”

It was, Bacher says, a perfect fit. “Attending that info session, I had one of those ‘light bulb moments.’ It was like a switch flipped, and I knew this was my place, and that this was a degree I could truly own. I found a home here—it has a small-college feel in a major university setting.”

With her adviser, Bob Danforth, Bacher designed an Inter-College Program (ICP) degree combining social justice, global studies, and sustainability. “It’s amazing to have such individual attention from an academic adviser. He listened to me, understood my goals, and knew exactly how to help me—when to broaden my path, and when to narrow my focus.”

Also critical to Bacher’s education were her travels, which were funded by the Paulo Freire Grant through the Learning Abroad Center and the Career and Community Learning Center. These travels included studying in Mexico

and volunteering in Bolivia, where she provided firsthand assistance by volunteering in an orphanage, working with school-aged kids, providing them with safe and fun recreational, cultural, and artistic opportunities.

The experiences she had helped her focus her studies on social justice in

The Larson scholarship helped Bacher pay her tuition as she pursued a course of study crafted to fit her career goals.

Latin American countries. “Working in Bolivia opened my eyes to both the rich cultural traditions of its people as well as the complex social, political, and economic forces that have created disparities.”

After graduation, Bacher will be working for the Peace Corps as a protected areas management adviser in a small, rural area in Honduras. While there, she will work with communities on environmental protection projects. Typically, she says, protected areas management advisers usually work near national parks, wildlife refuges, and biological reserves. Former volunteers have worked on chicken co-op projects, family and school gardens, and tree nurseries (to help replace heavily deforested areas).

Following her two-year tenure, Bacher plans to return home. “In one of my social justice classes we talked about how important it is to bring the skills you’ve learned back to your own community. That struck a chord. I’m from Green Bay, which has been hit especially hard by the recession, and I want to go back there and help kids have the best possible chance to succeed.

“Thanks to my education, I was able to do it abroad; and I will also have the opportunity to help out in my hometown.”

To find out how you can help students reach their goals, visit www.cce.umn.edu/SupportCCE, or contact Kathleen Davoli at davol001@umn.edu or 612-625-1253.



Building Brighter Futures

Students looking for practical, real-world education in the field of construction management can find it in the College of Continuing Education, where program faculty are industry experts. The curriculum focuses on actual construction and business issues, and teaches students how to relate classroom experiences to the workplace. Two flexible programs allow students to take individual courses, earn a bachelor's degree, or use the subject as an area of emphasis. Senior Ryan Alexander and sophomore Nick Alms are just two examples of the programs' unique participants.

Photos by Tim Runnelhoff

Ryan Alexander

Ryan Alexander

Inter-College Program (ICP)
Construction Management and Urban Studies

Growing up, Ryan Alexander relocated frequently, moving from one rental home to another because his parents struggled to find affordable housing. He went on to move several times as an adult when he rose through the career ranks at Xerox.

"When I was 13, we moved from Michigan to Florida after my father lost his job," he says. "The first place we lived was a rundown apartment complex...There were

frequent adult parties, drug use, and petty crimes in the community. My parents realized this wasn't a good place for children, so we moved to a new neighborhood where we lived for a couple of years and then moved again when the rent became too high."

This state of permanent transition affected him deeply. "Looking back, I never felt like part of the community in the homes we rented or the neighborhoods we lived in."

It made him realize "children of all backgrounds deserve a stable home and

repeated relocations can have long-term effects on the child and the family." He continues, "My parents were never able to establish an ownership interest in the housing that we lived in. I knew I wanted to do something to help others provide their families with opportunities for stable homes.

"I was also very interested in homes, families, and communities; I wanted to gain pragmatic experience and be able to put it to use."

With the help of his adviser, Bob Danforth, Alexander crafted an ICP degree in construction management and urban studies that would give him a hands-on understanding of housing and urban development within a variety of cultural, social, and economic contexts. “When I started my course work, it was the peak of the mortgage and housing crisis,” he says. “People were losing their homes, whole neighborhoods were being evicted through the foreclosure process. It was apparent that there was a real need for stable housing, free of predatory lending practices.”

“I became interested in planned housing communities for people with defined residential and lifestyle needs—senior living, low-income housing, mixed residential, and retail and residential. Our world is different from post-World War II. The ‘American Dream’ of a three-bedroom home, one-car garage, and white picket fence isn’t necessarily the right fit for every family these days. I want to help find a solution that provides people with the amenities they need, while providing access to transportation, health care, and education.”

When Alexander receives his diploma in December, he will be the first in his immediate family to graduate from college. He isn’t planning a career change, but does plan to use his degree to continue his volunteer work with low-income and immigrant families. “You hear sound bites like ‘those people need to learn English, become assimilated.’ In most cases, they WANT to learn English, provide for their families. They just need people to help them along. That’s why I tutored ESL, and it’s why I want to get involved in housing issues. I want to use what I’ve learned to help.”

Nick Alms

Bachelor of Applied Science Program (BAS)

*Construction Management (major);
Business Management (minor)*

With his father a construction instructor and construction company owner, sophomore Nick Alms was, you could say, born with the proverbial “hammer in his hand.”

“I started working for my dad when I was younger, and worked for him all through school. I enjoyed it, and always knew I wanted to study a related field at the U.”

Initially, Alms was drawn to design, and planned to major in architecture. After a few courses, however, he found it wasn’t what he expected. “I wanted to do more with construction, and specifically the management aspect of it. I talked to Megan Seltz [an adviser with the College of Continuing Education], and she explained how a Bachelor’s of Applied Science in Construction Management, with a minor in business management, could fit my goals.”



Nick Alms

The program’s curriculum, along with its instructors—who have real-world, hands-on experience and also work in the industry—are something Alms appreciates. “It’s been great. Learning from people who are out there doing their stories...you get a good sense of what the industry is like. I definitely think it will give me an edge when I’m looking for jobs after graduation. The program is academic and applied; very experiential.”

Alms is no stranger to experience. In addition to working for his father’s company, he spent time working on a house in Albert Lea that was renovated for the ABC television show “Extreme Makeover: Home Edition.”

“It was interesting to learn about the show itself. For one, the cast is only there maybe 10 percent of the time. They come in, film their bits, and then leave. The rest of the time, it’s a steady stream of work by the crew.”

The process was especially interesting to Alms from a management standpoint.

“The project is a fast-track in the extreme. The crew is huge, because you only have a few days to demolish and rebuild a whole house. And that’s not counting the time it takes to move the TV equipment and set in and out, as well as all the homeowner’s stuff. The scheduling and supervision aspect was very tight.”

The next big hands-on experience for Alms will be studying abroad for a semester in Australia early next year. “I plan to study and get an internship while I’m there. I would like to see how the industry differs from ours, what unique challenges there are, what techniques we could use here.”

He continues, “I’m also very interested in studying sustainability issues while I’m in Australia. I want to emphasize that in my degree, because I think it’s going to be more and more prominent in construction and design.”

As for his plans after graduation?

“Ultimately, I want to do project management for a large commercial firm here in the Twin Cities. I think my degree will help my marketability in that aspect. Having the business aspect is crucial. As the economy starts to turn back over, and new building opportunities open up...I can’t wait to get involved.”

Financial aid and scholarships play a crucial role in helping students achieve their educational goals.

This year, five U of M construction management students received support from two important and generous organizations in the industry: the **Minnesota Construction Association (MCA)** and the **Minnesota Laborers Employers Cooperation and Education Trust (LECET)**. The **MCA** scholarship went to Alex Holzinger; the **LECET’s** training scholarships were awarded to Jeremy Best, Lauren Colbeth, Chris Hauck, and Scott Naphtali.

Many thanks to both **MCA** and **LECET** for their assistance to these fine students.

To help students realize their dreams, visit www.cce.umn.edu/SupportCCE or contact Kathleen Davoli at davol001@umn.edu or 612-625-1253.

THE PLOT THICKENS

COMMENCEMENT STUDENT
SPEAKER DESIGNS DEGREE
FOCUSING ON SMALL-SCALE,
SUSTAINABLE AGRICULTURE

Dan Halsey has had a successful career for many years as a food photographer for magazines, advertisements, and other publications. But when he decided to return to school and finish the bachelor's degree he started in the 1970s, he found his educational interests had shifted... so he dropped the academic study of photography—and kept the food.

“My wife and I are active outdoorspeople. We canoe, backpack, that sort of thing. Through those hobbies, I have always been interested in edible plants, and, eventually, the ideas of ‘permaculture,’ and ‘polyculture.’ I am very interested in the issues of sustainability, landscape architecture, and the edible forest garden—the pinnacle of low-input, high-output food production.”

Halsey saw an individualized degree in temperate polyculture design through the College of Continuing Education's Program for Individualized Learning (PIL) (formerly known as University College and University Without Walls)



as a way for him to formalize what he had learned in his own practice of permaculture on his 25-acre property in the south metro area. It would also allow him to take his knowledge and teach it to others.

“Much of what is out there about permaculture and polyculture agriculture is anecdotal. A lot of ‘he said/ she said’ type stuff. Theories and stories of what worked for one person and one place—which, of course, will not work for everyone. I wanted to be able to formalize it, give it an academic support system, and develop a language

Photo by Tim Rummelhoff

and symbolic system for it so I could communicate plant relationships and articulate my design ideas,” he says.

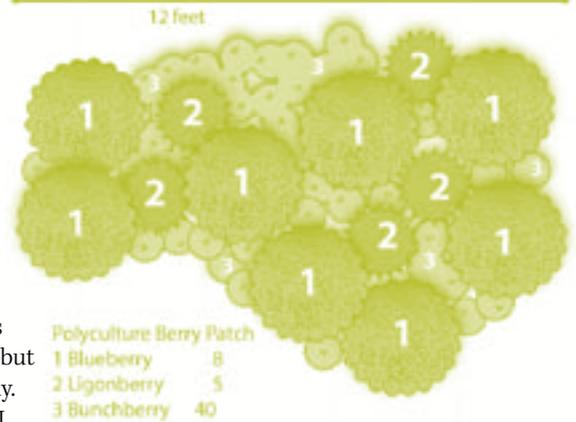
The term permaculture was coined in the 1970s, and is derived from the words “permanent agriculture.” Permaculture is an ecological design system for sustainability in all aspects of human endeavor. Facets include building natural homes, growing our own food, restoring diminished landscapes and ecosystems, catching rainwater, building sustainable communities, and more.

Practitioners of permaculture, Halsey explains, can make use of polyculture design to grow their own food in an efficient, sustainable way. Polyculture is a form of agriculture that mimics the diversity of natural ecosystems by allowing multiple crops and livestock to thrive in the same space. Including techniques such as companion planting, beneficial insectory plants, and multi-cropping, polyculture agriculture has several benefits over traditional monoculture agriculture (what we typically think of

Says Halsey, “In ‘Big Ag’ farming, and even in small-scale gardening and landscaping, the land is something to be dominated and subdued, forced to produce and be managed for the sole purpose of man’s desire.

“But in polyculture farming, and in the way I teach landscape design, it’s not about what I can do to the land, but rather what we can do collaboratively. When I work with property owners, I spend a lot of time teaching them to read the land, listen to the land, and observe what it has to offer. If they take the time to assess it, everyone’s yard can be transformed to an edible forest garden. It has a great capacity to supply unending resources, but only if its natural momentum is encouraged.”

Halsey not only practices permaculture and polyculture design on his own property, he also works as a forest garden and homestead designer and consultant, and is an adjunct instructor for Brown College, as well as an



like, rather than allowing the natural patterns to drive the concept. So much time is spent imprinting an artificial (and usually European) aesthetic on the landscape, and then fighting the momentum of the existing ecosystem. This creates labor for the landowner, as he or she fights the forces of natural succession.”

But a successful garden, Halsey says, “doesn’t have to be square. It doesn’t need rows and lines. What it needs is for the landowner to really take a good look



when we think of western-style farming). Whereas monoculture farming requires fertilization and mechanization to produce a viable crop, and then requires additional intervention to harvest, package, and ship the crop—all of which use fossil fuels and continually deplete the soil and the land—polyculture by design is self-renewing, self-fertilizing, and helps restore the soil. It is also more pest- and disease-resistant. In addition, the greater variety of crops provides habitat for more species, increasing local biodiversity.

instructor for the Permaculture Research Institute, Cold Climate, where he manages a certification course for permaculture design.

In both his work with design clients as well as in his teaching, Halsey lays out a system of planting and growing that people used to more traditional agriculture and landscape design may find a bit counterintuitive at first.

“In permaculture landscape design, the very LAST thing you do is pick out your plants,” he says. “Traditionally, the people I’ve worked with have all decided ahead of time what the final design should look

at what they have available to them, and what types of food products will flourish. We have to change our tastes to match the land—not force the land to meet our tastes.”

The polyculture design process begins with a site assessment, dividing up the land into biomes or ecological patches. Then, each of those areas is evaluated in terms of soil composition and chemistry, topography, water access, and other factors. After considering all of the intrinsic factors in the land, plants are selected which will work together to

Masterfully Done

A new suite of professional master's degrees meet the rising demand for applied graduate work.

More and more adults in the workplace are discovering an advanced degree is necessary for moving ahead in their current career or switching fields altogether. However, for many of these individuals, a traditional master's degree program is not the best fit.

Traditional master's programs are frequently viewed as preparing students for a career in research or academia—as a stepping stone on the way to a Ph.D. Programs often require full-time enrollment, with most classes being held during the day, and can take several years to finish. Few working professionals looking for advanced academic credits, however, can afford the time demanded by this sort of program.

Because of this, increasing numbers of colleges and universities are considering a new type of graduate degree: the professional master's degree.

A professional master's degree is a terminal credential featuring applied studies and graduate-level curricula, designed for individuals who need an

advanced degree to move ahead in the workforce.

As a specialist in the field of adult education and an organization committed to helping adults achieve their academic goals, the College of Continuing Education (CCE) is developing a suite of professional master's degrees to meet this rising demand for applied graduate work.

Says Sherry Wagner-Henry, the College's Director of Graduate Studies, "Right now, the market is changing. The workforce is becoming more competitive, and for many people, a bachelor's degree is no longer enough. A professional master's degree is focused on applied learning, instead of a research emphasis. Our students will be working in their fields, doing internships or capstone projects, gaining real-world experience. These degrees are very much like an MBA—advanced degrees for people looking to get ahead in their careers."

CCE is uniquely situated in the University to handle the specific

demands of a professional graduate degree program, says Wagner-Henry. "We are a home to inter-college, interdisciplinary education. We already have extensive cross-collegiate faculty contacts in place, and experience working with interdisciplinary degrees, which a professional master's is.

"Our niche is in working with adults; we are able to offer a wide variety of courses online, on the weekends, and in the evenings so that they can complete their degree while balancing work, their families, etc."

Master of Professional Studies in Arts and Cultural Leadership

The first professional degree developed was the Master of Professional Studies in Arts and Cultural Leadership, which grew out of the College's interdisciplinary Master of Liberal Studies (MLS) degree.

"The Twin Cities is a cultural mecca. We're in an area that prides itself on its arts community, yet we didn't have any type of program that could train people



to become leaders and managers in that community,” says Wagner-Henry.

She continues, “Many of our most promising folks were headed off to Madison or Chicago or the like to get their training. If you’re lucky, they come back. But often, they left for good. It makes sense for us to target these people for *our* graduate program—otherwise we’re losing some top talent.”

“One day, I had an MLS student tell me she wanted to focus her degree on arts management. And we began to see more and more students who were looking for a degree in arts and cultural management, and couldn’t find it anywhere else, so they came to MLS to create a curriculum. Eventually, we reached a critical mass of students, and realized that a professional master’s degree in arts and cultural leadership would be a perfect fit in the College.”

That “first student” was Kathleen Hansen. Hansen studied arts administration and women in leadership, and today works as the managing director for the History Theatre. She is also a guest lecturer at the U and serves on the advisory board for the new arts and culture leadership degree. She says, “This is the first program of its kind to service educational needs for experienced arts and cultural professionals, or experienced professionals hoping to shift into cultural leadership positions.”

Continues Hansen, “[A professional master’s degree] has flexible class schedules, accomplished instructors,

and allows seasoned professionals to mentor emerging leaders...[In addition], there are opportunities to engage in professional development and portfolio-building projects, such as conferences, article writing, internships, and direct studies.”

Current MLS student Laura Krider will be switching to the new program when enrollment officially begins this fall. “As an arts administrator and musician, I’m very excited. It will help me develop my skills while working in the field. The program gives me a chance to learn both the theoretical and practical side of being a leader in the arts and nonprofit worlds.”

Master of Professional Studies in Horticulture and Master of Biological Science

In addition to the arts and cultural leadership degree, the College also will offer a Master of Professional Studies in Horticulture and a Master of Biological Science. Both of these degrees had existed as traditional master’s



programs in their respective colleges, but will be moving to the College of Continuing Education this summer and redesigned as professional master’s programs.

“Both of these degrees,” says Wagner-Henry, “were valid programs with solid enrollment. But neither fit precisely well into their existing colleges. And the colleges didn’t want to do their students a disservice by shoehorning them into programs whose primary missions were different. These students were not preparing for med or vet school

(biological science); nor were they preparing for research careers or academia (horticulture). Many of them are adult learners looking for a more flexible, interdisciplinary course of study that better matches their careers.”

The move to the CCE, Wagner-Henry says, will allow the programs to better meet the needs of current students, as well as be better positioned for more targeted growth.

Tom Michaels, faculty director for the new horticulture master of professional studies, agrees. “Most of our current students are outside of the traditional 19- to 25-year-old demographic. They typically have a job or other vocational or family commitment, and are looking for career entry, change, or advancement. CCE is a great home for this program because of its extensive experience with [adult] students. We’re thrilled to be tapping into their experience. [In addition,] we’ll be able to increase the number of flexible courses, such as online courses and hybrid courses with major online components.”

All three of the new professional degree programs will be open for enrollment beginning fall 2010. In addition, plans for professional graduate programs in sustainability studies and behavioral health are also in the works.

Concludes Wagner-Henry, “these professional degrees are

individualized, interdisciplinary, and career focused. They’re responsive to the needs of both adult learners and employers and organizations. It’s very exciting to be at the front of these developments.”

For more information about graduate studies through the College of Continuing Education, contact the graduate programs office at ccemls@umn.edu or 612-626-8724.

Reeducating the Workforce

Even though Chairman of the Federal Reserve Ben Bernanke declared the recession over, the high joblessness rate points to a continued restructuring of the American economy. According to the Bureau of Labor Statistics, as of February, the nationwide unemployment rate was at 9.7 percent, its highest level in a quarter-century.

In response, many dislocated workers are looking to give themselves an edge against the competition in the shrunken job market. Says Mike Powers, director of the Dislocated Worker Program for the Minnesota Teamsters Service Bureau and Minnesota Job Partners, “since layoffs now affect those in every industry sector, there is an increase in interest in pursuing professional education to obtain new skills, to update existing skills/knowledge, and to obtain credentials that make a person more competitive in this tight job market.”

While dislocated workers take advantage of many of the varied professional development short courses and certificates offered through the College of Continuing Education, many are enrolling in the College’s new fast-track certificate programs (including Project Management, Train-the-Trainer, and Business Analysis).

The regular version of a certificate, typically taken by employed professionals, can be completed in approximately six months to a year. Fast-track courses offer the same content in a condensed time-frame—for example, the 30-contact-hour

Business Analysis certificate takes one week of full-time course work.

The condensed format offers more than just a convenient scheduling option. Programs like the fast-track certificates have a host of benefits. Says Powers, “A huge bonus in taking continuing education courses and certificate programs is the opportunity to meet people who are working in various industries and learn by networking. And the instructors are usually from industry and can suggest useful tidbits for your job search, such as who is hiring in a specific industry. Remember: learning helps earning.”

Devan Shepherd, CEO and Chief Technical Officer of Twin Cities-based XMAlpha Technologies, is the instructor for the Business Analysis certificate. He adds, “a fast-track course also offers a concentrated learning experience for motivated learners. [It] offers busy adults an opportunity to maximize the return on their learning experience, while covering all of the same content. I also think accelerated delivery correlates with an overall efficiency gain with regard to knowledge transfer.”

The fast-track programs were developed in response to the growing market need for professional “reeducation.” The College’s Continuing Professional Education department, working in conjunction with a host of Minnesota workforce development counselors, created the programs to ensure that the curricula, time frames, and instructors for

the fast-track courses suited the unique needs of dislocated workers.

Says Linda Halliburton, the College’s director of professional education programs, “in developing these courses, we’ve spent a significant amount of time working with workforce counselors and visiting workforce centers to find out the needs and requirements of the workers, as well as the counselors themselves.”

She continues, “We have also set up a special Web site [www.cce.umn.edu/counselor/] so that course selection and registration is streamlined. Being out of work is a stressful time for people; and counselors can be buried under huge caseloads—we want the process to be as easy as possible for both groups.”

Registering for short courses and certificates as a dislocated worker

All of the College’s professional development short courses and certificates courses—including the fast-track courses—are pre-approved for Workforce Investment Act (WIA) funding. In addition, dislocated workers are eligible for a 10-percent discount off of registration, making it an even more valuable asset to boost a worker’s professional toolkit.

Personal assistance is available for choosing and registering for the appropriate courses. For more information contact Mike Amidon at 612-624-7261 or amido001@umn.edu.

From the Development Director

Spring is actually here. The snow is gone, the sun is shining, and there's a new alertness on the faces of people – even in these tough times. Still, reductions in state funding mean salary cuts, “furloughs,” and layoffs for staff members. Also bad news: contributions to the College are down. And as our advisers report, most of our students struggle every semester to pay tuition and stay in school.

Last week I was e-mailing with one of our alums who has planned a gift for the College through his will. He is tremendously concerned about his daughter who is working on a professional degree here and faces some really difficult career choices due to the debt load she'll carry once she finishes. What advice can I offer? Stay the course, think long term, look to the future. Sounds like a stock broker!

There are bright spots: One was hearing Dr. Karen Ho, U of M McKnight Associate Professor in Anthropology and former

investment banker, at CCE's Headliners program (www.cce.umn.edu/Headliners). Her talk “The Curious Culture of Wall Street” was brilliant. She communicated her understanding of our country's current financial situation in a multi-layered and deeply informed way, and she made sense of it for everyone. Audience questions followed and the picture expanded - wow. Why does this give me hope? Because she completed her dissertation in 2003 (which *Time* magazine turned into a book); so, she's young and has years of fruitful teaching and public discourse ahead of her.

Another reason for hope: This semester I'm taking a class, and there are two CCE students working on their areas of specialty in the class. Both are bright, focused, passionate, and committed, and I'm uplifted seeing them in action.

Finally I just found out that Minneapolis is one of the most generous cities in the country for online giving. How about that! So with just a few clicks you can



Photo by Tim Rummelhoff

help insure the future of the University and invest in the future life contributions of our students.

Warmest wishes for great new growth in your life and a happy spring,

Sincerely,

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

www.cce.umn.edu/SupportCCE

The Plot Thickens – Continued from page 9

maintain a balanced energy and resource cycle, leaving a niche ecosystem where nothing is wasted and little input is needed from the landowner in terms of extra care (weeding, fertilization, pest control, and the like).

The beauty of polyculture design, Halsey says, is in its simplicity and adaptability. “Permaculture is scalable. You can design something to fill a one-acre yard, or a 30-acre-plus farm...or a small

keyhole garden on a city lot. Through companion planting and healthy soil, you can grow lots of food in containers and raised beds in a small space.”

He concludes, “in polyculture, like in a lot of things, we have to understand the place where we live...or [our designs] will fail. There are a lot of myths and fears out there regarding sustainability and its feasibility. We're taught that we can't take care of ourselves...but we *can*. I like

the adage ‘Learn one, do one, teach one.’ I've learned a lot in my degree program, and now I am teaching it.”

Dan Halsey is a spring 2010 graduate of the College of Continuing Education. He will be the commencement student speaker at the May 8 ceremony.

Many of his landscape design ideas can be found on his Web site:

www.southwoodsforestgardens.blogspot.com

Spring 2010 Commencement: May 8 (bachelor's) and May 7 (master's)

This year, May 8 celebrates the graduation of 204 of the College's undergraduate students – 58 earning Bachelor of Applied Science degrees, and 146 earning either BA or BS degrees through the Inter-College Program and the Program for Individualized Learning. Thirty of these graduates received scholarship support from generous donors.

The degree concentrations, as varied as our students themselves, include:

- Educational Psychology, German, and Design Studies
- Conservation, Culture, and Communication
- Visual and Healing Arts
- Risk Management for Public Entities
- Animal Behavior and Anthrozoology
- Dairy Animal Science and Business Management

Graduates of the College's Master of Liberal Studies program will receive their diplomas on May 7. Their diverse areas of study include:

- Psychology, Education, and Human Resources
- Museum Studies, Art History, Civic Dialogue, and Arts Management
- Global Law, Restorative Justice, and Communication
- Landscape Architecture and Historical Landmarks and Registry

School's In This Summer. *Please join us.*

Summer is almost here. For hundreds of adults each year, that means *school's in*. The College's Split Rock Arts Program and Curiosity Camp help adults make time for themselves – from a day to explore a new topic to a week to further their passion for writing, art, or design.

If you are ready to indulge your love of learning, we invite you to join us as the U's beautiful campus bursts into bloom.

Curiosity Camp

During one-day summer learning escapes, join eminent University experts to explore places and things you've always been curious about.

- June 10: A Geology Tour of the Twin Cities
- June 15: Below the Surface: Treasures of the University Libraries
- June 17: Essential Archaeology
- June 28: The Edible Urban Landscape
- June 29: Cheese, Glorious Cheese!
- June 30: A Life in the Theater
- July 8: Space Camp for Grown-Ups – Minnesota Style
- July 13: Finding Creativity and Meaning Through Mindfulness
- July 15: Reaching a Sustainable Future: Design/Community/Art/Action
- July 20: Chapels, Cottages, and Ivy-Covered Halls: Preserving Historic Gems
- July 21: China's Art Treasures – Past and Present
- July 28: Subterranean Twin Cities and Beyond: Caves, Mines, and Underground Spaces
- August 9: What Style Is That House? Twin Cities Historic Home Styles Explained!
- August 10: Late Roman and Byzantine Art: From the Daily to the Sacred

www.cce.umn.edu/Curiosity-Camp
612-624-4000

Split Rock Arts Program

Learn from master artists, designers, and creative writers during one of Split Rock's weeklong workshops on the Twin Cities campus and retreats at the University's tranquil Cloquet Forestry Center in northern Minnesota.

Sample Twin Cities workshops include:

- *The Creation of Meaning: Using Digital Technology to Produce a Book* (June 13-18)
- *Portraiture: Color, Light, and Form* (June 20-25)
- *Digital Design for Printed Textiles* (July 11-16)
- *Vision, Vessel, Voice: Writing Poetry for Children* (July 18-23)

Sample Cloquet Forestry Center retreats include:

- *Extreme Fiction: Fabulists* or *Extreme Fiction: Formalists* (both June 13-18)
- *The Portable Studio: Watercolor* (June 27-July 2)
- *The Art of Screenwriting: An Introduction* (June 27-July 2)
- *Zen and the Art of Photography* (July 11-16)

www.cce.umn.edu/Split-Rock-Arts-Program
612-625-1976