

# CCE CURRENT

Spring 2011

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

## Changing perspective; CHANGING THE WORLD

Osher Reentry Scholar Ben Lancette brought ingenuity and determination to an internship in Guatemala and returned a changed man. His story is but one in an issue devoted to our community's passion for learning, teaching, and leading.

COLLEGE OF CONTINUING EDUCATION

UNIVERSITY OF MINNESOTA

## From the Dean



Hello Friends,

There is something in each of us that provides our spark, our passion for seeking insight, making change, or helping others. That spark can burn brighter when we expose ourselves to the right conditions. Some of us feed on introductions to bright minds who force us to examine ideas from new perspectives. Others relish quiet time to reflect on possibilities. Many thrive in experiential learning.

In this issue, we see how the College's students, teachers, and leaders flourish under their personal "right" conditions. They draw upon connections and experiences in the community in their drive to make a difference – whether that be to change directions for themselves or those they serve.

- Osher Reentry Scholar Ben Lancette brought ingenuity and determination to an internship in Guatemala and returned a changed man. Ben represents just one of many in "win-win" relationships between interns and those served by internships.
- Master of Liberal Studies alum Sharon Hogenson's gift honored the brother who encouraged her to find her passion and follow it.
- Margy Ligon's enrichment programs bring the U's (and the world's) brightest minds to Twin Cities citizens.
- Faculty director Sherry Wagner-Henry connects Arts and Cultural Leadership graduate students to community engagement opportunities.

- Gregarious and outgoing faculty director Mac McKeen helps students go global in the Manufacturing Technology bachelor's degree.
- Ken Roberts and Kathleen Behrens stay on the cutting edge of addiction studies so they can keep community members from falling through the cracks.
- Bob Stine brings unflagging enthusiasm to steering the direction of degree and credit programs created for nontraditional students.
- Bonnie Miller seeks rejuvenation every summer through hands-on arts.

These stories just scratch the surface. We are a group of learners, doers, changers, and chance-takers. To all of you, I extend my thanks for making this such an enriching community.

Sincerely,

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

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# CCE CURRENT

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# Building hope

Photos by Ben Lancette

School in San Juan Comalapa, made of recycled tires

## Osher Reentry Scholar uses internship to bring water to underserved areas in the Guatemalan highlands

Internships are valuable networking tools that provide critical on-the-job, hands-on experience for many students or recent graduates. For some, they also prove to be life-changing.

And although Ben Lancette was looking for an interesting and challenging opportunity when he was selecting an internship to complete his Bachelor of Applied Science in Construction Management degree, he certainly wasn't expecting to find a transformative experience.

But not only did his work change his life, it also helped change the lives of others.



Photos by Ben Lancette

Lancette and the first family selected to build a *tinaco*.



## Return to learning

"I started at a community college out of high school," Lancette says. "But I just wasn't ready for college at that point, so I ended up leaving and going to work in construction as a laborer. It took me about five or six years before I said, 'I'm ready to go back to school.'"

After finishing his two-year degree, Lancette was unsure which four-year major to pursue. "I thought about Spanish, but didn't think it was quite the right fit. A friend mentioned the College's construction management program, and it sounded great."

After completing his pre-reqs, Lancette enrolled in the program. He also earned the Osher Reentry Scholarship for adult learners returning to school. "Fran [Van Slyke-Zaslofsky, the College's financial aid adviser] was so helpful—she really helped me focus and write the best scholarship letter possible. Trying to work full-time, pay the bills, and go to school is tough, and could have been impossible. My scholarship really helped me balance everything," he says.

## Opportunity abroad

By 2010, Lancette had finished his course work, and had only his internship left to complete. "There were several paid internships with great local companies, but I wanted to do something different. I came across an opening for an opportunity to do volunteer work in Guatemala, and I saw a lot of benefits to it, so I applied."

Lancette's role would be building sources of readily accessible water, called *tinacos*, for individuals living in the poverty-stricken highland regions of the nation. He would also be helping with Long Way Home, an organization working in San Juan Comalapa building educational facilities out of sustainable, recycled materials.

Eager to get started, Lancette was a bit shell-shocked when he arrived in June for his two-month internship. "Wow. It was hectic. I figured there would be someone for me to shadow when I got there, someone who would walk me

Photo by Tim Funnellhoff

through the process once or twice, show me the ropes. But I was on my own right from the start. The school building project was in full swing, and the Long Way Home volunteers were super busy and understaffed, so it was pretty much one guy who said, 'okay, I'll show you how to build [a *tinaco*],' and then he made a model about the size of a pillowcase, and then he turned me loose. The actual structures are 500 gallons or so—about the size of a port-o-potty."

And just like that, Lancette found himself the project scout, selection committee, accountant, construction foreman, and laborer all at once (in addition to helping out at the school).

"I didn't know anything about the village, the area, anything. I had no idea how I was going to find people to build these. Eventually, I asked at the school if they knew anyone who would fit the bill. The first family I selected was a mom and her three kids; her husband had left her and she had a heck of a journey to get her water. Her place was so remote, up this windy road, way out in what seemed like nowhere. I remember when I was going to start work, thinking 'I don't even know if I can remember how to get there.'"

Eventually, though, he found his rhythm, and by stretching the small budget and being resourceful in his supplies, he built *tinacos* for four more families. "It's not like here," he says, "you can't just pop over to Home Depot or Menard's and pick up the exact length and diameter piece of tubing and the fittings you need if you run out. I shopped at a little place called 'The Miscellaneous Store.' There's a lot of improvised engineering and figuring out how to *make stuff work*."

And while the job taught him valuable skills that can translate to a career back in the States, the intangible benefits were far greater. "I was immersed in these people's lives. I got to know many of them. They invited me into their homes, cooked for me.

"You know, you can watch all the "National Geographic" programs you want, but it's not going to truly prepare you for something like this. Not until you see the one- and two-room huts with dirt floors and nine kids and a single mother sharing wooden platforms (with

no mattresses) for beds do you get how poor these people are. But they're offering to cook for you and the kids all want to help you, and...

"An experience like that changes you. You come back here, and you're ready

to change the world. But you have to ground yourself—figure out how it translates to what you want to do now, in the 'real world.'"

And what does Lancette see himself doing, now that he's graduated? "I definitely want to build something that helps people play a role in their community; that changes their lives.

"I've always had the labor skills. And I have the credentials. And, in general, my internship helped me hone a skill set I can apply in my career. But the overall experience in Comalapa? That experience has helped me grow as a person. It may not be the internship everyone would have chosen, but for me, it was incredible."



Ben Lancette and children playing on a *tinaco* he built.

## "Passion-driven internships" give students the experience of a lifetime

Completing an internship is one of the hallmark learning experiences in the Bachelor of Applied Science in Construction Management degree program. And while many degrees require internships, the paths that some construction management students choose is anything but typical.

Says program director Peter Hilger, "An internship is any experience that permits students to utilize their management training effectively and completely. To restrict opportunities to the construction industry alone is too limiting for some students—especially in this economic environment. We want to see if the management/learning objectives of the internship can be obtained, no matter how unusual the experience. [I believe] these students will be better employees—whatever the industry—because their unusual, passion-driven internships give them the experience of a lifetime."

Ben Lancette, a 2010 graduate of the program, is profiled in this issue of the *CCE Current*. Other recent student internships include:

### **Jason Bihn worked to help restore ancient structures on the Greek island of Athos.**

"I researched the effects of restoration construction and architectural preservation on culture—both positive and negative. It was an eye-opening experience. Mount Athos has remained virtually unchanged for over a thousand years... until now. Restoration and preservation have changed Mount Athos and its culture forever."

### **Ann Jacklitch helped design and pilot a building code seminar class for the College.**

"I didn't choose my internship; rather, it found me. I was conducting an independent research project, and

construction management program staff needed to add a course with greater focus on building codes. My internship is still evolving...[but] it's been a rewarding process."

### **Jesse Jacobsen worked for HED Cycling improving parts supply, production, and delivery systems of bicycle wheels for elite racers.**

"I was looking for an internship that would expose me to various management principles, not only construction scenarios, and my employer [allowed] me to do that by managing people and resources. It was a success because I could apply what I learned in my [construction management] studies to my current career in the military."

### **Know of an internship opportunity?**

You can alert Peter Hilger at [aphilger@umn.edu](mailto:aphilger@umn.edu)



# Interdisciplinary *inspiration*

MLS alumna honors brother's memory with donation to scholarship fund and creates a legacy gift through her estate.

Photo by Tim Rummelhoff

Sharon Hogenson understood the value of education from an early age, with a passion for learning and a love of interdisciplinary study instilled in her early on by her parents.

“Neither one of my parents had more than an eighth grade education,” she says. “But they encouraged us. There were five of us siblings—all born in the 30s and 40s—and each and every one of us has at least one college degree. I was excited the day I first went to school... and I am still enthusiastic about learning new things now.”

Hogenson graduated with a degree in English from Mankato State University in 1967, and went on to a career in social work. She was in her 50s when she decided she wanted to go back to school for a graduate degree. “I had been working for many years, and had served in so many capacities in the field...I had a lot of experience and on the job training, but no master’s degree,” she says.

She was accepted into the University of Minnesota’s School of Social Work and began working toward her Master of Social Work (MSW), but random flickers of doubt kept nagging at her. “It was a great program, but deep down...I just wasn’t sure that it was for me. It wasn’t quite what I wanted; what I needed.”

Fate seemed to agree with Hogenson’s assessment: one day, she was leafing through a catalog and noticed the College of Continuing Education’s Master of Liberal Studies (MLS) program. “It caught my eye—and it seemed like it would let me study things that intrigued me.

She continues, “Even when I was taking social work courses, I took an interdisciplinary approach to my studies—combining things like literature and social science. And here was a graduate degree that did exactly that. The program really appealed to me.”

After meeting with MLS advising staff, Hogenson officially changed her focus and transferred to the College of Continuing Education. She received her MLS degree in 2002.

And although her work had a social work-related theme (her thesis was

“Aunt Betsey and Me: Successful Aging as Portrayed in Literature”), Hogenson “studied everything from politics to chaos theory,” as she worked toward her degree.

“I actually retired ( for the first time) right about when I finished my degree,” Hogenson says. “But I wasn’t getting a master’s just to bump up my pay grade or to get an academic credential after my name. I wasn’t in it for the money.”

She continues, “When I first graduated from college—I knew what I wanted to do for a career path. But I didn’t know my own mind... Studying in the MLS was engaging, interesting, stimulating. It was energizing to me.”

“Even when I was taking social work courses, I took an interdisciplinary approach to my studies—combining things like literature and social science. And here was a graduate degree [the Master of Liberal Studies program] that did exactly that. The program really appealed to me.”

— Sharon Hogenson

That is not to say, however, that it was easy. “There was a point where I didn’t think I was going to be able to finish,” Hogenson admits. “My job was demanding a lot from me, and I was working a full caseload, and I just didn’t know if I’d have the energy to do it.”

A conversation with her oldest brother, Dr. Dennis Hogenson, encouraged her to stay the course. “I called him and told him I was thinking of dropping out, and he told me to stick with it, find something I loved to study and to make it my thesis. He told me that I would never regret money I spent on education. And he was right.”

When Dennis passed away in 2009, Hogenson discovered that each of the siblings had been included in his will. It seemed fitting to her that she could use some of his gift to help give back to the program that meant so much to her. An annual donor to the U already, Hogenson decided to make an additional one-time gift to the MLS Scholarship fund in her brother’s memory.

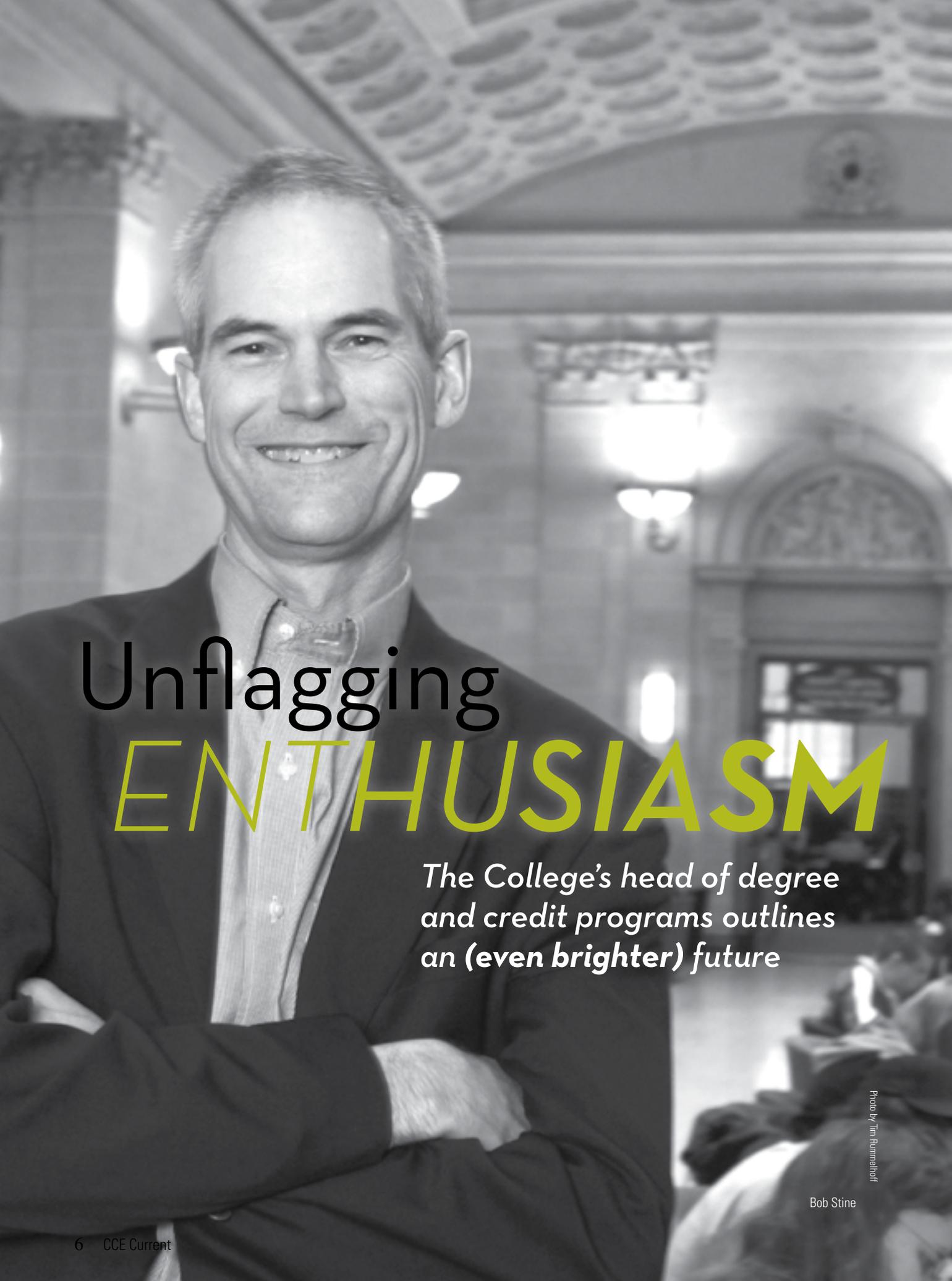
“My brother was an incredible, amazing person. He was dyslexic, and yet he went on to earn multiple graduate degrees and to be a successful psychologist. His words and actions kept me going in the MLS program. He was such an inspiration to me, and I felt like this was the perfect way to honor him.”

Being able to make the donation was an empowering experience for Hogenson. “Education is underfunded—and it’s expensive to get a degree. Back when I was in school, there were more options for people who didn’t have a degree. Not anymore. If college were as expensive as it is now when I graduated from high school...my parents and I, we couldn’t have afforded it.

“I’m not rich, by any means, but I am fortunate. To write a check for that much money was a unique experience. It felt wonderful to be able to create opportunities for others; to give back. It was a way to express my gratitude to the MLS program for such an enriching experience... and I can’t think of a better way to pay tribute to my brother.”

Hogenson also has designated the Master of Liberal Studies Program as a beneficiary in her will. Her love of learning and her commitment to helping others will be her legacy. The College is deeply grateful to her for her generosity.

Hogenson has added the MLS program at the College of Continuing Education as a beneficiary in her will. Through her commitment to helping others and love of learning she has created a fitting legacy that will support students for years to come. We are deeply grateful for Sharon’s generosity.



# Unflagging *ENTHUSIASM*

*The College's head of degree  
and credit programs outlines  
an (even brighter) future*

Photo by Tim Funnellhoff

Bob Stine

In November 2007, Bob Stine became the College's associate dean and head of degree and credit programs. Since then, he has been busy, working to deepen and enhance the scope of graduate and undergraduate degree and credit programs in the College.

## Response to market demands

One area of the College's focus, Stine says, is outreach and making connections. "We've devoted a lot of time to outreach—both within the U, and outside of it. What this College does is critical for our state, I think. We provide access to the University for many students who might not otherwise

have it. The partnerships we form with other colleges, along with business and industry, are invaluable to our students, in terms of creating programs that benefit their needs, as well as to the economy as a whole, by educating our workforce; preparing people to advance in their careers or to switch to a new field."

The College's new suite of professional master's degree programs, along with its interdisciplinary and applied undergraduate degrees and certificates (including construction management, manufacturing technology, and information technology infrastructure), is a testament to those partnerships, as well as to attention to industry demands.

"The Arts and Cultural Leadership program is one example," says Stine. "It started from an idea that an individual working in the field (Sherry Wagner-Henry) had—that there was a real value to a degree that would prepare people working in the arts to be leaders within that community. And it blossomed because there was a void in the Twin Cities for that type of credential, and because we had students interested in signing up for it."

He continues, "Another good example: we have a proposal for a Master of Professional Studies (MPS) degree in

Integrated Behavioral Health on the table right now. The demand for our Addiction Studies certificate is very high. Julie Rohovit—the faculty director for the certificate—is a professional in the field, and has been a tireless advocate for the need for an advanced degree. And, with the passage of the health care bill, the industry is growing and changing rapidly." [Editor's note: Read more about the Addiction Studies program on page 8.]

"Having faculty directors, as well as advisory committee members, who are out in the field is instrumental to the development of our programming," adds Stine.

"So many times, I hear 'If it weren't for my adviser, I never would have designed a degree in X,Y, or Z' or 'If it weren't for my adviser, I never would have discovered the course that inspired my capstone project,'"

— Bob Stine

advise what curricula are relevant for our students, and where the internships and potential employers are. And, in many cases, they show us potential students—by connecting with employers who send their personnel for training."

[Editor's note: Read more about two of the College's faculty directors, Sherry Wagner-Henry and Mac McKeen on page 12.]

## Accessible

In addition to staying relevant to the marketplace, Stine says, another key goal is staying accessible. This includes increasing the flexibility of course and degree offerings, such as including more online and asynchronous courses (a modern take on distance learning, which uses online learning resources including e-mail, electronic mailing lists, threaded conferencing systems, online discussion boards, wikis, and blogs to allow students in the course to "attend" class

and participate in discussion at their convenience), as well as online degree completion programs, evening and weekend courses, and possibly the inclusion of master's degree programs that only require a short stay on campus each semester (commonly called a "low-residency" program).

Keeping academic services accessible also includes one of the hallmarks of the College: the in-depth advising services.

"So many times, I hear 'If it weren't for my adviser, I never would have designed a degree in X,Y, or Z' or 'If it weren't for my adviser, I never would have discovered the course that inspired my capstone project,'" he says. "The advising experience is huge for our students—it's not just that the advisers sign off on courses or degree plans, but also that they really pay attention to their students as individuals. They spend time with them, help suggest alternatives or options from across the University that otherwise might have gone unknown. They're mentors, as well as advisers."

Continues Stine, "The same can be said for our financial aid advising. Fran [Van Slyke-Zaslofsky, the financial adviser] is dedicated to our students. She knows the financial aid system better than probably anyone else at the U. We can't give full rides to all of our students, but we can certainly do everything in our power to help find the resources they need to get going in their studies—and to help them finish."

## Making a difference

Managing a slate of degree and credit programs as diverse as the one at the College of the Continuing Education has had a steep learning curve, but Stine's enthusiasm for the job—and for the people those programs serve—is unflagging. "Since coming here, whenever I hear someone saying 'Oh, I wish I could do something different with my life, but I need more education or a different degree and it's too late...,' I find myself interjecting, 'No! It's NOT too late! You CAN do it.'"

"We're making a difference. We're helping individuals find opportunities to change their lives...and, as a result society is changed. That's really gratifying—and one of the best parts about working in education."

# Shaping lives; sharing stories

*Behavioral health students  
bring wealth of personal,  
professional experience to  
growing service field*

Advances in science and medicine, coupled with changing health care standards have helped make addiction and substance abuse treatment an emerging specialty health care discipline. As the field evolves, the need for qualified individuals with advanced education and training in the science and practice of chemical addiction and counseling is growing exponentially.

Enter the College's Addiction Studies Certificate program, designed to address that call for licensed addiction care professionals, as well as the proposed professional master's degree in Integrated Behavioral Health. Says Julie Rohovit, the certificate program's director, "[This area of study] is in very high demand. The Bureau of Labor Statistics estimates a 26 percent growth in jobs over the next decade, due to an increase in accessible health care and less social stigma around needing and receiving treatment for substance use disorders."

Most importantly, Rohovit points out, our graduates are changing lives. "Substance use disorders take a toll on individuals, families, and communities. Like physical illnesses, they cost money and lives if they are not prevented, left untreated, or poorly managed. Addiction counselors have specialized training to help their clients make far-reaching and long-lasting changes in their behavior that tip the scales from addiction to recovery."

As with many of the College's students, addiction studies program participants come from a variety of backgrounds. "The students are truly a reflection of our wider community. We have traditional-age students studying psychology sitting side-by-side with people who've retired from a previous career and are now looking for work that gives them a deeper sense of connection and purpose. Some students have had a personal experience with addiction, some have not. All, however, have a strong desire to understand addiction so that they can provide effective care," says Rohovit.

Addiction Studies Certificate graduates Ken Roberts and Kathleen Behrens represent just two of the many different backgrounds in the program. Here, they share their stories.

## Ken Roberts

Originally from Massachusetts, Ken Roberts came to Minnesota a little more than six years ago "as a 'guest' of the folks at Hazelden," he quips.

It wasn't his first go-around in recovery, Roberts says, "more like my fifth, at least. But this time, I was actually willing to change; to follow someone else's advice."

Halfway across the country was a long, but necessary, way to go for treatment. "I was at the point where I had lost everything because of my addiction. My life was *not* in a good place. Friends, jobs, my fiancée. You name it; I lost it. But even after all that, I was lucky enough to have some supportive family who cared enough to send me out here to get help."



Ken Roberts

Following five months of in-patient treatment, Roberts was discharged to St. Paul to live in a sober house and integrate back into the working world. The first home he ended up at was nearly his undoing. "It was a mess," he says. "In a bad neighborhood. Run down, unsafe, filthy. There was no one there to give me a hand getting my bearings. I didn't know anyone here; didn't know the city. I was so torn—I wanted to do the right thing in my recovery, but the place just felt wrong. My gut said I needed to find something different, a better place."

Through a friend, Roberts found Transition Homes, and knew instantly he had made the right choice in looking elsewhere. "It was a beautiful Victorian

home in a normal residential neighborhood. The owner met me when I arrived, told me I was welcome to stay. He handed me a key and said, 'move in when you want; pay when you can.' I lived there for a year as a resident."

Following his segue into sober housing, Roberts got a job; met new people—including the woman who would become his wife; took up running (he eventually proposed to his wife during the Twin Cities Marathon); and found himself back in school. "My roommate signed up for an addiction studies class and encouraged me to, as well. He bailed after two weeks. I stayed; reenergized by it. It gave me structure and accountability. I was working toward something where I could finally give back to the community that gave so much to me."

Roberts did his internship at Transition Homes—the same place he had lived following Hazelden—and then was officially hired full time. He earned his LADC (Licensed Alcohol and Drug Counselor) certification, and eventually was named program director. Now, in addition to his work at Transitions, Roberts is working with Project Recovery, which provides outreach and housing services for homeless adults with chemical dependency issues. He is also serving as a mentor to fellow athletes, and is working on his Master of Liberal Studies degree.

"My life is very hectic and demanding," he says. "But it's also incredibly rewarding. Recovery is not a one-time event. It's ongoing. Stopping drinking is a good start, and making your amends. But then what? You have to keep going—you have to learn how to live your life. Connecting with something outside of yourself, being of service...sharing your story. That's the greatest gift we have."

## Kathleen Behrens

After working as a licensed social worker for many years in a variety of settings (including psychotherapy, crisis intervention, outpatient therapy, and in-home visits), Kathleen Behrens decided to make a radical career shift: she became a professional photo stylist. "I needed to take a break," she explains. "I needed to recharge my batteries, see the world in a different way for awhile."

# Making the CONNECTION

Director of personal enrichment programs  
**Margy Ligon** is dedicated to making the U's  
brightest talents accessible to the public



Long heralded as an affordable and convenient way to access many of the best and brightest minds the U (and even the world) has to offer, the College's personal enrichment offerings are a diverse palate of short courses, workshops, lectures, and events.

Featuring speakers and topics ranging from the historic to the slightly esoteric; from art and literature to science and nature; and from music and pop culture to politics and just about anything else you can find at the U, the programming is as varied as the interests of the audience attending.

For many people, personal enrichment programs like LearningLife short courses, Headliners, and Great Conversations are their main connection to the University, and the College is the face of the institution for them. Finding instructors and topics, coordinating and scheduling courses, and keeping participants coming back for more is no small task.

Serving as the backbone of the operation is Margy O'Neill Ligon. Energetic and effervescent, Ligon has been the College's director of personal enrichment programming for 11 years. And for a politically savvy art historian with a voracious reading habit covering everything from science and nature to fiction and poetry, there is no better place to be.

"I had spent almost 20 years as director of education at the Walker [Art Center], and was working as the executive director for the Friends of the Minneapolis Public Library, when I was contacted to see if I'd serve on a search committee to fill a new position at the College of Continuing Education. I told them I was busy, but sure, I'd at least consider it and take a look at the materials.

"When I read the description and what the criteria were...my first thought was, 'Hey! I'm this person!'" Ligon smiles.

"I certainly wasn't looking to leave the library, but this was an amazing opportunity to work with a great group and to start something really special (Great Conversations). It was a chance to do a high-profile lecture series that could connect some of the great research that

was going on at the University with the general public."

So, instead of serving on the search committee, Ligon applied for, and got, the position. Great Conversations rolled out two years later with Mark Yudof (then University president) and former student of his, political strategist Paul Begala, as the first speakers.

Says Ligon, "When we were setting up these conversations, we'd ask the faculty member, 'If you could talk to anyone in your field for an hour—who would it be?'"

**"This University is home to so many people doing such interesting work—and people in the community want to know what they're doing. And if you can time it with, say, world events, or a national best-seller making waves, or a hot button social issue—that connection is even more exciting."**

**— Margy O'Neill Ligon**

She recalls her early thoughts, before the first night: "In THEORY it was a good idea, but would it work? Would it be compelling, as a public program?"

"Within five minutes of Mark and Paul getting on the stage (in their cowboy boots), it was clear it worked. It truly was a 'great conversation'—so fast and witty, and it was obvious they had a deep mutual respect and admiration for each other, personally and professionally."

While the formats for the different programs and offerings vary, the core mission of connecting the University of Minnesota to the public has never wavered. "In Great Conversations alone, we've talked about global economics and African American history and architecture and human rights and politics and... it's all been fascinating," Ligon says.

She continues, "This University is home to so many people doing such interesting work—and people in the community want to know what they're doing. And if you can time it with, say, world events, or a national best-seller making waves, or a hot button social issue—that connection is even more exciting."

If it's a thrill for the College's audience to hear Chris Osgood of the Suicide Commandos speak and perform, or to learn about cutting-edge stem cell research from one of the pioneers in the field, or to have a chance to ask questions to a former U.S. vice president, it's even more special to Ligon.

While she recognizes that "the dignitaries and high-profile people and outstanding academics are all real people, living real lives," she has been moved to be able to interact with many of them. She recalls a few highlights, "Oh, well, I've *always* had a political crush on Vice President Walter Mondale. And when Daniel Ellsberg came for a Great Conversations, it was an amazing chance to spend several days with one of my personal heroes.

"When Archbishop Desmond Tutu was here, we were all gathered backstage and the press was taking pictures of him with the U president, and with the dean, and with all the members of the Board of Regents, and he stopped and said 'I want a picture with Margy, well... I absolutely treasure that photo.'"

For Ligon, it always comes back to a passion for connecting the general public with amazing stories and tremendous talents. "We're in a unique position here, to be able to serve as the public face of the U, as a gateway. And the fun part about being in the College of Continuing Education is we aren't limited to one discipline or area—we can draw on the best the University has to offer. There's really nothing else like it in town."

# PROGRAM DIRECTORS TIE COMMUNITY TO COLLEGE



The College of Continuing Education's program directors have fields of expertise that vary widely in order to support the broad range of disciplines pursued by our students. All share a passion for teaching and leading their industry and, in doing so, they deepen greater community ties to the University and the College.

## Sherry Wagner-Henry Director of Graduate Programs and Arts and Cultural Leadership

Sherry Wagner-Henry, M.B.A., who championed the creation of the College's Arts and Cultural Leadership master's degree and was subsequently appointed the new program's director, has additionally been named an Intermedia Arts Creative Community Leadership Fellow. The honor opened up doors for Wagner-Henry who joined a cohort of 25 fellows who worked in small groups to collaboratively design an arts-based community development program. Now she has one more means of opening doors for her master's students as well.

"This [Intermedia Arts] program fit so well with one of the key goals of our Arts and Cultural Leadership (ACL) program. For me, the ACL program is not just about teaching folks how to be leaders in the arts. It's about how they can benefit the community around them through their work. It's about discovering how you can do art with intent, how you can facilitate that. I'm excited to bring what I learned through the Institute back to our students," Wagner-Henry says.

Wagner-Henry's participation in the Institute also allowed more members of the arts and cultural community to get a glimpse of the College's graduate programs, and see what a benefit they can be as well. "The College of Continuing Education really reaches out to the public. We invite people in. I hope the connections I made add to that."

## Mac McKeen Manufacturing Technology Faculty Director

Outgoing, gregarious, and armed with more than 20 years experience working for companies like Phillips Plastics, Medtronic, and Guidant, Mac McKeen, M.B.A., is the new faculty director for the College's Manufacturing Technology Program.

McKeen has a passion for the industry, as well as for preparing new professionals to go into the field. "Manufacturing technology is a critical field that has gone global. We are positioned to be able to produce goods for the rest of the world. We need to develop this talent we have, and keep it here, in Minnesota. I want to prepare people to be a part of this huge sector of the economy."

According to McKeen, the Manufacturing Technology degree, which is easily accessible to individuals who are already working in the field and want to finish their degree, "has all the ingredients. It teaches leadership and management skills, and includes technical skills in the areas of supply chain; quality; processes; and technology. Our instructors are industry-based professionals who know the ins and outs. The online format means there are no excuses! [Students can study] after work or at midnight, after the kids are in bed."

Concludes McKeen, "It's all about quality—whether it's a degree program you're creating, or whether you're manufacturing pens or pop bottles or medical implants. There's a saying "The definition of quality is when your customers come back...and your products don't. That's a great way of summing it up."

## For More Information

For general information about the College of Continuing Education's programs, call 612-624-4000, e-mail [CCEinfo@umn.edu](mailto:CCEinfo@umn.edu), or visit [www.cce.umn.edu](http://www.cce.umn.edu). For specific information about the programs highlighted in these pages, see:

### Page 1: Construction Management Program

#### General Information

[www.cce.umn.edu/BAS-Construction-Management](http://www.cce.umn.edu/BAS-Construction-Management)

#### Creating Internships

[aphilger@umn.edu](mailto:aphilger@umn.edu)

### Page 4: Master of Liberal Studies

[www.cce.umn.edu/Master-of-Liberal-Studies](http://www.cce.umn.edu/Master-of-Liberal-Studies)

### Page 8: Addiction Studies

[www.cce.umn.edu/Addiction-Studies-Graduate-Certificate](http://www.cce.umn.edu/Addiction-Studies-Graduate-Certificate)

### Page 10: LearningLife

[www.cce.umn.edu/learninglife](http://www.cce.umn.edu/learninglife)

### Page 13: Arts and Cultural Leadership Program

[www.cce.umn.edu/Master-of-Professional-Studies-in-Arts-and-Cultural-Leadership](http://www.cce.umn.edu/Master-of-Professional-Studies-in-Arts-and-Cultural-Leadership)

### Manufacturing Technology Program

[www.cce.umn.edu/BAS-Manufacturing-Technology](http://www.cce.umn.edu/BAS-Manufacturing-Technology)

### Back Cover: Split Rock Arts Program

[www.cce.umn.edu/Split-Rock-Arts-Program](http://www.cce.umn.edu/Split-Rock-Arts-Program)

## From the Development Director



Photo by Tim Rummelhoff

Dear Friends,

Earlier this spring we mailed a survey asking folks if they have designated the College of Continuing Education (CCE) as a beneficiary in their will or estate plan. You'd be surprised at the diversity of people who have arranged a gift like this.

They range in age from 34 to 94 and are men and women who are married, single, rich, and of modest means. They all have seen the benefits of a college education and some feel especially strongly about a degree that they designed to meet their particular career-life goals.

As a group, they are practical, forward-thinking individuals who are insuring their own legacies. I hope to hear from more of these generous souls over the next few months, because they are all men and women of substance and a joy to meet.

Sharon Hogenson is one of these who has planned for a gift to CCE in her will. I hope you will read more about her and her love of learning on page 4. The self-designed degrees and professional education our students receive are worth their weight in gold. That value is rarely forgotten.

Before each commencement ceremony Dean Nichols visits with the students and is always impressed at how clearly focused and prepared they are for a life's work in their own unique fields, thanks to the wealth of knowledge available to them here at the U.

If you are interested in making a gift to the College either now or through your estate, please call me. It would be my pleasure to talk with you.

All the best,



Kathleen Davoli  
Director of Development  
College of Continuing Education

612-625-1253

[www.cce.umn.edu/SupportCCE](http://www.cce.umn.edu/SupportCCE)

## Shaping lives; sharing stories – *Continued from page 9*

And although she loved working as a stylist, Behrens always planned to return to social work at some point. "After you've worked in human services and had the privilege to see people step up and change their lives—that's a very profound experience, and not one I wanted to abandon permanently."

When Behrens decided to return to the field, she knew she needed some time to reacclimatize herself and bolster her training. "I wanted something that filled a gap in my experiences, and I also wanted something with a hands-on, practicum-based component."

As it turned out, that was the Addiction Studies program. "Previously in my work, the worlds of mental health and

substance abuse were often separated. It was traditional to refer out clients who had an abuse problem. But there's a growing awareness now as to the connection between the two, an interrelatedness, and I felt like this certificate could help me serve my clients better."

"One of the things I have always loved about social work," Behrens says, "is the variety of work and the large number of issues to explore. There are so many big things happening in the field right now, and our understanding of everything from neuroscience, psychopharmacology, behavioral therapy, even our treatment models, are being examined. It's a changing paradigm."

Behrens credits her certificate, as well as her internship at Conceptual Counseling (where she is now employed), for allowing her to delve into many ideas and issues she might not necessarily have been exposed to otherwise. "There is so much to learn in this complex field. Medical, chemical, mental issues—every aspect of life can be touched by it. But I feel like this program has given me a good grounding, and will let me take my work to the next level."

# Following the Muse

Regular Split Rock Arts Program attendee  
and donor indulges in her passion for textiles



Bonnie Miller

Lifelong East Coast resident Bonnie Miller found the Split Rock Arts Program somewhat by accident; but since taking her first workshop nearly 15 years ago, she has become a regular attendee, as well as a donor to the program's scholarship fund.

*How did this Boston-area public school headmaster end up spending part of her summer vacations in the Midwest? What are her artistic passions, and what keeps her returning every year?*

*Why Minnesota every summer? What is the draw?*

In the mid-1990s, when I saw a notice about Split Rock courses in my local bead shop offering the chance to study with David Chatt and Joyce Scott [who were teaching beadwork retreats], it was too good of an opportunity to pass up. Now, [every year] I drive out to stay in Minnesota for three weeks (a week each at Split Rock, a cabin on the North Shore, and a B&B).

*You have taken close to 20 courses—what is your primary focus at SRAP?*

I started out with beading, but I've really branched out. I enjoy the opportunity to spend a week immersed in a creative environment with great teachers and fellow students. I've taken classes in beading, knitting, drawing, color media, polymer clay, fabric surface design, clothing design, and more... [My art] is a way to relax and get away from the stresses and responsibilities of work and daily chores.

*Favorite part about the Split Rock experience?*

I enjoy the fact that it's a weeklong experience, with teachers who not only are accomplished in their fields, but also have academic credentials. It provides a great scope for the imagination.

I learn skills and have experiences that I bring forward into my life through the rest of the year. The impact extends far beyond the week that I spend [there], making it a more meaningful use of my resources than a more "traditional" vacation at the beach might be.

