



CCE CURRENT

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

Winter 2009

HELPING HANDS

Adults embrace a lifetime of learning,
and in doing so, their communities.

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

From the Dean



Photo by Tim Rummelhoff

Greetings,

Since the last issue of the *Current*, the world has certainly changed around us. For many, the historic election drew them to action; then the severe economic crisis rippling through the nation put their life's plans on hold, or worse, caused them to seemingly forever slip away.

It is precisely in these times, when so much seems out of our control, that we often turn inward to reassess where we really find meaning in life. Knowing the possibilities, mapping a plan, and taking our first steps along it help us take control again.

Every day, College of Continuing Education career and academic advisers work with adults to guide them in exploring their options and securing the quality, accessible education they need to reach their goals.

Recently, I was honored to hear the story of one of our interdisciplinary degree graduates that illustrates the renewed spark continuing education can provide to a seasoned life. After many years away from the classroom, she had decided it was time. Life could be lived more fully with a fuller education.

Aging transcript in hand, she nervously had her first meeting with the adviser to whom she'd been assigned. He started with a simple question, to which she rattled off what she thought were the most important points she wanted to discuss. "Will my credits transfer?" "Will my classes count toward requirements?" and the like. Patiently, he listened. Then, he repeated the question she had misunderstood.

"No, I meant 'What do you want to know?'"

Instantly, a sense of calm accompanied by the deeper meaning set in. A world of possibilities opened up before her. Together, they began a journey to identify topics she longed to master and classes from across the University that she could access to meet her goals.

Today she volunteers at her children's school and, degree in hand, qualifies to be a substitute teacher when the need arises.

Motivated adults with a longing to "know" will always find an open door here at the College and staff seeking to clear paths for them to academic and financial resources.

The inspirational stories of just a few of our students are told in the following pages.

Enjoy,

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

CCE CURRENT

Winter 2009

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Cover photo by Tim Rummelhoff. Judge Edward Wilson returned to school for a Master of Liberal Studies degree. His final thesis was titled: "Riff on a Theme: Rwanda's contemporary Gacaca Courts – Foundation for Forgiveness and Reconciliation?"

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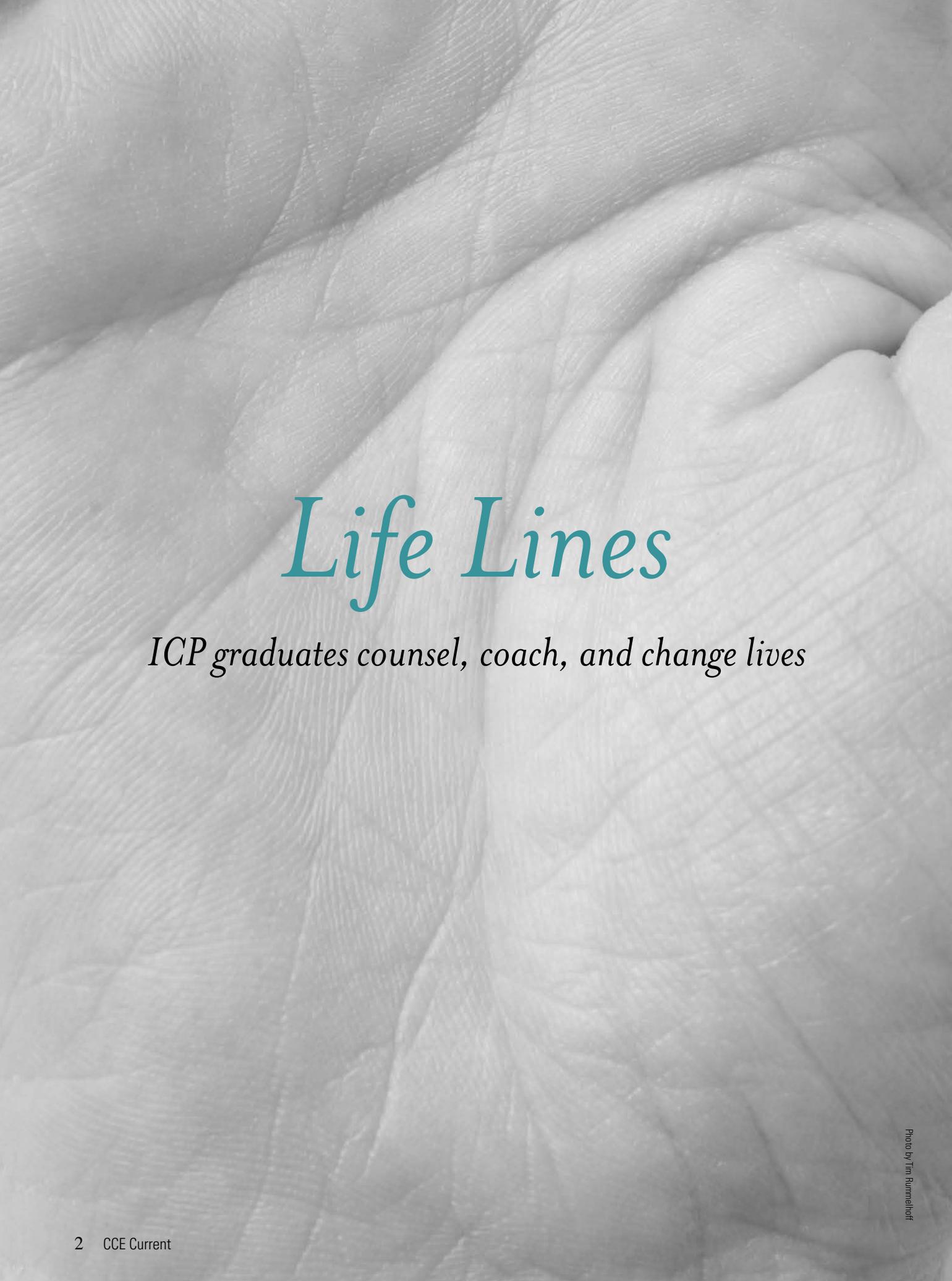
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Life Lines

ICP graduates counsel, coach, and change lives



Emily Picha

Emily Picha

When she was younger, Emily Picha figured her eventual career would involve busting down doors with the D.E.A. or doing manhunts with the FBI. As an adult, Picha has taken a different approach—but with the same end result in mind.

“I’ve always wanted to help people—and I thought law enforcement and all its ‘excitement’ was the way to do it. Eventually, though, I realized that there were more ways to be directly involved with changing people’s lives.”

In May 2007, Picha graduated from the College’s multi-disciplinary Inter-College Program (ICP) with concentrations in sociology, social work, and family social science; she now works as a placement specialist with RISE, Inc., an organization that helps individuals with disabilities and other barriers to employment find work and housing.

Picha’s job involves coaching and working with individuals with mental illness, helping them search for, interview with, get jobs from, and fit in with companies in the metro area. It’s a very hands-on job, and one she feels she’s been preparing for all her life.

“I was lucky enough to be raised in a family that believed in community

“When I sat down with Amy [Brewster, Picha’s ICP adviser], I discovered that I could investigate many of the fields I was interested in, combine them, and get a degree that related directly to what I wanted to do. She helped me put a degree plan together that fits my interests.”

– Emily Picha

involvement,” she says. “I had many opportunities as an adolescent to be exposed to different people and social issues and situations,” she explains. “It taught me to be comfortable in situations different from my own and helped me see the value of helping others.”

Even so, like many freshmen, Picha was still unsure what path to take when she started school. Eventually, she found the ICP. “When I sat down with Amy [Brewster, Picha’s ICP adviser], I discovered that I could investigate many of the fields I was interested in, combine them, and get a degree that related directly to what I

wanted to do. She helped me put a degree plan together that fits my interests.”

In the end, it was a volunteer stint with Family and Children’s Service in Minneapolis that solidified Picha’s desire to get into counseling and social work.

“That experience, coupled with being able to work so closely with my professors and my adviser, really showed me the career possibilities and helped me make up my mind.”

Picha started work at RISE immediately following graduation—a job that she credits, in part, to her degree. “Through the ICP, I was lucky to work with some great teachers who have a lot of real-world experience; and they passed along a lot of that knowledge to us. Plus, the three areas of concentration gave me a very well-rounded foundation,” she says.

Picha finds herself exactly where she wants to be right now—helping people who need it; helping them get back on their feet and lead fuller lives. “My favorite part is looking back, after I’ve been working with them for a while, and getting a sense of accomplishment, seeing how far they’ve come.

“I remember one of my first clients; we had been searching and searching for a job for her every week for seven months. When she got hired—it was almost more exciting for me than when I found a job,” recalls Picha with a smile.

Her clients range in all levels of education and abilities. “I work with them to find out their interests, their skills, and then help them succeed. And when a client comes back to me and tells me they couldn’t have done it without me...well, that’s when I know I’m in the right place.”

Keith Clepper

“Addicts are interesting people,” says 2007 Inter-College Program (ICP) graduate Keith Clepper. “They are extremely creative—and they can be sneaky. The trick for me, as a counselor, is to figure out what’s really going on in their lives, how to get them to reveal their thoughts, and how to help them to stay sober.”

Clepper, who works as a rehab counselor for Unity Hospital, should know—he himself is a recovering addict. “I started college when I was 18. By 19, I was bartending at the bar I frequented. I left college three times before I was 23...largely because I couldn’t keep my grades up.”

“My adolescence pretty much lasted until I was 37 years old,” Clepper says. “And then, one day, I looked around, and was like ‘Whoa. What am I doing? What have I accomplished?’ And at that point, it was either make a major change—or continue down that destructive path. I chose to get sober.”

In recovery at Hazelden Treatment Center, Clepper laid the foundation for his future. “When I was sobering up, I realized I was almost 40, and I had done nothing with my life of any meaning. And, as you get older, that feeling of wanting to do something of meaning gnaws at you. I began to ask myself, ‘okay...I’m here. What is my purpose? How can I give back to society?’”

Eventually, Clepper decided to finish his degree. “I saw it as step one in my transition to a new life. Plus, being surrounded by healthy people makes you want to stay healthy. And of course, ‘idle hands are the devil’s workshop.’ One of the biggest detriments to staying sober is this vast time vacuum that opens up once you leave treatment.”

The ICP was appealing because it would allow Clepper to combine a number of interests to make a degree with real-world applications. “I knew that I wanted to help people stay sober—isn’t the secret of success doing what you know?”

Says Clepper of his focus areas: “I picked addiction studies because I wanted to focus on relapse prevention; coaching

studies because I believe that recreational therapy—fitness and exercise—is a key in staying sober. And psychology to help me get the credentials I need as I move forward, and give me a deeper understanding into how people think.”

A self-proclaimed slacker and “non-academic type” his first time through school, Clepper kept himself busy during the second college career. He held a teaching assistant position, worked part-time as a manager at Northwest Athletic Club, was active in broomball and tennis (he played on a

“When I was sobering up, I realized I was almost 40, and I had done nothing with my life of any meaning. And, as you get older, that feeling of wanting to do something of meaning gnaws at you. I began to ask myself, ‘okay... I’m here. What is my purpose? How can I give back to society?’”

I saw [a degree] as step one in my transition to a new life. Plus, being surrounded by healthy people makes you want to stay healthy.”

— Keith Clepper

team that qualified for USTA nationals), coached high school tennis, and did a full year of internships at Unity Hospital. He also took time to study abroad.

“A successful recovery means surrounding yourself with healthy people with healthy habits. It means keeping busy physically and mentally. Like I tell my clients, you’re living a new life. You have to find out where your interests lie, how you can get involved. It’s a chance to be the person you’ve always wanted to be, now that drugs and alcohol aren’t involved.”

After graduation, Clepper is now enrolled in a Master of Social Work program to gain his licensure in clinical social work. His next step is to get his



Keith Clepper

Ph.D. in psychology and build his own treatment program.

“I want to specialize in using community resources and connections to help recovering addicts avoid relapsing. The idea would be to evaluate a person’s interests and hobbies—and if they can’t think of any, we’d help them discover what they might like to do. Then, when they leave rehab, we have a person or a group already lined up for them to be a

part of, whether it’s a book club, or a running group, or a fishing partner, whatever.”

Clepper is passionate about his education and career goals. “I love my job, and what I’m doing [in school]. I wouldn’t trade places—or life experiences—with anyone. School allowed me to mature as a person; showed me a whole new side of society. In my past life, I was surrounded by

takers, people who only wanted to know what’s in it for them. People here are givers; they want to contribute to society.”

Although he acknowledges he’s a bit older than your average student, he says he never felt the least bit out of place in returning to school. “At first, all I saw were traditional-age students. But the more I looked around, the more I realized that there were a LOT of people my own age—and older.

“Sure, I asked ‘am I smart enough?’ ‘Is this too hard for me?’ ‘Will I be the oldest one there?’ But then I realized that education, and the experiences you get here, are never going to hurt you.”

Clepper learned that people have some of the same reservations about returning to school as they do deciding to get sober. “People don’t like change. With any life change, there’ll be anxiety. There’s a fear of the unknown; a fear it will be difficult. And, truth be told, it will be. But once you get through that anxiety, and take on those challenges, there’s a tremendous sense of pride and accomplishment.”

It’s a feeling he knows well, and hopes to be able to share with his clients. “There are ways out there to help you live your life differently. Deep down, my clients, whether they realize it or not, want a different life for themselves. Hopefully, I’ll be able to help them ask themselves not ‘why would I?’ but rather, ‘why not?’ I hope I can connect them with the resources to make that new life happen for them.”

For more information about the Inter-College Program, call 612-624-4000 or visit www.cce.umn.edu/degrees.

For more information about supporting the program and its students with a charitable contribution, call 612-625-1253 or go to www.cce.umn.edu/giving.

CIRCLES of friends.

Nuclear physics, Mozart, literature:
“It’s been mind-expanding to say the least.”

Catherine Ullrich earned her degree in economics from the University of Wisconsin-Madison during the Great Depression. Today, at age 100, she’s still taking classes.

Ullrich is one of three residents of Red Wing, Minnesota, who drive up to the Twin Cities to attend several Compleat Scholar courses each year. The three, Ullrich, Ralph Rayner, and James Grantman, have been friends for decades and attend everything from classes and lectures to the opera and symphony together.

Rayner, 85, is a surgeon who originally worked for Ullrich’s husband at a Red Wing clinic. Ullrich met Grantman, 83, when he was just a boy at church. Rayner’s wife worked in a Sunday school, with Grantman, and, eventually Rayner’s four sons worked for Grantman at the Coca Cola plant.

“It’s enough to say we’ve known each other for a very long time,” says Ullrich with a smile.

“It’s also a very small town, you know,” adds Rayner.

However the three met, they are a tight-knit group, and debate back and forth like only family and old friends can.

“You know how I met Jim?” asks Rayner. “We were both in the library, looking for a book that had been written up in the *Wall Street Journal*, one about the Spanish Armada. And just as I got there, he was taking my book! He stole it right out from under me.”

“I was first in line,” Grantman counters.

“True. You were. And I am capable of sharing. I’m a very good sport,” quips Rayner.

They rib each other gently, but are just as quick to interrupt the conversation to point out each other’s accomplishments. “James got his graduate degree from Harvard.” “Ralph’s daughter is a

“Initially, I did it as a social event. Get out of the house, get up to the Cities, have a nice dinner,” says Ullrich. “But it’s been mind-expanding, to say the least. I let them [Grantman and Rayner] pick the classes, so I get quite a variety of topics. Even if it’s on something I don’t know too much about—like nuclear physics—I can still pick up a useful nugget or two,” she adds with a smile.

Often, the group finds practical applications for things they’ve learned. “I took a course that discussed Pompeii,” says Rayner. “And then, when my daughter and I went to Italy, it was fascinating to be able to see all the things I had learned about; it added such depth to the experience.”

Grantman, who is an opera buff, took *Beyond Abduction: Mozart in the Harem* in order to prepare for a presentation he was doing for the Red Wing City opera study group. “I thought it’d give me some good ideas, some background.”

“We pretty much take what sounds interesting,” says Rayner. “We’ve taken courses on physics, genetics, religion, history, literature...a little of everything.”

When a new catalog arrives, each of the men circles the ones he is most intrigued by—then they settle on which ones to go to that season.

And will they be back next season to take more courses? “Almost without exception,” says Grantman, “all of the courses we have taken, we’ve enjoyed tremendously. So we’ll be back, of course.”



Clockwise from top: Ralph Rayner, James Grantman, and Catherine Ullrich

world-famous potter.” “Catherine got her degree when many folks, let alone women, didn’t even go on to college.”

Rayner, who is a graduate of the U, has been taking credit courses he found interesting on and off for years. He took his first Compleat Scholar course in the early '90s. Grantman joined him in 1996. In 2006, Ullrich started attending as well.

CIRCLES of scholars.

'Wise women' classmates still learning together two decades later.

At first, the women gathered at Sue Peterson's house were subdued, quietly catching up with one another as they admired Peterson's gardens. Quickly, however, polite murmurs segued into boisterous laughter and animated conversation, as the group found its familiar rhythm.

Sharing everything from bittersweet memories to current celebrations, the "Wise Women" group has gathered together about three to four times a year, ever since taking Carol Daly's 1993 Compleat Scholar class, *Older Women's Wisdom*; *Older Women's Lives*.

The original class of 25 ranged in age from their 20s to their 80s. Says Daly, "After the class ended, probably half, maybe more, of the women decided to keep meeting on their own. Originally, I came at least once a year...but when I retired, I joined the group 'full-time.' Now, I can't wait for each meeting."

The group has seen each other through everything life could throw at them, and continues to be a source of support—and humor—for one another. Says Diane Commers (the group's resident newlywed), "When I signed up for the class, I was looking for a role model. Nobody teaches you how to get older. I wanted to find out how women could go into middle age and find meaning and purpose."

"This type of class," says Daly, "where we discussed notable women's lives, and our own, was a new resource. Not only did it fill up, we had a huge waiting list—obviously we had hit a nerve."

The course featured the books *The Measure of My Days* (Florida Scott-Maxwell), and *Writing a Woman's Life*



Back row (L-R): Sue Peterson, Diane Commers, Dawn Peterson, Sandy Brennan Worthing, Carol Daly
First row (L-R): Shirley Lloyds, Jane Keeley, Margaret Smith

(Carolyn Helibrun). Discussions centered on the books, and how they related to women's lives at the time.

Now, however, the group's topics are wide-ranging. In one meeting, the women reminisced about members who had passed away; recommended books, movies, and artists; talked about family

matters; asked for support, prayers, and thoughts through difficult times; and shared successes.

They also know how to laugh with each other—and at themselves. "Life gets so complicated sometimes, especially as our families grow and we age, that you absolutely have to have a sense of humor," shares hostess Peterson.

One might be tempted to call them "feminists," but they are much more. Their careers and avocations span everything from health care practitioners, politicians, writers, and gardeners; to teachers, world-travelers, volunteers, and even a couple of real-life clowns. "I don't know of a time in the history of this group," says Daly, "where every single woman here wasn't out doing something, contributing something, to the good of the community."

"Every time this group gets together," says Daly, "I am amazed at how much I don't know...and how much we can learn from each other. We're constantly continuing our education together, through formal classes...and through each other."

For more information on how to support the Compleat Scholar program call 612-625-1253. To see the list of upcoming Compleat Scholar short courses spanning topics including history, literature, science, art, and more, call 612-624-4000 or visit www.cce.umn.edu/scholars.



ALUMNI VOICES

JUST LIVES

Master of Liberal Studies graduate practices restorative justice here and abroad

Going to a war-torn nation to face war criminals, gangsters, and corrupt officials isn't everyone's idea of professional development—but for one 2007 Master of Liberal Studies (MLS) graduate, it was an opportunity to study international law first hand.

From December 2002 to December 2003, Ramsey County District Court judge Edward Wilson worked in Prizren, Kosovo, serving as an international judge on cases deemed too sensitive or explosive for local officials—including war crimes, ethnic disputes, and organized crime.

Explains Wilson, "Following the war in Kosovo, the United Nations was trying to help restore order in the region. Eventually, they realized the Kosovo justice system wasn't being fairly operated."

He continues, "You have Albanians trying members of their own group, and of the opposition (Serbs)—and it's nearly impossible to be impartial. Plus, there was rampant corruption. There were outcomes of war crime trials that were obviously unfair."

So in 2000, the U.N. sent international judges to work in the Kosovo courts. Initially, the judges were primarily from

European nations having court systems similar to Kosovo's. In 2002, the program expanded to include Americans. Wilson was one of the first.

Living and working in Kosovo took some adjustment. Not surprising, perhaps, in a country where judges could be bought (their average salary was less than \$10,000 a year) and trial witnesses often feared being threatened or shot. Yet, Wilson says, he was never afraid for his own safety. "Obviously, as an African American I stood out, didn't blend in. But I didn't feel threatened, and lived a fairly normal life."

His role as a judge, however, was not “normal”—at least considering his role in the U.S. “Here, the judge’s role is to serve as a facilitator—ensuring rights aren’t violated, that the jury gets unbiased evidence from the prosecution and defense. But in Kosovo, a judge plays a much different role.

“A judge there becomes a part of the investigation. He calls and questions the witness, and determines if there’s enough evidence to keep the trial going. He’s in charge of all phases of a trial. The lawyers play far less of a role in representing their client than American lawyers, and there are no juries,” he says.

“It was a tremendous learning opportunity, and I hope we helped them, as well. That’s a major part of why we were there—to mentor, teach, and open people’s eyes to a different way of doing things.”

After returning from Kosovo, Wilson continued pursuing his interests in international law and the concept of restorative justice.

“Restorative justice gets people in the community to work together to work with the person(s) who have committed a crime, and to try and repair the damage done. It’s not about ‘punishment’ (although certainly, there is a need for that in some cases), but more about healing the community and trying to rehabilitate the individual.”

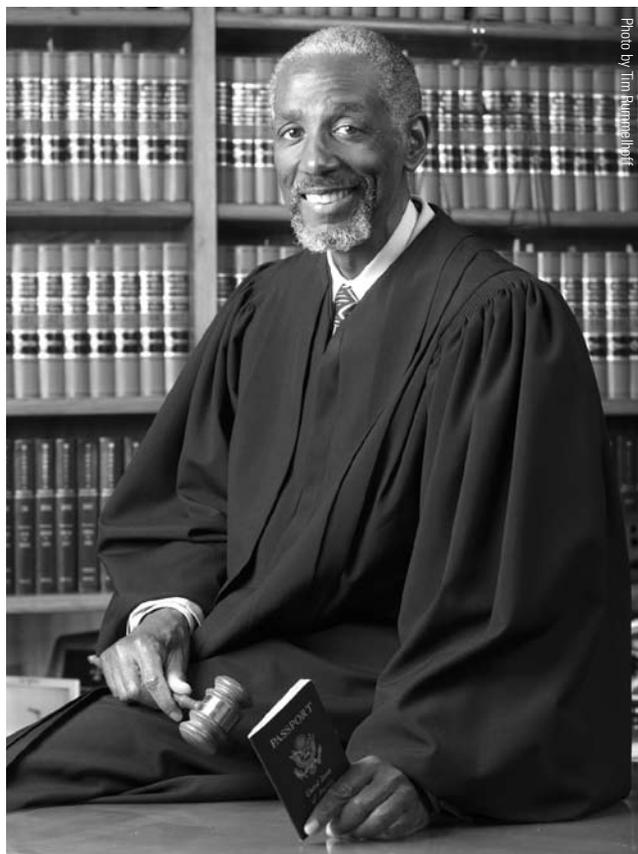
Wilson was involved in a Ramsey County restorative justice program that provided alternatives for young African American men who otherwise would have gone to prison. These alternatives allowed them to learn, grow, and provide restitution to the victim. In the process, it helped both the victim and the community to heal. For Wilson, restorative justice is “a principle and a spirit that I always try to incorporate into my work, both in the community and as a judge.”

He also pursued the concept academically through the MLS. “It’s a complex process... and crosses many disciplines, so the MLS was an ideal program to study it. Justice does not exist in a vacuum.” Wilson took courses in everything from literature to psychology, and studied in departments including the Center for

the Christian faith (Rwanda is predominantly Christian)—could facilitate reconciliation. I was also interested in how religious faith intertwined with the gacaca process.”

Back at work in Ramsey County, have Wilson’s experiences left an impression on him? “In Kosovo, I came to appreciate the justice system we have here; of the training and schooling we go through—lawyers and judges and others in the field. But I also saw that there are people out there who are willing to fight to see that justice becomes a reality in Kosovo, that justice does prevail.

Rwanda renewed my spirit for human rights work. I saw that there was some hope for reconciliation in the future, for restorative justice, but I also saw that the gacaca courts cannot do it alone, and must work with a faith-based component. The government can decree one thing, but reconciliation is an individual thing—people must learn not to forget what happened, you cannot forget a genocide, but to move on with their lives, to live side by side.”



Judge Edward Wilson, MLS 2007

Spirituality and Healing and the U of M Human Rights Center.

For his thesis, “Riff on a Theme: Rwanda’s Contemporary Gacaca Courts—Foundation for Forgiveness and Reconciliation?”, Wilson studied the gacaca courts (the informal Rwandan judiciary established to promote justice and healing following the 1994 genocides), and the role religion plays in restorative justice in the area.

During his research, he traveled to Rwanda, where he had the opportunity to talk with government officials, human rights workers, religious leaders, victims, and offenders. “I was interested in determining the effectiveness of gacaca, as well as seeing if religious organizations—in particular those of

For more information about supporting the MLS program and its students through a charitable contribution, call 612-625-1253 or visit www.cce.umn.edu/giving. For more information on the program, call 612-626-8724 or visit www.cce.umn.edu/mls

U AND AMERICAN MEDICAL SYSTEMS BRING LEADERSHIP PROGRAMS TO EMPLOYEES

Many know the College of Continuing Education offers adults interdisciplinary degrees and hundreds of evening and online credit courses. But the College also provides an extensive portfolio of courses, certificates, and mastery certificates for professionals in a variety of fields.

While these programs are open to the public, customized options are also offered for organizations that wish to partner with the University to provide specialized corporate education opportunities for their employees.

Current and past clients include such organizations as Malt-O-Meal, Lockheed Martin, Minnesota Department of Natural Resources, North Memorial Hospital, Northwest Airlines, United States Postal Service, and Wells Fargo.

One of the companies that has enjoyed a successful partnership with the College for several years is American Medical Systems (AMS), a global medical device company that is headquartered in Minnetonka.

“In 2005, AMS was a relatively small company,” says Janet Dick, AMS’s senior vice president of human resources. “But we were acquiring companies and becoming more diversified, and our growth was becoming much more rapid.”

Dick knew that as AMS positioned itself for its next phase of growth, they needed to develop managers who could drive

the changes, build talent, and sustain growth. “As our managers were asked to take on higher levels of responsibility, we wanted to provide them with a comprehensive leadership development program that addressed key managerial and leadership competencies.”

In addition, says Dick, AMS wanted a learning opportunity that was tailored to fit their fast-paced, highly active culture. “We were looking for a program that was customized to our needs, organizational message, vernacular, and culture.” They also wanted to partner with a provider that had experts in design, delivery, and administration of leadership programs so that AMS staff could focus its resources on company growth.

AMS brought their requests to the College of Continuing Education, which after analysis and assessment, customized a training program for them based upon the Successful Manager’s Leadership Program. This flagship course is built on the research and the leadership success factors defined in the Successful Manager’s Handbook, developed by Personnel Decisions International (PDI).

“The U is a high-quality partner and institution, and PDI also has expertise we needed,” says Dick. “Together, they tailored and delivered a five-day classroom training session with a 360-degree feedback tool, as well as follow-up peer support mechanisms.”

Says Jean McLeod, program director with Continuing Professional Education, “AMS was looking for an interactive, engaging program—one where people didn’t just sit there and listen to lectures. They needed high involvement, multiple instructional approaches, and the opportunity to learn from both peers and experts. And, they wanted an educational program that gave their employees practical tools that they can easily apply to real-world problems.”

The outcome of the training was so successful that AMS has partnered with the College twice a year since their initial presentation to continue to develop successful leaders. “We’re seeing people step up more and accept the leadership challenge. We’re able to bring peers together from across divisions—from across the globe—cultivating cross-functional exchange and appreciation upon for each other’s work,” says Dick.

She concludes, “This forum allows managers to learn from top instructors, and in turn, many of our managers have made the leap to true leaders. They are invested in learning...and we intend to use this foundation to continue to build.”

For more information about corporate education, call 612-624-1228 or visit www.cce.umn.edu/CorporateEducation.



GREAT ARTS MANAGEMENT ON THE GREAT PLAINS

Photo by Tim Funnellhoff

Sherry Wagner-Henry

Although replete with museums, theaters, galleries, and artist cooperatives, and ranked as one of the most arts-aware communities nationwide, the Twin Cities has always lacked choices when it came to graduate programs in arts management.

That changed this spring, when the College's individualized graduate degree program, Master of Liberal Studies (MLS), unveiled the first course in its new Arts Management area of emphasis.

Produced in conjunction with the Department of Theatre and Dance and the Humphrey Institute's Nonprofit Management program, Arts Management will allow graduate-level students to create their own interdisciplinary program, incorporating topics such as development, financial management, working with the public and private sectors, strategic planning, marketing, and more.

Program faculty come from the University, as well as from the arts community. Newly appointed faculty director is Sherry Wagner-Henry (Wagner-Henry is also an instructor). Prior to coming to the U 13 years ago, she was the assistant general manager of the Illinois Shakespeare Festival, and now is the managing director and program director of the U's University Theatre and Minnesota Centennial Showboat.

For Wagner-Henry, seeing the emphasis come together is the culmination of more than a decade's worth of work. "When I first started here, it struck me as odd that an area that prides itself on its arts community didn't have any type of program that could train people to become leaders and managers in that community."

She continues, "We'd see a few people study general nonprofit management here, but 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. Graduate school is where you make your networks, start the next level of your career. It makes sense for us to target these people for our graduate program—otherwise we're losing some top talent."

Her first several years at the U were occupied with running the Showboat. Eventually, however, a plan began to take shape. "One day, I had an MLS student tell me she wanted to focus her interdisciplinary degree on arts management, which resulted in my working with MLS. And the more I worked with them, the more I realized it was a perfect fit for this type of curriculum."

The first course, Issues in Arts Management and Policy, debuted in

spring 2008. MLS student Emily Glaser was in the class.

Glaser, who works at the Minneapolis Institute of Arts (MIA), was intrigued by the program's blend of theory and application—something Wagner-Henry considers a main draw for the curriculum. "We have both theoretical research, as well as hands-on applied work. Students will do internships, capstone projects, and real work in the arts community before they're done. Plus, it crosses disciplines within the arts—if someone is already working at MIA, perhaps we have them work with the Minnesota Center for Photography. We want to balance out the viewpoints, types of experiences, etc."

Says Glaser, "I really appreciate that this is a program you can make directly relevant to your own interests and career goals. This kind of format is unique in that it prepares you, puts you right in the middle of things. When you're finished, you have something you can apply to your own life right away."

For more information on how to support the Master of Liberal Studies program, and its students, call 612-625-1253. For more information on the program, including the arts management area of emphasis, visit www.cce.umn.edu/mls.

CCE PARTNERS WITH FACULTY TO DISSEMINATE RESEARCH

Not only does the College of Continuing Education provide adults access to University degrees, certificates, and professional development, it also partners with University faculty to disseminate their knowledge and research to a wide audience of professionals from around the globe via conferences, seminars, and workshops.

Each year, the Conference Services and Program Planning department handles the planning and execution of hundreds of events—large scale and small. Last year, more than 22,000 people alone attended events covering such diverse topics as evolution studies, soil and water issues, radon mitigation, traffic and highway safety, and women's history. "Events like these...bring national—and international—recognition to our faculty, staff, and campus," says department director Lori Graven. She also adds that such conferences also serve as valuable recruiting tools for new faculty and graduate students.

The Evolution 2008 conference was one of the biggest events put on by Conference Services this year. The premier annual opportunity for sharing scientific research related to evolution, Evolution 2008 featured approximately 1,500 participants from 48 states and 29 countries.

Another major conference this summer was the Berkshire Conference on the History of Women, which also had approximately 1,500 participants from all over the world. "Holding the Berkshire Conference here on campus was a terrific way to showcase our strengths in women's history and gender studies," says M.J. Maynes, chair of the history department. "Moreover," she continues, "it was also an occasion to demonstrate the University's rich research collections such as the Social Welfare History Archives, the James Ford Bell Library, and the Tretter Collection in GLBT Studies."

Running two major conferences within a few weeks of each other was a big undertaking, but well within Conference Services abilities. "For some groups, we

provide select services, such as marketing, registration, and logistics or event web design. For others, it's more of a soup-to-nuts partnership," says Graven. The Evolution conference was the latter, and included symposia presentations, concurrent contributed papers and poster sessions, as well as an opening reception, a picnic, a banquet, and two poster receptions.

Conference Services partners with dozens of other University departments, venues, and service providers to make sure the events have what they need to run smoothly.

Says Professor Ruth Mazo Karras, who was involved with bringing the Berkshire conference to the U this year: "We brought [Berkshire] here because of the great facilities and the availability of a professional conference services staff. Lori and her staff were our advocates with all the different units we had to deal with; they thought of things that we never would have thought of and saved us from major glitches."

Conference Services made sure everything ran smoothly, taking care of producing and/or securing catering services, marketing materials, program and abstract books, Web site design and hosting, AV services, budget preparation and financial payments, program evaluation, and CEU credits.

Karras continues, "This is the fourteenth "Big Berks" conference, but the first time that it has met in the Midwest. Minnesota was selected mostly because of the strong group of women's history scholars at the U and in the Twin Cities area. Unlike many professional organizations [the conference's parent organization] has no paid staff; we rely on volunteers, host departments and colleges, and on professional conference services staff. The U of M is one of the few campuses that is able to provide all three plus convenient hotels and transportation."

Concludes Graven, "A lot of people don't realize all the time and effort and detail management that goes into planning an event until they sit down and decide

to host one. And all of a sudden, they're faced with taking care of a thousand things ranging from the obvious—like budgets, venue selection, and food—to the not so obvious, like what's the best seating arrangement or who's going to handle the invoices.

That's what we're here for—by working with Conference Services, the faculty and staff can work on what they do best: developing the program content, collecting their research, and networking with others in the field."

A sampling of conferences, programs, and seminars put on by Conference Services in recent years include:

- Systematic Biologists and the American Society of Naturalists
- GMAC Computerized Adaptive Testing Conference
- Highway 61 Revisited: Bob Dylan's Road from Minnesota to the World Symposium
- International GLBT Archives, Libraries, Museums, and Special Collections Conference
- International Paleolimnology Symposium
- International Symposium on Nanotechnology and Occupational Health
- SHARP – Society for the History of Authorship, Reading and Publishing
- Water Resources Conferences
- Income Tax Short Courses
- James L. Oberstar Forum on Transportation Policy and Technology
- Keeping Our Faculties of Color: Recruiting, Retaining and Advancing Faculty of Color
- Minnesota Pavement Conference
- Radon Measurement and Mitigation Courses
- Shade Tree Short Course
- Structural Engineering Seminar Series
- Workshop on Renewable Energy for Minnesota

From the Development Director

I may be old-fashioned, but in this e-age there is something wonderful about peering into your mailbox and pulling out a personal letter crafted by another human. The allure is nearly impossible to resist. Coffee cools. Other mail is set aside. The cacophony of machines competing for your attention fades while you read.

I'm fortunate to be a conduit for the many letters of thanks scholarship recipients write to donors who have changed their lives. Without exception, their determination is inspiring, potential

unlimited, and gratitude heartfelt. I thought you, too, might like to hear a student's story in his own words.

Thanks to Timothy Delbridge for allowing us to reprint his kind words; and thanks to all our supporters for making letters like this possible.



Kathleen Davoli
Director of Development
College of Continuing Education



Photo by Tim Rummelhoff

November 26, 2008

Dear Friends of CCE,

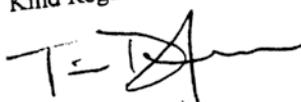
I would like to most sincerely thank you for your contribution to the College of Continuing Education's scholarship program. I was recently awarded a Nolte-Miller Scholarship and I can attest to the importance of a scholarship like this one for non-traditional students seeking to resume their studies.

Having completed my Bachelors degree in December of 2003, it has been nearly five years since I have been enrolled in a degree program. In that time, I have been working with the United States Peace Corps as an Agricultural Extensionist in Paraguay. While in Paraguay, I have developed and focused my academic interests to the point where I am ready to re-enter academia and pursue graduate study in the field of agricultural economics.

However, the graduate programs to which I am applying, including at the U of M, require two prerequisite economics courses that I have not yet taken, Econ 3101 and Econ 3102. Because of my extremely low income during the last several years, it would have been nearly impossible for me to take these courses through the College of Continuing Education at the University of Minnesota without financial assistance. Now that I have won the Nolte-Miller Scholarship, I will be able to take both courses in the spring semester, begin graduate study in the fall, and be on my way to earning my Masters degree. I am thrilled to be able to not only continue my education without taking even more time off to save money, but also that I am able to take these important courses with the world class economics department at the University of Minnesota.

Thank you again for your wonderful generosity,

Kind Regards,



Timothy A. Delbridge



New year, new opportunities

New Year's resolution include a desire to try new things, or think about "old things" in new ways? The list below – just some of the College's events for citizens and professionals – could bring you one step closer to reaching your goal. Resolved to check it out? Visit www.cce.umn.edu or call 612-624-4000.

GREAT CONVERSATIONS SERIES:

U faculty invite world-renowned thinkers for a public discussion about society's most pressing topics.

- **American's Constitutional Crisis**

March 10, 7:30 p.m., Ted Mann Concert Hall

Larry Jacobs, Director of the University's Center for the Study of Politics and Governance, will discuss the topic with former *Vice President Walter Mondale* and Pulitzer Prize-winning investigative reporter *Seymour Hersh*, whose work in the *New York Times* focuses on the abuse of power in the name of national security.

- **Innovative Science**

April 14, 7:30 Ted Mann Concert Hall

Join U medical researcher *Doris Taylor* and pediatrician *Dr. Patricia Simmons* to discuss innovative science. Dr. Taylor recently created a beating heart in hopes of perfecting a technique that could generate new hearts for the more than five million patients needing transplants. Dr. Simmons is a pediatrician at the Mayo Clinic, a professor of pediatrics at the Mayo Medical School, and chair of the University's Board of Regents.

- **The Supreme Court in American Life**

May 12, 7:30 p.m., Ted Mann Concert Hall

Thomas Sullivan, the U's Senior Vice President for Academic Affairs and Provost, will discuss the Supreme Court with his guest *Kenneth Starr*. Starr, perhaps best known for his role as Independent Counsel in the Whitewater investigation during the Clinton administration, is now Dean and Professor of Law at Pepperdine University School of Law.

HEADLINERS:

In these lively monthly events, the headlines drive the topics. A few weeks before each event, a U faculty member is chosen to speak about the day's most intriguing stories then lead a public discussion of the topic.

- **Mark your calendar:** March 5 and April 2, 7 p.m., Continuing Education and Conference Center, St. Paul campus

STRATEGIC LEADERSHIP INSIGHTS SERIES:

In this breakfast series, upper-management professionals hear from nationally recognized business experts on key workforce trends, then participate in a moderated discussion.

- **Economic Development in the 21st Century**

April 9, 7:30-9:15 a.m., Continuing Education and Conference Center, St. Paul campus

St. Paul Mayor *Chris Coleman* and *Art Rolnick* of the Federal Reserve will discuss "Shifting the Paradigm."

CAREER PLANNING WORKSHOP SERIES:

Attendees set career and life goals then develop an action plan to achieve them.

- **Exploring Your Professional Future**

Wednesdays, June 3-July 1, 6:30-8:45 p.m., Continuing Education and Conference Center, St. Paul campus

One of the biggest mistakes people make when they want to change their work life is to revise their résumé and start looking for jobs before knowing what they want to do. In this interactive workshop, a career counselor helps attendees clarify goals and provides the structure to explore options.