

CCE CURRENT

Winter 2010

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

THE POWER OF ONE

Shadé Osifuye, who was supported by generous alumni, cut her own path to an interdisciplinary degree with memorable stops along the way – partnering with a supportive adviser, working with the U’s brightest scientists, and earning smiles from Nairobi’s poorest children.

“I was lucky to be encouraged by some great people.”

COLLEGE OF CONTINUING EDUCATION

UNIVERSITY OF MINNESOTA

From the Dean



Photo by Tim Rummelhoff

Hello,

My favorite part of working at the University is that I get to meet a set of truly fascinating people. Here at the College of Continuing Education, so often the stories of our students are especially complex and inspiring.

Shadé Osifuye, whom you'll get a chance to meet in these pages, is just one example. Although of a "traditional" age, she chose a nontraditional academic path taking her into interdisciplinary territory. Her path wove through some of the institution's most prestigious scientific laboratories and into Nairobi's poorest neighborhoods where she learned "the power one person can have."

You'll hear her story firsthand as well on the College's newly re-launched Web site. There, you'll also see the stories of other recent graduates in our "Beyond the Cap and Gown" video series:

- **Diana Harvey:** When the Harvey family sat down at the table to do homework, the two boys weren't the only ones hitting the books. Their mom, Diana, was also back in school. She explains how she balanced work, home, and graduate studies.
- **Renée Remarcik:** Renée knew if she wanted to advance in her field, she needed to complete her bachelor's degree. She shares how she worked with College advisers to design a degree that put her on the fast track to professional and academic success.

- **Jeremiah Peterson:** After returning from Iraq, where he spent months patrolling Baghdad's most dangerous sectors, Jeremiah had to readjust to civilian life, a process that included re-enrolling in college. He describes how he made the transition.
- **Emma Olson:** Emma talks about designing a major that combined her interest in politics and business.

Also on the site, a powerful new search tool allows lifelong learners to dip into on-campus and online credit and noncredit courses and pull back results that meet their needs. As always, visitors will find, at a glance, certificates designed in concert with industry leaders, interdisciplinary degrees that help students like those above achieve their goals, and thought-provoking enrichment programs that allow us all to see the world from a new perspective.

Several of those enrichment programs are discussion series. The rich archive of content from Great Conversations and Headliners' past presenters also can be found at the new Web site.

I encourage you to visit www.cce.umn.edu to hear students' stories and find your own inspiration about the next stage of your lifetime of learning.

Sincerely,

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

CCE CURRENT

Winter 2010

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U of M sociology professor Phyllis Moen and Marc Freedman, social entrepreneur and founder of Civic Ventures, discuss recommendations for baby boomers seeking fulfillment in the second half of life, the topic of their presentation at the last LearningLife Fest.

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6-7 Students shine in solar house competition

The Solar Decathlon is a U.S. Department of Energy competition for college students to create energy-efficient homes. For the last two years, students from across the U, including the College's Construction Management program, hammered out plans and pounded in nails to produce the ICON house. This is the house the U built.

8-9 CCE roundtable – food

Food is sustenance – we need it to keep our physical bodies going. But it can also serve as a cultural and social touchpoint, or fill an emotional need. Students, alumni, and a Compleat Scholar instructor share their thoughts on how what we eat may be more a part of who we are than we realize.

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Cover photo by Tim Rummelhoff. Shadé Osifuye, 2009 Inter-College Program graduate

Volume 6, Number 1

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.

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DO-0174-02/12.09

Encore, encore!

Helping baby boomers find fulfillment
in the second half of life.



At the turn of the 20th century, the average life expectancy at birth was only 47 years. Now, a century later, it's nearly 80.

This “longevity revolution” is not without its implications for living and working in the second half of life. Once, the concept of “retirement” was virtually unheard of. Now, the bulk of our workforce is rapidly approaching retirement age. What does

this demographic shift mean—for both the economy and workforce—when individuals have 20, sometimes 30 or more years of living after they leave employment?

Says Phyllis Moen, U of M sociology professor, “We tend to have this ‘created’ view of how we see the world; this taken-for-granted idea of the career and retirement mystique. First we get our

education, then we spend a long time in paid work, climbing [career] ladders... and then we retire (or die, whichever comes first).”

She continues, “People think about retirement like young people think about their wedding. They talk about the dresses, the colors, the guest list, the honeymoon. But ask how many kids they will have or who will stay home or

how they will manage health care, they don't know that. 'We'll think about that tomorrow.' It is the same thing with baby boomers. What matters is the event. We think about the event of retirement and maybe the time around it. 'I'm going to travel for six months,' or 'I'm going to do this or that,' or 'I'm going to take care of the grandchildren for awhile.' But they don't think of 30 years worth of living—which is almost like a second career."

Inventing a new stage of work for our new stage of life

Enter the concept of the "encore career." The term, coined by social entrepreneur and founder of the Civic Ventures think tank Marc Freedman, means a career that "combines personal fulfillment, social impact and continued income."

Explains Freedman, "It's a significant body of work that could last for 10, 15, or even 20 years. It takes place in the second half of life, after the end of a midlife career. Ideally, it involves some type of pay or benefits. And at its core, it's about the search for new meaning and a deep desire to contribute to the greater good. Encore careers combine continued income, personal meaning, and social impact."

Freedman sees this time period as an entirely new phase of life. "We are doing something historic, inventing a new stage of life between the end of the middle years and the beginning of true old age," he says.

He compares this new phase to the "discovery" of adolescence at the turn of the 20th century.

"We created this new stage of life. We invented language—'teenager'—we invented high schools, we came up with public policies, a whole culture set of social institutions. Now, of course, it seems like it's always been that way, but it hasn't. That same thing is what is happening now in this period between midlife and old age."

And with this new stage of life comes a new stage of work. In this encore stage, the work may be paid, but it is also an opportunity for a tremendous source of fulfillment, and a chance to reach a potential that may have been, up to that point, hidden.

Freedman tells of a former waitress who had spent more than a decade serving as a foster grandparent in the pediatric cancer ward. "I asked her, 'how can you face so much suffering, especially with young people?' And she told me, 'it's not a job, it's a joy.'"



Marc Freedman

A recent study by Civic Ventures showed that between five and eight million Americans in midlife or beyond have already shifted into second careers in areas like education, health care, the environment, human services, government, and the clergy. All areas, Freedman says, where, "you can't outsource or mechanize jobs."

"They need things only a person in the thick of it can do. We've got this wonderful segment of the population—the largest, most experienced, best educated segment—who have moved into areas where success is very much dependent on human resources and commitment of talented people—and where over the next decade, big talent shortages are projected."

"If we only get 5 percent of the baby boomers [into encore careers], we can create a sustainable vision for American life where we don't write off the most experienced segment of the population."

The secret to encore career success: Planning, education

How does one go about finding an encore career? It's not an instantaneous thing, Moen and Freedman agree. Nor is it necessarily even related to anything you've done in your "previous life." But it does require thought and planning, and some legwork.

Moen says "Find people who are living the life you want to live, and interview them. Find people who are living the life you DON'T want to live, and interview them, too, and figure out how not to be there."

Education also can help people choose the next step in the rest of their lives. "We can reeducate ourselves. Both community colleges and universities have opened up ways people of all ages can do that."



Phyllis Moen

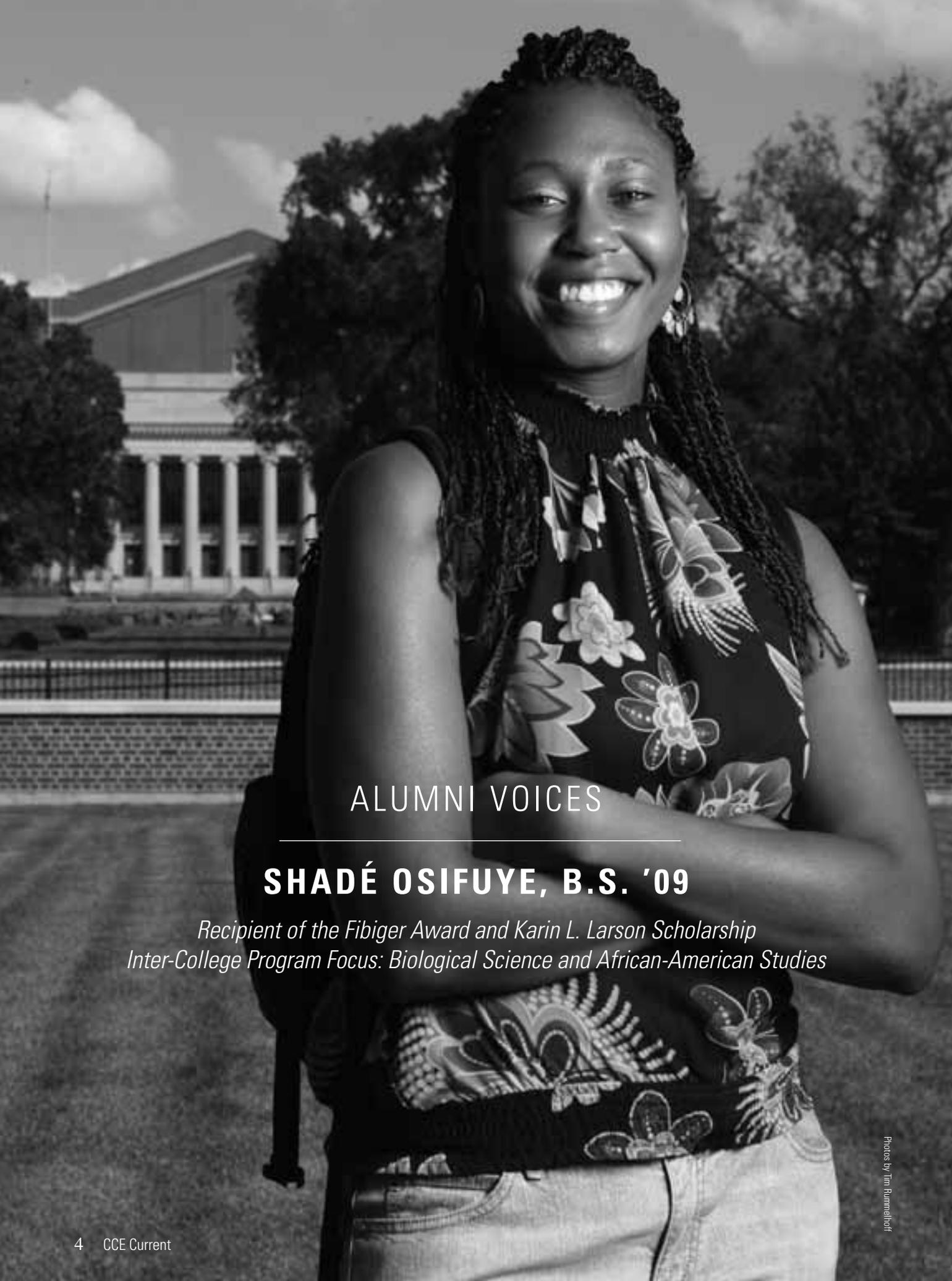
Freedman tells of many who have made a transition. "Sure, you have Al Gore who went on to do climate change work after not getting to be president, or Bill Gates reordering his priorities. But the vast majority are normal people who found their calling in this later stage of life—and not necessarily through an easy route."

Resources

www.learninglife.umn.edu. Access resources (including recorded **LearningLife Fest** presentations by both Moen and Freedman) and sign up for an e-newsletter and preview e-mails about special events.

www.cce.umn.edu/degrees. See options if you are seeking a **new credential** to aid your encore career path.

www.cce.umn.edu/Osher-Lifelong-Learning-Institute. Gain an introduction to the **Osher Lifelong Learning Institute**, where members explore new topics through a selection of more than 180 courses and activities a year.



ALUMNI VOICES

SHADÉ OSIFUYE, B.S. '09

*Recipient of the Fibiger Award and Karin L. Larson Scholarship
Inter-College Program Focus: Biological Science and African-American Studies*

Photos by Tim Runnelhoff

For Shadé Osifuye, working in the medical field was a goal she had set for herself in childhood. It seemed to be a straightforward path. But, as she went on to discover, the path was anything but clear-cut.

Initially, as a freshman, Osifuye intended to become a pathologist assistant, then a pathologist. She wanted to get into the medical technology program, but realized that it didn't mesh well enough with her interests. She then transferred to the College of Biological Sciences, but again, while some of the course work was useful, she found it difficult to really be passionate about it.

In the meantime, she had also taken courses in African-American studies and found yet another area she wanted to continue studying. "My father is from Nigeria," she says, "and so I took some classes to get to better understand my history, and I absolutely fell in love with learning about the literature and history of African Americans."

An adviser in the Medical School suggested Osifuye look into designing an individualized major through the College of Continuing Education. "When I met with Amy [Brewster, Osifuye's adviser], she listened to my story, and told me that I could definitely design a degree that encompasses both fields."

Together with Brewster, Osifuye outlined a degree plan through the Inter-College Program concentrating on biological sciences and African American Studies. After developing a degree plan, she was awarded a generous **Karin L. Larson Interdisciplinary Education Scholarship**.

One of Osifuye's goals of her degree was to study sickle cell anemia, an illness that predominantly affects African



Shadé Osifuye

Americans. Through a summer research program designed to prepare undergraduates for graduate school and give them a chance to gain research experience, she was able to work in a lab at the U specializing in the disease. "Once I was accepted into the program, the advisers paired me with Dr. Robert Hebbel, a regents professor studying the pathobiology of sickle cell disease; developmental biology of the vascular system; and novel, endothelial-based gene therapy approaches to hemophilia."

During the summer of 2008, Osifuye gained hands-on experience working with tissue samples and researching the efficacy of a possible new drug for sickle cell treatment. This winter, the research team found out that the drug had been approved for further testing by the FDA, and their research paper has been sent to publication.

Her lab experience came in handy again this summer, when Osifuye decided to participate in the U of M Study Abroad Program with the help of the College of Continuing Education **Fibiger Award** established by John and Barbara Fibiger to support research and special interdisciplinary project study. "I knew I wanted the chance to see places I normally wouldn't have an opportunity to visit," she explains. "And I felt like by doing this I would have a chance to do some good, use my skills to help people."

She chose Kenya, and during her four-plus month stay, she studied the country's political and social history and took courses in Swahili. She also worked at a health care facility in one of Nairobi's largest slums. "Where I worked, it was the sole health care center for the region, so we were always very busy. I did ante-natal blood testing for expectant mothers, HIV testing and counseling, TB testing, and malaria testing."

Her work at the clinic was both rewarding and challenging. "I was able to see malaria on a slide, and discovered it unassisted—which is very difficult to do, as discerning it takes a keen eye. And helping people take charge of their health was incredible. It was a valuable experience to be able to assist mothers in case complications arose during delivery [by having done their bloodwork]. On the other hand, working with so many HIV patients, having to inform them of

their status...it's draining and can be very saddening to have to do."

Osifuye also spent time teaching English to a class of 10- and 11-year-olds. "I was amazed at how polite, how beautiful these kids were," she says. "Here we are in the biggest slum area in Nairobi, and they are just so excited to be at school, so excited for this chance to learn. Their enthusiasm was so moving; I'm not sure who actually learned more in the experience...the students or me," she continues with a smile.

For Osifuye, the experience in Africa was a life-changing one. "It showed me the power one person can have. I came back here wanting to do more. Before I left, my plan was to go to grad school straight after college. Now, I plan to go into the Peace Corps, and spend two years working with HIV patients in Africa.

"After coming back, I have such a different perspective on the world. Studying abroad humbles you in a lot of ways—it changes you inside and out. I am looking forward for a chance to go back, and do even more."

Osifuye knows it will be a challenge, in more ways than one. But, as this dedicated woman has shown repeatedly, she is up to it.

"I was born with a handicap [Osifuye has cerebral palsy, which affects her arms and hands and her manual dexterity], and it threw a lot of hurdles at me—and there were certainly some moments where I thought 'I can't do this.' But I was lucky to be encouraged by some great people and to receive scholarships to make my dreams become a reality."

"I've learned I'm willing to push myself. And I know that this is a path I need to take right now. This is what I'm trained to do. I'm ready."

To hear Shadé's story in her own words, visit www.cce.umn.edu and click on her photo.

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

Students shine during solar house competition



Created in 2002 by the U.S. Department of Energy, the Solar Decathlon is a biennial competition designed to educate college students—and the public—about the benefits of energy-efficient homes and green building technologies.

Each competition culminates in a three-week showcase on the National Mall in Washington, D.C., in which 20 teams operate the home they designed, built, and transported to the capital. During the decathlon's showcase, university teams receive points for their home's performance in 10 categories and open their homes to the public. Prior to the final competition phase, the interdisciplinary teams spend nearly two years planning and building.

The University of Minnesota was honored to be accepted into the 2009 competition. For the last two years, it provided an amazing opportunity for close to 200 students across the university, according to U of M Solar Decathlon project manager Ann Johnson. This October, their hard work paid off when the U's first Solar Decathlon house took fifth place (the highest place ever taken by a first-year team). The team also took first place in both the engineering and lighting categories.

It all began when they set out to create a home that was approximately 800 square-feet, full of modern conveniences, aesthetically pleasing, and entirely solar powered. Each team's home also needed to use its energy systems to maintain the house's temperature, provide lighting, run appliances, and carry out other daily functions. In addition, the homes needed to be marketable and practical – using mainly commercially available products.

Won't You Be My Neighbor?

The U of M home faced some of its own unique challenges, including the Minnesota climate, as well as design considerations for this market. "A lot of people may think, 'Minnesota? Really?' when it comes to solar power," says Johnson, who is also faculty director of the College of Continuing Education's Construction Management degree program. "I hope this house helps dispel that. Photovoltaic solar power is quite efficient in this area of the country—

more so, in fact, than somewhere like Arizona where it can actually get TOO hot."

She goes on to say that the house was designed to appeal to a Midwestern aesthetic. "The house is called ICON, because we hope that's what it feels like to people—an iconic home design. It's attractive and efficient...but not a 'Jetsons' house. We wanted to design something that folks around here would look at and say, 'Yeah. I could see that in my neighborhood.'"

"Everything in the house is available right now, and many of the things we used showcase Minnesota technologies and companies, including special glass from Marvin Windows, as well as low VO2 paints from Valspar."

Labor of Love

As some students devoted nearly two years to the project, it became a labor of love. Says College of Continuing Education Construction Management degree graduate and ICON house



Ann Johnson

construction manager Craig Hohensee, "I came on board when they were looking for concepts and ideas, and served as construction manager. I graduated and was still working as construction manager... it was definitely more than a full-time job," he says. (Solar Decathlon rules state participants may remain in the team for one full year following graduation).

Team members dealt not only with long hours, but also with figuring out how to work effectively in an interdisciplinary group. "They were working in a real environment, a real workplace," says Peter Hilger, Construction Management program faculty member and student adviser. "They got to discover, for example, what life is like for a construction manager on the job with a firm. They got to learn how an architect or designer may come up with a beautiful idea that is completely unrealistic, engineering-wise. Then they have to figure out how to compromise and make something that works."

Hohensee concurs, "In a standard classroom experience, many of your fellow students are in the same degree program and have the same vision and thought processes. In this project, with [students from] so many disciplines involved, you had to take a step back to understand where they are coming from. Challenges included communicating with people who did not understand things the way I do as far as the construction process and being patient in finding ways to work together."

Networked House

Equally important, especially to the 40-plus construction management students who worked on ICON house, were the connections they made in the working community. "Green building and more environmentally friendly construction methods are going to be huge. A lot of us 'old dogs' in the industry aren't all that familiar with it. But students are soaking it up," says Hilger. "The advantage these students will have when they go out into the job market and can say 'I've done Solar Decathlon and have hands-on experience working on sustainable design projects' – that's huge, especially in today's job market."

Adds Johnson, "We've had a lot of community members and businesses working with us on this project, including volunteers from various construction firms, to the electricians' union, to union carpenters. That kind of networking opens a lot of doors for our students—and shows companies that our students are go-getters. They've done an amazing job."

She concludes, "Between the hundreds of students, the various faculty, staff, and University departments, and the businesses and volunteers from all over...the ICON house has truly become a state project."

For more information, visit solardecathlon.umn.edu. For more information about the College's Construction Management program, visit www.cce.umn.edu/BAS-Construction-Management or call 612-624-4000.

Opposite page photos (clockwise from top): ICON Solar Decathlon House, First Place in Lighting Design and Engineering, Peter Hilger, the ICON team, and during construction.

What would a home be without food?

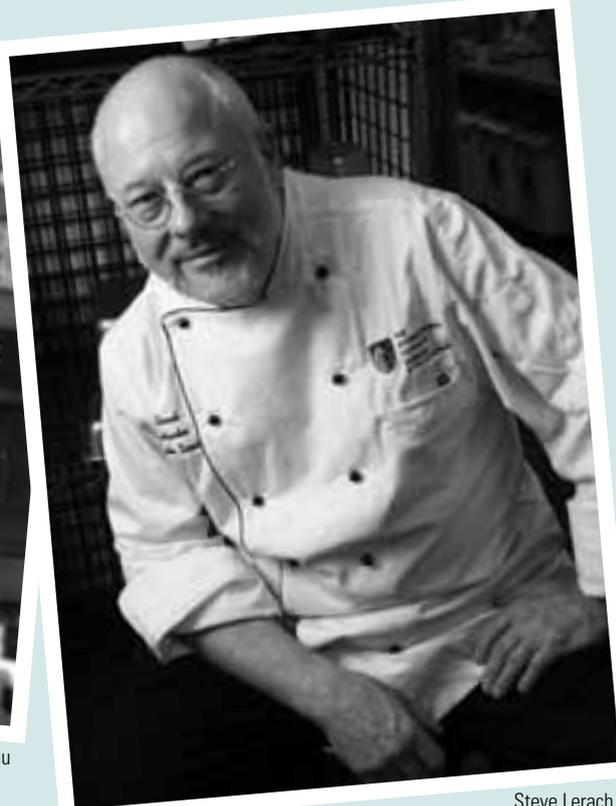
See page 17 for the solar house's dinner menu.

CCE ROUNDTABLE: *Food*

*When we're hungry, food is food –
and so much more.*



Judy Budreau



Steve Lerach

Food is sustenance – we need it to keep our physical bodies going. But it can also serve as a cultural and social touchpoint, or fill an emotional need. In this edition of CCE Roundtable, students, alumni, and a Compleat Scholar instructor share their thoughts on how what we eat may be more a part of who we are than we may first realize.

Judy Budreau, B.A. '06

Before it becomes mainstream, we often view the food immigrants bring with them as “exotic” or “trendy.” But what’s new to us is comfort food to them—and the spirit behind its offering is the same.

In 1944, my father-in-law left Indiana, by train, for Camp Pendleton. And on his

journey along the way, this tall, meat-and-potatoes farm boy experienced spaghetti and pierogi, and somewhere in New Mexico, a bowl of posole.

The food may have been unrecognizable to this 18-year-old far from home, but the comfort was familiar.

For the 25 years I've known my father-in-law, a meal is meat, potatoes, maybe a salad; cherry pie if he can get it. But then, I think of him as a new recruit, beginning the train trip that carried him into his adult life, hungry and thirsty for far more than the food and drink he was offered. I think of the people who fed him, who cooked for him, who sat with this stranger from Indiana while he ate, feeding my family into the next generation, and the generation after that...

restaurant. It is a skill nearly always perfected during your most imperfect acne period.

Normally small children are introduced to away-from-home dining in fast food outlets with their parents. Kids learn the basics: order food, sit down and eat, keep the catsup out of your hair. But unsupervised public dining generally has to wait until the sweet unity of teenage awkwardness and exuberance is in full flower.

I like to think we weren't the same afterwards. We had experienced the exotic and the forbidden. We had unlocked one essential secret of the city. On our own, we had dined, and it made a difference in all of us.

*Steve Lerach designed his own master's degree through the College (www.cce.umn.edu/Master-of-Liberal-Studies). He is the author of *Fried: Surviving Two Centuries in Restaurants*. He is an instructor and administrator at the Art Institutes International Minnesota, where he teaches aspiring chefs how to cook and effectively manage a kitchen.*

My own initiation into tribal dining came at the first and only real Mexican

Tracey Paska

Throughout history, the migration of food has been closely linked to the



Tracey Paska

And I remember, when we're hungry, food is food – and so much more.

Judy Budreau designed her own degree plan through the College's Program for Individualized Learning (www.cce.umn.edu/Program-for-Individualized-Learning). After an absence of 25 years, she returned to the University of Minnesota to pursue a B.A. in creative writing. She works for Minnesota Public Radio, for both "The Splendid Table" and "Speaking of Faith" radio shows.

Steve Lerach, MLS '08

The fortunate thing about your high school years is that, in spite of high school, you can actually learn things. I'm certainly not talking about geometry or Latin, but rather this adolescent time brings you a whole raft of stuff that you really need to know. One of the things "You Need To Know" is how to use a

restaurant in 1960s downtown Minneapolis, La Casa Coronado, with a group of my friends. We were all suburban boys, from Minnesota at that, and flavor-challenged in the extreme, yet we somehow knew that ingesting fiery salsas, cilantro, and peppers would bring us manliness and sophistication. Besides, Coronado's was right on Hennepin Avenue, and the lurid neon beckoned us like the very mouth of hell.

So we borrowed an appalled parent's station wagon and nervously made the pilgrimage. We prided ourselves in ordering the unfamiliar fare, joking with actual Mexican waiters, and enduring the wrath of the capsicum. We had a ball and then returned to the humdrum suburbs.



Jenny Breen

movement of people, undergoing a constant evolution with each relocation as cooks adopt and adapt to new ingredients and techniques. Whether carried by ancient traders who exchanged edibles as forms of currency, European explorers who brought back the veritable fruits of their discoveries, or contemporary immigrants who recreate the flavors of their old homes as a way to help ease the transition into a new culture, food has always been a well-seasoned traveler by land, sea, and air. Today, food has found a new pathway: the Internet.



Older students returning to school often face challenges that their younger, traditional-aged classmates do not—balancing jobs and families with school work and class time. Military veterans can face an even more unique set of challenges, whether it's readjusting to civilian life, navigating the maze of benefit options, or dealing with the possibility of redeployment.

For many student veterans, the College of Continuing Education is an ideal match because of its customizable degree options, flexible scheduling, and one-on-one advising services. In this issue of *CCE Current*, several vets share their stories.

Jeremiah Peterson, B.A. '09 Osher Scholarship Recipient

College of Continuing Education
Inter-College Program graduate
Focus areas: Business, Chemistry,
Pre-Professional Studies

Ask Jeremiah Peterson what one of the biggest differences between student life at the U of M and time spent patrolling

Baghdad's most dangerous sectors is, and he'll tell you, "more sitting."

For Peterson, a world-traveler who spent 18 months in an Iraq combat zone, adjusting to the markedly slower-paced life of college was a bit of a transition. "It was an adjustment, to be sure," he says. "For your average college-aged kid, 'life or death' situation means cramming for a chem final, or forgetting you had a term paper due. For a vet...well, having spent months getting shot at sort of takes the urgency out of studying in the Walter Library for nine hours."

As grenadier for Delta Company, Peterson was stationed in one of the deadliest places in Baghdad: Airport Road, or Route Irish. The four-lane, six-mile stretch of road running from central Baghdad to the Iraqi airport functions as a critical supply line in and out of the country. Every day, military convoys as well as Iraqi and foreign businessmen, journalists, and aid workers make the difficult commute.

After returning home in 2005, Peterson began readjusting to civilian life, a process

that included home renovations and neighborhood involvement, traveling, and, eventually, re-enrolling in college.

"It was awkward, and I did struggle a lot that first semester. It takes a lot to transition back to civilian life—and probably doubly so when you're talking about coming back to a university setting where you have to work with professors and other students. It's an entirely different lifestyle, from the way you dress and carry yourself to the way you talk and interact with people. Plus, like many vets who come back, I was all alone—all my friends had graduated, I was the oldest in most of my classes, and I had no one my age I could talk with or commiserate with about homework and stuff."

"But," he continues, "I was lucky. I was adaptable and motivated to finish my education. I knew what benefits were afforded to me as a vet and a soldier. I had savings and investments. I received the Karin L. Larson Scholarship. And I found a program that was flexible enough to let me combine my interests



into a viable major. I plan on enrolling in physical therapy school in 2010, with the goal of opening my own practice.”

“The ICP is great for someone who is trying to reintegrate into ‘student life’—veteran or otherwise. It also works well for people who know where they want to go in life, and need a certain track of studies to get them there.”

Carin Anderson

College of Continuing Education Master of Liberal Studies (MLS) student
Focus area: Organizational Wellness

As the senior veterans’ coordinator for the University’s Veterans Services department, Carin Anderson understands what students who have served in the military go through when returning to school. But her professional life aside, she also has firsthand personal experience: when she was an undergraduate in 2003, she was deployed with her Wisconsin National Guard to Tikrit, Iraq.

When she returned to school nearly two years later, she realized she had become a non-traditional student. “While I didn’t feel ‘old’...I was a different person,” she says.

“Beyond that, even, all my friends had graduated, I felt out of place. I remember spending so much time picking out exactly what I’d wear that first day back...and then walking in the classroom seeing all these girls in their trendy clothes, and thinking, ‘there’s no way I can do this.’”

She continues, “In the military, so much of your life is regimented. You’re told what to wear, where to go, you’re given MREs [Meal, Ready-to-Eat]. You just don’t have all the choices civilians do. And of course, that’s the way it needs to be when you’re serving in a war. And then, you come back home...and it’s like you’re paralyzed trying to decide what restaurant to go to (let alone what to order), or what outfit to put on.”

After graduation, Anderson says she was ready to be done with school. But then, knowing she still had veteran education benefits available, she decided to begin her graduate school career. Because Anderson’s interests were so varied, a co-worker suggested she look into the MLS program to design her own master’s degree.

It was an idea Anderson took to readily, with a degree plan focusing on organizational wellness that was inspired by, in part, her military background. “The military style of being a supervisor is fairly well-defined...but even in that, there are variations. And in the civilian world, peoples’ leadership styles, the companies’ environments... they vary so much. So I wondered, ‘what makes a good environment? How do we, can we, motivate our employees?’”

This summer, Anderson received notice her unit was being redeployed. However, because of a medical issue, she is not yet sure if she will be going. Either way, though, she plans to work on finishing her degree. “If I DO go, I may not be able to work on writing [my thesis] yet, but will certainly be able to do a lot of reading and lit searches, as well as perhaps take a class or two via the Internet.”

Brent Straub

College of Continuing Education Inter-College Program Student
Focus areas: Applied Business, Military Science, Communications

It may seem like an odd transition to go from culinary school to being a reconnaissance marine, but Brent Straub makes it look like a natural progression. For many people, the events of 9/11 created a sense of confusion, of uncertainty, and of fear. For Straub, they helped solidify his future.

“I had enrolled in a culinary arts program out of high school [in 2000], but in the back of my mind, somewhere, I kept thinking about maybe enlisting in the



Brent Straub

service. I didn’t act on it though, until 9/11. That was it for me, the catalyst that really changed my mind for good. When it happened, I knew right away what I wanted to do.”

Deployed to Iraq in January of 2003 as a member of the 1st Force Reconnaissance Company, Straub served two tours before being discharged in January of 2005 after being wounded. When he returned, he struggled with what he was going to do in his civilian career. “When my wife and I moved back here, I started working as a cabinet maker, which I liked, because I’ve always enjoyed woodworking, but I still hadn’t finished school.”

“Eventually, I realized I really missed the Marines. So I decided to go back into the service, this time as an officer.”

To get in to officer candidate school, however, he still needed a four-year degree. Straub wanted a degree that



Photo by Tim Rummelhoff

Professional Education Student Advances in Career After Completing HR Mastery Certificate

In 2005, Ellen Bies (shown) was working as the executive administrative assistant to the company president, HR director, and chief financial officer/vice president of finance of the Plymouth, Minnesota, offices of Buhler, Inc.

Buhler Inc. is the U.S. subsidiary of Buhler AG of Uzwil, Switzerland. Buhler Group is a \$1.5 billion company and an internationally recognized leader in the research and development, manufacture, and distribution of capital equipment and processing systems serving both the food and non-food industry.

Buhler encourages continuing education for its employees—something Bies was well aware of. So, when she saw a flyer advertising professional development short courses for HR professionals at the U of M, she signed up right away.

Because Bies' background was in sales and marketing, she thought the HR courses would give her some additional training outside of the every day HR work she was doing on the job.

"Around the time I started taking courses, the company began succession planning for our HR director, who was looking to retire in a few years. Taking some professional education courses in HR was a perfect opportunity to position myself for advancement," she says.

Together with the HR director, Bies sat down and selected a grouping of courses that would complement her future role, and fill in some of the gaps in her background. "Since my supervisor knew

me, and he knew the role I would be stepping in to, he was definitely able to point to certain courses that I would need to take or would find interesting"

Bies completed both the HR Generalist I and II certificates—each certificate is a grouping of select short courses totaling 30 contact hours. When the HR Mastery certificate was announced, she decided to complete that as well. The Mastery certificate builds on the other HR certificates, as well as other business courses, and is a total of 120 hours. "I had a large portion of the hours done for it, so I added the Interpersonal Effectiveness classes, as well as some electives, and was able to complete the Mastery certificate."

She was the first graduate of the HR Mastery program, and considers it a worthy investment. "I took classes so I could get some schooling to go along with my practical, day-to-day learning. The classes were truly enjoyable—the instructors do a great job of holding your attention and keeping you interested. That's no small feat considering a lot of us had spent the whole day at work before coming to class in some cases," she says.

"More importantly, the things I learned were relevant immediately. I could come to work the next day and use what we had covered in class the day before. The examples we had in class were real-world, and applicable to our own situations. Plus, the networking in class is a great value-add. You get to meet people from all over."

In addition to completing the HR Mastery certificate, Bies also took the College's HR test prep course for the internationally recognized Senior Professional in Human Resources (SPHR) exam—which she passed with flying colors. "I figured I had taken all these HR courses, I should probably see if I learned something," Bies says with a laugh.

Now that she has earned her SPHR certification as well, Bies plans on taking even more courses. "I plan to keep taking professional education. I have to keep my certification current, and that aside, I enjoy learning new things, and keeping current in my field."

On January 1, 2009, Bies' hard work paid off, and she was promoted to human resources manager. "Definitely the courses were worth it! Even now, I'm always looking through the catalog to see if there's something new that I want to take. And, in my new role, I am also looking for courses that I can suggest for my employees to try out, as well. It's an opportunity I had, working with my supervisor/HR director to pick out courses that would help me develop professionally...and I look forward to doing the same for some of my co-workers."

For more information about professional education short courses and certificates, call 612-624-4000 or visit www.cce.umn.edu/ProfessionalEducation.

From the Development Director

Dear Friends,

This past summer, as is usual, we had large groups of parents and prospective students touring the campus. Even though the excitement of new possibilities was in the air, the parents and students looked mostly anxious and worried. Who wouldn't be sobered when faced with the cost of a University education.

With the current economic downturn, the number of scholarship applications has increased over the past nine months. Our financial aid staff counsels caution, but I'm sorry to say that student debt is on the rise.

This College provides the unique environment in which interdisciplinary students can succeed at the University and build life-sustaining careers. Our students are truly amazing, and we've awarded almost 200 scholarships this past year, thanks to our generous supporters.

But that palpable angst I witnessed last summer was something I've never seen in the nine summers I've been here.

So my message to each of you is this: I know that you have seen or felt the impact of these difficult economic times. But your modest contribution supporting student scholarships would make a huge impact at this time.

I hope you know that individuals who design their own degrees are creative, focused, and practical. They know where they are going, and they have what it takes to get there – with a little help from you. Please give your support today. You'll make dreams come true!

With warm regards and best wishes for a wonderful holiday season,

Kathleen



Kathleen Davoli
Director of Development
College of Continuing Education



Photo by Tim Rummelhoff

CCE Roundtable: Food – Continued from page 9.

With numbers estimated between 10,000 to over 1 million, food blogs are virtual vehicles that transport the knowledge of global cuisines, if not the dishes themselves, to our homes in an instant. Whereas recipes were handed down through families and within communities over many generations, they are now exchanged instantaneously among strangers across thousands of miles. Coupled with the increasing availability of once-exotic ingredients in our local groceries, cooking a dish from another culture with which one may have no previous personal contact has never been easier.

Whereas food once relied on people to reach new destinations, we now look to food to transport us vicariously to distant lands.

Tracey Paska is working on an interdisciplinary degree through the College's Inter-College Program (www.cce.umn.edu/Inter-College-Program).

She is studying food and its role in the immigrant identity. Paska is the author of The Tangled Noodle blog, and a frequent contributor to The Women's Press and other publications.

Jenny Breen

This week I had the task of teaching a three-day, four-hour-a-day cooking class to eight- to ten-year-olds. I entered the assignment with hesitation. What could I possibly do that would keep them busy for four hours each day? There is only so much food we could prepare, and how long can you talk about food before the blank stares and yawns begin?

Then a beautiful thing happened. We simply sat together and started to get to know each other. We talked about our families' eating traditions, our favorite foods, and what our parents like to cook. We talked about where our grandparents came from and what foods they grew up with. We went into

the garden and found fresh herbs to use in our menus, and we cooked. We made corn tortillas and salsa, fresh bread and pesto, tasted heirloom tomatoes and star fruit, and made chocolate carrot cookies. We played games around the table after lunch and used popcorn for bingo markers; we shared some family recipes; and we planted kumquats. And we ate, slowly, savoring each ingredient, and discussing every flavor. We took our time every step of the way. It was lovely and nourishing for us all. We cooked for about an hour each day, but we filled the time with food, in all its manifestations. And we all went home satisfied.

Jenny Breen is an instructor for the College's Compleat Scholar (www.cce.umn.edu/Compleat-Scholar) and Curiosity Camp programs. A recipient of a 2009 Bush Leadership Fellowship, Breen is also a chef for the Minnesota Landscape Arboretum, as well as owner of and chef for Good Life Catering.

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Students Balance Serving Country; Schoolwork – Continued from page 11

would be both related to what he wanted to do as an officer, but also made use of his experience and past course work. He found it in the Inter-College Program (ICP). "The ICP was perfect for me," he says. "It let me select courses that will make me better able to market myself and my talents—whether I am an officer in the Marines, or whether I end up remaining in civilian life."

Straub will graduate in 2010, and enroll in officer training school afterwards. Competition for positions is fierce, and the top candidates get the first choice of assignments. Straub hopes to return to the Special Forces, this time as a team leader. No matter his position, however, he is pleased with his education plan. "Obviously being able to take military science classes is a bonus, and will be a benefit in the service. And communications are key when you are in charge of a group. And business... that's an extremely marketable education, no matter what field you're in."

"Overall, I've been extremely fortunate, especially as a returning veteran. I've got a supportive family, good buddies, and my adviser in the College [Amy Burger Sanchez] has been great in working with me and getting me into just the right classes. I'm definitely excited about the future."

For more information about flexible degrees for adults, call 612-624-4000 or visit www.cce.umn.edu/Degrees.

What would a home be without food? – Continued from page 7

As part of the Solar Decathlon competition, each team had to host dinner parties in the house. Patrice Johnson, a College of Continuing Education Master of Liberal Studies student, was chosen to lead the effort. She prepared menus simmering with iconic Minnesota ingredients spiced up with a modern twist. The dishes' tantalizing titles included:

- Container Garden Salad with Honey-Mustard Vinaigrette
- Chilled Red Bell Pepper Soup with Popcorn Cakes
- Roasted Winter Squash and Apple Pizza
- Roasted Squash Quinoa with Vegetable-Apple Reduction
- Flight of Artisan Chocolates by B.T. McElrath with Accoutrements
- Tomato Marmalade on Toast Points with Buffalo and Mozzarella Bites
- Apple Jalapeno Salad with Honey-Ginger Vinaigrette
- Wild Rice Soup
- Honey and Maple BBQ-Glazed Chicken and Sweet Potato Puree
- Red Peppers stuffed with Quinoa Ratatouille

Hungry? For full recipes, visit www.cce.umn.edu/ICONHouseMenu.

Inspirational evenings – Continued from back cover

Jonathan Foley and Lawrence Brilliant June 15, 2010

Lawrence Brilliant is an American physician, epidemiologist, author, and philanthropist. He is the former director of Google's philanthropic arm and has served as CEO of two public companies. From 1976-79, he participated in the successful W.H.O. smallpox eradication program and, in 2005, was awarded the TED Prize for this important work. In April 2009, he was chosen to oversee the Skoll Urgent Threats Fund, established by eBay founder Jeff Skoll.

Jonathan Foley is the director of the Institute on the Environment at the University of Minnesota, where he is a professor and McKnight Presidential Chair in the Department of Ecology, Evolution and Behavior. He also leads the IonE's Global Landscapes Initiative.

Inspirational evenings. *Please join us.*

Headliners

Make a monthly date with University of Minnesota faculty experts who share their expertise and perspective on current events. Events take place on the first Thursday of the month through April and are held at the Continuing Education and Conference Center on the beautiful St. Paul campus.

Upcoming dates are: January 7, February 4, March 4, and April 1. Topics, drawn from the day's headlines, are announced shortly before each date. To sign up for an e-mail announcement, visit www.cce.umn.edu/headliners.

Great Conversations

Mark your calendar for an exciting new season of thought-provoking views and groundbreaking discussions between prominent University of Minnesota faculty and their distinguished guests from around the world.

Madelon Sprengnether and Rafael Yglesias **April 20, 2010**

Described by *The New York Times* as "one of America's most prominent novelists," **Rafael Yglesias** is a screenwriter and the author of nine novels. His novel *Fearless* was made into a 1993 major motion picture, for which he also wrote the screenplay. After a 13-year absence, his latest novel, *A Happy Marriage*, has just been published to rave reviews.

Yglesias's film *Fearless* was the subject of a chapter in **Madelon Sprengnether's** acclaimed book, *Crying at the Movies: A Film Memoir*. A faculty member in the University of Minnesota English Department, Sprengnether is a Regents Professor, the highest honor bestowed on University professors.

J. Brian Atwood and Hernando de Soto **May 25, 2010**

Hernando de Soto is a Peruvian economist internationally known for his work on the informal economy and the importance of property rights. Praised by President Clinton as "the world's greatest living economist" and named one of the 100 most influential people in the world by *Forbes* magazine, de Soto is the President of Peru's Institute for Liberty and Democracy, located in Lima.

J. Brian Atwood is the dean of the Hubert H. Humphrey Institute of Public Affairs of the University of Minnesota. Among his past leadership posts, he served as the administrator of the U.S. Agency for International Development during the Clinton Administration; as the leader of the transition team at the State Department; and as Under Secretary of State for Management, also during the Clinton administration; and as a member of UN Secretary General Kofi Annan's Panel on Peace Operations.