

CCE CURRENT

Winter 2013

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

Opening Doors

COLLEGE OF CONTINUING EDUCATION

1913-2013

CELEBRATING A CENTURY OF EXCELLENCE

UNIVERSITY OF MINNESOTA

From the Dean



Greetings,

As I write, the election fades, but the passion for making the right choices – to put Minnesotans back to work, to drive business innovation and medical advancements, to make health care affordable, and so much more – remains.

What underlies so many of today's issues is quality education. It opens doors to new ways of thinking about society's needs and provides a higher quality of life for all of us. But quality education requires us to collectively roll up our sleeves and let loose our imaginations.

It's a good thing we have lots of practice. In this year of anniversaries we celebrate 150 years since President Lincoln signed the Morrill Act creating a path for universities across the country to serve the public and 100 years since Minnesotans' land-grant University formed this College.

Those two actions alone enabled myriad individuals to create a better quality of work, and of life, for themselves and their communities. In this centennial issue we celebrate:

- 75 years of professionals taking part in intensive conferences – a front-row seat to what a University historian described as “the advances, discoveries, and new techniques which have become an indispensable part of [the] professional equipment in their respective fields since they left college.”
- 25 years of bold high school students venturing into college classrooms – both on campus and right in their home high schools; and, more recently, dedicated U faculty and high school

teachers carefully crafting courses where students in the “academic middle” now also can experience the rigors and rewards of college curriculum.

- 19 years of advisory boards of faculty and employers in a handful of industries partnering to develop applied bachelor's then professional master's programs so adults can expand their perspectives in engaging classroom discussions often online or at night.

As we celebrate the past, we also look to the future. We are laying the groundwork for excellent education for the next century of lifelong learners.

Sincerely,

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

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In the News

This May, Bob Alberti graced the cover of the *Star Tribune* when he finished his CCE bachelor's degree after 32 years of slow progress through cycles of education and “life intervening.”

Know of a CCE grad making news? Contact the *CCE Current* editor at turch001@umn.edu or 612-625-1274.

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DRIVING FORCE

Innovative applied degrees help meet market need for educated professionals in high-demand fields

Nyoka Giles, 2012 Manufacturing Operations Management graduate

Photo by Tim Rummelhoff

The College of Continuing Education has long been the home of interdisciplinary, cross-collegiate education at the University of Minnesota. So, too, has it been a home to adult learners of all backgrounds, featuring courses designed to meet the needs of busy adults, many of whom are balancing the demands of a family, a career, or other pressures.

It is no surprise, then, that it is also the home of the University's suite of Bachelor of Applied Science degree programs (BAS). These practical, real-world programs draw course work from around the University and are designed in conjunction with the input of advisory boards of industry leaders in response to the changing needs of

students, as well as the market. Students gain professional experience firsthand.

The first of these degrees, Bachelor of Information Networking (which later became the current Information Technology Infrastructure) rolled out in 1993. It was followed by more bachelor's degrees, including current programs which focus on management in the construction and manufacturing



fields. “They fit well into CCE’s suite of programs,” says Michelle Koker, the College’s director of undergraduate degree programs, “because they provide adults a flexible way to get the communications, business, and technical skills they need to move into higher positions in their industry, or move to a new field altogether.”

both quality and value in delivery of products to customers,” he says. “Successful companies optimize allocation of resources between insource of core competencies and outsourcing to add value and flexibility to supply chains. This course will better prepare our students for making sound sourcing decisions that increase value for customers,

demand for management and leadership training from one of the fastest growing career fields today. “Building technology is changing rapidly,” says Peter Hilger, Construction Management faculty member and FM project spearhead. “Pair that with the statistic that an estimated 50 percent of the existing facility managers will be retiring in the



Photo by M. Paul Vintucio

Peter Hilger, Construction Management faculty member

Because the BAS programs are designed to provide timely, cutting-edge training for their respective industries, new courses are being added frequently. Manufacturing Operations Management (MM) added three new core courses this year that “will refine the operations focus to serve high-tech manufacturing—an area that includes Minnesota’s booming medical device manufacturing sector,” says Koker. That type of response to market demands is critical, says Jack Sandahl, fellow at Boston Scientific’s Supplier and Materials Management division. An advisory board member for the MM program, he is also the instructor for one of the new courses, Manufacturing Outsourcing Decisions.

“The global economy has increased pressure on organizations to optimize

while reducing manufacturing costs and managing supply chain performance.”

The Construction Management (CM) program also saw a big change this year—the addition of a new degree track in Facility Management (FM). Because the skill set needed for that industry is so diverse, the FM course work covers a wide area of interests and draws individuals from disparate backgrounds, from interior design and engineering to sustainability and project management. The applied, interdisciplinary curriculum is hands-on, covering a variety of disciplines, including engineering, business and management, design, HR, sustainability, and more.

The FM program is the only one of its kind in the Upper Midwest, and fills a

“Building technology is changing rapidly. Pair that with the statistic that an estimated 50 percent of the existing facility managers will be retiring in the next two decades or so... you have a huge job market that is waiting for educated people who can fill in that knowledge gap.”

— Peter Hilger,
Construction Management
faculty member

next two decades or so...you have a huge job market that is waiting for educated people who can fill in that knowledge gap.”

Company executives know their second largest expense (behind personnel costs) is real estate and building costs, explains Kristine Fisher, certified facility manager, director of corporate real estate for RBC Wealth Management, and instructor for Facility Operations and Maintenance. To understand and control costs, “organizations are looking for hard-working, competent facility coordinators, managers, and leaders.”

“The degree will encompass the complete building lifecycle,” says Hilger. “It’s a cradle-to-grave program; meaning students will look at everything from the purchasing of real estate to the building’s inception/design; from construction and maintenance/recommissioning, all the way to demolition.”

For nearly 20 years, the College has worked to ensure its applied degrees truly meet the needs of incoming students—especially adults returning to school to finish their degree. Concludes Koker, “regardless of the specific enhancements, developments, initiatives, methods, etc., we choose, our goal is—and always will be—to offer high-quality, innovative, and flexible educational opportunities that respond to the growing needs for lifelong learning, skill development, and professional/technical academic offerings.”

Alumna Voice: NYOKA GILES, 2012 BAS Manufacturing Operations Management (MM)

Initially, Nyoka Giles planned to major in chemical engineering and work in the pharmaceutical field, but in her junior year she switched her major to manufacturing operations management to better fit with her career goals.

I’ve always wanted to help people... It’s been a passion of mine, making sure people are cared for, doing well.

I realized that chemical engineering wasn’t the right fit for me, and started looking around at other options. I found MM, and after meeting with an adviser knew that it matched really well with what I wanted to do—which is work in medical device manufacturing. It’s a field where I get some of that same

satisfaction of being able to help people, just from a slightly different aspect.

The course on FDA regulatory compliance and the business classes appealed to me especially, because I knew I wanted to work in a more managerial role in med tech—maybe process engineering or regulations, as opposed to a technical/product development role.

“My degree gave me an understanding of the concepts behind process control and quality management in high-performance manufacturing organizations. It’s also given me business and leadership skills that I think will be quite beneficial.”

*— Nyoka Giles
Manufacturing Operations Management*

My degree gave me an understanding of the concepts behind process control and quality management in high-performance manufacturing organizations. It’s also given me business and leadership skills that I think will be quite beneficial. It’s a nice blend of the science with the leadership aspects. I think in some of the more traditional engineering-type majors it’s easy to miss out on a lot of those business skills you get in this program.

Giles is now at Florida International University working on a graduate degree in engineering management.

Alumna Voice: NICOLE OLSEN, 2012 BAS Construction Management (CM)

As a freshman in college, I knew I wanted to be a part of [the construction/maintenance of] large structures, maybe bridges, but didn’t know at what capacity. After a few student positions with WisDOT and UMN NTS (Networking Telecommunications Services), I was introduced to the Construction Management program at the U. The advisory board was extremely helpful

in addressing my goals as a student and young professional.

One of the program requirements is an internship for credit and I can honestly say it opened numerous doors for me and my career. Networking with local companies provides students an opportunity to build relationships within the industry and learn hands on. The tools I gained through the CM program prepared me for my internship and then, ultimately, my education and field experience prepared me for my career.

I graduated with a major in construction management and am currently working with M.A. Mortenson Construction on the Biomedical Discovery District project (on the U of M campus!). It is very rewarding to still be on campus and be a part of such a large commercial project. Every day comes with new challenges, but each challenge is a lesson, and I hope to never stop learning.

“One of the program requirements is an internship for credit, and I can honestly say it opened doors for me ... Aristotle said it best, ‘what we have to learn to do, we learn by doing’”

*— Nicole Olsen
Construction Management graduate*

If I have any “words of wisdom” for students in CM or young professionals it would be to get outside! The beauty of construction is that we build physical tangible structures. Aristotle said it best, “what we have to learn to do, we learn by doing.”



Building a **BRIGHTER** future today

CCE marks more than a quarter century of outstanding academic options for high school students

Photo by M. Paul Virucio

Richfield Senior High School College in the Schools teacher David Boie

“There had been a bit of a practice... on the Iron Range where if there was [a high school] student who was ready to be challenged a bit more, there was an effort made to provide him or her the opportunity to take some courses at a nearby community college,” remembers Cyndy Crist, retired system director for P-16 collaboration for Minnesota State Colleges and Universities system (MnSCU).

It was an idea that deserved more attention. In 1985, Governor Perpich oversaw ground-breaking dual-

enrollment legislation to bring those opportunities to students throughout the state. The approval of Post-Secondary Enrollment Options (PSEO) made Minnesota the first state in the country to formalize a high school student’s right to access college courses.

Soon, the original PSEO legislation was amended to add a second option. “The changes in the [legislation] wording meant that schools and colleges could enter into an agreement where the school would offer the college course to qualified students,” explains Crist. These

“concurrent enrollment” courses were to be taught by high school teachers – who have been selected, prepared, and mentored by post-secondary faculty members – in their own classrooms.

The College of Continuing Education has administered both the U’s on-campus PSEO program, as well as its concurrent enrollment program, College in the Schools (CIS), since their inception.

Says Susan Henderson, director of Pre-College Programs for CCE, “College in the Schools started in 1986, with one

course in 10 high schools. As of 2012-13, we offer 36 courses, and are working with around 400 teachers in 130 schools. It has grown dramatically—both here and statewide. The on-campus U of M PSEO program continues to be highly popular as well; each year, nearly twice as many high school students apply than PSEO can admit.”

The rise in popularity of dual enrollment is due to a combination of factors, Crist and Henderson both say. For one, it ameliorates the cost of a college education to the student and the student’s family—which is especially important as the economy recovers, and the cost of tuition increases.

Second, it gives students a college experience while still affording them some of the resources and stability of their high school lives.

There is also a confidence boost that comes with succeeding in college courses as a high school student. “They take a class or two, and they have success, and think ‘I CAN do this. I CAN succeed in a college environment,’” Henderson continues. “Moreover, dual enrollment allows students to get a jump start on earning college credits, thus building the academic momentum that leads to post-secondary success.”

That confidence and momentum are especially important for students in CCE’s newest pre-college initiative, the CIS Entry Point Project (EPP), launched in 2009.

Traditionally, CIS has focused exclusively on high-achieving students. CIS staff and advisory board members were keenly aware, however, that in today’s world, all students need some kind of postsecondary education—and that the current programming was not reaching all the students who could benefit from participating in CIS.

The Entry Point Project was designed in response to that challenge. EPP offers carefully selected University courses that provide both challenging work and effective support to students in the 50th to 80th percentile of their high school class. The courses incorporate Universal Instructional Design, a highly interactive pedagogy that emphasizes critical thinking and reflection on learning, and incorporates regular cycles of practice and feedback.

Entry Point instructor David Boie (who was himself a PSEO student in the 1980s) teaches Physics by Inquiry at Richfield Senior High School. “A lot of these students will be the first in their families or generation to go to college—IF they go. It gives them the confidence they can do the work...that going to college really is an option for them. There’s a tremendous sense of pride in that. CIS, the Entry Point Project, they’ve opened the doors to an education, to a future, that had been closed for a lot of kids before. It’s very inspiring.”

He continues, “It’s inquiry-based, very collaborative work. They are in the lab most days, doing hands-on stuff. We’re not just lecturing them ‘On this date in this year, such-and-such was discovered.’ We’re letting them discover these principles for themselves.”

College in the Schools is a valuable asset not just for students, but for teachers as well. Just as the students are able to get a feel for what will be expected of them in college by taking a CIS course, their teachers are able to learn what the U expects students to know and be capable of by working with University faculty from sponsoring departments on an ongoing basis.

Teaching a University course through College in the Schools is a way to teach a challenging class to motivated students, while also reconnecting with peers at other high schools and in higher education. Throughout their work, teachers have University support and attend on-campus, discipline-specific workshops to help keep them up-to-date with the University course and new information in their field.

“CIS serves two audiences,” says Boie. “Obviously the students, but it’s a tremendous professional development opportunity for teachers, as well. To be able to go to the U, sit down with University faculty and subject-matter experts, and talk to them one instructor to another is great. And beyond that, the chance to meet with other teachers from across the state and to network, to pick up on each other’s ideas...all of that. It’s one of the best parts of being involved with CIS. It’s expanded my thinking; it’s challenged me.”

CIS by the numbers

113 high schools

315 teachers

22.9 professional development
hours per teacher

6,484 students

10,205 registrations

41,829 credits earned

19% students of color
(9% did not report ethnicity)

36 course titles, including:

Literature, University Writing, Writing Studio, Public Speaking, Applied Economics, American History, Political Science, Psychology, Mathematical Modeling and Prediction, CSE Calculus I, Chinese, French, German, Hebrew, Japanese, Latin, Spanish, Physics by Inquiry, Animal Science, Human Anatomy and Physiology, Plant Propagation

PSEO by the numbers

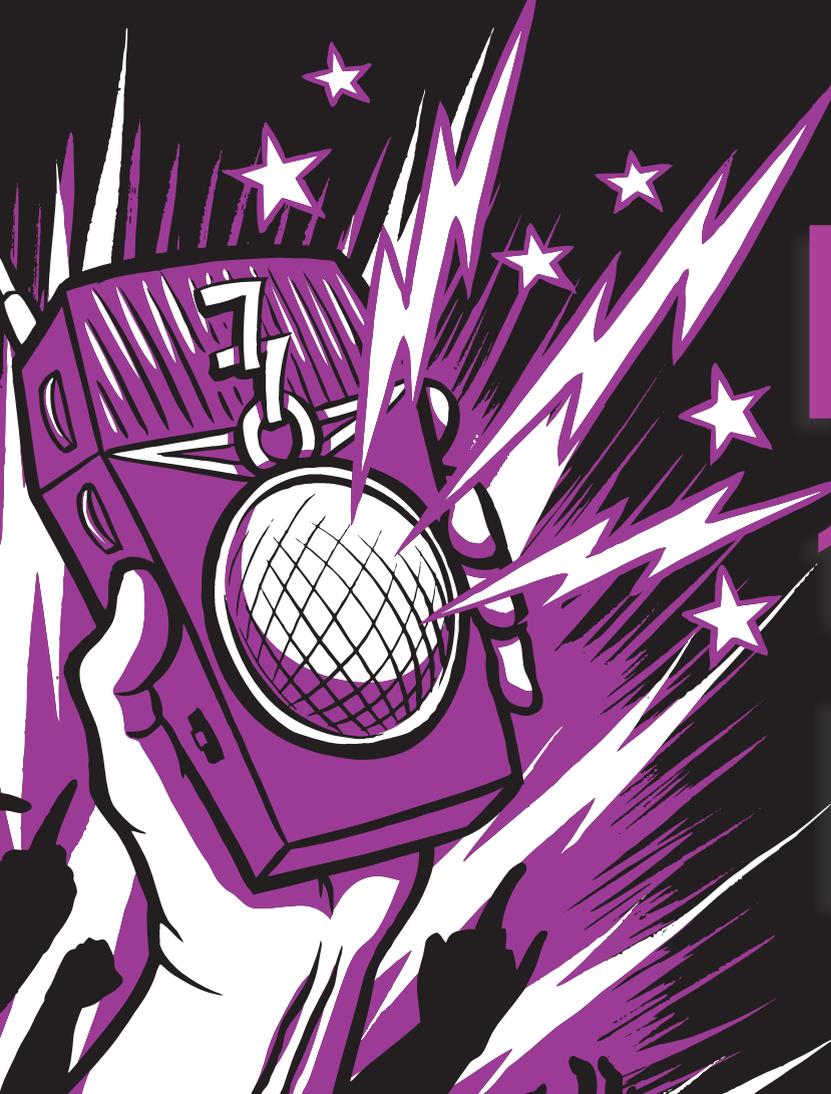
606 students

10,974 U of M credits granted

30% students of color
(7% did not report ethnicity)

57% female

2011–2012 Stats courtesy of: Precollege staff



Real College Radio: **KUOM** celebrates **100 YEARS** of putting the **R-A-D** in radio

From farm reports and football games broadcast in Morse code to education for homebound kids during the polio epidemic and from Garrison Keillor's radio roots to being one of the reasons *Rolling Stone* magazine thinks the U of M rocks...

Radio K (KUOM), the award-winning student-run radio station of the University of Minnesota, has covered a lot of ground in 100 years.

Radio broadcasting at the University began as an experiment in 1912. On January 13, 1922, the U received the first official radio broadcasting license issued for the state of Minnesota (AM 770, call sign WLB; changed to KUOM in 1945). Initially, programming featured agricultural and weather reports, along with lectures, concerts, and football games. In the 1930s, however, the station began adding distance education to its repertoire—including the historic "Minnesota School of the Air."

In 1948, a second station emerged on the University campus—this one an entirely student-volunteer-run organization,

WMMR AM 730. Programming included daily news and sport reports; campus event promotions; live play-by-play for basketball, football, and hockey; and live music broadcasts. It switched to a music format in the 1960s, while still broadcasting the news. Garrison Keillor, the well-known host of Minnesota Public Radio's "A Prairie Home Companion," began his radio career broadcasting classical music on WMMR as a student in the early 1960s.

In 1993 the two merged—the official birth of Radio K (KUOM AM 770). The "new" Radio K brought together a small, full-time staff working in conjunction with student employees who provided much of the on-air talent. Programming ran the gamut from ska, punk, funk, and indie rock, to news, current events, and sports coverage.

Today, the station continues its format of playing eclectic, independent music—both classic and new—and broadcasts on 100.7 and 1004.5 FM, 24/7 (and online around the world).

The technology has changed, and program content has varied, but throughout its history, Radio K has played a key role in the University community—and the outside community as a whole. "The world needs arts and cultural reporting, news reporting, curators of style (tastemakers), and portals to access this information to educate and inspire," says Sara Miller, station manager at Radio K. "College radio—Radio K—is in a unique position to be at the forefront of the changing media landscape."

Timeline ☆ 1910s

Radio transmissions at the University date to 1912, when a professor named F.W. Springer began experimenting with broadcasts, though he probably just used a spark gap transmitter. Activities were suspended by World War I, though the first U of M football games are broadcast in Morse code. By 1920, electrical engineering professor C.M. Jansky, Jr. was doing broadcasting again.

★ 1920s

The University received the first radio broadcasting license in the state in 1922, for the call sign WLB. The station is the 10th oldest station still on the air, beating out WHA at the University of Wisconsin Madison by a few hours. That also makes Radio K the oldest licensed non-commercial broadcast station in the country.



1930s

The station begins to broadcast a considerable amount of educational material and was used for distance learning — a practice that continued into the 1990s.



1940s

The station call letters are changed from WLB to KUOM. A polio epidemic in 1946 that resulted in temporary school closings led the station to create award-winning programming for children who were homebound. “Minnesota School of the Air,” as it was called, designed with the aid of teachers, substituted for the closed schools.



1960s

In 1968, campus “sister station” WMMR covers presidential elections as part of an eight-station organization, which included live coverage of the Democratic National Convention in Chicago. In 1969, KUOM introduces a whole series of



programs by, for, and about disadvantaged groups including “On the Black Side,” “Echoes en Español,” “Indian News,” and “Equal Voice: A Women’s Forum.” These programs lasted until 1984.



WMMR becomes an important national news source on campus strikes and protests during the Vietnam War. KUOM begins “Scope,” the first hour-long noncommercial news program on Twin Cities radio. “Scope” continues until 1985 when the format changes.



1970s



1980s

In 1981, WMMR is programmed as a Top 40 station. Listenership is on the rise. The students in charge go on to run commercial Top 40 station WLOL. Three years later, WMMR format is changed to College/Alternative. Listenership plummets. In 1988, technical problems, including the main audio board catching fire, knock WMMR temporarily off the air. KUOM adopts call-in format (shown) to make use of the expertise of University faculty. This style of program continues until 1993.

KUOM. A small full-time staff oversees operations and provides a certain level of continuity, while students would provide much of the on-air talent while going through their radio studies.

One of the veterans of that launch period, MPR News director Steve Nelson, remembers: “The day Radio K launched... I was on my bike, racing across the Washington Avenue bridge when the station signed on the air for the very first time. Jim Musil cracked the mike, said, ‘The oldest station in the state, is now the newest, and launched into The Ramones ‘Do You Remember Rock N Roll Radio.’ It was a new day for college radio and Minnesota music, and I couldn’t be prouder to have been a part of it.”

Mark Wheat (now of The Current fame) joins the station as the program coach later in the decade. “After I joined,” he says, “when people asked me what I did I said I had the dream job! When I left the K in 2005 to help start MPR’s new project (The Current), I told the students that what we were contemplating doing there was only possible because of the success of Radio K. I am hugely proud to be a part of Radio K’s illustrious history, carrying on the great tradition of Minnesota radio... [It’s] the best state to be in for radio fans!”

★ 2000s

In 2005, *Rolling Stone*’s “Schools that Rock” article naming Radio K the reason that the University of Minnesota rocks (one of many accolades the station would receive). The station adopts a new slogan: “Where Music Matters Most.” In 2009, Radio K goes on FM 24 hours per day at 104.5 FM and 100.7 FM

★ 2010s

New U of M President Eric Kaler appears on Radio K’s “Rock ‘n Roll Over” to celebrate back to school and his 2011 inauguration week. In honor of “100 years of cool,” Mayor R.T. Rybak declares September 21, 2012, as “Radio K Day” in Minneapolis.



1990s

U arranges exclusive rights to 770kHz (previously shared with St. Olaf College in Northfield, Minn.) and Radio K is born in 1993 with the merging of WMMR and

1936

WORK & LEARN

Professional Education



Nolte Center, East Bank campus

Turbulent economic times. A frenetic pace of change in society. A need for professionals to stay on the edge of their profession or risk falling behind. Sound familiar?

While it could very well describe today, it represents the state in which the University found itself when it made a bold move to change the face of education in 1936 by launching what would be the Nolte Center for Continuing Education.

“The realization that life is an unrelenting treadmill, on which an individual must run swiftly forward if he is to prevent himself going backward, came many years ago to Lotus D. Coffman, president of the University of Minnesota. Within him was born a vision. And the vision became a reality with the completion

who returned to their communities prepared to bring the latest thinking to bear on issues of the day. “These people are interested...in the advances, discoveries, and new techniques which have become an indispensable part of professional equipment in their respective fields since they left college. This is a college for leaders, and these outstanding individuals must be in the front-line trenches of their respective battle lines,” explained the University’s Richard Price in a 1943 document.



Nolte Center lunchroom, East Bank campus

of the center of continuation study on campus, the only one of its kind in the nation,” boasted a *Minneapolis Tribune* article in February of 1938.

More than a building, the center housed a unit devoted to collaborating with faculty

The lively collaborative development, gathering of communities of professionals, and dissemination of expertise still go on today. The College of Continuing Education’s conference planning group orchestrates specialized annual and rarer special event conferences and is the most direct “descendant” of the weeklong dorm-style offerings in the early years of the Nolte Center.

Today’s staff, however, operates in a more complicated environment than the pioneers of Nolte’s day. Due to the specialization and globalization of our knowledge workforce, the conference staff members collaborate not only with the state’s professionals but draws experts – speakers and attendees – from around the world. The unit’s



Nolte Center nursing conference

and professional groups to develop short programs in many disciplines. Julius Nolte, the later director and namesake of the building, knew this collaboration was key. In his 1930s Post-War Professional Continuation Education documentation, he wrote: “There should be at all times a close liaison between the educationally minded section of the profession to be served and the educational institutions which does the educating. Without the cooperative participation of the profession, continuing education tends to become sterile and over-formulized.”

These short programs provided just the burst of insight needed by the attendees,

work intersects with more disciplines than cross the radar of most traditional college students – including cryobiology, cultural preservation, diversity, engineering, freight and logistics, genomes, government contracts, history, land use, music, nanotechnology, policy analysis, Paleolithic and Quaternary studies, radon, and transportation.

“Hosting national professional association meetings is a great way for faculty and departments to showcase the University of Minnesota and all of the terrific research that is being done,” explains Lori Graven, director of the conference planning group.

A LASTING IMPRESSION

University of Minnesota history professor Jean O’Brien worked with College staff to bring the Native American and Indigenous Studies Association event to the U of M campus in time to celebrate the 40th anniversary of the U’s Department of American Indian Studies, the first free-standing department of Indian studies in the U.S.

“This was the first ‘official’ meeting of the Native American and Indigenous Studies Association,” says O’Brien. “The meeting in Minneapolis surpassed 600 attendees [from around the country and the world]. It gave us an opportunity to showcase our department and to reach out to the many Native communities in Minnesota that are our constituency. It also showcased the University of Minnesota [as a whole] in amazing ways and left a lasting impression on the attendees,” she says.

“[CCE’s conference planning staff] were amazing professionals to work with in staging the conference from the very beginning,” continues O’Brien. “Every step of the way, the staff at CCE guided us through the process, negotiated with countless offices on and off campus that supported the conference, and opened our eyes to the possibilities for staging a truly professional conference. We could not have done it without them.”

DIFFERENT PERSPECTIVES

Engineer Gene Soderbeck of the Minnesota Pollution Control Agency is a member of the planning committee for a long-running annual conference facilitated by the College, the Minnesota Water Resources Conference. “University academic members have a handle on the research [angle],” Soderbeck says. “Whereas the public members can identify what’s happening ‘on the ground.’ Collectively, the different perspectives provide a better understanding of the water resource issues. Pair that with the College’s proven administrative ability...and it results in a positive experience for committee members, attendees, and presenters.”

Work and Learn continued on page 14.



Photo courtesy of College of Biological Sciences

Re-imagining what graduate education means to a 21st-century workforce

Erin Satterwhite

As the marketplace changes and the workforce becomes increasingly competitive, more and more people are discovering a bachelor's degree is no longer enough—an advanced degree is necessary for moving ahead in their current career, or switching fields altogether.

For many of these individuals, though, a traditional master's degree program is not the best fit as it requires full-time enrollment and is often crafted as a stepping stone to a career in research or academia. To meet this rising demand, the College, like increasing numbers of colleges and universities, is offering a

new type of graduate degree: the professional master's degree, featuring applied studies and a flexible curriculum.

“We partner with other colleges on campus to tailor degrees to the needs of the students,” says Bob Stine, associate dean and director of degree and credit programs. “And we continue to offer more online, evening, blended, and weekend classes to help students work around busy schedules.”

The degrees include the Master of Professional Studies in Arts and Cultural Leadership, Integrated

Behavioral Health, Horticulture, and the Master of Biological Science (MBS). The latter two had existed as traditional master's programs in their respective colleges, but were moved to the College of Continuing Education and redesigned as professional master's programs in 2010.

“Their previous home colleges didn't want to do their students a disservice by trying to make them fit into a more traditional graduate program, says Stine. “The individuals in these degrees are primarily adults looking for a more flexible, interdisciplinary program that fits their careers—and their schedules.”

Tom Michaels, faculty director for the horticulture master's degree, agrees. "Most of our current students have a job or other vocational or family commitment, and are looking for career entry, change, or advancement. CCE is a great home for this program because of its extensive experience with [adult] students. We're thrilled to tap into their experience. In addition, we're better able to increase the number of flexible courses, such as online courses and hybrid courses with major online components."

Professional master's degrees through the College also serve an important role in the University's mission of outreach. Says Brad Fruen, research faculty member in the College of Biological Sciences and adviser for the MBS program, "Students learn from professors doing cutting-edge research, and then take that back to their employers. It's a connection, a network that is building bridges between faculty and their labs and local industry."

Concludes Stine, "The College's professional degrees are individualized, interdisciplinary, and career-focused."

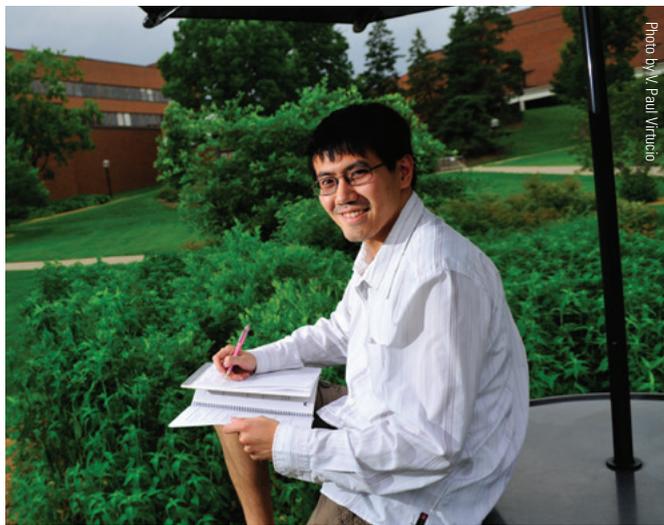


Photo by V. Paul Vranichio

Hoa Le

"They're meeting the needs of both adult learners, and employers and organizations—and the state as a whole. It's exciting to be able to open these doors to students."

Student Voice: Hoa Le, Integrated Behavioral Health (IBH)

After earning a graduate certificate in Addiction Studies from the College, Licensed Alcohol and Drug Counselor (LADC) Hoa Le knew he wanted to take the next step in his academic career—and in his professional one, as well.

"I enjoyed my studies [at CCE] so much, I applied to the Master of Professional Studies Program in Integrated Behavioral Health (IBH). I knew that the addiction studies certificate would aid me in getting a license for a specific job in a specific field. I decided to continue in the IBH program because a majority of my clients with chemical addiction issues also have co-occurring mental health disorder(s). Completing the IBH program would allow me to work with my clients on their mental health issues—as well as help with my career marketability."

Le works with clients with co-occurring disorders in a clinical setting, and plans to continue working as a counselor while finishing his master's degree and eventually open his own private practice.

education work for me, not the other way around."

Innovation Highlight: Minnesota Center for Mental Health

Program Affiliation: Integrated Behavioral Health

Following receipt of a nearly \$1 million grant from the Minnesota Department of Human Services, the College of Continuing Education's Integrated Behavioral Health (IBH) Program is partnering with the School of Social

Work and the Department of Psychiatry to establish the Minnesota Center for Mental Health (MCMH).

Designed to help Minnesota's mental health practitioners serve their clients in the most effective way, the Center's goals are training clinicians in holistic, integrated care, using evidence-informed services and fostering mental wellness for all citizens of Minnesota.

Julie Rohovit, Ph.D., is the director of the



Photo by V. Paul Vranichio

Julie Rohovit

"I think people discover they are almost a whole new person when they finish the program. I've learned as much about myself in this program as I have about others. [I feel like now I can] make my

College's IBH master's program and the principal investigator for the grant. Says Rohovit, "We are excited for the opportunity to serve as a resource for providers and people living with complex mental health and substance use issues."

Due in large part to its focus on adult learners, professional graduate programs, and applied, interdisciplinary degrees, the College is an ideal co-sponsor for the MCMH, Rohovit says. "The center bridges science with practice to promote a culture of lifelong learning and the continual renewal of clinical skills within Minnesota's diverse behavioral health workforce.

"The need for co-occurring clinical services has always existed. Our mission is to help service providers meet that reality by providing them with the training, tools, and resources necessary to build and sustain excellence in the delivery of broad-based mental health services."

Student Voice: **Dan Halsey,** Master of Professional Studies in Horticulture

When Dan Halsey moved from a successful career as a food photographer to one focused on designing sustainable food systems for homesteads, he decided he needed a degree to match. He finished his bachelor's degree in CCE and went



Dan Halsey

on to the Master of Professional Studies in Horticulture program, where his focus is on design, plant, and polyculture systems, and harvest extension of annual crops. "All this is under the umbrella of permaculture—absolute stewardship of the land," he says.

Continues Halsey, "A graduate program [like this one] gives me the higher science background to support and develop better practices for our temperate climate. The credentials help, too. I have a reputation based on solid information."

Halsey puts his education to work designing and installing community gardens; creating master plans for broad-acre property owners, farmers, and commercial sites; and traveling the country teaching what he's learned as a designer.

Alumni Voice: **Erin Satterwhite,** Master of Biological Science

Erin Satterwhite always knew she wanted to be at the forefront of scientific discovery. "I have a passion for doing new things. It's the romance of science. I love having the identity of scientist and innovator."

After earning a B.S. in biochemistry, Satterwhite did an internship in Germany that involved research on bacterial biofilms. After that, she accepted a job in the 3M corporate research labs working on novel antimicrobial/antifouling materials. "[Working at 3M] has been amazing," she says. "I've been able to collaborate with people from all over the world."

And, with her employer's encouragement, she was able to attend school part time to earn her master's degree. While finishing her MBS, she took a management position in the company's Infection Prevention Division to do early stage product development.

Satterwhite (who graduated in 2011) now manages a staff of seven, "working on technologies to serve the acute care market with products to prevent cross-contamination. It's a \$1.5 billion business that is relying on this front-end innovation team to grow. [I work with] people who think about addressing challenges in a scientific way, who are problem solvers. They also need to think about what we're doing in the context of developing intellectual property and medical products. It's very exciting. We're on the cutting edge."

Faculty Spotlight: **Chris Honda,** Master of Biological Science

Neuroscience professor Christopher Honda devotes his research to better understanding pain—specifically, he looks at electrical activity in neurons in order to try and understand the sensory experience of pain. In addition to his role in neuroscience, he has been involved as a faculty member for the Master of

Biological Science (MBS). "When I first learned about professional master's degrees several years back, I was instantly a fan. I liked this idea of a program that meets the goals of people who are already in the workforce and want to get deeper or broader training."

Honda became involved with the MBS program in particular when one of the technicians in his lab enrolled, and he served as her faculty adviser. "Her [capstone] project helped develop a new experimental direction in my laboratory which I'm still using today. And she has gone on to work in private industry in a supervisory position—and I think her graduate degree helped her get a position that combined the research training she earned in my laboratory, along with the leadership skills she acquired."

Honda, who has been involved with MBS since before its move to CCE, feels like the program's new home is a good fit. "CCE has many programs that use an interdisciplinary, individualized



Chris Honda

approach to looking at issues. Plus, they have flexibility built into these degrees in terms of scheduling and course options. There's a real agreement to let students cross boundaries and work across colleges and units. And all of this is done with academic rigor. It's amazing, the types of programs and courses of study some of these students are coming up with. I'm really impressed with the breadth and ingenuity of these areas of focus.

"I became a fan immediately," he concludes. "And I remain a fan of the programming to this day."

Information on Erin Satterwhite courtesy of Peggy Rader.



Falling in love with the U,

fighting stereotypes, discovering the world, and opening doors for a new generation.



Joan T. Smith

Joan T. Smith “fell in love with the U” upon a high school visit and joined the ranks of the University of Minnesota freshman class after finishing high school at the young age of 16. Her father, an accomplished accountant who passed away that year, would have been proud to see her earn a bachelor of science in economics and a master’s in accounting. Her mother, an artist at heart who favored watercolor and piano over working in business, knew the importance of following what you love, if only from her own diversion from her passions. Even after her father’s death, Joan’s mother found a way to put Joan through college.

After college, Joan brought that same strong work ethic and determination, not to mention a more advanced degree than most of her colleagues, to a position at a local bank. Today that would give a person a huge edge.

However, being a woman from a middle class family on the East Side of St. Paul in an era when her male co-workers smoked in the office, went for drinks mid-day, and expected her to do only the menial tasks, every day seemed an uphill battle.

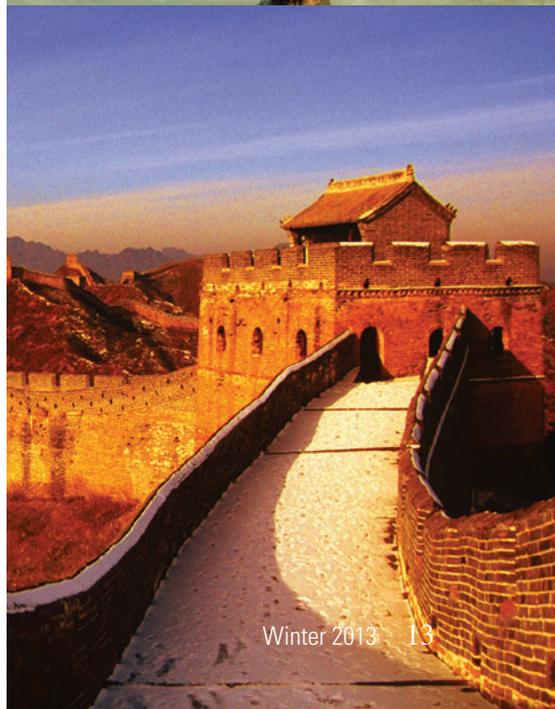
“These were all men from money. And, I used to say, ‘money doesn’t talk in this department, it screams.’” she explained. But, nothing stopped her. She worked late, brought work home, took challenging assignments, and worked her way up to vice president.

Throughout it all, always inquisitive and interested in the larger world, she traveled – first Europe then Kenya, Botswana, Tanzania, Egypt, India, China, and beyond.

Today her curiosity and tenacity shows in her relentless schedule of learning and experiencing life – attending opera performances, U of M lectures, public radio events, and museum functions. It was at one of those events, a 2005 College of Continuing Education program, where she met human rights advocate and former first lady of Mozambique Graça Machel and was inspired to endow a scholarship that supports undergraduate women who are citizens of African countries who are now living in the United States and attending school through the College.

This year, she made another generous gift to the College and established the new Centennial Scholarship Fund so that future students can have a place in the classrooms, online learning communities, and futuristic virtual forums that the NEXT 100 years hold.

If you would like to make a lifetime of difference for today’s determined students, please join Joan – make a contribution to the Centennial Fund. Visit www.cce.umn.edu/centennial, or contact Kathleen Davoli at 612-625-1253 or davol001@umn.edu.



CROSS-INDUSTRY COLLABORATIONS

The U of M Center for Transportation Studies (CTS) has looked to the College for its conference services since 1989. Director Laurie McGinnis stresses the importance of working with a partner that is able to handle such diverse programming. “Cross-industry collaborations are very valuable for planning and delivering our events because the process ensures we are in touch with the true needs of our audience and stakeholders,” McGinnis says. “It also brings together the creative strengths of the U with the on-the-ground perspective of practitioners in a way that generates a really strong program.”

RARE OCCASIONS

Kris Norman-Major is the director of Hamline University’s Public Administration Programs and chair of its Department of Organizational Leadership and Public Policy. She’s also on the planning committee for the Annual Conference on Policy Analysis, now in its 28th year. The conference, says Norman-Major, is designed to “bring together people who work on public policy and administration in a forum that looks at the latest issues, allows for information sharing across sectors and units of government, and (hopefully) gets people to think outside the box a bit by looking at how what they do meshes with the work of others.”

Events like the Policy Analysis Conference are on the rise, says Graven. “Annual conferences for professional groups, engineers, policy makers, government employees, have been increasing their attendance numbers over the years. These events are the rare occasion when attendees can not only discuss the topics being presented, but also find people who are experts in helping them to solve problems they may be having.”

The Policy Analysis Conference is cross-disciplinary and draws presenters and participants from a wide variety of sectors, including members of the academic, government, nonprofit, and business communities. Working with the College, says Norman-Major, greatly facilitates that collaboration. “We wouldn’t be able to pull together as diverse a group without the help of CCE conference services. CCE plays a vital role.”

NOLTE CENTER LEGACY

The Nolte Center legacy lives on today in many ways. Although the conference planning group’s events are the most similar to the weeklong dorm-style offerings in the early years of the Nolte Center, the College also brings tailored education on site for organizations and offers courses and certificates in topics such as leadership, project management, business process improvement, business analysis, and HR that help professionals recharge careers and workplace projects. Courses are offered either online or at the new home for professional education at the University – the College’s Continuing Education and Conference Center on the St. Paul campus (Nolte Center was eventually transferred to the U’s College of Liberal Arts). The conference center hosts not only College events but also those of myriad other organizations and associations.

CONFERENCE PLANNING

OFFERINGS: 175

PARTNERSHIPS: 24

COUNTRIES SENDING PARTICIPANTS: 49

ATTENDEES: 17,000+



Continuing Education and Conference Center, St. Paul campus

CONTINUING EDUCATION AND CONFERENCE CENTER

EVENTS HOSTED: 750

ATTENDEES: 60,000

U/PUBLIC BUSINESS: 60%/40%

COURSES AND CERTIFICATES

OFFERINGS: 180

ATTENDEES: 3,385

TAILORED EDUCATION ON SITE FOR ORGANIZATIONS

OFFERINGS: 150

ATTENDEES: 1,412

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We strive to accurately acknowledge all of our donors. If you find an error, please accept our apologies and contact the Development Office at 612-625-1253 so that we can make the needed corrections.

From the Development Director



Photo by Tim Rummelhoff

Dear Friends,

The U is bustling this fall. I'm happy to say I have two family members on campus this semester – my niece and nephew. In fact, most of my great grandmother's family graduated from the U as have the generations that followed.

I am sure many of you could say the same. And that's something to be proud of!

The U has changed over the years, but the most important thing about it has not changed – graduating from the U changes the trajectory of lives. It creates more informed and productive citizens, better equipped families, more prosperous communities, and a greater world.

At a time when only 18 percent of the U's operating funds come from the State, private support for student scholarships is becoming more crucial. That's why the College of Continuing Education is excited to be participating in a new University of Minnesota Foundation program.

It's called Fast Start 4 Impact and it works like this: New scholarship gifts of \$50,000 or more become normal endowments where the funds are invested and grow until there is enough to make a scholarship award. But with Fast Start 4 Impact, funds will be provided so new student scholarships can be awarded right away. A \$50,000 scholarship gift would be supplied with \$10,000 for student awards from Fast Start funds (\$2,500/year for four years).

This is a wonderful way to get students the help they need right now, while creating a permanent source of student support for years to come. You can find more information at giving.umn.edu, including details on how you can distribute your contributions over four years. Or, you can call me at 612-625-1253, and I'll be happy to give you more details.

For those of us who make our impact through smaller gifts, please make a gift of any size to the CCE Centennial Scholarship Fund this holiday season. And remember, your gift helps illuminate us all.

Wishing you and your friends and families the very best new year,

Kathleen Davoli, Director of Development
College of Continuing Education

To make a gift...

Call Kathleen Davoli at 612-625-1253,
visit www.cce.umn.edu/Giving-to-CCE,
or e-mail davol001@umn.edu

1913-2013

100th year — 2012 Enrichment by the Numbers



2,129
Headliners
registrations



2,389
LearningLife
registrations

Courtesy: Allan Kohl



1,226
Osher Lifelong Learning
Institute members

Photo courtesy OLLI member Gilbert Ward



435
Registrations in
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Credit: Weisman Art Museum

Discover what awaits you in 2013 —
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