Personnel*
Jacki Anderson – Executive Office & Administrative Specialist
Jessica Beyer – Community Program Assistant
Curt Bredeson – Community Program Assistant
Karen Cusey – Program Associate
Karen Ellis – Program Associate
David Fluegel – Community Program Specialist
Barbara Hesse – Principal Office & Administrative Specialist
Thomas McRoberts – Director
Rose Murphy – Associate Administrator
Jean Rohloff – Executive Office & Administrative Specialist
Jean Sasek – Executive Office & Administrative Specialist
Erica Swenson – Principal Office & Administrative Specialist
Jean Valnes – Executive Accounts Specialist
Benjamin Winchester – Coordinator
*Note: not all staff are employed full-time in CERP

Purpose

The mission of Continuing Education, Regional Programs and Summer Session (CERP) is to provide access to the University of Minnesota through innovative educational outreach to all lifelong learners in western Minnesota and beyond, and to enhance and extend the educational programs and services of UMM to current and potential students.

This mission was affirmed in the Task Force report on the future of CERP in February 2005.

Function

CERP includes three programs: Extension Classes, Summer Term, and Regional Programs and two somewhat autonomous units: the Center for International Programs and the Center for Small Towns.

What follows is a brief description of the nature and scope of each of these program areas.

• Extension Classes – Typically identified with the fall and spring terms at UMM, Extension Classes actually covers the entire academic year and includes:

  1. courses/programs that mirror the institutional liberal arts mission, but are unique and complimentary to the “day school” curriculum (examples—both current and historic: Anishinaabe, Chinese, Dakota, Italian, Latin and Russian
languages; counseling psychology, psychology of death and dying, and numerous dance courses);
2. courses/programs offered in time frames typically convenient for the working adult (examples: weekends, evening);
3. courses delivered through distance delivery technology (example: GenEdWeb—online program with courses open to gifted high school students and others; interactive television courses originating from other campuses—Anishinaabe, Latin and various graduate courses in education);
4. courses offered by other colleges or campuses of the University of Minnesota through Continuing Education to area residents (example: graduate courses in education offered by the University of Minnesota, Duluth in the Morris area);
5. individualized instruction offered in “individually tailored” time frames (examples: directed studies, courses out of sequence and internships, typically offered during the Summer Term); and,
6. courses/programs offered primarily to off-campus students (examples: human services workshops, the Institute for Creative Study for gifted middle and high school students and Summer Scholars).

• **Summer Term** – This includes the time frame from mid-May through early August. It encompasses May Session (approximately three weeks in length) and two regularly scheduled Summer Sessions (I and II), each five weeks.

*May Session* – this three-week session was designed to provide a time frame in which focused, unique topics could be explored in greater depth. With that assumption, students typically take only one course in the May Session. Examples of May Session programs—domestic and international—include: American Jazz Styles; Courtroom Proceedings in American State and Federal Courts; Digitally Assisted Design; Morocco: History, Culture and Myth; Chinese Language and Culture; Brunnenburg and Beyond.

*Summer Session I and II* – Summer Session I and II are designed to extend the academic year (fall and spring) curriculum into the summer, though in a limited way. The emphasis in Summer Session I and II is on undergraduate lower division courses that satisfy UMM general education requirements. There are exceptions to this, but this is the foundation of instruction offered during the Summer Session. While the Summer Session attracts primarily UMM academic year students, it is open to other students as well.

The Summer Session also features programs for specific audiences such as the Summer Scholars program, a pre-college program for gifted high school sophomores and juniors.

It should be noted that Extension programs and Summer Term offerings, unless noted otherwise, are open to all students. The degree seeking admission requirements of the University of Minnesota, Morris typically do not apply to
extension classes or the summer term, though access to specific courses and programs may be subject to prerequisites or enrollment limitations.

• **Regional Programs** – includes a variety of programs, courses and workshops, some of them short-term (half- or full-day), some longer-term (one or two weeks) and still others may be ongoing—one or more years—offered under the auspices of CERP. Most frequently these are non-credit activities designed to serve the educational needs of the broader community. Recognition is given, usually with University of Minnesota Continuing Education certificates of attendance or with Continuing Education Units (CEU’s) awarded by a professional association, for participation in an approved continuing education program.

Included in this are, for example, the Henjum Institute for Creative Study, a program for gifted youth in grades 6 through 12 offered during the Summer Term, human services workshops, usually half- or full-day in length, offered during the academic year on a non-credit basis for Continuing Education Units to human services professionals (including social workers, nurses, psychologist and others in a variety of helping professions on topics of current interest to topics of human service professionals).

Still another example of a regional program is a lifelong learning “college for seniors” which we hope to initiate in selected west central Minnesota communities in 2006-07.

Finally, it includes cooperative ventures with other colleges or agencies in and outside the University of Minnesota for the delivery of educational programs to area residents. One example is our assistance to Fergus Falls Community College in offering their nursing program in the Morris area (we provided facilities and identified faculty to teach selected courses).

There are also two units administered through CERP that operate in a somewhat autonomous manner.

• **Center for International Programs (CIP)** – This unit has a direct reporting line to the Vice Chancellor for Academic Affairs and Dean. The International Programs Committee (an adjunct committee of the Campus Assembly) also plays a policy oversight role for CIP. There is a separate report on CIP that also includes information about the English Language Teaching Assistant Program (ELTAP) and the Global Student Teaching (GST) program, both administered under CERP.

• **Center for Small Towns (CST)** – This unit also has a direct reporting line to the Vice Chancellor for Academic Affairs and Dean, and it has an Advisory Council made up of UMM faculty/staff, and regional citizens and officials. (CST is described later in this report.)
All of these programs are budgeted under CERP and include allocations from the University’s Central Administration and/or from UMM, from student tuition, and from grant sources such as the Department of Housing and Urban Affairs Community Outreach Partnership Center (for CST), the Bremer Foundation (for CST), the Osher Lifelong Learning Institute (for Regional Programs) and the sale of our services to external clients (CST). In short, the department is dependent upon institutional support, tuition generated from its programs, external sales and grant sources obtained by the various units in the department.

**Narrative**

**Overview of 2005-2006 for CERP**

2005-2006 was a strong year for CERP in terms of enrollments in existing courses and programs, and in the development of new initiatives. In Extension Classes new courses were introduced in Chinese and Anishinaabe languages, while transitioning dance and selected studio arts courses to the UMM day school program.

In the Summer Term, there were new programs offered in the May Session, on campus and internationally.

Overall, enrollment in CERP credit programs – in Extension and Summer Term – were strong, but there was a modest decline that perhaps reflected the overall enrollment decline at UMM. Still, CERP programs (ELTAP, GST, GenEdWeb and other non-degree seeking students) contributed significantly to UMM’s overall fall ’05 head count. In 05-06, Continuing Education also honored $134,000 in mandated tuition waivers for UMM students who participated in various domestic and international programs.

In 2005-2006, CERP was successful in obtaining funds from the Osher Lifelong Learning Institute to explore the possibility of offering a college for seniors program in this region. The grant provides some funding for staffing as well as the opportunity to survey interest in such a program to targeted communities including Morris, Glenwood and Alexandria.

The Center for Small Towns continues to make its presence known in the region. It is in the second year of the Community Outreach Partnership Center (COPC) grant involving numerous projects with the community of Morris. It is expanding its fee for service business and its GIS capacity. In response to longstanding interest in expanding faculty involvement in CST programs, the staff developed a proposal to the Bremer Foundation for a Faculty and Student Fellows Program. The program received $202,000 in funding for three years and will be implemented starting in fall of 2006. This year marked the fifth year of the Symposium on Small Towns and featured, for the first time, a partnership with the Minnesota Rural Summit. As further evidence of its visibility and stature, CST received Minnesota Campus Compact’s Carter Partnership Award for its cooperative work with the community of Morris.

CERP played an active role in UMM’s campus wide strategic planning process. The key position enunciated by CERP’s director was that it should continue to be viewed as the primary (but not the exclusive) outreach unit of the University of Minnesota, Morris—especially as this
relates to formal instruction, that is, credit courses and programs offered summer, evenings or weekends, and in educational services offered through CST.

CERP also discussed the future of CIP in the Strategic Planning process, supporting a goal of having 75% of UMM students studying abroad, but indicated that resources (scholarships) need to be committed to students in order to achieve that goal.

It should be noted again this year that individual programs “come and go,” but the mission and purpose of CERP has remained consistent, that is to extend the educational programs and services of the entire University of Minnesota to residents of this region and to support the liberal arts mission of UMM, including programs that serve current and prospective UMM students.

What follows is a brief look at Extension Classes (including GenEdWeb, GST and ELTAP), Summer Term and Regional Programs. In addition, included here is a summary of the Center for Small Towns for 2005-2006 and concluding with a look at the coming year.

**Extension Classes**

Continuing Education offers a selection of credit courses through its Extension and GenEdWeb programs that fulfill UMM degree requirements. These Extension (on-campus) courses tend to be scheduled in later afternoon or evening (although not exclusively) and are taught primarily by UMM faculty or staff and a small number of adjunct faculty. Here are summary numbers (courses and registrations) for all credit courses for Fall and Spring Semesters (including on-campus courses, GenEdWeb, Global Student Teaching and the English Language Teaching Assistant Program).

All credit courses (including ELTAP, GST, and GenEdWeb)

- **Fall 2005**
  - 32 courses offered
  - 394 total registrations (compared to 373 in Fall 2004)

- **Spring 2006**
  - 36 courses offered
  - 462 total registrations (compared to 473 in Spring 2005)

Here are some observations about our Extension programs.

The major clientele for extension on-campus classes continues to be traditional-aged UMM students, although there is a growing participation of external audiences (non-degree) through GenEdWeb on-line classes, PSEO students, and some non-traditional students.

CERP enhances UMM’s curriculum through programs in fitness, study abroad and languages (Sign Language, Anishinaabe, Dakota, Chinese, Russian and Italian). One beneficial dimension to our program is that CERP’s Extension Classes continue to provide teaching opportunities for spouses/partners of UMM faculty.

Page 5, Continuing Education 2005/2006
PSEO enrollments (Minnesota high school juniors and seniors) continue to make up a large percentage of GenEdWeb registrations during the academic year. There were 78 Minnesota PSEO students who enrolled in GenEdWeb this past year, some attending both semesters and/or enrolling in multiple courses.

CERP programs contribute significantly to UMM day school enrollment. For Fall 2005, 151 non-degree seeking students, enrolled in various CERP programs (GenEdWeb, ELTAP, GST and Extension courses), were included in the fall enrollment count. This number has been consistent for the past five years.

**Summer Term 2005**

Continuing Education administers UMM’s Summer Term, which includes the May Session, two five-week sessions, internships/directed studies/courses out of sequence, online classes, and youth and study abroad programs. Managing the Summer Term begins early in the previous fall and involves soliciting course proposals from the divisions, scheduling classes, preparing the summer catalog and related publicity, publicizing summer information to students and campus offices, processing faculty payroll and book orders, and registering students. Evaluations of faculty teaching are conducted for all credit summer classes along with a survey that asks students to rate and comment on their overall summer classroom experience (including satisfaction with campus services). CERP also compiles and distributes to the campus a master calendar of classes, programs and events held at UMM from early May through August. In the summer, all room scheduling is also handled by CERP.

May Session is a concentrated three-week session that begins immediately after Commencement and features on-campus courses with extended scheduling (all-day classes) or domestic and international study abroad programs. The May Session was created as a result of the University’s conversion to semesters in 1999. 2005 marks the seventh May Session that UMM has offered since the conversion. In 2005, five campus-based courses (two sections of one course) and five study abroad programs were offered, with a total of 113 registrants. Subtotals for each are:

<table>
<thead>
<tr>
<th>May Session 2005</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (on-campus classes)</td>
<td></td>
</tr>
<tr>
<td>5 (study abroad)</td>
<td></td>
</tr>
<tr>
<td>113 <strong>Total</strong> (unduplicated headcount) [compared to 98 in May 2004)</td>
<td></td>
</tr>
</tbody>
</table>

In the two five-week sessions of 2005, 21 regularly scheduled UMM courses were offered (12 in SSI and 9 in SSII). The majority of courses offered in the summer session are lower-division, which fulfill UMM general education requirements. Registration and enrollment figures for Summer Session I and II are:

<table>
<thead>
<tr>
<th>Regular Summer Session (SS) I and II 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSI (12 classes):</td>
</tr>
<tr>
<td>112 registrations (442 credit hours)</td>
</tr>
</tbody>
</table>
SSII (9 classes):
90 registrations (334 credit hours)

202 Total registrations

By comparison, this is a decrease from summer 2004 when there was a total of 259 registrations. A total of 128 students (unduplicated headcount) participated in UMM’s regularly scheduled Summer Session courses in 2005.

There are other courses and programs offered during the Summer Term not included in the regular Summer Session count. A significant feature of the Summer Term are (unscheduled, individually arranged) internships, directed studies and courses out of sequence (I-DS-COS). In 2005, 71 students registered for 76 courses in internships, directed studies or courses-out-of-sequence, for a total of 352 credit hours involving 37 faculty supervisors. Summer is an ideal time for students to participate in an internship (required for some majors) or to complete a directed study in another part of the state or country.

In addition, students were enrolled in Global Student Teaching (21 students in one of the three GST courses: ElEd 4202, 4205 and SeEd 4202) and the English Language Teaching Assistant Program (4 students in IS 2011) in the summer.

Continuing Education facilitates registration for the Summer Geology Field Camp, a required six-week field experience for majors coordinated through the geology discipline.

The Summer Scholars program, a college level program for gifted high school students, was reactivated in summer 2005 with an entirely new course (IS 1036) on infectious diseases (14 students enrolled). We considered this to be a building year to reestablish the Summer Scholars program with plans to add a second course in summer of 2006. Our plan is to have the Summer Scholars program be the cornerstone of our college programs for gifted high school youth.

Enrollment for Summer Term

There were a total of 632 registrations (for at least one credit activity) in the Summer Term 2005. Looked at another way, the unduplicated head count in the Summer Term was 353, which represents approximately 20% of the 2004-05 UMM enrollment. A total of 50 UMM faculty taught regular summer or May Session courses, led a study abroad program, or supervised an I-DS-COS – that figure translates to approximately 41% UMM faculty participation in the Summer Term.

Regional Programs

Henjum Creative Study Institute
In 2006, the Henjum Creative Study Institute celebrated 33 years of offering fine and performing arts enrichment classes to regional youth in this two-week non-residential summer institute in June. Each year students who have completed grades 6-12 choose two classes from a variety of
topics in performing arts, studio art, communications, technology and vocal and instrumental music.

Enrollments in 2006 were fifty four full-time students with two attending part-time. Students from sixteen K-12 school districts in west central Minnesota were represented at the Creative Study Institute. In recent years enrollments have climbed by about 40% because of marketing to schools in select communities, the provision of bus transportation, new classes offered and a rising interest among students in the Alexandria and Glenwood areas. Local student enrollments (Morris area) have decreased due to competing programs conducted at the same time that serve the same age group, and the elimination of the school district tuition subsidy.

Human Services
For over three years Continuing Education has offered human services workshops and programs for human services professionals in western Minnesota. Leadership of this effort falls under Extension Classes, but the immediate coordinator is Ms. Robi Bowman, a Morris resident trained in social work, who has now completed her second year as our human services outreach coordinator. Her role is to identify speakers and topics for workshops, and she serves as a liaison to the Human Services agencies throughout this area. In identifying program offerings, CERP relies upon the advice of a human services advisory committee which meets periodically to offer their suggestions for speakers and topics. Membership on the advisory committee spans four counties in western Minnesota and represents a range of public and private health care in human service entities.

2005-2006 Human Services Workshops Enrollments

- Cluster B Personality Disorder 52
- Understanding Attention Deficit Disorders 50
- Influence of Media on Children 20

Total (non-credit Continuing Education Unit-CEU-registrations) 122

Center for Small Towns
The Center strives to help build the social and economic capacity of communities through three overarching goals: enhancing the vitality of rural communities; fostering applied learning opportunities for UMM students; and, building stronger connections between campus and communities.

The following five program methodologies categorize major operational areas as a means to focus on program goals:
- Data Analysis and Research;
- Program Evaluation;
- Student Involvement;
- Brokering University Resources; and
- Collaboration and Networking.
The Center offers specific services in each of these methodology areas (see the “Service Deliverables” on the Center’s website www.centerforsmalltowns.org).

The Center receives guidance from an Advisory Council (about twenty members) composed of UMM faculty, staff and students as well as representatives of other U of M departments, local units of government, schools, and rural and community development organizations throughout the region. Discussion areas include policy, strategic direction and organizational vision.

**Highlights for 2005-2006**

Though staff at the Center continued to strengthen its infrastructure and programs to improve both quality and sustainability, much effort was put toward expanding new and existing programs:

- In August, a 75% FTE staff was hired to further develop and build out a Geographic Information Systems (GIS) unit within our Data Analysis and Research component. As the new GIS staff, Curt Bredeson focused his initial efforts on enhancing his knowledge of GIS and issues in the region along with identifying and installing the hardware and software needed to launch this initiative. He also participated in discussions with potential partners to explore options,

- Grant funded activity included the implementation of the second of three years of funding from the U.S. Housing and Urban Development. This UMM grant activity is a HUD Community Outreach Partnership Centers (COPC) program with the Center being the lead unit. The program which creates a partnership for community revitalization between the City of Morris and the University of Minnesota, Morris is titled “Adapting to Change: Managing Urbanization in Rural America.” The funding by HUD for this grant is to assist in developing appropriate solutions to urban issues in small, rurally situated cities. New projects were launched, new partnerships formed, and the number of participants increased along with increases in time committed from all of the Center’s staff. This funding allows the Center to further its mission of providing opportunities for numerous faculty, staff and students and at the same time engaging the entire campus in strengthening the campus/community relationship and making improvements for the City of Morris,

- A record number of students were hired to work with various projects during the academic year and summer as a result of the COPC grant activity and through expanding the Connecting Students and Communities project run in collaboration with the West Central Regional Sustainable Development Partnerships. Sales of services were also expanded to new clients and a growing geographic range which attracted revenue and hired additional students and faculty,

- The Center partnered with Minnesota Rural Partners and others to offer the 2006 Symposium on Small Towns and Rural Summit. Record numbers of participants (over 220) attended the June event titled “Working Better Together for the Common Good”. Two continuing co-sponsors this year were: the University of Minnesota’s Regional Sustainable Development Partnerships and Minnesota Public Radio. With MPR on board, the event was heavily publicized in Minnesota and the Dakotas. This year, UMM provided some funding support for scholarships and materials. Again, a broad range of campus and City of Morris representatives participated in the planning and implementation of activities. Speakers and presenters included UMM faculty and staff, representatives from other U of M departments, COPC Partnership participants along with other friends and colleagues of UMM,
In early spring, a grant proposal was submitted and resulted in securing a $202,000 grant award from the Bremer Foundation. This three-year grant will launch a Small Town Faculty and Student Fellows program and provide the long-desired financial means to hire significantly more UMM faculty to conduct community-based research in West Central Minnesota.

This expansion of program activities has also resulted in increased queries, requests, media interest and visibility which is indicated through the number of phone calls, e-mails and customer/partner visits. During the academic year, Ben Winchester, Coordinator of the Data Analysis and Research component, also taught a statistics class. With this increased demand on staff time, initial conversations were held to secure support with financial and budget issues from our broader CERP program.

Data Analysis and Research
The Data Analysis and Research (DAR) unit of the Center, with Ben Winchester as its full-time coordinator, was started with grant funds four years ago and is now fully integrated into program strategies and methodologies. It is fast becoming a “go to” resource for a variety of services and to programs to agencies statewide. Among the DAR unit’s many accomplishments this year have been: continuing evaluation research for the University of Minnesota Extension Service; establishing a new relationship with the Blandin Foundation in the development of a Healthy Community Media Index; completing data analysis, survey development, and research for the West Central Communities Action Agency; developing an on-line course registration and maintenance system for the University of Minnesota Extension Service’s Master Naturalist program; continuing an on-going collaborative relationship with UMM's Statistics discipline to integrate localized social and economic data into course curriculum; adding staff member Curt Bredeson, Community Program Assistant, to further enhance the Geographic Information Systems (GIS) program; leading in the establishment of stronger relationships among other University outreach programs in western Minnesota; and conducting research to assist surrounding cities. The GIS program and staff will allow additional student involvement and external sales revenue to be realized in the coming years. Ben’s work with the UMM Statistics discipline resulted in an invited paper that was presented at the International Conference on Teaching Statistics in Salvador, Brazil. Numerous public presentations have been given to community organizations on the changing face of rurality in Minnesota by DAR staff during the year.

External sales contracts now account for approximately 25% of all DAR activity. The Program Evaluation unit of the Center also secured a repeat contract on a two-year evaluation of a federally funded 21st Century Department of Education grant by a consortium of three K-12 schools.

Student Involvement
The Student Involvement (SI) component of the Center has established hiring, recruitment and training functions for students and has procedures in place for training and supporting site supervisors. Among the accomplishments this year were to further develop working relationships with organizations both in the surrounding communities and within the University system that utilize students in projects and to further develop student training modules. Seventy one students were provided with contracted employment with the Center during the 2005-06
fiscal year. Jessica Beyer, UMM (2002) Speech Communications, is the lead staff and oversees students as they complete reflective writing, assessments, and a press release about their work. Jessica is also the lead staff for the publicity needs of the Center.

Other administrative and operations activities
Arne Kildegaard, UMM Economic and Management faculty was hired part-time spring term to serve as the Center’s Faculty Coordinator. Arne attended meetings with staff, CST Advisory Council, COPC Steering Group and Community Advisory Committee. He also met informally with UMM faculty to discuss the programs and faculty relationships with the Center.

Detailed records are kept for all program areas. The following is a summary of “Involvement in Center for Small Towns Programs 2005 – 06”:

- Projects involving UMM students:
  - o Small Towns: 27
  - o Counties: 23
  - o Multi-Counties / Statewide: 11
- Total UMM Students Involved: 348
  - o Jobs, Internships, Directed Studies: 71
  - o UMM Classes: Statistics, 267 and Social Uses of the Media, 10
- Projects involving UMM faculty:
  - o Student projects: 10
  - o Faculty Coordinator: 1
  - o CST Advisory Council: 5
  - o COPC grant: 5
- U of M faculty involved in projects: approx. 24 (Extension Service, Regional Sustainable Development Partnerships, West Central Research and Outreach Center, Center for Urban Affairs, Center for Rural Design, etc)

Financial Activity
On-going funding sources include an allocation from Central Administration and special Legislative support (along with the Center for Rural Design and the old College of Agriculture, Food and Environmental Science). The Center has also been the recipient of numerous grants from private foundations and U of M departments over its ten-year history. With small but evident decreases in work-study funds and financial support from the University, the Center was challenged to replace these financial losses with alternatives in order to continue with the current level of staff and programs. The receipt of the HUD COPC grant (10/04), the new Bremer grant (6/06) and generating additional revenue though DAR external sales contracts have helped stabilize the Center’s financial picture. Additional revenue through DAR/GIS is anticipated during the upcoming year.

The Grants Development office at UMM has been instrumental with completing successful grant proposals and setting up the administrative/financial components.

Plans for 2006-2007
The Center has made much progress this past year in increasing its capacity to provide beneficial services to small towns as well as to provide opportunities for students and faculty and at the
same time strengthen its ability to sustain its programs. Goals and objectives identified for the upcoming year include:

- Increase current levels of revenue by requesting additional core U of M funds and generating additional external sales contracts;
- Continue to work with HUD COPC grant funding (Oct 2004 – Sept 2007, with possible one year extension) in developing appropriate solutions to urban issues in small, rurally situated cities. Continue to retain Roger McCannon as co-director of the COPC grant activities.
- Host the Fifth Annual Symposium on Small Towns in June of 2007;
- Continue to retain the DAR/GIS staff during Ben Winchester’s absence while teaching a UMM Statistics course in Fall ’06 and Spring ’07;
- Develop the Small Towns Faculty and Student Fellows Program with 3 years funding support from the Bremer Foundation; and
- Explore the hiring of an assistant to support our Information Technology component.

Looking Ahead to 2006-2007

This past year witnessed many changes in the department. Karen Cusey was hired in July, 2005 to assume the position left vacant by Karen Johnson’s resignation (Johnson took a position in the Minnesota Department of Education). Jean Rohloff was hired to a 30% appointment and replaced Ginger Nohl who moved full-time to the UMM Advising Office. Jean provides staff support to Extension and Summer Term programs. And with Ben Winchester teaching statistics in the Division of Mathematics and Science on a part-time basis, we used freed up funds to hire a new staff member in CST. This new staff member (Curt Bredeson) helped develop our Global Information System (GIS) capability.

Continuing Education played a prominent role in UMM’s search for a new Chancellor and in the UMM Strategic Planning process. With regard to the former, a member of our department served on the Chancellor’s Search Committee and the department members expressed an active interest in learning about the candidates. As for the latter, CERP made issues known in written and oral form in the Strategic Planning process. The 2005-2006 year was extremely active for the department in campus events and in community involvement, particularly through the COPC project, and that will continue in the coming 2006-2007.

Here is a look at some of the issues and concerns for the coming year.

- As CERP as a whole, strengthen visibility of department in the community.
- Look to improving our physical space.
- Continuing Education/Summer Term – CERP will continue to expand the Summer Scholars program, building upon the success of the 2006 program.
- Extension Classes – add, among others, an English as a Second Language course, offered in support of UMM’s expanding international student community.
- Continue to offer Chinese language with the new instructor in support of UMM’s China Initiative.
- Drop Russian language from our curriculum.
- Under Regional Programs, expand the Henjum Creative Study Institute to include a residential option and expand marketing to a larger region.
• In the GenEdWeb program, add at least one new program in general psychology.
• Continue to offer a number of new workshops for area human service professionals.
• Collaborate with regional organizations to develop and deliver lifelong learning topics in a pilot program.
• Review our publications both electronic and hard copy to see how we can best utilize the web presence to the program.

Center for Small Towns
• This will be the third year of the COPC grant “Adapting to Change: Managing Urbanization in Rural America.” We will be looking forward to a visit of our project manager, Kinnard Wright from Washington D.C., in September, 2006.
• With COPC we will continue a host of projects including a housing study, a community dialogue series, and a host of community design projects that have been started and will reach fruition during the coming year.
• Continue to strengthen our Global Positioning (GIS) activity including a possible partnership with initiative funds.
• Launch our new grant project funded by the Bremer Foundation, a student and faculty fellows program designed to involve more faculty in community based research projects.
• Hope to be the recipient of the Minnesota Compact Carter Partnership Award this fall.
• Seek additional all-University support for CST base funding.

Center for International Programs
• Develop new winter programs, and May Session study abroad programs, and continue to offer the July in Paris program.
• Support the largest “influx” of new international students (about 20) that UMM has seen in perhaps a decade. Most of these students will be from China or Korea, and a number from other parts of the world as well. This included an expansion of our orientation program, and the offering for the first time of English as a Second Language in our Extension Classes program. This will also probably call for more organized activity throughout the academic year.
• Continue discussions about the transition of the Center for International Programs out of Continuing Education under the direct leadership of the Dean.

As we review this past year, we are certainly pleased with the new staff and new assignments assumed by other staff and the work that they have done. It certainly has been a year of accomplishment in terms of new grant funds, programming, strong enrollments and departmental recognition. The budgetary situation has turned out to be better than originally anticipated, but still requires careful monitoring.

Our efforts for the coming year will build upon the work of the past year, particularly in implementing the Bremer grant, “Faculty and Student Fellows” program, in strengthening of the Summer Scholars program and the Henjum Institute of Creative Study, in contributing to UMM’s China initiative and service to international students, in developing the new office of academic enrichment, in exploring a new program for retired adults, and considering new options for the GenEdWeb program. It promises to be a busy year.