INTERVIEW WITH KARL WOLFE, ROCHESTER CAMPUS DIRECTOR

Karl G. Wolfe, the director of Augsburg College’s branch campus in Rochester, Minn., draws on his own experience to connect with adult students considering an educational program. After years in the pastoral ministry, Wolfe moved into higher education administration and understands what such career transitions involve.

Wolfe earned his Ed.D. in organizational management from Pepperdine University and transitioned into higher education. He managed offsite locations for Fuller Theological Seminary, the largest non-affiliated seminary in the U.S., and founded an offsite campus location in Santa Barbara, California. He also directed a regional campus for Azusa Pacific University, his undergraduate alma mater.

Less than two years ago, Wolfe’s second daughter and husband moved to the Twin Cities to raise their daughter. Wolfe, and his wife of 36 years, originally from Minneapolis, decided to move back “home.” Of his move to the Twin Cities, he writes, “Yes, it is cold here in the winter. But the lifestyle, in our view, is better, and given that life is primarily about relationships, far richer. I have made no secret of the fact that I have enjoyed greatly being at Augsburg. The move was a major one, especially at our stage of life; but it was worth the risk and one we would do again, without question.”

How would you characterize the atmosphere of the Rochester campus?

The Rochester Campus has the flavor of being very dynamic. That is especially the case at the present time when we are registering current students – responding to their advising questions, trouble-shooting issues that inevitably arise, following up with those who are not registered to ensure they get into classes that fit, meeting prospective students, and greeting new students as they begin their academic careers at Augsburg.

We have two office staff in addition to myself, responding to questions ranging from what classes need to be taken to financial aid issues and technology matters. There is never a time that one would describe as “down.” We are going to add a 24 hour-per-week person in January and look forward to the expanded teamwork this addition offers.

At times, it may appear to be too much; but it is a pace which I enjoy. Boredom is one thing you will never experience at the Rochester Campus.
What are some strengths of the community and how do you see it growing in the future years?

Over the last number of years, the community has expanded rather significantly. At present, the city of Rochester itself has a population that is near 100,000. Our "target area" as a campus, southeast Minnesota, has a population of close to 400,000. The city has grown significantly in the past decade and, from all appearances, it is a pattern that will continue.

The Rochester area has provided the state of Minnesota with its largest job-growth area over the past several years. With Mayo Clinic, the state’s largest non-governmental employer, located in the heart of downtown, and just a few blocks from our Augsburg campus, the community – and Augsburg’s presence here – is very strategic.

Which majors are offered at the Rochester campus?

Presently, students can earn a Bachelor degree here in the following areas: BSN completion, business management, management information systems (MIS), and education. We have “articulated majors” in finance, accounting, and communications (the term means that one can complete all but three or four courses in Rochester, with those left to complete being done on the main campus on the weekend schedule).

The nursing program is the longest standing one and has the most students – about 135. Business majors comprise about 60 students. MIS counts approximately 20 students, and education (the newest of our complete majors) has about 40 students. There are a number of students who are majoring in various other disciplines or are undeclared.

On the graduate level, we have about 70 in our MBA program here, which can be done entirely in Rochester. There are about 30 students in our Masters of Arts in Nursing, a program which is done both here and in Minneapolis when classes meet face-to-face. Often, our Masters of Arts in Nursing classes use Polycom interactive video, either from Rochester to Minneapolis or vice versa. The Masters of Arts in Education, as with nursing, is something that is earned by taking classes both here and in Minneapolis. Education students often come to us seeking not a degree, but education credentials, which we offer for elementary school, middle school, and special education teachers.

What kind of characteristics of adult learning do you see in your students and in the ways that the courses are developed at Rochester?

Perhaps 80% of our students would be categorized as adult learners. In my mind, the best definition of an adult learner is this: that person who, when you ask them to describe what they are doing in life, begins with identifying her/his responsibilities in the workplace and at home, rather than identifying themselves primarily as a student, which would be characteristic of the traditional student.

Our students want that which is practical and applicable to their everyday lives of work and family. They need to be able to know what is coming as far as class expectations (thus, the need to have syllabi provided earlier than later). They want to know when things are due so they can schedule their time accordingly. The students here are, for the most part, extremely conscientious, as they are required to balance taking a couple classes with full-time jobs, often with large responsibilities, and family - the majority of our students are married and have children.

What that requires are professors who understand that:

• More is not always better.
• Students bring rich experience into the learning environment which contributes greatly to the educational process in the classroom.
• It is important to develop a course with particular strategies which are not always shifting.
• Being flexible is better than rigidity.
SPOTLIGHT ON SERVICES:
LINDELL LIBRARY’S LEARNING COMMONS

When you return to Lindell Library in January, you will recognize some significant changes. Beginning this trimester, Lindell Library and the Information Technology department are launching a “Learning Commons Initiative.” The new initiative is a creative approach to the increasing interconnectedness of technology and academic research, and will certainly benefit students as they engage in class work.

The concept behind the Learning Commons is simple. When students initiate projects, they often need to accomplish academic research and writing, and then input their work into complex technological programs, such as presentation or video editing software. In the past, if students needed assistance with all three modalities (research, writing, and technology), they had to travel between the reference librarians on the main floor of Lindell and the student computing desk on the link level. Now, students will be able to accomplish their work in one accessible location.

How will the Learning Commons work? The main level of Lindell has been revamped, to allow for a common research and technology work center. Carrels were removed to make space for extra computers. A multi-media lab has also been created, so that students can create projects using digital sound and video. Over the winter break, new student workers were hired and trained to be able to assist students with both research and technology issues. In the new structure, a reference librarian and student worker will be working side by side during most of the library’s hours, to assist students with their projects.

However, late nights when a librarian is not present, the student worker will be able to help students with most questions.

The Learning Commons was born out of collaboration between the library and Information Technology staffs. Both departments were inspired by the desire to holistically meet student needs and respond to the changing nature of student research and project development. These changes will especially improve the experience of adult students, as they return to college to find an evolved academic research process where technology is as prevalent as books and journals. While the Learning Commons has just begun, it will certainly transform the educational experiences of Augsburg students.

HOW WILL THE LEARNING COMMONS WORK?

Imagine that you have a research presentation to finish for class and you don’t know where to begin.

Visit the first level of Lindell Library, and gain assistance from a research librarian as you navigate the online journal databases, then get help on creating a PowerPoint presentation from a student worker.

All of your questions can be answered in one place!
AFA DIRECTOR’S LETTER

It’s January at Augsburg College, a month full of starts - starting a new year, starting a new trimester of learning, starting to learn to de-stress and free ourselves from worry, starting to engage each other in important discussions relevant to leadership and ethics. January is also a time when many of us make thoughtful choices about new starts, i.e. our goals for the year ahead.

In the Augsburg for Adults office, some of our 2008 goals are:
• to continue to define how we can best meet our students’ needs (service and academic) as a high quality education provider;
• to provide opportunities for reflective learning outside the formal classroom (convocations, retreats, and the like);
• to further develop synergies across student service lines (admissions to enrollment to support services, etc.)
• to involve students in an engaged, ongoing dialogue about their satisfaction with Augsburg College; and
• to celebrate our students’ accomplishments.

You will see in this issue that we are already hard at work on our 2008 goals. Much of this work is ‘behind the scenes,’ but there are many outward expressions of this work as well.

There are convocations specially geared toward you – our adult learners.
• Jan. 3, Leadership: Challenges and Lessons Learned, a leadership summit hosted by the Rochester Campus.
• Feb. 15 & 16, Ned Hallowell will discuss worry and crazybusy stress; topics that will likely strike a cord with those of you juggling jobs, families, studies, and all of your other responsibilities.
• Feb. 28 – Mar. 1, Robin Lovin’s series on ethics prior to the 2008 elections will help prepare you to consider the issues from a sound framework.
• March 8, you can join in the Campus Ministry and Center for Service, Work, and Learning Retreat specially designed for adult learners. Retreat participants will be traveling to The Marsh, a spa and wellness center, to talk about life, vocation, and calling (while also spending some time pampering themselves).

Even though January outside can seem long, dark and cold, it’s exciting to think about all of these possibilities inside Augsburg College. We invite you to join us as we learn together. Best wishes for a peaceful and prosperous new year!

-- Lori Peterson, Director

AFA COORDINATOR’S LETTER

After the holidays are over and the merrymaking is a fond memory, I find myself reflecting about the coming year. When life is quieting down, I often wonder what the New Year will bring. What kinds of challenges and opportunities will I face in the coming three hundred plus days? Most importantly, I wonder, how can I make my mark on this year?

Each year, many people sit at the beginning of the new year with a sense of purpose and initiative. We reflect upon where we have been and dream about what we will achieve in the coming year.

As adult learners, we are often driven by our goal to succeed and to balance our commitments at home, work, and school. That is the beauty of a community of adult learners. We are drawn together by our common goals and our shared commitment to education and growth. Of course, our end results may differ. We may become physician assistants, artists, educators, social workers, or marketing professionals, but we are all pursuing our goals for a new vocation, while facing similar obstacles.

I think the challenge for our community this year will be to learn how to support each other, as we engage in our common goals. In what ways can we recognize the courage it takes to devote a large portion of our free time towards changing our lives? How can we develop new tools and relationships necessary for a successful educational experience?

In the coming months in our division, we will be distilling our goals for the future of Augsburg for Adults, while keeping your goals in mind. To help us achieve that goal, we are looking for adult students to share their stories with us. How did you come to Augsburg College and what has your journey been like? If your story is published, you could receive a $25 gift token from the Augsburg College bookstore. As we face this new year, I hope you will share with us your hopes for the future, so we can better support your ambitions.

-- Jessica Fox-Wilson, Coordinator
During the month of January, there are a number of very important deadlines for all of the Augsburg for Adult programs.

The last day to initially register for trimester courses is the last business day before the term begins.

Please reference your program’s academic calendar at http://www.augsburg.edu/enroll/calendars/ for more information.

ACADEMIC REMINDERS

JANUARY 1
New Year’s Day (College Closed)

JANUARY 3
Leadership: Challenges and Lessons Learned, Rochester Campus, 7 p.m.

JANUARY 4
MAN and MSW classes meet

JANUARY 5
MAN and MSW classes meet

JANUARY 7
Winter Rochester classes begin

Rochester Information Session, Rochester Campus, 6 p.m.

JANUARY 8
Augsburg for Adults Undergraduate New Student Orientation, 4 p.m.

MAE, MAL, MAN New Student Orientation, 5:30 p.m.

MBA Information Session, 6 p.m.

JANUARY 11
WEC, MAE, MAL, MAN, MSW classes meet

JANUARY 12
WEC, MAE, MAL, MAN, MSW classes meet

Augsburg Abroad tabling in Christensen: Find out more about study abroad opportunities!

JANUARY 13
WEC, MAE, MAL, MAN, MSW classes meet

JANUARY 15
MSW Application Deadline. 5 p.m.

JANUARY 21
Martin Luther King, Jr. Day, NO CLASSES

2007-08 Convocation Series
Annual Martin Luther King, Jr. Convocation, 1 p.m., Chapel

JANUARY 22
MBA Information Session, 6 p.m.

JANUARY 24
Rochester classes meet

JANUARY 26
MBA New Student Orientation, 8 a.m.

Augsburg Abroad tabling in Christensen: Find out more about abroad opportunities!

JANUARY 25
WEC, MAE, MAL, MAN, and MSW classes meet

JANUARY 26
WEC, MAE, MAL, MAN, and MSW classes meet

Augsburg Abroad tabling in Christensen: Find out more about study abroad opportunities!

JANUARY 27
WEC, MAE, MAL, MAN, and MSW classes meet

JANUARY 28
Rochester Information Session, 6 p.m.

WANT TO BE MORE INVOLVED IN STUDENT GOVERNMENT?

Augsburg College is looking for program representatives for each of the graduate degrees, as well as the adult undergraduate program, for an ad-hoc student council organization.

If you are interested in being more involved in student governance, please contact Ann Garvey in the Dean’s Office, at (612) 330-1024.
MARK YOUR CALENDAR:
UPCOMING EVENTS FOR ADULT LEARNERS

**FEBRUARY 2**
**LIBRARY WORKSHOP**

Saturday, Feb. 2: Academic Research Workshop  
Noon-1 p.m., Library  
Join WEC Librarian Mary Lee McLaughlin for an introduction to academic research.

**FEBRUARY 7 & MARCH 13**
**SPRING 2008 LIVING LEADERSHIP SERIES, PRESENTED BY THE CENTER FOR LEADERSHIP STUDIES AT AUGSBURG**

Thursday, Feb. 7: The Servant-Leader: Grounded in Service, Guided by Questions  
Minneapolis Room, Christensen Center  
6 p.m., refreshments at 5:30 p.m.  
Carol Knicker (assistant professor of education at Augsburg) and Patty Park, MAL ‘02, will share their research and lead a discussion about Greenleaf’s theory of servant leadership.

Thursday, Mar. 13: Self-Reflection for Leadership Development  
Minneapolis Room, Christensen Center  
6 p.m., refreshments at 5:30 p.m.  
Signe Nestingen will lead an exploration of leadership from the inside, using a variety of techniques designed to foster self-reflection.

You are welcome to attend and bring a guest. To reserve a space or to get more information, contact Patty Park at parkp@augsburg.edu or 612-330-1150.

**FEBRUARY 15-16**
**CONVOCATION SERIES**

Friday, Feb. 15: “Worry”  
3:30 p.m Chapel  

Saturday, Feb. 16: “CrazyBusy”  
12:00 p.m., Chapel  

Speaker: Ned Hallowell  
Edward (Ned) Hallowell, M.D., a child and adult psychiatrist and graduate of Harvard College and Tulane Medical School, is the founder of The Hallowell Center in Sudbury, Mass. He was a member of the Harvard Medical School faculty from 1983 until he retired from academics in 2004 to devote his full professional attention to his clinical practice, lectures, and the writing of books. He has authored 14 books on various psychological topics, including attention deficit disorder, the power of the human connection, the childhood roots of happiness in life, methods of forgiving others, dealing with worry and managing excessive busyness.

Hallowell’s most recent book, *CrazyBusy: Overbooked, Overstretched, and about to Snap* was published in the spring of 2006. In it he explores how the pace of modern life has induced brain overload to the point where our entire society is suffering from culturally induced ADD. *CrazyBusy* then provides a step-by-step approach to unsnarling busy lives and moving to a calmer, more fulfilling life that is focused on our own priorities. In his medical practice, Hallowell helps adults, as well as children, learn how to lead healthy, happy lives.

**EVENTS CONTINUED, PG. 7**
UPCOMING EVENTS, FROM PG. 6

FEBRUARY 28-MARCH 1
BATALDEN SYMPOSIUM
IN APPLIED ETHICS


This year’s Batalden Applied Ethics Symposium will focus on the thinking and ideas of Reinhold Niebuhr, the theologian and ethicist many think was one of the most influential public intellectuals of the 20th century. The above headlines appeared recently in prominent publications, along with NY Times columnist David Brooks’ frequent references to how many of the current Presidential candidates cite Niebuhr as instrumental in their thinking. Niebuhr is also the author of the well-known Serenity Prayer made famous in 12 Step Programs.

This year’s symposium speaker is Dr. Robin Lovin, the Cary MacGuire University Professor of Ethics at SMU. He is highly regarded as one of the leading experts and interpreters of Niebuhr and an engaging speaker.

Opportunities to hear and interact with Lovin about Niebuhr include:

Friday, Feb. 29: “Reinhold Niebuhr for Our Times: Iraq & Global Warming” Convocation Foss Center, 10 a.m.
Saturday, Mar. 1: “Reinhold Niebuhr for These Times” Mini-Convo Minneapolis Room, 12:15 p.m.

Plan now to attend and “add value” to your Augsburg Education through the Batalden Symposium and the Convocation Series.

LOVIN “KNOWS BOTH NIEBUHR AND THE CONTEMPORARY RELIGIOUS AND THEOLOGICAL SCENE, PARTICULARLY IN NORTH AMERICA; AND HE IS ABLE TO COMMUNICATE HIS SENSE OF NIEBUHR’S CONTINUING SIGNIFICANCE WITHIN OUR CONTEXT IN A WAY THAT IS BOTH SOPHISTICATED AND ARTICULATE...”

—DOUGLAS HALL, PROFESSOR OF CHRISTIAN THEOLOGY, MCGILL UNIVERSITY

MARCH 8
YOUR VOICE, YOUR VISION

Students are invited to join Campus Ministry and the Center for Service, Work, and Learning for a day of rest and recharge and a day of looking forward. On March 8, we will be traveling to The Marsh, a spa and wellness center, to talk about life, vocation, and calling. We’ll also spend some time pampering ourselves.

Space is limited and a $25 registration fee is required. For more information contact Ross Murray (612-330-1151 or murray@augsburg.edu) or Lynda Borjesson (612-330-1167 or borjessl@augsburg.edu).
On December 4, 2007, five Master of Arts in Education students presented their final projects to a panel of Education professors, Dean of Graduate Studies and guests. The final project in the MAE program often centers on the students’ teaching experiences, so that research and practice are combined to create meaningful scholarship.

- **Kirsten Dunstan** presented her qualitative research project entitled, “Perspectives of Teachers Who Choose to Leave the Field.” Kirsten used participant interviews to identify reasons why experienced teachers (of at least four years or more) decide to pursue other careers.

- **Beth Janni** focused her research on adolescents living in shelters, in her project “Understanding Staff Perspectives in a Shelter School Collaboration.” She studied the relationship between Blue House Shelter and Eden Academy, a shelter and school that serve the same population of students.

- **Kathleen Kinney’s** project

- **Claudia Powers** presented her project “How General Education and Special Education Teachers Perceive the Behaviors of African American Students in their Classrooms within a Suburban School Setting.” Claudia used a combination of interview and observation to determine the differences in views of African-American students between general education and special education teachers.

- **Michelle Sorensen** studied struggling readers at Area Learning Center for her project, “Motivating the High School Struggling Reader.” Through interviews with fourteen students, she discovered themes in their struggles with developing reading skills.

Congratulations to all of these students, on the culmination of their final projects!

**MASTER OF ARTS IN LEADERSHIP**

MAL student **Sheila Davies** was nominated Minnesota School Nurse of the Year at the Annual School Nurse Organization of Minnesota (SNOM) Annual Fall Conference in November. Davies has been a school nurse for nearly thirteen years, serving at Roosevelt Middle School and Champlin Park High School, as well as several elementary schools throughout the Anoka Hennepin District.

According to the SNOM announcement, Sheila Davies was nominated by her peers, “because of her contributions and collegiality in improving health service management, promoting student safety, and her exemplary work in providing health care for her students.” Ms. Davies has been an MAL student since 2006, balancing her school work with her professional responsibilities and her role as a Regional Representative with SNOM.

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**INTERESTED IN SHARING YOUR STORY?**

**THE AUGSBURG FOR ADULTS OFFICE IS INTERESTED IN LEARNING MORE ABOUT YOU.**

What guided you to choose Augsburg College? What is your experience, as an adult student? We would like to publish a series of student profiles in our newsletter. You will receive a $25 gift token for the Augsburg College Bookstore when your story is printed.

If you are interested in having your story published in our monthly newsletter, please submit 1-2 paragraphs to foxwilso@augsburg.edu.