

SOCIOLOGICAL PRACTICE NEWSLETTER

Prepared for the American Sociological Association
Section on Sociological Practice

Summer 2002

Chair:

James Hougland soc125@uky.edu
University of Kentucky

Secretary-Treasurer:

Cynthia L. Sipe clsipe@aol.com
Consultant, North Wales, PA

Chair-Elect:

Rick Stephens stephensr@enc.edu
Eastern Nazarene College

Past Chair:

Drew Ziner asrc@aol.com
Atlantic Social Research Corp

Council:

Terms ending 2002:

Leora Lawton lawton@techsociety.com
Suzanne Leah sleahy@omni.org
Susan Eve eve@scs.unt.edu

Terms ending 2003:

Rosalyn Benjamin Darling rdarling@grove.iup.edu
Dorothy Jones Jessop dorijessop@aol.com

Terms ending 2004:

Eleanor Lyon elyon@mail1.nai.net
Siamak Movahedi siamak.movahedi@umb.edu
Jay Weinstein Weinst@aol.com

Newsletter Editor:

Kathryn Goldman Schuyler kgschuyler@alliant.edu
Alliant Int'l University

Web-Site Manager:

Drew Ziner asrc@aol.com
Atlantic Social Research Corp

2002 William Foote Whyte Award Recipient

The William Foote Whyte Award is presented to Dr. **Julia A. Mayo**, Saint Vincent's Catholic Medical Centers, New York, NY. She was nominated by Dr. Beverley Cuthbertson Johnson, who describes Dr. Mayo as "a pioneer clinical sociologist [who] deserves 'deep' recognition as for many, many years she devoted herself to putting clinical sociology out there in the 'real world!'"

Although she has worked in settings dominated by "traditional" medical models, she consistently presses her colleagues to understand the sociocultural contexts that played a vital role in how individuals developed, adapted to, and took personal responsibility for certain patterns of thinking, feeling, and behaving. She also began working with culturally diverse groups long before the importance of cultural diversity was widely appreciated.

Dr. Mayo earned her Ph.D. in Social Research, Social Work and Administration from the University of Pennsylvania in 1958. She received postgraduate certification in Individual and Group Psychotherapy, Supervision and Administration from the Washington School of Psychiatry in 1963 and postgraduate certification in Clinical Sociology in 1986.

She has received numerous awards, including the Distinguished Career in Clinical Sociology Award from the Clinical Sociology Association (1986). She is the author or co-author of 31 articles and two book chapters (including "Cultural Adaptive Therapy" in *Handbook of Clinical Sociology* (Plenum, 1991)). She currently is completing a chapter on the psychiatric treatment of African Americans for a textbook on the psychiatric treatment of ethnic groups. Since 9/11, she has been working with patients, residents and professional staff who continue to demonstrate symptoms of chronic post-traumatic stress disorder. She writes that "New York City has multiple ethnic groups. A knowledge of sociocultural factors is critical in helping these people restore a functioning ego intact."

Congratulations to Newly Elected Officers

The Section welcomes its newly elected officers. The Chair-Elect for 2002-03 is **Leora Lawton**. Leora is Director of Research for Informative, Inc., in Brisbane, California. She is completing a term as a member of the Section's Council.

Three new Council members will take office in 2002 and will serve through 2005. They are:

Kristine J. Ajrouch, Eastern Michigan University
Joan I. Biddle, New School Online University and Marymount University
Kathryn Goldman Schuyler, Alliant International University.

Thanks to everyone who agreed to be a candidate for office this year.

SECTION EVENTS at ASA in CHICAGO

Friday, August 16.

8:30 AM:

Open Paper Session: Sociological Practice in a Changing World

Organizer and Presider: W. Richard Stephens, Eastern Nazarene College

“Goatism: Searching for Interactive Diminishments that Impact Public Policy.” George K. Floro, Studies of Voluntarism and Social Participation

“Ad Hoc or Standing Disaster Teams? A Unique Law Enforcement Response to Community Disasters.” George T. Patterson, New York University

10:30 AM:

Council Meeting

11:30 AM:

Business Meeting

2:30 PM:

Invited Panel: Sociological Practice in a Changing World II

Organizer and Presider: W. Richard Stephens, Eastern Nazarene College

“Aspects of Time/Use Management, and Networking, Among Women Who Are Primarily Stay-at-Home Moms.” Joan Biddle, New School Online University

“Poverty, Welfare, and the Legitimation of Social Inequality.” Anthony J. Cortese, Southern Methodist University

4:30 PM:

Special Session. Strategies to Influence Inequity: Sociological Practice in Policy Research and Intervention (co-sponsored with the ASA Section on Sociological Practice, the Sociological Practice Association, and the Society for Applied Sociology)

Organizer and Presider: *Jay A. Weinstein*, Eastern Michigan University

Workforce Development: Determining an Effective Strategy for Child Caregivers. *Joyce Miller Iutcovich*, Keystone University Research Corporation

Applied Sociology and Racial Profiling. *Charles B. Thomas*, University of Michigan, Flint

Re-Valuing Women's Ascribed Labor in the Home: Strategies from the Nineteenth Century to the Present. *Barbara L. Richardson*, Eastern Michigan University

Discussion: *Ross Koppel*, University of Pennsylvania and Social Research Corporation

6:30 PM:

Sociological Practice Reception (co-sponsored by the ASA Section on Sociological Practice, the Society for Applied Sociology, and the Sociological Practice Association)

A Note from the Chair

James Hougland, University of Kentucky

IS THE SECTION DOING ITS JOB?

I wanted to raise this possibly impolitic question because it crosses my mind more often than I would like. To begin to answer the question, we should think about what the Section's job is. Our bylaws put it this way:

The purpose of the Section on Sociological Practice is to increase understanding of the relationship between sociological practice and sociological knowledge by serving as an entity and forum within the American Sociological Association [ASA] to advance the interests and representation of sociologists working in academic, applied, and clinical settings.

I think the wording chosen for our bylaws carries an important implication. By providing a forum for organizing applied and clinical sociologists within ASA, the Section provides a vehicle for reducing the isolation that applied and clinical sociologists can sometimes feel. The bylaws' wording suggests at least two ways in which this can be accomplished:

1. By providing a forum in which practicing sociologists can exchange viewpoints and experiences; and
2. By representing the interests of practicing sociologists to the larger profession.

As I look at the recent activities of the Section, I think we are fulfilling the first point more effectively than the second. The Section's newsletter and listserv provide forums in which information and some opinions can be expressed, and the sessions, business meeting and reception held at each year's ASA annual meeting provide an occasion for more complex and nuanced communications. I find the Section-sponsored sessions to be very useful and stimulating experiences, and the 2001 reception represented an important occasion for celebrating the work of two leaders in our field. I certainly look forward to the 2002 sessions and reception (which our good friends in the Sociological Practice Association [SPA] and the Society for Applied Sociology [SAS] have generously agreed to co-sponsor). These are activities that the Section does very well, and I think all of us certainly want them to continue. However, what about them is unique? Can we really say that we are doing anything that differs from the activities of every other Section? Perhaps it is time to consider moving beyond our traditional activities.

I am more dubious about the second point. Of course, our existence as a formally recognized Section is important in itself. It gives us a visible presence that would otherwise be lacking in our profession's comprehensive organization, and it gives us an organized platform from which we can express concerns about any issues that concern us. Our existence as a Section also provides a basis for a formal linkage between ASA and other organizations (such as SAS and SPA) that represent the interests of practicing sociologists. Having said that, however, I must ask what *proactive* steps the Section has taken recently to advance the interests of practicing sociologists. I see us as taking few proactive steps on our own behalf.

In August, I will have the honor of turning the Chair's position over to Rick Stephens. Before I do, however, I would like to appoint a **Futures Committee**—an ad hoc committee of Section members who would like to generate ideas for a more vibrant future. Hopefully the committee members can get together during our August meeting (during and following the reception, perhaps) and use e-mail to continue discussions during the fall. Hopefully, committee members could formulate some recommendations to Council before the end of the year.

Here are some possible questions to consider:

- Does the Section's current name adequately communicate its purpose? Do potential members understand and identify with "sociological practice"?
- Why do many clinical and applied sociologists choose not to be members of the Section? (One answer is that some choose to avoid ASA altogether, but I don't find that answer very convincing. Some applied and clinical sociologists do belong to ASA but choose to avoid the Section.)
- Can we improve any of our traditional activities, such as our annual program sessions?
- Can we improve our effectiveness as a *political* entity representing the interests of practicing sociologists to the larger profession?

Are you interested in joining such a committee? If so, please contact me at soc125@uky.edu or (859) 257-4417. I will work with Chair-elect Rick Stephens to see that a committee is in place prior to the August meetings and that you will have a receptive audience for your ideas and recommendations.

A New Idea for Sociological Practitioners:

Consulting To One's University As An Applied Course

Kathryn Goldman Schuyler and Vasiliki Koutsis
Alliant International University

During the fall semester of 2001 the authors worked together in a course on “Mergers, Acquisitions, and Organizational Change”. Rather than simply teaching ‘about’ change, this course involved turning the faculty and students into a consulting team that would assist the university during a time of significant change. The idea originated in a conversation between the Director of the SF Bay Campus of AIU’s California School of Organizational Studies, Dr. Kathryn Goldman Schuyler, and the senior Vice President of AIU, Dr. Connell Persico. As the two discussed Dr. Persico’s desire to teach in our organizational studies program and the challenges he faced in leading the university through implementation of new organizational structures, processes, and the development of a new culture, the concept was born. Vasiliki Koutsis is a graduate student who did her term project on assessing the usefulness of this approach as a method for learning and teaching about change and developing professionalism among the students.

We share this with you to encourage you, to explore this uncharted territory. There are so many ways that those of us who are on the faculty of universities can assist them, given our experience as sociological practitioners. I look forward to receiving stories of such innovations that you have been involved in: we will publish them in future issues of the newsletter.

Alliant International University was born out of the merger of the California School of Professional Psychology (CSPP), the first school of professional psychology in the US, and United States International University (USIU), a school with a rich history of international campuses and involvement by pioneers in the behavioral sciences such as Virginia Satir and Carl Rogers. As times changed, the leaders of both institutions perceived that one institution formed from both of them would be stronger than each was alone. However, as leaders of many organizations have discovered in recent years, merging two distinct institutions generally is far more difficult than one expects.

The California School of Organizational Studies was formed shortly before the merger, bringing together the former deans of four of the California campuses’ programs in organizational psychology. In other words, in addition to merging two institutions of higher education, one which had formerly been devoted entirely to the field of psychology at the graduate level and the other including undergraduates, sports teams, and a college of business, the university had centralized the administration of the programs. In order for these changes to produce the increased organizational potency intended by the new strategy, faculty and staff would have to embrace the new order, new systemwide processes would have to be created, and the new name and image would have to become known.

This class was intended to see whether the faculty and students of the organizational studies programs might serve as a resource to the school during this challenging transition period. Vasiliki Koutsis surveyed the other students and the two professors on their experience, so this summary is based both on personal perceptions and her interviews.

As Koutsis perceived it, this was not like other classes in the program because its learning model was not the traditional one where the instructor passes the knowledge to the students. Instead, it was based on the principle of social and experiential learning in which learning occurs through participating together and reflecting with others on how those experiences have impacted us. The course transgressed the unspoken rule of most academic institutions not to engage students in the university’s internal affairs and issues. By seeking the students’ knowledge and consulting skills, the university as represented by the senior administrator began to break the wall that divides the student body and university administration. Initially, it seemed risky and almost unthinkable for a senior administrator to share the university’s “inner demons” with its students. In fact, revealing them produced no problems. The students accepted the responsibility, held confidential information as confidential, and the group managed to collaborate.

The professors’ goals were to provide a forum where students and school administrators could talk openly about the challenges of organizational change, foster rich dialogue, and refine the consulting skills of the participants while assisting the university in change management. The two professors wished to enhance participants’ competence with issues involving power, turf, and competing agendas, and provide an arena for mastering the literature on mergers, acquisitions, and organizational change.

The question of role definition was a complex one. All group members had to play dual roles at all times. The students had to act as students and consultants. The professors had to act as professors and clients concurrently. We needed to build trust across both groups or we would be unable to create the desired experience.

Everyone gained understanding of how difficult it is to manage organizational change, particularly in a university. Projects that are under way as a result of this course include an organization-wide employee survey and an initiative to communicate the vision of this university to a sample of its stakeholders through the use of a story.

Each student contributed in creating value for the university in more ways than just their projects. The interaction with the Program Director and the senior administrator allowed for valued ideas to be discussed. The class was a think tank and innovator's paradise. As Koutsis found in her survey, "No structured class ... taken during my years in academia brought such impact. The contribution to AIU was the opportunity for the Senior Administrator to have dialogue on "hot" issues, presentations /interventions, white papers and implementations of projects, understanding of dynamics of change, and new ways of thought and practice."

When all the participants of this course were asked to describe their class experience, they said that it was "enlightening, rewarding, alive, thoughtful, helpful, critical, varied, challenging, creative, [and] fun". Sociology faculty who are practitioners might explore the possibility of creating similar seminars at other universities.

"Challenge the Boundaries: Making Applied Sociology a 'Gold' Standard"

20th Annual Meeting of the Society for Applied Sociology
October 17-20, 2002
Sheraton Grand Sacramento
Sacramento, California

For more information, please visit the SAS home page at <http://appliedsoc.org/>
or contact:

Russell A. Castro, Executive Officer
Florida Parishes Social Sciences Research Center
Southeastern Louisiana University, CB 10686
Hammond, LA 70402
e-mail: SASEO@selu.edu

Call for Papers

The *American Sociological Review* invites manuscripts from members of the Section on Sociological Practice. *ASR's* mission is to publish the best contemporary scholarship from all areas of sociology. Without a healthy volume of submissions in the area of sociological practice, this goal is seriously compromised. We thus encourage members of the Section to submit their work for possible publication in *ASR*.

The *ASR's* Deputy Editors and the members of the journal's Editorial Board for 2002 are listed on the enclosed page. Together they comprise the largest and most intellectually diverse editorial team in *ASR's* history. The editorial team joins the Editors in welcoming a wide range of theoretical and methodological approaches and contributions from all substantive areas of the discipline. Also, *ASR's* current editorial policies are highly flexible as to form and can accommodate manuscripts of various lengths and styles. (Full information about manuscript requirements is available in the August 2001 and February 2002 issues of the journal, at the *ASR* website (www.pop.psu.edu/ASR/asr.htm), or upon request to asr@ssc.wisc.edu.)

As a result of these editorial arrangements, we hope to publish more than our fair share of the best contemporary work on sociological practice. We therefore strongly encourage Section members to submit their manuscripts to the *American Sociological Review*.

Charles Camic and Franklin Wilson, Editors

Feature: Point of View

Note from the Editor: In each issue, we will include an article stating a point of view on an important practical and theoretical issue. Either I or a contributor will address a topic that has implications for both society and our field.

Applied Sociology and Organized Labor: On Going Better Together*

Arthur B. Shostak,
Industrial Sociologist, Drexel University;
Labor Educator, National Labor College

As an undergraduate, I had never taken a course in sociology. But I had read classical theorists (Marx, Michels, Veblen, Weber, etc.), and a small number of modern theorists (Bell, Lynn, Merton, Mills, Reissman, etc.). Various ILR courses of mine had also made good use of books by then-prominent industrial sociologists (Dalton, Gouldner, Hughes, Kornhauser, Sayles, Strauss, Purcell, Whyte, and Wilensky, etc.).

Much of this material was coldly descriptive or coolly analytical. Very little reported on an author's deliberate interventions based in sociological reasoning and political conviction, better yet passion. I found this quite vexing as I believed then (and now) that "sociological practice" should include deliberate intervention, undertaken with mind and heart as drivers. I did not consider library and hard copy research "applied," regardless of how novel, difficult, or esoteric the endeavor, unless and until it resulted in an actual intervention. I wondered if sociology had room for my activist orientation, and I resolved to try and prove that it had.

Now, reflecting back over 41 years of mischief and possibly some accomplishment, I can "package" it all in terms of five major roles:

1) Advocate. Unlike some applied sociologists who shy from taking a position, believing it the prerogative only of the client, I champion a lot of options in my consulting work, and I urge them where appropriate on my union clients.

As an applied sociologist I have studied Labor's computerization process in considerable detail, both here and overseas (Canada, England, Israel, Norway, and Sweden). I interviewed scores of pioneer users, observed many applications, assessed results, and especially sought out visionaries (in and outside of Labor) with "blue sky" ideas about possibilities.

I now write papers, speak at union functions, and in 101 other ways, struggle to get Labor to appreciate how it might far more creatively use computers to reinvigorate itself. For example, I urge unions to create interactive, rather than static Web sites, and thereby invite prospective members to send via e-mail tough questions that the union can answer in public for all to read. I urge unions to create on their Web sites a section of typical contract clauses, the better to advertise concretely what organizing can help workers secure. I urge unions to highlight very recent success stories of just how being a unionized workplace has actually helped an employer improve his or her bottom-line, thereby bolstering the chances the workers would continue to have a payroll. And I urge unions to study one another's Web site so as to adapt the very best of the 21st Century innovations certain path-breaking unions continuously offer in cyberspace.

My 1999 book, CyberUnion: Empowering Labor through Computer Technology, particularly in its affordable paperback edition, offers fresh thinking about novel applications, and thereby should help Labor get beyond limiting conventional ideas about this unlimiting phenomena. (Shostak; 1999)

2) Consultant Thanks to the mystique that accompanies the label - "applied sociologist" - I have been invited over the years to serve as a (moonlighting) consultant on a wide range of "challenges."

Typical of the many consulting jobs I have had with unions is the survey research and advising role I occupied from 1980 through 1982 with PATCO, the now-infamous and non-existent union of air traffic controllers. I prepared four national surveys of the union's 13,000 members at four month intervals, interpreted the data, and traveled widely explaining my findings to high-level PATCO gatherings.

My major forecast - that over 85 percent would honor a strike call - was vindicated by ensuing events, though nothing could have prepared PATCO for the Reagan-initiated firestorm. When the smoke lifted, the union had been decertified and 12,400 of the 12,900 PATCO strikers had been fired - two acts without precedent in federal employment history. (Shostak and Skocik, 1986)

Another type of consulting has had me serve a labor union client as a long-range forecaster. The Transportation and Communications Workers Union (TCW), for example, hired me to address their Constitutional Convention about the changes union members should expect in their industries, especially the railroad sector, over the next 10 or so years. I have done similarly commissioned "crystal ball" talks for unions in the communications field (CWA), electrical field (IBEW), and steel (USW), among others.

3) "Green Power" Board Member. From 1994 to date I have served as a non-paid member of a multi-million dollar mutual fund pioneering in bringing "Green Power" [financial resources] to bear in labor-management relations.

I serve on the Labor Advisory Board to the UST Fund, and help vet the names of companies that are being considered eligible for investment (the Fund has over \$200 million, and regularly trades in nearly 70 companies). As an applied sociologist, I offer advice about demographics that bear on company prospects, consumer market trends, company reputations, and other such social science material. (Shostak, ed.; 1996). I believe the Fund's ability to vote its proxies for "good causes" in tandem with other "white hat" organizations, its support for "best practices" management, and its boost to Labor solidarity (as from pride newly taken in "Green Power") make UST a very admirable social invention.

4) Meeting Advocate. Given how little sociologists seem to know about Organized Labor and the less-than-obvious aspects of this social invention, I have tried for years to help close the information gap. As a regular presenter at various annual meetings of the several sociological societies in which I maintain membership, I focus my paper on some aspect of unionism I am currently studying here or abroad.

As well, and especially for the receptive Annual Meeting of the Society for the Study of Social Problems, I have often arranged for a panel of area union activists to share ideas with my sociology peers.

5) Researcher and Writer. Most of the 21 books I have written, edited, or co-edited have dealt with some aspect or other of working class life and/or labor unionism. (Shostak, 1962; 1964; 1968; 1980; 1986; 1991; 1992; 1994; 1996; 1999). Believing themselves ceaselessly under siege by the enemies of Labor, most union leaders shy from academics, talk only guardedly to them, and expect the worse later from the writings of "eggheads." As an applied sociologist I have worked very hard to earn their trust, and it has always helped to be able to note that I carry a union card myself with Local 189, the Workers Education Local of the CWA Union. (Shostak, 1995)

Summary. The Labor Movement is on a roll, and more significant changes are tumbling after one another now at the outset of the 21st century than ever before in labor history. If you are interested in trying out a role here as an applied sociologist, you will need to add a union bug to your business card. Join UALE (United Association for Labor Education; www.ualc.org). Subscribe to the Labor Studies Journal. Join the Labor Studies Section of the SSSP. Join the new Labor Section of the ASA. And, above all, accept an apprentice role and welcome the mentoring of battle-scarred, hungry-to-win "veterans."

If you would help here as an applied sociologist or wish to see the references for this article, please get in touch with me (shostaka@drexel.edu) and tighten your seatbelt! The rewards - spiritual and mental, in particular - cannot be matched, the camaraderie (known in the Movement as "solidarity") is priceless, and the accomplishments are the sort that the founders of our discipline envisioned at their best.

*NOTE: Longer versions of this essay have appeared in "Applied Sociology and Organized Labor: The Two Go Better Together," in Applied Sociology: Creating Positive Social and Organizational Change, edited by William DuBois (Allyn and Bacon: 2001). See also "Co-Creating a Futures Studies Course with Unionists." In Advancing Futures, edited by Jim Dator. New York: Greenwood/Praeger Press, 2002.

The **National Network of Partnership Schools at Johns Hopkins University**, directed by **Dr. Joyce L. Epstein**, will conduct its fall **Leadership Development Conference on School, Family, and Community Partnerships, October 1-2, 2002 in Baltimore**. The Network's theory and research-based framework combine the sociologies of education, family, and organizations to guide teams of educators, parents, and community partners to work together for student success. Sociologists working with schools, districts, and state departments of education may want to introduce the National Network to help their partner-sites with this component of school improvement.

Joyce L. Epstein, Ph.D.

Director, Center on School, Family, and Community Partnerships and the National Network of Partnership Schools
Johns Hopkins University, 3003 North Charles Street, Suite 200, Baltimore, MD 21218
tel: 410-516-8807 <http://www.partnershipschools.org> fax: 410-516-8890

Anne Arundel Community College Announces On-Line Certificate in Applied Sociology

In an effort to give students transferable credits and skills that are both conceptual and practical, Anne Arundel Community College's Department of Sociology and Geography has announced a Letter of Recognition in Applied Sociology that may be earned completely online. The letter of recognition in applied sociology fulfills at least three needs. First, it provides a vehicle for learners to verify completion of training in basic skills for jobs related to the skills reflected in this course sequence. Second, it will provide flexibility for employers who wish to tailor a sequence of courses requiring the skills outlined in the letter and to document completion. Third, the letter provides a means for persons in any program to validate completion of this skills-based course sequence en route to an Associate of Arts Degree and beyond.

The structure and learning sequence of the letter of recognition in applied sociology consists of three categories of courses which include (1) general overview of the principles of sociology (usually the introductory course in sociology), (2) a set of social and behavioral sciences tools (one of the following courses: Introduction to Applied Sociology, Social Research Methods, Social and Behavioral Statistics), and a target topic for application of the tools. The letter takes effect in the fall term 2002 and is designed to allow the part-time student to finish in three (or less) terms with nine transferable college credits. Students learn basic sociological concepts, skills and abilities to deal with groups, society and human interaction; will receive tools for client-oriented problem solving; will learn data collection and analysis methods; and will then be able to apply these skills and knowledge to complete the letter of recognition.

For more information contact either Tom Karwoski, Chair of Sociology and Geography, tjkarwoski@mail.aacc.cc.md.us 410-777-2833 or Steve Steele, Professor of Applied Sociology, sfsteele@mail.aacc.cc.md.us 410-7772369. Both may be reached at the Department of Sociology and Geography, Anne Arundel Community College, 101 College Parkway, Arnold, Maryland 21012.

Section on Sociological Practice Student Practitioner Award

The 2002 Student Practitioner Award is presented to Ms. **Kirsten Sletten**, a Master's student at St. Cloud State University. Ms. Sletten was nominated by Dr. James Sherohman, who says that Ms. Sletten is largely responsible for the success of a grant project entitled "Learning Applied Sociology by Doing Applied Sociology." Ms. Sletten is coordinating the activities of eight undergraduates who are interviewing applied sociologists about their work and professional identity. Ms. Sletten played a key role in training the undergraduates how to conduct interviews. Her contacts with the practitioners led to an expanding list of practitioners eligible to be interviewed. She has succeeded in getting students to conduct interviews "at the assigned time and in a professional manner."

Because of Ms. Sletten's efforts, undergraduates have gained invaluable experiences and exposure to the work of applied sociologists, while practicing sociologists have been given an opportunity to strengthen their ties to the discipline. The development of several sessions on sociological practice for the next meeting of Sociologists of Minnesota will provide an organizational basis for maintaining the ties that have been created by Ms. Sletten's efforts.