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Association for Continuing Higher Education

70th Annual Conference and Meeting Proceedings

"The Next Generation: Access and Opportunity in Continuing Higher Education"

The 2008 *Proceedings* of the Association for Continuing Higher Education are presented herein. These proceedings record the 70th Annual Conference and Meeting of ACHE held at the Gaylord Opryland Resort and Convention Center in Nashville, Tennessee.

The 70th Annual Conference and Meeting offered all of the amenities needed for a relaxing stay. The meeting presented many new opportunities for the future. The conference theme "The Next Generation: Access and Opportunity in CHE" challenged attendees to think about the coming new age and its impact on both greater access to education for our students, as well as implications for our own professional development as leaders in continuing higher education.

The program committee, chaired by Susan Elkins and Sandra Gladney, and local arrangements, chaired by Brian Van Horn, Dan Lavit and John Yates, are to be commended for their hard work in providing a wealth of information and opportunities to network and all while taking advantage of the relaxed atmosphere at the magnificent Gaylord Opryland Resort.

A "grand old time" was indeed enjoyed by all.

Irene T. Barrineau, Editor
ACHE *Proceedings*

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Part One: Addresses

Presidential-Elect

Unlocking the Transformational Power of Continuing Education

Presenter: President-Elect Richard Osborn

Thank you, ACHE Members including the Board of Directors and the new Home Office, Committee and Network Chairs, Educational Partners and Exhibitors, our friends from CAUCE, the Canadian association, and all other guests who may be joining us this afternoon.

It's an honor for me to serve as the next President of ACHE, and to stand in front of you today. I'm especially pleased that this is taking place in my home state and in Nashville, which is almost my second home. There are some other folks here I'd like to recognize and thank for their encouragement and support. My wife, Kathy, is joining us. She has both supported and assisted me through over three decades of work and marriage, and whatever success I've achieved I owe to her. I'd also like to give a special shout out to my friends and colleagues from East Tennessee State University, and the rest of Tennessee and ACHE South. They continue to make me look good. And finally, I'd like to acknowledge some of the continuing educators from the Volunteer State whose shoulders I stand on today. There have been five ACHE Presidents from Tennessee, including a couple here today. Jo Goddard. Bill Barton. Wayne Whelan. Sam Bills. Bob Leiter. I'm proud to continue their tradition.

One of my more pleasant responsibilities is to name the theme for next year's conference and meeting. I've given considerable thought to it. Since we're in Music City, my first inclination was to tie the theme into country music. Continuing education often exists on the margin of our institutions, so I considered using Garth Brooks's *Friends in Low Places*—but I thought that might hit too close to home with many us and many of our places. Since we're often told we're facing a wave of retirements in the near future, I thought about using Johnny Paycheck's *Take This Job and Shove It.* But who can afford to retire anymore? And, since we're all facing financial challenges, both at work and at home, our theme could have been *If Money Talks, It Ain't on Speaking Terms with Me.* But having attended many meetings in Nashville and Memphis, I've grown a bit tired of musical themes. So I went in another direction.

Although it often goes unheralded, continuing education is all about transformation. It is about improving the lives of people and changing the institutions that serve them. In a recent book, **Succeeding in College: What it Means and How to Make it Happen**, Michael S. McPherson and Morton Owen Shapiro identify the following about higher education that is certainly true for *continuing* higher education as well:

> Whatever else higher education is about, it is always about changing people—moving them from Point A to Point B. Starting points differ enormously and so do destinations. But the ultimate aim of any educational encounter is *transformation* … No matter how terrific students are upon arrival, if they are not different in ways that matter upon departure, the college experience has been a failure.

This is what we do. We take students who have limited access to traditional higher education, and we transform them into an educated citizenry. We take unemployed, unskilled, and underemployed workers and transform them into a productive workforce. We take entry-level employees, young professionals, and mid-level managers and transform them into executives and leaders. We take practicing professionals and provide the training that keeps them licensed and up-to-date. We take immigrants and transform them into citizens. We take folks in transition from one life stage to another and transform them to the next: from single to married, from

married to divorced, from partners to parents, from parents to grandparents, from full-time workers to retirees. We do this through continuing education.

We don't just transform people—we also transform institutions. Better yet, we *transformed* institutions. We made institutions reach beyond their walls. We made institutions stay open past 5:00 pm. We made institutions offer online programs. We made institutions serve our military, serve our communities, serve our children, serve our elderly, serve our workforce. We created a business model that has been copied by consultants, trainers, and proprietary colleges and universities. In a very real sense, we helped create our own competition. We did this through continuing education.

So the theme of our 2009 Annual Conference and Meeting is *Unlocking the Transformational Power of Continuing Education.* We will be meeting in Philadelphia, Pennsylvania. I know we face a challenging year, but continuing education is too important to struggle for long. We'll offer programs, we'll serve students, and we'll strengthen our communities. And again, in Philadelphia, we'll meet as professionals to learn, to share, to network, to teach, to discover, and to renew. After all, *that is what we do.*

I am honored to represent the Association for Continuing Higher Education for the next year. If there's anything I can do to help you in your job or in your career, feel free to call on me. I'll see you all next fall in the City of Brotherly Love.

Keynoters

Choices and Challenges: Lessons Learned in the Evolution of Online Education

Presenter: Andy DiPaolo, Executive Director, Stanford Center for Professional Development, Stanford University

Global development and competition have created both challenges and opportunities, altering today's economic, political and social landscape. Professionals and managers must constantly update their knowledge and skills to address these changes while balancing the demands of work and family. If professionals are to maintain career vitality it is essential they engage in ongoing educational renewal by participating in programs offering a rich set of active and collaborative learning experiences using a range of delivery options. The challenge for continuing education providers is to design innovative career development offerings -- accessible from anywhere and available at anytime -- in order to meet the changing needs and expectations of a new generation of busy, mobile, digital-age learners.

This rapid development of online learning in support of continuing education is being driven by a number of challenges facing corporations, government organizations and education providers:

1. Globalization of the work force -- requirements for a highly skilled and competitive labor force means employers can draw from a global pool of talented professionals and managers.
2. Ubiquitous untethered sources of knowledge – education must be continuous and available worldwide 24/7, fitting the goals and mobile lifestyles of professionals and enabling companies and organizations to establish global standards of education and best practices.
3. Cutting edge thinking – the shelf life of knowledge in technical professions can be short and businesses increasingly seek education that reflects the latest research and is delivered in the context of their strategy and culture.

4. Networked communities - knowledge transfer and business objectives must be achieved across time through different cultures and between individuals who may never meet in person.
5. Return on investment – financial pressures increasingly dictate that corporate expenditures no longer be made on the basis of "education for education's sake" but demonstrate strategic relevance and return on investment.

Some continuing education providers are addressing these challenges by delivering career-long education to professionals and managers – independent of time and distance -- and doing it with programs that represent quality, relevance and applicability. A range of lessons have been learned by these organizations as well as new non-traditional online education providers. These lessons need to be recognized by continuing education providers in order to assess opportunities, create institutional strategies and design new internet delivered courses and programs.

This keynote session addressed the promise and peril of online education, identified the changing education needs and expectations of professionals and their employers, provided advice on the institutional strategies to successfully offer continuing education at a distance and offered a vision of the future where public/private partnerships, learner-centered approaches, networked learning communities and intelligent tutoring are common practices in support of lifelong learning.

The Political Economy of Continuing Education in the 21st Century

Presenter: Dr. Brian Pusser, Associate Professor and Director of the Center for Study of Higher Education, University of Virginia

A central question facing the higher education community in the 21st century is "In what ways will we meet global, national, state and local postsecondary educational needs in the decades ahead?" This presentation addressed this question with a specific focus on the political and economic drivers of demand for postsecondary education and the role of adult continuing education in meeting that demand.

What You Say is What You Get: Communicating on the Job in 2008

Presenters: Bob Valentine and Bob McGaughey

The presenters discussed the ease of modern communication and the confusion, catastrophe and comedy that often results. Old lessons can dissolve new challenges if we put them to work in the right way, right now.

Recruiting Adult Students: A Profile of Demand Among Classroom and Online Adult Students

Presenter: Carol Aslanian, Aslanian Group

This session reviewed the results of market data gathered among recent adult and graduate students throughout the country in 2007 in order to profile the current state of demand for higher education among busy working adults.

The PowerPoint presentation is available to anyone who would like it. Send your request to mailto:info@aslaniangroup.com.

Part Two: Concurrent Sessions

10 Surefire Ways to Attract and Convert More Students

Presenter: Andrew Gansler, elearners.com

Attracting and enrolling continuing education students has become a competitive game, requiring strategy, skill, and persistence. Veterans in the field have identified many obstacles to avoid and the best practices to apply. This session shared knowledge and experience gained from these student acquisition veterans, offering ten real world, practical best practices in attracting and converting students. It walked the participants through the strategies that extend throughout the lifecycle of the student acquisition process.

Boomerang: Retiring Boomers Return to the Classroom

Presenter: Charlene L. Martin, Founder, Pathfinders Retirement Innovations

The workshop explored the topic of the aging of the Boomers and what they are looking for as they begin to enter their retirement years. They are not only a very educated generation, but they are comfortable with continuing education as a professional development tool. As continuing educators we knew what Boomers wanted from us during their 30s, 40s, and 50s, but what will they want when they're in their 60s and beyond? We need to first understand who the Boomers are, why aging is being redefined, and why retirement is being redefined before we can evaluate whether or not our current programs for retirees will appeal to this next generation of older adults.

This session first reviewed what Boomers want from retirement by sharing current research about their expectations of retirement. The remaining time was divided between exploring types of programming desired by Boomers and examples of such programs being offered at institutions around the country. Programming needs include enrichment, retooling for encore careers, and life planning.

This session reviewed highlights of current retirement research including:

- AARP *Boomers at Midlife*
- Met Life/Civic Ventures *Encore Career Survey 2008*
- Met Life/Civic Ventures *New Face of Work Survey 2005*
- Civic Ventures *Community Colleges and Pathways to Significant Service for Post-Midlife Adults 2006*
- Merrill Lynch *The New Retirement Survey 2005 & 2006*
- ACE *Reinvesting in the Third Age 2007*
- *Boomers Go to College* – Portland Community College 2007

Satellite Campuses: Redefining the University

Presenters: Cheryl Aubuchon, EMU-Livonia, Colleen Marks, EMU-Brighton, Shannon Ward, EMU-Northern Michigan

Today's higher education institutions must:
- Work within compliance guidelines from government, regulatory agencies, and professional and accreditation agencies.
- Understand the interrelationship of access, cost, quality, resources allocation, accountability and community.
- Understand the market focuses and the workforce issues.
- Develop a deep understanding of the internal political environment while working with a variety of stakeholders.

In Michigan, the higher education environment is suffering along with Michigan's depressed economy. We are losing graduates. Some of the public institutions of higher education are increasing tuition and losing student enrollment in the process. Prospective students are shopping for institutions that can provide convenience, reasonable cost and return on investment, quality, and student services.

The mission of the Continuing Education Department at Eastern Michigan University states "Continuing Education provides leadership to the campus in extending Eastern Michigan University to its communities. We serve students and faculty by providing learning experiences in convenient and innovative formats, locations, and delivery systems." Through this mission, the satellite campuses are answering the needs of the prospective student. The satellites provide one-on-one students services through a one-stop-shop model. A student can get on site assistance with admissions, financial aid, advising, and registration. A student does not have to step on main campus until they graduate and walk down the aisle in their cap and gown.

Not only are services provided to the students but delivery formats are conducive to the needs of the non-traditional student. They range from face-to-face, one night a week to totally on-line programs. Students have the flexibility of mixing and matching formats depending on their learning style and life style needs.

Eastern Michigan University Continuing Education has four stand alone sites, four sites at Community Colleges and five other extension sites. Each site, while unique, provides consistent faculty and student services. A student or faculty member will receive the same level of service and support at each of the satellites.

Faculty support provided at each satellite site includes hospitality by scheduling appointments, making reservations along with coffee and snacks. Academic support includes copying materials, proctoring examinations, providing technology and room arrangements which enhances the pedagogy, as well as meeting contractual and accreditation requirements.

Managers at the satellite campuses are the face of Eastern Michigan University in their communities. The managers are involved in their communities through community organizations, professional groups, consortia, and attend many community events. These organizations often begin with Chamber of Commerce memberships which lead to involvement on non-profit boards, contacts with public schools, K-12 and Community Colleges, corporate clients, historic preservation networks and higher education networks. With the assistance of an

in-house marketing department, site promotion happens through radio, e-marketing, billboards, print advertisement and targeted promotion pieces for events.

Challenges faced by the satellite campuses vary from internal to external issues.
- Internally, Continuing Education is not always seen as a partner, but a competitor. We are working hard to change that perception.
- Recently the department was moved from a self-funded unit to general budget funding.
- The economy is Michigan is depressed and has a profound impact on education.
- State appropriations are decreased which results in higher tuition and fees.

Despite these challenges, we recently completed a two-year strategic plan to define future directions. Our resources and energy will be used to:
- Increase enrollment
- Increase service, develop best practices
- Work with internal and external partners to develop new programs
- As an AQIP accreditation university, we will review and streamline processes.
- Increase awareness, externally and internally.

Developing the Next Generation of Engaged Scholars: Michigan State University's Professional Development Programs on Community Engagement

Presenters: Diane M. Doberneck, Burton A. Bargerstock, and Robert E. Brown
National Center for the Study of University Engagement and University-Community Partnerships, University Outreach and Engagement, Michigan State University

To promote engaged scholarship, Michigan State University has developed or supported the development of professional and leadership programs on community engagement for undergraduates, graduate students, new/junior faculty, and the campus as a whole. These professional development programs on community engagement reinforce outreach and engagement concepts important at Michigan State University. The key themes running through the professional development initiatives include:
- Outreach is a scholarly endeavor cutting higher education missions of teaching (credit and non-credit), research, and service.
- Engagement is based on values such as scholarly, community-based, collaborative, capacity-building, responsive, and being for the public good.
- Documentation of quality of engaged scholarship includes demonstrated significance, context, scholarship, and impact, for both internal and external audiences.

To communicate these key themes, MSU has developed a variety of curricula (on-line and in-person), workshops, lectures, and mentored experiences to support the development of the next generation of engaged scholars.

Tools of Engagement
Tools of Engagement is a five-module, on-line curriculum for undergraduate students to familiarize them with key engagements concepts, such as scholarship, community-based, collaboration, responsiveness, and capacity-building. Developed with faculty and community partners, modules include readings, practical examples, and self-assessment quizzes. Optional teaching materials for each module include additional readings, in-class exercises, and short answer and essay assessments, so that faculty members have flexibility in incorporating the modules into their classes.

Graduate Certificate in Community Engagement
The *Graduate Certificate in Community Engagement* is a competency-based, transcriptable certificate for graduate students at Michigan State University. To earn the certificate, graduate students must demonstrate competency in five areas: career management for engaged scholars; community-based participatory research and evaluation; co-building effective university-community partnerships; capacity-building for mutual benefit; and logic modeling. These core competencies may be met through departmentally-approved courses, non-credit experiences (like workshops), seminars offered by University Outreach and Engagement, or any combination. They must also complete a mentored engagement experience and write a reflection for their professional portfolios.

The Engaged Scholar Speaker Series
The Engaged Scholar Speaker Series brings nationally renowned engaged scholars to Michigan State University's campus for a lecture open to the public and for smaller, collaborative sessions with graduate students, faculty research teams, and community members. The speakers discuss theory and practice of engagement, the evolution of their engaged scholarship, and their career paths as engaged scholars. The public talks are video-archived for future use and are available free of charge at, www.ncsue.msu.edu/engagedsch.aspx.

Transformations in Higher Education: Scholarship of Engagement Book Series
Transformations in Higher Education: Scholarship of Engagement is a new book series for engaged scholars to publish cutting edge thinking about theory, practice, and the future of outreach and engagement. First in the series, *The Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions* offers a broad introduction to policy and practice of community-university engagement. Subsequent books are expected to focus on how engaged scholars generate innovative solutions for contemporary problems faced by society. Interested authors are invited to submit short letters of inquiry to: NCSUE Book Series, University Outreach and Engagement, Michigan State University, Kellogg Center, Garden Level, East Lansing, MI 48824-1022.

Acknowledgements
MSU's professional development programs have been collaboratively developed by teams of community partners, undergraduate and graduate students, faculty, University Outreach and Engagement staff, and colleagues from other institutions of higher education. We would like to acknowledge their contributions.
> *Tools of Engagement* (over 35 community partners, students, faculty, staff over 2 years)
> *Graduate Certificate* (Robert Brown, Dozier Thornton, Diane Doberneck, Hiram Fitzgerald, Laurie Van Egeren, Burton Bargerstock, Miles McNall, Jessica Barnes, Patricia Farrell, Karen McKnight Casey, Rex LaMore, John Melcher, Celeste Sturdevant Reed)
> *Emerging Engagement Scholars Workshop* (Angela Allen, Tami Moore, Lisa Townson, Burton Bargerstock, members of the national planning committee)
> *Engaged Scholar Speaker Series* (Diane Doberneck, Burton Bargerstock, Laurie Van Egeren)
> *Transformations in Higher Education: Scholarship of Engagement* (Hiram Fitzgerald, Burton Bargerstock, Laurie Van Egeren, Michigan State University Press)

Access and Success Through Prior Learning Assessment

Presenters: Lance Ikard, Middle Tennessee State University; Denise M. Hart, Farleigh Dickinson University; Jerry H. Hickerson, Winston-Salem State University

Definition and Historical Perspectives of PLA and Portfolio Assessment

What is prior learning assessment? Diana Bamford-Rees of the Council for Adult and Experiential Learning defines prior learning as "a term used by educators to describe learning which a person acquires outside an academic environment and before college enrollment. This learning may have been gained through work experience, employer training programs, independent study, non-credit courses, volunteer or community service, travel, or non-college courses or seminars. Prior Learning Assessment (PLA), or the Assessment of Prior Learning (APL), are terms used by colleges to describe the process by which an individual's learning from experiences is assessed and evaluated for purposes of granting credit, certification, or advanced standing toward further education or training." (Bamford-Rees, 2009 as cited in Hart & Hickerson, 2009, pp.2-3)

People have always learned through experience.   As internships became part of the traditional curriculum and cooperative education with its peculiar practice of allowing students to earn wages as part of their experiential learning, traditional colleges acknowledged the importance of experience to traditional students' learning. But it was a fairly radical notion at most colleges to award college credit for learning gained through experiences.

As part of the response of colleges and universities in the 1970's to improve the access to education by a growing number of "non-traditional" students, a number of new programs, approaches to curriculum, and even new institutions developed. Among the issues relevant to adult learners was the question of the appropriateness of requiring adults to take courses representing areas in which they had significant knowledge and abilities gained through previous experience. With funding from the Carnegie Corporation, a project was begun to address whether it is possible to reliably assess for college credit, learning gained outside the college classroom. That project became known as the Cooperative Assessment of Experiential Learning, and in the spring of 1974 the participants began their work. While CAEL has undergone two subsequent name changes (currently Council for Adult and Experiential Learning), the original task force was responsible for conducting studies, establishing principles of good practice, and sponsoring numerous programs to establish validity of ways to assess learning achieved outside of traditional classrooms, including assessment by means of a portfolio. Since the 1970's uses of prior learning assessment continue to grow. Results from CAEL's 2006 survey, for example, reveal that 85% of the institution's polled use CLEP exams and 66% use portfolio assessment. (Bamford-Rees, 2009 as cited in Hart & Hickerson, 2009, p. 7)

Prior Learning Assessment Options
An institution's organization for assessment of experiential learning suggests a lot about its commitment to adult learners. As part of Sinclair Community College's comprehensive adult programs in the 1980's, Carolyn Mann developed an organizational structure for PLA that is a comprehensive model for either two or four-year institutions. There are two tracks: (1) Prior Learning Portfolio Assessment and (2) Examination and Program Evaluation. An advisor assists a student into one, or both, depending on the nature of the learning and the student's learning style. The first track includes instruction on developing and presenting a portfolio of learning for potential course credit; the second guides students into more traditional assessment methods such as standardized examinations, course challenges via examination, credit based on certain types of evaluated training experiences, military experience, and the like. The flow chart, recently revised, guides students from first advisement through transcription of credit. (Mann, 1998 as cited in Hart and Hickerson, 2009, p. 23)

Effects of the PLA Program on Student Access and Success at Middle Tennessee State University
At Middle Tennessee State University, Prior Learning Assessment is part of the much larger Adult Degree Completion Program, which is an effort to encourage "stopped out" students to return to college and complete their undergraduate degree. Several thousand students have inquired about the Adult Degree Completion program during its first two (2) years of existence with several hundred students returning to school and many completing degrees.

This new PLA program features four key aspects: (1) main program features, (2) unique tools designed to improve the academic success of nontraditional adult students returning to college, (3) program statistics, and (4) representative case studies of individual student performance. The third and fourth aspects provide data and information that measure access and success of adult students returning to higher education.

While the program is too new to form a definitive conclusion as to its success, every indication is that adult students participating in the program are experiencing success with their renewed academic efforts.

References

Hart, D.M. & Hickerson, J. H. (2009). Prior learning portfolios: A representative collection.
        Dubuque, IA: Kendall/Hunt; Chicago: CAEL.

Collaborations and Partnerships Designed to Extend Access and Positively Impact Student

Presenters: Linda Linnartz, UVA Roanoke Center and Charlotte Partain, UVA Northern Virginia Center in Falls Church

The purpose of the presentation was to share methods of collaboration designed to serve the needs of students across a wide geographic area. The four models discussed include courses at multiple sites linked electronically via digital video conferencing as well as partnerships with other institutions that are designed to increase access in various regions of the state. Included is a discussion on how to determine when a partnership is appropriate as well as all of the things to consider when establishing a collaborative program.

Those who work to provide continuing education offerings to students in a wide geographic region are constantly faced with ongoing issues: 1) will the courses that have been set up have sufficient enrollment to run? 2) are there qualified faculty members available to teach the courses that you need to offer? 3) will your budget allow you to provide the variety of courses that you would like to be able to offer? and 4) can you offer all of the courses needed for a specific program?

The session centered discussion on these common problems and describes how our collaborative efforts have permitted us to proactively address these issues. In some cases, we have electronically linked regional centers in order to offer combined classes. In other cases, partnerships with other institutions have permitted us to be able to bring programs to parts of Virginia which were previously underserved. In all cases, both the students and the institutions have benefitted from these innovative efforts.

There are many things to consider when establishing a partnership to offer a new program, whether within an institution or between different institutions. Considerations include:
- How to determine when a partnership is appropriate
- Innovate ways to collaborate between partners
- Processes, methodologies and technologies needed to support the program(s)
- Academic issues inherent with collaborative programs
- Student issues: recruitment and student services
- Benefits to participants
- Potential technical problems associated with multiple locations
- Examples of funding models

The session was designed for presentation and discussion so that attendees leave with a solid understanding of the issues involved with establishing partnerships to enable them to develop one or more collaborative programs at their own institution.

Effective Outreach Strategies and Techniques to Promote Faculty Understanding and Involvement

Presenter: Raymond Campbell, Kutztown University

In recent years, many colleges and universities have established renewed interest in effective public outreach. While reasons for their interest differ in many respects, they also share some of the following concerns: increased demand for accountability by parents, board members, legislators and the public in general, the growing influence of globalization on curricula and the ever expanding need for improved cross-cultural understanding. The time seems right to address the major question: How can an institution better prepare and encourage its faculty for active involvement in its outreach program?

Educators must make efforts to increase the number of students attending college, make higher education more affordable, and place students in an environment that helps them succeed. Furthermore, institutions should create and/or change programs to meet new demands in the community, eliminate programs that are obsolete, and link K-12, 4-year institutions, adult learning, and the business community. Obstacles to the implementation of these types of changes come in many forms. Often, leaders are not chosen because of their commitment to spearheading change and their tenure in the organization is usually limited. Rules and regulations also create a less flexible workplace, especially in public universities. We must work around these obstacles and recognize that everyone has a stake in the university's activities.

To be successful in the 21st Century, we need strategies that move our institutions toward more active and visible participation in the broader community. Effective initiatives include becoming a proactive participating local member of the community and supporting the communities served by the university. Universities should also partner in new ways with business, non-profit organizations, and governmental agencies. Finally, institutions should be responsible employers, drawing upon the diversity and managing change effectively.

Different approaches to change management can be viewed as "hard" and "soft." The soft side of change management addresses organizational culture and employees' attitudes. Strategies to implement this form of change include rededicating employees to the university mission, winning over stakeholders and creating a roadmap to initiate comprehensive reform. Considering the difficult nature of change management, educators should be aware that two out of three change efforts fail and that deficient change efforts do little to benefit the institution. Successful change requires a careful consideration of both the soft side and hard side of change management. Such consideration prompts frank discussions of the factors, conditions, and variables that are relevant to a successful change effort.

The acronym DICE can be utilized as a concrete framework to address the hard side of change management. Duration, integrity, commitment and effort are primary elements of this structure. Specifying the duration of the effort will provide a tangible timeline for competition. Also, a long project that is reviewed frequently is more likely to succeed than a short project that is not reviewed frequently. Integrity relates to the extent to which universities can rely on teams of administrators and staff to execute change projects successfully. Selecting an effective team leader and ensuring that the appropriate skill mix is represented in the team members are critical components of the change process. Furthermore, top management should produce public

criteria for success. Managers of the status quo are not necessarily good at changing universities.

Commitment can come in the form of secure and visible backing from the university's most influential leaders as well as from those most affected by the planned change. Senior administrators must communicate the need for change and what it means for employees. Finally, explicit discussions of the effort required will greatly increase the likelihood of successful change. Project teams must calculate how much work employees will have to do beyond their existing responsibilities. Managers should be aware that if one's workload increases more than 10%, the initiative will probably run into trouble.

Through an innovative set of public service vignettes, attendees will participate in generating and sharing effective strategies and techniques for greater faculty understanding about, and involvement in, public outreach. The vignettes will be weaved throughout this "learning-by-doing" session to ensure the active participation of the attendees and their systematic sharing of the most effective outreach strategies and techniques. The knowledge and skills gained from the session will be collected and compiled by the presenter and organized into a guide sheet for future reference. The guide sheet will be circulated to all attendees by the end of the academic year for review and comments before it is submitted to the ACHE Journal for professional publication.

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Ostroff, F. Change Management in Government, *Harvard Business Review,* May, 2006.
Sitkin, H.L., Keenan, P., and Jackson, A. The Hard Side of Change Management, *Harvard
        Business Review,* October, 2005.
Tilton, G. Flying into the Future: Keeping the Focus on Our Customers. Speech delivered to
        Town Hall Los Angeles, September 21, 2005.

Conducting Research on the Adult Learner – Share the Journey

Presenters: Sally Lee, East Tennessee State University and Carla Warner, Director of Adult, Commuter & Transfer Services

Conducting a research study can be a daunting prospect. Researchers are faced with numerous decisions at the outset of and throughout the research process. A team approach is helpful. This presentation shared how one four year institution, East Tennessee State University, used a team approach to conduct a survey of their adult learners using the Noel -Levitz Adult Learner Inventory (4 year version). The presentation covered topics from choosing the survey method to data analysis. The survey instrument assessed how adult undergraduates ranked their satisfaction with and the perceived importance of a variety of variables on campus – from faculty interaction to administrative services.

Topics reviewed in the presentation were:
- Choosing to conduct a research survey - how you will use the data
- Cost and funding your research study
- Determining the population to be surveyed
- Identifying stakeholders on campus
- Survey approach
- Obtaining IRB approval
- Selecting your sample
- Methodology

- Determining a time line
- Student incentives for survey completion
- Developing your institution specific items
- Analyzing data & reporting out results

Cohort Style Programming: The Power of Community Learning for a New Generation of Learners

Presenters: Evan D. Duff, Mount Olive College and Robin Spaid, Morgan State University

With over 50 million adult student's lacking a bachelor's degree in America (Pusser, et al, 2007), colleges and universities need to reevaluate programming for this demographic. With work schedules, social obligations, and families, working adults need academic programming that fits their needs. Cohort programming has been a positive experience that has met these needs for the students at Mount Olive College since the early 1990's.

Although the concept of cohorts has been around since the 1940's, colleges and universities are tailoring this concept to meet current student demands. The population of non-traditional, working adults continues to grow and these individuals seek college programs that fit their needs. While challenges do exist, the colleges that offer accelerated cohort programming are finding that working adults are quite successful with this mode of delivery. The efficacy of accelerated cohort/community learning is that it works. It is not easy, but it works providing numerous benefits to working adults, the community, and the institution. Many of the adults that take advantage of accelerated adult cohort programs would be unable to manage any other program format and continue to work, remain in a marriage and raise family. Providing this opportunity for working adults to obtain a bachelor's degree has been and continues to be most rewarding for Mount Olive College. The College is making a difference in the lives of working adults by providing a transforming experience for students. As the number of working adults without a degree continues to expand, it is crucial for colleges to evaluate educational programming and determine new and creative ways to meet of needs of this population.

Reference
Pusser, B., Breneman, D. W., Gansneder, B. M., Kohl, K. J., Levin, J. S., Milan, J. H., & Turner, S.E. (March 2007). *Returning to Learning: Adults' Success in College is Key to America's future*. Indianapolis, IN: Lumina Foundation for Education.

Teaching the Generations

Presenters: Mary Alice Burkhart, Austin Peay State University

The demographics of the American college classroom are changing radically as we enter the second decade of the twenty-first century. For the first time, we, as teachers, are faced with providing instruction to four distinct and different generations in the same classroom. Each generation has characteristics, motivators, learning styles and attitudes that make them unique and that impact how and why they learn. Often these traits come into conflict, particularly when there is a wide range of ages represented in the group, causing intergenerational tensions in the classroom. With a little understanding and advance thought, higher education professionals can make this situation the ideal opportunity to rethink the way we teach, mentor and support our students. The purpose of this presentation is to help define the four groups, understand their

basic group characteristics and to explore ways in which our teaching and training techniques can be improved to meet the needs of all of our students.

The four unique generations that inhabit our classrooms today are the Traditionals, the Baby Boomers, the Generation Xers and the Millennials or Generation Y. Each group is comprised of people born in a specific era who share common experiences, attitudes and motivators that influence their work ethic, their learning style, their attitudes about authority and education, their ability to interact with other people and their self-concept as individuals and as a group. While it must be stressed that stereotyping can be dangerous, there is significant research to prove that understanding the central characteristics of a group can be useful as long as we remember that there is great variation within any group and not all members will have the same characteristics. While each student must be seen as an individual, the traits of the cohorts can help us in understanding the generational groups that make up our classrooms.

Traditionals are those people born before 1945. Though few of them actually remember the Great Depression or World War II, their world was impacted by these defining events. Sandwiched between "the Greatest Generation" and the Baby Boomers, they neither fully experienced wartime nor benefited from the social freedoms available to the Boomers. They learned to deal with shortages and appreciate what they did have, tend to be disciplined, respectful of authority and slow to change. They are often past-oriented, seeing themselves as part of a larger group to which they owe a duty or obligation. To motivate these older students, instructors will need to understand the cohort's preference for formality and tradition. Technology can be a stumbling block for Traditionals. They communicate face-to-face and on the phone, not by email or IM. Many men in this cohort never learned to type. They require explanation of the logic of things – why are we doing this, then how – and prefer visible, traditional rewards. Traditionals are good rule-followers who value civility, manners, social order and decorum. Baby Boomers, the children of the Traditional, were born between 1946 and 1964. The largest generation in history, boomers grew up in the era of the Korean and Vietnamese wars, the civil rights movement, Woodstock and color TV. Hippies and Yuppies defined the generation that focused on "making a difference." Growing up in a time of unprecedented affluence in America, the boomers experienced the most care-free childhood of any cohort and were treated as "special," allowing them to focus on individuality, creativity and personal fulfillment. Thus, Boomers are generally optimistic, team oriented, socially and intellectually involved individuals. Boomers pride themselves on working hard and take great pride in their job status which, in many cases, is the yardstick by which they define their self-worth. They tend to see the big picture and work well in teams, are good at collaboration and are highly motivated by their responsibilities to others. Boomers prefer face-to-face communication with lots of pep talks and meetings. They need to see the steps to defined goals with stated objectives and clear statement of desired results.

Generation Xers are the children of the busy, work-focused boomers. Born between 1965 and 1980, Xers are the smallest cohort, growing up in the era of the space race, Chernobyl, 3 Mile Island, Watergate and Tiananmen Square as low-priority latch-key kids. For many Xers, growing up was a tough time. Working moms and the new social realities meant many were expected to leave home early and return late with little "family time." Because they grew up self-reliant and independent, Xers tend to trust authority only when it is accompanied with proven competence. They are less optimistic than earlier cohorts, more pragmatic and less work-focused. They want a life as well as a job. Thus, Xers are focused on learning skills that enhance their marketability. To teach an Xer, tell them what needs to be done, not how to do it, challenge them with multiple tasks, allow them to set the priorities and provide them with regular, honest feedback and coaching. Xers generally are not interested in taking the time to develop cooperation. They prefer to get the job done and move on. Remember that, for an Xer, education is a not an end unto itself but rather a way to get where they are going and that freedom is their greatest reward.. The youngest cohort, the Millennials, sometimes called Generation Y or Generation Next, are those people born after 1980. Under age 27, they are the new boomers – the Baby Boomlet. Growing up in the era of 9-11, Columbine, global warming and the war in Iraq, Millennials are the

net-gen, raised with cell phones, laptops, iPods, and Xboxes. They are also, like the boomers they resemble, one of the larger cohorts. These were wanted, treasured and protected children raised by attentive Boomer parents. Millennials have grown up to be a confident, goal-oriented, participative cohort of consumers in the classroom. This generation doesn't even see the gender and racial divide anymore, accepting blended families, blurred gender roles and global communication as part of the norm. They communicate by text, IM and Face Book – email and letters are too slow -- and have never known a world without the Internet. Interestingly, this generation is generally late to mature. In fact, many remain reliant on their parents even after entering the workplace and many plan to move home after college graduation. Millennials want information now, in small bites that they can assimilate quickly. They expect instant and complete feedback and prefer working in a participatory environment, though they need lots of help orienting themselves to the expectations of the institution. They perceive of education as a commodity rather than a right or a privilege and may make unreasonable demands based on their sense of specialness. Their reward is often the opportunity to work with other creative people doing a meaningful job.

When you combine the four generations into a single classroom full of students, you get an interesting mix of confidence levels, attitudes, learning styles, paradigms and preferences. For that reason, the successful college teacher must now become a facilitator rather than a traditional instructor. Getting students totally involved, encouraging them to buy in to the learning process and take ownership of the product, fostering independent and group projects in a social atmosphere and giving lots of positive feedback can create a college environment that provides usable learning, not just random instruction. Facilitators should encourage hands-on learning, peer dialogue, collaborative and experiential learning, problem solving and authentic learning in practical as well as theoretical situations. By using the strengths of each cohort, the facilitator can develop mentors, coaches, leaders, organizers, techies and talkers that, working as a team, will make the classroom experience rewarding and productive for all.

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2+2 = MORE > Access and Opportunities

Presenter: Jennifer Pfortmiller, Kansas State University

Today's distance students are juggling multiple tasks and responsibilities in their lives. They want their pursuit of higher education to be provided in a road map fashion. K-State's 2+2s are one easy tool that makes it easy for current and prospective students to see "the plan" and visualize the end goal. This concurrent session discussed the ins and outs of developing 2+2s, how to formulate and build partnerships with community colleges, and how to connect the partners together. In addition, the 2+2s can open up opportunities for enhancing marketing strategies. The

benefits of 2+2s are numerous for the four-year institution, for the two-year institution, and most importantly the adult student.

Kansas State University currently offers seven distance bachelor's degree completion programs. Since not all of the freshmen and sophomore level courses are offered at a distance, it becomes extremely important to partner with community colleges, who can provide those lower level courses either on their campuses or through their distant delivery routes. The development of 2+2s brought heightened awareness of online bachelor's degree programs at K-State, and built stronger relationships between K-State and the partner community colleges and technical schools while also serving as a great recruiting and advising tool for the student.

The 2+2 visual guide accurately lists the courses needed at both the community college and the university to earn the respective associate's and bachelor's degree. Even though it may take a student longer than 2 years to complete the requirements at each institution, the eye catching, and visually appealing document succinctly represents the final goal, without unnecessarily overwhelming the student.

But there is MORE! The 2+2 concept evoked a phenomenal response from students, advisors, and administrators. The joint promotion furthered the marketing reach of both the community college and Kansas State University. The local promotion of the 2+2 signing event and photo opportunities built name recognition, and provided state-wide coverage. In addition, community college weblinks, signage, and advertising opportunities also resulted from these partnerships.

As a result, the 2+2s are a win/win/win scenario for the community college, university, and most importantly, the distance adult student, giving them greater access to obtaining a bachelor's degree and greater opportunity for success.

The following steps are used in developing the 2+2s for Kansas State University.
Steps for creating a 2+2
1. Community College contact
2. Insert Associate curriculum into Bachelor's curriculum
3. Obtain university approval
4. Obtain community college approval
5. Review, amend, and approve, as needed
6. Create marketing pieces
7. Finalize with signatures
8. Promote 2+2s
9. Sign up students!

Even though this process to develop 2+2s is tedious and time consuming, the overall benefits to the student are immense. Kansas State University is committed to working with community and technical college partners to give students greater access and opportunities. That's why 2+2=MORE!

Forging a SMART Pathway

Presenters: Robin L. Plumb and Erin A. Taylor, Oklahoma State Regents for Higher Education

Today there are more than 25,000 single parent students attending Oklahoma colleges and universities. Overwhelmingly, these are women balancing parenting, college and jobs. While SMART is an acronym for Single Mothers Academic Resource Team, we are committed to identifying pathways for all single parents who wish to complete a higher education in Oklahoma.

Why should this matter to us, as educators, student affairs personnel, social agencies, and stakeholders? There are a multitude of reasons:

- Assisting single parents improves graduation rates for our campuses. This generates a multiplier effect: new college graduates with families are more likely to stay in Oklahoma and become a part of our professional workforce. Those campuses that make a multi-sector effort to be "adult-friendly" see increased enrollment because they appeal to the 31% of the Oklahoma college student population that is 25 or older.

- Households led by single mothers collectively face daunting economic challenges: affordable housing, appropriate child care, health care benefits, to name just a few. Many women are forced to rely on federal and state assistance programs and yet still live below the poverty threshold. In Oklahoma, nearly one if four children lives in poverty. A college education provides a family with the earning power to move out of impoverishment and off of assistance programs that costs Oklahoma taxpayers millions annually. Federal and state governments pay up to $2000 less per year on social services for persons who have a college education (Cunningham, 2008). Considering the nearly 30,000 single parent students in Oklahoma, we are on our way to saving $60 million dollars annually in social services.

- Supporting single mothers as they complete their higher education goals diminishes the dismal statistics about Oklahoma women including the fact that not even 1 in 7 completes four more years of higher education (wfok.org, 2008). At the national level, less than 5% of single mothers graduate from college (National Center for Health Statistics, 2002).

- A college education for single parents is not only about better jobs and increased incomes. Historically, college graduates are more active in our political processes and contribute more of their time and resources to their communities because they exhibit a greater awareness of current political and social issues, community needs and government policies that impact their lives. Overall, college graduates pay more taxes, are less likely to be imprisoned and enjoy better health care coverage (Cunningham, 2008).

- Most importantly, a parent with a college education models a legacy for the children where goal setting and academic achievement are valued. It sets a new tradition: In this family, we go to college.

All SMART members-the Advisory Board, mentors, campus liaisons and the project team-have either been single mothers while attending college or work with this student population regularly.

SMART is the result of collaborative funding on the part of the Women's Foundation of Oklahoma, the Oklahoma State Regents for Higher Education (OSRHE), and GEAR UP (TRIO program). We have the opportunity to identify and advocate for pathways that enable single mother students (SMS) to complete their higher education goals. There are numerous programs already in place at many of our public college campuses that assist single mother students.

We can make a difference on our college and university campuses and many of these interventions are not cost-prohibitive. Consider, for example:
- Advertising the pediatric services available at your campus health center
- Providing a basket of children's books at academic advising offices
- Designating a portion of married/graduate student housing for single parent students
- Starting an organization for single mother students
- Providing faculty mentors for single mother students
- Adding high chairs to common eating areas
- Reviewing the hours of operation, costs and waiting lists at community child care centers

- Offering textbook scholarships in the amount of $200 to eligible single parents
- Providing financial education (including financial aid)
- Offering a new student orientation sessions that is family-friendly
- Encouraging student organizations to take on service projects that meet the expressed needs of single mother students
- Hosting holiday events on campus specifically geared toward families
- Developing a graduation plan for single parents where they can visualize the milestones they must achieve to complete their degree

Most importantly, our research indicates that all Oklahoma campuses offer services for single parent students but we are not doing a good job in marketing these resources to this student population. What can we include in admissions packages? Where do we need to advertise to reach single mother students? What minor modifications can we make right now?

We invite each of you to take a look at your state and join us in this most important and worthy effort. As for Oklahoma, we still have 25,000 single parent students who will only benefit from our efforts.

I'm Late! I'm Late! How the White Rabbit Professional Should Manage Time and Stress in C.E. Wonderland

Presenter: Sallie C. Dunphy

"I'm Late! I'm Late! For a very important date! It is believed that the panicky White Rabbit followed by Alice into Wonderland was late for his job of announcing the Queen of Hearts in the royal garden. The White Rabbit was in fear of losing his head….the Queen's typical response when displeased. The management of time can create havoc and stress onto a professional's work life and derail a career. This session covered healthy ways to manage time, responsibilities, and stress. You can alleviate last minute panic running down the rabbit hole at your institution, whether your role is the employee or the supervisor.

What is stress? It is the body's mental, emotional, and physiological response to any situation that is new, threatening, frightening or exciting. It is necessary for optimum health, performance, and well-being. It is difficult to succeed and have fun in your career and life without "runs, hits, and errors." Many life events bring about change. They include marriage, divorce, family illness or death, change in financial status, change in living conditions/ gaining or losing a family member, law violations, achievements and the job. Long term or chronic stress raises the risks for many health disorders such as: coronary heart disease, ulcers, depression, back pain, headaches, altered immune system and chronic fatigue.

The physical, emotional and behavioral responses are interrelated. The stages of the General Adaptation Syndrome are Alarm or the fight or flight reaction, Resistance or the new level of homeostasis necessary to cope with the stressor and Exhaustion-physiological exhaustion or illness if recovery doesn't occur. The physiological response is the same regardless of the nature of the stressor. Some physical symptoms are dry mouth, perspiration, grinding teeth, increased heart rate and blood pressure, more acute hearing and vision. Emotional symptoms include anxiety, depression, irritability and trouble with concentration. Behavioral symptoms include crying, harsh treatment of others, disrupted eating and sleeping habits.

Past experiences influence the cognitive evaluation of a potential stressor and allow some prediction of outcomes. Personality types range from Type A the ultra competitive, aggressive, over achiever to Type B the calm, relaxed, laid back person. Keeping a log of events, symptoms, reactions, time of day can help to recognize signs of stress and identify the stressor. Moving

ahead with optimism and energy and understanding feelings with acceptance of limitations can help to manage stress. Counterproductive copying strategies include tobacco, drugs, alcohol, eating disorders, and other addictive destructive behaviors.

In our "instant message, email, cell phone, and want it now" work environment, time management skills are necessary to keeping your job on track and out of crisis mode, as well as, minimizing stress. The simple steps of time management include finding the "time killers," prioritizing tasks, having short and long range goals, managing your time with a daily planner and tracking your tasks. Procrastination, indecision, worrying, perfectionism, boredom, telephone, internet and visitors can kill time. Other skills for the successful organization of responsibilities include eliminating distractions and planning for "overtimes," delegating, saying "no," getting it done and seeing it through, planning time for yourself and rewards.

One of the simplest tools for stress management is to incorporate physical activity into your life. Physical activity reduces tension and increases a sense of well-being, mobilizes energy resources, diverts mental strain to working muscles, improves heart functioning, lowers resting heart rate, improves oxygen consumption and more health benefits for better quality of life with as little as 30 minutes three or more days a week. Also, eating a balanced diet, getting enough sleep, building communication skills, altruistic behavior and fostering friendships are important to management of stress.

Various relaxation techniques allow you to keep your calm, cool professional demeanor as well. The relaxation response is a physiological state characterized by a feeling of warmth and quiet mental alertness. Techniques include progressive relaxation, visualization, deep/ slow breathing, sighing, meditation, yoga, biofeedback, hypnosis, and massage,

 "I'm on time! I'm on time!" with assignments, projects, meetings, phone calls, emails and more is a positive outcome for your career. Don't play the role of the White Rabbit at your institution. By attending this session, participants created more time for themselves professionally and personally.

Using Technology for Anywhere, Anytime Student Support

Presenters: Tina Gabriel and Chris Dunst, University of North Carolina - Greensboro

Today technology is transforming student support—from pre-course registration to after-course assessment and follow-up. The University of North Carolina at Greensboro (UNCG) shared its experiences in creating a comprehensive student support model that uses technology to ensure anywhere, anytime services delivery.

Aging Well and Lifelong Learning: Opportunities for Continuing Education

Presenter: Frank DiSilvestro, Indiana University

Fine wine gets better with aging, but healthy human aging gets better with further education. It probably isn't a surprise that a college graduate can expect an average of nearly $1 million more in lifetime earnings over a high school graduate, or that postgraduate study and earning professional degrees increase lifetime earnings even more. But did you also know that aging well is correlated with length of education?

This session described and discussed what aging well means, the evidence that aging well is closely tied to continuing higher education, and the tremendous potential for continuing higher education to help adults age well.

A fascinating study of Adult Development, by Harvard Medical School, examined the health and happiness of hundreds of people from a wide variety of backgrounds for over fifty years. George E. Vaillant, M.D., director of the Harvard Study of Adult Development, reports on the results of the study in a book titled *Aging Well*, 2002, published by Little, Brown and Company. One of the topics he explores is the importance of intellectual curiosity and lifelong learning in a person's health and happiness in later life. The study found that the more education the participants had the more they were able to take care of themselves and persist.

Interestingly, the study provided even more evidence that education predicts healthy aging for reasons independent of social class and intelligence. It found that the health of college–educated Inner City men at age 70 was as good as Harvard college-educated men at age 70. This is interesting because the childhood, social class, tested IQ, income, and prestige of colleges and jobs of the Inner City men were inferior to those of the Harvard men. Yet equivalence of education alone produced equivalence in physical health.

Dr. Vaillant's opinion about the link between health and education reflected two possibilities: first, a person's ability to take the long view helped prolong education and self-care, and second, that people seek education because they believe it is possible to control the course of their lives.

So, the moral of all this is that aging can be a healthy thing, especially if we continue our education and truly become lifelong learners. Obviously, the opportunities for continuing higher education are tremendous, especially with the needs of a growing aging population in our country. Higher education can meet the needs of an aging population by better preparing people as lifelong learners. This may mean better meeting the challenges of non-traditional learners by enabling them greater access to higher education. For example, The Indiana University General Studies Degree Program is a Continuing Studies Degree program that accommodates the non-traditional learner, through both on-campus and distance education. In addition, The Bloomington Division of Continuing Studies at Indiana University conducts the highly successful Mini-University program. This is a week long residential program that serves many older adults, typically age 60 and older, and enriches the lives of these adult learners. These are but two examples of what higher education can do to help our aging citizenry age well. These and other opportunities for continuing higher education to help our citizenry age well were covered in this session.

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Partnering for the Future

Presenter: Connie Beene, Baker University

Baker University has developed partnerships with business and industry, universities, school districts, and non profit organizations. Participants gained information and insight about (1) methods for discovering new partnership opportunities, (2) partnership development procedures, (3) benefits and challenges of partnerships. A sharing of "what is working . . . and what is not" were utilized to lead into an interactive discussion/question and answer period.

Baker University has incorporated an entrepreneurial spirit that extends to all divisions of the University. Our continuing education division has been provided the support by the administration of the University to seek unique partnership opportunities that benefit our adult

learners, while keeping within the strict academic standards of which the University stands. Our process involves investigating and further developing partnership with education, business, and non-profit organizations. All higher education institutions are seeking means to ease financial burdens on their institutions. Partnering has provided niche opportunities for Baker University, which have allowed for financial flexibility, increased enrollment, national and regional exposure, diversified campus programs and expanded our recruiting area and population.

Participants participated in an interactive discussion about partnership development. This session included a "tips and tricks" segment allowing attendees to share what works, what doesn't work, and suggestions for partnership development.

Learning Outcomes and Goals: Participants received a broad understanding of:
- WHY partner?
- How to develop the partnership "spirit" on campus
- Process for developing partnerships
- Benefits and challenges of partnering
- The role of each department in the partnership development process.
- Current partnerships at Baker – the why and how – and how that can work for the participants

Issues:
- Quality improvement through partnerships
- Positive and negative aspects of forming and developing partnerships
- Administration, faculty, staff – benefits and challenges
- Improving the quality of life for our students, community, state and region
- Procedures for developing partnerships
- Niche programs

Who Are Those Guys? Our For-Profit Competition

Presenters: Craig Peck and Walter Pearson, Simpson College

Part of the ever-changing landscape of higher education includes a proliferation of for-profit institutions of higher learning. As these proprietary entities continue to increase in both number and size, so does the likelihood that non-profit institutions of higher education will encounter increased competition for both resources and students. Participants of this session got to know the main players in the for-profit world of higher education as the presenters explore the question, "Who are those guys?"

Allied Health Careers: In-Demand Jobs for Young and Old

Presenter: Linda Kurokawa, MiraCosta College

The Bureau of Labor Statistics predicts a need for 5.3 million health care workers in the next five to ten years. The job openings for Pharmacy Technicians and Clinical Medical Assistants will increase by 30 to 50 percent!

Over 65% of allied health training is done through community colleges and continuing education is the "training station" for busy adults seeking a fast-track education and job opportunity.

Discover how community college fee-based programs are outsourcing allied health education to provide Phlebotomy Technician, Pharmacy Technician, Orthopedic Technician, Optical

Technician and Clinical Medical Assistant courses that include externships, national testing guidance and state registration processes.

Due to the aging baby boomer population and projected retirement of health professionals, a nursing shortage is predicted to be 1-million by 2020, along with all health-related job positions. Continuing education and workforce development departments at community colleges may be a viable source of students for health professional degree program enrollment.

An increasing life expectancy is positioning the health care industry as the key employer in the coming decade and some predict the "perfect storm" is about to occur. According to *Community College Times* (September 2007), fourteen of the projected 20-fastest-growing occupations are health-related.

A study was done in California on *Closing the Health Workforce Gap.* The first study of its kind in nearly a decade, this report provides a comprehensive view of the health care workforce, including 60% of the health care jobs known as "allied health."

This report cited that lack of knowledge about health careers was a significant factor limiting the availability of workers. Research in this report also indicates that the supply of health professionals is greatly limited by poor student outcomes. Students are not succeeding because they are not prepared to navigate the educational system and achieve academic success.

The solution may be to find a viable source of well-prepared students for the health degree programs from continuing education programs. Students who complete continuing education courses and work in the health field for a period of time, have a greater graduation success record in degree programs. Often a continuing education course is a young (or old) person's first step into the higher education "arena."

Using marketing strategies that were shared in this workshop, colleges can use that "first step" to encourage students to continue his or her education in the same career path, after they have graduated from their course and feel competent in their new job.

Discover how colleges are using state-approved vendors to deliver health professional courses and make a sizable profit for their continuing education programs. The presenter, along with over 155 other schools in twelve states, has partnered with Boston Reed College, an allied health provider to successfully meet the health industry demand in her community while making a sizable profit for her program.

Boston Reed College has graduataed over 60,000 students in allied health, delivering courses in the classrooms of adult schools, community colleges, and universities. Participants were given the information needed to determine if a fee-based vendor-provided program is a match for their continuing education division. Leadership from Boston Reed College were available to answer questions, but the main focus was the success story of how an outsourcing partnership worked for this presenter. Linda Kurokawa of MiraCosta College in California was informative on the appropriate choices and processes for working with an allied health vendor.

21st Century Student Services: Providing Traditional Student Services via Non-Traditional Means

Presenter: John B. Hodgson, Tennessee Technology Center at Jackson

Post-secondary institutions have been quick to develop courses and degree programs which require no on-ground interaction with campus personnel; however, they have not been as quick to develop adequate support services. This presentation discussed the problems that can arise from a lack of a well developed student support network, present basic good practices in

delivering these services via a variety of formats, and an open discussion among attendees of their experiences.

Where Have All the Good Ones Gone: Recruiting, Training, and Retaining Continuing Higher Education Professionals from Underrepresented Populations

Presenters: [Jeffery Alejandro](#), East Carolina University and [Maureen Znoj](#), Hesser College

This session was sponsored by the ACHE Committee on Inclusiveness. This session discussed how continuing education departments can recruit, train, and retain outstanding continuing higher education professionals from underrepresented populations in the career field, such as minorities and younger adults.
As a group, the presenters and audience asked and answered the following questions:

1. What are some of the strategies used by institutions to recruit minority and younger professionals? Where to look?
2. What are some of the strategies used by institutions to retain these professionals, such a building a sense of community?
3. What are some of the best practices?
4. Why is it important to diversify their particular organization and what, if any importance do they put on accomplishing this?
5. What are their Diversity Plans or Agenda they have developed to address diversity issues within the next 3-5 years?
6. Do they have any Diversity "key personnel" such as Diversity Dean positions established?
7. Do they see a trend of increasing cultural, diversity and global issues increasing within the makeup of their institutions and does it impact their future decision making?
8. How can they benefit from a diverse staff, other than financially and the obvious governmental?
9. What are institutions doing to prevent minority and younger professionals from feeling isolated?

The presenters shared their experiences as young, minority professionals in continuing higher education. They offered strategies on how to recruit and retain these types of professionals. It is important to build a diverse department that can work with all populations. Cases studies were presented and examined.

Online Learning in Continuing Higher Education: What You Need to Know to Grow Your Online Programs

Presenter: Sean Gallagher, Eduventures

Continuing higher education units are playing a leadership role in providing convenient and accessible online education programs nationwide and globally. This discussion characterized and provided critical information on the state of online learning in continuing higher education. Participants gained an understanding of peer models, cost benchmarks, and student preferences and demands that allowed them to make strategic and tactical decisions about online programming and effective organizational models.

Guarantee Success by Reorganizing Your Continuing Education Activities

Presenter: Mark Binkley, Mississippi State University
Mississippi State University reorganized their outreach activities to provide greater institutional support to distance and non-credit students. This produced a self-supporting unit responsible for all continuing education and distance learning activities. This session explained why this reorganization was needed, how it occurred, who was involved, the outcomes, and future challenges. Discussions centered on how financial models, faculty workload, centralization, student services, intellectual property, program development, technology services, and student assistance vary between schools.

Finding a 'Best Fit' for Online Instructor Evaluation

Presenter: Marthann Schulte, Park University

Many schools are implementing online instructor evaluation mechanisms. Depending upon the school and design of the distance education division, online instructor evaluation seems to vary between two extremes - adherence to policy or adherence to best practice. Attendees to this session were encouraged to share their lessons learned with online instructor evaluation. The main question asked was: When should you use policy and/or best practices in online instructor evaluation?

American education encourages students to find programs and degrees that are a "best fit" for their interests, career, schedule, learning style, etc. Higher education schools should embrace the concept of "best fit" as they create and tailor their distance learning support systems. Just like clothing, "one size fits all" rarely fits all. As such, schools should be willing to find a "best fit" that combines needed policy with best practice. Online instructor evaluation is one area where "best fit" is preferable to "one size fits all".

This session was designed to be more audience sharing than presentation. Attendance at recent online learning conferences indicates that many online learning programs are building online instructor evaluation mechanisms. Many of these mechanisms are "home grown" to meet the needs of the individual school or distance education division. To aid those who are building or who have built their own evaluation mechanisms, this session will encourage discussion of lessons learned. When should you implement policy changes? When should you encourage adherence to best practices? What kind of resources are needed (personnel and technology)? At Park University, Marthann Schulte has asked many of these questions and has explored the questions with her colleagues within Park University and at other institutions.

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What's Next? Facing Five Major Trends That Are Shaping Continuing Higher Education

Presenter: Pamela S. Cutright, West Virginia University Institute of Technology

Roundtable Discussion
In this interactive session participants discussed ways that they and their institutions are accommodating five major trends, introductions for which are provided below.

Emergence of the "creative economy"
As skilled and manufacturing jobs were moved off shore, a new base for the U.S. economy emerged. Two predominant fields in today's world of work are "knowledge/creative" and "service."

The creative class, so named by Richard Florida," is a highly educated and generally well paid group. Possessing time, money, and inspiration, "*Creatives* want to make things, to work jobs where they can solve puzzles and use their expressive and creative skills, to forge and convey their identity through their cultural consumption – their music, books, and clothing. Further, they want to live in interesting cities filled with street-level culture." Thanks to technology and globalism, the jobs and lives of *creatives* are borderless, have much potential for success and upward mobility (failure and loss as well), and are highly competitive.

Generally, jobs in the service sector pay less generously. In fact, sometimes, workers in the service sector have to work two - or even three – jobs just to make ends meet. With less free time, less discretionary money, and frequently limited access to technology, workers in the service sector are less able to engage in creative personal expression. They frequently utilize public commercial sources for entertainment and enrichment.

Greater diversity across the population of learners
Several U.S. population groups are increasing appreciably, among them racial and ethnic minorities, those of low income, and white workers who are nearing retirement age. Two other population groups are of growing influence.

Generation Y, the approximately 70 million young people born between 1977 and 2002, are noted for being: materialistic; desirous of fame and attention; molded by technology; accepting of diversity; and aspiring to flexible jobs and careers.

Adult learners, "nontraditional" students, aged 25 and up, who today comprise about 4 of 10 postsecondary enrollments in degree/certificate and work-related courses, are typically: employed full-time; married, with children under 18 living at home (except low-income, who are more often single parents); female; part-time students; more likely to earn a certificate within 6 years than either an associate or baccalaureate degree; more likely to enroll in community college and for-profit institutions than are traditional undergraduate students; seeking career advancement and/or personal satisfaction; becoming more diverse as the number of African-American & Hispanic adults entering postsecondary programs increases; and unlikely to apply for financial aid.

All things digital
Today, more than 8 of 10 ACHE member institutions offer online courses and programs. The typical continuing professional education division offers around 150 for-credit courses, almost one-fifth of which are online. Nearly 1 of 5 courses is online, and nearly 1 of 5 enrollments is in online courses. About 1 of 10 higher education students is enrolled in fully online degree programs. Spring 2006 Congressional legislation allowed institutions offering totally online programs to receive federal financial aid.

The number of digital tools for consumers seems to be growing exponentially – Blackberry, WiMax, YouTube, MySpace, Facebook, cellphones and cellphone cameras, blogs, lifelogging, iPods and iPod Shuffles, to name but a few.

Increasing privatization in the public sector
Financial support for public colleges is projected to decline at least through the year 2013. To compensate for their losses, public colleges are adopting management applications of private enterprise. Practices and terms such as marketing, market smart, segmenting, cost per lead, qualified lead, profit models, "cash cow," operating cash flow, revenue, customers, customer service, flexible scheduling, defined strengths, recruitment funnel, enrollment management, and evidence-based decision making are integral to college administration today. In addition, to operate more efficiently, in some colleges the consensus-driven governance model is giving way to top-down decision making. Three types of public colleges will be particularly challenged in the years ahead: small rural colleges with limited draw; regional publics in areas of declining population; and community colleges in economically stagnant areas.

Students are being increasingly expected to assume greater financial responsibility for their college experience. For some students of modest means this translates to downsized degree aspirations – associate degrees and/or certificate programs rather than baccalaureate degrees, decisions which could ultimately translate to reduced earnings potential over the lives of their careers.

Institutional Mission Shift
Flagship institutions, which are typically the leading and oldest public colleges in their respective states, are valued for producing future leaders, carrying out quality research, being magnets for innovation and economic growth, and highly accomplished and civic-minded faculty and students. Thus, flagships are the models to which all other public colleges aspire – in prestige, financial base, economic contributions to home community (especially large universities in smaller communities), and student accomplishments.

The challenge to college leaders who aspire to missions that approximate those of the flagships will be "to hit a moving target, as the best universities continue to raise the bar for what constitutes a top-ranked institution."

New Faculty and Multigenerational Students Learning Together

Presenter: Pamela K. Sigafoose, Palm Beach Atlantic University

You made it; you are now officially a college professor! Your degrees have been earned, and you are ready to begin your career teaching with confidence and assurance that you can do this. Nonetheless, learning how to effectively teach adult learners is a challenge in today's classrooms.

As you walk into your first classroom you look around at the students and realize that many of them are older than you. They have more life experiences in the subject matter you are scheduled to teach. Their life and work experiences might, perhaps, be identified in more years than you have lived. However, this is your classroom and you are in charge! Get ready to know yourself through your students!

The generations in each of your classrooms will vary; however, understanding the primary motivators and influences of your students' learning choices and standards will set the stage for you to become a professor with whom students enjoy interacting.

Your "Silent Generation or Veteran/Traditionalist students", born between 1925-1940, like the traditional class structure of lecture and feedback. Veterans prefer organized learning experiences, and many are working hard to learn current computer technology.   They seldom challenge the authority (you, the professor), prefer to work alone rather than in groups, and often refrain from asking questions. Capitalizing on their "life history" will encourage the Silent Generation students to actively contribute their knowledge during the class discussions.

The "Baby Boomers", born during the years 1941-1960, grew up in a time when authority was challenged and group actions were common. Thus, this group of adult learners generally enjoy group activities in the classroom; they are idealistic and driven to reach their goals. "Boomers" like to talk and may have a problem with authoritarian-style classroom leadership. They learn better in a collegial environment. Many of them have reached a high level of responsibility in their careers and expect professionalism from their professors and classmates.

Students identified as the "Gen X" generation, born between 1961-1976, grew up in a time when both parents often worked outside the home; thus, they are more independent and seek a balance in their work and life experiences. You'll find this generation to be more self-reliant, less formal than the Veterans or the Baby Boomers and possessing multiple technology skills. Gen-Xers like to learn and easily adapt to new situations; they also can be impatient and expect their professors to be fully prepared to facilitate the class. This group of adult learners wants to know how their learning applies to their lives.

The "Millennials" or Gen Y students were born during 1972-1992 and are skilled in multi-tasking. They enjoy group work, require more attention, have a desire to be creative in their presentations, and require the same from their professors. This group of students is highly skilled in technology and expects their professors to use up-to-date equipment and current events as part of their teaching tools. The Gen Y generation seeks answers, is goal and achievement oriented, and equates going to college as a means to earning a higher income.

During our roundtable workshop, we further discussed the four generations and specific facilitation tools to meet the expectations of your adult learners. Teaching in a multi-generational classroom is exciting, and as a new professor, you can make a difference!

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Beyond Student Satisfaction in the Classroom: Understanding Adult Learners Perception of Value in the Face to Face and Online Classroom

Presenter: Alice Obenchain-Leeson, Averett University

The purpose of this study is to identify and compare student expressions of desired value in courses in two domains – wholly online and face-to-face. Desired value was examined by identifying the "types of values" expressed by students, and further determining their prevalence and frequency.

Dockery and Gushee (1999) wrote "…Higher Education institutions must envision new programs, new degrees, and new delivery systems… ." (p. 4). Nearly a decade later, many such colleges and universities have followed their advice, particularly with the adoption of online delivery of education programs. To an industry so needful of innovative delivery systems, student satisfaction with online learning could be improved. As reported by Palloff and Pratt (2003), the National Center for Education Statistics (2003) reports that 30% of students were less satisfied with distance learning options as compared to face to face options.

Though the experience of the virtual and face to face students has been examined from multiple perspectives to include portraits of successful virtual students (Palloff & Pratt, 2003), the role of course design (Arbaugh, 2005), and perceived satisfaction (Athiyaman, 1997), greater insight is needed into the desired student experience for online learners if institutions desire to have comparable satisfaction in face to face and online options.

Studies on student satisfaction (Athiyaman, 1997) have attempted to address the desired student experience via perceptions of satisfaction; however, marketing scholars (Woodruff & Gardial, 1996; Petrick, 2002) argue that satisfaction measures are incapable of fully addressing customer's (student's) perceptions of value. In other words, greater insight into perceived value will be more helpful than "satisfaction" to higher education administrators in trying to understand students' desired learning experience. Perceived value, adopted from Woodruff and Gardial (1997), is the customer's (student's) perception of what they want to have happen (i.e., the consequences) in a specific use situation (i.e. the course), with the help of a product or service offering, in order to accomplish a desired purpose or goal.

For the purpose of this study, the major research question is: Among a sample (n = 60) of MBA students, enrolled in wholly on-line and wholly face-to-face courses, how is desired value expressed? To answer this question, the following sub-questions were asked: (1) Are the types of value, found in the literature, expressed by online students and face to face students? (2) Of the types of value expressed by: (a) online students, how frequently do they occur and which is more prevalent? (b) face to face students, how frequently do they occur and which is more prevalent? (3) What type of desired value is most centric among online and face to face students?

Data were collected and content analyzed on students' responses to the question "To declare this course valuable in the end, what must occur?" Student responses were reviewed and content analyzed using the steps below by independent coders neither one being the author of this study. Responses were summarized using measures of central tendency. Results of this study suggest that student expressions of desired value among online versus wholly online students are different. The results of this research may have implication for course design and content focus and delivery.

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Their World, Our Opportunity

Presenter: Beverly I Henry, Northern Caribbean University

Access and opportunity for the new generation of learners in continuing education requires that service providers in this industry are prepared with excellent customer service and interpersonal skills. The age of the Internet has made it possible for persons to access their education anytime, anywhere. Participants identified and interpreted problems affecting their customers, generated solutions on behalf of their customers, and determined changes to improve customer service.

Interactive Marketing Strategy for the CE Leader

Presenter: Jennifer Copeland, DemandEngine

Interactive marketing outreach represents a dynamic, yet underutilized approach by CE units to engage prospective students and cultivate interest. Too often, the discipline is approached through the selection of channels (e.g. blogs, social networks), rather than the strategy it represents. Gain a competitive advantage in your outreach efforts and learn to employ interactive marketing strategy. Identify your key objectives and learn to evaluate and measure interactive channels. Through current research, interactive discussions, and the sharing of best practices, attendees walked away with ideas to take back to campus and implement immediately.

Program MX

Presenter: Guy Felder, University of Houston

This presentation examined the benefits of a focused, strategic approach in the creation, maintenance and re-tooling of a program and ultimately an entire CE division at the University of Houston. Examples will be driven from a recent successful re-tool of the UH Paralegal Certificate Program and the ongoing re-tool of the UH Leadership Program.

Evolution of a Peer Review Program for Online Course Development

Presenters: Dianna Rust and <u>Cindy Adams</u>, Middle Tennessee State University

Since Middle Tennessee State University began offering online courses in 1997, concerns about the quality of the offerings were expressed periodically by various department chairs. Although several factors may have caused this concern, the lack of departmental involvement and oversight in the process may have been a contributing factor. Also since online course development is centralized within the College of Continuing Education and Distance Learning, chairs may have felt that their involvement would not be welcomed.

In addition to chair skepticism and concern, student complaints were received from time to time about MTSU online courses. These issues prompted a search for a method to improve course quality. A course review committee was formed consisting of several seasoned course designers and ITD representatives. A course review form was proposed and adopted. A committee member recommended that a peer mentoring system be implemented and that faculty who completed an online teaching and learning certification serve in a mentor capacity.

This presentation described the development of the Faculty Peer Assistant (FPA) Program including enlisting and developing the peer mentors who disseminate effective strategies and best practices to faculty new to online course development. This program matches a course developer with a peer mentor, who provides ongoing support throughout the development, review, approval, and initial teaching phases.

The program has been faculty-driven with the Faculty Peer Assistants being instrumental in its development and evolution including the development and continual revision/update of the Peer Review and Evaluation Form. This rubric may be used by the course designer as a guide during the development process and is used by the peer mentor and department chair in the final appraisal.

This faculty development effort has played a central role in improving the quality of online courses by providing collaborative support and feedback to faculty through collegial sharing, facilitative coaching, and the development of faculty-to-faculty support systems. Students, chairs and the university are also benefiting from the program: improved course quality; increased student retention; department chair involvement in the process; and renewed confidence in departmental online offerings.

The Lowcountry Graduate Center: A Case Study of Institutional Collaboration and Community Responsiveness

Presenter: <u>Rew A. "Skip" Godow, Jr.</u>

Bringing the Executive Suite to Campus: Growing Business Leaders at Belmont University

Presenters: <u>Susan G. Williams</u>, <u>Mary Fink</u> and <u>Joe Scarlett</u>, Belmont University, Massey Graduate School of Business

Belmont University brings chief executives and their direct reports to campus for world-class learning opportunities. Founded by Belmont and Joe Scarlett, former Chairman of Tractor Supply Company. The Scarlet Leadership is in its third year. The Center for Professional Development at Belmont had a 17-year history of successful town-and-gown partnerships. The Center became

the Scarlett Leadership Institute and expanded its offerings to include signature executive programs. The panel discussed the rationale for such continuing education initiatives, methods for replicating similar programs, and assessment results.

Developing the Initiative
The panelists presented the organizational design for the signature executive programs. Joe Scarlett described the history of his interest in education and how he engaged other business leaders. Early on, he contacted 50 middle-Tennessee CEOs. Thirty-five participated in small groups answering the question, "What skills do your mid-level, high potentials need that your organization does not now provide?"

CEO responses were very similar. They want leaders who:
- Communicate effectively
- Face difficult issues/manage conflict
- Select and motivate a quality team
- Understand the impact of decisions
- Coach for success
- Have humility, integrity and character
- Are servant leaders
- Have work life balance

The additional comments from CEOs guided the "scaffold" of the initiative. They believed that to get results, continuing education should be realistic, not just theoretical, learning. The CEOs volunteered for on-the-job coaching, and many volunteered to be part of ongoing panels. They insisted on real behavioral change.

TABLE I.
WORLD-CLASS PRESENTERS (SAMPLE LIST)

Frances Hesselbein	Chairman, Leader to Leader Institute; Former CEO, Girl Scouts, USA
Marshall Goldsmith	Internationally renowned executive coach, author, *What You've Learned So Far Won't Get You Where You Want To Be*
Andy Taylor	Chairman and CEO of Enterprise Rent-A-Car
Marcus Buckingham	Author and leading authority on strengths-based management
Steve Denning	Former EVP of the World Bank; author on powerful corporate storytelling
Doug Stone	Author and consultant on conflict and handling difficult conversations

Class Structure
- The signature executive program has a total of 18 class days over 14 months. Classes are in 60-day intervals. The format includes:
- One-day orientation
- One-week retreat
- Six two-day follow on classes

Class Participant Profile
- 16 -20 students—generally age 35-45
- VP level or on their way to VP
- Diverse group
- Bond quickly

Results

By bringing executives to campus, Belmont University raises its profile as a learning community. Results from the first five classes indicate that the leaders have made real behavioral changes. CEOs report continuing leader development and a commitment to the program by enrolling other students in classes and serving on panels. In recent comments, they cited Belmont University as "the place to go" in the region for effective executive learning.

Writing for Publication

Presenter: [Barbara Hanniford](#), Cleveland State University, and Editor, *The Journal of Continuing Higher Education*

Scholarly publications are the coin of the realm within higher education. Building a body of literature for our field is one way in which we can earn respect from our academic colleagues and continue to define our future and develop our profession. Some aspect of virtually every continuing educator's work merits publication. Through writing for publication, we provide leadership to our field and lend support for changes in practice.

In *The Work of Writing,* Elizabeth Rankin speaks of "contributing to the professional conversation." Our profession needs those contributions, and although writing isn't necessarily easy, joining in the conversation isn't as difficult as it might seem. And, not only will you be contributing to the growth of our field, you'll be stretching yourself professionally as well. The review process will provide very useful input that will help you develop as a writer, whether or not your piece is accepted for publication.

Getting Started
A starting point is obviously identifying a topic and a potential publication. As you consider a topic, begin with your own interests and what you know. This may be a research project you've undertaken, or it may be observations and analysis based on your experience with programs or students. A next step is to identify a publication that might be a good fit.

All journals contain manuscript guidelines that give potential authors some specific direction, such as the types of articles sought and maximum length. For instance, the *Journal* accepts opinion pieces, whereas not all journals do so. Manuscript guidelines also indicate the purpose of the publication and the audience it serves. The guidelines cover the manuscript review process and tell you what style manual to follow. Note that the *Journal* also accepts "Best Practice" manuscripts, which are more descriptive and not necessarily research-based or conceptual.

As you begin developing your article, keep two things in mind: purpose and audience. Frequently, manuscripts lack a clear statement of purpose. Why are you writing this particular article? Will your purpose be clear to the reader early on? And, who is the reader? Remember the publication's audience as you place your article in context through a literature review, discuss the results of your work, and develop implications and suggestions.

Organizing your Article
Once you have identified a topic and are beginning to develop your article, an outline will prove very useful in organizing your writing. Although one format does not fit all articles, it will be helpful if you think about the following elements and adapt them to your specific circumstances. An introduction briefly describes the article and introduces the reader to the purpose and need for the article. The statement of the problem or issue being addressed elaborates upon the introduction. The literature review generally follows. Even in conceptual pieces or program descriptions, the connection to other written work is important. It places your work in context and allows you to build on previous literature. If that literature is skimpy, you have all the stronger a rationale for your own article. Next, the methodology section describes to the reader the details of your research, if you have done a research study. You will need to provide enough details to

allow the reader to understand your research process and assess its strengths and weaknesses. The approach you used may take the place of a methodology section if your work is conceptual rather than methodological. Findings or results follow, particularly if you've conducted a research study. Tables and other illustrations can help summarize your results very effectively if they're done well. If not, they may be more confusing than helpful. In a conceptual article, your findings communicate what you have learned. The discussion section allows you to elaborate upon your findings and relate them to the literature you've reviewed earlier. This section should a major part of your article. Conclusions may be embedded within the discussion section or may be its own section. You've studied a problem or thought about an issue; now is the time to summarize your conclusions. Implications relate the article to your audience. How does your study inform professional practice? What do the concepts you've explored or the program model you've developed mean to readers? Finally, you'll likely have suggestions for further study to share with readers. What question arose from your research? What would be the next steps in extending program model? You can share these suggestions and bring the article to a close in this section.

Although "Best Practice" manuscripts are more descriptive than research-based, you should still put your "best practice" into context by referencing relevant literature. In addition to providing background and a description of your practice or program, include implications for others. How might another institution replicate your success? What implications for research exist? A "lessons learned" section is also very useful.

Writing Well

Your ideas and approach must be sound, but your writing mechanics are equally important to reviewers and editors. A few suggestions follow.

- Write as simply as possible. A densely written manuscript will lose readers.
- Be wary of jargon. Define terms or concepts and state your assumptions clearly.
- Pay attention to the conventions of the journal to which you may submit your article. Try to get a feel for the writing styles, though you'll have our own style as well, however.
- Write in the active voice whenever possible. This makes for clearer, livelier reading.
- The *Journal* uses the *Publication Manual of the American Psychological Association, Fifth Edition* as its style manual. APA style recommends writing in the first person. However, some journals use the more formal third person approach.
- Beware of misplaced modifiers, dangling participles, and other writing problems.
- Avoid clichés. Instead, search for a more original way to communicate your message.
- Follow the style guidelines of whatever manual the publication uses (such as APA style). Pay particular attention to correct reference citations and a matching reference list.
- Find someone to read your work and make helpful suggestions. Also, have someone thoroughly proofread your manuscript before your submit it.

Manuscript Submission and Review

Follow a journal's manuscript guidelines very closely when you're ready to submit your article. You should receive an acknowledgement of your submission and an estimate of how long the review process might take. For *The Journal of Continuing Higher Education*, for instance, this process is about 60 days. Most journals have a blind review process, which means that the reviewers will not know who wrote the article. Reviewers typically are asked to rate various characteristics of articles, such as writing style, relevance, significance, timeliness, quality of research, organization of contents, and maintenance of reader interest. They also provide an overall rating; for *JCHE*, these are "accept as is," "accept with revisions," "revise and resubmit," and "reject." The editor typically makes the final decision, taking reviewers' input into full consideration. Should your manuscript be rejected—or it needs significant revisions—learn from the reviewers' comments. Try to follow them. Your manuscript will be much stronger as a result.

And, for more . . .

The former editor of the *Journal,* Donna Queeney, wrote a message from the editor in the Spring 1996 issue (vol. 44, number 2, pp.2-6) that expands upon the contents of this summary and helped form the basis for it. Other helpful resources are *The Work of Writing* by Elizabeth Rankin (Jossey-Bass, 2001) or *Writing for Publication: Steps to Academic Success* by Kenneth Henson (Allyn & Bacon, 2005). We encourage you to investigate these and other resources, and begin writing! Feel free to contact me at b.hanniford@csuohio.edu or (216) 687-2149 if you want to discuss any topic ideas or other issues related to the **Journal**.

Show Me the Money: Building a Profitable Intersession

Presenters: Marilyn Read, Melissa Stewart, and Paul Starkey, Delta State University

Delta State University implemented winter intersession courses in December 2005 and followed with spring intersession in May 2006. Course offerings have grown from five courses in winter 2005 to thirty-eight courses in winter 2007. The unique profit-sharing model developed by Graduate and Continuing Studies provides an incentive for the academic units to participate. This presentation included an overview of our successes and lessons learned.

Program Description
Delta State University implemented an intersession program for the advancement of students' degree paths, credit hour production, increased enrollment, and the generation of academic unit revenue. Intersession was designed to primarily use online and hybrid instruction for the methods of delivery. The University, through the Division of Graduate and Continuing Studies (G&CS), is consistently attempting to create innovative ways to meet the ever-changing needs of the student population.

Planning
The Division of Graduate and Continuing Studies at Delta State University has historically been given significant latitude in the development of educational programming for both academic and non-credit applications. The admonition given the Division was simple: make sure programs meet the academic rigor expected of any offering of the University and make sure the programs are self-supporting.

The staff of G&CS met in early 2004 to explore potential additions to programming. One option discussed was intersession courses. Intersession is the normal down time between semesters. There are typically three intersession opportunities in semester-based universities: Between Fall and Spring, between Spring and Summer, and between Summer and Fall terms. These periods are typically at least two weeks in duration, allowing for the concentrated delivery of academic courses. G&CS targeted December 2005 for launch of the program at DSU. This one and half year lead time was deemed necessary for the appropriate preparation of courses and support infrastructure.

Initial preparation took the form of benchmarking existing programs to learn best practices and to attempt to avoid pitfalls colleagues may have encountered. ACHE member schools were targeted for this. From these programs we learned appropriate timing of offerings and suggestions for courses suited to such a compressed time frame.

Approval of the program by both Academic Council and the President's Cabinet was required. Support from these bodies was gained through the assurance that increased enrollment and credit hour production would be achieved and that profits from the program would be shared with participating units. G&CS would provide central coordination of the program and be solely responsible for assuring it met its financial and enrollment targets.

Successes

The program originally targeted face-to-face delivery of courses in the two-week intersession period. Faculty quickly began including supplemental material in online delivery formats. Nearly all current intersession courses are now either hybrid or fully online. One notable exception is field-based courses. The nature of the schedule and the focus on a single course allows for travel that is not possible in the regular semester when students are likely enrolled in several other courses. Examples of travel based courses offered in intersession have included art and history courses in New York, Washington, Dallas, and Istanbul Turkey, sociology courses in Jamaica and biology and geography courses traveling through the Mississippi Delta.

The program had dramatic growth. The original winter session had five courses offered with an enrollment of 144 students producing 432 credit hours. During the original winter session $51,680.00 was generated for the University. More than forty courses were offered in winter 2007 with an enrollment of 429 students producing 1253 credit hours and generated $93,727.46 for the University. Enrollment and credit hour production have risen 300% while profits for the University have more than doubled.

What may be the most attractive element of this program, from the perspectives of the university administration and the participating academic departments, is the profit sharing model. G&CS takes no profit from the program, only receiving a flat administrative and marketing fee per course. G&CS is responsible for all costs of the course, including instructor pay, then distributes all profits evenly between the University general fund and the college or school in which the course originated. At the college/school level 25% of profits are held in the dean's accounts and the remainder is distributed to the department. These funds can be accumulated year-to-year. They are typically used to support faculty research and travel beyond the capacity of the University's typical budget.

Marketing of the intersession program has been innovative and efficient. G&CS coordinators have taken advantage of the universal student email system to deliver promotional messages. Online promotion is coupled to these messages. Print advertising is done in campus newspapers across the state. The program uses consistent images and graphics to reinforce brand recognition. Faculty are supported in their individual recruitment efforts.

Lessons Learned
It is critical that all student services units be involved in a coordinated effort to deliver intersession. The goals of financial aid, student business services (bursar), admissions, and the registrar may not necessarily be in line with the effective operations of intersession. It was imperative that the intersession be a distinct term so tuition revenue could be tracked separately from regular terms, yet the intersession needed to be part-of-term so students could be eligible for financial assistance. Timing of admissions and enrollment was critical to assure student accounts were accurate.

Special policies were needed regarding student drop/add because of the compressed timeframe of intersession. It was also critical that students were aware of the intensive work requirements associated with courses of such short duration. This workload was a driving factor leading to the hybrid and online delivery of course. Such courses could extend timeframes beyond the typical two weeks available for the face-to-face portion.

It was also critical that instructors clearly understood and adhered to timelines and policies associated with the intersession. For instance, delays in reporting no-shows by one instructor artificially raised his reported enrollment allowing a non-profitable course to proceed.

Summary
Intersession provides an opportunity to exploit underutilized capacity on most campuses. It is an ideal time to execute travel or field-based courses. It can provide opportunities to create enrollment, credit-hour, and revenue growth. While the unique logistics and timeframe of

intersession present dilemmas not faced in other delivery formats, the payoffs are worth the effort.

Matrix on Virtual Learning: a Competency-based Model for Teaching a New Generation of Online Adult Learners

Presenter: Mary Rose Grant, St. Louis University

This session described a competency-based model for online teaching which expands the mastery of best practices in course design and delivery and cuts across generational lines. Participants explored the dynamics of web-based teaching and the roles and responsibilities of faculty in meeting the needs and expectations of a new generation of online adult learners. The increasing number and diversity of online students prompts the need for web-based teaching skills that recognize generational learning styles.

As the number of adult students enrolling in online programs and courses continues to increase, so does the demand for quality instruction (National Center for Education Statistics [NCES], 2005). Despite the proliferation of online courses and programs, there are few studies on what constitutes effective teaching in the online environment across generational styles. Research shows that most faculty have not had formal training as online facilitators or preparation to engage different generational learners (Moore et. al.,2005). Accommodating generational learning styles is relatively new, many faculty still teach the way they were taught, a style more conducive to the baby boomer than to the Gen X or Gen Y learner (Bates, 2005; Oblinger, 2003). The design and delivery of courses and the roles that faculty play in engaging and retaining new generations of degree seekers is paramount to the success of the student, the course, and the program.

To enhance faculty online teaching effectiveness and improve learning between generations, a competency-based model of online teaching was developed and presented that illustrates the cross cutting nature of best practices and generational styles.   This competency-based approach starts with a systematic and collective consensus of what the online instructor needs to know that is valid and important for teaching effectively across generations. It introduces mechanisms that encourage understanding and mastery that will flourish and endure throughout future faculty roles. This model provides opportunities to improve web-based teaching skills and encourage behaviors that influence student engagement, retention and learning.

This comprehensive model integrates seven competencies with specific teaching and organizational requirements that cut across best practices and generational learning styles. As faculty master these competencies, they will be able to construct applications of best practices online through a generational lens.

Background
The significant increase in the number of adults enrolling in online courses (NCES, 2005) and programs necessitates a closer look at how effective teaching can maximize the value and benefits of distance learning for mixed generations of students. The mission of adult continuing and high education will be significantly impacted by the influx of a new generation of adult learners. Understanding generational characteristics can help institutions and faculty tailor learning environments that provide and expand web-based options. The shift in how and for whom education is delivered creates more complex teaching environments, hence critical issues of accountability for today's institutions, faculty and students.

The shift from traditional to online learning environments has prompted more interest in assessing the quality of instruction and instructional design to meet the needs of diverse populations. The online environment, where the space becomes the learning, seems more conducive to new

generations of learners. The mastery of competencies for online teaching integrate the elements of course design, delivery and management so that the online experience becomes purposeful and recognizes the contributions of the learner.

Wilkes and Burnham (1991) reported that good online teaching practices are fundamentally identical to good traditional teaching practices and that factors that influence good instruction may be generally universal across different environments and populations. A study utilizing Chickering and Ehrmann (1996) "Seven Principles of Good Practice in Undergraduate Education" as applied to online education identified best practices in design, implementation and evaluation of online learning environments. Quantitative and qualitative methods used in that study, uncovered themes within the best practices that, when expanded provided a framework for producing quality online instruction for adults (Grant &Thornton, 2007). The results of that study were used to shape a model of faculty development that expanded those themes into seven competencies for online teaching. This presentation integrated generational characteristics and learning styles with those competencies and best practices for online teaching.

Summary
In this conference session, the presenters:
- Identified Generational learning styles
- Discussed "best practices" for web-mediated adult learning.
- Determined competencies for online teaching across generations
- Reviewed a competency-based model using "best practices" with generational learning styles.
- Explored ways to implement model.

Recommendations
Techniques in teaching and learning in the online environment can and should be benchmarked for best practices in instructional processes that maximize student engagement, retention and learning for different generational learning styles. A focus on understanding the generational mix of adult learning styles in online education will strengthen processes to achieve and maintain quality educational programs and sustain institutional accountability for teaching and learning outcomes.

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Strategies and Solutions to Enhance Degree Completion for the Adult Student

Presenters: [Tom Walker](), University of Missouri- St. Louis, Walter Pearson and [Andrea Biklen](), Simpson College

Adult students persist to graduation at much lower rates than their traditional counterparts. This interactive workshop focused on paths to increase persistence and degree completion in a presentation and discussion format. These strategies include orientation, academic support, connection building, a hybrid course delivery model, and prior learning assessment.

The initial focus of this workshop was on the successful implementation degree completion and hybrid course model pilot program through the Office of Extended Learning at the University of Missouri-St. Louis.

The UMSL presentation focused on the challenges of modest enrollment, limited course offerings, and student services which led to the creation of their pilot program. A proposal created a cost-based program, providing a hybrid delivery model with incentives for participation. Participants in this workshop saw the effects of the early stages of a five year plan, designed with the intention to double their program enrollment.

The second focus of this workshop was on successful use of Prior Learning Assessment (PLA) at Simpson College. Discussion focused on recognizing factors which contribute to adult student persistence and how non-formal/informal learning can be applied to the PLA process, offering new access and opportunities for adult learners pursuing higher education. Participants left with proven strategies which could be applied at their institution and learned how to successfully implement a PLA portfolio process.

The completion of a PLA portfolio appears to double the likelihood of persistence toward degree completion. Several factors which contribute to greater adult student persistence can be linked to the PLA portfolio: confidence, connection with classmates, and connection with the college.

Tennessee Online Model for Addressing Statewide Workforce Development Needs: Regents Online Continuing Education Program

Presenters: [Tachaka Hollins]() and Raylean Henry, Tennessee Regents Online

The Regents Online Continuing Education Program (ROCE) has created a model to provide quality online workforce development/training to Tennessee employers and employees to meet the growing employment changes/growth of the state of Tennessee. Using online technology, employees across the state are able to obtain professional development, skill development, certification and re-certification. ROCE is a collaborative effort between the twenty-seven Tennessee Technology Centers, thirteen Community Colleges and six Universities and the Tennessee Department of Labor and Workforce Development to provide quality workforce development training through an asynchronous environment.

Educational Consortia in the New Knowledge Economy

Presenters: [Bethany H. Flora](), Virginia Tech University and William F. Flora, Radford University

Attendees watched a fast-paced presentation about recent research conducted in a higher education center. This workshop was appropriate for everyone: entry-level to seasoned continuing education professionals; graduate students, faculty members, and others interested in understanding leadership in education consortia environments. In addition to the presentation, the workshop was developed to engage participants in robust discussions about their own leadership styles and policy/practical implications of working in consortium environments.

The Case of the Missing Wall: Breaking Down Barriers between Credit and Non-Credit: Building a Unified Approach to Serving Students from Admission in Undergraduate Degree Programs through Their Professional Lifespan

Presenters: Susan Fouts and Judy Mallory, Western Carolina University

Professional Development is a primary function of a university, yet a small percentage of faculty members participate with their own institution by providing professional development.   When alumni look for professional development, they often look to the alma mater, but are unable to find a program that meets their needs. These professionals then start looking for other sources for their professional development.

Common barriers in bridging the gap include structural and attitudinal barriers. Continuing education departments are accustomed to structural barriers to programs and bring expertise in working within a university structure to accomplish results outside of the traditional classroom. Continuing education professionals should seek opportunities to provide non-credit programming by their faculty. The attitudinal barriers include the perceptions of faculty and communities about university-based professional development. Finding a champion is critical to breaking down these barriers. Successful interaction must be beneficial to both the non-credit and the credit divisions of a university. Western Carolina University's School of Nursing and Division of Educational Outreach used the personal relationships of staff and the attitude of the corresponding deans to forge a successful relationship that benefits each division and the University. This positive relationship is used by each dean as a model for community engagement.

Barrier identification both structural and attitudinal is critical to breaking down barriers between credit and non-credit programming. However, for a regional comprehensive university and an engaged university, offering both credit and non-credit programming is essential to its mission.

Rethinking the CE Marketing Organization

Presenters: Tim Copeland, SunGard Higher Education, Jeff Harmon, Arizona State University, Jim Peters, University of Kansas, Stephanie Platteter, University of Minnesota, Jennifer Copeland, DemandEngine

Market forces such as changing demographics and competition are increasing the demand for market-driven continuing education (CE) organizations. Because changing student expectations and behavior underlie these shifts, the CE marketing leader is a natural choice to respond and to lead this transformation. Yet, an alarming number of CE units do not invest in a dedicated marketing effort and for those that do the marketing organization is constrained to one of the discipline's four classical P's—promotion . During this moderated panel discussion participants heard from some of the industry's leading marketing experts and thought leaders as they discussed their experiences. Attendees learned specific strategies to modify, or strengthen their enrollment marketing efforts, regardless of institution size or budget.

Unbundling the Professional Role in Continuing Education

Presenters: Jo Lobertini, Amy Johnson and Jerdan Swingle, East Tennessee State University

Technology and demographics aren't the only things changing in continuing education. As we shape our profession to better serve an ever-growing student body in a time of fierce competition, continuing education professionals are unbundling their respective roles. Unbundling requires knowledge, confidence, direction, and an unwavering desire to do the right thing. A department chair, a student success coordinator, and an advisor will inform and empower you to begin the unbundling at your college or university.

Continuing education professionals are accustomed to serving in multiple roles. On a daily basis, continuing education professionals are expected to perform as mentors, academic advisors, trouble-shooters, futurists, marketing strategists, financial analysts, or faculty. These expectations are usually not aligned with job descriptions, training, and interest. Some people are comfortable with this reality while others are not.

Taking this concept one step further, we believe it is imperative to the survival of our profession that everyone involved in continuing education be able to not only tackle these multiple roles, but to master them with knowledge and confidence. This success is possible only through direction and an unwavering desire to do the right thing.

Using interactive games, role-playing, small group discussions, and shared experiences, the audience had multiple opportunities to think, plan, and prepare action steps toward the possibility of moving forward with unbundling professional roles at their institutions.

Mindfully Resolving Conflicts Workshop

Presenter: Lee Mun Wah, StirFry Seminars and Consulting

One of the major causes of many conflicts in our workplaces is miscommunication and one of the primary reasons for this is that our work environments have changed dramatically in the past fifty years. Diversity has come to encompass a broad spectrum of issues such as gender, ethnicity, ableism, age, sexism, heterosexism, classism, and many others.

One of the constants that bind all of these diverse issues and populations is the need for developing cross cultural communications skills that are adaptive, relevant, and effective. Through the use of our training films, experiential exercises, and a variety of mindful techniques, we offered participants an opportunity to:

- Assess their own communication styles and their impact on diverse groups
- Develop meaningful and authentic ways of responding to diversity issues mindfully
- Create workplace environments & relationships that are proactive rather than reactive
- Develop relevant and effective skills to assess and mediate cultural conflicts
- Create avenues for diverse conversations to be developed and practiced
- Explore how our past cultural experiences impact our good intentions
- Learn how to assess a variety of cultural communication styles
- Develop facilitation skills to adapt to various cultural environments
- Learn advanced communication listening techniques that are used by Master Mediators
- Learn the art of creating safe and dynamic cross cultural working environments

- Create everyday educational situations that support cross cultural sharing and understanding

We used as our reference points the following diversity instructional aids:
- "The Art of Mindful Facilitation" by Lee Mun Wah
- "What Stands Between Us" by Lee Mun Wah
- Film: "The Art of Mindful Facilitation" by Lee Mun Wah

Engaging Adjunct Faculty in Assessment Conversations and Efforts

Presenters: Emily Richardson, Theodore O'Tanyi, Debra Stein and Anthony DeCurtis, University College, Widener University

Degree completion programs for adult learners rely largely on adjunct faculty to implement quality teaching, learning and assessment. University College at Widener University was challenged to include its all-adjunct faculty in assessment conversations and planning. Learn how they engaged adjuncts in assessment planning through structured discussion groups, faculty development, and regular feedback. Join three adjunct faculty members in conversation about the opportunities to enhance learning as a result of this assessment dialogue and their role in continuing the assessment cycle.

University College was established in 1980. A dean was hired and campus operations began on Widener University's main campus in Chester. Today, thousands of students have received their degrees or certificates through University College, one of the eight schools and colleges of Widener University. Course offerings have grown dramatically. Currently, University College offers nine bachelor's degree programs, eight associate's degree programs, and four certificate programs. Students take courses in a variety of formats. These include: evening classes that meet 14 weeks during a traditional semester, weekend courses that meet every other weekend during a semester, NetCampus—an accelerated hybrid format that supplements face-to-face meetings with online learning that allows a student to complete a course in seven weeks, and distance learning that is asynchronous learning in a completely online format.

Faculty across Widener University were actively engaged in the assessment process, but the dean of University College recognized that it was imperative that she and her staff look at assessment "ownership" in a broader sense. A number of factors made the undertaking complicated. First, University College utilizes only adjunct faculty, many of whom teach only one course within a given curriculum. Although many have taught for the college for a number of years—the average is ten years—they had not been included in the discussions of assessment because their relationship to the university was not as visible as that of regular faculty. Second, University College offers many degrees that are the responsibility of the traditional academic units in the university. These units were initiating conversations that would affect University College's delivery of those degrees. However, the college also offered other degrees that were its sole responsibility, and it was recognized that is was important for University College to deal with the issue of student learning in those disciplines.

As a first step, the dean and the assistant provost for teaching, learning and assessment invited stakeholders involved with University College curriculum offerings to participate in a day devoted to *student learning outcomes.* Invitations were sent to faculty, students, alumni and industry representatives for five of the degree programs offered in University College. The Saturday event, held on campus in February 2006, drew 70 participants. The goals for the day were: (1) to have a draft of student learning outcomes for each of the degrees and certificates that were represented and (2 to get faculty to buy-in to the process.

University College's assessment plan articulates a process, a timetable, and use of results that contribute to the unit and institutional mission, vision, and strategic goals. The assessment plan provides the school/college/unit with clear direction for expectations of student learning, specific assessment measures, how assessment results will be analyzed and reported, and how the information will be used to enhance and improve student learning. The plan identifies who will be responsible for ensuring the plan is systematically implemented and how assessment results are reported within and outside the unit. A timetable for collecting information, analyzing data and information, and reporting out is also part of the plan.

Once the dean began to write the plan, groups of faculty involved in the core courses for each program and minor were convened to validate the proposed student learning outcomes, the applicability to courses, and the assessment measures to be used for determining whether the students had met or exceeded the student learning outcomes.

After one year, managing the process through the Dean's office, the decision was made to develop a *Task Force on Student Learning* for University College. The task force began its work in earnest eighteen months ago. The committee was comprised of adjunct faculty from the disciplines of English, allied health, psychology, science, sociology, and supervision. Each adjunct faculty member committed to spend 45 hours in an academic year working on student learning assessment. During the past year (2007-2008) the task force met 10 times.

Initially the committee tackled the evaluation of course syllabi to better understand how adjuncts were integrating the skills of writing learning objectives as a subset of learning outcomes. This was previously taught in faculty development workshop. A rubric was designed and used to evaluate the syllabi. Recommendations were made after the review resulting in a new template for course syllabi being developed, and this template was introduced to the faculty in spring 2008.

The second project was the development of an alumni survey which was mailed to University College alumni that graduated in 2004/2005. University College currently calls all graduates after graduation and conducts a survey that allows students to reflect on a variety of questions about their particular program of study, the services that University College offers, and the faculty with whom they had contact. But the decision was made that to get a more valid measure of post graduation success we needed to institute an alumni survey that would reflect on student success three years after graduation.

The committee then turned (its) focus to discussing assessment methods for written and oral communication as well as critical thinking. During the 2007-2008 academic year, rubrics for critical thinking and oral communication were designed, piloted and used to assess student work. The written communication rubric used by the Writing Center at the University was accepted as appropriate tool for writing within University College. The oral communication and critical thinking rubrics were drafted after an analysis of rubrics used by other universities and research consortiums.

Several decisions have been made as a result of the work done by the task force during 2007-2008. These decisions include: continuing the task force, providing additional faculty development seminars on assessment and the use of rubrics; redesigning the syllabi template, and considering becoming the host a *University College Student Project Day* for the purpose of providing a forum for the delivery of oral presentations with accompanying feedback. These initiatives will not only offer opportunities for data gathering and program assessment, but will also improve thoughtful, reflective nature of instruction provided by the University College faculty.

Responding to the Changing Characteristics of Adult Learners in Today's Continuing Education Environment

Presenters: Jane LeClair, Elmira College and Alison Christopher, Bryant & Stratton College

Our current cultural climate, has contributed to the changing faces of today's adult learners. Adult learners and non-traditional students are making their way into the halls of learning institutions and the juxtaposition of traditional with non-traditional students has major impacts on the delivery of information both in the classroom setting and in distance learning venues. Consequently, educators and facilitators are in the process of reorganizing and restructuring current programs to accommodate the learning preferences of new generations that will take us into future. We are facing greater numbers in reeducating and retraining both in learning institutions and workplace organizations. Learning Institutions are continuously discovering new and innovative ways to merge the varying learning dynamics of today's diverse classroom. We have learned that while education as a whole is beneficial, it is often difficult to apply that knowledge in the workplace when cultural practice does not allow for information sharing.

Oftentimes continuing education administration and faculty do not come with a background specific to working with adults. Adult learners today are facing monumental obstacles and, therefore, require strategic efforts in addressing their needs yet allow the learner room for self-discovery. A way of addressing this is to understand the varying learning characteristics of today's adult learners. Are we fostering a cohesive learning environment with room to expand and improve? Are we encouraging our learners to take ownership in their learning and leadership ventures? Are we encouraging lifelong learning as a basis for intellectual investments? We have come a long way in the delivery of information, from traditional transference of knowledge to the use of various forms of technology. These changes can easily inhibit a learner from progressing to their next level of involvement. This may be caused by the lack of understanding paired with the frustration associated with learning something new. The learning styles are indicators of the adult learner's ability to receive, retain and retrieve various forms of information. As such, how do we apply the principles of learning to the individual?

Our role as educators necessitates using practices that encourages the learner to invest in their own learning. Understanding the differences in learners' orientation to learning and the state of their learning needs will identify obstacles that may be inhibiting their ability to learn. This balance of instructional design versus adult education can be challenging at best. When applied strategically, it can be an effective means of managing learning in higher education. These issues are important to understand as we venture in our review of viable learning and teaching strategies for today's adult learners. Identifying personal learning needs and meeting those needs is critical to the success of the adult learner who takes ownership of their learning and leadership roles.

Access: Serving Those Who Serve

Presenters: Roxanne M. Gonzales, Park University and Eric Cunningham, Columbia College

Through case studies, participants explored the challenges institutions face in providing postsecondary education access to military populations: locally and globally. The session presenters have extensive experience serving those who serve and explored the specialized knowledge, requirements, and commitment required in becoming a military friendly institution. Participants left with a blueprint and needed resources on becoming a provider of certificates and degrees to those who serve our country.

Good to Great Continuing Education and Workforce Instructors

Presenter: Wendy Flint, Boston Reed College

Train-the-trainer workshops and seminars not only improve the skill level of instructors, but also assist instructors and faculty in transferring from lecture style instruction to learner-centered facilitation.

In this presentation, learners evaluated the concept of offering an accelerated train-the-trainer course that moves their workforce and community education instructors from good to great. Participants also assessed how the theory of problem-based learning (PBL) incorporated through practical activities can transform a group of students from moderate participation to energetic learner-centered engagement.

Problem-based learning, an instructional model based on constructivism and first practiced in medical universities, is the concept that learners construct their own understanding by relating concrete experience to existing knowledge where processes of collaboration and reflection are involved. It is a method of learning in which students first encounter a problem, followed by a student-centered inquiry process.

Active discussion and analysis of problems and learning issues among students are essential to the process, enabling students to acquire and apply content knowledge and to learn and practice both individual and group communication skills. Dr. Flint affirmed the practical activities and methods that can be incorporated into existing curriculum to increase the transfer of learning, improve student engagement, and give instructors an opportunity to assess if the student can put the theory to practice successfully.

The information in this presentation was based on research conducted by Dr. Wendy Flint at College of the Desert, a community college in Palm Desert, California, a Hispanic Serving Institution with 60% Hispanic enrollment and 50% of students enrolled in Adult Basic Education or ESL courses. Dr. Flint's dissertation indicates that problem-based learning significantly impacts the degree of student engagement and learning. The book *Problem-based Learning: Welcome to the Real Wor*ld (available at amazon.com) was given to participants (compliments of Boston Reed College).

Leaders of continuing education, community education and workforce development programs who attended this presentation assessed if a train-the-trainer should be implemented on a regular basis at their college. Participants were encouraged to interview instructors using a handout provided in this seminar and to facilitate new instructor orientations to prepare them for learner-centered classrooms and guide them with the incorporation of adult learning theory into their course design.

Dr. Flint's incorporated her experiences as a training manager at large corporations, including Hewlett-Packard. Problem-based learning and learner-centered techniques re-enforce workforce preparation, critical thinking, problem-solving, team-building, and decision-making.

Building a Borderless Community – The University Experience Course. An Online Orientation for both distance and residential students.

Presenters: Bronwen Sheffield and Regis Gilman, Western Carolina University

Learners have options that afford them flexibility in access, scheduling and instruction—but they may not have the requisite technology skills to match. Institutions are utilizing more and more technology as they incorporate student portals, software management systems, portfolio software, audio chat software, and net-conferencing software. How do students prepare to be successful learners in an educational environment where technology skills are critical to success and access? Who facilitates student access to your institution and fosters success by enhancing the student's knowledge of university programs and resources—their orientation to campus and resources? Who assists in the development of entrance level skills that promotes academic success? One tool utilized at Western Carolina University (WCU) is the University Experience course, designed to build a community of learners by placing students in an online learning environment before the beginning of their first semester.

This presentation/workshop focused on the successful strategies behind the development of the University Experience to its evolution utilizing increased faculty interaction and facilitation. Beginning with a brief history of how the course has evolved since spring 2005 to the present, we discussed how one decides on course content and the audience for your course. Partnerships with other units on your campus will be critical to the implementation and validation of the course so we will explore who your partners need to be. At Western, those participants included faculty members from the College of Education and Allied Professions; the College of Arts and Sciences; the College of Health and Human Sciences; from Educational Outreach, Regional Coordinators, Dean, Associate Dean, Director of Student Services, Director of Continuing Education, Director for Military Education; from Research and Graduate Studies, Dean and Associate Dean, Director of Enrollment Management for Research and Graduate Studies and Distance Learning and Educational Outreach Counselors. Another area important to the delivery of the course will be selecting facilitators, training these individuals, and enabling these individuals to be instructors of record for the course. How do you engage multiple faculty/staff in a particular section along with the instructor of record? Finally, we shared our philosophy of what a grade of satisfactory should mean and the message this grade sends to colleagues and their future professors.

Part Three: Business Meeting and Appendices

70th Annual Conference and Meeting
Gaylord Opryland Resort and Convention Center
November 8 – 11, 2008
Nashville, Tennessee

Call to order and Introductions
President Chris Dougherty called the Association's 70th Annual Conference and Meeting to order at 1:05 p.m. on Sunday, November 9, 2009, for the first general session. The conference reconvened on Monday, November 10, 2000, at 9:35 a.m. for the second general session. President Dougherty then reconvened at 10:55 a.m. on Monday, November 10, 2009, for the ACHE Annual Business meeting and introduced the head table: Rick Osborn, president elect; Roxanne Gonzales, vice-president; Jim Pappas, executive vice president; Skip Parks, immediate past president. He also recognized the board members present. He then introduced the parliamentarian for the business meeting, Jerry Hickerson, and the home office manager, Ynez Walske. Chris then introduced the new ACHE directors-at-large, Brian Van Horn and Clare Roby. He also noted that Lew Shena would be continuing in his capacity as director-at-large.

Minutes
President Dougherty asked for a motion to accept the minutes from the Roanoke conference and meeting; a motion was made. One member present advised that there was a time error in the

first paragraph of the Roanoke minutes. This was noted by the home office manager for correction. The motion was seconded and carried.

Membership and Financial Reports
Executive Vice President Jim Pappas directed the members to the financial and membership reports in their meeting packets. He briefly discussed the home office transition and the affect his was having and could have on both the membership and the financial status of the association. Lastly, he thanked the previous home office for all of their hard work, noting that the current home office was greatly appreciative for everything that had been done to prepare for the move and the groundwork that was laid for Nashville Conference and Meeting.

Budget and Finance
President Dougherty introduced Tom Fisher, chair of the Budget and Finance Committee, to review the proposed 2009 budget.

Tom recognized the members of the committee, thanked the home office for their efforts, and commented that the home office transition was going well. He directed the membership present to review the 2008/2009 comparison budget in their packets and then asked for a motion to accept the budget. The motion was made and seconded. There was no discussion, and the motion was carried.

Resolutions
President Dougherty asked for those present to remember those ACHE members who have passed on in the last year. He then introduced Scott Evenbeck, Chair of the Resolutions Committee. Scott read the resolutions to the assembled members and asked for a motion to approve. The motion was made and seconded. There was no discussion, and the motion was carried.

Constitution and Bylaws
President Dougherty announced there was no Constitution and Bylaws report.

Leadership Institute
Roxanne Gonzales briefly noted that the Leadership Institute report was in tab 4 of the members notebooks. There was no discussion.

The Year in Review
President Dougherty took the podium to give a brief report of his year as ACHE president. First, he welcomed Dr. Alex Charters to the 70th annual conference and meeting of ACHE and noted the Charters library and scholarship. He thanked the previous home office for all of their hard work over the years and welcomed the staff of the new home office, thanking them for efforts in preparing for Nashville. He thanked the board for the work they had done in the previous year to move the association forward, including working on issued brought to the table by the membership, such as IRS limits on tuition reimbursement. Lastly he thanked the regional and committee chairs and Barbara Hanniford for her work on JCHE.

Recognitions
President Dougherty recognized the following for their service to the Association:

ACEware Systems, Inc. Gold Level Sponsor, January to June, 2008

Merit Certificates   Dan Lavit, LA Co-Chair
                                Brian Van Horn, LA Co-Chair
                                Susan Elkins, Program Co-Chair
                                Sandra Gladney, Program Co-Chair
                                Barbara Hanniford, JCHE Editor
                                Mike Prejna, JCHE Associate Editor

	Janeen Winters	
	Natalie Thurmond	
Board Members	Regis Gilman	2005 – 2008
Presidential Sponsors	Compass Knowledge Group	
	JER Online	
Dean Level Sponsors	Compass Knowledge Group	
	Destiny Solutions	
	ACHE South	

Awards

Awards Committee Chair Brian Cook presided over the following recognitions at the Awards Banquet:

Special Recognition	Michele Shinn
Meritorious Service	Robert J. DeRoche
	John Yates
Crystal Marketing Award	Western Kentucky University
	"2007 Carroll Knicely Conference Center Holiday Campaign"
Marlowe Froke Award	Jeff E. Hoyt
	Scott L. Howell
	Lee J. Glines
	Cary Johnson
	Jonathan S. Spackman
	Carrie Thompson
	Chandler Rudd
	"Assessing Part-Time Faculty Job Satisfaction in Continuing Higher Education: Implications for the Profession"
Emeritus Award	Nancy Gadbow
	Rosemary Owens
	John Yates
Credit Program Award	Rose State College
	Tinker AFB
	"Employee Leadership/Supervisory Training Programs"
Non-Credit Program Award	Oklahoma State University
	"Energy Conference"

Creative Use of Technology Award

> Clemson University
> "The Sandbox: Teaching with Technology Experimental Classroom"

Outstanding Services to Underserved Population

> University of Maryland University College

"Better Opportunities Through Online Education"

Older Adult Model Program Award
Clemson University

"Osher Lifelong Learning Institute at Clemson University"

Transition of Presidency
Outgoing President Chris Dougherty thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He called Rick Osborn to the podium to accept the gavel and assume the presidency of the Association. Following the "passing of the gavel," Rick expressed the Association's appreciation for Chris' leadership and service. Rick then presented Chris with a presidential certificate and recognition gift from ACHE.

Adjournment
President Rick Osborn declared the 70th annual conference and meeting "adjourned."

Appendix A

Membership Report

	9/30/07	New	Cancelled	10/30/08
AFFILIATE CLASS				
Institutions Represented	12	1	2	11
Individual Representatives	19	2	2	15
INSTITUTIONAL CLASS				
Institutions Represented	266	17	24	259
Individual Representatives	1211*	NA	NA	1368*
PROFESSIONAL CLASS				
Individual Members	211	37	22	226
HONORARY CLASS				
Individual Members	28	0	2	26

*Includes 63 Chief Academic Officer (complimentary) members

Members in 46 states, the District of Columbia, Puerto Rico, and 3 foreign countries (Canada, Jamaica, and United Arab Emirates). Just over 1630 individuals representing approximately 420 different institutions and organizations.

NEW INSTITUTIONAL MEMBERS

Becker College	NE	Charter Oak State College	NE
Emory University	S	Hutchinson CC	GP
Keuka College	NE	Northeastern State University	GP
Ohio University	GL	Rose State College	GP
Saint Joseph's University	MA	San Diego State University	W
Sistema Universitario Ana G. Mendez	S	Southern Illinois University Edwardsville	GL
Southwestern College	GP	Springfield College	MA
Strayer University	MA	SUNY College at Purchase	NM

CANCELLED INSTITUTIONAL MEMBERS

Brown University	NE	California State University - LA	W
CC of Rhode Island	NE	Clarkson College	GP
College of Lake County	GL	CSU - Bakersfield	W
DePaul University	GL	Fairfield University	NE
Fresno Pacific University	W	Gallaudet University	MA
Hampton University	MA	Indiana University-South Bend	GL
Manor College	MA	Palm Beach CC	S
Seton Hall University	NM	Suffolk County CC	NM
Texas State University - San Marcos	S	University of Central Arkansas	S
University of Texas @Austin	S	University of Toronto	N
Utah Valley State College	W	Villa Julie College	MA
Western Oregon University	W	Youngstown State University	GL

CANCELLED HONORARY MEMBERS

Clarence "Tommy" Thompson S

ACHE MEMBERS BY REGION
As of
October 30, 2008

REGION	INSTITUTIONAL*/ AFFILIATE	PROFESSIONAL/ HONORARY	TOTAL
New England	147/3	22/1	173
Northeast	83/2	19/3	107
Northeast Metro	88/1	16/1	106
Mid-Atlantic	272/3	18/5	298
Great Lakes	116/0	22/6	144
South	387/1	99/8	495
Great Plains	163/3	15/1	182
West	112/2	15/1	130
	1368*/15	226/26	
TOTAL	1383	252	1635

*Includes 63 Chief Academic Officer (complimentary) members

Appendix B

Financial Report

Assets and Fund Balances
As of September 30, 2008

	Dec-06	Dec-07	Sep-08
ASSETS			
Cash in Bank (checking)	7,421	13,838	32,191
Invested Reserves	13,890	33,612	33,140
TOTAL	$21,311	$47,450	$65,331

	2006 Budget	2006 Actual	2007 Budget	2007 Actual	2008 Budget	2008 9/30
REVENUE						
Institutional Dues	105,625	109,046	113,925	106,328	113,050	118,416
Professional Dues	20,400	16,215	15,000	13,775	14,100	13,270
Miscellaneous	11,422	15,120	15,001	16,732	12,350	7,506
Interest, Dividends, & Increase in Investment Value	3,000	-486	1,000	1,194	0	-1,396
Annual Meeting	10,153	9,099	1,245	30,691	14,500	20,404
TOTAL	$150,600	$148,994	$146,171	$168,720	$154,000	$158,200

	Dec-06	Dec-07	Jan-08	Sep-08
RESTRICTED FUND BALANCES				
Transition	0	0	0	0
Emergency	8,000	8,000	8,000	8,000
Capital	2,000	2,000	2,000	2,000
Development/Venture	-2,831	1,182	5,000	-2,045
TOTAL	$7,169	$11,182	$15,000	$7,955

	2006	2007	2008	2009
Institutional/Affiliate Dues	$325	$350	$425	495
Professional	$75	$80	$80	$80
Application Fees	$125	$125	$125	$125
Journal Subscriptions	$50/$60	$75/$90	$75/$90	$75/$90
Mailing Lists	$200/$350	$250/$450	$250/$450	$250/$450

	2006 Budget	2006 Actual	2007 Budget	2007 Actual	2008 Budget	2008 9/30
EXPENSES						
Publications						
Newsletter	1,872	1,872	1,947	1,944	2,022	1,626
JCHE	22,150	20,895	21,000	14,655	20,000	16,783

Directory	425	425	425	425	425	425
Proceedings	520	520	540	540	562	703
Office Expenses						
Secretarial	46,717	51,615	48,452	49,516	50,889	51,588
Office Supplies	1,365	925	900	632	900	538
Printing & Duplicating	700	430	600	287	600	211
Telephone	3,000	1,419	2,000	1,409	2,000	846
Postage	1,000	1,225	900	842	1,000	672
Computer Services	300	0	300	0	300	75
Accounting	7,500	7,050	7,500	7,750	7,700	9,280
Liability Insurance	2,150	2,150	2,150	2,297	2,150	0
Computer Operator	13,456	15,748	14,352	13,108	14,787	11,654
Miscellaneous	500	584	300	321	300	388
Credit Card Charges				1,897	2,000	1,799
Travel						
General	3,000	3,052	3,000	3,205	3,000	641
Board Meetings	12,000	8,025	8,500	7,884	9,500	8,210
Presidential	6,000	4,717	5,000	6,800	6,500	3,460
Honorarium						
Executive Vice President	8,650	8,650	9,000	9,000	9,350	9,351
Administrative Expenses						
Committees						
Nominations/Elections	95	406	0	0	0	0
Research Committee	3,000	1,705	3,000	2,991	3,000	1,500
Annual Meeting						
Recognition & Awards	2,200	1,138	1,100	1,183	1,200	0
Executive VP	200	109	200	0	200	107
Presidential	300	234	300	119	300	0
Miscellaneous			195	0	195	0
Administrative Charges	6,500	6,500	6,500	6,500	7,000	8,750
COLLO - Dues	100	100	100	100	100	0
- Travel			1,500	2,424	2,500	713
Replenish Reserves	400	0	0	0	0	0
Regional Stipends	6,500	4,000	6,160	1,500	5,320	1,500
Regional Leadership	0	0	250	101	200	0
TOTAL	$150,600	$143,494	$146,171	$137,430	$154,000	$130,820
HO Search					20,000	5,330
Development Fund		7,831		3,817	0	7,045
		$151,325		$141,247	$174,000	$143,195

Appendix C

Committees

Awards

2007-2008 Awards Committee Chair:
     Brian Cook, California State University-East Bay
Members:
     Mary Bonhomme, Florida Institute of Technology (Co-Chair)
     Don Devilbiss, Widener University
Board Liaison:
     Richard Osborn, East Tennessee State University

Overview of Awards Committee and observations:

The Committee effectively reviewed and nominated candidates via email. All submissions, except one*, were submitted electronically via the ACHE website.
*Rose State submitted hard copy directly to Awards Chair.

- Due to low nominations, deadline was extended two weeks.
- Total nominations for this committee = 18
- There were no Leadership nominations this year
- Eligibility for Awards continues to be a 'small' issue. (i.e.: non-institutional members ineligibility for a program award) albeit, questions and concerns are easily resolved via email

Categories - Awardees

Meritorious Service – (1) Robert J. DeRoche, DeRoche Consulting LLC

Meritorious Service – (2) John Yates, Dean, Continuing Education & Academic Outreach, Murray State University

Emeritus – Nancy Gadbow, SUNY Empire State College

Emeritus – John Yates, Murray State

Emeritus - Rosemary Owens, Middle Tennessee State University

Distinguished Non-Credit Program - Oklahoma State University (Energy Conference)

Distinguished Credit Program - Rose State College (Employee Leadership/Supervisory Training Programs)

Creative Use of Technology - Clemson University, Project Title: The Sandbox (Teaching with Technology Experimental Classroom)

Older Adult Model Program: Clemson University, Osher Lifelong Learning Institute at Clemson University

Outstanding Services to Underserved Population Program: University of Maryland University College
Subject Title: Better Opportunities Through Online Education (BOTOE)

Others:

Leadership – N/A

No submissions

Special Recognition – (via Executive Committee vote) Michele Shinn, Trident Tech

Crystal Marketing Award
Submitted by Dr. Sallie C. Dunphy

The process for the *2008 Crystal Marketing Award* has remained the same for the third year. Dr. Sallie C. Dunphy was been sent all award submissions for judging rather than a designated person with the local arrangements committee or awards committee for the international conference. Only one institution, the 2007 winner Western Kentucky University submitted an entry. There has been a dramatic decrease over the last few years. For 2006, a total of 28 entries were received from 15 institutions. In 2007, a total of 14 entries were received from 6 institutions. This was a 60% decrease in number of schools participating and a 50% decrease in entries from 2006.

Judging occurred in the spring of 2008 in Birmingham, Alabama conducted by a panel of university marketing experts. The submitted entry was judged on the following criteria: strategic approach and purpose, appropriate target audience, financial results and effectiveness, achieved stated objectives and creativity/originality. The winning entry was presented to ACHE President Chris Dougherty and Board for approval. *Western Kentucky University's Conference Center Holiday Campaign* the winner of the 2008 Crystal Marketing Award will be on display at the international ACHE conference in Nashville, TN.

Budget and Finance

ACHE Budget and Finance Committee Report November 8, 2008

The ACHE Budget and Finance committee is charged with carrying out three functions for the association. Those are: to review the income and expenditures of the association, to recommend an annual budget to the membership and to recommend sound fiscal policies to the association leadership.

Assessment of the income and expenses for the 2008 year has been reviewed and, with the exception of expenses associated with the move of the home office from Trident Technical College to The University of Oklahoma, and the closing out of those commitments, the income and expenses align with the 2008 budget that was approved by the membership at the last association business meeting in Roanoke.

The committee has reviewed the proposed budget for the association for the 2009 year and believes it to be continuing a long history of prudent and careful attention to managing a large national association with a small budget, and with an eye toward affordability for members and cost savings for the association. The anticipated income and expenses are only modestly increased from the 2008 year's budget, and stem from both a planned dues increase, already approved by the membership, and inflationary pressures associated with salaries. Total income and expenses for the 2009 year are anticipated to be $161,318.

In reviewing future budget concerns, and recommending what we believe to be sound policies, there are two issues which we believe need attention:

- The dues structure currently approved and in place for the 2009 year is at it's final year of membership approval. A recommendation to the board at the Roanoke meeting was to consider using the Commonfund Institute Higher Education Price Index as a measure of needed dues increases has not, as we understand, been adopted. As previously mentioned, 2009 is the final year of the current dues approval and it would appear the nothing is in place for the membership to approve a dues increase past this current year.

- The committee continues to advise that budgeting income from future association meetings is a somewhat risky move. Two meetings in the past ten years have had financial difficulties, one due to Sept 11 and one due to contract circumstances and have caused the association to need the use of reserve funds. Actual reserve funds are currently small due to economic downturn and there is not a significant reserve to meet any new emergencies. We believe that association meeting proceeds should be used in the near term (3-5 years) for replenishing reserves and that the association should not rely on proceeds for balancing the annual budget.

Respectfully submitted
Tom Fisher, Budget and Finance Committee Chairperson

Committee on Inclusiveness

Members
Jeffery Alejandro (Chair), Maureen Znoj, Roger Maclean, Thomas Fuhr, Eric Cunningham, Vernon Taylor, Elaine Feather, Mary Zeleny, Reginald Oxendine, Elton Payne, Nina Leonhardt, Jamila Canady, and Sandra Gladney (ACHE Board Liaison)

Activities
February 1, 2008
Jeffery Alejandro named new chair of the Committee on Inclusiveness.

February 12, 2008
There was a conference call with: Jeffery Alejandro (Chair), Maureen Znoj, Roger Maclean, Elaine Feather, Nina Leonhardt, Jamila Canady, and Sandra Gladney (ACHE Board Liaison)

Task:
The group identified two strategies/approaches for regional and national ACHE leadership to implement as a means to attract underrepresented populations and institutions. The

Suggestion #1: Each region identifies state representatives who will contact institutions/ professional that are not represented or underrepresented in ACHE. Such institutions include:
- HBCUs
- Hispanic institutions
- Tribal colleges
- Community colleges
- Small private colleges
- Non-traditional Adult Education Agencies (museums, consulting firms, libraries, etc.)

Tactics: 1. Appointed ACHE members make personal visits to target institutions.
2. ACHE Regions invite 1-2 targeted institutions/professionals to attend the annual regional conference for free.
3.   ACHE National provide 2-3 targeted institutions/professionals one-year free membership to the organization.

Resources: 1. Updated ACHE marketing materials to hand deliver.
2. Letter of invitation to institutions/professionals from current president.

Suggestion #2: Target and recruit new professionals to join ACHE.

Tactic: 1. Contact with graduate programs. Provide them with ACHE literature and free subscription to Journal.
2. ACHE National offer a discounted membership rate to students.
3. Actively solicit graduate student presentations at all regional conferences. Waive the registration fee of those students.
4. Invite graduate students within the regional of the nation conference each year to present a session or take part in a poster session. Waive the registration fee of those students.
5. Better market scholarships and grants to students outside ACHE.

Resources: 1. Updated ACHE marketing materials to hand deliver.
2. Copies of the Journal to distribute to graduate programs.
3. Discounted memberships.

September 16, 2008
There was a conference call with: Jeffery Alejandro (Chair), Maureen Znoj, Elaine Feather, Nina Leonhardt, Mary Zeleny, and Thomas Fuhr. Special guests were James Pappas, Ynez Walske, and Belinda Biscoe.

Reports:
Suggestion #1 Update:
A.	Some members of the committee have met with professionals within their home states that are not represented or underrepresented in ACHE. This tactic is not working well because it is hard to get the direct contact information of professionals at target institutions.

B.	Committee members Jeffery Alejandro and Maureen Znoj presented seminars on how to identify and target underrepresented professionals at ACHE meetings in the New England and MidAtlantic Regions. Skip Parks and Chris Dougherty discussed these issues at other regional meetings around the country.
Suggestion #2 Update:
A.	Some members contacted graduate programs in their home states. The number contacted was less than ten (10). Committee agreed that additional work needs to be done in this area.

B.	New National Home Office was unaware of the need for their assistance to accomplish these goals. Jeffery Alejandro will work closely with the Home Office to work towards goals and create a clear line of communication.

Home Office Actions:
A.	Home Office has agreed to look at the membership fee structure to see if there can be a student rate created.

B.	They will assist in identifying underrepresented institutions and professionals so that additional contact can be made with these groups.

C.	They will assist with focus groups geared towards finding out why these groups did not participate in ACHE and how ACHE can become more appealing to them.

D.	James Pappas and Belinda Biscoe will provide other ideas and resources to the committee so that goals can be obtained more efficiently.

Respectfully Submitted by Dr. Jeffery E. Alejandro, Chair

Constitution and Bylaws
No report

Local Arrangements

Submitted by Dr. John Yates, 10/23/2008
Latest weekly update for 2008 Nashville Conference and Meeting

"With a little over two weeks to go, I wanted to provide you with another update on conference planning.

We are now up to 319 conference registrations, 10 guest registrations, and 42 individuals representing over 20 exhibitors.   That's a total of 371 participants.

The hotel reports that we have 1032 room nights or 95.56% pickup. In fact we are overbooked for every night except Tuesday night.   Fortunately they have been able to accommodate our room requests and will continue to take reservations at the conference rate.

Money-wise, we are running about $12K over the revenue budget. We based our registration revenue on a combination of early bird, multiple institution, and late registrations. Evidently we did a pretty good job of marketing because more registrants took advantage of the early bird that in previous years, thus our registration revenue is a little lower that projected even though our numbers are up. However, we are okay because of the exhibitor revenue. We are still getting a few registrations.

The Saturday night Nashville at Night event is now up to 77.   An e-mail promotion went out today giving folks coming in on Saturday another chance to sign up for that. That is not a money maker because it was priced at cost but the more participants the merrier. We will cap that at 96 so we don't have to get another bus. The room pick-up for Saturday night stands at 219 so there are a lot of ACHE folks coming in that night.

Right now we are concentrating on two things, catering and av. These are the two areas that are most costly and could kill our budget if we aren't careful. We are:

1. Going over the catering menus and trying to refine the numbers for each event to make sure we can accommodate those that attend without paying for plates we don't need. This is particularly a problem for the final awards banquet because we know that only a little over 50% of the participants are staying Tuesday night.

2. Identifying AV needs for each general and concurrent session. We will use hotel A/V for the general sessions but plan on providing our own av for the concurrent sessions. We did make a decision today not to provide Internet access to concurrent session presenters after learning that the cost would be $2800 and there were only 5 presenters requesting access. We are in the process on contacting them to let them know and discuss alternatives.

All things considered, we are going to have a very successful conference, both financially and programmatically."

Membership Recruitment and Retention

Submitted by
Dr. Sallie C. Dunphy, Membership Chair

As Membership Chair, I have continued to contact every new institutional and professional member with a "welcome email" telling them that they made a wise decision in joining and encouraging them to get involved. I get very appreciative responses back. A number of them plan to find me at the annual meeting. I recommend that the regional chair or one of the officers continue to contact the new member directly regarding upcoming meetings and events. The one-on-one touch seems to help build a more solid relationship for ACHE.

The number of ACHE Mentors has increased to 16. The additional expertise from these Mentors is an enhancement for benefits and services to the membership.

In April 2008, I contacted the non-paid institutional and professional members who have not renewed their membership. The Home Office provided the list. Efforts to "clean-up" membership lists has been made for a realistic number of members. Members who have not paid in 1 or more years were removed. The membership roster is now up to date with accurate paid numbers. Institutional members were again encouraged to enroll 4 members.

The development of a survey on cancellations has been discussed with the President. A short questionnaire for the non-renewing members of ACHE would help us to evaluate the reasons. We need to know why. I submitted the following questions that might be asked. Is it that the Rep is leaving and the ACHE role hasn't been transferred on, is it budget issues, is it ACHE as an organization--dissatisfaction if some area or service, and are they involved in other CE groups. What do they need from us to stay involved with ACHE?

Nominations and Elections

Report and Recommendation to the Executive Committee of the
Association for Continuing Higher Education
for Nomination of Candidates for the Board of Directors

At the request of ACHE President Chris Dougherty, the Nominations Committee undertook the task of reviewing the qualifications for members to be nominated for a position of Director-at-Large on the ACHE Board of Directors. This report outlines the finding and recommendations of the Nominations Committee.

Background

The ACHE Board of Directors is composed of eight Directors-at-Large plus the President, President-Elect, Vice President, and the Immediate Past President. The Executive Vice President is non-voting, ex-officio member of the Board of Directors.

The constitution and by-laws are somewhat confusing in their use of the term officer and "office of". A strict interpretation would lead to the conclusion that the officers of ACHE are the eight Directors-at-Large, the Vice President, the President-Elect, and the President. The Immediate Past President, while serving on the Executive Committee and on the Board of Directors, is not, by definition, an officer. Likewise, the Executive Vice President is not an officer.

It is a commonly held belief that in order to be nominated for a Director-at-Large position, a member had to have served as a regional chair. While in the past this belief has governed the selection of persons nominated, it is not supported by either the constitution or the by-laws. Both of these documents are somewhat silent on the qualifications of someone to be nominated for a Director-at-Large position except that the person must be a member from an institution holding institutional membership (Article I, Section 1). This also applies to the Offices of President-Elect,

Vice President, and Executive Vice President. It is interesting to note that in theory, the Office of President could be held by someone whose institution does not hold institutional membership.

The constitution and by-laws do provide some guidance on the type of membership someone must hold in order to serve as a Director-at-Large. The by-laws state that officers (which include Directors-at-Large) may be institutional representatives, affiliate representatives or professional members in good standing.

It is important to note, however, that just because the constitution and by-laws are at best confusing on the qualifications for someone to be nominated for a Director-at-Large, the Association may have established qualifications by Board action. As of today, a search by the Home Office has not discovered any Board action to this effect. It must be therefore assumed that even if a Board action is discovered in the future, the Board of Directors is clearly empowered to establish qualifications for nomination to the Board without having to modify either the constitution or by-laws.

Recommendation

It is the recommendation of the Nominations Committee that the nominating process for Director-at-Large positions be as inclusive as possible reflecting not only the field of adult and continuing education, but the students and multiple constituencies we serve. It is also recommended that those nominated for a Director-at-Large position share the goals, purposes, and mission of the Association for Continuing Higher Education. It is thus further recommended that the Board of Directors consider the following minimum qualifications for someone to be nominated for a Director-at-Large position.

1. The person is a representative in good standing from an organization that holds an institutional membership in ACHE or be a professional member in good standing.
2. The person has held a significant leadership position at either the regional or national level including, but not limited to: regional officers, national committee chair, national conference program or local arrangements chair.
3. The person, through their past service to ACHE, has demonstrated a strong commitment to continuing to serve ACHE as a Director-at-Large.

The Nominations Committee also recommends:

4. The Nominations Committee has the flexibility to both seek nominations from the general membership and identify as a committee members they believe will contribute to ACHE as a Director-at-Large.
5. The Executive Committee forms a committee or other group to conduct a review of the constitution and by-laws for the purpose of clarifying the governance structure of the Association.
6. The Executive Committee considers a limit on the number of Directors-at-Large from a single region in order to insure national representation on the Board of Directors.

Respectively submitted:
The 2008 Nominations Committee,
Skip Parks, Immediate Past President, Chair

Past Presidents' Advisory Council

No report

Program

No report

Publications

The primary purpose of the ACHE's Standing Committee on publications and communications is to review the various publications of ACHE and the ACHE web site and make recommendations to ACHE's Board of Directors regarding format, content, design, frequency, and appropriateness of each

The Journal of Continuing Higher Education
The discussions with Routledge Publishing regarding publishing of the Journal were put on hold because of personnel changes at Routledge. However, discussions have recently been restarted and Routledge has presented a contract based on the original proposal. If agreement is reached, Routledge would assume publication beginning with the Winter 2009 issue. To move forward the ACHE Board will have to review and sign the contract.

Five Minutes With ACHE
The move to a new home office has brought a new and exciting format to this online newsletter designed for all ACHE members. The newsletter provides a great way for members to keep up-to-date on ACHE national and regional activities and issues relating to continuing education.

Proceedings
We want to thank the staff at the former home office for all the good work they did on getting Proceedings 2007 published/posted in a timely manner.

ACHE Web Site
The move to a new home office has also brought a new format to the ACHE web site. We encourage all members to visit the web site at www.acheinc.org for valuable information about the Association.

ACHE Online Directory
This membership directory is available on the ACHE web site. It is easy to use and an important networking tool for members. Access to it is clearly visible on the web site.

We would like to thank the staff at Trident Technical College for all the help they provided to this Committee during their tenure as Home Office.

Submitted by: Robert J. DeRoche, Chair

Members: E. Bullard, M. Conner, M. Flores, B. Hanniford, W. Hine, A. Paschall, P. Sable, L. Shena, R Sundberg , G. Vadillo, J. Pappas (*ex officio*)

Regional Chairs, Council of

The ACHE regional chairs have been meeting monthly via conference call to discuss general items of concern and to set the agenda for the 2008 Nashville Regional Leadership Institute.

The group has also been discussing issues online through the eCollege platform. However, with the rotation of chairs this model has not been as successful as anticipated.

The final agenda for the Leadership Institute is below:

9:00 – 12:00   Magnolia Boardroom B
9 – 9:15   Welcome & Introductions
9:15 – 10:00   Dr. Pappas & Home Office Staff

Future Directions & Home Office Advantage for ACHE

10:00 – 10:30	Chair's final recommendations

On:
- International alignment with regions
- By-law recommendation on non-regionally accredited institutions
- Regional Guidebook edits

10:30 – 10:45	Break
10:45 – 11:45	Sallie Dunphy and membership brainstorming for regions
11:45 – noon	Closing and recommendations for next year.

Of note is that the chairs will be making final recommendations on the international alignment with regions, by-law recommendation for non-regionally accredited institutions, and the edits for the Regional Guidebook which will be provide to ACHE Home Office.

There will be several chair-elects at the Leadership Institute which will assist with the transition for next year.

ACHE is fortunate to have a strong group of regional chairs. These chairs are dedicated to ACHE and the students we serve. I, Roxanne, have had a wonderful experience getting to know the chairs and certainly have a better understanding of the challenges our regions face.

Submitted by: Roxanne Gonzales, ACHE, Vice President

Research

As of Oct 2008, Edna Wilson resigned as chair. She will complete her duties upon review of the 2008 research proposals. The committee has had success in inspiring practitioners and doctoral students to present their research at ACHE annual meetings. The committee, with the support of President Chris Dougherty, initiated several action research projects, presented and published their findings at the ACHE and CAUCE annual meetings.

Presently, a joint project with Chinese leaders in adult and continuing education is underway.

Resolutions
See attached

Networks

Accelerated Degree Programs
No report

Institution-Community Engagement

The joint ACHE-UCEA effort reporting out promising engagement practices was stalled for an extended period based on the fact that UCEA felt it was proprietary information and that the website and logos needed to be theirs rather than Virginia Tech's. The effort became unstuck after Jeri Childers accepted UCEA's terms.

The effort is now back and ongoing. The oversight group, apparently from UCEA, has gone over promising engagement practices submitted earlier and determined whether they were worthy of further input. I, for example, have received in the past few weeks word that my input has been accepted. I was then asked to input additional information on the project.

The response I received said:
"Dear Dr. Philip A. Greasley,

Congratulations! The survey you submitted entitled "The UK Commonwealth Collaboratives" has been accepted as a promising practice on the Survey of Promising Practices in Engagement. We appreciate your contribution to the field.

To view your accepted information, please visit the accepted surveys at http://www2.opd.outreach.vt.edu:8080/outreach/controller/browse. Please share this link with others in your department and colleagues in the profession, as the purpose of the database is to stimulate sharing, dialogue, and learning among educational professionals working in outreach and engagement.

The database is sponsored by the University Continuing Education Association (UCEA) Outreach and Engagement Community of Practice (COP), Association for Continuing Higher Education (ACHE), Canadian Association for University Continuing Education (CAUCE) and Higher Education Network for Community Engagement (HENCE).

We appreciate your contribution and the work that you do in this field.

Sincerely,

The Panel Review Team for A Survey of Promising Practices in Engagement"

I suspect that the number of promising practices being input by ACHE members is small, but I encourage ACHE to attempt to work across CE organizations where it sees benefit.

Phil Greasley

Other

COLLO

ACHE Coalition of Lifelong Learning Organizations Liaison Report
Phil Greasley, University of Kentucky

About three years ago ACHE put out the call to former members of the Coalition of Lifelong Learning Organizations to come together and explore re-creating COLLO, which had played a major role decades earlier in giving national power and visibility to adult and continuing education programs, the institutions where they reside, and the people they serve. Much earlier, around 1970, for example, COLLO had played a nationally important role in organizing the holding of all annual adult and continuing education organization conferences in Washington, D.C. and in creating plenary "Galaxy Conference" sessions across them. That strategy and the collective action behind it made the federal executive and legislative branches aware of the centrality and importance of adult and continuing education in America. One result was improved legislation impacting CE and its students.

The immediate impetus for ACHE's recent call to former COLLO member organization leaders was a request to ACHE's former home office at Trident Tech to provide data on the impact of continuing education and CE units on their home institutions and their clientele. The person

making the request had just been informed that her institution would be closing its CE operation, transferring a few employees, and laying off the rest, including the program director.

This national pattern of dismantling CE operations has been a continuing one over the past decade. Even the strongest, most profitable CE programs at large, well-funded institutions have not been exempt. ACHE's declining numbers of affiliated institutions and professional members, like those of other adult and continuing education organizations, reflect the loss of continuing education professionals as their credit and/or noncredit programs have been discontinued or reduced in scope. In the process our former students have suffered problems of access and affordability of higher education.

I'm convinced that ACHE's actions in restarting COLLO were wise and served the best interest of ACHE, its members, and the people they serve.

Over the past few years, COLLO has gone through early growing pains as it struggled to overcome hurdles of lapsed federal nonprofit status, re-incorporation, and attracting back former members. At this point, it appears, however, that COLLO will prove successful in providing a venue where leaders of national and state adult and continuing education associations and organizations can come together to discuss issues, seek consensus, and make their shared positions felt. Only if adult and CE organizations take collective action will we be successful in making the case for access and affordability for nontraditional students, whether they be homemakers, soldiers, adults with full- or part-time jobs, or 18 to 22 year-old students who attend postsecondary school part-time while working and caring for their families.

At this point, COLLO is beginning to achieve its potential in bringing adult and continuing education leaders together to better understand issues and adopt and advocate common educational positions in the political arena. Happily, COLLO, now an ACHE creation, is being recognized for creating a collaborative environment where it is possible to take concerted action to change federal and state laws relating to adult students and to give counsel to those in power. The most recent example of the respect generated by COLLO's status as a bridge between American adult and CE organizations came on October 2, 2008. I—and about a dozen other national adult and CE leaders, from state directors of adult education, to people from Adult Basic Education programs, literacy programs, and people like me, from ACHE and COLLO, representing adult and continuing education, conducted by higher education--was invited to meet with eight people from the U.S. Departments of State, Education, the U.S. Commission on UNESCO, US AID, and others from the federal government to work on the U.S. national report on adult and continuing education and the U.S. positions on education policy for adults. This occurred in preparation for world-regional adult education conferences in December 2008 and the world UNESCO adult education conference, CONFINTEA VI, to be held in Brazil in May 2009. CONFINTEA V occurred in 1997. Alex Charters was among the representatives at that 1997 conference.

It's not enough for ACHE to have an internal agenda for the professional development and personal interaction between continuing educators across the nation and the world. If we want improvements in educational access and affordability for nontraditional students, we must be ready to make that case directly with policy makers at the federal and state levels. We must do so in concert with leaders of other adult and CE organizations to achieve the collective force to make our shared positions known and felt. In the process of bringing these organizations together, we can help educate national and state CE leaders to upcoming issues, seek common positions, and advocate for our needs. If we, as continuing educators, are unwilling to do so, we will deserve to fail.

Nationally, continuing education is well positioned for positive governmental action as states and the nation increasingly look to the criticality of trained workforces, national competitiveness, educational benefits for returning soldiers, and educational access and affordability for adult students generally. Regardless of the winner in November's election, the national administration

will change, and CE must make its positions and its needs felt to be effective and successful. We must speak with force and a common vision.

Four ACHE members have been involved with COLLO over time: Wayne Whelan, Michele Shinn, Alex Charters, and I. Alex and I remain committed and involved.

COLLO is now well along in the process of reorganizing and ready to begin actively and effectively soliciting member organizations. It has a website, http://www.TheCollo.org, ongoing meetings (typically two per year in Washington, D.C.), a returning membership, and readiness to successfully solicit membership by additional adult and CE organizations. Among COLLO members are Lennox McClendon, the executive director of the nation's State Directors of Adult Education, AAACE, Alpha Sigma Lambda, ACE, the American Distance Learning Consortium, ACHE, CAEL, the Council on Adult Basic Education, state adult education organizations, a 27-year Senatorial staffer for Tom Harkin, and many more. Upcoming meetings include plans for "days on the hill" with congressional staffers who develop policy positions and legislation relating to adult students.

Continued involvement in COLLO by ACHE is important in advancing the national and state adult and continuing education agenda ACHE espouses. I'll be happy to answer any question the ACHE board and executive committee may have.

Phil Greasley
ACHE Past President
COLLO Past President

Appendix D

Officers, 2007 – 2008

President
Chris Dougherty, Rutgers University - Camden

President-Elect
Rick Osborn, East Tennessee State University

Vice President
Roxanne Gonzales, Park University

Immediate Past President
Dennis "Skip" Parks, California Polytechnic State University

Executive Vice President
James Pappas, University of Oklahoma

Appendix E

Board of Directors

Tom Fuhr, SUNY at Potsdam
Regis Gilman, Western Carolina University
Sandra Gladney, University of Oregon
David Grebel, Texas Christian University
Charles Hickox, Eastern Kentucky University
Lewis Shena, Rhode Island School of Design

Tish Szymurski, Neumann College
Maureen Znoj, Hesser College

Appendix F

Regional Chairs

ACHE New England
Ron Sundberg, Framingham State College

ACHE Northeast
Jan LeClair, Excelsior College

ACHE Northeast Metropolitan
Jannette Knowles, NY Institute of Technology

ACHE Mid-Atlantic
Jeffery Alejandro, East Carolina University

ACHE Great Lakes
Pam Collins, Eastern Illinois University

ACHE South
Ruth Bettandorff, University of Georgia

ACHE Great Plains
Paula Hogard, University of Tulsa

ACHE West
Lee Glines, Brigham Young University

Appendix G

Roll of Past Presidents and Annual Meetings

Year & Place	President	Institution
1939 New York	Vincent H. Drufner	University of Cincinnati
1940 Omaha	A. Caswell Ellis (acting for Drufner, deceased)	Cleveland College
1941 Cleveland	A. Caswell Ellis	Cleveland College
1942 Buffalo	George Sparks (acting for A.L.Boeck, resigned)	Georgia State University
1943 Chicago	George Sparks	Georgia State University
1944 Pittsburgh	Norman P. Auburn	University of Cincinnati
1945 Philadelphia	Lewis Froman	University of Buffalo
1946 New York	Henry C. Mills	University of Rochester
1947 Minneapolis	F.W. Stamm	University of Louisville
1948 New Orleans	Rollin B. Posey	Northwestern University
1949 Cincinnati	Herbert Hunsaker	Cleveland College
1950 Denver	Frank R. Neuffer	University of Cincinnati
1951 Detroit	Robert A. Love	City College of New York
1952 Atlanta	Cortell K. Holsapple	Texas Christian University
1953 St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954 Milwaukee	Willis H. Reals	Washington University
1955 New Orleans	John P. Dyer	Tulane University
1956 New York	George A. Parkinson	University of Wisconsin
1957 Montreal	William H. Conley	Marquette University
1958 Louisville	Alexander Charters	Syracuse University
1959 Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960 San Francisco	Kenneth W. Riddle	Drexel University
1961 Cleveland	Richard A. Matre	Loyola of Chicago
1962 Miami	Daniel R. Lang	Northwestern University
1963 Boston	Richard Deter, S.J.	Xavier University
1964 St. Louis	Earnest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	SUNY, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University

1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for Intn'l Educ
1979 Toronto	Lewis C. Popham, III	SUNY, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	CSU-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	IUPUI
2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University
2002 Birmingham	Robert Leiter	University of Tennessee, Knoxville
2003 Charlottesville	Allen Varner	Indiana State University
2004 Newport	Jerry Hickerson	Winston-Salem University
2005 Madison	Pamela R. Murray	Murray Baldwin College
2006 Los Angeles	Philip A. Greasley	University of Kentucky
2007 Roanoke	Dennis "Skip" Parks	California Polytechnic State Univ

Appendix H

Citations for Leadership

Year	Place	Recipient
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon

1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield
2004	Newport	Wayne Whelan
2005	Madison	Ronald M. Cervero, James A. Woods
2007	Roanoke	Stephen Austin Gatlin

71st Annual Conference and Meeting

November 15 – 18, 2009
Sheraton Society Hill
Philadelphia, Pennsylvania

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