71st Annual Conference & Meeting
Proceedings
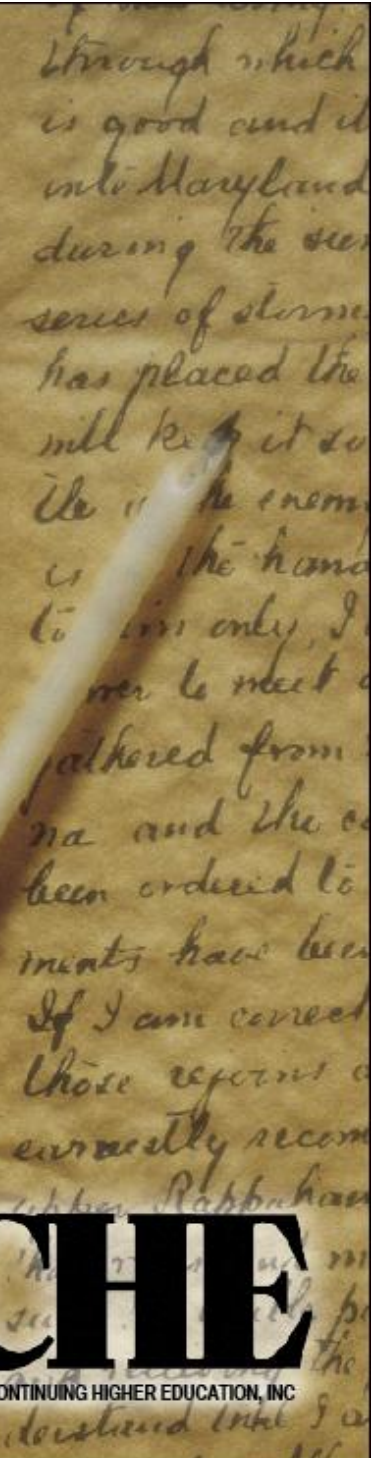## November 15-18, 2009

2009 ANNUAL Conference and Meeting

November 15 - 18, 2009
Sheraton Society Hill Hotel
Philadelphia, Pennsylvania

Unlocking the Transformational POWER of Continuing Education

www.acheinc.org/ache2009

ACHE
ASSOCIATION FOR CONTINUING HIGHER EDUCATION, INC

The 2009 Proceedings of the Association for Continuing Higher Education represent the professional presentations of the keynote sessions, the concurrent sessions, and the business meeting of the association's 71st annual conference, held at the Sheraton Society Hill Hotel in Philadelphia on November 15-18, 2009.

The conference provided an engaging venue to consider a challenging theme, "Unlocking the Transformational Power of Continuing Education." Keynote and concurrent session speakers provided attendees with insights about how lifelong learning transforms lives and—as ACHE President Rick Osborn noted—institutions. These insights were conveyed in the form of presentations that linked theory and practice, motivational speeches, discussions of "hot topics," and lessons learned from programs and activities conducted by association members. In addition, ACHE members enjoyed awards presentations, interesting roundtable discussions, and interactions with vendors. Most of all, among ACHE colleagues networking occurred, the most effective transformational power of all.

The program committee was ably chaired by Sallie Dunphy and Tish Szymurski and local arrangements were expertly handled by MSP International Incorporated and the Sheraton Society Hill. The opportunities to explore the historic and transformational city of Philadelphia nicely reinforced a historic and memorable conference.

Jerry Jerman, Editor
ACHE Proceedings

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Part One: Addresses

President-elect's Address: Continuing Education—Reflecting upon and Responding to the National Agenda

Presenter: Roxanne Gonzales, Park University

I'd like to begin by congratulating the 2009 Program Committee on a venue that is filled with important sessions relevant to meeting the needs of continuing higher education professionals! Well done!

I always struggle with just how to start out an address and will often ask those close to me for assistance; this address was no different! I have been in New Hampshire the last few days trying to figure out what to say. Help came in the form of an eight-year-old niece named Maria; she asked if she could help write my address and I said sure. I assumed she'd forget and that would be the end of it—it's been awhile since I've been around an eight year old! Right as she was leaving my house she said she had the start of my speech for me, I dutifully dictated her words and promised I would use them. Here is what Maria wrote for me: "My name is Roxanne Gonzales and I am very glad to be here today and thank you for electing me."

Not a bad start actually because I am very happy to be here today from so many different perspectives, and I am honored that the membership of ACHE has entrusted me with a leadership role enabling me to work with a team of continuing education leaders from across the country! ACHE is indeed an organization filled with remarkable individuals managing programs that meet a variety of needs depending on geographic location, population, and institutional strengths. My goals for ACHE over the next year are threefold:
1) Review and update our strategic plan, which expires in 2010.
2) Ensure fiscal health through conservative spending and exploring new opportunities for ACHE.
3) Address membership and value added to our members.

Our world, continuing higher education, has always been at the forefront of meeting the needs of our learners and society. Today's economic environment provides an urgency for continuing educators to refocus on the national agenda in a manner that touches literacy, education, training, economic development programs, programming in new and creative models, partnerships, and new ways of doing business within our institutions.

To quote Holford and Jarvis (2000), "The social, political, and economic factors that are driving us toward 'lifelong learning' in 'learning societies' are strong, perhaps unstoppable" (p. 644). Despite being written almost a decade ago, there have been several current reports which suggest that the implied urgency in the above quotation is still relevant and very real. Addressing education and training needs of the American adult population is now a part of the national agenda. In May 2009, the United States Department of Education submitted a report entitled *National Report on the Development and States of the Art on Adult Learning and Education* to the UNESCO Institute for Lifelong Learning. This report indicated that the United States lacked a properly credentialed workforce. Additional research such as the Spellings report from 2006 echoes this need; it addressed concerns such as access, innovation in programming, costs, and academic quality. The June 2009 report *Working Learners: Educating our Entire Workforce for Success in the 21st Century* clearly identifies a shift toward a work and learning environment that is dynamic, fast-growing, and requires the need for credentials that are continuously updated. And finally, the following quotation from the 2008 report from the National Center on Education and the Economy, *Tough Choices or Tough Times*, stresses the point further:

> The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce. Those countries that produce the most important new

products and services can capture a premium in world markets that will enable them to pay high wages to their citizens (2008, p. 7).

To meet these needs, academic institutions, agencies, and corporations are asked to address a new national agenda where working adults must continuously improve their skills to advance and remain competitive in the workplace. Continuing higher education has responded to shifting national agendas since the inception of correspondence schools in the late 1890s and has continued to be at the forefront of new educational models and learning modalities. Historically at the cutting edge, continuing higher education faces a great challenge to meet the demands of the national agenda in today's very competitive education market and scarce resources.

As professionals in continuing higher education we are more than ready to take up the call in meeting the national agenda. We work in fast paced environments and continually develop programs on the cutting edge. In 2010, let us step back and reflect upon how we respond to the national agenda to meet the needs of our adult learners through our conference theme *Continuing Education—Reflecting upon and Responding to the National Agenda.* Furthermore, let us formulate action plans to meet these needs in our local, regional, and national settings.

Albuquerque, New Mexico, the Land of Enchantment, is a wonderful venue for ACHE to conduct its work because New Mexico has unique richness which inspires: creativity such as Georgia O'Keefe, Ansel Adams, Rudolfo Anaya, Tony Hillerman, and R.C. Gorman; beauty in nature through the mountains, deserts, and canyons; technology advancements in atomic energy; spirituality inspired by ancient ruins such as Chaco Canyon; unity of diverse cultures, Native American, Hispanic, and cowboys. Join us in Albuquerque for the 2010 ACHE Annual Conference and Meeting, *Continuing Education—Reflecting upon and Responding to the National Agenda,* and share your innovations, best practices in operations, best practices in the learning environment, research findings, and enhancements to our work that meet the national agenda.

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Keynote Addresses

Transforming Organizations through Talent Management in an Age of Uncertainty

Presenter: <u>Peter Cappelli</u>, George W. Taylor Professor of Management at the Wharton School of the University of Pennsylvania and Director of Wharton's Center for Human Resources

Talent management is a simple issue. We're trying to anticipate what the needs and the demands will be for people, for human capital, into the future, and then set up some sort of plan for meeting it. It is pretty simple. It's the same problem that you see in lots of different parts of business: What do we think we are going to need? How are we going to go about meeting that need?

Today, certainty in organizations is gone. Product markets change so quickly, people hop from company to company, you can't be sure what the demands are going to be, and you can't be sure what the supply is, at least your internal supply. So, we have to think about this issue differently—for example in designing and implementing development programs in cost-effective ways. There are a series of techniques that come from other fields and disciplines specifically designed to deal with such uncertainty. How do we manage the uncertainty of the process? This session addressed financial challenges associated with managing and developing talent in organizations, along with presenting different techniques from other fields and perspectives.

All Things Are Possible for Those Who Believe

Presenter: <u>Adam Taliaferro</u>, Founder of the Adam Taliaferro Foundation and attorney for Montgomery, McCracken, Walker, and Rhoads, LLP

We often hear stories of people doing extraordinary things when faced with adversity. Some may wonder how they achieved their goals or what motivated them to keep going when the situation seemed hopeless. In all facets of life people are faced with obstacles. When adversity hits, it's how you respond that truly defines you as a person. Often there are detractors placing limitations on what we can and cannot do, but through his injury Adam learned that all things are truly possible to those who believe. Through his faith, education, and tenacity, Adam was able to transform himself from an injured athlete to a practicing attorney. In sharing his story, he helped conference participants understand that we all have that "special something" within us. You just have to believe it's there!

Transformation and Belief: Sides of the Same Coin

Presenter: <u>Rosanne Taylor</u>, Founder, primary program developer, and lead trainer for the RCTaylor Group

"What's the worst that can happen?" were the words that spurred the birth of a company. These words sprung from belief…belief that Rosanne had the ability to pursue a dream and live her passion. From that day on, she became a "believer" in belief…belief in self…belief in others and belief in giving back. Using stories, both personal and otherwise, this keynote presentation focused on these three elements of belief, which, when combined, leads to life-long transformation.

Self Belief: "Whether you say you can or you can't, you're right!"
- Evaluate your "belief resources" by completing a Personal Belief Grid

Belief in Others: "Never underestimate the power of someone believing in you."
- Listen to the positive things others say to you about you.

- The importance of using selective listening when people are making negative comments about you and the vision you see. Examples used: Thomas Edison, Walt Disney, Charles Schultz, Albert Einstein, Michael Jordan, Fred Astaire, and Abraham Lincoln.

Belief in Giving Back: "Never underestimate the power of you believing in another."
- The ABCs of providing positive reinforcement:
  - **A**cknowledge Accomplishments…no matter how small or big
  - **B**e Specific
  - **C**oach

The Personal Belief Grid and the PPT deck are available upon request from Rosanne at Rosanne@rctaylor.com. Please type *ACHE Conference* in the subject line.

Part Two: Concurrent Sessions

Transparency by Design: A Transformational and Innovative Approach to Providing Increased "Consumer" Information

Presenters: Lisa K. Daniels, Excelsior College; Frank B. McCluskey, American Public University System; Cali Morrison, Transparency By Design WCET; Karen L. Pedersen, Southwestern College

Overview
College Choices for Adults/Transparency by Design is a consumer information and institutional accountability effort led by a growing number of adult-serving higher learning institutions that offer distance learning programs. The consortium of regionally accredited institutions represent a mix of institutional types including public, private not-for-profit, and for-profit institutions; community colleges, baccalaureate and graduate-only institutions; small and large institutions; institutions that offer only selected programs for adults along with institutions that exclusively serve adults; and institutions that are exclusively online, along with institutions that use online delivery in conjunction with other delivery modes.

In 2008, the initiative chose WCET, a division of the Western Interstate Commission for Higher Education, to provide quality assurance on the standards of data reporting jointly developed by the charter institutions. In late 2008, Lumina Foundation for Education provided a grant to WCET to fund the development of the Transparency by Design initiative and the learner-centered Web site, College Choices for Adults (www.collegechoicesforadults.org). The Transparency by Design initiative supports Lumina Foundation for Education's mission to ensure that 60 percent of Americans are college-educated by 2025.

In August 2009, WCET launched the Web site, College Choices for Adults, which gives adult learners new information to accelerate and better inform their decision-making process.

Principles of Good Practice
Transparency by Design was developed under the auspices of The Presidents' Forum, which is coordinated by Excelsior College. Since all institutions engaged in the initiative offer some online and/or distance learning instruction, each participating institution agrees to adhere to the Principles of Good Practice.

The principles were developed to ensure that higher education courses and programs for adults learning at a distance are of high quality and readily accessible. The principles are founded on best practices in distance higher education and address the unique needs of adult learners. The principles define parameters of excellence, promote transparency of higher education institutions delivering distance learning programs, and foster dialogue to strengthen and improve the quality of programs and services. The principles facilitate continuous improvement of adult higher education programs delivered at a distance by establishing benchmarks of quality. The Principles of Good Practice can be found on the Transparency by Design initiative site at www.wcet.info/2.0/index.php?q=TbDPrinciplesofGoodPractice.

College Choices for Adults Web Site
One of the key aspects of Transparency by Design is an annual report produced by each institution. The report serves as the foundation for all institutional data found on the College Choices for Adults Web site. The annual report includes three key reporting areas, and an overview of each is provided below:

    •Institutional and demographic information
    •Comparable data
    •Program-level learning outcomes

    Institutional and demographic information: Through a brief institution overview and student demographics section, adult learners can quickly gain insights into the institution's mission,

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philosophy, and a snapshot of the learners served. Much of the data in this area is reported as pie charts to allow quick perusal by viewers of the Web site.

Comparable data: A series of externally validated instruments have been agreed upon by institutions to provide for a higher degree of comparable data in the areas of engagement, satisfaction, and core learning. For example, those institutions that offer undergraduate programs will provide data on student engagement. Currently institutions are using the National Survey of Student Engagement (NSSE) or Community College Survey of Student Engagement (CCSSE) to report these data. The Priorities Survey for Online Learners (PSOL) will be utilized to assess satisfaction. Finally, the Measure of Academic Proficiency and Progress (MAPP) will be used to assess core learning outcomes. Transparency by Design member institutions are also considering additional third-party assessments, which would be appropriate for reporting these metrics.

In addition to these instruments, other comparable data such as alumni data is highlighted on the Web site. The institutions have agreed to ask their alumni a series of four common questions in order to provide a degree of comparability between and among institutions. The alumni data allows prospective learners to assess whether or not the educational outcomes are likely to provide the career and professional impact they desire.

Program-level learning outcomes: In order to align their personal and professional goals with their educational opportunities, adult learners often as the question "what will I learn?" This information, in the form of program-level learning outcomes, measurements, and results, has been difficult to find in the past but is the focal point of the College Choices for Adults Web site. Adult learners can use this information to assess how well an institution matches her/his interests and how well the institution is performing in delivering the intended outcomes. The reports highlight the intended outcomes for a program, provide a simple explanation of how the outcomes are assessed, and provide aggregate data for how well graduates have demonstrated achievement of the intended outcomes.

For more information about joining this initiative, visit www.transparencybydesign.org.

Leveraging Successful Management of Military Students to Effect Institutional Change

Presenter: Pat Brown, Western Carolina University

Military students offer us many lessons in student and organizational management. The approach to serving military students, however, has often been more ad hoc than strategic. Viewing the military student population as merely another student market to be targeted does not develop a context for understanding the military student, the driving forces behind military education support, or the benefits associated with their academic success. Successful management of the military student can be leveraged to transform processes and practices that benefit all students.

The implementation of the Post 9/11 Veteran's Benefits Program has stimulated a great deal of interest in the recruitment of veterans. Failure to understand this student population, however, is likely to result in an unsuccessful and even negative experience for both the student and the institution of higher education.

The term "military student" refers primarily to the active-duty military population, but it also includes spouses and primary dependents of military students and veterans. Each segment of the military population brings unique expectations and funding options. For example: financial stability of the military family has become a focused issue, and has resulted in the creation of programs to support military spouses. Many spouses have been unable to advance their education and careers due to frequent relocations. Consequently, the Department of Defense, in cooperation with the Department of Labor, has

established the Military Spouse Career Advancement Account, also referred to as MyCAA. The program provides up to $6,000 of financial assistance for military spouses who are pursuing degree programs, licenses, or credentials leading to employment in portable degree fields.

The "military student" poses unique challenges to academic institutions. The active-duty student must be military-ready at all times. Frequent deployments and duty assignments that take the student away from educational resources, including Internet access, often result in interruptions in the student's academic progress. Lack of access to supplemental instructional materials, the inability to respond in a timely manner, and difficulties with group work due to limited access issues all contribute to instructional challenges. As a result, faculty may view this population as a high-maintenance one, especially when military students are integrated into classes with other students who are not likewise disadvantaged. The tendency is to set course standards and expectations around the traditional residential student, which further handicaps the nontraditional learner. Without appropriate adaptations for these students, successful course completion is jeopardized. Many military students and veterans seeking completion of an undergraduate degree are first-generation college students. For them, the adjustments to college life are far more challenging.

Veterans returning to civilian life often find the adjustment in moving from the structure of a command and control–type environment to the openness of a college campus setting quite challenging. They often feel isolated as one among many. Since veterans are no longer in uniform, they are not readily identified as military members or easily associated with the military. They lack a coherent social network and may flounder as they struggle to adapt to new expectations.

The term "military friendly" is increasingly being used to describe institutions that ascribe to practices that recognize the unique needs and characteristics of these students. To be designated a "military friendly" institution is an honor that speaks to student-centered practices and a service-oriented commitment. The underpinning of the designation is adherence to principles of best practice that define membership in Servicemembers Opportunity Colleges, the nine principles of good practice for assessment of learning established by the Military Installation Voluntary Educational Review (MIVER) process, and the American Council on Education (ACE) standards for credit evaluation.

Aside from the adjustment to civilian life and to the role of student, military students and veterans often find institutions of higher education (IHEs) lacking in understanding of their educational status as transfer students. They may be given nominal credit for their training and experience in the military, even when ACE credit recommendations suggest they qualify for greater credit consideration. They are often placed at the lowest academic level, even when their training and experience should place them at a much higher level. The inconsistencies in the recognition of valid learning, as documented by ACE, often force the military student to take courses that are far below his or her competency level, and that cover subject matter content that is identical or highly similar to what they received through their military training schools. The lack of academic challenge and seemingly irrelevant curricular requirements are a significant deterrent for military students, and they are often a major factor in non-completion.

Institutions of higher education, new to serving military students and veterans, have many resources available to them. Whether dealing with active-duty military students or veterans, the principles outlined for membership in Servicemembers Opportunity Colleges (SOC) should serve as the framework for management of these students. Knowing the resources available is the first step to building a strategic plan of action in service to this unique student group. SOC is managed under the umbrella of the American Association of State Colleges and Universities (AASCU). The Department of Defense (DOD) is the funding source for SOC. Funds to support military education resources are funneled through the Defense Activity for Non-Traditional Education Services (DANTES). The American Council on Education (ACE) Military Education and Military Installation Voluntary Education Review (MIVER) are funded through DANTES, per guidelines established by DOD. Understanding the role of each of these organizations in support of the military student and academic institutions is vital for successful military student management. These organizations are also readily accessible to provide support to academic institutions. Many conduct periodic regional information sessions intended to expand access to the services and supports available.

The U.S. military has recognized and supported education and training throughout its history. Voluntary education is mandated by DOD Directive 1322.8. The Directive provides the framework for the provision of associate, bachelor's, and master's degrees at more than three hundred military installations worldwide. With the expansion of distance learning options, there has been a significant shift in distance learning enrollments. Last fiscal year, 64 percent of all tuition reimbursements went to support online courses. This expansion has also broadened the number of academic institutions providing education to the military.

The DOD provides full funding for voluntary education through the service branches. In FY 2008, $474,200,000 was spent supporting 815,700 courses. While this figure is significant, it pales in comparison with the $3 billion spent to support veterans' benefits during the same time frame. The new post-9/11 GI Bill is far more generous than previous benefits packages. The generous support for post-9/11 veterans and promotion of the program have enticed many academic institutions to actively recruit these students.

Successful management of the military student brings benefits to the student, the academic institution, and the community. Typically, these are serious, motivated, goal-oriented students. They tend to focus on achieving career goals. Their success as students is influenced by their military background in that they have been in a disciplined job environment with a proven work ethic, and they possess tested leadership skills. The majority of returning veterans seek colleges and universities near home. Their intention is to return to the community with the new knowledge and skills gained from earning degrees or certificates afforded by their available veterans' benefits.

Online Learners: Who They Are, What They Need, How They Learn, How We Teach . . .

Presenters: Regis M. Gilman and Robert Crow, Western Carolina University

This study was a comprehensive research investigation of online learners'—resident (on-campus traditional learners) and distance learners'—utilization of instructional technologies. The study focused on Western Carolina University online students' (n=676) access to and use of technology in WCU's online courses. Results from this study will be used to better understand the online course environments at WCU, including course accessibility, technologies utilized, course structure, student engagement and the diversity of online course instruction.

This session presented research developed by the Division of Educational Outreach and the Coulter Faculty Center at Western Carolina University. The online student survey assessed "online student" perceptions of 1) rigor and quality in online instruction and 2) access, advisement, and preparation for success in utilizing new or different computer-mediated instructional methodologies.

The research further focused on assessing who our online students are, what experiences they have had with online or mediated instruction, the variety of instructional tools, and the rigor of the academic environment in which they found themselves. Open-ended responses were solicited regarding 1) examples of positive learning experiences; 2) steepest challenges to participating in an online learning environment; and 3) suggestions for improving learning experiences in online courses.

A brief overview is provided below. To request the complete survey and findings, please contact Dr. Gilman (contact information is included at the end of this summary).

Who are our online learners:
The majority of respondents were in the 31 to 40 age range (29 percent); followed closely by the 21 to 30 range (27.2 percent) and 41 to 50 (26.5 percent); 5.6 percent were of traditional age (18 to 20); with 51 to 60 at 10.7 percent and over 60 at 1.0 percent. Female respondents measured were 70.7 percent, male

respondents 29.3 percent. Of the respondents, 88.5 percent indicated ethnicity of Caucasian; 5.5 percent indicated African American; 2.1 percent indicated Hispanic; 1.5 percent indicated American Indian; and 1.3 percent indicated Asian. Of the respondents, 546 (81.2 percent) were admitted to a WCU online/distance program. The remaining 126 were resident students taking online courses, visiting, or non-degree seeking students.

Employment:

40+ hours/week, 58.0 percent	31–40 hours/week, 14.7 percent
21–30 hours/week, 4.2 percent	6–20 hours/week, 8.2 percent
1–5 hours/week, 1.6 percent	Not employed, 13.2 percent

Class standing:

Freshman (1–29 hrs), 4.6 percent	Sophomore (30–59 hrs), 7.0 percent
Junior (60–89 hrs), 18.2 percent	Senior (90+ undergrad), 19.6 percent
Non-Degree Seeking, 2.1 percent	Teacher Licensure/Certification, 6.8 percent
Graduate Degree Seeking, 33.3 percent	Graduate Certificate Seeking, 5.7 percent
Graduate Non-Degree Seeking, 2.7 percent	

Previous experience with online learning:
How many online courses have you taken prior to enrollment at WCU?

0 courses, 50.2 percent	1–5 courses, 29.2 percent	6–10 courses, 10.2 percent
11–15 courses, 3.7 percent	More than 15 courses, 6.7 percent	

Respondents to the previous question indicated where previous online instruction was received:
Community/Two-Year College, 47.6 percent
Four-Year Institution, 22.7 percent
Other, 3.9 percent (included employer, state agencies, continuing education classes, et al.)
Not applicable, 33.1 percent

The technologies through which WCU Courses are accessed include:
Cable/DSL (82 percent), followed by high-speed institutional networks, PC/AirCards, dial-up modem, and satellite

The location from which students access their courses include:
Home (91.2 percent), place of work (40.2 percent), local library (4.0 percent), followed by WCU residence hall, local community colleges, and "other" (including hotels while traveling, wireless hot spots in town)

Difficulties in accessing online courses:
Out of the 411 respondents to the question "Have you experienced any difficulties in accessing your online course(s) from any of the locations you indicated?" 125 respondents (18.49 percent) indicated experiencing difficulties. Factors included use of dial-up modems and downloading files, pop-ups, use of Mac, firewalls at place of work, IE 7, problems with wikis, access to and navigation in *Second Life*, upgrade to Windows XP, and initial problems with iTunes. Most indicated the ability to overcome the difficulties through instructor assistance, employer tech support, or use of WCU ITS Help Desk.

Preferred method of instruction:
When asked about their preferred method of instruction, respondents indicated:

Online, 47.1 percent	Combination (Face-to-Face with online activities), 30.6 percent
Face-to-Face, 20.3 percent	Other, 2.1 percent (included "no preference")

Ability to self-register:
Of the respondents, 93.6 percent were able to self-register using the university's Web registration system. The remaining 6.4 percent experienced difficulties relating to timing of admission, campus restrictions, advisor/instructor permission, etc.

What they need:
Writing Center assistance available to online learners?
Of respondents, 72.3 percent were aware of the Writing Center as a resource through instructor syllabus (58.8 percent); through enrollment in the University Experience orientation course; through a link provided in their online course; through their own investigation; or through course requirement.

University library resources for online learners?
Of respondents, 86.7 percent were aware of online library resources provided by the university. Respondents indicated knowledge of these resources through enrollment in online courses; enrollment in the University Experience orientation course; the Hunter Library Web site; general exploration/investigation of the WCU Web site; or through student referral.

Advisement:
Which office/unit have you contacted to receive information on the appropriate courses for enrollment, i.e. academic advisement? Most students indicated their academic department, followed by the graduate school (31.5 percent), undergraduate advising center (27.6 percent); registrar's office (18.0 percent; visiting/transient students); office of admissions; One Stop Center (12.9 percent); Division of Educational Outreach (10 percent).

Rigor and quality of online learning:
Respondents were asked to compare the **average amount of reading** required in their online courses, to their average face-to-face courses: 3 percent indicated "not as much" reading required; 73 percent responded the "same amount" of required reading (with 69 percent scoring 3 or 4 on the 5-point Likert scale); and 24 percent indicated "much more."

Respondents then compared the **level or academic rigor** in their online courses to their traditional face-to-face courses: 1.5 percent indicated "much less difficult," 86.5 percent answered within "the same" range (with 82 percent scoring 3 or 4 on the 5-point Likert scale); and 12 percent indicated much more difficult.

Respondents were asked to compare **time demands (study preparation)** in their online courses to that experienced in face-to-face courses: 1 percent indicated must less preparation required; 77 percent answered with "the same" range (with 72 percent scoring 3 or 4 on the 5-point Likert scale); and 22 percent indicating "much more" study/preparation required.

Instructional methods included (in order of usage) discussion boards, email, text-based content, PowerPoint presentations, audio, video, text chat, voice chat, virtual teams, podcasting, wiki/blogs, and simulations. Utilizing a Likert scale, respondents indicated email most useful (3.5), followed by Discussion Boards (3.4), Power point (3.3), Test-based—primarily reading of content, and Video (3.2), Text Chat and Audio (3.0), Voice Chat (2.9), Podcasts (2.7), Virtual Teams (2.6), Wiki/Blog (2.3), Simulations-Avatars, Gaming (2.2).

Respondents were asked to **establishment of virtual "community of learners"** in their typical online courses to that of their traditional "face-to-face" course(s): 7 percent of respondents indicated they were not at all engaged with their peers in class; 79 percent indicated "the same" level of engagement (with 53 percent scoring 3 or 4 on the 5-point Likert scale); and 15 percent indicating they are very engaged with classmates in their online courses.

Additional questions included queries relating to what students like best about taking WCU online courses, their steepest challenges to participating in an online environment at WCU, and what would improve their learning experience in an online course.

Results from this study will be used to better understand the online course environments at WCU, including course accessibility, technologies utilized, course structure, student engagement, and the diversity of online course instruction. The presentation highlighted survey results and the university's use of the findings stemming from this collaborative initiative. The session offered lively discussion and the

sharing of participant experiences across a variety of institutional types as we further investigated online learners—who they are, what they need, how they learn, and how we teach.

For more information, contact Regis M. Gilman at rgilman@wcu.edu or (828) 227-3072.

Releasing the Potential of Leadership

Presenters: Patricia Lawler and Emily Richardson, Widener University

How long does it take to become excellent in continuing education? "In a study called the Development of Talent Project, Dr. Benjamin Bloom of Northwestern University scrutinized the careers of world-class sculptors, pianists, chess masters, tennis players, swimmers, mathematicians and neurologists. He discovered that across these diverse professions, it takes between ten and eighteen years before world-class competency is reached" (Buckingham & Coffman, *First, Break All the Rules,* 1999, p. 185). In order words, regardless of your profession it can take years to become great. Does this theory hold true for continuing education? More importantly, can we wait ten to eighteen years for the next generation of continuing educators to become ready to lead? And if we want our individual departments or divisions to excel today, how do we encourage our employees to stay focused on achieving their absolute best? The career paths and work culture we found so inviting and challenging as we entered the CE profession in the last century has changed today. Whether we focus on technology, economic change, diversity, or accountability, we need to address the fact that the professional development of emerging CE leaders presents different challenges today.

The Generation X and Millenniums who are potential workers, and leaders, in CE now bring a very different set of experiences, expectations, and education to our field. In an article written about Generation X, "Generations at Work" (1997), the author, Claire Raines, discusses why managers are having a hard time supervising their employees who are currently twenty-five to thirty-five:

> "The list of what Generation X supervisors find difficult about managing employees in their late teens, twenties, and even early thirties differs very little from the list older managers cite. They say their young employees often:
> - are not reliable.
> - are not willing to work long hours.
> - think in terms of 'job'—not 'career.'
> - have unrealistic expectations about raises and promotions."
>   (http://www.generationsatwork.com)

But the good news is that members of Generation X believe that having several career choices is a good thing, and this thinking often drives the work they do. Plus, many are entrepreneurial in style, believing that increased responsibility is a plus within the job.

We also need to be prepared for the Millenniums, often referred to as the "Net Generation." Born after 1981, these people are in our college classrooms today and will become our workers of tomorrow. Using technology and the Internet are as natural to them as breathing, and they are already changing how the world thinks about communications. The Millennial generation will prefer to have interaction with their colleagues, and ideally are looking for more structure than Generation X. They will place more emphasis on developing good interpersonal skills and look for experiential learning—beyond the classroom experiences. (Coates, *Generational Learning Styles,* 2006; Howe, *Millennials Rising: The Next Great Generation,* 2000).

As the continuing education profession changes and we seek out new workers to emerge as leaders and take on the challenges of the field, we must cut across generational divides, cultures, and diverse experiences to focus on specific goals for our CE departments and the adult learners we serve. As adult educators we can meet the challenges of finding a common ground, a shared language, and a mutual

vision. We need to explore two avenues here. One is the profession's need for emerging leaders. We need to assess the needs of the profession—what are the skills and attributes needed to lead CE units in the future? How will they be different? What can the different generations contribute? Second, we need to better understand how new CE professionals, Generation Xers and Millenniums, have different experiences, goals, and needs than we had when we started our work in CE. Our own experiences with the theory and practice of adult learning can guide us. Could the concept of experiential learning taken from these adult learning principles be the key to developing our new professionals? For example:

- Using webinars or podcasts as the mechanism for learning in the future.
- Assigning a new CE colleague to interview others in CE from different schools, yet similar jobs, to gain new perspectives on the position, the industry, and the knowledge that must be gained to succeed in the job.
- Providing structured goals and feedback for each individual, which breaks jobs down into small learning segments with questions that need to be answered to demonstrate understanding.
- Design smaller networking experiences that provide time for discussion and questions.

As leaders in CE, we must realize that continued education, especially higher education, is more critical than ever before. We must find ways to encourage our new generational colleagues to continue their formal graduate education, as well as their professional development through professional associations like ACHE. For it is during this mentoring and guidance that we will release the multigenerational potential of leadership for continuing higher education.

Nontraditional Urban Adult Learners Pursuing a Master's Degree through an Accelerated Approach

Presenter: <u>Jonathan E. Messemer</u>, Cleveland State University

The purpose for this presentation was to describe the process of developing an accelerated adult learning and development (ALD) master's degree program at Cleveland State University. This presentation also discussed the findings from the adult learning and development student satisfaction (ALDSS) scale designed to measure the level of graduate student satisfaction in the accelerated ALD program in contrast to the level of graduate student satisfaction in the traditional ALD program (Messemer, Hansman, & Rogers, 2009).

Brand (1997) suggests that state departments of education are requiring state institutions of higher learning to justify the need and the level of training that is being administered in the classroom in order to qualify for additional state funding. The accelerated ALD master's degree program at Cleveland State University was developed in light of the literature regarding the development, maintenance, and assessment of accelerated programs in adult and higher education (Husson & Kennedy, 2003; Kasworm, 2003; Scott, 2003; Wlodkowski, 2003). Therefore, the primary purpose for developing the accelerated ALD master's degree program was to increase graduate student enrollment. The goal was to attract more adult learners throughout the Cleveland metropolitan area by offering an alternative format, which involved developing five-week courses to be taught on the weekend (Friday evening and Saturday morning and afternoon classes) at a satellite campus. In marketing the accelerated ALD master's degree program, the potential adult learners were sold on the notion that if they followed the pre-designed curriculum that they could complete their master's degree in fifteen months. The first cohort of students enrolled in the accelerated program during the fall 2006 semester. The accelerated program has increased the ALD master's degree program's student enrollment by 200 to 260 contact credit hours per semester, which equates to approximately an $88,000 to $114,000 increase in tuition revenue per semester.

There are some scholars, such as Brookfield (2003), who question the validity of accelerated programs and the adult learners' ability to achieve a transformational learning experience during such a quick

timeframe. The purpose of the evaluation process for the ALD program was not to measure the graduate students' level of critical reflection, but rather to measure their level of satisfaction with various factors of our graduate program. The ALDSS scale was administered to graduate students nearing the completion of their master's degree. The ALDSS scale measured the following six factors: (1) curriculum, (2) learning format, (3) course materials, (4) program access, (5) faculty and instruction, and (6) faculty advising. The graduate rated the thirty-six-item scale using a six-point scale with 1=Strongly Disagree and 6=Strongly Agree. During the two-and-a-half-year study, a total of ninety-four graduate students have participated in the ALDSS survey. In addition to measuring the six factors of student satisfaction among the total sample, the ALDSS survey provided the ALD program the ability to compare student satisfaction measurements between those participating in the traditional and accelerated learning formats.

The results from the total sample warranted positive mean scores (X>3.50) among all six factored groups. The **faculty and instruction factor** (X=5.34) represented the highest rated area among the total sample, whereas **the learning format factor** (X=4.86) was the lowest rated factor. When measuring the graduate student level of satisfaction with respect to the type of learning format, the sample size consisted of sixty traditional learning format participants and thirty-four accelerated learning format participants. The results suggest that the mean scores for all six factored groups were higher among the accelerated learning format participants than the mean scores for the traditional learning format participants. However, the results from a one-way analysis of variance (ANOVA) suggest that only the **learning format factor** had a statistically significant difference ($p < .01$) in the mean scores between the accelerated learning format participants (X=5.19) and the traditional learning format participants (X=4.67). In an attempt to explain the significant difference among the learning format mean scores between the accelerated and traditional students, a One-way ANOVA was conducted using the six items that measure this factor group. The results suggest that both the group projects and the course papers were applicable to the students' professional practice at a statistically significant higher rate ($p < .01$) among the accelerated learning format participants than for the traditional learning format participants. Secondly, the results suggest that the course lectures, the in-class group discussions, and the student presentations were applicable to the students' professional practice at a statistically significant higher rate ($p < .05$) among the accelerated learning format participants than for the traditional learning format participants. The results suggest that there was no statistically significant difference in the mean scores between the two learning format groups with respect to the item that measured the how applicable the course media (e.g., films, videos, and other productions) were to the students' professional practice.

In conclusion, the results from this study suggested that the development of the accelerated ALD master's degree program has resulted in two distinct outcomes. First, the accelerated program has helped to increase student enrollment for ALD master's degree program. Second, the accelerated ALD program has offered a learning format that is more preferred among its student participants than that of the traditional student participants. Given the results from this study, the presenter would recommend that there is a strong need for more empirical research to be conducted with respect to accelerated programs. However, in the interim, the presenter would recommend colleges and universities consider adopting the accelerated approach.

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How a Liberal Arts Program Can Change Hearts and Minds

Presenter: Kathleen Forbes, University of North Carolina Greensboro

When the University of North Carolina Greensboro's (UNCG's) Division of Continual Learning launched a master of arts in liberal studies (MALS) degree, the overriding objective was to offer adult learners a flexible way to continue their education. But the award-winning program has become much more. It is literally transforming the hearts and minds of the students who participate by offering thought-provoking content in an innovative instructional environment.

As one recent graduate said, "MALS literally changed my life. I was gently and consistently forced outside my comfort zone." Another wrote, "I have a renewed sense of excitement and anticipation that I have not felt in years. I know I have emerged from my cocoon a changed person, ready to take on the world with a renewed sense of purpose."

What's the key to this transformative power? Whether students take MALS classes face-to-face or earn their degree online, they are exposed to contemporary themes and scenarios that encourage critical thinking and explore our increasingly interconnected planet.

One example is a Global Human Rights course where students become human rights monitors investigating allegations of human rights issues around the world. They travel virtually around the world to investigate genocide in Darfur, sex trafficking in Thailand, child soldiers in Africa, detainee abuse in various rendition sites, and government bungling of hurricane efforts in New Orleans and the Mississippi Gulf Coast. As a final project, students choose a current human rights problem and issue a team report submitted in wiki format.

A new online Emerging Powers course uses multimodal technology to transport students to Russia, India, China, and Brazil for a discussion of what it takes to become a superpower—and of whether the United States will remain one. Though perceptions are challenged, students are left with hope and with an understanding of how they can help to shape and transform the world.

Session participants saw examples of UNCG's MALS curriculum and learned what it takes to build their own transformational degree program.

Weathering the Financial Storm: Fiscal Accountability in a Tough Economy

Presenter: Jon Horn, Emory University

Our industry faces its greatest financial challenge in decades, yet university systems rarely track or report expenses in a businesslike fashion. Meanwhile, most continuing education programs are self-supporting or are moving in that direction. In some cases, programs that appear profitable on the surface may actually be costing your department thousands of dollars each year in opportunity costs and indirect expenses. Understanding such financials has never been more critical to success.

As a result, continuing education departments must be managed more like a small business than a funded university department. This session proposed a relatively simple model for translating university financial records into a more useful format and then analyzing the relative profitability of programs. While this model was developed for Emory University, it was presented in a way that could be applied to any continuing or executive education department. Attendees were guaranteed to leave the session thinking about their expenses in new ways.

Among the topics discussed were:
- Differences between variable and fixed expenses
- Differences between direct and indirect expenses
- Flaws of simple expense allocation models
- The Compound Allocation Model developed at Emory
- How to determine the profitability of individual programs
- Creating budgets and projections based on historic and current data
- How to identify opportunities for expense reduction

Standing Room Only: Faculty Crowd the Online Classroom

Presenters: Scott Beadenkopf, Neumann University/Drexel University Partnership; Fred Loomis, Neumann University; Sister Bernadette McInnis, Neumann University

Neumann University's E-Learning Committee, in early 2009, sponsored an online program to train faculty in the pedagogical and technical skills necessary to be successful online teachers. In an environment where it is difficult to fill seats for face-to-face workshops, the online courses were fully subscribed. This presentation discussed the context in which this took place, the structure of the online courses, and the initial outcomes.

Neumann University's division of Continuing Adult and Professional Studies (CAPS) has offered online courses for many years and received approval to offer a fully online master's degree in strategic leadership and an online bachelor's degree completion program in liberal studies in 2005. An interdisciplinary team of technologists from Drexel University, and faculty and administrators from Neumann (then College) developed a basic structure and common look and feel for each of the courses in the two programs. Naively, we expected our beautiful design to make sense to our faculty. We soon learned that our experienced online instructors, all adjuncts, had developed their own ways of teaching online and were quite capable of ignoring the structures we provided. Other instructors, successful in the on-ground classroom, were mystified by the online technology. We also were recruiting a steady stream of enthusiastic new online instructors who needed to be trained in the Neumann online methods. Faculty and administrators in other parts of the university were also eager to learn more about online education and to increase the number and visibility of online offerings.

To meet these needs, the university's office of academic technology offered orientation sessions for online teachers and hands-on workshops to instructors on a variety of topics. Instructors are busy people, however, whether they are full-time faculty with teaching loads and committee work or adjunct faculty with day jobs and children, and attendance at workshops is usually small. There are no good times to hold

workshops during the school year! We realized that we needed an asynchronous solution, an online course. An earlier attempt at an online faculty development course taught us that we needed to provide incentives for faculty to stick with an online course. Working with the provost, we decided to offer a certificate in online facilitation to faculty who successfully completed the course. To make this goal more manageable, we broke the content into two six-week courses, the first on online course facilitation and the second on online course design.

In the spring and summer of 2009 the two courses were run during the busy spring term and again during the lighter summer terms. In both cycles the facilitation course was oversubscribed, and twenty-five instructors completed all the requirements of the first course and earned the certificate in online course facilitation. Fewer faculty completed the design course. The three main reasons appear to be 1) time pressure at the end of the spring term, 2) the more abstract and technical nature of the design course, and 3) that it was not as essential to the work of most of the participants. The certificate program is currently being taught as a combined eight-week course, with reduced emphasis on the design aspects.

The current and precursor courses all feature a combination of teaching about online pedagogical practice and technology. Most of the principles of online pedagogy come from our experience with the online degree programs and other online courses at Neumann. Along the way we encountered many faculty members and students who assumed that an online course would be easy, that they could just post their lecture notes or cut and paste from the Internet. One of the main principles that we now teach is that building an online community is integral to the success of the course. Yes, active and open participation in discussion boards, course mail, and synchronous live chat sessions is more work than simply posting relevant documents and collecting and grading work, but it is not boring or onerous for the instructor, and it draws in and motivates the students, as well.

In week one, for instance, we introduce the students to the concept of the online community and the necessity to begin the course with a plan for communication with their students. We introduce them to the range of communication tools and make sure that they can use course mail to communicate with each other and with the instructor, can use threaded discussion, and can post documents and personalize their course home pages. We emphasize the difficulty and importance of getting their personalities across to their students in the online environment. Each week they will create some piece to be incorporated into a learning module that they will be able to use in a course of their own. In this first week they create a personal introduction with photo.
By the last week of the course each student will participate in a peer review exercise, offering their own completed module for review and reviewing the modules of one or more of their colleagues. We use the Quality Matters rubric for online courses along with academic program goals, if applicable.

Experienced online instructors, who we called mentors, served as group leaders, role models, and discussants in the first online course cycle. They were key to the success of the course as we were building it. In subsequent cycles the course was easier to teach, but the role of mentor continued to be useful, not only for the students, but also as a refresher for the mentors. The mentors enjoy learning about new technologies but also have real experience to share with the students.

We opened enrollment for fall 2009 to the external community and attracted participants not only from other universities but also from other continents. This has pushed us to broaden our pedagogical models to ones that work not only at Neumann, but also in the wider world.

We hope to see a variety of outcomes from this first step in training and nurturing new online instructors. We would expect, over a year or two, to see new online courses and degree programs, and vigorous and effective teaching in our online courses. While it is too soon to see all of these outcomes, at least one of our participants immediately applied the principles and techniques to the development of an outstanding online course. We have seen and heard from other participants that they have begun using new technologies, especially the communication tools, in their face-to-face and hybrid courses. Our experience leads us to feel very positive about the use of online courses for faculty development.

Yes We Can! Helping Rural Adults Transform Their Lives through Continuing Education

Presenters: <u>Rebecca Beatty</u> and <u>Elizabeth Lasher</u>, Pennsylvania State University

Penn State Continuing Education at University Park resides in the geographic center of Pennsylvania. Our outreach area begins at the New York border covering ten counties: Potter County, Tioga County, Lycoming County, Clinton County, Centre County Union County, Snyder County, Mifflin County, and Juniata County. These counties are highly representative of the rural residents who make up 28 percent of the population of Pennsylvania (Center for Rural Pennsylvania). These counties have low population density, making it difficult to develop cohorts to participate in educational programs. The topography is very mountainous and the winter weather can be quite challenging even to the most dedicated students.

Combined with the challenges of travel and weather difficulty, the area has been hard hit economically. There has been a dramatic loss of high-paying manufacturing companies, some of which closed after more than one hundred years in business. Unemployment has led to higher poverty levels and outward migration of youth, leaving behind a growing elderly population. The number of residents with higher education trails far behind urban centers, and opportunities for education are scarce.

Penn State Continuing Education has a mission to bring not just access to higher education to these areas of the state but success. In order to do this, the staff has worked to build a network of community support; partnered with our cooperative extension colleagues, Career Links, and industries in the areas; and provided numerous outreach events to educate community members about our educational opportunities and the value of education. We have implemented remedial programs and have taken steps to shore up potential students' skill levels so as to move them into a variety of programs that can help them succeed and therefore create success in their communities.

As we try to take the university and our educational opportunities to our rural adult students, we have been faced with a variety of barriers including availability of technology; limited technology skills on the part of both our adult learners, faculty, and support staff; availability of courses and programs; student financial problems; and issues related to rural adults believing that they can be successful in returning to college.

To elaborate on the above issues, the lack of solid infrastructure for technology delivery has been a significant obstacle. Today's delivery of technologically based courses has become increasingly complex given the various modes of delivery (online, interactive video, video streaming). This requires technology support and training for faculty, students, and staff. As a team we adopted these various modes of delivery to increase the courses and programs that we were able to offer our rural adult learners.

Through technology we have also been able to build the skill set of our students for future employment and lifelong learning. Students at remote rural locations are now able to use the university computer systems accessing courses and scheduling classes, ordering textbooks, accessing the library online, and collaborating with faculty and class members. To accomplish this goal, we have offered free training sessions onsite in our Lewistown and Williamsport Learning Centers.

In order for our rural students to have access to our student services, we decided to take our services to them rather than to have them come to the main campus of our large university. We have designated days of the month that students can come onsite to our learning centers to receive assistance and guidance with beginning and completing their admissions application, filing for financial aid, and meeting with their academic advisor. Career counseling and assessment services are also offered to students at our distance sites. Students have come to know when the student services team will be there, and the team's schedules usually fill quickly. The team has also provided onsite career-related workshops, information sessions, and sessions related to how to find and use university-related resources. The goal is that our rural students receive the same quality of education and level of services as our University Park students.

Off Campus and into the Career Tech Center

Presenter: <u>Theresa Shank</u>, Penn State Mont Alto

In 2004, Penn State Mont Alto Continuing Education entered into a partnership with the Franklin County Career and Technology Center. The goal for both partners was to provide workforce development programs, particularly vocational training, to the local business community of Franklin County, Pennsylvania. The area has a large group of manufacturers. The county's largest employers include: Manitowoc Cranes, Volvo Road Construction, Letterkenny Army Depot, and Johnson Controls. These companies were seeking training for their staff. Individuals were looking for programs that would upgrade their skills that would enable them to obtain jobs at these companies.

The Penn State Mont Alto campus is a geographically remote location in south-central Pennsylvania. Because of this distance from the market it served, PSU administration made the decision to move the Continuing Education department into the community. For four years the CE office and classrooms were housed at the Chambersburg Mall, a more central location. The offerings were credit-based programs whose market was the adult learner pursuing a college degree, along with individuals and companies participating in professional development training such as management, computer skills, and career development; food safety and real estate programs; and some personal enrichment courses. While the mall was closer to the market the CE department served, the rent was expensive and difficult to cover financially by the programs provided.

Franklin County Career and Technology Center had traditionally offered a cadre of adult programs scheduled for the evening hours. While these classes were supported by the community, the programs were not a priority for the administration of the school whose primary responsibility was the vocational education of the five sending school districts' high school students.

Each of the organizations provided educational opportunities to their audiences and each brought strengths to the joint venture. Penn State had the resources to coordinate classes. These include: analyzing the market need, advertising the programs, registering students, and monitoring the quality of the classes. FCCTC had the facilities and equipment such as a ten-person welding shop; electrical, HVAC, and carpentry tools; and shop area to offer adult programs at a time—the evening hours—when it was not being used by their high school students.

In addition to the resources brought by each partner, there were advantages to working together. Penn State was not obligated to pay a fixed payment for occupancy of the office and classroom area in exchange for managing, marketing, coordinating, and providing a state report to the Pennsylvania Department of Education for the evening classes. The Franklin County Career and Technology Center received financial subsidies from the commonwealth based on the number of vocational instruction hours provided each year. In addition, having Penn State located in its school gave some credence to the value of the education provided at FCCTC.

While the benefits of this partnership were worked out by administration and the legal teams of both parties, some of the details of day-to-day activities were overlooked. Issues included budgeting for the shared supplies and equipment used or broken, Penn State courses for adults being offered during school hours, and the different cultures of the two organizations.

This presentation illustrated some of the advantages of this type of partnership as well as the lessons learned. Participants were asked to identify potential partners based on their similar services but different markets. In addition, they developed a list of resources, goals, and issues that would ensure success in meeting the workforce development needs of their communities.

Serving as the Other Business School: Roles for Continuing Education in Management Education

Presenter: <u>Jay A. Halfond</u>, Boston University

Those within continuing education often walk a delicate line within their own institutions. Typically, courses and programs in business and management are their most successful and a critical component of their financial performance and professional achievement. But these efforts might also collide with the institution's business school and accreditation requirements, and how that institution positions itself in its markets.

Often, the business school owns, or believes it owns, management education with veto power over other efforts in their domain—a reality reinforced by the Association to Advance Collegiate Schools of Business (AACSB). The AACSB accredits entire institutions, not just programs, and assigns accountability to the business school for all of its university's management degrees. Accreditation standards require a costly critical mass of full-time, terminally qualified, research-active faculty covering a majority of the university's management course offerings. Even beyond accreditation hurdles, many business school deans find their continuing education units a distraction and even an impediment to their aspirations for upward mobility in rankings, fundraising, and acclaim.

As a result, some institutions might be stifled in their ability to reach a wider audience through a broad array of programs, especially for part-time working professionals. As a compromise, the continuing education unit sometimes becomes the delivery mechanism for degrees owned by their business schools. In other cases, continuing education units and business schools negotiate a division of labor on student populations, programs, sites, and modes of delivery that allow each to operate in parallel. Still other schools have been inventive in naming and constructing degrees that fall below the AACSB's radar.

There are times where the focused interests of the business school generate tempting opportunities for the continuing education unit to pursue. As the MBA becomes a standardized, global commodity, differentiated, specialized management degrees are becoming far more appealing and represent an important means for institutional growth. Most prominent examples include hospitality administration, financial planning, project management, technology and informatics, advertising, and information systems. But even specialized degrees and noncredit certificates and workshops can generate conflict, especially where the business school is self-conscious of its brand in the local region. When this conflict is posed as a zero-sum personal battle between two deans, legitimate differences in strategic goals are overlooked. Institutions need to examine thoughtfully what audiences should be served (local versus national or international, younger versus older students, etc.), whether selectivity or access should be stressed, when to employ research-oriented faculty or practitioner adjuncts, and how responsive the university wants to be towards local stakeholders. There are significant strategic issues at stake beyond just a power struggle between two competing entities. Ideally, but all too rarely, these two entities might even find ways to collaborate and co-brand their efforts – to minimize internal political conflict and external confusion in the marketplace.

This roundtable discussion examined several institutional case studies and explored some of the issues and solutions for how continuing education can co-exist with business schools (and AACSB accreditation standards) and successfully respond to the management educational needs of adult learners. Some of the questions discussed were:

- What are the institutional realities that make conflict common and co-existence necessary?
- What are the structural models that have been used to address this conflict, and how have these stifled or unleashed their units?
- What are the program opportunities and underserved audiences in management education that continuing educators should explore?

- How do institutions ensure compliance with AACSB requirements, high academic standards, and a common sense of institutional brand – without limiting opportunities to respond to the needs of working adults?
- What are some of the models for unique degrees, online and off-campus programs, hiring part-time and full-time faculty, and sharing resources – that institutions have developed so that their business schools and continuing education units can cooperate and both thrive?

Many institutions have achieved a balance of interests; others experience perennial strained relations and stifled ambitions, which can stunt the growth of continuing education to the determent of the university. The continuum in this potential sibling rivalry between business and continuing education schools often begins with conflicting self-interest, moves to methods of coping and compromise, and then ideally achieves stages of co-existence, cooperation, and perhaps even collaboration.

How Continuing Education Is Transforming Public Service

Presenters: Jane LeClair, Excelsior College; Peter K. Connell, University at Albany

This session provided information regarding one of the most successful university-based continuing professional education programs in New York state. Through the use of performance- and outcomes-based continuing professional education programs, converting policy implementation into worker skill applications, this university-based program has transformed the way the public service does business. It has also enhanced the way state agencies provide client-based social services. Several programs were discussed, but one particular program that was spotlighted features a curriculum design based on statewide audit and error reduction data. It has been designed to save significant state and local taxpayer dollars. This featured program's curriculum also provides strategies for public service supervisors to coach staff in ongoing error reduction methodologies.

The general presentation focused on the conference theme of "Unlocking the Transformational Power of Continuing Education." It provided participants with information relevant to the transformational process state agencies have undergone as a result of the use of this featured continuing professional education program. Conference participants were also provided with information to assist them in enhancing continuing education partnerships with their own state agencies that will help transform the delivery of state-run social service programs. The presentation also provided strategies to assist other continuing education programs in building new partnerships with state agencies that may assist the agencies in cost savings.

Oftentimes continuing education personnel may be unaware of the opportunities available to partner with state agencies to provide continuing professional education for staff. This presentation provided continuing education administrators with information to take away and share with other administrators at their universities' continuing professional education programs. The session also provided information and handouts for use at staff meetings for those institutions looking to develop new continuing professional education programs and new partnerships with their own state agencies.

The primary purpose of the presentation was to provide those new to continuing education administration or those with intermediate levels of experience with information regarding how to develop new continuing professional education opportunities and partnerships with state agencies. For the more experienced continuing professional education staff, the presentation facilitated avenues for discussion regarding the development of viable partnerships between continuing professional education providers and the state.

At the conclusion of the activities, session presenters took questions from the audience regarding how activity design and utilization enhances learning and advances error reduction strategies and methodologies for participants.

Meeting High Job Demand Opportunities in the Allied Health Field

Presenter: <u>Wendy Flint</u>, Boston Reed College; <u>Paulette Millette</u>, York County Community College

Boston Reed's allied health courses are being approved by local workforce investment employment offices in several states. It is often up to the continuing education or workforce development leader to visit the local Workforce Investment Act office (LWIA) to determine if courses will be funded in the county with the new federal stimulus package (American Recovery and Reinvestment Act, or ARRA, funding).

We are discovering that pharmacy technician and clinical medical assistant courses are at the top of the list for job retraining. The information below will help you talk to your LWIA. Our courses are in the price range that the government is willing to pay. Take the course outlines and the summary sheets to the LWIA office and encourage staff there to send displaced workers to your information session/orientation.

The following statistics are impacting the decision to retrain workers in the allied health fields:

- "The healthcare industry is predicted to grow at a rate of 28 percent between 2002 and 2012, adding 3.5 million new jobs." —Emily Stover DeRocco, assistant secretary for employment and training, U.S. Department of Labor
- During the past twelve months, the health care sector has grown overall by 363,000 jobs, making it the largest industry in the United States, accounting for 13.5 million jobs, according to the Department of Labor.
- According to the U.S. Department of Labor, the need for pharmacy technicians is expected to grow 30 percent by 2012.
- There will be a 52.3 percent increase for clinical medical assistants—the field is number six out of fourteen on the high job-demand list put out by the Department of Labor.
- Walgreens announced on its Web site that it will hire 10,000 pharmacy technicians over the next five years.

In July 2009, the Executive Office of the President Council of Economic Advisers (CEA) released a report titled "Preparing the Workers of Today for the Jobs of Tomorrow." In this report the CEA presented a projection of the U.S. labor market over the next five to ten years and discussed the necessary preparations to develop a twenty-first century workforce. According to the Department of Labor, during the past twelve months the health care sector grew overall by 363,000 jobs, making it the largest industry in the United States, accounting for 13.5 million jobs. The Labor Department predicted that there will be 3.2 million job opportunities by the year 2020.

The American Recovery and Reinvestment Act (ARRA) is funding retraining opportunities across the nation through local Workforce Investment Act employment offices. As manufacturing companies close, displaced workers are selecting to be retrained in healthcare, energy renewal, or education.

Job opportunities in healthcare include home health aides, laboratory technicians (including phlebotomists), medical assistants, and pharmacy technicians. Also on the rise is the need for medical transcriptionists and electronic medical billers. The increased demand in the healthcare sector stems largely from an aging population and 8 million baby boomers who will turn sixty this year.

Some have questioned if the demand will continue with a national healthcare plan. The CEA believes that even with a slower growth rate of spending, the expected expansion of health coverage could lead to increased demand for workers to cover the newly insured population.

Making the Most of Online Marketing: Best Practices and Benchmarks for Internet Recruitment Efforts

Presenter: <u>Marisa Michaud</u>, Eduventures

The growth of online marketing is accounting for a rapidly growing portion of continuing education providers' marketing budgets and time. While online channels open up new opportunities and approaches, few benchmarks exists on the use and performance of online marketing channels in continuing and professional education.

This session was founded on an original quantitative and qualitative research study of sixty-three continuing education institutions. The study was conducted in October and November 2009, *Online Marketing: Benchmarks, Opportunities, and Challenges*. This Web-based benchmarking survey examined where within the online landscape continuing education providers are focusing their efforts, why those areas merit focus, and what level of performance certain channels and tactics are delivering. Specifically, this study and presentation focused on seven key online marketing channels/tools including banner advertisements, direct email marketing, online education directories/lead generators, online word-of-mouth marketing, search engine optimization (*natural/organic* search), search engine marketing (*paid* search), and social media.

Key takeaways from this research study and presentation included:

- Of the sixty-three participating continuing education (CE) units:
    - There was a nearly even split between four-year public (51 percent) and private (49 percent) nonprofits.
    - The average annual budget under control of the CE unit in 2008–2009, including payroll, was approximately $11,152,500 and ranged between $200,000 and $58,000,000.
    - The majority of CE units (86 percent) control and manage its own marketing budget, separate from the parent institution or academic departments.
    - A slight majority (58 percent) focuses the CE units' student recruitment efforts on a regional level; 26 percent focus on a local level and 10 percent on a national level.
- On average, CE units have an annual marketing budget of $800,000 and employ 3.7 FTE marketing staff.
- Both public and private CE units allocate approximately 20 percent of marketing communications budget (media spending only) to online channels.
- On average, CE units have an annual *online marketing* budget of $144,000 and employ less than one FTE staff specifically devoted to online marketing.
- Slightly more than half of CE units (55 percent) rated their expertise with online marketing as *moderate* (defined as "we are in the midst of better understanding how to more effectively integrate online marketing tactics into overall marketing strategy; we have tried some tactics that have meet limited levels of success").
    - Not surprisingly, marketing spent on online efforts increases as the level of expertise and success increases.
    - On average, CE units have been engaging in online marketing efforts for less than six years.
- Direct email marketing is considered effective (in terms of return on investment) by the majority (73 percent) of CE units, followed by search engine optimization (57 percent) and search engine marketing (48 percent).
- Fifty-two percent of CE units' prioritize direct email marketing over the other six online channels/tools. Common reasons for this prioritization include the ability to easily target and segment campaigns, email is an effective cultivation tool, and email leverages in-house expertise at a low cost.
- Overall, online marketing appears to be a newer concept for many CE units; while it presents opportunities for expanded communications, few best practices and measureable outcomes

emerged in this study. Eduventures is continuing to look into common challenges and strategies to document specific lessons learned and identify any best practices.

Building a Bridge between High School and College: A University Outreach Program

Presenters: Patricia Stafford and Lisa Elliott, East Tennessee State University at Kingsport

Local high school teachers, parents, and students have expressed concern that more career and college information be made available to high school students. State mandates have made additions to current curriculum nearly impossible. To assist high schools, staff from East Tennessee State University at Kingsport developed four programs to present to local high school students. The programs deal with the overlapping areas of concern for both high schools and universities.

This presentation described the origins of the current program, the partnership with local high schools, and the benefits to both the high school and the university. The goal of the program is to provide college and career information that is in addition to the resources available through the high schools.

Four topics are offered:

Prepare for College—Application to Orientation: This session will address common issues associated with going to college. Presenters will cover topics such as the application process, obtaining information about various colleges, and timelines for submitting important information.

Learn the College Lingo: This session will introduce students to college terminology, including credit hour, syllabus, internship, free electives, prerequisites, and much more.

Be Successful in College: This session will help students to improve note-taking, test-taking, and listening skills.

Select a College Major: This session is designed to help students make important career decisions by providing them with the tools necessary to select a college major.

Establishing Benchmarks for Portfolio Assessment in Adult-focused Programs

Presenter: Jerry H. Hickerson, Winston-Salem State University; Denise M. Hart, Fairleigh Dickinson University

Adult learners, like traditional students, are empowered (one might say transformed) by earning a postsecondary degree. Next to that is empowerment that comes from receiving credit toward the degree for college-level learning gained through experiences outside the college or university. This presentation reviewed the place of prior learning portfolios in adult-focused higher education today and identified common practices used by a sample of diverse, accredited postsecondary institutions in providing a foundation and direction for portfolio assessment.

In 1999, the Council for Adult and Experiential Learning (CAEL) conducted a benchmarking study in cooperation with the American Productivity and Quality Center. The purpose of benchmarking is to identify, understand, and adapt "outstanding practices from other organizations to help an organization improve performance" (AP&QC 1998). It was presumed that educational organizations would be as successful using this approach as many businesses had been. In the CAEL study, identifying common practices among six highly regarded adult-focused institutions in Canada and the United States led to conclusions about characteristics of colleges and universities that serve adults well, which were captured by Tom Flint and associates (1999) in the book *Best Practices in Adult Learning.*

Among the "best practices" that characterized these institutions was educational planning: "The Adult Learning Focused institution engages adult learners in an ongoing dialogue designed to assist them with making informed educational planning decisions" (CAEL, Serving Adult Learners, 9). A common feature of this planning was the availability of prior learning assessment (PLA)—a means of assessing learning gained outside traditional classes and recognizing that learning for credit, if appropriate—indeed, "a foundation for educational planning."

The changing job market and current recession economy have led many institutions, indeed state legislatures, to reconsider the importance of access to higher education for adults. There is hope that PLA can contribute to assisting tens of thousands of adults in many states, who have left college before earning their diplomas, toward degree completion. The growing number of veterans and active military personnel, who have often received training that is "college-level," is another population of potential college students for whom PLA is an inviting prospect as part of a degree completion plan. As Dr. Judith Wertheim of CAEL points out (Hart & Hickerson, 11–16), legislators and higher education leaders in states like Kentucky, Louisiana, Minnesota, Oklahoma, and Pennsylvania are investing in adult learners with incentives to improve the educational climate in order to attract them back to postsecondary education. The Council on Postsecondary Education in Kentucky, for example, is developing strategies to "double the numbers" of bachelor's degree holders in the state. Oklahoma's "Reach Higher" degree completion program also shares the practices of the newer incentives. The incorporation of PLA is an important feature of these access and degree-completion plans.

Not only are states and provinces in North America building PLA momentum, but European countries are doing this as well. While universities and community colleges in North America focus on degree completion and, therefore, "acknowledgement portfolios" with summative assessments, the Flemish government has studied the possible contributions of different approaches to portfolio assessment and their potential for the workplace and professional standing (Sweygers, et al.). For portfolio standards and principles, the Belgian researchers frequently referenced the work on which North Americans rely for similar purposes: Fiddler, Marienau, and Whitaker's (2006) *Assessing Learning: Standards, Principles, & Procedures.* With these observations, the presentation returned to a consideration of benchmarks for prior learning portfolio assessment.

Based on the PLA programs of eleven institutions represented in the book *Prior Learning Portfolios: A Representative Collection* (2009), benchmarks for portfolio assessment programs include the following:

1. There are common standards, principles, and procedures that guide the practice of assessment, and which are followed by the institution.
2. The student is advised into the type of PLA that best suits the type of learning being assessed and the learner's preferred approach to learning and assessment.
3. The process of portfolio development and assessment leading to academic credit—or not—is clear to all involved: the student, the advisor, the expert assessor, and the registrar.
4. The student is clear about the expectations of the portfolio assessment product, both its content and its presentation form.
5. The expectations of the assessment include student recognition of "college-level learning," as agreed upon by faculty and directed by the course catalog at the institution.

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Are You Ready for the Ride?: Determining the Value of an External Program Review

Presenters: <u>Susan Burgess</u> and <u>Diane Dutton</u>, Simon Fraser University

What role do program reviews play in ascertaining whether continuing studies programs are well positioned to serve their respective communities and markets? These reviews can be one element of the mix for higher education institutions that need to be cognizant of how the interplay of factors like cost, resource allocation, and program accessibility determine the benefit to the stakeholder.

Simon Fraser University (SFU) Continuing Studies instituted an external review process for its program units approximately three years ago. These reviews systematically examine each area's portfolio of programs, the communities they serve, and their administrative and governance structure. The intent of the review process is an objective, external report that explores in depth whether program units are "ready for the ride" in an increasingly competitive education market.

Among SFU's more recent reviews were the Management and Professional Programs (MPP). On the positive side of the ledger, the MPP area had established courses, dedicated instructors, and committed staff. The new university campus in Surrey was situated in one of Canada's fastest growing regions. Even with limited marketing and fluctuating demand, some certificates generated steady net revenue.

However, current program challenges included declining enrollment and poor program awareness, even among staff. There was too much reliance on associations and professional designations to drive course enrollment, not to mention increased competition from university-colleges and other downtown campuses. Marketing (both print and Web) was limited and needed revitalizing. While the downtown campus was popular, the fixed cost structure required high course enrollments in order to be financially viable. The result was a vicious cycle of softening enrollment, increased course cancellations, and wary students choosing to go elsewhere.

The guiding questions and methodology for the external review of the MPP were presented, and an overview of key findings and implications discussed. Specifically, these findings and implications incorporated recommendations concerning (a) students and instructors; (b) program offerings; (c) marketing; (d) alternate delivery methods; and (e) administration, structure, and governance. The report recommended potential and necessary changes for MPP, and suggested possible future directions about program repositioning and growth.

Summary
The value of a program review in determining whether a continuing studies program was serving its respective community and market was explored, utilizing a case study as a real-life example. The decisions made based on the program review were outlined in terms of program positioning in a competitive market, as well as opportunities and direction(s) for growth. The potential opportunities for growth were examined to determine the most viable options, and in the end some of the original program development priorities took precedence while others were put on hold. The significance of program

reviews in terms of a commitment to quality in noncredit programming was discussed, along with lessons learned along the way through this review.

Marketing Webcasts 101: Building a Marketing Video for YouTube

Presenter: Nicole Foerschler, JMH Consulting

YouTube—it's the future of marketing and becoming increasingly important in building awareness. You know you want to promote your program using video and tapping into resources like YouTube, but how do you get started? This session introduced the fundamentals of building and posting an online webcast.

We examined various continuing education webcasts and discussed what makes prospective students tune in and enroll. We also explored the process, detailed below, in writing, creating, and posting a great marketing webcast.

Getting Started
Your first step in building a webcast to market your program is to decide which program makes the best candidate with which to get started. Begin with two simple rules when making this decision:

- Choose a profitable and popular program: if a program is covering costs, each additional registration is pure profit. Choose a program that has a higher tuition cost and is doing well. Your want to highlight your "star" programs first!
- Choose a program with a good story: a great story will pull in the viewer and be more compelling to watch than a webcast that relies on information (cost, dates, classes) about the program.

Writing Your Script
Writing a compelling script is the foundation to creating a webcast that will drive registrations. You want your webcast to achieve two goals:

Allow the viewer to self-select the program
Self-selection is the process through which prospective students decide they either can identify with a graduate or current student in the program or they can envision themselves in the program. In essence, you are giving students the opportunity to dream or to imagine what it would be like to participate in your class. For example, programs that are extremely hands on can tell a captivating story of how time in the classroom is best achieved *outside* of the classroom and in the field (e.g. a marine biology certificate, a nursing assistant certificate, etc.).
Your webcast may also achieve this goal by giving prospective students an understanding of what will happen once they graduate the program and what possibilities will become open to them. Typically, this is achieved through compelling graduate testimonials in which you have a chance to showcase a student's experience and give that student a chance to talk about the value of the program and how he or she leveraged it.

Guide the potential student to the next step in the registration process
If your webcast is successful, students should know what to do next. That may be to fill out an application, to register, or to visit your Web site to learn more. Ensure your webcast has a clear call to action so that once you have piqued the interest of a prospective student, you can continue to guide him or her in the process of enrolling. This is done through simple, straightforward calls to action that may include the Web site address, a phone number, or a link.
A common misconception of webcasts is that the goal is to provide prospective students with all of the logistical information—no, that's the purpose of your Web site.

Choose Your Spokesperson(s)
Choosing your spokesperson is the next step in the creation of a marketing webcast. When looking for someone to highlight in your webcast, keep in mind that everything is exaggerated on camera. Therefore, someone who may have a flat affect will come across as slow and boring. You also do not want to go the

other extreme and choose someone who is so exuberant they may come across as flighty and excitable. Your ideal candidate will:

- Be well-spoken
- Be able to talk about the program with a certain amount of enthusiasm
- Have an interesting story about how the program impacted his or her life
- Be able to share compelling insight as to what it was like to participate in and complete the program

Filming and Editing
For this phase of the project, an experienced videographer and editor are preferred if it's possible. If using such professionals is not an option, use the following tips when you are shooting and editing video:

- *Always* use a tripod.
- Still shots that are well-framed are preferable to pans and zooms. When taking still shots, get three: a landscape shot, a medium shot within the landscape, and a close-up within the medium shot.
- During the interviews, remind people to look at the interviewer and not at the camera.
- While you are editing, do not use a shot (other than interview segments) for more than about five seconds unless there is something compelling or interesting happening.
- Use natural sound to add interesting elements.

For your final product, shorter webcasts are better than longer ones. Remember, people don't have a lot of time or long attention spans.

Getting It Online
The final step is to put your webcast online. YouTube is a great resource for webcasts. It provides detailed instructions and guidelines for how to export your video and a good forum for FAQs. Before building your full webcast, try a "proof of concept" and practice putting up one short clip. Once the final product is built, place the webcast, or a link to it, in a prominent position on your Web site. Make it easy for people to get to your webcast and view it. You've worked too hard not to have others enjoy the fruits of your labor!

Building a Statewide Higher Education Program in Disaster Management and Homeland Security: A Model for Interagency Partnership

Presenter: Dennis "Skip" Parks, California Polytechnic State University

A workforce assessment project in California revealed a significant need for undergraduate and graduate programs in disaster management and homeland security. In partnership with the Governor's Office of Emergency Services, Continuing Education at California Polytechnic State University developed an undergraduate certificate program as a first step to fill this need. The partnership first established a statewide certificate that enables individuals who complete courses to earn academic credit as well as state and national certifications. A statewide, multi-campus master's degree is being developed as the next step.

Making Lemonade: Funding Program Development Projects on a Fixed Annual Budget

Presenter: <u>A. David Stewart</u>, Kansas State University

In 2009, the Division of Continuing Education at Kansas State University moved from a "flexible" to a fixed annual budget. There was concern that this move would significantly limit DCE's capacity to stimulate program development and provide incentives for university faculty and staff to develop new courses and programs for distance delivery. At the recommendation of DCE dean Sue Maes, the provost approved the allocation of $250,000 in the fixed budget for the development of distance education programs. Shortly after the budget was finalized for FY 2009 in late June 2008, DCE sent out a request for proposals to the university. Within three weeks twenty-eight proposals for the development of online credit courses and programs were submitted with funding requests totaling more than $500,000.

Members of the DCE advisory board served as a review team for the proposals. After receiving their responses, there were internal collaborations with the DCE program development staff, including research to assess the market viability of the proposals. Members of the staff also met with deans and department heads to review the proposals that had come from their faculty and to explore whether their departments and colleges might be able to provide additional support for the proposals. In many cases, they were able to provide support in the form of equipment, software, faculty release, and graduate assistant time. This support became the difference between "go" and "no go" for some projects, given DCE's limited capacity to fund all the requests that came in.

Initially, DCE funded approximately $200,000 in full or partial support for twenty-four of the twenty-eight proposals that were initially submitted, holding back $50,000 for "must do" proposals that might arise during the rest of the year and to support additional accessibility needs for the projects that were being developed. In addition, DCE provided $22,400 from another budget source as "seed" support for the development of three new conferences. During the last half of the fiscal year, DCE was also able to find unused funds in other areas of its budget and apply them toward additional proposals that continued to come in. By the end of FY 2009, DCE had received forty-three proposals and funded in full or in part thirty-seven. A total of $602,952 was requested, and DCE provided $314,832 to support the development of credit, noncredit, and conference programs. Colleges and departments provided matches that totaled $31,930. Of the thirty-seven proposals thirty were completed by fall 2009. The projects produced four new programs, thirty-seven new online courses, and assisted with three new conferences. The new credit courses have already generated an estimated 940 enrollments and enough revenue to pay for the grant fund investment and return over $289,000 to the university. Enrollments will continue to increase in the 2009–10 school year and beyond. Additionally, support for new conferences and noncredit programs generated more than five hundred participants. Based on the first year, the grants for distance education program development have proven to be a tremendous success.

At the end of the fiscal year, the principal investigators were required to submit a final report of their experience with their projects. A recurring theme in the reports is captured in this quote from one PI: " … it takes more time and effort than one can imagine … BUT it is worth it. … The final result is something that cannot even compare with the normal class … providing the learner with more opportunities [and] quality." Others said they learned a lot and the process for funding and development was "very helpful." Some stated that development of their projects would not have been possible without DCE funding and support. Frequent appreciation was expressed for the guidance of the instructional designers who worked with the PIs to assure the best practices for online learning were being followed. They also became more aware of accessibility issues. One report stated that the experience gained in this development has enhanced their ability to be a partner with other institutions and the USDA as they pursue new partnerships.

There were also some helpful suggestions in the final reports that should be considered in future RFPs. It was suggested that the RFP cycle be put on an earlier timeline, a challenge since the annual budget is usually not finalized until late June just prior to the new fiscal year. Another suggestion was to streamline

the university approval process for new programs. Two PIs stated that it is "cumbersome" to try to retrofit old content for online delivery, important counsel for those planning to transition traditionally delivered content into an online format. Another suggested that developers should not tie themselves too closely to current technology since it is ever changing. Other suggestions were to provide preparatory training and mentors for PIs and to conduct peer reviews of the final products.

From a DCE perspective, the RFP and grant funding process was a great success in its initial year and especially in light of DCE's transition to a fixed budget within the same year. First, it elicited considerable interest and innovation for the development of distance education at K-State. Due to the interest, the challenge became how to narrow down what would be funded with the amount of dollars available. The grant funds stimulated the development of many new courses and programs that extend the resources of the university to its constituents, thus contributing to the university's land grant mission.

Each proposal was required to state how its development aligned with the stated priorities of the university and the colleges. In this way each project was augmenting the strengths and niches of the university. This made DCE's approach to program development more focused and aligned with college and university priorities. Collaboration with PIs, department heads, and deans created a real team effort and shared sense of ownership. In the process DCE became a better partner with the departments and colleges in the development of distance education resources.

This collaboration does not end with K-State. Many of the new projects will engage other partners in the delivery of quality educational resources. The new graduate certificate in horticultural therapy will work with the Chicago Botanic Gardens to deliver the program. The new grain science and industry distance learning program will build on well-established partnerships in the grain industry and continue K-State's global role in the food industry. The new online professional radon training program will extend the reach of the Midwest Universities Radon Consortium to a national audience. The new family studies course in gerontechnology, an emerging field in aging, will enhance the existing master's degree in the Great Plains IDEA Consortium. The new graduate certificate in the Management of Animal Health Related Organizations will address burgeoning professional needs in the animal health corridor.

A year that began with uncertainty and anxiety over a changing budget structure became an opportunity for creativity, synergy, enriched partnerships, and high productivity for DCE and the university. In response to a new request for proposals for 2010, DCE received thirty-eight proposals totaling $801,962. The current challenge is to determine how to respond to those proposals with a budget of $300,000. The interest and innovation continues. Hopefully the table has been set for many more opportunities in the future.

ACHE Research Award: Politics, Policy, and Socio-economic Impact on Continuing Higher Education

Presenter: Sandria S. Stephenson, Texas State University

Serving as corroborator and catalyst, linking needs to stakeholders and programs, yet doing so within their traditional setting, is the crucial "story" of continuing higher education (CHE)! Hence, inquiries related to the reevaluation of the historical mission and values of CHE in the changing political-economic climate of higher education are necessary. The purpose of this study was to examine continuing education's (CE's) strategic responses to the political-economic context of higher education.

The study used a qualitative constructivist design to examine (n=17) seventeen respondents' experiences and perceptions of CE within eight elite traditional universities. These respondents were higher education administrators (VPs, VCs, deans, and executive directors) who had direct responsibilities or connections to continuing education. Interviews and documents provided the data that were analyzed using constant comparative analysis, while the theories of academic capitalism and entrepreneurialism served as the theoretical framework.

The research questions guiding the study were: 1) what do university administrators see as the current political, social, and economic challenges facing continuing higher education, 2) what is the role of continuing education in responding strategically to the current challenges facing their institutions, and 3) what do university administrators see as the return on investment of those strategic responses?

The results of this study show that: a) continuing education is an academic capital advantage, providing greater returns to higher education than the investment made in supporting its strategic position; b) entrepreneurialism, as a strategy within continuing education, is limited in classical applicability and scope relative to higher education's traditional cultural-context; c) continuing education units are disenfranchised with respect to shared governance; these governance constraints are meant to "protect" the parent institutions' cultural values and branding; d) continuing education's organizational processes identify several political, social, and economic challenges that must be addressed strategically, if they are to achieve their mission.

The results and conclusions drawn lead to various implications for higher education as well as for CHE. We are living in an era when the literature and critics are scoffing at higher education's revenue-generating focus, while nostalgic about its lack of funding from public sources. In addition, others are promoting or refuting the need for entrepreneurialism within higher education, and lamenting or espousing the notion of an academic capitalist regime in higher education. This convolution creates an opportunity for CHE to (re)emphasize higher education's role in contributing to and shaping the public good. Academic capitalism supports the idea that it's not simply the structure of higher education that matters, but it is also the substantive cultural and institutional commitment to a democratic public good. Within this environment, CHE has the opportunity to showcase as its "bottom line" an enhancement of society: educationally, socially, culturally, politically, and economically—essentially answering the question, why does continuing education matter, what is its deepest purpose?

While it is imperative to remain astute and cognizant of the awesome responsibilities in fostering the mission of the parent institution, CE should promote its internal and external legitimacy and position of values by maintaining efficiency and effectiveness. In doing so, CE must continue to improve upon strategies already in place. CE cannot afford to "rest on laurels"; it must improve its imagery of poor quality or mediocrity by offering a proactive strategic approach to differentiating its branding, as it were.

Implications for higher education relate to the importance of political power of institutional culture and governance, that they are inexorably linked. Accordingly, the assumptions, beliefs, policies, and procedures of the parent institution must be in harmony with CE. In exchange, CE must be engaged in the overall governances of the institution, in the shared balance of power. Furthermore, higher education should make opportunities to promote CE as an academic value-added capital advantage, not only recognizing these units for their fiscal values, but for their academic and social values as well. They should invest more resources in CE's infrastructure, and should lead and support the strategic efforts of the division.

Cultivating New Populations: Taking "Advantage" of the Economic Downturn

Presenters: Karen Goodman and Linda Richelson, Southern New Hampshire University

Full-time day programming is the "meat and potatoes" of a post-secondary system. However, it does not have to reside solely within the main campus day program. Southern New Hampshire University has discovered a population of students who are underserved by the programs in the community. These students are either hesitant to take on the "main campus experience," don't have the funding for a full-time day program, or did not perform well enough in secondary education to be considered by a four-year school. The Advantage program is Southern New Hampshire University's response to this community. The program combines smaller classes with a highly structured format at an affordable price.

The current financial climate is driving students toward work and other decisions that may not include education. Further, our research indicates that more students are being identified with disabilities, are willing to disclose their disabilities, and have requirements that are different than a typical day population. To that end, a full campus experience might be inappropriate for them. SNHU Advantage combines a full four-year experience starting with two years in a day program under the auspices of continuing education. The student has the option of pursuing an associate's or bachelor's degree. This program is also a bonus for the continuing education department's bottom line.

This presentation provided a description of the program, the results of its first year, and its status as the program moves forward in its second year.

Life Management in My Office World

Presenter: Sallie C. Dunphy, University of Alabama at Birmingham

Life is a journey and a multidimensional process. The poor management of time can create havoc and stress in a professional's work life and derail a career. How can you live in harmony within your office and keep stress to a minimum? This session covered healthy ways to manage time, responsibilities, and stress, whether your role is the employee or the supervisor at your institution.

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. Sights, sounds, smells, and other sensory experiences affect us physically and emotionally. 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, and more acute hearing and vision. Emotional symptoms include anxiety, depression, irritability, and trouble with concentration. Behavioral symptoms include crying, harsh treatment of others, and 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, overachiever—to type B, the calm, relaxed, laidback person. Keeping a log of events, symptoms, reactions, and time of day can help one 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 coping strategies include use of tobacco, drugs, or 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 keep your job on track and out of crisis mode, as well as minimize 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 distractions, 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, and 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 for a better quality of life with as little as thirty minutes three of more days a week. Also, eating a balanced diet, getting enough sleep, building communication skills, taking part in 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 discussed and actively experienced during the session included progressive relaxation, visualization, deep/slow breathing, sighing, meditation, yoga, biofeedback, hypnosis, and massage,

Healthy ways to manage time and stress in your space including techniques for self-assessment, breathing, relaxation, aromatherapy, visual imagery, physical activity, and nutrition were learned. By attending this session, participants created a positive office life for themselves professionally and personally.

Maximizing Blended Learning

Presenter: Jennifer John, Emory University

Online learning tools are powerful complements to classroom learning. This session explored the use of blended learning as a cost-effective technique for enhancing the student experience. Professional and continuing education programs recognize better learning retention by reinforcing and extending classroom concepts before, between, and after class sessions. The presentation explored several successful approaches to blended learning that maximize existing online systems already available at most colleges and universities.

This presentation included the use of successful case studies at Emory University's Professional Learning Programs. The session ended with dialogue about best practices through group work and discussions.

The Branch Campus Leader as a Social Entrepreneur

Presenter: John F. Azzaretto, University of West Florida

Continuing higher education professionals—including and perhaps especially those involved with branch campus administration and management—have long considered themselves to be resourceful entrepreneurs. You have to sometimes make a lot from a very little. You have to be creative and innovative and contribute value to your organization. More often than not, continuing higher education professionals are focused on providing education that meets workforce and economic development needs, and being conscious of the "bottom line" by cultivating and pleasing clients and identifying and enhancing revenue streams. Yet, today more than ever, we want to believe that we are contributing as well to a greater societal good, that we are making a difference in our community and, in turn, our society. It can help professionals in the field to approach these responsibilities as a social entrepreneur: "doing good, looking good while doing good, and making money doing it." This brief discussion explored principles of social entrepreneurship and their application to continuing higher education and, in particular, branch campus management.

Background
A social entrepreneur recognizes a social problem and uses entrepreneurial principles to organize, create, and manage a venture to make a measurable impact on social change. Social entrepreneurs find

what is not working and solve the problem by spreading the solution, communicating effectively to stakeholders (that's your business!), being persuasive, and changing the system.

The term originated in the 1960s but was popularized in the 1980s by Rosabeth Moss Kanter; Bill Drayton, the founder of Ashoka, a center for creating social change; and Michael Young, a leading promoter of social enterprise. Bill Drayton characterized a social entrepreneur as "not content to give a fish or teach a person to fish. They will not rest until they have revolutionized the fishing industry."

Higher education today faces substantial challenges in a changing business environment that includes:

•Fierce competition for faculty, students, resources, and services from nonprofits, proprietary institutions, etc.
•Increasing entrepreneurial ventures such as tech parks, incubators, and tech transfer—joint ventures that may in the past been considered as outside the realm or core mission of higher education
•Powerful new technologies from physical to virtual, such as online learning, mobile learning, and podcasting, which substantially involve service delivery and student learning
•Increased external scrutiny from government, philanthropists, the general public, students, and clients as demanding consumers, and the institution's governing board

These and other challenges lead to pressures for increased productivity, responsiveness, accountability, and reduced costs while maintaining quality and service. Another commonly held expectation is that education is a key stakeholder in the quality of life and economic success of its service area.

Particular challenges for branch campus administrators:

•Out of sight, out of mind
•Student enrollment and revenue generation
•Centralized versus decentralized organization of functions and services
•Perceived value to region served and to "main" campus
•Leveraging local partnerships that support and don't threaten main campus

Principles of social entrepreneurship related to continuing higher education and branch campus administration:

1. Academic quality and program excellence. Uphold the "brand" and integrity of the institution. Do no harm to the image or the perception of the institution with the clients you serve.
2. Vitally engage and connect with the community you serve—traditional, nontraditional, adult, conferee, international student, rural, urban, etc.—and commit to make a difference. Do this in a way that brings visibility and credit to the institution, otherwise known as the care and feeding of the president. Reputation, rankings, and public perception of doing good deeds do matter. Closely align your academic programs with your community's workforce and economic development strategies.
3. Establish partnerships and collaborative relationships. The University of West Florida (UWF) through its Emerald Coast (EC) branch campus has contributed to the region's new and emerging economy through a series of effective strategic partnerships and program collaborations that benefit the university community and help to stimulate the region's economic and business activity. Example: the nature of UWF EC's community partnership programs with various agencies, including, the County Workforce Board, the County Economic Development Council, the Chamber of Commerce, Florida's Great Northwest regional planning agency, the community college, the military including nearby bases, Department of Defense contractors, and defense-related associations, to name a few. These and other university/community agency collaborations have resulted in programs that benefit the economy of the region, develop and retain talent, and focus on high skill/high wage opportunities for UWF traditional age and nontraditional students.
4. Revenue generation. The struggle to be self-reliant, without selling yourself out. This is just a fact of the changing landscape in higher education. I realize that an expectation and vestige of our

state land-grant mission creates a reality of free services and programs. This is as much as an education function and culture shift with the multiple groups we serve as anything we do.

Public institutions are facing decreased state support and increased public and legislative scrutiny. Many more examples exist of privatizing campus units with the benefit of freeing ourselves from the burden of state oversight, i.e. state supported; state assisted; state located! Being entrepreneurial means looking at revenue generation that may at the minimum involve fee base, grants/foundation support, advancement/friend-raising, business contributions through sponsorships and contracts, and membership consortia.

5. Horizontal leadership in a horizontal world. Friedman's *The World Is Flat*, at a recent conference of college and university business, budget officers, and planners focusing on the "campus of the future," reminded us of the eight broad categories of leadership skill sets for educators on a campus of the future. These educators are:

    •Great collaborators
    •Great leveragers
    •Great synthesizers
    •Great explainers
    •Great localizers
    •Green thinkers
    •Passionate people
    •Great adaptors

6. Accountability, accountability, accountability. How do we hold ourselves and how does the public hold us accountable for quality and performance? In effect, accountability is all about the goals we set in our organization and programs, how well individuals and organizations perform to meet these goals, and how performance is communicated to an institution's stakeholders. Public service and outreach professionals need to establish our own benchmarks and outcome standards as our faculty colleagues are doing when they look at student learning, graduation rates, retention, and success. This is not just a Spellings or SACS issue, this is a public policy issue that demands a response from us in the higher education community, and in particular, our service sector. Otherwise, we will abdicate our responsibility to politicians who will be all too ready to tell us what we need to be doing. I have found that outreach and service professionals especially bristle at what they see as inappropriate interference with their work when it calls for accountability. After all, we are the service providers in higher education, and it is our business to practice engagement. But with greater reliance on revenue enhancement strategies (including public resources) will come the need for us all to be more accountable and transparent. This will call for us in public service and outreach to be more open about budget and finance, providing the information that allows fuller understanding of cost, expense containment, and pricing.

Continuing higher education leaders who possess the skills of a social entrepreneur are best positioned to align their programs to meet community needs and provide effective results that benefit their community and their institution.

Building Meaningful Workplace Training Systems: Using Foundational Skills and Job Competencies to Support the Development of Customized Workplace Training

Presenters: Valerie Lockyer and Kyle J. Downie, Douglas College

Employers are demanding that workplace training address the unique needs of their business environment and workforce. When an employee's foundational skills are an issue, how do you design training that meets the needs of both the worker (learner) and the employer? The Adult Literacy and Lifeskills Survey showed that more than 40 percent of both the American and Canadian workforces have

lower skill levels than are required for most occupations. This translates into performance issues on the job, specifically with learning, retaining, and applying new information.

As the economy shifts and more jobs require employees to have higher skill levels, community colleges are increasingly being asked to ensure that the employee retain the skills taught. One way to do this is to integrate foundational skills into technical or job-specific workplace training.

Conference attendees learned how Douglas College has partnered with employers to develop workplace training that ties foundational skills, workplace performance, and job-specific training together.
The approach taken with most employers encompasses the following steps:

> •Consult with management, HR, and supervisors to identify key performance issues.
> •Observe the specific tasks a worker is required to perform on the job.
> •Identify the underlying skills required to complete those tasks.
> •Define the complexity of the identified skills and the most important skills.
> •Identify the skill levels of employees.
> •Identify the current technical training being delivered by the employer.
> •Develop curriculum, using authentic workplace materials and tasks, that addresses the required skills needed to be successful in workplace tasks and technical training.

The presentation illustrated the above process with examples of employers who have used this approach to address a variety of workplace training and performance issues. Presenters also showed how this approach helps learners upgrade their foundational skills while learning the technical skills required for their job.

Finally, the presenters also discussed how this approach can be modified and used with unemployed learners preparing for a new occupation.

Writing the Sinking Ship: An Accelerated Course to Solve the Challenges of Adult Learner Writing Deficiencies

Presenters: Honour H. Moore, Philip Moore, and Christopher Quinn, Holy Family University

Writing represents a major challenge for adult students, yet many adult students have already taken composition courses. Degree-granting programs are caught between the desire to maximize transfer credits and the need to ensure proper foundational skills for academic success.

To address this disconnect, the Division of Extended Learning (DEL), Holy Family University, designed a specific, five-week course: HUM 200, Contemporary Issues. The course is designed to cover five core competencies: college-level research, persuasive writing, original work, critical and active reading, and an understanding of an online learning environment. The course is required of all new students within their first six courses, and is built into the general education requirements.

The initial idea included a basic skills template, on which content would be layered by a specific teacher. The necessity for a content beyond the core skill competencies was suggested by corporate tuition reimbursement policies, among other factors. Iterations of the course include: history of baseball/history of America, Harley Davidson, Pennsylvania business history, and adult learning theory. After success with the adult learning theory course, it was decided to settle on this topic for all future sections.

The course has exceeded expectations. To date, more than two hundred students have completed HUM 200. The challenges and opportunities for working with writing, research, and critical thinking skills have resulted in a rigorous class, but the benefits extend beyond the core skill building. As well, anecdotal evidence—including student focus group interviews with a Middle States Commission on Higher Education representative—has suggested increased self-awareness and confidence in students. We now

view the content (adult learning theory) as an equally important portable concept from this class and the experience as a site of potential community building. Administratively, the course now represents the end of the admissions process, and provides a skills benchmark for accountability.

Transforming Teacher Preparation through a Comprehensive Field-based Model

Presenters: Mary J. Ford and Elaine Millen, Granite State College

Research has begun to create a consensus about the content, context, and design of teacher education programs. In recent studies, teachers reported that their knowledge and skills grew when they received teacher training and preparation that embraced student achievement at the core of successful course completion.

The Granite State College field-based model points to the effectiveness of a sustained, job-embedded, collaborative teacher learning model. This teacher education model engages teacher candidates working together with college faculty and school mentors in classrooms. They collaboratively examine the effective connections of curriculum, instruction and assessment practices, and student performance. This teacher training program also recognizes the responsibility of developing in individuals the professional attitudes that make teachers effective in the workplace. Being an active member of a professional learning community, using data for decision making, and being responsive in a professional way to instructional interventions are the skills and attitudes that are embedded in all coursework.

THE PARADIGM SHIFT OF THE TEACHER-EDUCATION PROGRAM

Old Paradigm	New Paradigm
Teacher candidates demonstrate their own knowledge through traditional academic artifacts	Program outcomes require teacher candidates to learn within a professional community and demonstrate collaboration skills within the context of achieving outcomes
Teaching skills, standards, and course requirements are the center of the teacher education program evaluation	PK–12 student learning and student assessment data are at the core of the teacher education program
Course syllabi specific to assessment may examine local, district, and state student data	Course requirements use student assessment data to monitor quality effectiveness of teacher candidates' knowledge and skills. Screening assessments, diagnostic assessments, and both formative and summative assessments anchor the work
The core cycle of curriculum, instruction, and assessment is strong for the teacher candidate	Teacher candidates demonstrate their ability to create a well-integrated system of instruction/intervention guided by student outcome data and have the capacity to clearly communicate this with colleagues
Focuses on special education programs	Focuses on research-based resources and instructional approaches that have a high probability of success for most students
Leadership is addressed through the special education process	Teacher candidates perceive themselves as change agents on behalf of all students to create one proactive educational system. Teachers are leaders who critically think and solve problems

This overall approach to teacher preparation deepens the teacher candidate's knowledge base of content and how to effectively teach it to students; and enables new teachers to acquire the knowledge they need, apply it to the practice in the classroom immediately, and reflect with supportive colleagues on the effect on student achievement. This approach links the higher education accountability efforts directly to student achievement.

Engagement: A Model for Continuing Education as a Convener

Presenters: David Grebel and Judy Shannon, Texas Christian University

Two decades ago, Ernest Boyer (1990) introduced the concept of an engaged institution: an institution that is interwoven in the fabric of its community. We are not merely located in our community. We are members of our community who "are challenged not just to educate and create knowledge but to engage the community through service and civic responsibility. This commitment to the well-being of community enriches and enhances a diverse society" (Bacon, 2002).

At Texas Christian University (TCU), our traditional continuing education (CE) programming is solid and very well received. However, we want to reach a much broader audience and to help position the university as visibly engaged and an asset to our community. To do this we needed to be open to the issues and needs within our community.

Our first example is a replicable model for a grassroots approach that has been effective in engaging members of the faith community in advance preparation for times of disaster. In the wake of hurricanes Katrina and Rita, community concern was heightened; however, there were no clear answers on how to improve response initiatives. In July 2007, Faith & Life @ TCU convened a meeting for a small group of academic, faith-based, governmental and community leaders to address this issue. The university's role as a neutral, "honest broker" provided a forum for others to engage collaboratively.

This initial meeting resulted in an interfaith response approach, including neighborhood networking and building connections with existing response agencies and systems. Outcomes included multiple training initiatives in Tarrant County and spinoffs throughout the state and nation. We also received a Homeland Security Institute Journal Publication in January 2009, and an invitation to a Senior Leader's Summit at the Homeland Security Institute in December 2008, with the goal of establishing global best practices for disaster preparation and response. TCU was the only university invited to this conference.

This is a dramatic example of CE as convener; however, we see a significant role for CE shops as the honest broker to address issues of importance to the community. With our disaster response initiatives we did not claim to be the all-knowing experts with all the answers, we simply provided a space and structure for information to be shared. We see our role as building bridges between the university and the community—in doing so we also build bridges between various members of the community with one another. Additional TCU programs that follow the convener model include: Youth Focus, networking for youth organizations and agencies; and the Tarrant Coalition for Nonprofit Professional Development for cross-marketing and networking of professional development opportunities for area nonprofits.

Continuing education departments are in a unique position to further engagement initiatives by connecting academic faculty, staff, and students with emerging community needs. We enjoy significant credibility with the community and can provide a community portal to the university. Because of CE's boundary-spanning position, we can also play a significant role as the honest broker in convening groups of people from both campus and community to unite efforts around important issues. These community collaborations can further academic research initiatives while addressing significant needs within our community. By helping the university partner with its community, CE departments can foster relevant, mutually beneficial engagement initiatives that demonstrate a shared responsibility of social and civic engagement for our students, our university, and our community.

We have discovered that you don't have to wait for your university to support your programs, or even require every program or project to be self-supporting. Federal agencies and foundations are increasingly disposed to fund research and application efforts that involve community partnerships. Engagement is central to both the university and the community. If continuing education acknowledges and embraces its pivotal role in linking campus and community, it can give continuing educators the centrality they've never enjoyed before.

Works Cited

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Inquiry Engagement 2.0: Secrets You Need to Recruit Today's Prospective Student

Presenters: Jennifer Copeland, DemandEngine; Jennifer Wooley, Georgia Tech

When they visit your site, prospective students' expectations are higher than ever before. Increased competition and a challenging economic climate make it vital for prospects to leave your site identified and interested. The presenters shared the results of a recent study of more than 300 continuing education Web sites, how they captured leads online, and how they engaged prospects in long-term relationships using email marketing.

Engaging Community Partnerships for Town *and* Gown Success: A Best Practice for Building a Local Arts District from the Ground Up

Presenters: Rick Wetherill and Bridget Forshay, East Central University

A new fine arts center on campus figured not only to concentrate arts events, but also arts majors and art lovers, in one geographic location—a main gateway to campus. The facility was to become a venue for arts-related activities and spaces such as musical performances, galleries, art studios, and theater. Continuing education staff expected that the facility would spur a broad array of support to related businesses such as cafes, restaurants, and shopping opportunities. We foresaw a large neighborhood impact, so we felt that both the university and the community needed to do some coordinated planning— in a hurry. Faculty brainstorming sessions presented an idea, the East Main Arts District.

The goals of the arts district were to provide economic development and enrichment by:
- Attracting new and supporting current businesses
- Attracting tourists
- Keeping dollars locally for dining, entertainment, galleries, shopping, and hotels
- Enhancing pride in community
- Improving quality of life
- Enhancing cultural experiences
- Supporting local artists and artisans
- Providing venues for festivals and events

Plan of action:
- Constantly seek and receive community input
- Write a USDA RBOG grant for $219,880 for a planning study based on Enterprise Community designation
- Write a USDA RBEG grant for $404,000 for funding for arts-based business incubator
- Create a Community Planning Committee

- Generate local jobs
- Improve the quality of life

The simple model we began with became more complex as community involvement kept spurring new ideas. We used the Arts & Economic Prosperity Calculator to propose and measure projected impacts. These numbers helped sell the concept to the grantor as well as local politicians and businesses. One almost immediate reaction to the district planning was an increase in local property sales asking prices.

Community planning and involvement were essential to the district's success, as well as for gathering input and requests from residents. The presentation described and discussed the various methods continuing education used to inform and involve the community in its own transformation.

Educating People, Not Just Students: New Opportunities in Continuing Adult and Professional Education

Presenter: Thomas J. Yannuzzi, Penn State University

Many continuing adult and professional education programs attempt to teach what Packer and Greco-Brooks (1998) refer to as the "ontological work of school," or helping "change the kinds of person their students become" (p. 134). This new "ontological" work attempts to incorporate critical pedagogy to stimulate critical *self*-reflection and more mindful interaction. Like transformative learning and critical pedagogy, ontological learning requires ongoing critical self-reflection on everyday choices and actions, a *praxis* per se. Craig and Tracy (1995) note that the traditional notion of "being practical—the way of technical rationality—has increasingly come under attack for its failure to address essential interpretive and moral dimensions of practical conduct" (p. 249).[1] They further state:

> Practical action depends on an interpretive understanding of situations and requires deliberation about purposes and moral standards (normative reflection) as well as means (technical rationality). The term *praxis* has come into use as a way of emphasizing this fuller conception of practice as reflectively informed, morally accountable human action (p. 249; italics in original).

Many schools promote the quality of their educational programs based, at least in part, upon their focus on and ability to facilitate such learning. Many adult and continuing education classrooms, in turn, have significantly increased their use of experiential learning methods to accomplish these goals. One underlying assumption is that if students are encouraged to experience and reflect upon problematic events, they will use these "mindful moments" to incorporate other perspectives and, in turn, become more accepting of, comfortable with, and socially effective in diverse contexts. Another assumption is that adult students will facilitate their own learning as long as these experiences are relevant and meaningful.

Experience alone, even for the most dedicated adult learner, does not necessarily encourage nor enable one to be *self* critical. Critical *self*-reflection on assumptions emphasizes critical analysis of individual, cultural, and contextual assumptions "that are the specific reason for one's conceptual and psychological limitations, the constitutive processes or conditions of formation of one's experience and beliefs (Mezirow, 1998, p. 6). Although most adult students, and traditional students for that matter, certainly agree with and intend to participate in such learning, the process becomes extremely complicated due to our ability, or lack thereof, to transcend natural sense-making processes such as punctuating ongoing streams of experience; framing texts and contexts; attributing cause for unexpected, "inappropriate," or "abnormal" behavior; and maintaining desired social and relational identities.

This session joined the dialogue about how we teach students to be critically *self*-reflective and embrace the complexities of doing "ontological" work. The session intended to incite dialogue about our own understanding of the "ontological work" many programs promote and attempt to accomplish. The session attempted to incorporate faculty, administrative, and executive/institutional perspectives in the dialogue.

[1]Craig and Tracy (1995) specifically reference the works of Fischer & Forester, 1987, Gadamer, 1981, MacIntyre, 1981, and Shon, 1983.

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Attributes Used to Market University Online Degree Programs: Where Is Academic Fidelity?

Presenters: Stephen F. Gambescia, Drexel University; Rocco Paolucci, Cabrini College

As stakeholders continue to discuss, debate, and advocate their positions related to the value of online learning at colleges and universities, one element that will continue to be discussed, regardless of the specific issue at hand, is *academic integrity and fidelity.* Academic fidelity of online degree program offerings is defined in this study as the extent or level to which university leaders have considered, involved, and entrusted their current academic assets to produce the new educational program offering. Academic fidelity measures the nature and extent of integrity or equivalency between on-campus programs and online degree programs.

This study aimed to determine the prominence of *academic fidelity* attributes in the online degree program offering, as presented to prospective students via universities' official Web sites. The study 1) assessed the *level of visibility* given to online degree programs on university Web sites; 2) identified the range of *attributes* of university online degree programs as presented on the university Web sites; and 3) measured how the *academic fidelity and integrity attributes* compare with other attributes used to market online degree program offerings to prospective students.

Universities selected for analysis were those schools listed in the *U.S. News & World Report's* 2006 "E-Learning Guide" (N=240). *Eight major attributes* used by universities to market their online degree program offerings were identified and analyzed as part of the research: academic fidelit*y—1) faculty, 2) curriculum, 3) quality;* university branding/reputation—*4) classroom, 5) distance learning expertise;* features/benefits—*6) flexibility, 7) convenience, and 8) information/operation.*

In answer to question 1 above in this research, we found that the most popular level of visibility on the homepages was the secondary link level, where almost 50 percent of the universities in this study positioned online learning. It is worthwhile noting that only 29 percent of the 228 universities studied displayed an online learning link on their university main homepage. The corollary finding is that 21 percent of the universities in this study had positioned information about their online degree programs so poorly that you needed to use the "search" feature of the Web site or continue clicking through pages with no intuitive pathway before finding such information. We find the lack of high visibility of university online degree program offerings surprising, given the continuing attention that online education receives "in the marketplace" and the prominence of online education offerings in most universities' strategic plans. Certainly universities will have varying academic offerings priorities, and online learning may not be high on the priorities list of some universities; thus visibility may not be as important. Results of this study give at least a general understanding of the level of visibility for a large number of universities offering online degree programs.

In our research, we found that only 11 percent of universities made mention that faculty who teach the "traditional" or "regular" on-ground courses for the university also teach the comparable online courses within their fully online degree programs. And only 12 percent of the universities in this study made special note that their online degree program courses use "the same" curriculum and learner objectives as the "traditional" or on-ground courses. When accounting for *either* the faculty attribute *or* the curriculum

attribute presented to prospective students, only 14 percent of the universities chose to highlight these benefits, among those identified by this study. Accounting for universities that chose to use both attributes (faculty *and* curriculum), a slight 4 percent presented what we would consider leading academic fidelity indicators.

In this study we learned that about one-fifth of the universities (21 percent) used a general quality attribute when presenting their online degree programs to prospective students. When *combining quality with the two academic fidelity indicators* explained above (faculty and curriculum), a mere 1 percent of the universities chose to use this combination of benefits or features as descriptors. We found that 9 percent of the universities made note of their *classroom brand* to promote online degree programs to prospective students. Another institutional branding strategy could be directly positioning the university as an *experienced and quality provider of online education.* We found that 18 percent of the universities in the study were willing to make this claim to attract prospective students.

We found that 41 percent of the universities presented the *convenience/lifestyle* benefit on their Web pages. The next most popular attribute of the eight found in the study is the *flexibility* attribute that emphasizes the timing and ease with which online learning can be "used." This was mentioned by 37 percent of the universities in this study. When accounting for *either* convenience *or* flexibility, the presence of these attributes on university Web sites is 38 percent. The convenience and flexibility benefits/features are the most popular attributes used to promote their online degree programs to prospective students.

A final attribute identified in this study, or lack thereof, was the straightforward, just the facts, presentation of *basic information* to prospective students. We found that 34 percent of the universities used this presentation style. We were surprised to find so many universities using such a low-profile approach to presenting their online programs given the attention in university strategic planning about the future of online delivery education (either for hard-to-reach or unserved groups, or for revenue generation) and the ongoing buzz about online learning potential from marketing and recruitment management consultants.

The study showed much evidence indicating that a relatively *minimal number of institutions* promote their online degree offerings using *academic fidelity attributes* either of "faculty," "curriculum," and/or "quality." The findings of our study clearly show that very few institutions are leveraging their existing traditional programs (faculty and curriculum) and standards (quality) when creating and delivering their equivalent online programs, opting to use "convenience" and "flexibility" more frequently to promote their online degree programs to prospective students. Furthermore, the study found a surprising lack of high visibility of online degree program offerings on official university Web sites, as institutions opted to use either a secondary link or have readers use a search feature. Although promoting the flexibility and convenience attributes of online degree programs is reasonable and considered "good marketing" as they relate to customer benefits, academic administrators may want to consider the extent to which academic fidelity attributes are used to promote their online degree programs and the rationale for why other attributes are much more prominent.

How to Write for Publication

Presenter: Barbara E. Hanniford, Cleveland State University; editor, *The Journal of Continuing Higher Education*

Scholarly publications are critical for the field of continuing 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 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 of Continuing Higher Education* 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 useful in organizing your writing. Although one format does not fit all articles, it will be helpful if you think about the following elements for major research or conceptual articles 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. 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 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 make up a separate 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 the 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**. You'll also include **background** (which may include the problem your "best practice" addresses) and a **description** of your practice or program. **Implications** for others are important. How might another institution replicate your success? What implications for research exist? A "**lessons learned**" section is also useful.

Writing Well

Your ideas and approach must be sound, but the mechanical aspects of your writing 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 your own style as well.
•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 need significant revisions—learn from the reviewers' comments. Try to follow them. Your manuscript will be much stronger as a result. If you have the opportunity to revise and resubmit your manuscript, take advantage of it. Clarify any questions with the editor. When you submit a revised manuscript, it's helpful if you include a cover letter in which you summarize the ways in which you responded to reviewers' comments.

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) and *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*. Also note that as of January 1, 2010, Jim Broomall from the University of Delaware will become the *Journal*'s editor. He can be reached at jbroom@udel.edu.

Best Practices in Administration/Technology as Key Transformational Factors for Co-educational Adult and Graduate Programs

Presenter: Joseph J. Molitoris, Georgian Court University

In terms of the recruitment and education of students at private schools and colleges, we are in an increasingly competitive marketplace characterized by:

- hundreds-to-one leader-to-student ratio
- online, hybrid, accelerated classes
- changes in college/university competitors (agility, discretion, instant decisions, sites)
- changes in student and employer education patterns (undergraduate and graduate)

- changes in the local and national business market (telecommunications decline, Internet bust, military, economic meltdown, etc.)

Maintaining enrollment and growing programs in this type of market demands integrated operational plans and actions in order to succeed using institution-wide assessment and technology as enablers. This presentation focused on the impact of current technology and associated administrative factors for transformational change.

Technology
The use of technology in learning and training has a rich history (Dewey 1944). The use of computers took off in the late 1980s, riding the wave of the personal computer (Molitoris 1992). The Web began to be utilized in the late 1990s (Doyle 1999) as the Internet was transformed from a government and business tool to a personal communication instrument (Molitoris 2003).Today, in the 2000s, we are just beginning to see the use of "texting" for emergency message notification complementing the ever-present instant message use by adults and children in their personal lives.

We educate today at a time of transition from:

- analog to digital
- books and bricks to bits
- commerce to E-commerce
- learning to E-learning

Conclusion
College success for both adults and professionals is due to program flexibility. Students have the possibility to personalize their learning via the use of alternative technologies. Both online learning and simulations allow students to explore novel math/ science and other concepts in unique ways. The teacher as facilitator also continuously refreshes his/her knowledge both in the classroom and in professional development that is key to effective online and Web-enabled learning. An effective plan, training, and assessment are all important parts of implementing and supporting online education. Good administrative leadership is key to program success.

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Increase Enrollments through a Simple Three-pronged Approach

Presenter: <u>Jennifer John</u>, Emory University

From the moment your prospective students are on your Web site to the moment they walk out of your information session or open house, you are being evaluated. These prospective students are deciding whether or not they want to invest their time and money in your program. What does your Web site say about your program? Is your PowerPoint powerful? Are you updating, measuring, and updating again?

This presentation explored how Emory University's paralegal certificate program underwent innovative steps to improve the program's Web site, simplify information sessions, and implement an email marketing campaign to increase registration conversion rates. The presenter shared how these simple steps as part of a three-pronged approach made a significant impact with conversion rates.

With increased competition for students, smart continuing educators are continually reviewing and improving their promotional portfolio. To conclude this session, participants spent time sharing innovative ideas through group work and discussions.

The Learning Community: A Dynamic Tool for Transformation

Presenters: <u>Mary Rose Grant</u>, Saint Louis University; <u>Aaron Perkus</u>, Fairfield University; <u>Edna Wilson</u>, Fairfield University

Transformation is not about change, as much as it is about adopting a different mind-set about who we are and what we do as educators in a variety of settings. Transformational teaching prompts the need for professional development that encourages critical thought, challenges traditional beliefs and assumptions, promotes self-reflection, and values multiple perspectives on ways of knowing. Transformation is learning for knowing and culminates in the actions that take place with and because of that knowing. Transformation is not about the acquisition of information and knowledge, but about the experience of knowing through relationships that provide opportunities for creativity and reflection on the learning process.

Transformational learning involves deliberate and critical reflection, experience, and action. It goes beyond the experiential or active learning we associate with classroom teaching. Critical reflection takes place outside of the constraints of the place of practice. Critical reflection is one of the basic components of action research where one is involved in the process as a first person participant and also as a third person observer (Argyris, 1985). However, it is only when one steps out of the process that he or she can deliberately reflect on what is or has happened and through interaction with others engage in discourse to explore assumptions, create new associations, and practice different actions.

Critical reflection on practice is at the heart of the learning process for academics (Boud, Keogh and Walker, 1985). Dewey (1916) promoted reflection as a means of professional development in teaching and believed that critical reflection was the most important quality a teacher has and that it has much more impact on the quality of instruction than the teaching techniques used. Donald Schon (1987) wrote that the ability to reflect on one's assumptions and behaviors is a defining characteristic of professional practice. Stones (1994) reported that three important factors are necessary for reflection to occur: practical experience, a meaningful knowledge base, and interaction with other individuals. Experience and knowledge alone cannot guide future practice. It is reflection that promotes learning from these experiences that is transformative, and it is interaction with others that fosters professional growth through critical discourse and the exchange of opinions and ideas.

Mezirow (l992) confirmed that critical reflection is about questioning current beliefs, and identifying new ways of acting, and is transformative. According to his theory of transformation, critical reflection is achieved through engaging in content, process, and premise reflection. Content reflection focuses on the

description of a problem, prompting the question "what should I do, know, or find out?" Process reflection focuses on strategies to solve the problem and involves asking "how do I know if it works/if I am effective?" Premise reflection asks "what is the relevance of the problem itself?" Mezirow saw transformation as a primary goal of adult education and that transformation takes place after a significant event leads one to question existing assumptions and beliefs resulting in a different perspective, a change of habit of the mind.

Transformation cannot take place in a vacuum. Faculty members, engaged in practice, have the greatest opportunity to reflect on their practice and potentially transform teaching and learning at the institutional as well as the individual level. The transformational environment is one of dynamic interactivity between the learners and the context of the learning space. Relationships that evolve in this environment of experience, reflection, and action are central to a successful learning experience and transformation of the learner. Critical reflection is a skill that can be learned and cultivated within a community of learners. Reflection in combination with experience and knowing is wisdom born of transformation. Faculty learning circles or communities provide opportunities for faculty to articulate the actions resulting from their reflective practice as well as the transformations they are undergoing in how they view themselves as educators. Transformational learning incorporates the experiences and voices of all learners. Faculty learning communities provide the perfect balance of challenge, support, and empowerment where faculty can act on their revised assumptions and perspectives, where the choice for transformation is theirs.

The shift from traditional information and knowledge assimilation to transformative learning encourages a closer look at the quality of instruction and instructional design (Cranton, 2002). Transformation is not linear, nor is it rational, so instructors who wish to practice transformative teaching and facilitate transformative learning must go beyond teaching strategies and learn how to create learning environments that encourage and reward intellectual openness. It is more likely that faculty will reflect on their own teaching practices, revise underlying assumptions, and adopt new ways of thinking about themselves as educators and about teaching, if they have an opportunity to interact with other faculty. Faculty learning communities provide the means and the environment for this dynamic interaction and reflective professional development.

Background
Using the faculty learning community (FLC) model to foster transformation among continuing education faculty serves multiple purposes for the institution. It provides an atmosphere of sustained collegiality and inquiry, which most contingent faculty have not experienced before at the university. It creates a venue and expectation for critical reflection on at least three levels: the adult student, the Jesuit mission, and the academic content. The ritual of ongoing meetings (check in, consensus-based decision making, individual and collaborative work, sharing a meal, reflection exercises) makes this initiative more deeply experiential as a higher degree of investment, both on the part of the individual and the institution. A scan of existing FLC initiatives generated no evidence of previous communities devoted exclusively to continuing education faculty (Cox and Rechlin, 2004). Participants were surveyed a year and a half after having completing the FLC, and below are some of the representative comments:

- My efforts to become a better teacher were definitely nurtured and stimulated throughout FLC meetings. I had a few of personal epiphanies: e.g., how I revisited the Korean quote of "Frogs do not remember their tadpole days," referring to our efforts to try to connect with our students without specifically remembering how we ourselves were as students. Related was the discussion about recognizing blind spots, and how you can let teaching teach yourself.
- As a long-time Contingent Faculty member with a mixed career of full-time and part-time experience, publication history, and demonstrated commitment to student-centered teaching, it was a particular joy to be treated once again in this place as a professional, by other professionals, and not the usual benign neglect (or worse) too common in present higher ed environments.
- Before the FLC, I would put out this challenge to my students and then was likely to smother the spark by retreating into course content. It is an uncomfortable process for the students; I responded to their discomfort by leading them back into familiar territory—

memorization and assessment. Now I focus on the challenge and provide the course content as pavers for the students to prepare the path of the journey which I am encouraging them to begin.

- My experience with this FLC was such that I genuinely looked forward to our meetings. It was an opportunity to share insights and experiences with a unique set of individuals who, under normal circumstances, I'd never get to know. I thought it was an amazingly cohesive group. It's also obvious that the setting and the food had a great deal to do with creating an environment where this was possible. (There have even been social psychological studies of this "cookies and kindness" behavior—it works!) I was struck by the enthusiasm of the group though not surprised given the way part-time faculty are usually treated. To have included them with full-time faculty and staff was perfect.

- I understand Fairfield University's vision and values more than in the past and how I can align my teaching strategies with them: Experience-Reflect-Action-Evaluate. The relationships that developed continue on past the FLC life cycle itself. The cross fertilization of ideas and relationships is both valuable and inspiring.

- With regard to teaching, the group gave me permission to think beyond one of the seeming imperatives of history teaching: coverage or the death march to information. Taking time to step back and think about what I hoped to accomplish instead of cramming in more material was beneficial. I felt encouraged to seize the teachable moment rather than to race toward the goal of yet more information. I was also motivated to return to my study of pedagogy—something I used to engage in with regularity but had abandoned for other research interests. As a matter of fact, I became so immersed that I produced three packets of articles for our annual History Department seminars.

Outcomes

In this conference session, using case studies, the presenters:

- Discussed the transformative nature of reflective professional development
- Reviewed principles for building the framework for dynamic learning communities
- Identified guidelines for assessing best practices in learning communities
- Explored applications for learning communities in continuing higher education
- Encouraged participants to apply principles and best practices of the reflective model of professional development to their own institutions

Recommendations

Techniques for transformative and reflective practice in faculty learning communities can and should be benchmarked for best practices to maximize engagement, retention, and learning, and to achieve and maintain quality professional development for all faculty and sustain institutional accountability for teaching and learning.

To be transformative, professional development must include opportunities for critical reflection and practice. Continuous studies will provide schools with a foundation upon which to build reflective learning communities that meet the needs of instructors and simultaneously match institutional goals to maintain high standards for teaching and learning.

The convergence of reflective practice and transformation, as well as institutional commitment providing the infrastructure necessary to maintain assistance and feedback mechanisms, fosters a sustainable environment for transformative development and reflective learning.

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Research-driven Strategies to Improve Student Yield

Presenter: Don Alava, EducationDynamics

The advent and increasing popularity of online learning has expanded the number of accredited providers of online higher education to more than 4,300 institutions in just a few short years. Dissolution of geographic boundaries in the learning process has propelled the pursuit of a degree or certificate from a mere dream to a feasible reality for a wide range of prospective student demographics.

As competition for recruiting students to online programs heats up, understanding what works, what doesn't, and what outreach is most meaningful to prospects becomes imperative for higher education institutions seeking to increase enrollment yield among qualified students likely to succeed in online education programs.

The following information is based on comprehensive EducationDynamics proprietary research from two of its content-rich and highly visible education Web sites, eLearners.com and EarnMyDegree.com, as well as a secret shopper investigation conducted among prospects post inquiry. Identifying preferences among prospective students and the gaps that may occur when needs and expectations are not met formed the focus of this presentation.

Gap 1: Speed and Consistency of Contact
When schools evaluate the leads they most often fail to convert, speed of contact is likely a factor. Demonstrative of the competitive nature of the industry, the student preferences research from eLearners.com and EarnMyDegree.com suggests that nearly 65 percent of those inquiring about online education requested information from more than two institutions. Of those, 42 percent selected one school to which to apply, making that period from initial inquiry to application a critical time for schools to establish meaningful communication with prospects.

Overall, students polled by EducationDynamics concurred that speed is an important element of the enrollment process, with nearly half of survey respondents indicating that the response speed of the schools to which they inquired impacted their final decision to enroll. In fact, recent research has found that any contact outside of five minutes will reduce contact rate by as much as 40 percent. Interestingly, however, only 16 percent of survey respondents indicated that they were contacted within one hour of initial inquiry.

Gap 2: Quality of Contact
While responding quickly to prospective student inquiries is important, speed itself is not sufficient to convert a lead into an enrollment; there's a significant difference between being first to contact a student and actually being responsive to an individual student's questions. Tailoring methods of outreach to adhere to emerging student preferences, as well as deliberate, ongoing attempts at communication until meaningful interaction occurs between the prospect and the institution, is crucial to enrollment management success.

Prospective students polled in EducationDynamics' "Prospective Student Enrollment Preferences" survey revealed that the most useful school-sponsored activity in their decision-making process was interaction with effective enrollment counselors. In fact, it was the influence of enrollment counselors that participants ranked as the single most influential factor in their school selection.

Unfortunately, the responses gathered by the secret shoppers who tested quality-of-contact responses of various schools revealed a variety of damaging—yet common—practices, such as overly scripted, non-personalized outreach, lack of knowledge regarding specific program information, and multiple institutional follow-up contacts that, rather than establishing any meaningful connection, simply annoy the prospect.

Gap 3: Method of Contact

While prospective online students expect a swift and personalized response, institutions seeking to bolster enrollment yield must also evaluate the preferred contact method among prospects, making sure to engage students via their preferred mediums.

Given the overwhelming popularity of email as a communications method, many schools incorrectly assume that email contact alone can prove effective in the post-inquiry enrollment process. However, email should always be considered only a primary player in a multifaceted contact approach that includes multiple communications options. This point was driven home by eLearners.com and EarnMyDegree.com survey respondents who indicated that human interaction is also an important element in their decision-making process.

When asked their preferred method of communication, the prospective online students polled gave greatest preference to email followed by phone, both of which out-ranked regular mail by a significant margin. This suggests that many prospects like to step into the "shallow water" first, preferring to communicate by email during the early stage and moving on to phone interaction thereafter.

Gap 4: Web-based Prospecting Activities

While quality human interaction is an important ingredient in the post-inquiry outreach process, institutions seeking to enroll online students should also make sure they provide prospects with an easily accessible, information-rich online resource. At the very least, this enables your prospective students to gather further information about the school and offered degree programs.

Survey respondents suggested that some information is more compelling than others in the decision-making process. For example, prospecting Web sites featuring information on cost details, admission requirements, counseling resources for financial aid, and live course demos help prospects make better, faster school enrollment decisions, according to respondents of the EducationDynamics survey. However, an institution's online initiatives should go beyond its Web site to include emerging interactive Web 2.0 platforms—topping prospective students' online activity wish lists were school Web site–related activities, such as online course demos, blogs, and webinars.

Conclusion

In today's education market, students have a lot more choices than they used to. Your competitors may be down the street, across the country, or on another continent. But you must assume that they will be searching for ways to tailor their enrollment management campaigns to most effectively sell their programs. As the EducationDynamics research gleaned from eLearners.com and EarnMyDegree.com shows, all recruitment is a delicate balance between aggressive outreach and sensitivity to prospect needs and preferences.

Assessing Writing, Content Mastery, and Critical Thinking Abilities of Graduates in a Degree Completion Program

Presenter: <u>Jeff E. Hoyt</u>, Brigham Young University

Writing ability, critical thinking, and content mastery in the discipline are areas where college graduates must demonstrate proficiency to enhance their future success. Statements in the literature raise concerns about the deficient skills of college graduates in writing, critical thinking, and other areas (Alter & Adkins, 2006; College Board, 2004; College Board, 2005; Dyer & Thorne, 1994; Mariani, 1994; Quibble & Griffin, 2007; Schoeff, 2007; Vance, 2007), e.g., "college graduates lack key skills," "skill levels of U.S. grads leave employers cold," and "the skills of new college graduates are deplorable."

The use of student writing portfolios is a common assessment method for evaluating writing ability. For writing portfolios, students follow established guidelines to collect and submit samples of their papers completed in courses. Depending on the rubric or scoring criteria, writing samples can not only be evaluated for grammar, organization, sentence variety, and effectiveness, but also for demonstrating knowledge in the discipline or accurate, relevant, and sufficient content (Dyer & Thorne, 1994; Rodgers, 1995). Critical thinking skills can also be assessed as expressed through writing (Alter & Adkins, 2006; Baldwin, 2004; McMillan, 1987).

The purpose of this study was to assess the overall writing ability, content mastery, and critical thinking ability of graduates in the bachelor of general studies (BGS) program at the Brigham Young University (BYU) Division of Continuing Education. BYU is a large religiously affiliated private university with more than thirty thousand students. At the end of 2007, the BGS program had enrolled 1,882 formally admitted students who were predominantly female (88 percent) and on average forty-three years old.

Study results show that graduates could improve their skills in all three areas, but even more so for content mastery and critical thinking. Faculty rated BGS graduates as follows: 86 percent competent in writing mechanics, 77 percent competent in content mastery, and 67 percent competent in critical thinking. Graduates often failed to evaluate alternative points of view or support their arguments with theories and citations in the disciplines, even when expressly asked to do so in the prompts.

The study resulted in several recommendations: narrow the prompts to give graduates more space to develop content and critical thinking, number and bullet requirements, and bold and italicize critical thinking requirements. Other suggested changes were making the capstone instructor's grading criteria consistent with the assessment, providing the rubrics to students in the capstone course, requiring students to submit an outline, and providing anchor or example papers for raters. Instructors should require additional writing assignments, identify the grammatical errors in their students' papers, and have students revise their written work. Other ways to improve student writing are the use of sentence-combining techniques with explanations, sentence diagramming, and student assignments to correct grammatical errors in writing samples. These exercises could be incorporated into online learning modules. At a minimum, courses should provide Web links to writing centers and other reference sites so that students can review writing mechanics and citation styles. Other alternatives include student writing workshops and faculty development workshops (Alter & Adkins, 2006). Graduates' critical thinking abilities might be increased if they take courses that focus on critical thinking or incorporate more critical thinking exercises in the course requirements (McMillan, 1987). Instructors could give students a failing grade in the capstone course when the portfolio does not demonstrate competency, with an opportunity to revise and resubmit it (Thaiss & Zawicki, 1997).

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Transition from Blackboard to ANGEL: Lessons Learned

Presenter: Mary S. Bonhomme, Florida Institute of Technology

Florida Institute of Technology (Florida Tech) made the transition from Blackboard to ANGEL in 2008. This presentation reviewed the processes of selection, technical implementation, training of faculty and students, follow-up surveying utilized in the transition, and, most importantly, the timetable used. The timetable from decision to full implementation was eight months. The decision on the change in learning management system (LMS) was made in December 2007. The first courses taught using the new LMS, ANGEL, were in May 2008. ANGEL was deployed fully across the university in August 2008. Conventional wisdom says such a timetable was untenable. But we achieved it.

The presentation described what we did right, what we did wrong, what we would do differently if we had to do it again. Attendees were asked to contribute their experiences in such transition. Updates as to the current LMS marketplace were also discussed.

High Quality Continuing Education and Training: The IACET Advantage

Presenter: Sara Meier, IACET

IACET: The Organization
Established in 1968 by the U.S. Bureau of Education (now the U.S. Department of Education), the International Association for Continuing Education and Training is a nonprofit association whose mission is to promote and enhance quality in continuing education and training through research, education, and the development and continuous improvement of IACET criteria, principles, and standards.

IACET developed the "Continuing Education Unit" and determined universal guidelines for continuing education and training. IACET is an accredited Standards Developing Organization (SDO) by the American National Standards Institute (ANSI) and authorizes education providers who meet the

ANSI/IACET 1-2007 Standard for Continuing Education and Training to issue IACET CEUs. The ANSI/IACET 1-2007 Standard is the core of thousands of educational programs across all industries worldwide.

IACET: Authorized Provider Membership
IACET's Authorized Provider (AP) members are evenly split between for-profit and nonprofit companies, with 10 percent of our providers being colleges and universities. Two-thirds of IACET APs have been providing continuing education and training (CE/T) for more than nine years and on average offer more than thirty CE/T programs a year. More than 90 percent of IACET APs offer in-person delivery, with 75 percent of them also offering online educational programs.

IACET has more than six hundred Authorized Provider member organizations representing hundreds of thousands of individual learners.

IACET Authorization Means Results
Through IACET's network of more than one thousand CE/T professionals and IACET's quarterly e-newsletter, APs keep abreast of trends that impact programs and customers. Nearly 90 percent of APs stated in a recent survey that IACET increased their organization's credibility to their customers. IACET APs can also use the AP application process to improve internal procedures in order to conduct high-quality professional development and provide reliable continuing education units (CEUs) for program attendees.

Obtaining recognition as an IACET AP, the "gold standard" in CE/T, underscores an organization's commitment to educational excellence and allows the organization to stand apart from the competition.

Promoting a Learner-centric Environment

Presenters: Wayne Smutz and Heather L. Chakiris, Penn State World Campus

As online learning becomes a more competitive—and more consumer-driven—educational "marketplace," how does a brick-and-mortar university differentiate itself from the for-profits?

For Penn State's online World Campus, this means it's all about the learners. In an average lifetime, men will hold approximately 10.7 jobs and women 10.3 jobs. The World Campus responds to the changing needs of adult distance learners by offering market-driven online programming worldwide and through blended learning initiatives in Pennsylvania. These offerings ensure the power of a Penn State education on the resumes of hard-working adults who want to make things better for themselves and their families.

It also means offering online academic support resources such as academic advising, career counseling, tutoring, and orientation to help ensure the successful completion of our learners' academic goals—whether that means earning a degree or taking two courses to meet a professional development requirement. And outside of the classroom, it means harnessing the potential of Web 2.0 technologies such as Facebook, Twitter, and the virtual world of *Second Life* to create a dynamic community of proud online Penn Staters worldwide.

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Three New Metrics for Open-enrollment Courses

Presenter: <u>Jacob Ensign</u>, JMH Consulting, Emory University

Most continuing education departments have a firm grasp of our industry's fundamental metrics: revenue, net revenue, enrollments, evaluation scores, and a few others. However, measurement beyond this is generally beyond the capability of continuing education staff. Few departments translate good for-profit business practices into a working continuing education model, and even fewer find such translations effective.

While it is difficult to derive some common business key performance indicators in the continuing education industry, they are not out of reach. It is critical, particularly in light of recent economic conditions, for lifelong learning and continuing education organizations to begin employing the same business practices as successful for-profit businesses.

This paper documents our efforts to create a new set of business metrics. Borrowing from both marketing and Web analytics, we have designed key performance indicators for the continuing education industry. In this paper, we will introduce these metrics, demonstrate their value, and lay the foundation for a data-driven decision support system that identifies problem areas and suggests opportunities within course offerings. The metrics presented in this paper are innovative, and the resulting decision support tool is both unique and groundbreaking for continuing education.

Bounce Rate

In Web analytics, a "bounce" occurs when someone visits a Web page and does not visit any other pages on the same site. In other words, a person arrived and then immediately left. Many Web improvement efforts focus on reducing bounce rate; the more pages a person views on a Web site, the more likely they are to convert to a customer.

In continuing education, we can define a bounce similarly. When someone takes only one course, we say that s/he has "bounced" from your program. Thus, a particular course's bounce rate (BR) is the proportion of students who took that course, but no other courses—before or after—compared to those who took that course and other courses:

$$\text{BR} = \frac{\text{number of students taking only that course}}{\text{total enrollments in that course}}$$

Since bounce rate measures how well a class retains business, it relates closely to retention rate; however, it is both easier to compute and act upon than a traditional retention rate as we will demonstrate below.

Landing Rate

In continuing education, some courses are more likely to attract new customers than others. For example, Microsoft Excel: Introduction will typically draw more new students than Microsoft Excel: Intermediate, since many intermediate students would have previously taken the introductory course.

Every customer in your registration system has a "landing course," which represents the first class taken. Using this information, we can calculate the likelihood of a specific course in generating new enrollments as follows.

$$\text{LR} = \frac{\text{number of new enrollments}}{\text{total number of enrollments}}$$

An LR of 100 percent means that every enrollee in a particular course is a new customer, while an LR of 0 percent means that everyone who takes a course was a returning student. Certificate capstone courses usually have LRs near zero, since participants must have completed several prerequisite courses.

LR measures one important thing about a course, program, or instructor: how well the course brings in new business. New registrants need the most encouragement from your marketing to take even more classes, so courses with a high LR are opportunities for targeted marketing.
Just like BR, LR is another way to measure the behavior of your customers.

Exit Rate

The inverse of the LR, exit rate (ER) is a CERA that identifies classes that tend to be the last a customer takes. ER measures the last contact between customers and your offerings.

In Web analytics, exit rate measures how many people left the site after viewing a particular page. In continuing education, we can use a similar concept. A customer "exits" when he or she stops doing business with your organization, whether the customer gets training elsewhere or simply does not see the need for more training. Every customer has an exit class, even those who bounce (took only one class). To calculate the ER for a course, we count the number of exits for that course and divide it by the total number of enrollments.

$$ER = \frac{\text{number of last enrollments}}{\text{total number of enrollments}}$$

An ER of 0 percent means that everyone in that course enrolled in another course. An ER of 100 percent means that every enrollee in a course stopped doing business with you after completing that course. We can expect a low ER for any course before a capstone in a certificate series. You *might* expect capstones to have an ER of 100 percent, but this is not necessarily the case. Capstone courses for a certificate program should have a higher ER than other courses in the same certificate, but even students earning a certificate may have other educational needs. We can help lower the ER for offerings by having follow-up opportunities for all classes.

The Three Metrics in Summary

The last three sections discussed CERAs used to improve the value of customers and to increase repeat rates for any continuing education or lifelong learning organization. All of the metrics—bounce rate, landing rate, and exit rate—are flexible enough to apply to an individual class, a group of classes, or an instructor's classes. They are also simple to compute—each a simple ratio.

Each of the three CERAs, individually, tells part of a story about your course offerings. In combination, they provide a full picture of the role of a particular course or set of courses in your program. Together, the three metrics allow you to pinpoint opportunities to improve the repeat rate and lifetime value of your customers in a way no one in our industry has ever done before.

Building on Strengths and Transforming Learners in Mary Baldwin College's Adult Degree Program

Presenter: Nicole F. Oechslin, Mary Baldwin College

Introduction
I am an advisor and faculty member in the adult degree program at Mary Baldwin College. Our program is in its thirty-second year and spans the Commonwealth of Virginia with regional centers in Staunton, Richmond, Charlottesville, Williamsburg, Roanoke, and South Boston. I am also the lead instructor in a group of regional advisors who teach sections of a threshold course (we call it "MBC 101") for all new adult students. As an advisor and instructor of adults for many years, I've become much attuned to the peculiar challenges and struggles that adult students face.

Three years ago when my bright, day-dreamy daughter was diagnosed with AD/HD, I was also diagnosed. The diagnosis was transformational in itself because it solved a puzzle and provided an answer—a physiological, biological cause for a cluster of particular symptoms. Having an alternative to the moral condemnation, misinterpretation, and frustration that can result after a lifetime of trying harder and still falling short was liberating indeed.

Background

I love working with adult students. The richness of experience they bring to the college endeavor is endlessly interesting and inspirational to me. Over the years, I've savored the stories that have brought men and women to my office for a first or second degree, a change of career, the pursuit of so many dreams that had been deferred. I've wondered about the obstacles and challenges that prevented so many of them from completing college when they first attempted it in the more traditional years of their late teens and early twenties. For some, I've marveled at the string of adventures and new directions that preceded this latest turn. It's because I thrive on this energy of re-creation and reinvention that I notice when things go wrong. Part of what makes me a good advisor is my ability to listen, to empathize, to notice patterns, and to try whenever possible to find a way to help.

Before I was diagnosed with AD/HD, I had already taken note of disturbing patterns that interfered with my students' success. I'm talking about intelligent, creative, motivated individuals who were achieving inconsistently or were falling far short of their goals by missing deadlines, not showing up, forgetting to communicate, or over committing in ways that made keeping up impossible. Too often they would get stuck in the cycle of blame and shame and had difficulty recovering. Now, most of us have experienced periodic lapses of memory, have missed appointments, and have procrastinated from time to time. It's natural for this to happen to all of us some of the time, but for some of my students, it seemed to happen all of the time. Of course, it's easy to understand how it gets harder for adult students to keep track of all the details when they add a new campaign to already full lives. Even so, the frequency of these occurrences and the similarities between them in the notes in my advisees' folders did stand out. It wasn't until my students started self-reporting debilitating depression and anxiety as the primary obstacle to completing courses that I really began to look in earnest for some answers and wonder about a connection.

My own AD/HD diagnosis launched a vigorous bout of research and discovery that helped me put many chaotic aspects of my own life in perspective while raising questions about some of the chaos in my students' stories. I learned that AD/HD can manifest in different ways and has a high rate of co-morbidity with other conditions including depression and anxiety. The sad truth is that living with undiagnosed AD/HD can, over time, result in tragic consequences, whereas diagnosis, education, and very simple treatment can often turn a life around. Dr. Ned Hallowell, one of the most highly regarded scholars on the topic of AD/HD across the life span, notes that proper diagnosis and treatment can change people's life for the better, no matter what their age. Indeed, he finds that adults with AD/HD are "often just one or two changes away from a much happier life" (quoted in Solden, ix, 2002). This potential for transformative growth was the inspiration for my presentation.

Thesis

For a number of reasons I discussed in my presentation, I suspected that many of my advisees in the adult degree program might have undiagnosed AD/HD. I speculated that putting them in touch with appropriate information and resources might unlock a source of self-understanding, self-acceptance, and empowerment. Further, I hypothesized that incorporating a discussion of strategies that have proven helpful to adults who have been diagnosed with AD/HD could benefit all members of the threshold course for new students, even those without AD/HD. My hope was that this small change in my course materials could unlock the transformation so many of my students had been seeking but previously had been unable to access.

Intervention

My intervention was simple. I updated the section of the MBC101 course resource binder to include the following:

•A commonly recommended instrument for self-diagnosis, and a description of recommended follow-up steps an individual should take to properly confirm or refute the results
•A short, annotated bibliography for students seeking information based on empirical evidence
•A list of strategies and resources for improving organization, time management, and focus
•Recommendations for finding appropriate sources of support, especially academic support

Response
Students were given the opportunity to provide feedback on this addition to the course materials through the confidential course evaluation process and also through optional individual conferences.

Sharing Information, Results, and Recommendations at ACHE
I prepared a short slide presentation and hosted a session with more interactive conversation than lecture. In addition to using the slides to guide our conversation, I brought copies of the same materials I shared with my students for conference participants to use and discuss within our session. I hope that together we can consider the utility of these recommendations and strategies for unlocking our own personal, professional, and academic transformations.

Solden, Sari. *Journeys through ADDulthood.* Walker & Company: New York, 2002.

Transforming Frogs into Princes: The Power of Noncredit Programs in Continuing Education

Presenter: Darla Dye, East Tennessee State University

Initially, noncredit programs may not appear to be very exciting—at first glance, they might even seem to be frogs. But trying a new noncredit program may well bring a happy ending to the whole kingdom. There are the expected noncredit offerings, such as pharmacy technician training, medical billing and coding training, etc., but the "princes" of the group might ultimately be the off-beat, or unusual programs, such as the NASCAR Experience, polysomnography certification, or even the Southeastern Association of Vertebrate Paleontology. Some of these program titles may be difficult to say, or even attempt to say, but they nevertheless can raise the profile of a unit, meet community or academic needs, and generate a great deal of interest in continuing education.

This workshop utilized the sixty- to ninety-minute period in three sections. The first section surveyed some of the basic noncredit programs, emphasizing what works and ways these programs can form the foundation of a noncredit unit. During the second session, participants brainstormed some ideas for new, unique, and innovative noncredit programs. The final session was spent sharing ideas about available resources and methods of developing resources to promote and support these programs.

Participants ended up with nine magic wishes: three for typical program ideas, three for new program ideas, and three for resource ideas.

From First Course Experience to the Capstone: A General Education Model Designed Specifically for Adult Learners at a Distance

Presenters: Timothy Maciel and Jane LeClair, Excelsior College

Adult learners who are returning to the education system are faced with many challenges. To assist them in overcoming many of the educational concerns that they will be facing, a well-designed online program is a must for success. Part of a successful program is a "first-course" experience that reintroduces learners to the excitement of education and prepares them for the program that lies before them. This preparation, coupled with a capstone course that puts a finish to their experience, serves not only the institution, but the adult learner as well.

Excelsior College has been offering just such an experience to adult learners for decades. Beginning with a "first course" experience, progressing through a challenging program of learning, and culminating with a capstone course, the college has been graduating learners with new perspectives on liberal education. In addition, a general education component redesigned to meet the unique needs of adult learners is included in the curriculum. Through the use of sound principles of andragogy, Excelsior focuses on providing a unique experience to adults returning to school.

The Excelsior College program offers a variety of opportunities for adult learners to reintroduce them to the classroom and specific first-course experiences to introduce them to online education, which is frequently a new experience for adult learners. The Excelsior College model has worked well for our students through the years and is offered as a starting point for those institutions looking to offer the experience to their adult learners. The importance of the "first-course" and the capstone experience, along with the history of the college and the many challenges that have been addressed in its attainment of success, were covered in this ACHE presentation.

Part Three: Business Meeting and Appendices

71st Annual Conference and Meeting
November 15-18, 2009
Sheraton Society Hill Hotel
Philadelphia, Pennsylvania

Call to Order and Introductions, General Session I
President Rick Osborn called the conference to order on Monday, November 16, at 1:10 p.m. He recognized his team from East Tennessee State University for their hard work assisting him with conference preparation. He welcomed VIPs to the conference, including Tracy Taylor-O'Reilly from CAUCE and Alex Charters, ACHE past president and long-time member. He then asked Sallie Dunphy to come forward to recognize the Philadelphia Program and Local Arrangements. Sallie thanked Tish Szymurski and the team from MSP International. Sallie then thanked Exhibitor/Sponsor co-chair Paula Hogard and asked her to come forward. Paula thanked the exhibitors and sponsors for the 2009 Philadelphia conference and meeting—including Fred Snow from Compass Knowledge, 2010 ACHE Collaborator, and John Reid from JER Online, 2009 Presidential level sponsor—and encouraged those attending to visit each exhibitor and sponsor booth and get their "bingo" cards marked to get registered for an iPod drawing. President Osborn then returned to the podium to introduce the keynote speaker for General Session I, Dr. Peter Cappelli, George W. Taylor Professor of Management at the Wharton School of the University of Pennsylvania and Director of Wharton's Center for Human Resources, whose presentation title was "Transforming Organizations through Talent Management in an Age of Uncertainty."

Following Dr. Cappelli's speech, the Honorable Mayor Michael Nutter addressed the assembled and welcomed ACHE to Philadelphia.

General Session II
The conference reconvened on Tuesday, November 17, at 9:35 a.m. for General Session II. The keynote speaker for General Session II was Adam Taliaferro, Founder of the Adam Taliaferro Foundation and attorney for Montgomery, McCracken, Walker, and Rhoads, LLP, whose presentation title was "All Things are Possible for Those Who Believe."

Annual Business Meeting
President Osborn then reconvened on Tuesday, November 17, at 10:50 a.m. for the ACHE Annual Business Meeting. He began by introducing the Executive Committee: Roxanne Gonzales, president-elect; Tish Szymurski, vice president; Jim Pappas, executive vice president; Chris Dougherty, immediate past president. He also recognized the board members present. He then introduced the parliamentarian for the meeting, Marthann Schulte.

Minutes
President Osborn asked Jim Pappas to present the minutes from the last annual meeting. A motion was made to accept the minutes; a second was made. Motion carried.

Membership and Financial Reports
Jim presented the membership report to the assembled. He let the group know that it has been a challenging year with regard to membership but that the home office had been making every effort to reach out to all canceling members. He asked the assembled to reach out to the dropped schools on the list to encourage them to come back into the fold. A motion was made to accept the membership report; a second was made. Motion carried.

Introductions of Newly Elected Officers
President Osborn then introduced the new vice president and members-at-large to the membership:
    Charles Hickox—incoming vice president

Jeffery Alejandro, Pam Collins, and Paula Hogard—incoming members-at-large

Budget and Finance
Dan Lavit, chair of the Budget and Finance Committee, then stood to present the budget and finance committee report to the assembled. He began by introducing himself and his committee. He then thanked Tom Fisher for his service as the previous chair. Finally, he thanked the home office for its efforts in working on the budget.

Dan directed the assembled to the budget and finance committee report and the proposed 2010 budget in their meeting notebooks. Dan asked for a motion to approve the 2010 budget. Motion made and seconded. There was a question from the floor clarifying the Educational Partners line. Rick explained that the current ACHE Educational Partner at the Collaborator Level is Compass Knowledge; he said we are hoping to add a second partner in 2010. There was no further discussion. Motion carried.

Resolutions
President Osborn then asked Chris Dougherty to come forward to present the Resolutions for 2009. Chris 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.

Proposed Amendments to the ACHE Constitution and Bylaws
President Osborn asked Regis Gilman to come forward to present proposed changes to the Constitution and Bylaws. A motion was made to accept and seconded. Discussion. A member stood to disagree with the proposed change to allow professional and affiliate members to stand for the executive committee. He said he would prefer to have our executive committee come from our institutional membership. He also expressed concern that student members would have voting rights in the membership when their other rights are limited.

President Osborn answered by explaining the board's motivations in putting forward these recommendations to the Constitution and Bylaws committee. He said it was a concern that, as an international organization, we are excluding our Canadian institutions from serving on the executive committee. He also said that it had been the recommendation of the Committee on Inclusiveness to allow student and retiree members to have voting rights. He stressed that this is an important set of changes and not to be taken lightly.

He then asked for a vote on the proposed changes by institutional representatives. There were 29 aye votes; 4 nay votes. Point of order: a member asked about a request for abstaining members. Parliamentarian Marthann Schulte clarified that this was not required and that abstaining members would be counted in the nay column. A request to revote was made. There were 34 aye votes; 7 nay votes (quorum count: 41). Motion carried.

Leadership Institute
Tish Szymurski stood to present the report of the activities of the Leadership Institute of Regional Chairs. She said they had been pleased to welcome Rosanne Taylor, who had held a leadership workshop with the chairs on Sunday, November 15. Motion to accept made and seconded. Motion carried.

The Year in Review
President Osborn came back to the microphone to give his State of the Association address for his year as ACHE President. He stated that the association was down 20% on its membership, but he said that this was being seen across all associations. He said that conferences across associations this year tended to be down about 30%, but that registration for our 2009 Annual Conference and Meeting had beat that trend. He thanked the home office for a successful first full year with ACHE, noting many additions and changes that have come to fruition: new web site, interactive membership directory, blog, LinkedIn and Facebook pages, and networking opportunities, as well as a major update to the association guidebooks. He noted some other firsts for the association for 2009: he welcomed our first Educational Partner at the Collaborator Level, Compass Knowledge, our first year with MSP International as our conference planning group, and our first year as a truly collaborative conference committee with "hosts"

from all over the country. He applauded the work done by the Constitution and Bylaws Committee with their review of the Constitution and Bylaws. He thanked President-elect Roxanne Gonzales for her work on the strategic plan. He reminded the assembled that the *Journal for Continuing Higher Education* is now online as well as in print and that 2010 would bring on board our new *JCHE* editor, Jim Broomall. Finally, he announced that ACHE has partnered with Park University on an ACE/Walmart grant and will offer a webinar in the spring. President Osborn then called for a recess of the ACHE Annual Business Meeting at 11:35 a.m.

Annual Luncheon
The conference and meeting reconvened on Tuesday, November 17, at 12:05 p.m. for the Annual Luncheon. A presentation on the 2010 ACHE Annual Conference and Meeting was given by Roger Maclean and Marthann Schulte, co-chairs for the conference. Albuquerque, New Mexico, was announced as the location. President-elect Roxanne Gonzales also gave her incoming presidential address.

General Session III
The conference reconvened on Wednesday, November 18, at 9:20 a.m. for General Session III. The keynote speaker was Rosanne Taylor, founder, primary program developer, and lead trainer for the RCTaylor Group, whose presentation title was "Transformation and Belief: Sides of the Same Coin."

Recognitions
The Annual Awards Banquet reconvened at 6:40 p.m. on Wednesday, November 18, at which ACHE recognized the following for their service to the Association:

2009 Conference and Meeting Exhibitors—President and Dean Level
JER Online	President Level
Boston Reed College	Dean Level
Career Step	Dean Level
Graduate! Philadelphia	Special Sponsor

Collaborator Educational Partner, 2010—Compass Knowledge Group

Board Member   Sandra Gladney, 2006-2009

Scholarships and Grants
Amy Scatliff	2009 Foundation Award
Geri Stone	2009 Wayne Whelan Scholarship
Karl Stevens	2009 Research Grant
Lisa Dodson	2009 Research Grant

Merit Certificates
Sallie Dunphy	Program Co-chair
Tish Szymurski	Program Co-chair
Robin Plumb	Exhibitor Co-chair
Paula Hogard	Exhibitor Co-chair
David Grebel	Finance Director
Kathy Yasas	MSP International
Amy Koller	MSP International
Marthann Schulte	Call for Proposals Co-chair
Roger Maclean	Call for Proposals Co-chair

Awards
Awards Committee Chair Mary Bonhomme presided over the following recognitions at the Awards Banquet:

Leadership Award   Patricia Brown

Special Recognition Award	Barbara Hanniford

Meritorious Service	Ronald Sundberg

Crystal Marketing Award	*Independent Learning 2008 Rebranding Initiative* Western Kentucky University

Crystal Marketing Award Honorable Mentions

Evening at Emory Quest Partnership Campaign
Emory University/Impact Performance Solutions
The Osher Lifelong Learning Institute at Widener University: Living, Learning and Loving it!
Widener University / The Osher Lifelong Learning Institute

Marlowe Froke Award	"Discovering the Paths to Building Social Capital: Complex Campus and Community Linkages in Continuing Higher Education" William D. Oberman and Elizabeth T. Hill

Outstanding Services to Underserved Population Program

SNHU Advantage Program
Southern New Hampshire University

Older Adult Model Award	*Senior University* Ardmore Higher Education Center

Creative Use of Technology Award

Distance Learning Video Gallery
Kansas State University

Distinguished Credit Program Award

Reach Higher: Oklahoma's Adult Degree Completion Program
Oklahoma State Regents for Higher Education

Distinguished Non-Credit Program Award

Spanish in the Workplace for Tennessee Department of Rehabilitation Services
Austin Peay State University

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

Adjournment
President Gonzales declared the 71st ACHE Annual Conference and Meeting "adjourned."

Appendix A: Membership Report

October 31, 2009

	10/31/08	New	Cancelled	10/31/09
AFFILIATE CLASS				
Institutions Represented	13	6	4	15
Individual Representatives	21	14	5	30
INSTITUTIONAL CLASS				
Institutions Represented	259	8	65	202
Individual Representatives	1368*	NA	NA	1117*
PROFESSIONAL CLASS				
Individual Members	226^	67^	79^	214^
HONORARY CLASS				
Individual Members	26	2	1	27

*Includes 60 Chief Academic Officer (complimentary) members
^Includes 1st Timers from Nashville and GAEA members

NEW INSTITUTIONAL MEMBERS

Berkeley College	NM	High Point University	S
Connors State College	GP	Longwood University	MA
Drexel University	MA	University of the Incarnate Word	S
Hampton University	MA	Upper Iowa University	GL

CANCELLED INSTITUTIONAL MEMBERS

		Moravian College and Moravian Theological	
Brandeis University	NE	Seminary	MA
Bergen Community College	N	Northwestern University	GL
Bridgewater State College	NE	Radford University	MA
California State University-Dominguez Hills	W	Regent University	MA
California State University-Fullerton	W	Robert Morris College	GL
California State University-Northridge	W	Saint Paul College	GP
Central Michigan University	GL	Santa Fe Community College	W
Clark University	NE	Seattle Pacific University	W
College of Mount St. Joseph	GL	Seton Hill University	MA
College of Mount Saint Vincent	N	Sistema Universitario Ana G Mendez	S
College of Saint Elizabeth	NE	Southern Oregon University	W
CUNY Graduate School and University Center	N	Southern Polytechnic State University	S
CUNY Queens College	NM	Stanford University	W
East Carolina University	MA	Strayer University	MA
Eastern Connecticut State University	NE	SUNY at Oswego	NE
Elmhurst College	GL	SUNY College at New Paltz	N
Excelsior College	N	Thomas Edison State College	N
George Washington University	MA	Thomas Jefferson University	MA
Governors State University	FL	Trident Technical College	S
Greenville Technical College	S	UC Berkeley Extension	W

Hesser College	NE	University of Arkansas	S
Husson College	NE	University of California-Riverside	W
Hutchinson Community College	GP	University of Missouri-Columbia	GP
Jackson State University	S	University of NC-Pembroke	MA
Kennesaw State University	S	University of Puerto Rico in Bayamon	S
Kent State University-Kent Campus	GL	University of Wisconsin-Madison	GL
Lane College	S	University of Wisconsin-Stout	GL
Luzerne County Community College	MA	Utah Valley State College	W
McNeese State University	S	Virginia Tech	MA
Midlands Technical College	S	Walden University	S
Missouri State University	GP		

NEW HONORARY MEMBERS

Nancy Gadbow	NE
Irene Barrineau	S

Appendix B: Financial Report

Comparison Budget
2009 and 2010

Income	2009	2010
Institutional Dues	$133,155	$105,435
Professional Dues	12,000	13,000
Miscellaneous		
Applications	1,625	0
		no longer taken by
Subscriptions	8,100	home office
Mail Lists	3,130	2,050
Educational Partnerships	0	12,500
Balance from Previous Annual Meeting	3,308	3,240
Total Income	**$161,318**	**$136,225**

	2007	2008	2009	2010
Institutional Dues	$350	$425	$495	$495
Affiliate Dues	$350	$425	$495	$495
Additional Members	$25	$25	$25	$25
Professional Members	$80	$80	$80	$80
Application Fees	$125	$125	$125	$125
Journal Subscriptions	$75/$90	$75/$90		
Mail Lists	$250/$450	$250/$450	$250/$450	$250/$450

	2009	**2010**
EXPENSES		
Publications		
JCHE	21,300	16,364
Newsletter	2,103	2,000
Directory	2772	2772
Proceedings	584	584
Office Expenses		
Home Office Manager	51,870	50,205
Admin Assistant	14,787	14,162
Office Supplies	900	400
Printing/duplicating	600	600
Telephone	2,000	2,000
Postage	1,000	500
Computer Services	300	300
Accounting	7,700	6,000
Liability Insurance	2,150	2,000
Miscellaneous	300	300
Credit Card Expenses	2,000	4,500
Administrative Charges (office space and utilities)	7,000	6,000
Travel		
General	3,000	1,000
Board Meetings	9,500	6,000
Presidential	6,500	4,000
Honorarium		
Executive VP	9,724	9,350
COLLO		
Dues	100	100
Travel	2,500	0
Board Meeting Expenses		500
Home Office Annual Meeting Expenses		
Recognition & Awards	1,200	1,200
Executive VP	200	0
Presidential	300	0
Miscellaneous	195	195
Donation to outgoing president's inst	1,000	0
Grants and Scholarships		
Research Grant ($3000 for 1)	3,000	0
Minigrants ($1500 ea)	1,500	0
Scholarships ($1500 ea)	1,500	0

Foundation ($1500 for 1 per year)	1,500	0	
Regional Stipends/Grants	5,380	5,000	
Total Expenses	**164,465**	**136,032**	

Income and Expenses – 2007 to present
As of October 31, 2009

	Dec-07	Dec-08	Oct-09
ASSETS			
Invested Reserves	$33,612	$31,342	$37,695

	2007 Budget	2007 Actual	2008 Budget	2008 Actual	2009 Budget	2009 YTD
REVENUE						
Institutional Dues	113,925	106,328	113,050	120,299	133,155	103,555
Professional Dues	15,000	13,775	14,100	13,590	12,000	7,499
Miscellaneous	15,001	16,732	12,350	12,231	12,855	4,498
Annual Meeting	1,245	30,691	14,500	20,404	3,308	40,509
TOTAL	$145,171	$167,526	$154,000	$166,524	$161,318	$156,061

	Dec-07	Jan-08	Dec-08	Oct-09	Jan-10 - Proposed
RESTRICTED FUND BALANCES					
Transition	0	0	0	0	5,000
Emergency	8000	8,000	8,000	8,000	8,000
Capital	2000	2,000	2,000	2,000	2,000
Development/Venture	1182	5,000	-2,045	-2,045	5,000
TOTAL	$11,182	$15,000	$7,955	$7,955	$20,000

	2007	2008	2009	2010
Institutional/Affiliate Dues	$350	$425	$495	$495
Professional	$80	$80	$80	$80

Application Fees	$125	$125	$125	$125			
Journal Subscriptions	$75/$90	$75/$90	set by publisher	set by publisher			
Mailing Lists		$250/$450	$250/$450				

	2007		2008		2009	
EXPENSES	**Budget**	**Actual**	**Budget**	**Actual**	**Budget**	**YTD**
Publications						
JCHE	21,000	14,655	20,000	22,725	21,300	16,569
Newsletter	1,947	1,944	2,022	2,132	2,103	1,517
Directory	425	425	425	425	2,772	2,068
Proceedings	540	540	562	844	584	584
Office Expenses						
Home Office Manager	48,452	49,516	50,889	64,311	51,870	37,406
Admin Assistant	14,352	13,108	14,787	15,351	14,787	13,296
Office Supplies	900	632	900	790	900	675
Printing/duplicating	600	287	600	361	600	450
Telephone	2,000	1,409	2,000	1,468	2,000	1,389
Postage	900	842	1,000	922	1,000	750
Computer Services	300	0	300	150	300	225
Accounting	7,500	7,750	7,700	9,280	7,700	572
Liability Insurance	2,150	2,297	2,150	1,998	2,150	1,998
Miscellaneous	300	321	300	463	300	128
Credit Card Expenses	0	0	2,000	2,130	2,000	4,227
Nominations/Elections	195	94	0	0	0	0
Administrative Charges	6,500	6,500	7,000	10,500	7,000	5,250
Travel						
General	3,000	3,205	3,000	641	3,000	775
Board Meetings	8,500	7,884	9,500	8,210	9,500	5,457
Presidential	5,000	6,800	6,500	3,460	6,500	2,627
Honorarium						
Executive VP	9,000	9,000	9,350	11,688	9,724	9,350
COLLO						
Dues	100	100	100	0	100	0
Travel	1,500	2,424	2,500	713	2,500	1,380
Board Meeting Expenses	0	0	0	0	0	489
Home Office Annual Meeting Expenses						
Recognition & Awards	1,100	1,183	1,200	1,003	1,200	729
Executive VP	200	0	200	107	200	0
Presidential	300	119	300	0	300	0

Miscellaneous	195	0	195	0	195	0
Donation to outgoing president's institution	1,000	1,000	1,000	1,000	1,000	0
Grants and Scholarships						
Research Grant ($3000 for 1)	0	0	3,000	1,500	3,000	3,000
Minigrants ($1500 ea)	0	0	0	0	1,500	0
Scholarships ($1500 ea)	3,000	1,500	0	0	1,500	1,500
Foundation ($1500 for 1 per year)	0	0	0	0	1,500	1,500
Regional Stipends/Grants	7,500	3,000	5,320	1,500	5,380	0
Total Expenses	**148,456**	**136,535**	**154,800**	**163,672**	**164,465**	**113,911**

Appendix C: Committee and Network Reports

Awards Committee

The awards committee composed of Brian Cook, Don Devilbiss, Mary Bonhomme (chair) with Brian Van Horn as Board Liaison completed the award review process.

A total of 30 nominations across all categories were received. The winners of the various awards are shown below:

Leadership: Patricia Brown

Special Recognition: Ronald Sundberg

Credit Programs: Reach Higher: Oklahoma's Adult Degree Completion Program

Non-credit: Spanish in the Workplace for Tennessee Department of Rehabilitation Services

Creative use of technology: Distance Learning Video Gallery

Older Adult Model: Ardmore Higher Education Center Senior University

Underserved population program: SNHU Advantage Program

Lew Shena and his team selected the winner of the Crystal Marketing award. Western Kentucky University's entry, Independent Learning 2008 Rebranding Initiative, was selected.

Barbara Hanniford and her team decided on a recipient for the Marlow Froke award. The 2009 award winners are William D. Oberman and Elizabeth T. Hill. The title of their article is "Discovering the Paths to Building Social Capital: Complex Campus and Community Linkages in Continuing Higher Education." It appeared in the Fall 2008 issue of *The Journal of Continuing Higher Education*.

A big thank you goes out to Ynez for her work in keeping us organized and providing necessary administrative support.

For next year, there are changes in the ways award nominations will be submitted on the web. This should ease the distribution of the information to the committees.

We need to determine how to increase the number of nominations for next year. In some categories, there were only 1 or 2 nominations.

Mary S. Bonhomme
October 9, 2009

Budget and Finance Committee

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 2009 year has been reviewed and all income and expenses closely align with the 2009 budget that was approved by the membership at the last Association business meeting in Nashville, with the following exceptions:

- Decreased income from institutional and professional dues; applications; mailing lists; and subscriptions, which is a service no longer provided by the home office
- Changes to the way the JCHE honorarium is paid: Taylor & Francis now pays that directly, resulting in savings to the Association; increased income from an educational partnership with Compass Knowledge; and the profits from the Nashville conference
- Decreased expenses from a voluntary salary cut by home office staff; savings on JCHE editor honorarium; savings on accounting expenses; savings on Board and home office travel; and savings on recognitions and awards
- Increased expenses from additional hours logged by the home office administrative assistant; expenses resulting from the change in subscription services to Taylor & Francis Publishing; increased credit card expenses

The committee has reviewed the proposed budget for the Association for the 2010 year and, in doing so, recognizes the prudent and careful attention it takes to manage a large national association with modest resources. The goal of the budget is to maintain the high quality of member services in light of reduced income. The budget reflects numerous cutbacks in expenses for the Association, including several instances of expense savings made by the home office. Of particular note is the salary decreases taken by the home office staff. Also, this is the first budget in years to not include an increase in institutional and professional dues. Total income and expenses for the 2010 year are anticipated to be $136,255 down from $161,318 in 2009.

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

- The donation to the outgoing president's institution has been removed from the 2010 budget. The Association requires so much of the president in regard to time spent away from their home institution. The Budget and Finance Committee recommends the Board consider the donation to the outgoing president's institution annually on a "as funds are available" basis.
- Membership dues have increased every year since (at least) 2006. Institutional and Affiliate Dues have grown from $325 in 2006 to $495 in 2009. Though dues will not increase for 2010, the committee recommends the Board revisit the issue of a dues increase (either as needed or through a consumer price index) on an annual basis as the Association continues to maneuver through tough economic times.
- The Budget and Finance Committee continues to advise against large-scale budgeting of income from the annual conference for the Association's operational budget. The uncertainty of conference proceeds from year to year make for risky budgeting practices. In recommending that the home office not rely on large proceeds from the annual conference to balance the operational budget, we recognize the need to use some proceeds to replenish reserves **when necessary**. Otherwise, it is the strong recommendation of the committee that income from the annual conferences be deposited to the Association's investment reserve account.

Daniel A. Lavit, Budget and Finance Committee Chairperson

November 9, 2009

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:

November 10, 2008
The committee met at the 2008 Annual Conference and Meeting. This meeting was used to inform conference participants about the purpose, mission, and goals of the committee. There were 22 people in attendance.

April 15, 2009
There was a conference call with: Jeffery Alejandro (Chair), Elaine Feather, and Thomas Fuhr. Jeffery Alejandro communicated with other committee members via email on April 16, 2009, on their concerns and new recommendations.

Updates:
- The committee is happy that ACHE has implemented the Government Agency membership category. This opens up a new population for committee members to recruit. Still would like to see a Student membership category.
- The committee is concerned that it has not heard a response to its recommendations to the ACHE Board of Directors and ACHE Home Office.

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

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.

<u>Suggestion #2:</u>
Target and recruit new professionals to join ACHE.

Tactics:
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.

<u>New Recommendations:</u>
- Since it is the goal of ACHE to recruit and serve minority professionals, the Committee on Inclusiveness recommends that ACHE funds the registration of one or two ACHE leaders to attend the Annual National Conference for Race and Ethnicity in American Higher Education (NCORE). Those selected to attend should be an ACHE executive officer, ACHE board member, or Inclusiveness Committee chair.
- ACHE should contact other higher education associations to inquire how they recruit and retain underrepresented professionals.

<u>September 18, 2009</u>
Jeffery Alejandro sent an email to all committee members asking them to review the proposed amendments to the membership categories for the ACHE by-laws. He asked that all suggestions and comments be forwarded to the home office.

Informal email correspondence between committee members indicated that many were in favor of the changes. They felt that the changes reflected a commitment by ACHE to be more inclusive.

Jeffery E. Alejandro, Chair

Constitution and Bylaws Committee

It is my pleasure to provide this update on the actions of the committee.

Following the review of the Constitution and Bylaws we found that there was no requirement that only board members may run for vice-president, as has been recognized as the 'rule' in the past.

To recap for the Board of Directors and ACHE membership:

Changes were proposed with respect to bringing consistency in language and best practices in parliamentary procedure, i.e., Amendment 1—Parliamentary Authority. (The rules contained in the current edition of Robert's Rules of Order Newly Revised; 10th Edition shall govern the Association in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Association may adopt.)

Further proposed changes include Proposed Amendments to: Article Headings; Article Order; Word Consistency; Correction of Typographical Errors; Separation of Items; and Membership Categories.

Proposed membership categories would include Institutional, Professional; Student, and Retiree. Proposed changes open the institutional category to international colleges and universities, add a retiree and student category, and allow members of all categories (except retiree and student) to hold any office.

The Board, having approved the new membership categories at the mid-year meeting placed the proposed changes before the membership in the September issue of *Five Minutes with ACHE*. A blog provided opportunity for feedback.

The proposed changes provide for cleaner and more consistent language throughout the document—and use of more current constructs. Following discussion and with approval of the board, the committee now presents these changes to the ACHE membership at large.

It has been our pleasure to prepare this document for your review and to serve the Association.

Regis M. Gilman and Marthann Schulte
November 11, 2009

Membership Recruitment and Retention Committee

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 also promote the next international meeting and attendance.

In March 2009 a conference call was held with the home office, president and vice president, and I to discuss the level of military or governmental membership status. Current categories of membership were reviewed and compared. Proposed changes to bylaws on membership categories are posted to the web site for review and blog discussions. Questions have come up regarding voting rights, qualifications for holding office if anyone can hold office and fee structure. These changes are on the agenda for the business meeting in Philadelphia.

In September, I reviewed the GAEA agreement and history. I also contacted some GAEA officers. An ACHE strategic planning committee is working on the GAEA agreement per minutes of Mid-year Board meeting. Georgia schools are having a hard economic time with financial and travel restrictions and 3 more CE units have closed. There is a win-win collaboration with ACHE regionally for conference meetings and the sharing of resources. Nationally, this model can work to enrich membership. Concerns are the fiscal billing cycle (calendar or academic) and double billing problems for ACHE members and GAEA membership. Administrative time and effort are needed to correct membership rosters when dues are required at different times. Some questions to consider are: Is it a cost effective model for membership? Are these state association members attending ACHE meetings and participating?

The First Timers Reception at the Philadelphia meeting was discussed in the February program planning meeting. The Program Committee is working to enhance this event. It is felt that this is an important time during the conference to meet and network with first time/new members encouraging their participation.

Sallie C. Dunphy, Chair
October 2009

Nominations and Elections Committee
No report

Past Presidents' Advisory Council
No report

Program and Local Arrangements Committee

Tish Szymurski and MSP members of the Program Committee met at the Sheraton Society Hill, Philadelphia, PA, mid-year to review local arrangements. Conference calls have been held on a regular basis by Tish Szymurski and Sallie Dunphy with various members of the committee regarding their roles and responsibilities, ACHE officers, and MSP staff.

Highlights:
- The three keynote presenters are confirmed. They are Dr. Peter Cappelli, Adam Taliaferro, and Rosanne Taylor.
- Hall of Fame Induction Ceremony and Reception is scheduled and "Sign and Dine" dinner opportunities are available for participants not attending.
- Local Arrangements decisions on room assignments, signage, registration area, and participant gifts, raffle, prizes, and bags are complete.
- AV concerns regarding bringing in LCD projectors rather than renting are being resolved.
- All presiders and host institutions are confirmed.
- Jeffrey Alejandro and the Day Chairs are in communication frequently.
- A "Hot Topics" Panel Session focused on The Current State of Affairs for Higher Education—the Economy and its impact on Higher Education has panelists identified and confirmed.
- A visit and brief presentation from Mayor Michael Nutter, Mayor of Philadelphia, is confirmed.
- A weekly report by David Grebel is being shared tracking number of exhibitors, income dollars, number of registrations, and hotel room nights by name, ACHE regions, and last year's time frame for comparison, as well as other budgeted items.
- Exhibitors Sponsors and Partners have increased and are still coming in to support the conference.
- The Sunday pre-conference event at the Constitution Center has enough participants to be held and the Princess Diana exhibit has been added to the evening's activities.
- An email was sent on May 11 to presenters to send in their session reports to the ACHE Proceedings. Reports were due October 23 to Jerry Jerman, the editor.
- The home office is handling the conference evaluations.
- The save the date postcard was distributed in postal mail; ongoing, periodic email blasts are sent to promote the conference and *5 Minutes* has articles and links to the conference site.
- The Program booklet is in the final draft stage prior to printing.
- Award recipients have been contacted.

Sallie Dunphy and Tish Szymurski
October 30, 2009

Publications and Communications Committee

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

- Three members of the Editorial Board were reappointed and one new one was added. Will Hine was appointed as a new member. Thanks to Roger Maclean for his eleven years of service on this Board.
- Recipients of the 7th Annual Outstanding Publication Award were honored.
- The JCHE was recommended for inclusion in the ERIC database.

Major accomplishments:

- The ACHE Board approved an agreement with Routledge Publishing to publish and market *The Journal* beginning in January 2009. Routledge is a global publisher of academic books, journals, and online resources in the humanities and social sciences.
- *The Journal* Editor, Barbara Hanniford, identified a new Editor and recommended James Broomall of the University of Delaware to the ACHE Board. The Board approved Jim's appointment effective January 1, 2010. Barb and Jim will work together for a smooth transition. Barbara will provide a complete report to our Committee at the Annual Meeting. Our thanks go to Barbara Hanniford for her ten years of service as Editor.

Proceedings

Proceedings from the last three Annual Meetings and Conferences are on the enhanced ACHE web site for members to peruse. Compilation and posting of Proceedings is handled by the home office.

Five Minutes with ACHE

Members should appreciate the enhanced online newsletter and the increase in the number of issues. These newsletters are a timely quick read with important Association and other information produced by the Home Office.

ACHE Web Site

Our web site has a new and improved look. The Committee appreciates the work of Jim Pappas and Ynez Walske to provide a fresh communication/information tool for members and non-members. We note in particular the improved Directory under "ACHE Community Member."

Members: E. Bullard, M. Conner, C. Roby, B. Hanniford, J. Broomall, J. Jerman, W. Hine, L. Lee, A. Paschall, R. Sundberg , J. Pappas (*ex officio*)

Robert J. DeRoche, Chair
October 12, 2009

Council of Regional Chairs

The Council held conference calls on the following dates. This schedule was created to coincide with the monthly calls of the Executive Committee to share current information and communicate regional/national information.

Dates for conference calls: 2009
February 19: NEW DATE
March 12
April 9
May 28: NEW DATE
June 11: CANCELED
July 9
August 20: New Date!
September 10: Email/Time spent updating documents/draft for alignment and regional information
October 8: (YIKES!)

Highlights of Discussions from Past Year:

- Discussion with Rosanne Taylor, Institute facilitator, with input for the program and creation of the Agenda (see below); completion of profile instruments for the program
- Review of Collaborator Agreement (definition, details, impact on region, etc.)
- Review of Contract with Compass Knowledge; discussion with Dr. Rick Osborn, President, to review contract and related conversations
- Draft Proposal for aligning election processes and timeframe toward consistency of regions (see below); this work will continue into fall 2009 per newly elected Vice-President, Dr. Charles Hickox.
- Completion of a national/regional "grid" of the offices, terms, and election periods, etc., for each region
- Review of and input on new/revised ACHE Membership Categories
- Review of and input on Recruitment/Membership promotional letter that can be adapted for use by the respective regions
- Ongoing discussions and overlap of Membership initiatives and those of Committee for Inclusiveness
- Participation in hands-on demonstration and input on Memberclicks

The Leadership Institute: Dynamics of Leadership
Program Overview
Facilitator: Rosanne Taylor
November 15, 2009, 1-4 p.m.
Society Hill Sheraton, Philadelphia, PA

Learning/Application Objectives
- Recognize difference between *leading* and *managing*
- Identify and leverage strengths as a leader
- Define the four elements of trust
- Discuss the leadership needs of their region

Content Overview
- Leading versus Managing
- The Four Cornerstones of Leadership
- Leadership: Communication and Trust
  - Self Awareness (DiSC Profile)
  - Elements of trust
- Open discussion

Questions to guide both discussions and post-program (future) activities:
1. What types of skills would be most helpful in working "across the country," staying connected, sharing, building/sustaining a community and legacy for the organization?
2. Innovative ideas for recruitment in a time of cutbacks: How can we, as a region/regional chairs be creative in sharing resources, ideas, etc.?
3. Building an effective regional leadership team—from a distance. We are a very "spread out" region so regular regional meetings is not really an option.
4. Social Networking: Has anyone used blogs, listservs, Facebook, etc., effectively to keep communication and momentum going? Identify ways for regions to perhaps pilot social networking initiatives, investigate opportunities, share information.

Research Committee

A summary of our activities during the past year are as follows:

- Awarded two research grants in the amount of $1500 each to Lisa Dodson (Kansas State University) and Karl Stevens (Southern Utah University). These recipients will be presenting their findings at our 2010 Albuquerque conference.
- Invited the application for new research grant proposals for the 2010-2011 calendar years.

- Selected Amber Dailey-Hebert (Park University) as the new chair of the Research Committee in October 2009.
- Recruited two new members to join the committee: Pam Collins (Eastern Illinois University) and Carla Warner (East Tennessee State University). This brings the total committee membership to six.

Tom Fuhr, Acting Research Committee Chair
November 14, 2009

Resolutions Committee
See Appendix D.

Networks

Accelerated Degree Programs
No report

Institution-Community Engagement
No report

Other

COLLO

After struggling to get its footing for some years, it appears the COLLO is now on a path for success and impact on issues of importance to ACHE. COLLO has successfully incorporated as a nonprofit organization in the District of Columbia and has received its federal tax exempt status and employer identification number.

COLLO's website is up and running, with more to be added. The URL is: www.thecollo.org

COLLO membership includes two long-time members with considerable experience in working directly with elected officials in support of legislation. They are: 1) Drew Allbritten, President of Transformation Strategy Consultants, and a former president of COLLO before it went inactive in the mid-1990s, and 2) Lennox McClendon, the Executive Director of the State Directors of Adult Education. Drew splits his time between work in Watts (CA) and in D.C.; Lennox and his assistant, a former veteran congressional staffer, work full-time in Washington, D.C., on issues relating to adult education. Both Drew and Lennox have provided much valuable information and strategies for COLLO as it moves forward. Both see the importance and value of the organization.

COLLO is now positioned to do effective business for adult and continuing education. Prior to receiving its legal incorporation as a nonprofit, we were reluctant to seek additional members. Now in the months since getting incorporated this summer, COLLO has moved from 10 to 20 association members with more in prospect. COLLO officers include past presidents of ACHE, UCEA, and AAACE. It is now time to begin an active cross-association COLLO-centered campaign to mobilize adult and continuing education, to support legislation that assists adult and continuing education, and to provide input to legislators and their staffers as legislation gets developed and considered.

Our first major success has been to work with the U.S. State Department and Department of Education regarding the UNESCO world conference on adult education, CONFINTEA. It is held every 12 to 16 years; the upcoming conference was to have been held in May 2009 in Brazil, but swine flu has gotten it delayed to December 2009. I was one of about 25 people (nationally) invited by the federal Departments of State and Education to help them develop the U.S. adult education report—last fall at Ohio State University—and to develop the U.S. positions for CONFINTEA VI, the world conference described above. COLLO was also successful in getting one or more COLLO representatives/adult education experts admitted to the world conference as part of the official U.S. delegation.

At the fall meeting in Washington, D.C., COLLO met jointly with the Coalition for Literacy. Working together, we were able to get an hour briefing by Roberto Rodriguez, President Obama's special assistant for education, on the Obama administration's plans for higher education. Mr. Rodriguez talked about efforts to plug the "leaks in the educational pipeline" and said that the administration is putting its emphasis on 1) portable tax-free education accounts that employers would contribute to, 2) efforts to make community college tuition free (or have costs covered through rising aid packages) for adults, and 3) maintaining the HOPE and Lifelong Learning tax credits while increasing Pell Grants and other training funding. When I asked him about what help for those beyond community college level, he said that the administration had to start somewhere. Interestingly, as lots of students, adult students among them, are using up their Pell Grant money on a never-ending stream of "developmental" (remedial) courses at community colleges that they can never successfully complete. On that basis there is some pressure in Washington to consider having state adult education entities handle the remediation more cheaply than can the community colleges.

Patrick Kennedy (D-Rhode Island), son of Teddy Kennedy, spoke to our joint meeting. He intends to continue his father's work as a champion of literacy and adult education.

COLLO will put links to all member CE and Adult Ed organizations on its web pages and requests that ACHE and other member associations put COLLO's link up as well.

The complement of COLLO initiatives is to have ACHE adopt a position actively and continuously working singly and with other similarly-minded organizations to educate state and national leaders about the critical role of adult and continuing education and of its impact on U.S. competitiveness in a global economy. ACHE needs to adopt an external agenda, making our views known, supporting or opposing legislation, and inviting state and national leaders to speak to our group or have their positions presented in ACHE publications. If ACHE doesn't do so, we can count on those who want federal and state money spent elsewhere to express their opinions.

Phil Greasley

Appendix D: Resolutions

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Tish Szymurski from Neumann University and Sallie Dunphy from the University of Alabama at Birmingham, program co-chairs of the 2009 Program Planning Committee, and their colleagues on the committee for this timely and valuable conference. This year's conference, "Unlocking the Transformational Power of Continuing Education," through diverse speakers, sessions, and workshops has provided an array of new ideas, approaches, and resources that will enable continuing higher education professionals to truly make a difference. Tish, Sallie, and their committee have continued the long tradition of excellence in conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled expresses its gratitude and appreciation to Kathleen Yasas, Amy Kollar, and their team at MSP International, site coordinators for this year's annual meeting in Philadelphia. Kathy, Amy, and their team have gone the extra mile to provide perfect arrangements for our enjoyment.

BE IT RESOLVED that the Association in convention assembled expresses its gratitude and appreciation to Roget Maclean from Southern Illinois University and Marthann Schulte from Park University for serving as this year's Call for Proposals co-chairs. They played a key role in our outstanding program based on the proposals coming from our members and friends.

BE IT RESOLVED that the Association in convention assembled expresses its gratitude and appreciation to Robin Plumb from the Oklahoma State Regents for Higher Education and Paula Hogard from the University of Tulsa for recruiting the many exhibitors.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Rick Osborn and to the Board of Directors for their outstanding leadership during the 2008–2009 year. Rick's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding service provided by James Pappas as executive vice president and Ynez Walske as executive secretary and office manager of our home office. Through their attention to our needs, responsiveness to our requests, awareness of trends and issues, incorporation of effective electronic communication with the members, they provide exceptional leadership and service to the Association. Be it resolved further that James and Ynez be commended for their efforts in providing our excellent newsletter, *Five Minutes with ACHE*.

BE IT RESOLVED that the Association in convention assembled commends Barbara Hanniford, Editor of the *Journal of Continuing Higher Education*, for maintaining the high standards of excellence for which the JCHE is recognized. As she completes her tenure as Editor later this year, the Association offers profound thanks for her many years of outstanding service.

BE IT RESOLVED that the Association in convention assembled commends the regions of the Association and the regional chairs for their excellent regional meetings and programs, which are often the gateway for new members to become part of our network of leaders and the context for all members to connect with one another and move forward our profession and service to students.

BE IT RESOLVED that the Association in convention assembled commends our committees and networks, particularly as the activity of our members increases with new and revitalized networks, addressing issues and identifying best practices for enhancing the profession and student learning.

BE IT RESOLVED that the Association in convention assembled thanks Alpha Sigma Lambda and its officers and staff for the continuing leadership on behalf of our students and that we celebrate our partnerships on behalf of continuing education.

BE IT RESOLVED that the Association in convention assembled thanks the International Adult and Continuing Education Hall of Fame for its leadership in reminding us that "…where the spirit of learning is the lasting legacy" and for our partnership as the Association hosts the 2009 Hall of Fame Induction.

BE IT RESOLVED that the Association in convention assembled expresses its condolences to the family and friends of John Michael Wyatt Sweeny, who passed away in July. He was a lifelong educator. He retired as dean of Continuing Education at Fairfield University in Fairfield, Connecticut in 1998. He also spent 22 years at the University of Cincinnati as a professor of psychology and business management and as associate dean of the Evening College. He served as ACHE president in 1990.

BE IT RESOLVED that the Association in convention assembled expresses its condolences to the family and friends of Dr. Pater Meyer, who passed away this month. Dr. Meyer worked and/or taught at Florida Atlantic University, North Carolina State University, Queens College, Cappella University, Walden University, Vermont College, and Union Institute and University.

BE IT RESOLVED that the Association in convention assembled expresses its condolences to the family and friends of Mike Callaghan, who passed away this year. Mike was Director of Extended Education and Summer School at Winston-/Salem State University, 1983-1990.

BE IT RESOLVED that the Association in convention assembled expresses its condolences to the family and friends of Barbara Belzer, who passed away this year. She worked at the University of Memphis and was a member of ACHE.

BE IT RESOLVED that the Association in convention assembled expresses its condolences to the family and friends of Paul Goldberg, who passed away this year. He was a leader in Tennessee in continuing education.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Nicholas Kolb. He served with distinction at Indiana University of Pennsylvania as the associate provost and dean of the School of Continuing Education. He has been a member of ACHE since 1969 and has served in many capacities, including as ACHE president in 1987.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Melba Atchison from the University of Omaha. She served many for many years as Treasurer for the Great Plains region.

BE IT RESOLVED that the Association in convention assembled expresses its deep appreciation to Irene Barrineau for her work as the editor of the 2008 proceedings. We thank Irene for the thorough and excellent report of our meeting in Nashville, Tennessee.

Appendix E: Officers, 2008-2009

President
Rick E. Osborn, East Tennessee State University

President-Elect
Roxanne M. Gonzales, Park University

Vice President
Tish Szymurski, Dean, Neumann University

Immediate Past President
Christopher Dougherty, Rutgers University—Camden

Executive Vice President
James P. Pappas, University of Oklahoma Outreach

Appendix F: Board of Directors

Brian Van Horn, Murray State University
Charles Hickox, Eastern Kentucky University
Sandra Gladney, University of Oregon
Tom Fuhr, SUNY at Potsdam
David Grebel, Texas Christian University
Maureen Znoz, Hesser College
Lewis Shena, Rhode Island School of Design
Clare Roby, California State University—Chico

Appendix G: Regional Chairs*

New England
Ron Sundberg, Framingham State College
Ellen Ryder Griffin, Southern New Hampshire University

Northeast
Jane LeClair, Excelsior College

Northeast Metropolitan
Elizabeth L. Oliver, CUNY Bronx Community College

Mid-Atlantic
Jeffery Alejandro, East Carolina University
Jim Duffy, Lebanon Valley College
Tim Sanford, UNC-Chapel Hill

Great Lakes
Pamela Collins, Eastern Illinois University

South
Ruth Bettandorff, University of Georgia
Susan Elkins, Tennessee Technological University

Great Plains
Paula Hogard, University of Tulsa

West
Lee Glines, Brigham Young University
Gailynn Valdes, ASU Online and Extended Campus

* Where two or more names are listed, each served for part of the year.

Appendix H: Past Presidents and Annual Meetings

Year and 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	Mary Baldwin College
2006 Los Angeles	Philip A. Greasley	University of Kentucky
2007 Roanoke	Dennis "Skip" Parks	California Polytechnic State University
2008 Nashville	Chris Dougherty	Rutgers University—Camden

Appendix I: 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
1975	Salt Lake City	Paul Sheats
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1984	Boston	Grover Andrews
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1991	Seattle	Roger Hiemstra
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
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

*Award not given every year.

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