77th Annual Conference & Meeting:

Strategic Connections– Collaborative Success

PROCEEDINGS

The 2015 Proceedings of the Association for Continuing Higher Education encapsulate the professional presentations of the keynote sessions, flash sessions, concurrent sessions and business meeting of the Association's 77th Annual Conference and Meeting. The conference was held November 9 – 11, 2015 at the St. Louis Station Hotel in St. Louis, Missouri. The program committee was co-chaired by Tina Marie Coolidge and Pam Collins. Following the theme provided by ACHE President Regis Gilman, attendees investigated the possibilities of "Strategic Connections – Collaborative Success." Additionally, attendees enjoyed the annual award presentations, innovative ideas and products from valued vendors, the rich environment and culture of St. Louis, and networking with their colleagues.

Marc Wilson, Editor
Kayla Ohmes, Assistant Editor

ACHE Proceedings – 2015

PART ONE: ADDRESSES

GENERAL SESSION 1 AND KEYNOTE

The 77th Annual Conference and Meeting of the Association for Continuing Higher Education was called to order by President Regis Gilman at 8 a.m. on Monday, November 9th, 2016. Dr. Gilman welcomed all first time conference attendees. She also acknowledged the attendance of distinguished quests of other continuing education professional associations who were in attendance: Christian Blanchette, CAUCE; Steven Frye, AAACE; and Tammy Shelton-Stewart, CAP.

Dr. Gilman thanked and recognized ACHE Past Presidents, Executive Committee members, the members of the Board of Directors, Home Office staff, and Conference Planning committee members. She then called on the conference co-chairs, Tina Marie Coolidge and Pam Collins, who spoke on the theme of the conference: “Strategic Connections – Collaborative Success.”

Dr. Gilman asked Tim McElroy to come to the podium to recognize the following sponsors:

EMSI - Monday breakfast; Keypath Education -Tuesday breakfast; Sparkroom – Opening Reception; Entrinsik - conference packets; Jenzabar - conference lanyards. Tim also explained the “exhibitor bingo game.”

President Gilman next introduced the co-chairs of the ‘Fun’raising’ Committee, James Shamlee and Amy Jordan. James, wearing a Conductor’s cap and blowing a train whistle, introduced the 2015 conference fundraising theme: “All Aboard!” He explained that the funds raised at the conference would be used in support of ACHE members’ work of lifelong learning, professional development, research, to enhance society, and for scholarships to students and adult learners. He welcomed Beth Craig, a scholarship recipient. James gave a fundraising update: with a goal of $3,000, 20% had been raised thus far.

Julie Tate, the Monday Day Chair, then introduced the first keynote speaker, Barbara Vacarr, Director of Encore Higher Education Initiative and former president of Goddard University. Barbara’s address was titled, “Encore U: Re-visioning Adult Learners and Continuing Higher Education.” In her talk, she discussed the challenges involved in facing the changes in the demographics of higher education students brought on by the aging of the population. She pointed out that we are facing a demographic wave and noted that there are currently over 79 million Americans who are over the age of 55 and that this number is expected to rise to 112 million by 2030. The concurrent realities include longer work lives, a dwindling national market of traditional-aged college students, and a growing set of national and global problems. She suggested that we can liberate ourselves from the fear of change by embracing the danger of growing and employing creativity and innovation. She used the legend of the Chinese symbol for crisis that suggests that a crisis is also an opportunity. She noted that the challenges are leveraging the expertise of the ageing population are recognizing that the notion of retirement is changing which points to the need to conceptualize a new “stage of life” in order to capture the current reality. Citing a 2009 report in the Chronical of Higher Education on the changes that can be expected to occur on college campuses by 2020, Dr. Vacarr noted that the enrollment numbers of adult students is expected to exceed that for traditional-aged students. She went on to describe her work with Encore.org which seeks ways to engage people in the “second act” of life as a vital source of talent to serve the “greater good” of society. As a national non-profit, Encore.org is building a social movement to re-conceptualize retirement and tap into the skills and expertise of those in mid-life and beyond in order to improve communities and to create a better future for future generations. Towards this end, she called out the need for new kinds of assessments of prior learning and the importance of competency-based education programs. Dr. Vacarr mentioned a number of colleges and universities that are what she called “EncoreU Movers” including the University of Connecticut, New York University, Pace College, Tulane University, Wheelock College, and the University of Washington. She concluded her remarks by mentioning the Encore Conference on Feb 9-11, 2016 in San Francisco, CA.

Conference Day Chair Julie Tate gave an overview of the events of the day and reminded attendees to visit the exhibitor displays and to participate in Exhibitor Bingo.

Meeting was adjourned at 9:30 a.m.

GENERAL SESSION 2 AND KEYNOTE

The second General Session took place on November 10th from 9:00 am to 10:15 am and featured a Keynote Panel with Brenda Harms, Harms Consulting; Colin Irose, Director of University Partnerships at Seelio; Loren Pace, CEO at CampusCE. With James Pappas, Executive Vice President of ACHE serving as moderator. After President Gilman called the session to order, Dr. Pappas introduced the members of the panel. He asked each of them to address the challenges they have observed in their university partners and what each of them would do if they “were in charge.”

Colin Irose focused on four areas:

Programming – he commented on the need for evidence-based decision making to enhance growth.

Delivery modality – here he noted that schools should not think in “all or nothing” terms when it comes to how to deliver instruction as different modalities meet the needs of students.

Technology – his advice here is to “embrace it! It’s here. It’s your friend and will pay dividends in the end.” However, he warns that it is important to use technology in a coherent way. He suggests developing a technology plan that simplifies and unifies.

Staying student focused – here he stressed the importance of meeting the skills gap to meet the needs of employers and being innovative.

Brenda Harms offered 5 pieces of advice in response to the question:

She stated, "If I were in charge, I would tackle the culture." She believes that Higher Education has become too comfortable in the belief that the future will look like the present and suggested that "Higher education needs to get comfortable being uncomfortable. Success in the future will not look the same as present success."

She believes that institutions need to spend more money on marketing. She noted that for-profit schools spend 30% of their operating budgets on marketing while some not-for-profits spend less than 1%.

She commented on the importance of getting an outside perspective noting that institutions too often rely on their own perspectives in making important decisions.

She challenged CE administrators to lead conversations at their institutions to push CE issues to the forefront of the discussions.

Finally, she commented on the importance of being better at measurement in order to make better decisions.

Loren Pace prefaced his advice with "If I were king…"

He urged CE administrators to take a business perspective and develop a business plan. He stated "Marshall your resources" and suggested using technology to reduce costs and innovate. He stressed the importance of the need for a digital marketing plan.

He used the concept the "culture of no" which he believes is based on fear, the concern over job security, and resistance to change.

He urged using new lead generations techniques and to focus on costs by outsourcing. He says to use vendors and to hold them accountable for the results.

Dr. Pappas asked the panel, "Regarding the 'culture of no', have you been involved in partnerships to help campus constituencies understand the value of outsourcing?" Brenda made the observation that consultants are often taken more seriously and therefore can say things that that campus staff may be thinking but cannot say or won't be heard if they did.

GENERAL SESSION 3 AND KEYNOTE

The Third General Session was called to order by Dr. Gilman at 9 am on Monday, November 11, 2015. Mary Bonhomme served as the Day Chair. Retiring board members Walter Pearson, Brian van Horn, and Pam Collins were recognized and thanked for their service.

James Shamlee gave a fundraising update: at the start of this session they were $97 short of the goal of the $3000; after a short “speed donating round,” the total was $3,073. Roxanne Gonzales was recognized as the top donor and the Mid-Atlantic region as the top regional donor.

In honor of Veteran’s Day, David Donathan gave a history of Armistice Day and Veterans’ Day. He noted that the number of veterans in the general population and serving in Congress has declined significantly since World War II. A video compilation of the theme songs of all of the services was shown and veterans were asked to stand while their service’s theme song was played so that the audience could acknowledge their service to the country.

Jim Pappas introduced the keynote speaker, Chris Miller, Executive Director at the Education Advisory Board. Chris’s topic was the career and education trends of millennial students. He noted that these students are gravitating towards shorter term programs. He commented that continuing education units’ portfolios are not fully informing students about the career outcomes of their programs. He referred to innovative models such as General Assembly that offers a subscription model of concentrated courses. He pointed out the career difference between millennials compared with previous generations. Employees from the Baby Boomer generation averaged 11 jobs across their lifetime while Generation Y employees will average 20 jobs over the course their career. Noting the trend towards more frequent career changes, (53% of millennials are not engaged in their current job and plan to stay in role less than 3 years) , there is an increasing need for higher education to provide “just-in-time” job skills training and certificates. Moreover, 30% of millennials feel underprepared and 50% find themselves in leadership roles early in their career. This has led to a trend to break apart the traditional MBA program for more skill-focused certificates. Examples of such programs include the University of Wisconsin - Milwaukee’s Emerging Leadership certificate. Chris also noted that there has been a 400% increase in the number of freelance jobs in the last 10 years. Some of this is due to the increase in internet-based opportunities such as those provided companies like Etsy, however Millennials are also more comfortable being self-employed than were workers in previous generations who found security in full-time occupations. He noted that 60% of millennials consider themselves entrepreneurs. Chris pointed to a new type of time-limited but intensive delivery model referred to as Boot Camps. He noted that the greater intensity of these programs promotes bonding among cohort members which increases opportunities for future networking. One such program is the University of Colorado-Boulder, Leeds School of Business, Ideas2action boot camp which launched in 2014. The program delivers 10 courses in 5 days for 12 hours a day at a cost of $5,000.

The session was adjourned at 10:15 am.

PART TWO: CONCURRENT SESSIONS

REMOVING THE BOUNDARIES FOR THE ADULT STUDENT

PRESENTERS: DR. EDNA FARACE WILSON, VICE PRESIDENT OF ACADEMIC AFFAIRS FOR SAI INTERNATIONAL PROGRAMS AND NATHAN DAUGHERTY, PH.D. CANDIDATE, STUDY ABROAD COORDINATOR, UNIVERSITY OF MISSOURI-ST. LOUIS

The session focused on successful models of global education for adult students and alumni.

Topics included curricular integration in study abroad, developing global experiences in new and existing courses, faculty engagement, study travel opportunities, internships, and service learning.

Providing global opportunities for the adult student is critical in addressing the needs of the fastest growing population of students at the undergraduate and graduate levels. By 2019, adult enrollments will increase nearly 23% while traditional aged enrollment in higher education will increase only 10% (Kelly & Strawn, 2011). Adult students, known previously as "non-traditional" students are becoming the New Norm. The new "normal" post-traditional students deserve specific attention because of their growth in numbers and the implications of their enrollment on institutions. Serving this population is a fundamental necessity to reach the goals for national degree attainment and success (Fong & Jarrat, 2013). Creating global learning experiences that meet their needs and can be integrated into their schedules and budgets enhance adult student's abilities to develop global competence.

The session described the benefits of studying abroad and how study abroad influences student success.

Presenters discussed feedback received from alumni who reported that global experiences contributed to their career success by building knowledge and enhancing valuable job skills in: Intercultural communication; increased awareness of global issues and trends; understating of cultural similarities and diversity; adaptability and resilience.

Adult students, often ignored as a specific category of students, require opportunities for learning beyond the physical and virtual classroom in the form of high impact learning. Study abroad is a high impact education practice that can contribute to an increase in student engagement and retention (Juh, 2008). The session provided information on best practices for planning strategies that encourage participation of adult students at the undergraduate and graduate levels.

In response to the changing demographics and the need to create high-impact learning, universities are offering courses that include global engagement activities, short term study abroad as separate credit courses on non-credit courses and embedded activities within credit courses. The presenters discussed strategies to include adult students in these high-impact learning activities. Experienced international educators recommend flexibility and affordability. Planning more than year ahead for recruitment gives adult students ample time to make arrangements for work and home responsibilities. Other recommendations include independent traveling options for flight and lodging, inclusion of practical hands-on experiences, and degree relevant courses. Non-credit offerings combined with credit courses also serve the needs and interests of university alumni and professionals in the field.

Nathan Daugherty presented examples of University of Missouri-St. Louis (UMSL) programs that target adult students: Thailand Education Exchange - specific graduate program built around an International Conference and hosted by partner university that sends exchange students to UMSL at a later date; Barcelona Spanish Program with a variety of credit options, single living arrangement and flexible 2 or 4 week options with an emphasis on professional development; and China Study Tour that features business visits, hotel stays and no language requirement.

To reduce liability issues, gain access to local cultural experts and assure uniform standards of quality, many universities are establishing partnerships with international educational organizations, such as SAI Programs to create “user-friendly” credit and non-credit global learning options, embedded study tours, internships and international service projects. Partnerships strengthen academic linkages, manage logistics and student services, and permit faculty to teach, rather than serve as bill payers, negotiators or tour guides.

Dr. Edna Wilson discussed how international organizations such as SAI offer collaboration on marketing and recruitment, logistics planning and management, pre-departure services, health, safety and security procedures, airport pick-up/transportation, on-site orientation, city familiarization and walking tour, 24 hour emergency assistance and extra support from on-site staff. She cited examples of curricular integration efforts in Business (International Business Abroad, Global Accounting and Economics, Women’s Leadership, Global Leadership), Education and Writing(Comparative Education with a Practice Component, Classroom Observations and Volunteer Teaching Abroad, Photojournalism, M.F.A. Creative Writing Residency), Health Care(Community and Clinical Health Nursing, Comparative Health Care), Arts and Culture (Culture and Cuisine, Italian Renaissance Art and Architecture, Cuisine of the Mediterranean: Nutrition and Hospitality, Community Mosaics: Paris Food Markets),

Social Sciences (Educational Psychology, Cultural Psychology, Criminology: The Misuse and Abuse of Forensic Science Investigations), and Fashion and Design (Fashion Merchandising, Made in Italy, Luxury Branding, Graphic, Interior and Interaction Design, Sustainability).

Session attendees had an opportunity to review aspects of planning and budgeting, target audiences, academic focus (Goals, Syllabus, Delivery of course content), Location(s) and dates, Minimum and Maximum number of participants , Target cost per person in US Dollars, number of faculty attending, teaching, and evaluation.

References

Fong, J., Jarrat, D. (2013). Measuring Post traditional Student Success: Institutions Making Progress, but Challenges Remain. The university Professional and Continuing Education Association Center for Research and Consulting in partnership with Inside Track.

Available at: http://www.insidetrack.com/blog/wp-content/uploads/ 2013/06/UPCEA –Inside Track Measuring Post Traditional Student Success 2013.pdf

Kelly, P. & Strawn, J. (2011). Not just kid stuff anymore: The economic imperative for more adults to complete college. Center for Law and Social Policy (CLASP). 1-6.

Knowles, M. (1984). Andragogy in Action. San Francisco: Jossey-Bass.

Kuh, George D. (2008). "High impact educational practices: What they are, who has access to them, and why they matter." AAC&U, Washington, D.C. 34 pp.

Wilson, Edna F., www.saiprograms.com

CONVERSATION WITH EDITOR OF JCHE

PRESENTER: ROYCE ANN COLLINS, KANSAS STATE UNIVERSITY; EDITOR, JOURNAL OF CONTINUING HIGHER EDUCATION

Writing for publication may feel daunting and time consuming. Theory and practice inform each other, but only if we write and share.

First, think about the audience. For JCHE, it is practitioners working with adult learners in higher education or continuing education programs. There programs include credit and non-credit. They are online and face-to-face. The breadth of topics for manuscripts includes all aspects such as marketing, recruiting, program planning, teaching, learning, assessing learning, staffing, developing staff and faculty, and evaluating programs.

To write for publication, first read the author guidelines. If you are not familiar with the required style guide (*APA 6th edition*), then obtain a manual first. Read and review the style manual; it is a guide for writing as much as a certain style. Note the target number of words for the submissions. Manuscripts should not be too short or go over the required words.

Write in small bites. If the word count is 7,000 words, then think about writing 500 words a day or a 1000 words a week. Do not try to write it from start to finish in one sitting. Do not try to make your manuscript perfect as you write. Write ideas as they are present in your mind. You can move ideas and paragraphs around later. If you cannot think of the right word, put brackets around a word and go one with your train of thought. Do not make the mistake that a first draft if a final product. Wait until you are finished with the first draft before you start editing and be ready for a great deal of editing. Manuscripts should be edited by the author(s) at least five different times, with breaks between each editing session. It takes time to fine tune writing. Carefully examine long sentences (over 20 words) and long paragraphs (over 8 sentences) and consider how it they could be simplified.

As you edit the writing consider these questions: Is the manuscript logically organized? What would make a reader read this manuscript through to the end? Is it written in active voice? Are the tenses consistent? Does it tell the complete story? What could a practitioner take away from this manuscript? How does this expand the literature on the topic?

A paper is well written if someone who is unfamiliar with the topic can read it and fully understand the message. Share your manuscript with a trusted colleague or someone who has written for publication. Constructive criticism is your friend; embrace it. A trusted writing mentor will give you the honest feedback and not just simply assure you it is fine.

Re-read the journal's instructions before submission and make sure your manuscript complies with all the instructions. Pay attention to the details concerning how the document should be submitted (i.e. Word document, PDF, title page separate, required elements – abstract and keywords).

Once submitted, remember all criticism and feedback are your friend. Learn from the comments and write again.

N-SPIRE: HELPING PROFESSIONAL ATHLETES GET TO THE ACADEMIC FINISH LINE

PRESENTER: JILIAN K. DONNELLY, NEUMANN UNIVERSITY

In today's higher education conversations, it is unlikely that people are asking themselves how they can help professional athletes finish college. They don't really need the degree, right? They all make millions, right? Why should colleges and universities even care? The research on elite athletes isn't what you might think. The Neumann Sports Professionals Initiative to Return to Education (N-SPIRE) program was designed to reach those who play professionally, yet never make it to the ultimate level of their individual games. It is these athletes that need the most help. What the research shows is that elite athletes often have a traumatic retirement transition. Frequently, the process is fraught with depression, unemployment, and loss of income. When the smell of competition is gone, and the locker is cleaned out, a new world emerges often with a turbulent adjustment period. Ideally, the decision to retire from a chosen profession is an individual choice coming at a later phase in life. Typically, a potential retiree would have time to adequately plan for retirement, both financially and psychologically. Yet, for professional athletes the inevitable decision to retire is frequently determined by factors beyond their control and often forced upon them as a result of injury or poor performance level. So what do retired and active professional athletes have in common with the typical adult learner? A lot:

- We know that professional athletes, like many other adult learners, may have some college completed.

- We know that when they transition out of their careers, like many other adult learners, there is little support or guidance.
- We know that many professional athletes, like many other adult learners, do not realize education is an option for them because they cannot see how they have any transitional skills into any other career/job/educational environment.

At its core, N-SPIRE is a support program that both recruits and advises those either currently working in, or retired from, professional sports. This includes players, coaches, and sporting officials. The secret to success is really not a secret; it is what many of us in program development and advising do each and every day. The relationship between solid academic programs, that are both flexible and convenient, and the academic advisor is the most critical relationship these learners have. This relationship, the PERSONAL AND REAL relationship between advisor and learner, is so important! Learners that come to Neumann through N-SPIRE are not individuals that enter into a traditional course where the population of learners has nothing in common with them. They are with their relational peers and come in to finish a degree quickly and efficiently. Critically important is the liberal transfer credit policy and the ability to offer the degree programs in a variety of modalities (online, hybrid, on campus, accelerated).

Additionally, we at Neumann University are an institution that has committed to credit for prior learning and have done so since the 1970s. Valuing these learning experiences that happen outside of the classroom is not only the right thing to do, but it also helps to bridge the gap that many leaners feel separates them from regular “college students”. A hallmark of all of our adult learning courses is an experiential learning component. This design really is an extension of who we are. We’ve all read the research that tells us that as adults, when we are personally connected to the content, we retain the knowledge and information more completely. We’ve designed a common project in each of our classes that combines scholarly research, critical thinking, and experientially-based learning. So the moral of the story is…There are so many variations of the adult learner population. Those involved in professional sports are just one small segment. Take with you encouragement for any of you who might be interested in targeting a special population to consider the options….to not buy into the stereotypes that many hold about whatever population you want to reach out to. Our institutions that are devoted to adult learners can do so much good for so many. Our talents…YOUR talents….should be showcased in creative ways carrying out our mission to assist adults in finishing their college degrees.

BEYOND ACE – ASSESSING MILITARY SERVICE FOR ACADEMIC CREDITS

PRESENTER: DAVID DONATHAN, ELIZABETHTOWN TECHNICAL AND COMMUNITY COLLEGE

Does your institution of higher education (IHE) struggle with transfer credits for veterans? ACE/AARTS/JST and other reporting systems only evaluate formal military schooling. What about competency-based (experiential) credit? Learn how to begin assessing military jobs and job performance for academic credit. ACE covers only formal military training for service connected academic credit. No standard guide assesses credit for veterans that is comparable to institutional award of credit for life experience criteria (civilian professional work). This session explored assessing performance in military assignments for academic credit using a model similar to evaluating civil work experience, including some basic military terminology, correlating military experience to course outcomes and a practical exercise.

A commitment to serving the educational needs of military veterans, recognizes the unique unparalleled learning experience provided by military service.

Many colleges and universities already provide traditional transfer credit opportunities based on formal military training in accordance with:

1. The American Council on Education National Guide to College Credit for Workforce Training

2. Joint Services Transcript

3. Defense Activity for Nontraditional Education Support

4. Community College of the US Air Force

5. The Coast Guard Institute

6. Sailor/Marine American Council on Education Registry

7. The College Level Examination Program

These credits, however, only recognize training courses and stop short of allowing on the job experience and demonstrated competencies to translate into academic credit.

One obstacle faced by IHEs is a lack of familiarity with military jobs and terminology. While it is relatively easy to research civilian jobs, it is more difficult to find correlating outcomes for military positions. Job sites such as http://www.onetonline.org/crosswalk/MOC/ provide some “translation” of military occupational specialties (MOS) to more easily understood civilian job comparisons, but they do not provide essential details of job responsibilities, thus making a direct comparison to education outcomes challenging. For example, “Drill Sergeant” and “Company Commander” are job titles whose specific duties and skills vary while the general leadership responsibilities are similar. Being able to identify similar civilian positions may make it possible to refer to The Dictionary of Occupational Titles (http://www.occupationalinfo.org/) for duties and responsibilities for additional evaluative data.

Being able to read military documents provides a shortcut gathering the information necessary to accurately determine what life experience credits are appropriate for military experience. In most cases, the competencies and on-the-job learning are documented in multiple sources on multiple forms by multiple evaluators. Where questions arise, additional information can be obtained from military recruiters, Education Service Officers at military installations or simply by asking current and former service members to explain an unfamiliar term or phrase.

TOOLS FOR THE ADULT LEARNER

PRESENTER: BONNIE J. COVELLI, UNIVERSITY OF ST. FRANCIS (USF), KENNESAW STATE UNIVERSITY, COLLEGE OF CONTINUING AND PROFESSIONAL EDUCATION

Most trainers and educators who actively work within continuing higher education would agree that adult learners have unique needs. If you then add the e-learning or online platform to the educational environment, there are additional challenges for the students and the instructors. It is important for educational providers to find appropriate tools to meet the learning needs and provide a return on investment for the adult learner.

Why are adult learners different? Some of the obvious answers are: adult learners have life experiences. They often have jobs and/or home responsibilities. To put it in colloquial terms, these learners come to education with baggage. Andragogy, a term defined by Knowles in the mid-1960's as: "the art and science of helping adults learn" helps shed some light on why adults are different from other learners (Knowles, Holton, & Swanson, 2011). Adult learners ***need to know*** the purpose of education and must understand how the learning affects them; adult learners tend to be ***self-directed*** and are ***motivated to learn*** for different reasons, often related to internal or external benefits (Knowles et al., 2011).

There are other theories, of course, such as constructivism which describes the purpose of learning as the need to construct new knowledge (Merriam, Caffarella, & Baumgartner, 2007). Behaviorism takes a slightly different approach assuming that observable behavior is the focus of learning, and the learners' environment shapes this behavior (Merriam et al., 2007). Behaviorists center on the action of learning (Allen, 2007).

Regardless of the specific theory applied, there are teaching tools that can be applied to the online classroom. For example, adult students are often overwhelmed with the structure of the online classroom. Learning management systems are not always intuitive at first. Videos and audio clips that show students how to navigate through the course can help ease some of this transition. Adults may feel more comfortable with someone on the phone actually describing what steps to take to open files, download materials and post assignments. Curricular elements can assist the adult learner as well. Many of the adult learning theories support the use of more hands-on, practical assignments. If students can apply what they are learning to a work or home scenario, they are more likely to experience the transfer of learning. In the online classroom, this can be accomplished through project-based work, case study discussion questions, or asking students to build wikis or webpages. Gamification is becoming a popularized buzz term in online learning, and the use of games with adult students is certainly a technique to add more hands-on activity to the classroom.

As technology advances and more e-learning tools are released to market, there are new and exciting ways to engage adult students. This includes having students create presentations in new platforms, developing short video clips for posting in discussion boards and completing assignments using audio rather than text tools. Practicality is often a starting point for finding appropriate tools, but creativity can be the vehicle to meeting the needs of the adult student.

References

Allen, J. (2007, Spring). Adult learning theory & leadership development. Kravis Leadership Institute, *Leadership Review, 7*, 26-37.

Knowles, M.S., Holton, E.F., & Swanson, R.A. (2011). *The adult learner: The definitive classic in adult education and human resource development*. (7th ed.). New York: Routledge.

Merriam, S., Caffarella, R., and Baumgartner, L. (2007). *Learning in adulthood: A comprehensive guide*. San Francisco: Jossey-Bass.

ASSESSING ONLINE FACULTY ASSESSMENT: THE DEVELOPMENT OF AN INSTRUCTIONAL PRACTICES RUBRIC

PRESENTER: MARC WILSON, SOUTHERN NEW HAMPSHIRE UNIVERSITY

Session Summary

Higher education in general and online education in particular are under increasing pressure to demonstrate efficacy. Despite the acknowledged importance of the role of faculty in student success, little empirical work has been published regarding the assessment of online faculty performance. After a brief review of the relevant literature, this session presented an overview of the process of developing and validating a rubric for the assessment of online faculty performance in use at the College of Online and Continuing Education at Southern New Hampshire University. A discussion of the relationship between faculty performance and student success followed.

Conclusions from the Literature

A review of the existing literature on assessing online faculty performance revealed no clear consensus on an effective instrument or methodology specifically designed to assess faculty behaviors independently of course design (Dykman and Davis, 2008; Lord, 2009; Manderach, Donnelli, Dailey, and Schulte, 2005; Tobin, 2004; Villar and Alegre de la Rosa, 2007; Weschke and Canipe, 2010). Thus in courses which are not designed by the instructor, instruments that measure student satisfaction or success confound these factors with instructor performance. Existing rubrics for evaluating online teaching were created with the assumption that the course was designed by the instructor who is teaching the section (Pina and Bohn, 2014). Moreover, many existing rubrics focus on faculty mechanics rather than the quality of faculty interactions with students. For instance, a study by Pina and Bohn (2014) surveyed faculty, administrators, and students to assess the importance of 6 indicators of instructor behaviors:

- Has the instructor logged in at least an average of every other day?

- Has the instructor posted a biography of at least a paragraph, in addition to contact information?
- Has the instructor posted announcements at least weekly?
- Is there evidence that the instructor answers student inquiries in two days or less?
- Does the instructor participate in discussion forums where appropriate?
- Does the instructor provide feedback on assignments?

Although these faculty behaviors may be necessary and important, they address the mechanics of online instruction in terms of frequency and timeliness; they do not assess the quality of the instruction provided. As online programs continue to move in the direction of using curated courses that delegate the responsibility for course design to a team of instructional designers and subject matter experts in which the faculty members teaching individual course sections have little or no role in the selection of course content, assignments, or overall course design, instruments which assess the remaining roles and functions of online faculty are needed.

Development of the Instructional Practices Rubric

After concerns were raised about the inter-rater reliability of the existing rubric that was used to assess the performance of online faculty , a new instrument called the Instructional Practices Rubric was developed by a committee that represented a cross-section of faculty and administrators. The Instructional Practices Rubric (IPR) was designed to measure the quality of faculty performance, not the quantity or frequency of faculty behaviors when teaching curated courses. A modification of the Community of Inquiry Framework (Garrison, Anderson, and Archer, 2000) of the educational experience provided the theoretical basis of the IPR. This model posits that the students' educational experience is determined by the interaction of three factors: Social Presence, Cognitive Presence, and Teaching Presence. In this model, the climate of the classroom is set by the interaction of Social Presence of the students and the instructor with the Teaching Presence of the instructor; the Social Presence and Cognitive Presence interact to determine the quality of the supporting discourse; and the selection of course content is a function of the interaction of the instructors Teaching Presence and Cognitive Presence. (See Figure 1)

Figure 1: Community of Inquiry Model

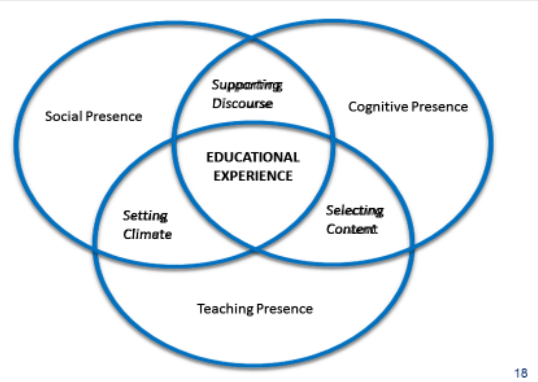
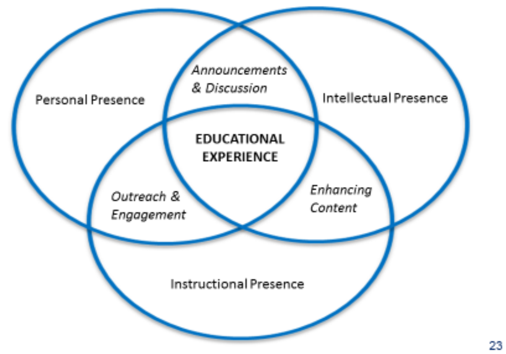


Figure 2 represents the modification of the Community of Inquiry model as it is used in the IPR; the overall educational experience is determined by faculty behaviors that are grouped into three distinct by interacting categories, Personal Presence, Intellectual Presence, and Instructional Presence. Each of these form a standard in the IPR and are defined as follows:

Figure 2: Instructional Practices Model



The Personal Presence Standard

"The instructor demonstrates support to students by acknowledging prior learning and experience of students, upholding academic standards, addressing and solving concerns through care and considerate communication, and exemplifying professional tone and encouraging disposition" as demonstrated by **Instructor Personal Presence Behaviors** such as

- Personalization of the classroom
- Building rapport
- Setting realistic expectations
- Being responsive to students
- Being positive, encouraging, approachable
- Being "Real" (Authentic)

The Instructional Presence Standard

"The instructor demonstrates active engagement throughout the course, monitoring student progress and proactively engaging students to promote relevant academic growth. The instructor completes all grading with detailed, individualized feedback, utilizes the rubric (if applicable) and offers support and guidance to every student every time, using a variety of methods to encourage student progress" as demonstrated by **Instructional Presence Behaviors** such as

- Bringing content to life
- Expertise in the discipline
- Facilitating mastery of concepts (Feedback)
- Evaluation (Grading)

The Intellectual Presence Standard

"The instructor demonstrates knowledge and familiarity of course content and materials, utilizing expertise in one's discipline to create connections between course content and current developments in the corresponding field, maximizing student achievement in the learning environment" as demonstrated by **Intellectual Presence Behaviors** such as

- Challenging assumptions and thinking
- “Socratic” questioning
- Guiding learning (scaffolding)
- Identifying strengths/weaknesses
- Making connections
- Filling in the gaps

The three permutations of these standards or “Presences” represent three significant types of faculty functions. Specifically, the interaction of Personal Presence and Intellectual Presence can be seen in the instructor’s announcements and discussion posts; the interaction of the instructor’s Personal Presence and Instructions Presence are seen in his or her outreach and student engagement efforts; and, the interaction of the instructor’s Intellectual Presence and Instructional Presence are seen in posts that enhance the content of the course that has been built by the course design team. In order to operationalize the definitions of each element of the IPR, specific instructional behaviors are identified. For instance, the faculty behaviors for **Personal Presence capture** faculty behaviors that relate to Supportive and Encouraging Outreach as well as Communication and Tone:

- Responds objectively and professionally to student issues and concerns
- Accepts the responsibility of supporting and guiding students
- Values the prior knowledge and experiences students bring to the classroom
- Establishes professional relationships with students that demonstrate care and concern
- Uses positive language, encouraging ideas and a good-natured, supportive tone in all interactions
- Actively listens to students assessing their needs and offering assistance and encouragement
- Reaches out to students who are struggling, offer positive encouragement, and help them develop a plan to successfully complete the course
- Encourages students to share their questions and concerns

Each standard is further articulated by specifying the critical elements that are assessed in the standard and detailed descriptions of faculty behaviors at each level of performance in the rubric. Figure 3 shows the critical elements and the performance levels for each in the Personal Presence standard of the IPR.

Figure 3: Personal Presence Instructional Practice Rubric

Outcomes	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Applies strategies to develop individualized connections with students	"Meets Expectations" criteria and leverages individualized student experiences to make personal connections through multiple outreach strategies.	Provides students with feedback that acknowledges their strengths and accomplishments while clearly identifying key areas for improvement.	Utilizes student prior knowledge and experience in referencing and making connections but lacks consistency or depth.
Communicates professionally and accessibly for promoting a positive learning environment	"Meets Expectations" criteria and initiates communications that proactively establish a positive learning environment.	Exhibits professional authority balanced with accessibility and approachability through student centered communications.	Creates an online learning environment of professional tone and respect but attempts are inconsistent or cursory.
Utilizes problem solving strategies in addressing student concerns	"Meets Expectations" criteria and partners with students to create individualized student plans that leverage academic support services and other university resources.	Answers all student questions in a proactive manner, with specific actions and guidance	Communicates with students and colleagues to address and solve concerns but communication is inconsistent, irrelevant or lacks professionalism

Methodology: Validation and Norming of the IPR

In order to ensure a higher degree of objectivity, a team of administrators and faculty members who were not intimately involved with the development of the IPR conducted the validation study and norming process. Artifacts of faculty performance were collected from recently run course sections to represent the full range of faculty functions. To simulate the feel of the faculty evaluation process, the artifacts were assembled into a Blackboard course shell. Faculty evaluators then assessed each artifact using the newly developed Instructional Practices Rubric. The test consistency resulted in an r = .70 (kappa adjusted) which suggests that the instrument has a moderate level of inter-rater reliability (50%). Although this was higher than that for the previous instrument, it was clear that in order for the IPR to be used to assess the performance of individual instructors, careful training (norming) of evaluators would be necessary if the instrument is to have an acceptable level of reliability.

A series of synchronous norming sessions were held, segregated by academic discipline. After these trainings, another round of testing was conducted using the simulated course. Post-norming testing yielded an r= .9 which suggests a significantly higher degree of inter-rater reliability after norming (80%).

Implementation and Preliminary Results

The IPR replaced the previous rubric in the fall of 2015. At the time of this presentation, only one term of data were available and there was insufficient time to conduct a full analysis. However, anecdotal evidence from faculty evaluators indicates that the IPR offers a better focus on improving teaching and less emphasis on "counting" faculty behaviors such as frequency of logging-in and number of posts.

Future Plans

Once the IPR has been in use for several terms, the validation and norming exercises will be repeated to determine if any "slippage" in inter-rater reliability has occurred. At this point, the plan is to re-norm every faculty evaluator yearly. In addition, a study will be conducted to empirically examine the relationship between the IPR and student success to determine the extent to which instructor behaviors are most salient in predicting student outcomes. Finally, future versions of the IPR will further incorporate the conclusions drawn from learning science research regarding the relationship between "best practices" in online instruction and student learning outcomes.

References

Dykman, C., & Davis, C. (2008). Online education forum—part three: A quality online educational experience. Journal of Information Systems Education, 19(3), 281–289.

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. Internet and Higher Education, 2(2-3), 1-19.

Lord, T. (2009). "But I thought we were colleagues?" Professors evaluating professors. Journal of College Science Teaching, 38(3), 62–66.

Mandernach, B. J., Donnelli, E., Dailey, A., & Schulte, M. (2005). A faculty evaluation model for online instructors: Mentoring and evaluation in the online classroom. Online Journal of Distance Learning Administration, 8(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall83/mandernach83.htm.

Piña, A. A., & Bohn, L. (2013, June). Beyond quality matters: Assessing online instructors, not just the courses. Proceedings of the Distance Learning Administration 2013 Conference (pp. 153- 157). Carrollton, GA: University of West Georgia.

Tobin, T. (2004). Best Practices for Administrative Evaluation of Online Faculty. Online Journal of Distance Learning Administration, 7 (2).

Villar Angulo, L., & Alegre de la Rosa, O. (2007). Online Faculty Development and Assessment Systems (OFDAS): A study of academic learning. Journal of Personnel Evaluation in Education, 20, 21–41.

Weschke, B., & Canipe, S. (2010). The faculty evaluation process: The first step in fostering professional development in an online university. Journal of College Teaching and Learning, 7(1), 45–55.

A STRATEGY TO ATTRACT, RETAIN, AND GRADUATE OUR ADULT LEARNERS

PRESENTER: KATE VANDERKOLK, GRAND VALLEY STATE UNIVERSITY

This presentation looked at a program at Grand Valley State University called Laker Complete. GVSU's Laker Complete Program offers former GVSU students who have been away from the University for a period of time, an opportunity to return and finish what they started in a supportive environment. For several years at the Universities regional campuses there have been letters sent to former students encouraging them to return and complete their degrees and in 2013 efforts were expanded to the main campus. This presentation discussed how marketing materials were developed specifically towards the stop out audience and addresses things learned through the process. The presentation also looked more closely at institutional processes for tracking the students and collecting data on re-entry students, how relationships were formed with the registrar's office to formalize the process of data collection. Lastly, this presentation addressed how re-entry students were supported as they returned, how the disruptions in their education that caused them to leave the university were addressed, and retention tools used as students returned.

PROMOTING "TRADITIONAL" STUDENT SERVICES TO DEGREE-SEEKING EVENING STUDENTS

PRESENTERS: KAYLA OHMES, SAINT LOUIS UNIVERSITY AND FARAH HABLI, SAINT LOUIS UNIVERSITY

This roundtable presentation covered promoting student services that are considered "traditional" to all degree-seeking evening students. There is a shortage of student services made available to students who enroll in evening courses. While daytime students have access to these offices with traditional 9:00 a.m. – 5:00 p.m. business hours, evening students often do not. These student services include but are not limited to: academic advising, career resources, Cashier/Bursar office, tutoring and writing assistance, disability/accommodation services, financial aid counseling, and student health services. While many institutions promote evening programs as flexible and convenient to the working professional and adult student, this flexibility often comes at a price: a campus full of student services offices that are closed by the time the evening student arrives to campus. For many institutions, the extent of their evening student offerings is simply to extend their office hours. Is this really the best strategy? We looked at schools who have utilized new means to provide student services to evening students as well as marketing strategies to promote traditional student services to evening students.

ONLINE PROGRAMS: FEES AND FISCAL MODELS

PRESENTERS: PAULA SHIPPER AND SONYA FAUST, UNIVERSITY OF OREGON

Summary: This roundtable session discussed emerging challenges and shared best practices for program fees and organizational support models. A facilitation team drew upon experiences and research of competitor institutions to guide the conversation and summarize the participants' knowledge and creative solutions.

IMPLEMENTING ONLINE PROGRAMS AT SMALL INSTITUTIONS

PRESENTERS: VICKIE COOK AND RAY SCHROEDER, UNIVERSITY OF ILLINOIS – SPRINGFIELD

Small institutions face challenges that are unique and require creative approaches for high quality results. Leaders in the field of online learning at a small institution are often chosen for this work from those who have approached this leadership role through a variety of backgrounds and preparations. Many of the leaders in online learning come from the ranks of faculty and academic affairs, while others have approached this work from an IT or a CIO role. Still others have backgrounds in creative services and web design or instructional design.

Online continuing and professional education in today's environment requires the strength of leaders who are familiar with partnership and collaboration among key constituents. Leadership in online learning requires a broad approach to brining in key staff and faculty from across campus. To be successful, all facets of the institution must be represented at some point during the online learning process of development and sustainability. Identifying and building strong champions across campus is a critical role to the successful online learning leader. Understanding the currency of the institution in terms of what is most valued and what is most expected is also a characteristic that online learning leaders must be able to ascertain.

As with all good leadership models, a thorough understanding of an institution's mission, vision, values, and strategic plan is critical. Operational alignment of the institutional budget with the strategic plan is also a critical component to allow success to occur. Being authentic about expectations, competition, and monetary outcomes is one area that online learning leaders must embrace.

If the small institution is ready to completely embrace an online learning strategy, then target audiences, markets, connection between on-ground and online faculty and staffing must all be taken into consideration. There are commitments to an online learning strategy, as well as an investment in the endeavor that are necessary. The days of high returns for little investment are no longer viable. One quick look at the competition will convince any online leader and subsequent administrators and board members that careful decisions need to be made for investment and commitment.

Faculty support and governance to ensure high quality courses taught in a manner that adheres to institutional values is also an important consideration. Faculty, Departments, and Programs should all be aligned with strong governance connections to those that oversee the curriculum decisions for on-ground course work. It may be attractive to consider ways to bypass governance systems, however a long range look at future commitments to this initiative will suffer if faculty buy-in is not present (Halfond, 2014).

The Hallmarks of Excellence provide a framework by which institutions can begin to self-evaluate and prepare their leaders for the future. The framework consists of seven points of purpose.

- Internal Advocacy
- Entrepreneurial Initiative
- Faculty Support
- Student Support
- Digital Technologies
- External Advocacy
- Professionalism

The process of self-reflection and exercise of authentic leadership as a leader will assist those leading online learning endeavors through a learning process to find areas of strength and to bolster areas of challenge while maintaining a leadership position as a collaborator to build strong units of online learning at small institutions. Each level of leadership, tactical, operational, and strategic are needed to overcome the many challenges and to meet the demands for future growth and sustainability in the online realm of higher education today.

The University Professional and Continuing Education Association (UPCEA) released the Hallmarks of Excellence in 2015, drawing upon collective expertise and vision to prepare a roadmap for the design and implementation of excellence in schools, colleges and departments of continuing and professional education (Halfond et al., 2015). This blueprint will guide online learning leaders into the next century of leadership in the field.

The values that have led these efforts are the same that are driving change across all of higher education. Those professional and continuing studies prepare to lead their institutions through the disruption that awaits us. At small institutions, this is an especially daunting task as the future looms.

References

Halfond, J. A. (2014). Online leadership at the vortex of academic destiny. New England Journal of Higher Education, (June 16, 2014). Retrieved from

Halfond, J. A., Castello, A., Cillay, D., Coleman, N., Cook, V., LaBrie, J., Salley, W. (2015). Hallmarks of excellence in online leadership. Retrieved from http://www.upcea.edu/hallmarks

MENTORING FUNDAMENTALS - TRAINING FOR EFFECTIVE MENTOR-MENTEE RELATIONSHIPS

PRESENTER: KEVIN SCHWENKER*, FCMC, PRINCIPAL, SCHWENKER & ASSOCIATES, HALIFAX, CANADA INSTRUCTOR, SOBEY SCHOOL OF BUSINESS, MBA PROGRAM & SAINT MARY'S UNIVERSITY DIVISION OF CONTINUING EDUCATION

Brief Description

There is quite a buzz of mentoring going on - most organizations claim to - or want to be - doing it. However there is much confusion as to what mentoring is and what direction and support it needs to be successful. In this interactive workshop, participants learned about the purpose, stages and goals of a mentoring relationship mentor roles and competencies and what else should be covered in a well-founded mentor/mentee training program.

Specifically, participants would have taken away these four things from the workshop:

- A clear understanding of what mentoring is, and the 5 stages in the mentoring relationship process
- Insights into each participant's readiness to take on a mentoring relationship including an assessment of the level of knowledge and comfort with the roles and competencies required
- The benefits of mentor/mentee training for potential target markets of the participant's continuing education programs
- The ten key steps to design and implement an effective mentoring program.

Using Mentoring to Drive Organizational Results

When it works, mentoring can be a dynamic method to promote engagement, shift culture, support change initiatives, develop current and future leaders, and ensure knowledge transfer within an organization. It can be a powerful performance management tool, supporting recruitment, retention, professional development, and succession planning. And it can also be used as a powerful way to develop and integrate the increasing diversity we see in our workplaces.

To accomplish any of these things, it requires that the organization establish clear program goals and is prepared to support the initiative. Without clear goals, little will be gained or accomplished. And a goal without the ways and means to accomplish it is nothing more than a paper tiger. Achieving successful mentoring results starts with a solid foundation of education - training that effectively prepares the mentor and the mentee to enter into a developmental relationship. This will ensure that both the mentoring partnership, and the program, will be a success.

The Mentoring Process

Mentoring is an intentional developmental relationship. The key word is relationship. Mentoring is not about lectures, 'downloading' knowledge, group interviews, or rotating conversations with successful leaders; nor is it networking or a one-time meeting. To be effective, mentoring must be a sustained relational partnership. Like any other relationship, the Mentor and Mentee must share a connection and a purpose. It must be a balanced relationship where both Mentor and Mentee purposely benefit from growth and development over the course of working together.[1]

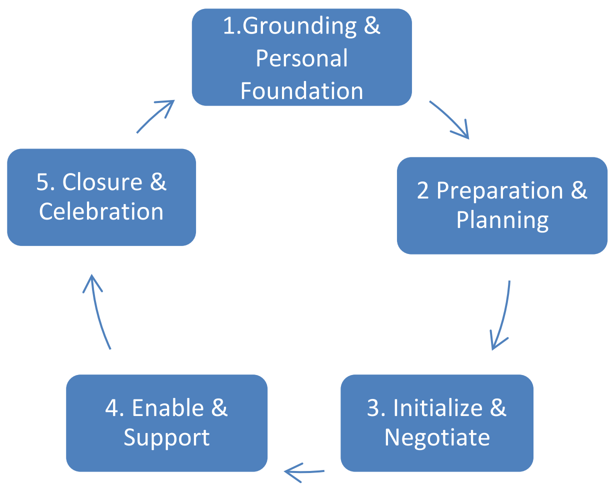


Figure 1 The Five Stages of Mentoring, as Presented in the Mentoring Fundamentals Program

Few mentoring training programs provide the necessary grounding, preparation and planning that go into initiating and supporting a successful mentoring partnership. Nor do many understand the essential process of closure. As shown in Figure 1, there are 3 stages before the mentoring relationship even begins, only one stage of actually being in the relationship, and a powerful final stage to bring closure to the relationship. The Mentoring Fundamentals program provides grounding in all of these essential stages.

For Mentors AND Mentees

What is unique about these two workshops is the integrated approach – ensuring ***both*** the mentor and the mentee step into a mentoring partnership with clarity, confidence and inspiration.

---

[1] Adapted from, "The Move to Mentoring", Return on Strategy e-Zine, Bluteau DeVenney Inc., Issue 15 March 2014, accessed via http://www.bluteaudevenney.com/ezine/featured-article-of-the-month/the-move-to-mentoring.html

Both mentor and mentee get fundamental grounding in the five stages of the mentoring relationship. Both will understand the preparation required to negotiate and enter into a successful long-term learning and development relationship. Both will gain an understanding of their responsibilities and the essential competencies required to make the mentoring partnership work.

This integrated approach ensures both partners know exactly what to do to achieve mentoring success, and therefore ensures a positive, fast launch into a dynamic mentoring relationship. As a result, both the goals of the mentoring partnership and of the organization can be achieved more effectively and efficiently.

The target audience for the mentoring program which was designed for Saint Mary's University, includes all manner of individuals within organizations – government, for profit and not-for-profit – starting, considering, or already in process with a mentoring program. Assistance is available to those looking to establish a formal mentoring program for the first time, or to "up their game" in how mentoring is undertaken in their organization.

In these fast changing and uncertain times, it is necessary to develop deeper and broader competencies, and create effective ways to share and transfer practical knowledge. Effective mentoring has a proven positive impact on both the mentor and the mentee. Any organization which develops and effectively supports a mentoring program will have a huge strategic asset.

Based on the experience of the workshop designers and market research, foresight and planning is essential to craft and deliver a highly effective and sustainable mentoring program in any size of organization. The following **10 step framework** provides an overview of the essential tasks and questions to be addressed.

The Mentoring Fundamentals Program Design Framework

Define the strategic purpose and primary objectives of the mentoring program initiative

As identified in the opening paragraph, what strategic goals will a mentoring program facilitate or support in your organization? What are the key business unit needs and priorities that need to be supported? Aligning the strategic purpose and primary objectives of the mentoring program with key business goals and operating plans is essential to realizing success through the mentoring initiative.

Establish the context for the program

Determining organizational readiness is essential for creating the conditions for successful program implementation. What training and professional development processes are currently in place for leaders, managers and employees in your organization that will complement the mentoring initiative? What structures and practices are in place, or need to be in place, that will positively support implementing a robust, sustainable mentoring program?

With strategic goals defined and organizational readiness established, the program vision, mission and values can be articulated, thereby establishing the context and positioning for the mentoring program.

Ensure leaders are on board and visible in providing consistent support

As with most organizational change and development initiatives, success and sustainability is dependent on strong leadership commitment and direction. It also makes a significant difference to the program when key leaders who are strong advocates of the program participate as mentors themselves.

What are the best ways to enroll and engage all levels of leaders, managers and employees, along with key stakeholders, to drive successful implementation of the program? How is it best to define and articulate the key benefits the organization and its employees will realize from this initiative? Where is the best place in the organization to run a pilot program? What will leaders be most willing to support? How do we engage these leaders in a pilot program that will create quick wins and demonstrate value?

Set up management, oversight and coordination of the program.

As a minimum, management of the program should include processes for; 1) identifying, screening and matching mentors and mentees, 2) overseeing education and training of the candidates, 3) monitoring and tracking the health and effectiveness of active mentoring partnerships, 4) providing support, assistance and guidance to those participating in the mentoring program, and, 5) reporting on the successes of the program against established program goals and objectives. It is important to provide relevant orientation training for managers and executives involved with the project so they can properly develop and/or support these processes.

Who are the key people that will best fulfill the demands and responsibilities in these roles? What additional training will be required to prepare the project management and coordinators for the initiative? Mentoring programs must have strong coordination and administration to be successful. Assigning a primary project lead to coordinate and direct various aspects of the program is best practice. Selecting members for the management team from multiple levels of the organization will allow faster scalability when the time is right to expand the program into other areas of the organization.

Identify the criteria for participation and the matching process

There are many important things to undertake in identifying and matching participants. Who is the target audience? How will this expand over time? Who should participate - are there specific eligibility requirements? Is a recruitment process required? When recruiting mentors/mentees, will you employ a voluntary or demand participation process? How will you match mentors and mentees? How will you build in reverse mentoring to generate effective knowledge transfer and skills development between generations?

To create the conditions for success, it is essential to ensure that during the matching process both parties are aligned around the goals of the program, areas of accountability, boundaries, communication protocol, and how to navigate the challenges and difficulties that can occur during their work together.

Assess issues, challenges and risks

As with any project, risk assessment and mitigation planning is important. Issues, challenges, conflicts and "creative" tension will show up in most mentoring partnerships, or among different groups and sub-groups involved in the program in different parts of the organization.

To avoid unnecessary and negative consequences the initial program planning stage should anticipate and prepare for these situations. Having safety nets, protocols and processes in place ensures that participants can respond and adapt with constructive learning and positive change. What can be put in place that will act as an "early warning system" to flag issues and problems before they cause damage to the mentoring partnership? What strategies and tools will be needed to prepare participants to pre-empt or navigate these inevitable situations?

Plan education and training programs

Integrated education and training for both mentors and mentees makes a significant difference in the quality and effectiveness of mentoring partnerships. Research confirms that with formal training mentoring relationships are three times more likely to succeed if both the mentor and the mentee participate in similar, formal training. It cuts down wasted time figuring out how to proceed and gets the relationship off to a running start.

The education and training process should, at a minimum, clearly outline the core stages of the mentoring process. Within that, it is important to establish requisite preparations; define roles and responsibilities, protocols and practices; provide problem solving and communications tools and techniques, and make clear the essential competencies that will cultivate excellence in the work of the partnership. It should prepare participants to bring their relationship to a successful close. What is the organization's current inventory of mentoring/coaching tools and professional development processes? What additional education and training may be required for individuals and groups engaged in and around the program?

Develop a strategic communications plan

Communication is a lynchpin in the process; it is critical to creating and sustaining a high performance mentoring culture. Communication creates value, visibility and commitment for mentoring, and makes clear the benefits and results that align with an organization's strategic mandate. What will be the best way to integrate the mentoring program communication plan with the broader organizational communications strategy and initiatives?

Communications should be geared to gain ongoing engagement from employees to executives, and transfer relevant and real time knowledge within, and about, the program.

What needs to be communicated in order to increase trust, strengthen relationships and create alignment in the organization, and with external stakeholders? A communications plan which carefully identifies what, why, who, when, how, and who is responsible for what, is fundamental to support program effectiveness.

Rollout and launch the mentoring program

A well thought out program launch is a key step in any successful change initiative. This is the time to put a clear focus on the program goals and objectives, and engage individuals in reflection on how they will benefit from their potential participation. What events and strategies will be employed to create excitement and readiness within the organization for the mentoring program?

Consider effective use of kick-off events, such as town halls, to announce the program and to engage and enroll the target audiences. Highlight the support of senior leaders and key stakeholders across the organization. Report on the successes of the pilot project(s). Be prepared for questions about the program and have the answers ready to bring clarity and understanding to the participants. Plan activities that will engage participants and encourage them to recognize and visualize themselves as successful contributors to the mentoring program.

Track and measure progress, learn from results to fine tune the program

To ensure long term support of senior management and key stakeholders, a mentoring program must have clear, focused goals and associated metrics. Knowing that the mentoring program is delivering results is a powerful way to strengthen commitment and increase motivation for engagement in the program. This requires well thought out processes for tracking, measuring and evaluating, with a focus on continuous improvement. What performance measurement processes does the organization currently employ? How can these be augmented to identify results, measure progress, and fine tune the program?

Building on what is working, and taking action on required changes and modifications, is the hallmark of effective mentoring programs. Tracking and evaluation provides the mechanism to identify and acknowledge the value and benefits gained, and, thereby, fuel motivation, interest and commitment among program participants and in the organization.

Conclusion

Properly designed mentoring programs, combined with focused, relevant training and ongoing support, is a proven way to achieve, or significantly contribute, to strategic organizational goals. The results can be dramatic – improving employee loyalty and engagement, creating more effective teams, building leadership capacity, facilitating practical knowledge acquisition and transfer, improving retention and succession planning, and delivering consistent quality to serve and retain customers. Establishing a mentoring culture builds capacity, competence and resilience, hallmarks of those organizations which are successfully navigating today's challenging environment.

*This article was based on the presentation to the ACHE Conference in St. Louis, Nov 10, 2016 and written with the assistance of David Johnstone of Johnstone & Associates (Victoria, BC, Canada), Mr. Schwenker's collaborator in the design of the Mentoring Fundamentals program.

COMPETENCY BASED EDUCATION: DEFINE, DESIGN, DELIVER!!!

PRESENTERS: KARINA KOGAN AND SUSAN M. KRYCZKA, EDUCATORS SERVING EDUCATORS; ROBIN BERENSON, EXCELSIOR COLLEGE

Colleges and universities across higher education are working to develop competency-based programs. Competency-based education emphasizes the demonstration of knowledge for degree completion, while addressing issues of industry alignment, personalized learning, scalability, and cost effectiveness. Competency-based degree programs represent the changing dynamics of higher education in federal financial aid, assessment of student learning, faculty roles, and approaches to degree completion. Before college and university decision makers can determine whether competency-based education can accomplish its goals, they must first understand the basics of how competency-based education works, the approaches that are used and what problems are we trying to address.

Excelsior College has a rich history of assessing student knowledge through assessment as well as leading competency-based education for over 40 years. During this interactive workshop, participants will:

- Learn the nuts and bolts of competency-based education programs
- Begin developing competencies in a sample exercise
- Explore the challenges associated with developing an innovative program
- Develop an action plan and design processes for introducing or expanding competency based programs to gain support from key stakeholders

WHY FACULTY BUY-IN IS A MUST FOR PRIOR LEARNING ASSESSMENT

PRESENTER: KIM REDFERN, EASTERN ILLINOIS UNIVERSITY

Non-traditional students return to the college classroom with a variety of experiences and knowledge. In order to facilitate critical thinking, faculty members must be prepared, and willing, to utilize those experiences. Prior Learning Assessment (PLA) is paramount for these students to incorporate their learnings and achieve successful completion of their degree path. Prior learning assessment allows the student recognition for skills and knowledge learned outside of the traditional classroom. If we combine all types of prior learning assessment, we have the opportunity to help more students graduate from college.

If we take a look back, we can see that prior learning assessment has grown since its inception. In 1945, the American Council on Education started to evaluate military training for possible college credit. CLEP exams began in 1967. CAEL (Council for Adult and Experiential Learning) decided to investigate the possibilities of portfolio assessment. In today's college world, the potential uses of prior learning assessment can incorporate all of these into a well-rounded degree path for these non-traditional students. Faculty buy-in is the key for success in any prior learning assessment pathway. There are many benefits to using prior learning assessment, from cost savings for students to faster time to graduation.

It is imperative to remember is that we are in the business of helping students learn new skills and knowledge, and to utilize that knowledge to be successful in the working world. The importance is not how or where the knowledge was learned; the focus should be on the knowledge itself. Prior learning assessment can only be successful if everyone recognizes and accepts that knowledge can be learned outside of the traditional college classroom.

THE BOLT MODEL: A UNIQUE APPROACH TO FOSTERING GROWTH AT EDUCATIONAL OUTREACH SITES

PRESENTERS: KENDRA GROSS, ROD LEIRD, JENI MAPLE, AND MATT MORRIS, SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

This session described the Outreach Model utilized by Southeastern Oklahoma State University's Educational Outreach sites, the BOLT (Building Opportunities, Learning Together) Model. The presentation began with a brief explanation of SE's Educational Outreach and the BOLT model itself and then explored how this systemic, non-linear model is used at each of SE's four primary outreach sites to provide greater opportunities for expansion and nontraditional student success. Primary topics included advising and student services, deployment of anchor faculty, and marketing plans, as well as the process of adapting the model to the unique challenges and student needs at each site. The session concluded with examples of the model in action, exploring programs that were spin-offs of the model like the B.B. A. in Hospitality Management and the B.S. in Early Intervention and Child Development, as well as a discussion of the issues and challenges faced by the outreach sites in implementing the model. The session also included an opportunity for participants to ask questions and share their own experiences in educational outreach and serving non-traditional students.

CUSTOMER SERVICE AT THE COLLEGIATE LEVEL

PRESENTER: ANN MERRIFIELD, DIRECTOR OF BUSINESS DEVELOPMENT, COLUMBIA COLLEGE

Introduction

How many workshops on customer service have you attended in your lifetime? More than one, for sure!! You probably know the importance of "Giving them the Pickle" and "Making their Day". But providing excellent customer service to our students is more than just "keeping the students happy". And it's not just about the students – it's the parents, other departments, even coworkers. This workshop provided opportunities to discuss and process the meaning of customer service in the academic setting and suggested strategies for enhancing the level of customer service provided.

Typical Customer Service Topics:

- The customer is always right
- Dealing with angry customers
- Service recovery
- Walking in the customers' shoes
- Going above and beyond

Is the student a customer?

"Regardless of our level of comfort when referring to students as customers, the bottom line is that there are principles from the customer service literature that higher education can adopt to empower students to be successful. ***Instead of getting caught up in the semantics of what to call students, the focus should deliberately shift to helping students make the most of their experiences on our college campuses."*** Customer Service in Higher Education: Finding a Middle Ground – The Mentor

Principles of Customer Service for Higher Education

The success of the institution is dependent upon providing high-quality service to students. **Students affect the bottom line.**

Employees need to be reminded that every single one of them, regardless of their level of interaction with students, is in the **business of serving students**. Everything is woven together in the institution, and students deserve to receive assistance to meet their legitimate needs.

When it comes to experiencing service satisfaction, **perception is reality in the minds of every student**. It is important to understand the student in order to deliver service in a manner that is perceived to be satisfying to the student.

Each student **is unique**, thus it is important to understand the unique qualities of each student in order to provide service that meets their **individual** needs.

Employees should follow a variation of the Golden Rule by treating students the way that they would want their son or daughter to be treated.

There is a need to solicit feedback from students at all times and then listen, especially when it hurts. How else can a high level of service be measured?

It is hard to recover from a mistake, so when it comes to service to students every effort should be made to **do it right the first time**.

Real customer service must involve more than a department or a handful of individuals. Providing a true service-centered environment is **everyone's** job!

E-PORTFOLIOS AND INTEGRATED EXPERIENTIAL LEARNING FOR THE STUDENT CO-OP EXPERIENCE

PRESENTER: DONNA DIGIOVANNI, NORTHEASTERN UNIVERSITY, BOSTON, MA

Northeastern University believes in educational experiences that allow students to integrate theory and practice across curriculum and use their knowledge and skills in authentic, real-world situations. Such an "experiential" educational experience promotes self-directed, deeper learning that prepares students to effectively address the complex challenges they will encounter in the global workplace and make positive contributions to their communities.

NU has long been a leader in experiential learning. Cooperative education integrates rigorous classroom study with real world experiences to create a powerful way to learn.

We will look at an online course, ***Integrative Experiential Learning***, to be taken in conjunction with students' co-op work positions, as an example of integrated experiential learning. This six week course guides students through a student-proposed pilot project that they manage at their place of co-op employment. Students are guided by the instructor through six stages, from basic to complex, to frame and implement their workplace pilot projects.

Throughout the course compile and share artifacts and reflections of their work in an e-portfolio which allow classmates and workplace sponsors to know about them, their work, and their projects. E-portfolios are key element of ***Integrative Experiential Learning***, as they bring together the experiential and integrative elements of the course in a tangible manner, allowing others to see how each student is bringing their learning and expertise to bear on their own workplace project. It is an opportunity for students to showcase their work to both the class and their workplace sponsor.

We will demonstrate how ***Integrative Experiential Learning*** integrates course learning and workplace learning in a meaningful way. As students progress through the course, they complete e-portfolio assignments. The goal of e-portfolio assignments is, not to grade the work they are producing, but to document the project management process and showcase the finished product. During the process students identify stakeholders at their workplace, obtain buy in from stakeholders for a pilot project of their choosing, and document their journey in an e-portfolio.

We will present evidence of student success as documented in their e-portfolios. Students were overwhelmingly satisfied with their journey throughout the course. Some typical comments included "I can safely say that I have learned many different things from this course, my peers, instructor, and even myself during the course of this project" and "[The instructor's] engaging with us on a more personal level alongside his educational and valuable responses really made this course enjoyable and worthwhile."

BETTER TOGETHER: CONNECTING WITH YOUR AUDIENCE THROUGH SOCIAL MEDIA

PRESENTER: CHERYL RODEWIG, KENNESAW STATE UNIVERSITY, COLLEGE OF CONTINUING AND PROFESSIONAL EDUCATION

The 2015 conference focused on the theme of success through connection and collaboration. The value of social media depends upon connections and those connections are strengthened through effective collaboration across the university. Involving our key stakeholders and supporters can only increase an institution's social reach. In "Better Together: Connecting with Your Audience through Social Media," the presentation focus was on making meaningful connections with your target audience across diverse platforms: Facebook, Twitter, LinkedIn and Instagram.

Social media is a subset of content marketing, but that's not how it began. In its inception, it was less about brands and more about individuals connecting with each other, sharing moments and information. As brands got involved, the social space became significantly more crowded, so much so that it's now difficult to have your brand voice heard above the other tweets, pins, Vines and more circulating the Internet. But social media is still about people. In fact, it's about more people than ever before. About 23% of the world's population — 2.7 billion — is on social media. In the U.S. that's 58% of people.

At continuing and higher education colleges and universities, we have so many people who are part of our brand story and who are on social media. While we need to share good, useful, engaging content, we can give our content an extra boost by leveraging individual connections, whether that's staff, instructors, students, graduates, parents, donors, board members, media, volunteers… The list goes on.

First and foremost, posts must be high quality to succeed. All content, including social media posts, fits along a spectrum of awareness to purchase and an emotional to rational appeal. Social media focuses most on the awareness end with content pieces such as blogs, videos, contests, webinars, student reviews and similar items performing best.

On Facebook, infographics, blogs, videos, school news, testimonials and the like perform well. You can give your content an extra boost by tagging people and places mentioned in your post, liking other posts as your page and encouraging instructors and other partners to share your content.

On LinkedIn, more professional, informative posts do better: school announcements, job postings, industry trends, etc. For your company page, it's important that all your staff and faculty list your page as their place of work. That's an extra link pointing people back to your page where you can deliver steady content marketing. For your university page, it's even more essential to have people involved; in particular, students and graduates need to list your college as where they went to school. Depending on your name (i.e. Kansas State University), this might be easy or it could be challenging if you're a smaller college that people refer to by different names. That is the case with Kennesaw State University's College of Continuing and Professional Education. To list the page, graduates must type in "College of Continuing and Professional Education at KSU" and select our name from the drop-down menu. If they don't select our name, the link will not point to our page and their profile will not be included in our graduate statistics. Communication for this aspect, therefore, is key.

Twitter is more in-the-moment than LinkedIn or even Facebook. Post breaking news and cross-promote any of your other social posts, keeping it with the platform's character count limit and using photos when possible. Retweeting or otherwise engaging with other posts, including those of influencers in your target market, is helpful.

Instagram, a growing social network with 300 million active users, is the place to share your university's best photos. Food, scenery and inspirational quotes do well here. You can boost your follows and engagement by liking and following others in your audience base, tagging relevant accounts in your post and using hashtags.

Social media is truly the ideal platform to connect with current and future students, and as such, it's also a place where continuing and higher education institutions can distinguish themselves from the competition. On social media, your college, as a brand, can be personal, attentive, genuine and relatable, but it takes diligence as well as collaboration to get noticed in a space that grows increasingly popular — and crowded — as new apps, brands and users enter the scene each year.

DEVELOPING AND NURTURING RELATIONSHIPS TO INCREASE ENROLLMENTS

PRESENTER: ANN MERRIFIELD, DIRECTOR OF BUSINESS DEVELOPMENT, COLUMBIA COLLEGE

Introduction

This interactive workshop provided information on how to establish and nurture business relationships, how to use these relationships to help with content marketing and ultimately increase enrollments through business development activities. Time was also allowed to share best practices amongst the participants.

Building Relationships

Marketing is a social process involving the activities necessary to enable individuals and organizations to obtain what they need and want through exchanges with others and to develop ongoing exchange relationships (Marketing Management: a strategic decision-making approach, 8th edition). Work is a chance to do art. "Every interaction you have with a coworker or customer is an opportunity to practice the art of interaction" (Seth Godin, Linchpin).

The Culture of Connection

The key point of distinction between vendors calling on a company is rarely price. It's the perceived connection between the prospect and the organization….the individual in the organization who collects, connects and nurtures relationships is indispensable. Virtually all of us make our living engaging directly with other people. When the interactions are genuine and transparent, they usually work. When they are artificial or manipulative, they fail. We're buying relationships and stories and magic…it's about figuring out whom we can trust and work with.

Relationship Marketing Strategies

- Make every customer interaction count:
- One on Ones
- Events
- Social media
- Give more than you receive
- Be personal and emotionally intelligent
- Be sure to involve everyone in conversations when networking
- Follow through on commitments and claims about products and services
- Remember the importance of customer service and create a satisfied customer
- We live in a world where everyone you meet is a broadcaster - have a good message
- Tell the truth to maintain credibility
- Respond promptly
- Surround your customers with valuable information
- Send a regular stream of news
- Be a source, not just a bullhorn
- Communicate even when you don't want something

Content Marketing

"Content marketing is a strategic marketing approach focused on creating and distributing valuable, relevant, and consistent content to attract and retain a clearly-defined audience – and, ultimately, to drive profitable customer action. Successful PR strategies address issues readers care about, not their business" (Content Marketing Institute).

Content marketing raises awareness of solutions and educates consumers about a product they may have never considered before. Types of content marketing include:

- Social media
- Blogs
- Webinars/webcasts
- Podcasts
- Workshops/seminars
- Articles/books

- Infographics
- Web pages
- Videos

From Relationship Development to Content Marketing to Business Development

To determine how well you and/or your company is doing business development, ask yourself the following questions:

My company:

…conducts **regular polls and surveys** of our customer database to ensure we understand the currents challenges and needs of our market.

…strives to **integrate customer feedback** as much as possible in order to improve our products and services.

…understands the power of social media and has **active profiles** set up on all the popular social sites such as Facebook, Twitter, LinkedIn, and Google+.

…has effective **listening and monitoring systems** in place.

…has a **corporate social media policy** in place that lets staff know what can and cannot be said, what actions can and cannot be taken, and how to handle any negative situation.

…generates **warm leads** from all online and offline marketing efforts on a regular basis.

…utilizes a reliable **customer relationship management strategy (CRMS)**.

…conducts **regular training sessions** for all members of staff on proper customer relations and social media best practices.

…stays on the **cutting edge** by evolving, adapting and integrating new technologies.

…embraces high-tech but **always maintains high-touch** by reaching out to our customers, prospects, vendors and partners.

…has a very **high customer satisfaction rate**.

…consistently goes out of our way to let our customers know how much **we value them**.

HOW TO OPTIMIZE VIDEO CONTENT MARKETING EFFORTS WITH HANGOUTS ON AIR

PRESENTER: GRANT TILUS, ASSOCIATE INBOUND MARKETING MANAGER, COLLEGIS EDUCATION

www.collegiseducation.com

As the growth of video marketing continues, institutions that optimize for the world's second largest search engine (YouTube) and create video content that is designed to build brand awareness, engage with, and educate their target audiences, will be poised for growth and future success. In this presentation, attendees first learned about how to successfully optimize their video content, as well as their channel on YouTube, to help improve their marketing efforts in order to reach a larger audience organically. From inputting the channel keywords to creating a channel trailer, if programs not optimizing for the worlds search largest search engine they missing opportunities to bring their brand to prospective target markets.

Next, attendees learned about using Google Hangouts on Air that organizations can use to start create a variety of different types of interactive video content – from interviews to demonstrations – all on a budget and on a consistent basis. Attendees also learned about how to effectively use Hangouts on Air for creating quality content that can help their institution’s brand stand out and reach new audiences and potential students through video. Tips included training participant’s, repurposing the content, focusing on videos R.E.P (retention, engagement and participation) and many more. Optimizing for YouTube and using Hangouts on Air is something that any institution can easily utilize to help draw in a larger audience to their brand via video content.

DEVELOPING CRITICAL THINKING SKILLS THROUGH EFFECTIVE ONLINE DISCUSSIONS: FOCUS ON NONTRADITIONAL STUDENTS IN HIGHER EDUCATION

PRESENTER: CATHERINE KYEYUNE, JACKSON STATE UNIVERSITY

In higher education, research has shown that nontraditional college students are a growing population and they prefer online classes. This is because these students have multiple roles such as family members, students and working fulltime or part-time. They are also 25 years and above, have delayed entry to college and often are first-generation students. Given these characteristics, they experience several barriers to persistence such as unsatisfactory academic performance, intent to leave, inadequate academic advising, dissatisfaction with goal achievement, non-residence status, financial stress, and lack of access to off-campus support or family support. Research shows that attrition is common during the first year among nontraditional students compared to traditional students.

Therefore, nontraditional online students need a lot of academic, emotional and social support. Research shows that maintaining meaningful online class interaction and developing much needed critical thinking skills can be challenging. This study adopted a collaborative constructivist view and applied an existing model and theory to show how critical thinking can be developed through online discussions. Various suggestions are provided in the context of synchronous and asynchronous contexts. The presentation addresses how to use online discussions and assessment strategies for effective student learning and collaboration.

PROMOTING REFLECTION AS A LIFELONG CONTEMPLATIVE PRACTICE: STRATEGIES FOR CONTINUING HIGHER EDUCATION

PRESENTER: DANNIELLE JOY DAVIS, SAINT LOUIS UNIVERSITY

Research on reflection in the learning process suggests its role in the cultivation of ethical decision making and critical thinking skills (Davis, 2014). Strategic use of reflection promises to complement andragogical aims, centered upon the teaching of adult learners. The benefits of reflection for adult learners include: Ethical decision making; critical thinking skills; facilitating informed right action; promoting the education of the mind and heart; and more effective organizational practices (2014). Davis' use of reflection in the college classroom emerged from her study of a similar topic, mindful leadership. The University of Massachusetts Medical School offered coursework on Mindful Leadership, holding that the benefits include the ability to:

- Slow down or stop the cascade of our automatic and habitual reactions.
- See ourselves and others more clearly.
- Listen deeply and understand situations just as they are.
- Be open to creativity beyond conditioning.
- Respond effectively to complex and/or emotionally charged situations.
- Act competently and ethically.
- Achieve balance and resilience in our personal and professional lives. (Center for Mindfulness, University of Massachusetts, 2014)

Questions raised by the presenter were as follows:

1. Why might reflection be important for adult learners?
2. How might one promote reflection in continuing education courses?

These questions were discussed and addressed through presentation and reference to the presenter's article "Mindfulness in Higher Education: Teaching, Learning, and Leadership" published by *The International Journal of Religion and Spirituality in Society* (Davis, 2014). This session offered examples of utilizing reflection for adult learners that may be applied in continuing higher education settings. Forms of reflection in the college classroom employed by the presenter include journaling, Lectio Divina coupled with mindful moments, sacred song, and service learning. Continuing higher education administrators were encouraged to promote the use of mindful reflection within professional development activities of all faculty.

References

Center for Mindfulness, University of Massachusetts 2013. Retrieved March 12, 2014 at http://www.umassmed.edu/cfm/leadership/index.aspx.

Davis, D.J. (2014). Mindfulness in higher education: Teaching, learning, and leadership. *The International Journal of Religion and Spirituality in Society, 4(3)*, 1-6.

PART THREE: ANNUAL BUSINESS MEETING

The conference reconvened on Tuesday, November 10 at 2:45 p.m. for ACHE's Annual Business Meeting. President Regis Gilman recognized the association's Executive Committee and Board of Directors, as well as the parliamentarian for the meeting, Marthann Schulte.

MINUTES FROM THE PREVIOUS ANNUAL MEETING

President Gilman asked Jim Pappas, Executive Vice President of ACHE, to present the minutes from the 2014 Annual Conference & Meeting in Las Vegas, Nevada. A motion to accept the minutes was made and seconded; the motion carried.

MEMBERSHIP REPORT

Pappas then presented the membership report to the assembled. He recognized the new institutional and organizational members of ACHE since the 2014 Annual Conference & Meeting.

THE ASSOCIATION FOR CONTINUING HIGHER EDUCATION
MEMBERSHIP REPORT
October 25, 2015

	10/20/2014	10/25/2015
ORGANIZATIONAL CLASS		
Organizations Represented	10	9
Organizational Members	15	20
INSTITUTIONAL CLASS		
Institutions Represented	144	137
Individual Members	978	1075
PROFESSIONAL MEMBERS	76	83
HONORARY MEMBERS	29	29
1st TIMER/PROVISIONAL MEMBERS	13	15
STUDENT MEMBERS	27	39
RETIREE MEMBERS	9	8

NEW or RETURNING INSTITUTIONAL MEMBERS

Framingham State University	NE	Webster University	GP
Mount St. Mary's College (LA)	S	University of Chicago at Illinois	GL
Governors State University	GL	California State University, Northridge	W
University of California, Santa Cruz	W	Rogers State University	GP
University of Massachusetts Lowell	NE	Columbia College (SC)	S
University of Louisville	S		

NEW ORGANIZATIONAL MEMBERS

EMS	S

CANCELLED INSTITUTIONAL MEMBERS

Berkeley College	NEM	Rowan University	NEM
Central Pennsylvania College	MA	Samford University	S
Concordia University	N	University of Louisiana at Lafayette	S
Elmira College	N	University of Mary	GP
Lincoln University of Missouri	GP	University of Memphis	S
Mount Royal University	W	University of South Alabama	S
National University	W	Virginia Wesleyan College	MA
Pratt Institute	NEM		
Rosemont College	MA		

CANCELLED ORGANIZATIONAL MEMBERS

CampusCE	W	University Center of Southern Oklahoma	GP
Graduate! Network	MA		

ACHE MEMBERS BY REGION
As of
October 25, 2015

REGION	INSTITUTIONAL/ ORGANIZATIONAL	PROFESSIONAL/ HONORARY/1st TIMERS-PROV	STUDENT/RETIREE	TOTAL
New England	144/1	9/1/0	3/1	159
Northeast	24/1	5/3/0	0/0	33
Northeast Metro	59/1	6/2/0	2/1	71

MidAtlantic	193/7	15/4/0	6/1	226
Great Lakes	98/3	12/6/0	7/1	127
South	318/1	21/10/0	9/3	362
Great Plains	131/6	6/1/12	9/0	165
West	108/0	9/2/3	3/1	126
TOTAL	1095	127	47	**1269**

A motion was made to accept the membership report; it was seconded and the motion carried.

BUDGET & FINANCE REPORT

Bill Boozang, chair of the Budget & Finance committee, then stood and presented the committee's report. He reminded the assembled that the ACHE Budget & Finance Committee is charged with carrying out three functions for the Association: 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. The goal of the budget process is to provide service to the ACHE membership while adjusting income and expense projections to correspond with historical budget information.

During the Annual Business Meeting of the association in Las Vegas in October 2014, the assembled members approved a proposal to transition the association from a calendar year budget cycle to a fiscal year budget cycle (July 1-June 30), beginning July 1, 2015. This transition brings the association in line with the contract year of our current Home Office.

In June 2015, the ACHE Board of Directors met in Norman, Oklahoma, and approved a 2016 fiscal year budget for the association beginning July 1, 2015. Given the complexities of the budget-year transition, the 'Advise & Consent Budget for ACHE' with Operational Income and Expenses - 2015 Calendar Year + 2016 Fiscal Year provided to the assembled reflects an 18-month period: January to June, 2015 – encompassing the first six months of what would have been the annual budget year – and July 2015 to June 2016.

Income and expenses for the first six months of 2015 closely align with the 2015 budget that was approved by the membership at the last association business meeting in Las Vegas. Income and expenses from July to the end of October also closely align with the 2016 fiscal year budget as approved by the ACHE Board of Directors. The following exceptions are observed:

- Income exceeds the budget projections by due to annual conference income
- Expense items that are outside expected limits:
    - JCHE Printing & Postage

- Although ACHE's contract with Taylor & Francis calls for us to pay $4 per member per issue, T&F has only been billing us for hard copies shipped. The home office has reminded T&F of the discrepancy, but they continue to bill only for hard copies.

The reviewed budget year-to-date reflects some additional income from the tiered restructuring of member dues. However, the committee wishes to continually stress the need to create new sources of revenue in order to diversify our revenue stream. New programs and initiatives that will bring in non-dues revenue must be implemented.

ADVISE & CONSENT BUDGET FOR ACHE

Association For Continuing Higher Education

Operational Income and Expenses - 2015 Calendar Year + 2016 Fiscal Year

As of October 27, 2015

	2015 Calendar Year		2016 Fiscal Year	
	Budget	January to June	Budget	July to October
INCOME				
Institutional & Organizational Dues	82,419	75,569	72,000	8,359
Professional, Retiree & Student Dues	5,472	6,150	5,750	540
Carryover from previous year	13,593	8,464	0	75,000
Miscellaneous	5,000	2,853	4,106	358
Annual Meeting	20,500	36,989	25,000	0
Total Income	$126,984	$130,025	$106,856	$84,257

	2015 Calendar Year		2016 Fiscal Year	
	Budget	January to June	Budget	July to October
EXPENSES				
Annual and Board Meeting Expenses				
Midyear Board Meeting	600	0	600	0
Recognition & Awards	1,000	0	1,100	660
Honoraria				
eNews/Five Minutes with ACHE	2,080	1,040	2,080	347
Proceedings	584	584	584	584

Office Expenses				
Accounting	5,200	0	5,300	0
Association Management System	2,400	595	2,592	0
Bank Fees	50	0	25	0
Credit Card Merchant Fees	2,000	1,977	2,400	334
IT Support	300	150	300	150
Liability Insurance	1,641	0	1,641	0
Miscellaneous	100	7	100	10
Office Space	7,000	3,500	7,000	3,500
Office Supplies	1,000	470	950	450
Postage	1,000	500	1,000	500
Printing/duplicating	600	300	600	300
Project Management	250	410	400	78
Telephone	1,965	1,343	1,750	1,360
Publications				
JCHE	16,800	1,276	12,000	1,568
Staff				
Executive VP	9,724	4,862	9,724	4,862
Home Office Operations Manager	53,360	26,680	53,200	26,600
Home Office Assistant	13,951	7,979	18,673	9,337
Travel				
Home Office	1,500	894	1,500	242
Presidential	3,000	2,459	3,000	0
Total Expenses	$126,105	$55,026	$126,519	$50,881
NET	$879	$75,000	-$19,663	$33,376

FUND BALANCES & DUES

RESTRICTED FUND BALANCES	Dec-14	Oct-15
Transition	5,000	5,000
Emergency	6,000	6,000
Capital	2,000	2,000

Development/Venture	0	0	
Salary	7,000	7,000	
TOTAL	$20,000	$20,000	
MONEY MARKET ACCOUNT	Dec-14	Oct-15	
	$44,240	$44,719	
GRADUATE STUDENT GRANTS & SCHOLARSHIPS	Dec-14	Oct-15	
	$3,949	$3,968	
	2013	2014	2015
Institutional/Organizational Dues	$525	Tiered dues; see inclusion	
Professional	$90	$90	$90
Student Dues	$25	$25	$25
Retiree Dues	$25	$25	$25

Bill presented his report as a made motion. Motion seconded and carried.

NOMINATIONS & ELECTIONS

Brian Van Horn, Immediate Past President of ACHE and Chair of the Nominations & Elections Committee, then stepped forward to present the results of the 2015 election to the assembled. He said that in 2015, ACHE was blessed to have an exceptionally qualified slate of candidates for Vice President and Board of Directors. The following candidates were elected by the membership of ACHE:

Vice President:Bill Boozang
Members-at-Large: Amy Johnson, Tim McElroy, and Patti Spaniola

Brian thanked all those who ran for office as well as the members of his committee for their efforts during the nominations and elections process.

CHANGES TO THE ACHE CONSTITUTION & BYLAWS

Marthann Schulte stepped to the podium on behalf of the Constitution & Bylaws Committee to present proposed changes to the Constitution & Bylaws of the association.

ACHE Constitution

Article IV, Section 1:

> The officers of the Association will be the President, President-Elect, and Vice President. They will be installed at the annual conference and meeting. The terms of office will be for one year, and they will hold office until their successors have been installed. The President-Elect will automatically assume the Presidency on the termination of the President's term of office. Concurrently, the Vice President will automatically assume the office of President-Elect.

Add the words "Immediate Past-President" at the end of the first sentence. Add the clause "the President will automatically assume the office of Immediate Past-President and the Immediate Past-President will automatically be removed as an officer of the Association" at the end of the section.

The section will now read:

> The officers of the Association will be the President, President-Elect, Vice President and Immediate Past-President. They will be installed at the annual conference and meeting. The terms of office will be for one year, and they will hold office until their successors have been installed. The President-Elect will automatically assume the office of President on the termination of the President's term of office. Concurrently, the Vice President will automatically assume the office of President-Elect, the President will automatically assume the office of Immediate Past-President and the Immediate Past-President will automatically be removed as an officer of the Association.

This change is necessary because the role and term of the Immediate Past President had not been previously clarified in the Association Constitution.

A motion was made to accept the changes, and the motion was seconded. No discussion. Motion carried.

RESOLUTIONS

Charles Hickox stood and presented the Resolutions as prepared by the Resolutions Committee to the assembled.

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Tina Marie Coolidge of Drexel University and Pam Collins of Philadelphia University, co-chairs of the 2015 Planning Committee, and their colleagues on the committee, for this timely and valuable conference. This year's conference, offered under the theme Strategic Connections-Collaborative Success, engages diverse speakers, sessions, and workshops and provides an array of new ideas, approaches, and resources that will enable continuing higher education professionals to cultivate sustained change at their institutions and in their communities. Tina Marie, Pam, and the Planning Committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Regis Gilman and to the Board of Directors for their outstanding leadership during the 2014-2015 year. Regis' 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, especially regarding the renewed focus on partnerships and collaboration across postsecondary institutions and professional associations that share a commitment to lifelong learning.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding leadership and service provided by James Pappas as Executive Vice President of ACHE. Jim's extensive knowledge of the higher education landscape combined with his deep commitment to the profession have manifested themselves in the sustained role that the Association has maintained as the network of leaders in continuing higher education.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding service provided by Ynez Henningsen, Executive Secretary and Operations Manager for the Association. Ynez's stewardship of the home office results in a very high level of constituent services that is highly valued by members of the Association.

BE IT RESOLVED that the Association in convention assembled commends Dr. Royce Ann Collins, editor of the Journal of Continuing Higher Education, for maintaining the high standards of excellence for which JCHE is recognized.

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, particularly as the activity of our members' increases with new and revitalized initiatives, 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 notes with sadness the passing of Charlee Lanis, most recently the Coordinator of Community Education for the Center of Continuing Education and Community Services at East Central University. Charlee's career in higher education spanned seventeen years characterized by support and counsel to adult learners, community partners, and continuing education professionals in the south central Oklahoma region.

BE IT RESOLVED that the Association in convention assembled notes with sadness the passing of Don Devilbiss, most recently the Director of Administrative Operations for the School of Education, Hospitality, and Continuing Studies at Widener University. Don's career in higher education spanned fifty years characterized by support and counsel to generations of adult learners and continuing education professionals in the Philadelphia region.

CONCLUSION OF THE ANNUAL BUSINESS MEETING

President Gilman then gave a brief annual report on the state of the association.

"This year has been a challenging year for higher education and for many of us at ACHE institutions across the county, but more than that, it has been more professionally rewarding than I would ever have imagined.

From my travels to the regional conferences to working with CE Association Ambassadors like the CAUCE Deans and Director's meetings, ACE, Carol Aslanian, CAP and AAACE Chairs and President's as they've joined our meeting as colleagues and collaborative partners, I have learned so much. And I have had the pleasure of serving with the most remarkable staff at the home office, as well as colleagues from around the country… well, you know them, you've seen them with you all week.

I have learned how much the ACHE Regions and the members work for the Association. How much the Committees work, and how much the members of the Board of Director's work for you, to make this volunteer organization, the Association for Continuing Higher Education, a strong and viable Association. I am so proud of the successes this year: the Mentoring for Leadership workshop; the renewing of the Regional Leadership Institute held Sunday afternoon for the regions; the development of the inaugural ACHE Emerging Leader Institute to be held at Loyola University, Chicago next summer; our focus on Regional Revitalization; the success of the Committee on Inclusiveness, including Mentoring and Pathways to Leadership; the increased use of webinars; and the future implementation of New Member Webinars. Did you know that there is a Board Project Workflow Management Spreadsheet that keeps us on target?

We've learned so much in these past days, from our keynotes, our panelists, and our presenters. Please give yourself a round of applause. And I'd also take a moment to thank the hotel, the staff, and our servers as well. I'd also be remiss if I didn't thank Ms. Bev Cruse our Photographer, from EIU; Ms. Peggy Brown from my office who has managed logistics; and my dear husband Steve Hume for also being here and helping wherever he was needed.

Before I close, I'd like to thank each of you for attending the conference and bringing together here your energy and experience. You, as leaders and practitioners in the field of continuing higher education, have the vision, the knowledge, the wherewithal, and the experience to help us strategically strengthen America's competitiveness in the global economy. You are truly ACHE's greatest asset today and tomorrow, and we could not accomplish what we do without your support and leadership. I encourage you all to stay proactive and involved in shaping the future of *ACHE*, as you know I will even after I pass the gavel.

And, just one more call before I leave the depot…. If you've not yet done so, I hope you'll contribute to the fun'raising and our scholarships… What a great way to keep our profession on track!"

President Gilman then called for a motion to adjourn 2015 ACHE Annual Business Meeting. Motion seconded and carried. Meeting adjourned 3:40 p.m.

PART FOUR: ANNUAL LUNCHEON

President Gilman resumed the conference on Tuesday, November 10, at 12:30 p.m. Gilman welcomed past association presidents who were in attendance. She asked for a moment of silence and then lunch was served. As the assembled enjoyed their meal, ACHE Awards Chair Lisa Schmidt joined President Gilman at the front of the room to begin the awards presentation. The awards for the 2015 Annual Conference & Meeting were as follows:

AWARDS

INDIVIDUAL AWARDS:

Leadership Award	Susan Elkins
Meritorious Service Award	Nora Felde
Rising Star Award	Danielle Brown

SCHOLARSHIPS AND GRANTS:

Graduate Student Conference Grant	Beth Craig

OUTSTANDING COMMUNICATION AWARDS:

Crystal Marketing Award

Kansas State University – "On Track Campaign"

PROGRAM AWARDS:

Distinguished Program Award – Credit

Kansas State University – "Personal Financial Planning Program"

Distinguished Program Award – Non-Credit

Kansas State University – "UFM Teen Mentoring Program"

Oklahoma State University – "Leadership Development Consortium"

Creative Use of Technology Award

California State University - Chico Regional & Continuing Education – "Connect • Learn • Engage"

Older Adult Model Program Award

California State University - San Marcos – "Osher Lifelong Learning Institute"

PART FIVE: COMMITTEE REPORTS

AWARDS

Association for Continuing Higher Education Awards committee

The awards ceremony luncheon will be held at the annual conference. The call for the Awards was published April 3rd and was scheduled to close on June 1st. The date was extended to June 12th to allow for more submissions. In total, submissions 20 were received compared to the 27 that were received last year.

No submissions were received for the individual Emeritus Award. There was only one submission for the Outstanding Service to Underserved Populations and the committee agreed that the submission was not deserving of the award. There was also a tie between UFM Teen Mentoring Program, Kansas State University and Leadership Development Consortium, Oklahoma State University. The committee agreed that both should receive the award.

- The 2015 awards will be presented to the following:
- Leadership Award: Susan Elkins
- Meritorious Service: Nora Felde
- Rising Star: Danielle Brown
- Older Adult Model: Osher Lifelong Learning Institute, California State University
- Distinguished Credit Program: Personal Finance Planning Program, Kansas State University
- Distinguished Non-Credit Program (2): UFM Teen Mentoring Program, Kansas State University and Leadership Development Consortium, Oklahoma State University

2015 Committee:

Lisa Schmidt (Chair) - Murray State University
Kelsey Bourne - Murray State University
Cindy Ehresman - Western Kentucky University
Jennifer McMenamin - Eastern University
Marilyn Read - Delta State University
David Stewart - Kansas State University
Patricia McCanna - North Park University

Staff support provided by Ynez Henningsen at the ACHE Home Office

Submitted by Lisa Schmidt, Chair, ACHE Awards Committee

BUDGET AND FINANCE

ACHE Budget and Finance Committee Report
November 2015

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. The goal of the budget process is to provide service to the ACHE membership while adjusting income and expense projections to correspond with historical budget information.

During the Annual Business Meeting of the association in Las Vegas in October 2014, the assembled members approved a proposal to transition the association from a calendar year budget cycle to a fiscal year budget cycle (July 1-June 30), beginning July 1, 2015. This transition brings the association in line with the contract year of our current Home Office.

In June 2015, the ACHE Board of Directors met in Norman, Oklahoma, and approved a 2016 fiscal year budget for the association beginning July 1, 2015. An income and expense document is appended to this report. Given the complexities of the budget-year transition, the appended budget reflects an 18-month period: January to June, 2015 – encompassing the first six months of what would have been the annual budget year – and July 2015 to June 2016.

Income and expenses for the first six months of 2015 closely align with the 2015 budget that was approved by the membership at the last association business meeting in Las Vegas. The following exceptions are observed as of the end of June 2015:

- Income for the period exceeds the budget projections by $12,298 due to annual conference income
- Expense items that are outside expected limits:
    - Conference bridge
        - Due to many more ACHE regions and committees using the conference bridge, ACHE had higher than expected costs.
    - JCHE Printing & Postage
        - Although ACHE's contract with Taylor & Francis calls for us to pay $4 per member per issue, T&F has only been billing us for hard copies shipped. The home office has reminded T&F of the discrepancy, but they continue to bill only for hard copies.

Income and expenses from July to the end of October also closely align with the 2016 fiscal year budget as approved by the ACHE Board of Directors. The following exceptions are observed:

- Expense items that are outside expected limits:
    - Admin assistant wages & fringe

        - Increase accounted for by change from graduate student status to regular hourly status and associated increase in fringe rate
    - Proceedings
        - Both 2013 and 2014 Proceedings were paid in the 2014 calendar year
    - Conference bridge
        - Due to many more ACHE regions and committees using the conference bridge, ACHE had higher than expected costs. A move to an annual, one-time cost, web meeting calling plan accounts for the outlier in expense amount.

The reviewed budget year-to-date reflects some additional income from the tiered restructuring of member dues. However, the committee wishes to continually stress the need to create new sources of revenue in order to diversify our revenue stream. New programs and initiatives that will bring in non-dues revenue must be implemented.

Respectfully submitted,

Bill Boozang, Budget and Finance Committee Chairperson

COMMITTEE ON INCLUSIVENESS

ACHE Committee on Inclusiveness, 2015 Annual Report

Submitted by Emily Lewis, Chair

October 19, 2015

The Committee on Inclusiveness will continue its purpose of identifying and encouraging the underrepresented populations (graduate students, minorities, HBCU, tribal universities, etc.) to become ACHE members. The committee's goal is to seek opportunities to make ACHE the premier international Continuing Higher Association. The COI committees:

> Mentoring Committee - Chairperson Bill Boozang (Newberry College); Dorothy Williams (Regis University); Nina Leonhardt (Suffolk County Community College); Amber Webber (Park University); David Grebel (Texas Christian University); and Frederick Varnado (University of Southern Mississippi)
>
> Pathways-to-Leadership Committee - Chairperson Laura Ricke (Western Kentucky University); Tom Fuhr (SUNY at Postdam); Sandra Lozano (University of Houston); Frederick Varnado (University of Southern Mississippi) and Pam Collins, (Eastern Illinois University)
>
> Accountability Committee - Chairperson (Vacant); Jerelyn Hughes-Glenn (San Jacinto College); Marthann Schulte (Park University); and Frederick Varnado (University of Southern Mississippi)

Other members include Eloy Chavez (Northeastern State University), Robyn Hulsart (Austin Peay State University), Jannette Knowles (New York Institute of Technology); Frederick Varnado (University of Southern Mississippi); and Kathy Yelton (Northern Kentucky University)

Mentoring Subcommittee

As noted in the Mid-year Report, the mentoring program has been the major focus for this committee. Under the leadership of the Chairperson Bill Boozang, the COI Mentoring Subcommittee successfully launched its second year of the mentoring program and increased the partnerships of protégés and mentors to 19 groups. Bill Boozang has been working to match the appropriate mentors with protégés. In addition to quality check-ins with both groups, Bill will be adding additional questions to the protégés survey that focuses on obtaining information regarding protégés expectations for future planning. The information obtain from the protégés survey will be included in the 2016 Mid-year Report. Entering the third year of the mentoring program, Bill Boozang is planning to implement a Summer 2016 ACHE Leadership session.

Pathways-to-Leadership

The success of the mentoring program presents opportunities for the Pathways-to-Leadership Subcommittee. The Chairperson for the Pathways-to-Leadership Committee, Laura Ricke, desires to create opportunities for this committee to become a vehicle for members to get involved in ACHE at the national level. Laura Ricke will begin working on developing communications that can be placed on the ACHE web site about Pathways-to-Leadership and to obtain feedback from membership.

Accountability Committee

The Accountability Committee Chairperson position is currently vacant. COI will continue reach out to ACHE members to identify an individual that would be interested in volunteering for this role. The Accountability Committee will continue to seek opportunities to:

- Ensure accountability to those in our field by looking at ACHE's national and regional levels to see where and how they are making their organizations more inclusive.
- Look at leadership positions, committee appointments, nominations, awards, etc. to ensure inclusiveness (gender, regional, institutions, etc.) at all levels throughout the association.

ACHE COI Plans

COI will:

- Continue to solicit more participation from all ACHE Regions to obtain nominate from fellow colleagues to actively serve on one of the COI subcommittees (Mentorship, Pathways, and Accountability).

Mentoring – Bill Boozang (Chairperson): This committee will:

- Continue to request the support from the Regional Chairs, deans and directors to nominate 1-2 mentor candidates (Experienced CE professional (5+ years); 1-2 protégé candidates (early career, promising CE administrators; relatively new to current CE role) and submission of CVs for both mentors and protégés.
- Continue to develop the mentorship program that will increase the membership of ACHE by providing professional development opportunities for all members (via design, structure, processes, guidelines, application, curriculum, and the recruitment, selection, matching mentors with protégés, selection criteria and expectations of mentors and protégés, level of engagement, and types of recognition).
- Establish the Mentoring Program as a tangible benefit of ACHE membership for both mentors and protégés, assuring the long-term viability of ACHE as an influential entity in developing the future leadership of continuing higher education
- Continue to develop a program that focuses on the needs of members along the continuum of Continuing Education professionals (i.e. ACHE members from entry-level, mid-level), as well as Institutional members (i.e. Deans, Director, and Regional Chairs) by identifying the prerequisite competences needed/required for good mentors and protégés.
- Continue to develop materials to be distributed to potential mentors and protégés at the national conference.
- Sending out mentor survey to second cohort of protégés
- Develop an article that can publish as a resource for Five Minutes with ACHE
- Planning a 2016 Summer Leadership Institute

Pathways to Leadership in ACHE - Laura Ricke (Chairperson): This committee will to:

- Develop a communication regarding Pathways to Leadership that can be published in the Five Minutes with ACHE
- Develop a strategic plan to ensure better communication to the membership and recognition of members and invite more members to serve on task forces, committees, etc.
- Look at the various means leaders can be developed throughout the ACHE community via volunteer/mentors opportunities at regional and national conferences, work groups, presentations, training, seasoning, webinars, etc.)

Accountability in ACHE - Vacant (Chairperson). This committee will continue to:

- Identify opportunities to ensure the experiences of new members attending national and regional meetings are productive and meaningful to help with member retention.

- Identify opportunities to revisit the current by-laws to consider if any updates are needed that could support inclusion efforts at all levels and to outline specific leadership requirements.
- Identify opportunities to ensure transparency in the process and make the nomination forms and letters of recommendation accessible for review at all times.

The COI will continue the current direction of the mentorship program. In addition to continuing the direction of the mentorship program, the COI will begin to move the Pathways-to-Leadership Committee efforts forward.

CONFERENCE PLANNING

ACHE Annual Conference Update
Presented to ACHE Board
Prepared October 20, 2015

The 2015 annual meeting and national conference is being held in St. Louis, Missouri at the beautiful Saint Louis Union Station from November 9, 2015 through November 11, 2015. The theme of the conference is "Strategic Connections – Collaborative Success". The conference committee, comprised of 26 volunteers and 1 ACHE staff members, has been meeting bi-weekly since February 2, 2015 and beginning in October has been meeting weekly to communicate as a team and plan the conference.

The keynote committee worked diligently to contract several exciting keynote speakers who will engage, inspire and invigorate attendees. For workshop, concurrent and round table sessions, the 70 proposals were reviewed by the Call for Proposals team and the top ranked proposals were selected for inclusion. These sessions will provide an exciting, informative and diverse selection of sessions for attendees to select.

ACHE Home Office has been and continues to be a tremendous support for the planning committee. On behalf of the entire committee, I thank them for their support, guidance and expertise. As a team, we are confident this conference will reflect the exceptional leadership of our President, Board of Directors and Association.

The ACHE 2015 National Conference Planning Committee has been working diligently for a year planning this year's conference. We are excited about the wonderful keynote presenters, depth and diversity of sessions and the participation of new committee members in the planning process.

Please see below for a planning summary as of October 20, 2015.

Registration: 155 paying attendees have registered for the conference. The hotel contract goals have been met.

Exhibitors: There are a total of 20 exhibitors who will be attending the conference. Of the 20 exhibitors, 18 are paying exhibitors and 2 are in-kind exhibitors.

Budget: Conference expenses are within budget and it is anticipated that monies will be returned to the Association after all expenses are paid.

Conference Schedule:

General Sessions: The contracted general session presenters provide diverse areas of expertise ranging from a former college president, an advisor for international education, an expert in adult learner engagement and strategic planning.

Concurrent Sessions: There are 43 sessions for registrants to attend that will be engaging for attendees.

First Timers: To support first timer engagement, there is a breakfast that will provide activities for first timers to connect with more seasoned ACHE members and begin to build relationships. In addition, the committee is working on other ways to connect first timers throughout the conference.

Fun'raising events: This year's conference will continue the proud history of providing scholarships to students. The fun'raising committee has been working diligently to craft creative methods to support the committee's goals.

Annual Awards Luncheon: The Annual Luncheon and Awards will take place on Tuesday and it will include the awards ceremony, an introduction of next year's national president and overview of next year's conference in St. Louis.

Mobile App: A mobile app will be available for attendees to utilize to assist them in planning their session attendance schedule, identify the location for all conference programming and provide exhibitor information.

Respectfully submitted,

Tina Marie Coolidge
ACHE 2015 Conference Chair

CONSTITUTION AND BYLAWS

The Constitution & Bylaws Committee is chaired by Tim Sanford with Marthann Schulte, Carlos Wilson and Chris Rose as members. At the behest of the ACHE Board of Directors, the following change to the ACHE Constitution & Bylaws will be put before the membership during the Annual Business Meeting:

ACHE CONSTITUTION

Article IV, Section 1:

> The officers of the Association will be the President, President-Elect, and Vice President. They will be installed at the annual conference and meeting. The terms of office will be for one year, and they will hold office until their successors have been installed. The President-Elect will automatically assume the Presidency on the termination of the President's term of office. Concurrently, the Vice President will automatically assume the office of President-Elect.
>
> Add the words "Immediate Past-President" at the end of the first sentence. Add the clause "the President will automatically assume the office of Immediate Past-President and the Immediate Past-President will automatically be removed as an officer of the Association" at the end of the section.

The section will now read:

> The officers of the Association will be the President, President-Elect, Vice President and Immediate Past-President. They will be installed at the annual conference and meeting. The terms of office will be for one year, and they will hold office until their successors have been installed. The President-Elect will automatically assume the office of President on the termination of the President's term of office. Concurrently, the Vice President will automatically assume the office of President-Elect, the President will automatically assume the office of Immediate Past-President and the Immediate Past-President will automatically be removed as an officer of the Association.

This change is necessary because the role and term of the Immediate Past President had not been previously clarified in the Association Constitution.

Tim Sanford, Chair
Marthann Schulte
Carlos Wilson
Chris Rose

COUNCIL OF REGIONAL LEADERSHIP

Regional Leadership is focused on engaging membership to strengthen the network of the association. During monthly regional leadership conference calls, regional chairs shared updated about their activities, from conferences to alternative approaches to connecting with members, such as the West Region's monthly virtual coffee breaks. The Leadership Institute as a separate event for regional officers is being reintroduced at this year's conference. The goals of that event include reviewing and making a recommendation to the Board about the consolidation of New England, Northeast, and Northeast Metro to shore up struggling regions and provide greater opportunities for members in those regions; reviewing regional bylaws; sharing best practices for engaging and adding value to the ACHE experience at the regional level; and developing strategies for developing leaders in our regions.

Clare Roby, Chair, Council of Regional Leadership

DIGITAL PROGRAMMING & COMMUNICATIONS

October 2015
Jennifer Varney, Chair

2015 Activities

- June 24 Webinar: Higher Education and employability
- July 23 Webinar: Using Social Media tools to help adults learn and be successful
- August 4 Webinar: Networked learning, mobile & ubiquitous learning

Schedule for upcoming year

- Nothing yet as the next series will occur in summer of 2016

JCHE

The manuscript submissions are slightly less than this time last year. Through October 2014, we had received 40 manuscripts and presently we have received 31 for 2015. The quality of submissions has not been at the level I expect, so I have also rejected more this year. However, the first two issues for 2015 met the page standard (72 pages) set by Taylor and Francis; I have not received the final count on the third issue due out in November. The first issue for 2016 is ahead of schedule and almost complete at this time. To improve the prestige of the journal, my goal this next year is to incorporate some international publications in the journal. However, the quality must be maintained as well.

For the first six months of the year, I had difficulty with the new Taylor and Francis' Managing Editor assigned to JCHE. (The Taylor and Francis editorial staff change often, so I am rarely working an entire 12 months with the same people.) For instance, I was unable to obtain a call for manuscripts template from them for five months. After some clear communication, the service and cooperation has improved since July. Ynez has the Taylor and Francis August 2015 JCHE report on publication and subscriptions.

Some of the Editorial Board members will conclude their term of service this year. These members provide the blind review of the manuscripts. If anyone has a recommendation for a reviewer, please forward their name(s) to me.

In addition, I am always looking for new books to review. If anyone on the Board has any books that he/she would like to have reviewed, please send me the list at racollin@ksu.edu.

As I conclude my second year as the editor, I want to thank you for the opportunity to serve. I believe in this journal. It is unique in its focus. I believe the organization should keep it and maintain its focus. There are few journals concentrated on adult students in higher education and continuing education with a practitioner focus. I look forward to serving as Editor for another year.

Please let me know if you have any questions.

Respectfully submitted,

Royce Ann Collins, Ph.D.
JCHE Editor

MEMBERSHIP RECRUITMENT AND RETENTION

ACHE Membership Report
October 2015
Submitted by
Dr. Sallie C. Dunphy, Membership Chair

Membership has two goals: retention and recruitment of members.

ACHE Membership committee members for 2014-15:

Sallie Dunphy, Chair
Ynez Henningsen, Home Office
Stan Khrapak, Home Office
Nina Barbee
Vicky Berling
Regina Cash
Amanda Gaffney
Steve Graham
Christine Irion
Carrie Johnson
Joe Segilia
Neil Trotta
Claudia Ward-Eller
Joyce Wellinger
Dorothy Williams

The committee plans to continue with a group of interested members to work on the Membership Committee for November 2015-16. This past year we had success with these actions to renew or add members. Committee members will meet in St. Louis at the conference to discuss the past year and the agenda for next year. All ACHE members are welcome to serve.

We will continue with a defined period of time in April-May for committee work following the renewal campaign with efforts targeted at non renewed, new and lapsed members. Conference committee calls will occur in the second week of December 2015 and February 2016. With the support of the Home Office, institutions will be identified for contact after the membership campaign for follow up actions in the spring of 2016. All membership documents will be posted in the My ACHE: Membership committee files on the ACHE website.

The next committee call will be in the first or second week of April, to organize tasks for the committee and discuss ongoing progress with the membership campaign for renewal. Using the current documents, committee members will be asked to identify 5 nonmember institutions where they may or may not have a contact person. Committee actions will take place following the “grace period” when two contacts are made by letter to non-renewed schools with a follow up shortly after the letter. The number of institutions that have not renewed will be divided up for committee members to contact. A phone call or an email will be the mode of contact to encourage renewal with ACHE. This mode of contact will also be used to reach the identified nonmembers to encourage joining ACHE.

We will stay in touch via email or individual phone calls to me or our Home Office throughout April as we work on the action tasks. Another conference call will occur the first week of May. Each committee member will report by email on the status of their tasks prior to the call. A full report will be ready regarding our efforts to reach the non-renewed and nonmember institutions.

Committee members will continue to pursue the goals established in April through May. A selling point later in the spring is the ACHE membership can be discounted to ½ the fee. This could be a convincing reason to join. Contact will include a reference to the ACHE website and the upcoming 2016 conference. These post-membership actions will wrap up by late May or early June. One final committee call will occur then to close out the Membership Committee duties.

NOMINATIONS AND ELECTIONS

2015 ACHE Nominating Committee Report

In 2015 ACHE was blessed to have an exceptionally qualified slate of candidates for Vice President and Board of Directors. The following candidates were elected by the ACHE voting process:

Vice President Bill Boozang
Director at Large Amy Johnson

Director at Large Patti Spaniola
Director at Large Tim McElroy

The following ACHE members served as the 2015 Nominating Committee:

Brian Van Horn, Chair
David Grabel, Past Chair
Rick Osborn, Past President
Tina Marie Coolidge, MidAtlantic Region
Eloy Chavez, Great Plains Region
Emily Lewis, Chair, Committee on Inclusiveness
Terry Ratcliff, Member-at-Large, ACHE Board of Directors

PAST PRESIDENTS' ADVISORY COUNCIL

Nothing to report at this time

RESEARCH

Fall 2015

Committee Members:

Amber Dailey-Hebert (chair)
Tom Fuhr
Pam Collins
Maria Cherjovsky
Heidi Wilkes
Christina Enquist

Completed Activities:

In the spring we discussed many questions, which were posed and answered from the ACHE home office. A copy of this information can be reviewed at: https://docs.google.com/document/d/1bLulWy-Mxi_pGSNvvoZUMpuJ0dJ6a5JKIQ8oJ5F9gpw/edit?usp=sharing

The research committee met this summer and communicated via email to draft and create two surveys for ACHE:

- Survey for lapsed members
- Survey on the prevalence of credit vs. non-credit programs among member institutions.

These surveys are available via the ACHE online survey tool and can be distributed for the ACHE home office at any time deemed necessary or appropriate by the leadership.

Created the online application form (via Ynez's assistance) and posted the announcement for the Alex Charters Research Grant on the ACHE website. (all applications can be submitted April 1- June 30th).

To the committee chair's knowledge, there were no applications/submissions to review for the Alex Charters grant submission this year. Therefore, no summer meeting was needed to make a final selection.

RESOLUTIONS

Submitted November 2015

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Tina Marie Coolidge of Drexel University and Pam Collins of Philadelphia University, co-chairs of the 2015 Planning Committee, and their colleagues on the committee, for this timely and valuable conference. This year's conference, offered under the theme Strategic Connections-Collaborative Success, engages diverse speakers, sessions, and workshops and provides an array of new ideas, approaches, and resources that will enable continuing higher education professionals to cultivate sustained change at their institutions and in their communities. Tina Marie, Pam, and the Planning Committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Regis Gilman and to the Board of Directors for their outstanding leadership during the 2014-2015 year. Regis' 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, especially regarding the renewed focus on partnerships and collaboration across postsecondary institutions and professional associations that share a commitment to lifelong learning.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding leadership and service provided by James Pappas as Executive Vice President of ACHE. Jim's extensive knowledge of the higher education landscape combined with his deep commitment to the profession have manifested themselves in the sustained role that the Association has maintained as the network of leaders in continuing higher education.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding service provided by Ynez Henningsen, Executive Secretary and Operations Manager for the Association. Ynez's stewardship of the home office results in a very high level of constituent services that is highly valued by members of the Association.

BE IT RESOLVED that the Association in convention assembled commends Dr. Royce Ann Collins, editor of the Journal of Continuing Higher Education, for maintaining the high standards of excellence for which JCHE is recognized.

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, particularly as the activity of our members' increases with new and revitalized initiatives, 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 notes with sadness the passing of Charlee Lanis, most recently the Coordinator of Community Education for the Center of Continuing Education and Community Services at East Central University. Charlee's career in higher education spanned seventeen years characterized by support and counsel to adult learners, community partners, and continuing education professionals in the south central Oklahoma region.

BE IT RESOLVED that the Association in convention assembled notes with sadness the passing of Don Devilbiss, most recently the Director of Administrative Operations for the School of Education, Hospitality, and Continuing Studies at Widener University. Don's career in higher education spanned fifty years characterized by support and counsel to generations of adult learners and continuing education professionals in the Philadelphia region.

APPENDIX A: 2015 OFFICERS

President: Regis Gilman, Dean, School of Continuing Education, Eastern Illinois University

President-Elect: Paula Hogard, Director, Continuing Education & Academic Outreach, Penn State University

Vice President: Clare Roby, California State University - Chico

Executive Vice President: James P. Pappas, Vice President, University Outreach and Dean of the College of Liberal Studies, University of Oklahoma

Immediate Past President: Brian Van Horn, Dean, Continuing Education and Academic Outreach, Murray State University

APPENDIX B: BOARD OF DIRECTORS

Bill Boozang, Newbury College

Regina Cash, California State University-Long Beach

Pamela Collins, Philadelphia University

Walter Pearson, Loyola University Chicago

Robin Plumb, Southeastern Oklahoma State University

Terry Ratcliff, University of Idaho

Marthann Schulte, Park University

Dorothy Williams, Regis University

APPENDIX C: REGIONAL CHAIRS

Great Lakes: Brian Cole, Grand Valley State University

Great Plains: Nina Barbee, University of Oklahoma

MidAtlantic: Joseph Segilia, Penn State University

New England: Tom Sabbagh, Community College of Rhode Island

Northeast: Tom Fuhr (acting chair), SUNY at Potsdam

Northeast Metropolitan: Vacant

South: Julie Shankle, Florida Institute of Technology

West: Eric Bullard, California State University - Los Angeles

APPENDIX D: COMMITTEE CHAIRS & EDITORS

Advisory Council of Past President: Brian Van Horn, Murray State University

Awards Committee: Lisa Schmidt, Murray State University

Budget & Finance Committee: Bill Boozang, Newbury College

Committee on Inclusiveness: Emily Lewis, Charter Oak State College

Conference Planning Committee: Pam Collings, Philadelphia University; Tina Marie Coolidge, Drexel University

Council of Regional Leadership: Clare Roby, California State University - Chico

Digital Programming & Communications: Jennifer Varney, Southern New Hampshire University

Journal of Continuing Higher Education: Royce Ann Collins, Editor, Kansas State University

Membership Recruitment & Retention: Sallie Dunphy, University of Alabama Birmingham

Nominations & Elections: Brian Van Horn, Murray State University

Research Committee: Amber Dailey-Hebert, Park University

Resolutions: Chris Dougherty, Rosemont College

APPENDIX E: 2015 ACHE CONFERENCE PLANNING COMMITTEE

President:	Regis Gilman, Eastern Illinois University
Conference Co-Chairs:	Pamela Collins, Philadelphia University Tina Marie Coolidge, Drexel University
Proposals and Program:	Amy Johnson, East Tennessee State University Amy Jordan, Loyola University Chicago Dorothy Williams, Regis University Scott Jeffe, Education Dynamics Regina Cash, California State University - Long Beach
Keynotes & Speakers:	Clare Roby, California State University – Chico David Grebel, Texas Christian University Walter Pearson, Loyola University Chicago Mickey Baines, Fourth Dimension Partners James P. Pappas, University of Oklahoma Paula Hogard, Framingham State University
Exhibitor Relations:	Tim McElroy, Northeastern Oklahoma State University Mary Wuestewald, University of Oklahoma
Budget:	David Grebel, Texas Christian University Peggy Brown, Eastern Illinois University
Contracts:	Julie Tate, University of Oklahoma
Day Chairs:	Dorothy Williams, Regis University Julie Tate, University of Oklahoma Regina Cash, California State University - Long Beach Mary Bonhomme, Florida Institute of Technology
First Timers Coordinators:	Amy Johnson, East Tennessee State University Marilyn Read, Delta State University
Fun'Raising:	James Shamlee, The University of Alabama Amy Jordan, Loyola University Chicago
A/V & Technology:	Peggy Brown, Eastern Illinois University Michael Gioia, Rose-Hulman Institute of Technology
On-site Logistics:	Peggy Brown, Eastern Illinois University Ann Merrifield, Columbia College

Proceedings:	Marc Wilson, Southern New Hampshire University Kayla Ohmes, Saint Louis University
Marketing & Social Media:	Mickey Baines, Fourth Dimension Partners Mary Wuestewald, University of Oklahoma Bianca Tomlin, Eastern Illinois University
Graphic Design:	Diana Highland, Eastern Illinois University Loren Glover, University of Oklahoma Ryan Boske-Cox, Eastern Illinois University
Photographer:	Bev Cruse, Eastern Illinois University
Alpha Sigma Lambda:	Pam Collins, Philadelphia University
ACHE Home Office:	James P. Pappas, Executive Vice President Ynez C. Henningsen, Operations Manager and Executive Secretary Stan Khrapak, Operations Associate and Graduate Assistant

APPENDIX F: 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
2009 Philadelphia	Rick Osborn	East Tennessee State University
2010 Albuquerque	Roxanne Gonzales	Park University
2011 Orlando	Tish Szymurski	Neumann University
2012 Austin	Charles Hickox	Eastern Kentucky University
2013 Lexington	David Grebel	Texas Christian University
2014 Las Vegas	Brian Van Horn	Murray State University


ACHEINC.ORG