



**2007**

**Association for Continuing  
Higher Education  
Proceedings**

**69<sup>th</sup> Annual Conference and Meeting  
Roanoke, Virginia  
October 27 – 30, 2007**

---

## Preface

The 2007 *Proceedings* of the Association for Continuing Higher Education are presented herein. These proceedings record the 69<sup>th</sup> Annual Conference and Meeting of ACHE held in Roanoke, Virginia—one of our nation's most historic cities.

The beauty of the Blue Ridge Mountains, the charm of the small, genteel city known for its southern hospitality and the gracious Hotel Roanoke and Conference Center proved to be an ideal location for learning and relaxation. The local arrangements committee led by Dan Dowdy and Dave Waterman were most accommodating.

The conference chaired by Regis Gilman successfully planned three days around the theme "Refining Our Mission: Continuing Education's Role in Engagement, Outreach and Public Service." Many opportunities were available to participate in sessions relating to outreach, partnerships and public service and three perspectives on this theme were presented by the keynote speakers. The structure of the conference was changed to facilitate more opportunities for participating in one of the most basic values of our association: professional development through networking.

Program Chair David Grebel and his committee designed a conference that allowed ample time for participation. Sessions were offered for both the experienced and novice in the field of continuing education. Two new value added workshops were added this year as a bonus. A special thanks to Sandra Gladney and Susan Elkins for organizing the concurrent sessions and recruiting the keynote speakers.

The opening reception on Sunday evening was held in the Roanoke Higher Education Center. The food and networking were bountiful. A walking tour on Monday evening began at the O. Winston Link Museum to the Transportation Museum and the Art Museum and ended at Metamorphosis where entertainment was provided by a jazz ensemble.

The conference ended with a celebration of our new geographically named regions.

Please accept these *Proceedings* of the Association for Continuing Higher Education's 69<sup>th</sup> Annual Meeting.

Irene T. Barrineau, Editor  
ACHE *Proceedings*

## Table of Contents

<b>Part One: Addresses .....</b>	<b>5</b>
The Next Generation: Access and Opportunity in Continuing Higher Education .....	5
Leaving the Ivory Tower: Engaging for University-Community Success .....	7
Realizing Our Mission: Why Continuing Education Must Lead the Way .....	9
Changing Role of Continuing Education .....	13
<b>Part Two: Concurrent Sessions .....</b>	<b>14</b>
Adult Education Graduate Programs: Where Art Thou?.....	14
Market Alignment: Prime Opportunities to Partner with Professional Associations.....	15
Meeting the Degree Needs of Adults through Continuing Education Outreach.....	17
Invest in Human Capital by Engaging Latino Youth.....	18
Increase Registrations and Revenues with Pre-populated Landing Pages.....	18
Disbanding the Office of Enrollment Prevention—New Ideas to Engage Students.....	18
Overcoming Barriers of Tradition through an Effective New Admission Policy .....	19
In the Rules of Engagement, Alumni Matter .....	21
The Impact of Engagement.....	21
Making Winter Intersession Work for You: Details to Consider and Pitfalls to Avoid .....	23
Youth Organizations Unite. TCU Helps.....	24
What’s Working In Interactive Marketing for Continuing Education Outreach? .....	25
Measuring Student Satisfaction in the Online Environment—Boston University Online .....	26
Developing an Online New Student Orientation Program with Limited Resources .....	28
Toward a 21 <sup>st</sup> Century Model of the Inclusive University .....	28
Developing Partnerships for Successful Fund Raising in Continuing Education.....	28
Speaking English? Habla Espanol? An Adult Accelerated Dual-language Model for HE .....	30
Meeting the Needs of the Longevity Revolution through Public Service .....	31
Conducting a Feasibility Study: The Lucky 7 Reasons Why it Works .....	33
Principles of Good Practice for Distance Learning: A Blueprint for Excellence.....	34
Online Tutoring: Bridging the Gap.....	35
Creating an Environment for Success for our Continuing Education Activities .....	36
Hickory Metro Higher Ed Center: An Innovative Model for Extension and Outreach .....	36
Creating a Culturally Based Health Curriculum .....	37
Implementing an Online/DE College Certificate in Personal Fitness Training.....	38
Common Breakdowns in Continuing Higher Education Marketing .....	39
Partnership Strategies for Continuing Ed: Managing Collaborative Online Programs .....	39
Eliminating Barriers to Persistence and Retention Among Adult Learners.....	40

Where Have All the Good Ones Gone: Recruiting Outstanding Minority Professionals.....	40
Refining Our Mission and Defining Engagement .....	41
The Role of Experience in Adult Learning: Positive or Negative? .....	42
PDVSA Project—Accelerated Learning ESL for Business .....	43
Marketing Online Degrees to Continuing Education’s New Constituencies .....	43
Engaging Part-Time Faculty: Best Practices in Developing PT Faculty .....	43
No Adult Left Behind—Community Services for Special Need of Adult Learners .....	44
<b>VALUE ADDED WORKSHOPS.....</b>	<b>44</b>
Making a Difference Begins with you...So Live Into Your Dreams!.....	44
University Outreach and Engagement:Defining Terms, Addressing Quality, Collecting Data..	45
<b>Part Three: Business Meetings and Appendices .....</b>	<b>45</b>
Sixty-Ninth Annual Conference and Meeting .....	45
Membership Report.....	48
Financial Status .....	50
2008 Budget .....	51
Resolutions.....	53
Accelerated Network Report .....	55
Committee on Inclusiveness .....	55
Community College Network Report.....	56
Marketing Network Report .....	58
Minority Affairs Network Report .....	58
Publications Committee .....	59
Research Committee.....	59
Membership Report.....	60
Council of Regional Chairs.....	61
Officers, 2006 – 2007 .....	63
Board of Directors .....	64
Regional Chairs.....	64
Roll of Past Presidents and Annual Meetings.....	64
Citations for Leadership .....	65

# Part One: Addresses

## Presidential-Elect

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

Presenter: President-Elect [Christopher Dougherty](#), Rutgers University - Camden

Thank you, ACHE Members including members of the Board, Committee and Network Chairs, Educational Partners and Exhibitors, our guests from the Canadian association—CAUCE, and other guests who may be joining us this afternoon. With a sense of humility, and with a deep sense of dedication and support, I am honored to serve as the next President of the Association for Continuing Higher Education. I did want to take a moment to recognize three other very special guests joining us today, my wife Joanne, and daughters Madeleine and Isabel. While I certainly thank them for their support, I also want to especially thank Joanne for encouraging me to pursue this opportunity as she simultaneously works very hard at her own, equally if not more critical work as a full-time reading specialist, with its own full set of roles and responsibilities, demands and pressures. It's a very special kind of generosity that she has shared, and I'm humbled to recognize it. Also, thank you to Maddie and Isabel for serving as my audience and stopwatch operators for my rehearsals in the hotel room. I hope I do a good job.

Initially, in thinking about this talk, I developed three or four big picture themes that would wow you as an audience and therefore be memorable. After my experience these past few days in Roanoke, I realize that that approach would be mistaken for at least two reasons. First, it's not my style, and second the manifestation of your collective efforts demands, I think, a brief and simple reflection on what we have learned by being together, and what we should continue pursuing as we leave here today and do all the wonderful things in our working lives that are book-ended by events like these. In order to do so, I feel compelled to assume the professional role that to me is most comfortable and most familiar, and that is the role of teacher.

One of my greatest joys in teaching, particularly teaching adult learners, is the realization that they really are the ones doing all the work, and that I am given the brief privilege to orchestrate their efforts in a moment of their lives. In those situations, I try to share my hopes for them. And so, having witnessed your collective efforts, I'll now share some hopes I have for each of you and for us as an Association.

First and foremost, I hope that you have learned by being here. Some of my best memories of ACHE conferences and meetings have been the two or three sessions that made me think, and provided an impetus for making changes in my own work. Those takeaways were attributable to the dedication and professionalism of presenters who reflected on their work, chose to craft a presentation for the benefit of others, and then assured that their hour or so on the program was a meaningful, and in some cases, transformation experience for attendees. I'm confident that, by being here, by attending a presentation, engaging a committee for the first time or re-engaging ACHE after some time away, that you will return to your work in all its challenges, frustrations, and satisfactions, and feel that you have been supported.

Second, my hope for you is that, in addition to learning, you take away with you a renewed commitment to participation on your own collective and continuing education. I hope that you carry with you and sustain the energy and ideas that you have with you now. Perhaps they include new modes of delivery for your region's programs, that presentation that you are interested in sharing at next year's conference and meeting, or the committee or network that you have made a commitment to serving and advancing. If I have grown to know one thing about ACHE, it's that we have a very unique organizing principle. For a professional organization of our

size and breadth, we are, and always have been remarkably decentralized. With the critical support of a home office working in conjunction with the board and the committees, we are an association that cedes responsibilities to its members as much as we feel a collective sense of responsibility for our members. I draw tremendous optimism from this, as we seem poised to thrive in environment where organizations of all sorts strive to remain competitive while simultaneously adopting newer, non-hierarchical, and participative models for doing business. We've been there, and we've done that.

Third, my hope for you is that you will join us in a continued conversation about the important issues impacting continuing higher education. In developing the theme for next year's Annual Conference and Meeting, I was struck by changes in the population of adult learners and the institutions that serve them. The theme for our meeting in Nashville is *The Next Generation: Access and Opportunity in Continuing Higher Education*. It hopefully captures and expresses the critical issues confronting our work and our institutions. In conjunction with the theme we have developed this call for proposals which recommends that participants consider proposed presentations in one of three strands:

First, there's Access and Opportunity for New Generations of Learners in Continuing Education. A number of recent research reports indicate that we serve a new generation of adult learners who face a complex set of challenges when considering access to higher education. These challenges include financial constraints, lack of academic preparation, and access to auxiliary services such as child care. Our challenge as educators is to redefine our role in access to include not only barriers related to distance or time, but also related to the needs of historically underprivileged learners who will require the skills and opportunity inherent in a college education or in continuing professional development programs. I am also delighted to note that the Association itself has, under the leadership of Roxanne Gonzalez and the Committee on Inclusiveness, initiated its own significant efforts to be sure that our Association's leadership is as inclusive as the programs we develop.

Our second strand is New Roles and Responsibilities: Defining the Skills, Demands, and Opportunities Impacting a New Generation of Professionals in Continuing Education. As an Association we should continue to identify those areas of practice that will define the expertise of the next generation of leadership in higher education. While that expertise is generational to the extent that it will define the work we do, I would assert that it is not confined to generation simple by virtue of age. I can attest that some of the greatest thinkers and proponents of change in this room are perhaps 20, even 30 years my senior. You inspire us, and now more than ever, we depend on your continued involvement to address these issues.

The third strand is New Centers of Leadership. As the expertise required to deliver continuing education evolves, we also continue to develop new models for program design and delivery. We especially hope that this strand will appeal to those sectors that are developing some of the most innovative approaches for outreach to adult learners. These include community and two-year colleges or distance learning units with CE programs, or other organizations working in collaboration with colleges and universities to provide infrastructure support or share resources.

We hope that you'll find the theme for next year engaging, and suspect that, after the preceding presentation, you'll want to attend.

Finally, my hope for you is that you will be able to continue the conversation we had here in Roanoke throughout the year as we approach Nashville. Through our newsletter, website, and the journal, ACHE has always provided continued communication to its members. If I may take a moment to speak to those who have presented here, who have or will soon finish their dissertations, or who have been percolating an idea for an article in the past year or so. Please consider a submission to our journal. *The Journal of Continuing Higher Education* remains a leading publication in the field, and is widely read among our colleagues. I know this not by anecdote, but because in our recent membership survey, respondents reported that the ACHE

resource that they most valued was the *Journal*. So, should you consider a submission, your work may not only be published, but also will most certainly be read by your colleagues who care deeply, and think deeply, about the practice, theory, and research supporting continuing higher education.

Also, as a way to continue the conversation, I have committed to writing this year a presidential blog, which hopefully will provide an additional opportunity for members to engage the leadership of ACHE in a new way. We'll let you know more about it in the next "Five Minutes", but if you wish to visit now, please feel free to do so. The URL is [chrisdougherty.blogspot.com](http://chrisdougherty.blogspot.com).

I am delighted to represent the association this year. I am impressed and amazed by your work, and on behalf of the Association, I thank you for coming. As we bring the meeting to a close, I wish you well, hope that you will enjoy the workshops that follow this afternoon and conclude the conference, and hope that you will join this critical, continued conversation culminating in our meeting in Nashville. Thanks very much, as the 69th annual meeting of the Association for Continuing Higher Education is officially adjourned.

## Keynotes

### Leaving the Ivory Tower: Engaging for University-Community Success

Presenter: Lee Todd, President, University of Kentucky

#### Evolving Role of Higher Education

- Universities Used to be Known for Three Things
  - Education
  - Entertainment
  - Employment
- Time to Add a Couple More "E's" to that List
  - Economic Development
  - Engagement

#### The Engaged Institution

"In the end, the clear evidence is that, with the resources and superbly qualified professors and staff on our campuses, we can organize our institutions to serve both local and national needs in a more coherent and effective way. We can and must do better."

- Kellogg Commission on the Future of State and Land-Grant Universities, February 1999

*The Kellogg Commission made clear in its 1999 report, "The Engaged Institution," that colleges and universities were not involved enough in local problems. That we had to take our expertise, discovery, and innovation and help make our communities and states better places to live.*

#### Higher Education in the 21<sup>st</sup> Century

- Speaking a Common Vocabulary
  - Top 20 Business Plan
- Outreach/Community Engagement
  - Commonwealth Collaboratives
- Increasing Global Competency
  - Educating a New Generation of Learners

*I believe that higher education in the 21<sup>st</sup> century must be more engaged in community problems. And at UK, we are trying to remain engaged on a number of fronts.*

#### Speaking a Common Vocabulary

Creating a conversation with your publics

Business leaders  
 Legislators  
 Community members  
 Donors

*Story about sitting at a BHEF meeting with a University President and VP of Boeing: "Higher ed isn't accountable"*

**Top 20 Business Plan**

Written to change the public policy conversation in Kentucky

	National Average	Average in States w/ Top 20 Universities	Kentucky
Median Household Income	\$46,071	\$48,117	\$36,750
Population Below the Poverty Level	17%	16%	20%
Population with Bachelor's Degree	27%	28%	19%
State Government Health Spending as % of GSP	3.3%	3.0%	4.0%

[http://www.uky.edu/OPBPA/business\\_plan.htm](http://www.uky.edu/OPBPA/business_plan.htm)

*Another thing we also did to "create a common vocabulary" is release our Top 20 Business Plan. As I mentioned earlier, colleges and universities have not always spoken the same language as legislator, donors, and business leaders. And those people often don't feel like we are being accountable.*

*So we developed this Plan, which was the first of its kind for any public university in the nation.*

- *Federal Research – moved up from 35<sup>th</sup> to 33<sup>d</sup>*
- *Non-federal research – moved from 23<sup>d</sup> to 21<sup>st</sup>*

**Outreach/Community Engagement**

Research with a "Higher Purpose"

Conducting the kinds of research that makes the institution important to its people, communities, corporations, environment, and government

Appalachian Math Science Partnership (AMSP) is using a \$22 million federal grant to narrow the math-science achievement gap and add students in the STEM pipeline in 38 eastern Kentucky school districts.

Gill Heart Institute cardiologists conduct over 50 off-site clinics every month in Rockcastle County, Danville, Flemingsburg, Paintsville, Winchester, and Mount Sterling.

UK HealthCare has created the Markey Cancer Affiliate Network, with locations in Harrison County, Rockcastle County, and Rowan County.

*We made the point in our Plan that we cannot simply be conducting research for research's sake. Could reach Top 20 research status and fail the Commonwealth. Need to be conducting the kind of research and service that will hit the ground in Kentucky; change lives in Kentucky.*

**Commonwealth Collaboratives**

23 community-focused research initiatives led by top faculty and researchers

Health care – Marty Driesler Cancer Project, Oral Health

Economic Development – Equine Initiative

Education – Great Schools Initiative

Environment – Reclaiming Coal-Mined Lands

Quality of Life – Opera in Schools

Projects received \$23 million in external funding

**College of Dentistry Collaborative**

Partnership with Trover Clinic in Hopkins County on the "Centering Pregnancy with Smiles" program



### Preterm Births

2004 National Average: 12.5%  
2004 Kentucky Average: 14.4%  
2001-2004 Hopkins County Average: 18.0%  
Hopkins County Average since January 2006: 5.4%

### Low Birth Weight

2004 National Average: 8.1%  
2004 Kentucky Average: 8.8%  
2001-2004 Hopkins County Average: 10.4%  
Hopkins County Average since January 2006: 5.2%

*Provides pregnant women with a complete oral exam, oral health education, treatment for any infections, and regular re-evaluations.*

### **Sharing the Higher Ed Story**

UK Office of University Engagement

Developed the UK Engagement Measurement Instrument

Shows on-going UK research and service projects in all 120 Kentucky counties

[https://univext.gws.uky.edu/ukccs/County\\_Lookup.php](https://univext.gws.uky.edu/ukccs/County_Lookup.php)

*The UK Office of University Engagement created the Engagement Measurement Instrument, an online tool that allows us to show Kentucky communities they type of research and service activities in which we are involved in all 120 Kentucky counties. This is an unbelievable tool for us as we go out and talk to legislators and community leaders across Kentucky. It will help us show how we are being accountable – how we are working to solve community problems.*

### **Increasing Global Competency**

New challenge for colleges and universities

States not only need more degree holders; need graduates with global skill set

Must prepare our students for this new economic reality

*Not just competing with Indiana and Tennessee any longer.*

### **21<sup>st</sup> Century Reality**

Two-thirds of the nation's mathematics and science teaching force will retire by 2010.

In 2004, the Intel International Science Fair attracted 65,000 American kids. As many as six millions kids were competing in China.

The number of American 18- to 24-year-olds who receive science degrees has fallen to 17th in the world, whereas we ranked 3rd three decades ago.

### **What We Must Do**

Higher education must adapt to change more quickly

Provide more continuing education opportunities

Scholarships, financial incentives

Work directly with companies/employers

Communicate to stakeholders the value added by continuing education and engagement

Partner with K-12

Convince students not going to college that they must go

*Skate where the puck is going!*

## **Realizing Our Mission: Why Continuing Education Must Lead the Way**

Presenter: Suzanne Morse, President, Pew Partnership

Ambrose Bierce once said, “There is nothing new under the sun but there are lots of old things we don’t know.” I want us to remind ourselves about the old things that we don’t know or have forgotten about our mission and how they will help us define the future.

When Skip Parks announced the decision on a theme for this year’s conference—“Refining Our Mission: Continuing Education’s Role in Engagement, Outreach, and Public Service”—he set the bar for a look to the future. However “Refining” could be taken in a couple of ways. According to its definition, he could have been talking about reducing continuing education to a pure state or freeing it from moral imperfection or improvement by pruning or polishing. I am going to forego the pleasure of talking about moral imperfection of your field and assume that he was talking about the pruning and polishing definition of refining. That being the case, however, I want to talk less about refining and more about realizing the mission. Because I think where we need to go has been there all along.

The definitions I want to use for realize is “to bring or get by sale, investment, or effort.” Given the realities of the day, I think this gives us some markers to think about our future in different ways with perhaps a different outcome.

Over the last year or so I have asked a number of people the following question: if something big was going to happen to you—meeting just the right person, getting the job you have always dreamed of, or having a set amount of time to live—would you want to know ahead of time? If you are to meet the woman or man of your dreams, you might go ahead and lose a few pounds just to seal the deal; if you knew you would be getting the job of your dreams in another city, you might not buy a new house where you are; and if your days are numbered, you are likely not to sweat the small stuff or the small people. In other words, if you knew something monumental was about to happen, you would want to prepare.

Well the good news for continuing education is that something monumental is happening to you and we need to talk about how you prepare for the sea change that is coming.

So you cry—what is the change? The change is the world and its demands on local communities and the constituencies you serve. You are a connector to the global economy for your campus and your community. What you offer and how you offer it could make the difference in whether in a community or a business stays in the competitive game or not. What you do and how you offer it could make the fundamental difference in a community’s quality of life. What you do and how you offer it could make the difference in whether your community has the latest information or last week’s news. In other words, you are in the catbird seat for helping your institution fully realize its mission of engagement, outreach, and public service. How can I be so sure? In a now-famous Peter Senge anecdote about a successful sea crossing, the question was posed: who was responsible for the voyage? The captain—no, the first mate—no, the navigator—no. Who then? The designer is the one who created the opportunity for success. When I think of the realization of the mission of continuing education all signs or buoys point to you as the designers of change. But somehow we have lost our compass—maybe we dropped it overboard but my guess is that we just misplaced it. Mark Twain once said, “Have a place for everything and keep the thing somewhere else. This is not advice, it is merely custom.” I believe that we will find our compass for change behind such things as client numbers, income, and course—all directional markers for sure. But to make the difference we all know we can, there must be a compass for our universities work with the outside world that is as visible a landmark for the campus as the favorite watering hole or the football team. In other words, there should be no question that the expectations or the direction for continuing education for the future is its impact on community, national issues, and international issues.

Back in 1904 Charles Van Hise said when announcing the Wisconsin Idea: “Never be content until the beneficent influence of the University reaches every family in the state.” Discovering the path to realizing our true mission is not for the feint-hearted; it is a process and a product that is continually being defined. What continuing education can offer to the process of engagement,

outreach, and service is access to the latest research, a curriculum that is current and relevant, and a delivery system that is a window to the world.

What will it take for continuing education to be the designer for change both inside and outside the university? The answer lies in our ability to balance income and impact and to knit together the pieces of what we do with the bigger vision of what we need to do.

The realization of our mission of change will require us as individuals, units, and universities to be strategic, entrepreneurial, and innovative: the characteristics that drive all successful organizations these days.

Let's go back to our definition of realization of our mission—sales, investments, and effort—to find our answers and to revisit the old ideas that we still don't know. What we tend to remember about the Wisconsin Idea that birthed the continuing education movement was that it was about education but as Dr. Van Hise said, it was really about impact on people's lives. Alan Knox and Joe Corry wrote *The Wisconsin Idea for the 21<sup>st</sup> Century*. The Wisconsin Idea for the future will be bookmarked by two key ideas: partnership and lifelong learning. These are followed by the role of technology, multi-disciplinary solutions, and the changing boundaries of higher education. All of these factors suggest for me a new structure, new ways of doing business, and new partners. While rhetoric is great for the soul, the reality is that all of you are on the line to make money. So how do you sell your programs and change the world at the same time? What should you be investing in to make money and change the world? And where should your effort be spent to make money and change the world? These are the "what to do on Monday questions." What it will take to "realize" your true mission?

The first suggestion is to learn from the global economy. Traditional business architecture doesn't work in Hong Kong or Houston. Continuing education must think of itself as the rapid response team. That is not to say that you are quick on the trigger but rather that you provide your clients with the knowledge and expertise that they really need. Build your programs and your way of working like the most prosperous international firms—they outsource what they don't have, import what they need, and manage the network of suppliers. As the new book, *Competing in a Flat World*, from the Wharton Business School, shows geography doesn't matter anymore. Plan your programs and recruit your clients as if the world was your audience—it is. Move quickly to establish your niche—does that mean something new every week. No it means looking carefully at your university and your community for the missing pieces that are inhibiting your growth. Be the best at what you do – but be clear about it. People in community after community tell me that they don't have a workforce for the 21<sup>st</sup> century—their folks don't have the skills they need. Work with other institutions and partner—locally, nationally, and internationally—to gain the expertise that you need to position your programs, your faculty, and your staff to be better initiators and responders to build that workforce. Who might these partners be? I am thinking certainly about business and government but also community colleges, non-profits, and other continuing education divisions. This may sound like heresy but while we are trying to hold on to how we have always done it, someone else is doing something different and making money at it. Where is your new operating model? Does your staff have the expertise to suggest what is needed to a client? Are you so territorial that you are limiting your growth? Global firms use resources where they can find them, are innovating every minute, and are anticipating what their customers need. That is where continuing education must move.

That brings us to the second leg of the realizing our mission—investing. We have to do a better job in this field of investing the intellectual capital of our staff. How can you expect someone to plan an innovative program if they cannot anticipate what the client really needs? Think retail here—it is not last year's style that we are interested in—its next year's. We need to find ways to get our own staff to conferences and places where they can understand better what the global economy needs. We need to think how the resources of our institutions can be learning opportunities for us. We need think more like a consulting firm and less like program planners

Finally, where do we spend our effort to realize our mission? Three answers. First, be better than the best. While every institution wants a continuing education department, not everyone needs one that does everything. You have got to think about quality and niche—what can you be best at providing? What is the real expertise of your institution? You must establish yourselves as the “go-to” people for the businesses and corporations who know what they want and those that aren’t so sure. Your job is to not to sell them a program but to leverage the universities resources to solve a problem. That might be referring them to another university; this might be selling them a consulting package of faculty who are experts in their problem area; or it might be giving the potential client a whole different direction. This is when refinement turns to realization.

Second, we need to spend effort using technology. Technology is both the vehicle and the subject for realizing our mission. Can you compete for a contract in Singapore? Yes you can because you can reach them with your existing capability, you can connect them to like-minded business partners around the world, and you have access to the subject matter they need. Invest in knowing more about the technological changes and the technological networks. We want to bring people together in Roanoke or Madison or College Station but we don’t have to anymore. Technology gives us possibilities that were dreams a few years ago. It is your friend—time to bond. You will be glad you did.

Third, put your effort into multi-disciplinary approaches and partnerships. After years of telling ourselves that the Mother Lode for change would come in one brightly wrapped box, we now know that the tough issues of the day require innovative, multi-disciplinary solutions and partnerships. Who has access to those critical components—continuing education? You have one eye on the resources of the campus and the other on the organizations, businesses, and partners who need those resources. I am not talking about a one-time program sponsor now. I am talking about an organization that has a symbiotic relationship with a department or even a group of professors from different departments that need what they know. You are the absolutely critical bridge here. You are the matchmaker and the vehicle to make their partnership work for the long-term beyond just an individual consulting contract.

So what is the bottom line on realizing the new mission of continuing education?

- Sales will be driven by a staff that anticipates what their partners need.
- Investments must be driven by staff capacity. That is, we need research and development inside our organization.
- Effort must be on connecting the dots for your university and potential partners around the world through quality and niche, technology, and application and delivery of multi-disciplinary approaches.

How? A new structure—one that looks like a consulting firm, not a sales force. One that has the right people, one that looks like the future not the past, and one that remembers the old things: relevance, delivery, and adaptation. Continuing education has always been about making things better, not just making the sale. So what do we do to realize our mission? We do things differently. To get some clarity on this I turned to Jim Collins’ book *Good to Great* and my own book *Smart Communities* to see the similarity. If companies can work smarter and communities can operate smarter, maybe there are some lessons learned for continuing education divisions. Here are the five things that will improve your results:

**First, Get the right people on the bus and then invest in them.** Realizing our mission will come when we can “get the right people on the bus and in the right seats” and invest in their development. Give the people with whom you work the training and expertise they need to succeed in the global economy. Allow them to participate in community activities so they will know the community. Encourage risk-taking.

**Second, the flywheel and partnerships in the department, in the university, and in the community will lead to a different paradigm.** Collins says that company transformations never happen in one fell swoop—they result from a cumulative process. That change process will only

come when we pool our collective intellectual resources and move the needle on the way we think about partnerships. Should we limit the size of the pie? I doubt it. It is likely to make us more competitively as a field with for-profit organizations.

**Third, Build on your assets with a hedgehog.** In community work I preach about the importance of leveraging your local assets as a key to building a high quality of life and a thriving economy. Collins talks about the hedgehog concept—becoming the best in the world—and equally as important what you can't be best at doing. Collins recounts Isaiah Berlin's story about the difference between the hedgehog and the fox. The fox is cunning and knows many things. The hedgehog on the other hand knows one big thing—the right thing. In other words, the hedgehog simplifies things into a simple organizing principle that unifies and guides everything. What is your university and your department best at and what has to happen for you to achieve the “big idea” that will help you realize your future.

**Fourth, Deliberate and face the brutal truth.** Smart communities always have a way to have a constructive dialogue about the hard issues. Communities or organizations that try to hide the truth or don't go looking for it very hard ever do well. The same is true in great companies according to Collins. “They didn't use discussion as a sham process to let people ‘have their say’ so that they could ‘buy in’ to a predetermined decision. The process was more like a heated scientific debate, with people engaged in a search for the best answers.” If your staff meetings are “talking to” or “reporting out” or “quieting the brutal facts,” think about a new strategy so that you can develop the strategy for the future.

**Five, Invent your future.** That is what all great communities, great companies, and great institutions do. They are honest with themselves, they do things to give themselves the edge, they capitalize on their assets, and they discipline themselves to be successful. It is not luck for communities, companies, or you. Jim Collins said, “No matter how bad the industry, every good-to-great company figured out how to produce truly superior economic returns.” In other words, let's skip the excuses. What will drive more institutional support to your department are results—pure and simple. Just like a sports figure or a politician—people take notice when you deliver. Some continuing education departments are going to be successful because they have decided to realize their mission in innovative, creative, and entrepreneurial ways. To paraphrase the Beatles, “Let it be you!”

## Changing Role of Continuing Education

Presenter: Belle S. Wheelan, President, Commission on Colleges, Southern Association of College and Schools

Institutions that undergo accreditation experience a rigorous review of all aspects of their operation. This includes activities and programs provided for enrichment, self-directed learning and experiential learning generally offered through Divisions of Continuing Education. This presentation focused on the role those organizations play in creating opportunities for student engagement in activities that support curricular program activities, as well as ways to reach out to other constituent groups interested in lifelong learning. Included was a discussion of the changing role Continuing Education has played over the past decade and will continue to play into the future.

### Outreach and Engagement from the Accreditor's Perspective

1. Make sure that you are rooted in the mission of your institution.
2. Make sure your programs are evaluated regularly.

### Future challenges

1. Recruit people younger than you who can take your job.  
*"We're finding that there are more women going into higher education now so if you continue to look for folks who are academically credentialed then this room will be probably be 80% female in about five years.... The population is also browning. ...you've got to find a way to engage the minority population."*
2. Form partnerships with unlikely organizations.  
*"Those of you in senior institutions don't feel that you have to do it by yourself; there are community colleges in your communities that would be glad to partner."*
3. There are at least three generations you're trying to attract.
  - a. *"You've got those under 21 who have both dropped out of school and you're trying to reclaim them or you're trying to recruit them into your institutions."*
  - b. *"The second population you have are those 21 – 55 who are still in the work force and you want to make sure they continue to stay enriched and engaged not just in life but in their community."*
  - c. *"And then you've got those of us over 55 that aren't quite sure which direction we want to head but we need some sense of direction because we plan to live awhile."*
4. Civic engagement is a new term for an old idea  
*"...we have to help young people take responsibility for their own development. When we think about it, a freshman coming to college right out of high school has been asking for a bathroom pass in high school in May and yet we expect them to navigate a college curriculum in September... I would challenge each of you to set up an advisory group of high school students. Because they are your future ask them, 'is there anything that interests you of redeeming social value that we can talk about?'"*
5. You don't necessarily communicate with everybody within your institution.  
*"You need to tie into what they are teaching on the credit side of the house so that you can supplement that particular educational opportunity for each student.... That lack of coordination with academic departments is stifling the productivity in some of our non-credit programs. It is also stifling the creativity in some of the academic programs."*
6. Many continuing education units have not read the university's mission statement.  
*"Too often continuing education programs are charged with making money rather than providing opportunities"*

## Part Two: Concurrent Sessions

### Adult Education Graduate Programs: Where Art Thou?

Presenters: [Alison Christopher](#) and [Jane LeClair](#), Elmira College

The adult education field is going through a change in the number of graduate adult education programs currently available. Several institutions that once offered adult education graduate degree programs have closed their doors to new enrollments. This phenomenon appears to signal the decline of adult education programs both at the national and international level. From a different perspective, the field is going through osmosis. It is for this reason that adult and continuing education programs should expand in learning institutions.

Massive changes have reflected in the way our learning institutions are marketing their courses and programs. A state of reflection, that some of our neighboring countries too are discovering. The need to focus on and expand the field's presence is paramount as the concept of adult learners not only diversified culturally, ethnically but socially as well. The traditional learning modalities are continuously changing with the rapid growth of technology and increases in awareness to social changes around us. The lexicon of descriptors to adult education is also contributing to the vision of the current state of the field. The AAACE conducted a study of institutions that offered graduate degree programs in North America in 1998. Since then the numbers of institutions still offering those programs, or programs under the umbrella of adult education, have declined by fifty-percent or more. Several factors explaining the declination of adult education graduate degree programs are: economic shift, the changing faces of adult learners, demands for piecemeal programs and the political and ideological shifts interplayed in the institutions of learning. With the social climate challenging and testing our limits, the halls of learning institutions are filled with varying age groups and varying learners creating a learning tool never before witnessed in our lifetime.

Today's adult learners have changed these last couple of decades but particularly the last 5-10 years. The generational gap that once divided the traditional cohorts is closing faster as older generations are mixing in with the up-and-coming generations of today. The traditional older group of adult learners are now including young adults in their 20s and 30s. A wide consensus is the inclusion of technology and the conceptual framework of the field itself. While there is a clear division among practitioners regarding the field's discipline as a whole the overall arching goal of the field is still to advance the education of adult learners, yet the adult learners are fast approaching a new terminology in and of itself.

Because of the decreased number of adult education graduate programs, one could argue that adult education is a dying field. Alternatively, if taken from a different perspective, the field is going through an amorphous stage. Today's learners demand shorter, more enriching and viable programs due to their hectic schedules. Likewise, the lexicon of descriptors is a contributing factor to the ever-widening field. With fewer institutions offering adult education graduate programs, the need to accommodate the increasing numbers of learners will be problematic if programs are not readily available.

The lack of leadership within the field is a clear indication of the dire need to reassess, reevaluate and reorganize the adult education field. According to Watkins & Tisdell research on negotiating power for program, planning for adult degree programs at the higher education level is limited at best. How can these programs survive the tumultuous political ping-pong that results from improper or ineffective leadership? Furthermore, how can professionals in the field maintain a semblance of security in the status of the field if lack of identity, leadership and vision are blurred and unscripted?

Lately technology has been associated as the two-headed sword. In all generations, there appears to be a division of opinions in whether technology is beneficial or a hindrance. However, technology is one of life's mysteries that damned if we do and damned if we don't. Society cannot live without technology and yet we live in constant aggravations of it. Technology has created avenues that were once unheard of and provided access to learning for millions of people that normally would never have considered due to lack of availability and/or resources.

## **Market Alignment: Prime Opportunities to Partner with Professional Associations**

Presenter: [Sean Gallagher](#), Eduventures, Inc.

National research indicates that continuing higher education students (“adult learners”) and employers desire greater alignment between college and university courses, programs, and outcomes, and professional associations. This session highlighted the areas where partnerships with professional associations may be most fruitful for providers of continuing higher education, based on an exploration of student and employer needs. The core of this session was the presentation and discussion of the implications from original research findings and data from Eduventures’ Learning Collaborative program for Continuing and Professional Education, a consortium of 120 colleges and universities providing continuing higher education programs.

Eduventures’ research indicates that professionally-related motivations are among the top reasons that adult learners are pursuing a course or degree: about half of all students cite improving their performance or pay in their current field, earning a license, credential, or certification required in their field or CEUs as their primary motivation. Each of these motivations can be tied to professional standards, suggesting that professional association standards and content are relevant for one in every two adult learners. In addition, half of all adult learners cite professional associations as an “important” source through which they learn about continuing higher education programs. Moreover, 74% of adult learners pursuing non-credit courses say that they consider/evaluate professional associations as competitors to college- and university-delivered courses. Given the professional focus of many adult learners and their exposure to and interest in professional associations in their fields of employment, professional associations represent a logical opportunity for college partnership.

Additionally, research among employers (e.g., corporations, government agencies, non-profits) indicates that employers turn to professional associations most often as a source for education and training, alongside consultancies, commercial training providers, and colleges. When asked about their preferences for college-delivered instruction, employers report great interest in programs that are endorsed by or developed with input from a professional association, and suggest that working with professional associations is the single most relevant way that colleges can raise awareness of their course and program offerings.

The key benefits of colleges and universities partnering with professional associations include adding labor market relevance and credibility to curriculum, co-marketing opportunities, and in some cases, exclusivity in course content and certification eligibility in certain fields.

Certain curriculum areas, professional fields, industries, and course/degree types are riper than others for professional association partnership:

- In the non-credit course market, the disciplines in which adult learners are most aligned with professional associations include nursing, library science, psychology, law and legal studies, healthcare, and various education disciplines (e.g., higher education administration, K-12 teacher training).
- Among certificate students, professional association endorsement of certificate curriculum is seen as most relevant in architecture, physical sciences and science technologies, library science, entertainment, and engineering.
- Employers in particular industries are more likely to value professional association endorsement: real estate, healthcare, finance and insurance, and education.
- Across the wide spectrum of course and degree types in continuing higher education, certificate programs and professional degrees are the program types in which professional associations have the greatest influence on adult learners.

Professional association partnerships represent an emerging opportunity for colleges. Continuing higher education administrators should consider which of the courses and programs in their portfolios align with fields where professional association content/alignment is in demand by students and employers. Examples of specific fields and credentials where colleges have partnered with professional associations include project management (The Project Management Institute), the CFP standards board (Certified Financial Planner), and a number of others.



Whether in online distance education for the energy industry, or face-to-face humanities programs, numerous examples exist that colleges can model in professional fields relevant to their programs and their students.

## **Meeting the Degree Needs of Adults through Continuing Education Outreach**

Presenter: [Frank DiSilvestro](#), Indiana University

Daniel Yankelovich, public policy researcher, recently described in *The Chronicle of Higher Education* (2005) the challenges to higher education of new societal trends. The first trend he described is "Changing life cycles as our nation's population ages" (p6). The challenge, according to Yankelovich, is to integrate higher education, training, and work and to better match course offerings and timetables with the needs of adult learners. The General Studies Degree at Indiana University addresses these challenges through a flexible, academically sound degree program for working adults. The general studies degree is offered through the Indiana University School of Continuing Studies and is a very popular degree. More than 28,000 students have received a general studies degree since its inception in July 1975. The degree is celebrating its 30<sup>th</sup> anniversary this year. The general studies degree is designed for students who are older, who may have full time jobs or family responsibilities, who need greater freedom in timing and pacing their education, and who need a variety of learning options.

This presentation described a recent research study to learn what Indiana University School of Continuing Studies general studies graduates do with the general studies degree concerning employment, further education, and career advancement, and to seek their recommendations for the improvement of the degree for the future generation of adult learners.

Surveys were mailed to 4,572 Indiana University School of Continuing Studies general studies graduates at the associate and bachelor's degree levels. The survey was sent to 4,572 graduates of the Indiana University General Studies Degree. Four hundred and seventy-eight general studies graduates responded to the survey. There were 319 females and 159 males. The research was designed to answer three questions:

1. What do graduates do with a general studies degree, particularly in terms of employment and further education?
2. What do general studies graduates think of the general studies degree program?
3. What is the impact of earning the general studies degree on the educational and career changes of graduates?

The results of the survey indicated that the general studies degree allows students to tailor their academic program to their career interests and prepares them to work in a wide variety of occupations. The graduates in this study reported 353 distinct job titles. They work in a variety of occupational fields, led by business and management, and followed by administration, education, healthcare, and social sciences.

The general studies degree also prepares students to pursue further education. The graduates in this study continued their education in diverse areas; particularly business, liberal arts, and education. They completed advanced degrees at a variety of well-known colleges and universities.

More than 90 percent of the graduates reported that the degree program met their expectations. The re-emerging themes of degree flexibility, breadth and options of the curriculum, support from staff, and self-discipline were all factors that contributed to the general satisfaction and success these graduates experienced in the General Studies Degree Program. The data from this study

clearly show how the general studies degree serves as a credential for employment, further education, and career mobility.

Reference:

Yankelovich, D. (2005, November 25) Ferment and change: higher education in 2015, Washington D. C. *The Chronicle of Higher Education*, 52(14), 6-9.

## **Invest in Human Capital by Engaging Latino Youth**

Presenter: [Christine Burgoyne](#), University of Georgia

The Georgia Center for Continuing Education is taking a proactive stance toward the state's burgeoning Latino population. To ensure that Latinos attend Georgia's institutions of higher education, thereby maximizing the intellectual capital of the state, the Center established a summer program to draw Latino youth into the university fold. That program has expanded into a cohesive portfolio of over a dozen award-winning programs for Latino youth. This presentation shared insights into those programs and their effects on the center, the participants and the community.

## **Increase Registrations and Revenues with Pre-populated Landing Pages. If You Aren't Doing it Now . . . You Will Be!**

Presenter: [Steve Blumberg](#), JM Perrone Company

Whether you are a large program or small, public or private, non-credit or credit, you will be using personalized landing pages to increase qualified inquiries. They have been shown to double response rates, allow tracking and measuring of responses, develop personalized message, establish 1 -1 dialogues with prospects, allow for immediate fulfillment and are inexpensive.

The presentation focused on how to maximize response rates from your direct mail and email efforts by driving prospects to unique landing pages that have pre-populated data about that individual. The presentation included two case studies for Continuing Education and Professional Development: Boston University lead generation and Northwestern University list cleaning programs are the models for all CE and Professional Development direct marketing activities.

## **Disbanding the Office of Enrollment Prevention—New Ideas to Engage Students**

Presenter: [Tim Copeland](#), SunGard Higher Education

Competitive pressures are forcing continuing education (CE) units to rethink how they interact with and enroll students. Time-pressed adult learners are demanding educational options that can be conveniently accessed on their terms. With media fragmentation, new communication channels, and fast-changing consumer behavior, CE units have even more reason to evaluate program quality and the student experience.

With the transparency that the Internet provides and with access to information on their terms, students seek authentic experiences and no longer need to rely on a marketing push mediated by professionals.

Given its mission of access and outreach, CE is positioned well within the higher education landscape to listen to the needs of students and to develop responsive learning opportunities. Unfortunately, some CE units are not mastering the basics of prospective student interaction. Recent research reveals that prospective students, more often than not, are dropped into a tangled and unresponsive CE organizational web. These unintended offices of enrollment prevention inhibit well-meaning continuing education outreach efforts.

In the study, 'prospective students' secretly shopped leading brand institutions across the country. The experiences ranged from unreturned phone calls and misinformation, to unresponsive, or even rude front-line employees. One student was scolded for his failure to produce a course number in order to register.

The results should not be surprising. Continuing education opportunities are too often treated by units as impulse decisions rather than considered purchases. Sixty-percent of CE units do not employ dedicated enrollment or recruitment advisors and 64% decentralize the inquiry management process. When it comes to recording and tracking student inquiries, only 48% of CE units perform this activity. The 'if we mail it (brochure), they will register' approach does not support how students actually make decisions. There is evidence that student decision cycles range from 16 weeks to over a year or more. A brochure or two is not sufficient.

Failing to intentionally manage the enrollment experience leads to:

**Higher student acquisition costs**

By not maintaining and cultivating student interest through the decision cycle, CE units pay higher acquisition costs through list purchases and overuse of existing data sources such as past participants or alumni.

**Lower brand image**

Because the brand is delivered at student touch points, CE units risk the institutional brand with sub-par student interactions.

**Lost enrollments**

Past student inquiries are often the best list for future educational opportunities. Failure to track and manage these initial interactions costs institutions enrollments.

CE units can improve their outreach efforts by aligning the organization for enrollment success. The starting point is a unifying mission that focuses on the student. Next, align the organization by connecting the enrollment value chain – promotional marketing with a dedicated enrollment advising effort. Because marketing historically is about understanding and responding to the needs of customers, the combined function is best suited for your unit's marketing, or better yet enrollment marketing department. Finally, enrollment management technology is a powerful enabler of a well-defined enrollment strategy.

## **Overcoming Barriers of Tradition through an Effective New Admission Policy**

Presenters: Karen Graham, and [Laurie G. Dodge](#), Chapman University College, and Ellen Derwin, Houghton Mifflin Publishing Company

Chapman University has a long tradition of serving the adult learner with targeted curricula and alternative deliveries in a distributed-campus system. In 2001, the institution reconfigured its "non-traditional" academic programs by developing independent academic and faculty governance systems

for Chapman University College (CUC) which would focus on best practice for adult learning curriculum, pedagogy, and quality improvement decision-making.

To assist in defining our adult learner unit and to tie its mission to research-based best practice and national comparison groups, CUC became a member of the Council for Adult and Experiential Learning (CAEL) and participated in the Adult Learning Focused Institution (ALFI) pilot project in 2002-2003 testing two survey instruments. Both results from the ALFI project and evidence from local campuses revealed a challenge for Chapman University College to meet the needs of students interested in pursuing graduate degrees. Specifically, CUC addressed the Outreach CAEL Principle: *The institution conducts its outreach to adult learners by overcoming barriers of time, place, and tradition in order to create lifelong access to educational opportunities.* Review of current admissions policy revealed that our traditional admission criteria created a barrier for adult learners.

Prior to 2003, this university followed the inherited traditional campus criteria of undergraduate GPA and GRE scores for admission to graduate school. Though the premise may be debated, the purpose of criteria for graduate admissions was to accurately predict success in graduate school. However, for adult learners who may have completed their undergraduate degree twenty years ago, use of undergraduate GPA may not reflect one's readiness for graduate school. In addition, the predictability of standardized tests for adult learners was suspect. For these reasons, a Portfolio Option for admission to graduate programs was adopted.

Students can submit a portfolio of evidence demonstrating their readiness for graduate school. The Graduate Admissions Committee then reviews the portfolio and uses a scoring rubric to render admission status. The rubric measures the following areas: Field Relevant Experience, Graduate Level Writing Ability, Degree Expectations, Analytical and Conceptual Abilities, and General Experience. Tracking student progress is critical in determining the effectiveness of the portfolio option. Data of students admitted to graduate school through the portfolio option (N = 128) have revealed interesting results. Students' strongest skills were found in Degree Expectation and weakest abilities were in Graduate Level Writing. All five of the areas of the scoring rubric were significantly related to Graduate GPA. Most noteworthy is the lack of significance found between entry level GPA and graduate level GPA ( $r = -.085ns$ ). However, this tells just part of the story.

A random selection of students admitted to graduate school through traditional admission criteria (GPA and GRE) were compared to the Portfolio Option students. Outcome variables included student success as measured by GPA, academic self concept as measured by the College Attitude Survey, and qualitative questions. Demographics revealed that the Portfolio group was older (42 vs. 37,  $t=2.39^{**}$ ) and had a lower entry GPA (2.60 vs. 3.45,  $t=3.45^{**}$ ). The groups were similar in amount of graduate credit completed. Though some differences were noted in specific items, overall academic self concept was the same for both groups. Additional results from the quantitative and qualitative analysis were shared.

This study demonstrates the effectiveness of using alternative methods for admitting adult learners to graduate school. Reaching out to adults and providing an innovative and quality method for demonstrating readiness for graduate school was an effective predictor of success. Results from this study support that criteria used for traditional students may not be the best predictor of graduate school success. But more importantly, it provides a strong quality assessment tool and process for rendering graduate school admission status.

This workshop was intended for audiences ranging from novice to experienced educational leaders in public and private institutions of higher education. Participants were provided with handouts of the portfolio scoring rubric and a step-by-step procedure for initiating and conducting a portfolio option. The audience heard an engaging presentation of the portfolio option including case studies. Participants learned how to establish a graduate admissions portfolio system and how to evaluate a portfolio. In addition, recommendations for tracking students' progress and measuring effectiveness of a portfolio admission option were shared.

## **In the Rules of Engagement, Alumni Matter: CRM Practices to Unleash the Lifetime Relationship**

Presenters: [Betsy Bedigian](#), Hezel Associates and Sarah Schutt, University of Wisconsin-Madison

The responsibility for sustaining the institution's long-term relationship with students extends well beyond the alumni office. According to "2006 State of Continuing Education Marketing: How Does Your University Size Up?" nearly 45 percent of college and university enrollments are adult learners. As adults seek to reinvent themselves to meet changing roles in their work or personal life, new strategies are required to manage lifetime relationships and provide real value for the student and institutions. Savvy continuing education marketers recognize that alumni are likely to turn to their alma mater for further education and guidance if given the right motivation. This session explored how colleges and universities best respond to the needs of this segment, while further extending continuing education's reach both beyond and within the institution.

- Collaborating with alumni relations/institutional advancement
- Using research to understand the needs and interests of alumni
- Developing new strategies for managing the lifelong learner relationships using a consumer marketing approach
- Cross-marketing to cement the student relationship with the institution and foster personal growth

## **The Impact of Engagement: Building Campus-Community Partnerships to Support Local Economic and Workforce Development**

Presenters: [Jeri Childers](#) and [Susan Short](#), Virginia Tech

Continuing educators engage with community partners to offer a variety of programs for individuals, organizations, and communities. Less frequently, we take the time to step back and identify the impact of our work; however, building programs that demonstrate impact are increasingly important. This requires identifying key priorities and key metrics that will demonstrate impact early in the process of program development and partnership development. Many communities are experiencing the effects of globalization, brain drain, and a more diverse workforce. These and many other factors encourage campus-community partnerships for economic and workforce development. Universities are increasingly viewing themselves as active stewards of their regions or communities. Communities are seeking more participation from their colleges and universities in local and regional planning and problem-solving. Continuing educators are often leading the way in building and sustaining long-term partnerships between the university and community leaders.

Virginia Tech established with the City of Roanoke in 1994 the Center for Organizational and Technological Advancement which has the mission to support economic and workforce development of the city, region and beyond. The Center offers programs for individuals, organizations, and communities, bringing over 57,000 adult learners to the Center which is located in the historic Hotel Roanoke and Conference Center in Roanoke, Virginia between 2000 and 2005. The effect of this continuing education program on the local economic was over \$20,500,000 for this period when conference center and hotel revenue, taxes, and ancillary spending were considered collectively. An additional ongoing commitment by Virginia Tech to the City of Roanoke and the region is the Virginia Tech Center which offers credit and noncredit programs and degrees and is a strong, visible presence in the community facilitating business and workforce development forums, customized training, and partnering with community colleges to provide a seamless pipeline of educational services to business, government, and public schools in the region.

Recently Virginia Tech's role in economic and workforce development in the New River Valley region has been defined by its work with the City of Roanoke on the *Promise of Roanoke* project which is a part of the city's celebration of its 125<sup>th</sup> anniversary. This project which will serve as legacy for the next 125 years of the community focuses on making all young in public schools ready to enter the workforce upon graduation. In looking at the region's workforce, it is clear that the businesses in the area require basic knowledge and applied skills at the high school and college level. Currently the region is experiencing a shortage of educated and trained workers. This trend is exacerbated by growing high school dropout rate. With the City of Roanoke, Virginia Tech is working to solve this problem by focusing on three metrics: school readiness, third-grade reading, and graduation rates. By taking a holistic view of the workforce and identifying the "leaky workforce pipeline" in the region, this partnership which includes all sectors of the community as well as partnerships with post-secondary institutions in the region will be combining strategies of community, workforce, and community development.

The partnership with the school districts, city officials, business and nonprofit leaders, and the university has already resulted in the establishment of citizen teams that are making recommendations for immediate action steps that will lead to change in the key metrics that have been selected to monitor the impact of the partnership. Virginia Tech is serving as a facilitator of a multi-year process which will combine research and scholarship-in-action as these citizen teams work with Virginia Tech researchers and students as well as teachers and administrators in the schools. The process started by building the capacity of the citizen leaders through continuing education programs that targeted 125 leaders and potential leaders in the city. The workshops and groups were led by Suzanne Morse a fellow at the Center for Organizational and Technological Advancement and the author of *Smart Communities: How Citizens and Local Leaders Can Use Strategic Thinking to Build a Brighter Future (2004)*. Her work and model for civic change suggests that there are seven elements that lead to dynamic, economically vital communities and seven strategies that communities can utilize in community, workforce, and economic change processes.

Virginia Tech and partners in the City of Roanoke are finding the early stages of this project to be successful and are relying on a process that integrates discovery, learning, and engagement at each step. Some of the lessons learned at this point in the process include:

- Enter the partnership after building upon an existing relationship
- Respect and trust are built slowly
- Identify opportunities that allow each partner to contribute and learn in a reciprocal process
- Success takes time and commitment
- Start with community and university priorities
- Make the process accessible and inclusive
- Build leadership capacity
- Make the project sustainable
- Share responsibility and the accountability
- Document and communicate the impact.

Increasingly, continuing educators will have the opportunity to launch engagement efforts in their communities that make a difference for individuals, organizations, and their communities. This calls for new roles and new skills for continuing education professionals. ACHE continues its commitment to the professional development of its members and in documenting and communicating the impact of engagement activities. ACHE is partnering with the Higher Education Network for Community Engagement (HENCE) and University Continuing Education Association (UCEA) to document and communicate promising practices in outreach and engagement. To share a promising practice at your institution or to view the lessons learned in engagement from others, please go to <http://www.opd.outreach.vt.edu/promisingpractices>.



## **Making Winter Intersession Work for You: Details to Consider and Pitfalls to Avoid**

Presenters: [William Thomas Walker](#) and [Gina V. Ganahl](#), University of Missouri-St. Louis

The Division of Continuing Education (CE) at the University of Missouri-St. Louis (UMSL) piloted the campus' first winter intersession from January 2 through January 12, 2007. The additional session was offered to reduce students' time to degree, enable faculty to earn extra compensation and offer courses of personal interest, allow colleges to offer courses they are unable to offer during the regular semester, and to bring a new revenue stream for CE and the academic units.

The winter intersession pilot included 11 three-credit hour courses with a total enrollment of 205 students. Ten courses were at the undergraduate level and one was a graduate course. The College of Arts and Sciences offered seven courses, the College of Fine Arts and Communication offered two courses, and the College of Education and the College of Business Administration each offered one course. The instructors included eight regular faculty members and three graduate instructors.

The initial planning discussions centered on several questions that needed to be satisfactorily answered prior to proceeding with plans. "Why is CE a good home for winter intersession?" CE is flexible and entrepreneurial. CE is a self-supporting unit that is able to use revenue generated from our courses to pay the course expenses and then a portion of the margin is kept and share the remainder with the academic units. In contrast, the academic units have a set budget for instruction that is normally insufficient to support intersession courses. CE is fiscally able to offer *off-schedule* courses while the academic units are restricted from doing so.

"Why would faculty choose to teach during winter intersession?" Faculty members can offer courses that are not within the regular curriculum, but that they have a personal interest in teaching. Also, faculty members are either paid extra compensation or they may teach in-load with college approval to lighten their regular semester load.

"What types of courses work best during the short winter intersession?" Several types of courses were identified that are most appropriate, including courses that: require site visits or travel, use asynchronous technology, have significant community engagement, are of special interest to faculty, and are bottlenecked courses.

The most important question was, "How does winter intersession benefit students?" Many students need additional classes in order to graduate on time or to get ahead. Student athletes, students with scholarship or financial aid requirements, and working students benefit from winter intersession because it enables them to lighten their spring semester course load (courses are transcribed as spring semester courses).

Once these crucial questions were answered, faculty members were recruited and their courses. With a list of courses, a marketing plan was put into action. It was determined that a "cool" campaign was needed so images of snowy boots, red gloved hands holding a cup of steaming soup, and a cheery snowman face were used. The website proved to be the most important marketing tool, especially since students were being recruited from other universities who were coming home to St. Louis for the holidays. "Winter Intersession" ranked sixth out of 183,000 results on Google and our course evaluation revealed that most students found out about our special session via the web. Other marketing activities included: an email campaign to special student groups, newspaper advertisements in six student newspapers in eastern Missouri and western Illinois, posters placed in key UMSL buildings and colorful fliers set on tables in the student cafeteria and placed in bookstore shopping bags.

At the end of the session student and faculty evaluations were conducted to find out the strengths and weaknesses of the pilot session. Evaluation results were very good. A 64% evaluation response rate was due in part to a drawing for an iPod Shuffle for the students who completed the online evaluation. The best news was that 98% of student respondents were satisfied or very satisfied with their winter intersession course and 94% were satisfied or very satisfied with their instructor. Ninety-one percent of the student respondents would enroll again. More than half of the respondents preferred face-to-face delivery with 27% preferring online and 18% preferring hybrid delivery.

Eight of 11 instructors responded to the survey. Eighty percent of instructors said their students met or exceeded their expectations and none were disappointed by their students' performance. All instructors would be willing to teach winter intersession again and all would recommend teaching during the session to their colleagues.

Both students and faculty offered helpful suggestions for improvement. Students wanted more library hours, more course offerings, more evening courses, and more online courses. Faculty wanted higher pay, a longer session, more on-going condensed format courses, easier registration, and more publicity.

CE's winter intersession pilot was a financial success. The net margin for Winter Intersession was over \$100k, which CE shared with participating academic units.

As with all pilot programs, several areas were found to need improvement. First, start planning at least ten months in advance. Second, recruit faculty members and determine course offerings early. Last year winter intersession was announced to deans and department chairs and expected them to inform their faculty. As a result, many faculty members did not receive information in a timely manner so when they came to us it was too late to offer their courses. To correct this situation, in May 2007 the Provost sent a series of emails to all faculty and administrators providing information about winter intersession 2008 and announcing the course proposal deadline. Also, three Winter Intersession Faculty Information Meetings were offered at which faculty could learn more about the special session and ask questions. The third recommendation is to solicit support from all internal constituents early, including; the registrar, financial aid, cashiers, library, facilities, bookstore, admissions, advisors, information technology services, etc. Fourth, post as much information as possible on your website for students, advisors, and faculty. Fifth, conduct student attendance confirmations for all courses on the first three class meetings to avoid enrollment mistakes. Sixth, make plans for inclement weather.

Winter intersession provides a great opportunity to help students, faculty, and the colleges as well as generate extra revenue for CE. It is a great way to kick off the spring semester.

## **Youth Organizations Unite. TCU Helps**

Presenters: [Judy Shannon](#) and [David Grebel](#), Texas Christian University

TCU's OEE is built on the university's heritage and strategic vision to provide outreach and achieve university goals. Through existing systems and established relationships they applied for and won a Compassion Capital Fund grant for \$750,000. Grant monies allowed them to establish new non-credit courses to strengthening local nonprofits. In addition to increased university outreach, this program directly links to a TCU cardinal goal and provides opportunity for partnerships with university faculty, staff, and students.



## What's Working In Interactive Marketing for Continuing Education Outreach?

Presenter: [Tim Copeland](#), Sungard Higher Education

In an era of shrinking state support, increasing competition, and rising student expectations, 'build it and they will come' is no longer a viable outreach strategy as opportunities for easy growth are diminished. Connecting with the 21<sup>st</sup> century student requires an outreach strategy informed by deep audience knowledge and the alignment of relevant marketing and recruitment activities with the student decision cycle.

Interactive marketing, a communications process that facilitates student interactions, is consistent with continuing education's commitment to access as well as how students desire to be engaged. Declining trust in traditional advertising and seismic shifts in how individuals' obtain information, share ideas, and communicate is impacting the traditional outreach approaches continuing education (CE) units use.

Most CE units have been slow to embrace the opportunities that interactive marketing channels currently offer. In a recent study of 131 continuing education units, practitioners overwhelmingly recognize email as a foundational component of their interactive marketing mix and identify web sites and search engines as the most effective ways to target online audiences. But most units are content to use email as a medium for mass communication, promoting a course or degree program through "email blasts". Over half of the units are not using available technologies to track, measure, and improve performance.

One-third of respondents have no plans to improve the placement of their web sites in the search engines, and over 40% will not use paid search advertising. Inasmuch as Web users tend to click on the top four results of any search before moving on, this is a critical channel to pursue. However, budgetary limitations are frequently cited as a reason for not going further with search engine marketing.

Many are skeptical of emerging interactive channels such as contextual advertising and social networks. One-half of marketers report no interest in using social networks as a communications channel and want more proof before moving forward.

At the bottom of the list of emerging channels are RSS feeds and blogs; the degree of resistance is quite high, as more than 60 percent of respondents had no plans for using RSS and blogs.

Just under half of survey respondents will not be implementing online video, mainly for budgetary reasons and doubts about the generational fit between the technology and an older audience of working adults.

Organizational structures, IT departments, and a need for education are among the obstacles preventing units from moving forward. Over 40 percent of CE units report having no formal marketing department, a decentralized marketing effort, or institutional marketing support only. Generational leadership gaps appear to exist; respondents report facing entrenched CE leadership reluctant to adapt to shifts in the marketplace.

Many respondents also point to the lack of updated skill sets and understanding of emerging interactive channels from their institutional IT teams. A significant barrier for many, practitioners are looking beyond, or in some cases around, their IT support staff to engage in interactive marketing efforts and associated technologies. Some practitioners acknowledge their own need to keep up with interactive marketing channel development to facilitate change within their CE organization.

Continuing education units looking to achieve a competitive advantage will embrace interactive marketing as a core value, invest in email and Internet search, and will develop plans to experiment with emerging media.

Institutions must start by repairing the enrollment value chain by connecting promotional outreach marketing with recruitment activities. The starting point for the value chain—the ability to identify and engage inquiries, establish a dialogue, educate prospects and build credibility, and enroll students—is promotional communication. Connecting promotion with a dedicated recruitment or advising effort puts a human face on the organization and personalizes the student experience. These combined activities are best suited for the CE marketing function.

Before jumping into the deep end of the pool with a plethora of interactive initiatives, build a foundation on email and Internet search. Use email behavior to provide insight into outreach opportunities and better target follow-up communications.

While the population is migrating toward the Internet in dramatic fashion, it is time to acknowledge that the truth of the adage “location, location, location” applies to the online position of your website. Optimize your web location in the search engines for key words and phrases that students use when they search for educational possibilities.

Consider emerging channels such as blogs, podcasts, or online video as these channels provide opportunities for sharing the educational experience and building enrollment commitment. Choose one initiative as a test and set measurable objectives for implementation.

Interactive marketing is more than a fad or the latest flavor of the month, and the institutions that have come to this realization and are taking steps to use the available channels have a significant competitive advantage. While it is true that the audience for continuing education is an older one, the spread of interactive channels is so broad that its promise will be lost or diminished if continuing education units do not begin now to gain competence in their use.

## **Measuring Student Satisfaction in the Online Environment—Boston University Online**

Presenters: [Susan Kryczka](#) and Nancy Coleman, Boston University

Surveys show that there is growing acceptance of the quality of online education among faculty and university administrators. No large scale surveys however have been conducted examining the attitudes of students who are enrolled in online programs toward their online degrees. With little actual data and much anecdotal evidence, Boston University became interested in gauging the attitudes of its graduates and current students toward their online degree programs.

### **Background**

The Office of Distance Education at Boston University was created in 2000. The University's first full online degree program was launched in summer 2002. Courses and degree programs from the 17 colleges and schools at Boston University are developed and administered through the Office of Distance Education. As part of Boston University, the department provides instructional design, media, video, training and faculty/student support for all online programs. The department staff works closely with faculty to maintain common standards for online courses and ensure a high level of interaction in course design.

Currently, there are eight complete degree programs offered online. Since 2003, Boston University has graduated over 800 students who took their degrees entirely online. The University enrolls 3,000 students annually in its graduate and undergraduate courses online. It is important

to note that students in the online program cannot mix and match their program with any on-campus courses. Students in the online program can take only online courses in their program of study.

The Office of Distance Education was interested in gathering data about the general attitudes of its students toward their online degree experience. Students were asked why they enrolled in online programs, hours per week they spent on their coursework, how they compare their online experience to a traditional on-campus one, the strongest asset of the Boston University online program/ the weakest, attitudes toward online learning before starting the online degree and after, how they rate their overall experience, would they choose online again, and if they received negative feedback from employers or others about continuing their education online. Determining student's opinions of the strongest and weakest elements of the online experience were also a goal of the survey

Two surveys were designed. One survey was distributed to students who have received their master's degrees entirely online and graduated in the last four years (since the online programs were established.) Another survey was distributed to students who are currently enrolled and taken at least four courses in their online degrees.

In January 2006, 668 email requests were sent to the graduates of the online program directing them to a website to fill out the survey and 263 went to the website and participated in the survey, reflecting a return rate of 40 percent. For currently enrolled students of whom were updated email addresses, 1,542 requests were sent and 632 completed the online survey. This is a return rate of 41 percent.

Some of the results include:

- Alumni (42.2%) and current students (54.8%) enrolled in the online program because time constraints prevented them from attending class on campus.
- Over 77 percent of alumni and over 59 percent of current students rated the quality of their online program as good as or better than on-campus programs.
- Over 53 percent of alumni and 43 percent of current students rate online as superior to on-campus programs.
- Over 44 percent of alumni and 63 percent of current students felt online course work was more difficult than traditional study. 53 percent and 69 percent spent more time on their online courses than they have on traditional courses.
- Of their overall education experience online, 88.9 percent of alumni rated it as very good or excellent; 82.9 percent of current students rated it as very good or excellent.

Of particular interest is the attitude of students toward online study before they enrolled in the online program. Over 42 percent of alumni and 34 percent of current students felt that online was not as good as a campus program. After taking online courses, 48 percent of alumni and 32 current students rate their online program as better than a campus program.

When asked if they had received negative feedback from employers or peers about their online degrees or pursuing a degree online, only 9% of alumni and 21 percent of current students said yes. Most comments were from older peers or manager unfamiliar with the online environment.

Overall, Boston University students express a high level of satisfaction with their online degree experience. A growth rate of 8-15 percent increase was experienced in enrollment each year.

## **Developing an Online New Student Orientation Program with Limited Resources**

Presenter: [Sheila Hayes](#), University of Mary Washington

Participants learned how to develop an online new student orientation program with limited resources, and how to transform their new student orientation program utilizing current technologies already in place at their learning institution. Using only a webpage and a course management system such as Blackboard or an equivalent, an online new student orientation program can be easily developed. Topics included: How to get started, format, recommended content, maintenance, and limitations.

## **Toward a 21<sup>st</sup> Century Model of the Inclusive University**

Presenters: [Sherryl Weems](#), University at Buffalo, Tonawalee Batchelor, Educational Opportunity Center, and Lawrence Gingrich, Millard Fillmore College

This session demonstrated the important role of developing partnerships among institutions of higher education, with faculty, and with the workforce system (local, regional and global). The partnerships selected for discussion were presented as a successful response to a strategic planning model that expands access to opportunities at the post secondary level for adults. The partnerships will detail innovative opportunities for faculty, creative programming and examples of how the workforce system of the local community has been strengthened.

## **Developing Partnerships for Successful Fund Raising in Continuing Education**

Presenters: [Sharon M. Carrier](#), [Joanne Hanley](#), and Robert R. Cummins, Rollins College

Leaders in higher education know how beneficial raising funds can be for the operation and enhancement of their programs. Schools of continuing education are no exception. This presentation focused on strategies that continuing education programs can use for fund-raising success. Proof that such strategies work is evidenced by the example of how the Hamilton Holt School, the continuing education evening degree program at Rollins College, recently secured a \$5-million gift, the second largest outright gift in the history of the College.

In her book, *The Dean's Role in Fund Raising*, Margarete Rooney Hall describes the differences between centralized and decentralized development offices. For Hall, the main distinction is who hires the development officer(s). In a centralized system, it is the vice president, and in a decentralized system, it is the dean. A hybrid system, Hall asserts, is one in which a development officer has the primary responsibility of raising funds for an academic unit, but whose pay is at least partially provided through the vice president (Hall, 1993, pp. 29-30). She contends that, "A vocal minority of development officers and a great many deans favor the new decentralization because their experiences convince them that fully centralized management of the development function is not always the most effective structure" (Hall, 1993, p. 34).

Hybrid and similar semi-decentralized models—in which financial, human, or other resources may overlap—provide possibilities for significant partnerships within an institution. For example, the college's central advancement office may provide access to donor research or estate planning resources typically unavailable to continuing education programs, and schools with their own development offices may offer the college or university access to donors not easily gained

otherwise. Such partnerships require commitment from the institution's leadership to foster and support work that spans internal organizational boundaries. In the case study of Rollins College, the strategic partnership between the College's Office of Advancement and the Hamilton Holt School has been critical for the mutual fund-raising success of both the College and the School.

Rollins was founded in Winter Park, Florida, in 1885, but it was a relative latecomer—almost 100 years after its founding—to the serious philanthropy that some institutions of higher education had been engaged in with their alumni for multiple decades before that. Because of strong presidential, senior administrative, and trustee leadership; generous benefactors; and astute financial management, Rollins College now has established a \$310-million endowment. Leading the Rollins development team is the vice president for advancement. Under her responsibility are annual giving, major gifts, planned gifts, alumni relations, foundation relations, research, and advancement services.

Following a decentralized model, the Hamilton Holt School has its own development officer, who reports to the dean of the School. In a semi-decentralized arrangement, the College's Office of Advancement supports the activities of the Holt School through a liaison, the director of planned giving, who provides the School with guidance in strategic planning and specific development initiatives. Additionally, the Holt development officer participates in the activities of the College's senior development team, under the direction of the vice president. These more-recent partnerships within the College have amplified the success of the Holt School's fund-raising efforts, which began in earnest more than twenty years ago.

In the early 1980s, the Holt School set out to create a volunteer board of advisors, whose main role was a fund-raising one. The strategy, as time moved on, was to go from a small, mostly white-male board to a larger, more diverse board of community and business leaders, representing various vocations and including alumni.

Officer positions and committee work has kept Holt board members involved, but it has been the cause of raising scholarship dollars that has kept the board engaged. Holt's signature fund-raising event—Starry, Starry Night—which features a silent and live auction, dinner, and entertainment, has grown each year to attract 600 community guests and to raise a net of \$200,000 for scholarships. Board members have been responsible for annually giving or raising a minimum of \$2,000 in support of this event. Additionally, each year the Holt School has hosted a Scholarship Recognition Dinner that has brought together scholarship recipients and their benefactors. Donors say that the personal stories they hear from the two student speakers featured at this annual event renews their commitment to the Holt School and its scholarship program. The board, most recently, voted to increase its annual individual membership commitment to \$5,000 to contribute toward a new board of advisors' endowed scholarship fund.

The quality of relationships is at the heart of good development work. Relationships are built over time as partners work together and gain mutual trust and respect. The Holt School, over the past twenty years, has engaged its advisory board, hosted fund-raising events, interacted with alumni and friends, and cultivated major donors. These relationships have offered opportunities to talk with potential donors, to learn about them and what they value, and to see how their gifts can be as gratifying for them as they are beneficial to the School. Such interaction is important since donors today want more control over their financial and philanthropic assets and want to manage change by partnering with organizations to support causes they care about and that become part of their identity. The internal strategic partnership between the College's Office of Advancement and the Hamilton Holt School, forged during the last two years, has led to creating a vision and goals, strategically engaging prospective donors, and asking for donors' support. Nowhere is the result of this combined partnership approach more apparent than with a Holt advisory board member, now a Rollins trustee, whose family foundation recently gave a gift of \$5 million to support program and faculty development for the Holt School, an endowed scholarship fund for Holt students, and a challenge matching gift for an endowed faculty chair at the College.

Schools of continuing education seeking fund-raising success should consider the following three lessons learned:

1. Establish internal partners. Create an effective structure for partnering within your institution whether through a liaison relationship or other structural arrangement for the sharing and support necessary to gain strategic perspective.
2. Use an advisory board. Having an advisory board is not enough; engaging an advisory board to strategize about and to advance aggressive fund-raising goals is critical to success.
3. Treasure tradition. Be mindful of those events and practices that have been effective in engaging donors and build on those activities for cultivating today's donors who want to leverage their wealth to "make a difference."

Hall, M. R. (1993). *The dean's role in fund raising*. Baltimore: The Johns Hopkins University Press.

## **Speaking English? Habla Español? An Adult Accelerated Dual-language Model for Higher Education**

Presenters: Ricardo Ortolaza, Luis Zayas, and Luis Bugos, AGMUS Ventures

Faculty and administrators in Higher Education and adult learning programs had the opportunity to understand our dual-language program and how it works in higher education, value dual-language education for adults and identified techniques for implementation of such a program in their universities and colleges share the dual language professional profile developed by the University.

Presenters described and modeled the Discipline-based dual-language immersion program® used in daily activities at the Metro Orlando and South Florida Campus of the Ana G. Méndez University System in Florida. Presenters will share the profile of a graduate from the only Dual Language University in the nation. Participants experienced first-hand the different strategies used by the facilitators.

This session presented the model developed at the first adult accelerated dual-language immersion program at the Metro Orlando and South Florida Campus of the Ana G. Méndez University System. The goal is for all students to become bilingual and professionally competent in two languages: English and Spanish. It is important to point out that there are no other dual language programs in higher education, yet research on adult and language learning, present several similarities that support the implementation of a dual-language immersion model.

The program addresses the development of social and academic language by facilitating student learning through both their first and second language as they develop skills in understanding different cultures. The fact that language learning is based on real-life and professional contexts, which distinguishes our program from traditional programs, facilitates language learning.

The program offers bachelors and masters degrees. Faculty is selected through a rigorous certification process that measures both facilitation and language skills. Course modules serve as a content and study-planning guide that complements (not substitutes) course materials and textbooks. Modules are prepared by program faculty that has received a specialized training on module development. All modules are bilingual except English and Spanish Courses that are entirely in the corresponding language. Each lesson within a module will contain specifics about the language to be used and the suggested activities to meet course objectives.

All currently known dual language bilingual programs in the United States are at the elementary level and engage students for only four to six years. If we desire to develop citizens that can

compete in the global economy and the market place, we must value the linguistic diversity that students bring to the school and enhance the students' native language, teach them English as a second language, and encourage them to learn other languages as well.

Knowles' theory of andragogy was developed in an effort to develop a theory specifically directed to describe adult learning. Andragogy makes the following assumptions about the design of learning: (a) Adults need to know why they need to learn something (b) Adults need to learn experientially, (c) Adults approach learning as problem-solving, and (d) Adults learn best when the topic is of immediate value (Carlson, 1989).

Because students learn content through a language they do not speak natively, techniques that make instruction more comprehensible are preferred. Learning should be focused on understanding rather than producing language, and reducing the focus on error correction can build learners' self-confidence and promote language learning (Rogers, 1989).

Dual Language Immersion bilingual education can be an effective model for teaching academic subjects, for teaching other languages to English-speaking students, for teaching English to students from other language backgrounds, and for fostering positive cross-cultural attitudes and self-esteem among students. The center's goal is to develop the academic, professional and language skills of the students to be able to compete in the job market. Presenters shared the profile of the Dual Language Professional as defined by the faculty and community members of the university.

## **Meeting the Needs of the Longevity Revolution through Public Service: An Overview of Two Lifelong Learning Institutes and the Role in Creating and Sustaining Lifelong Learning Opportunities**

Presenters: [Susan Jay](#), Florida International University and [Laurie Keenan McGarvey](#) and [Don Devilbiss](#), University College at Widener University

A revolution in lifelong learning is developing to meet the needs of aging Baby Boomers and older retirees through replicable and sustainable programs for communities nationwide. Creative solutions for well-being through personal enrichment programming provide opportunities for higher education to meet the changing needs of adult learners, particularly those who are approaching or are in their retirement years. This session addressed the following issues: the broad cognitive and societal benefits of personal enrichment programs for adult learners; the planning process for development of a lifelong learning institute, including feasibility studies and entry level activities; curriculum and faculty development; institutional and community support; metrics of success; and visionary leadership. While the two programs are different in their points on the development and geographic spectrum—one a start-up in the Northeast and the other a seasoned program in Florida—audience levels from novice to experienced benefited from comparing and contrasting approaches and stages of development, as well as short- and long-term vision and goals.

### **Florida International University's Osher Lifelong Learning Institute**

***Visionary Leadership.*** Consider American society today: knowledge-based, multicultural, technologically savvy and connected. With the roughly 77 million baby boomers at or on the verge of retirement, the landscape is transforming; moreover, an individual today who is 65 years old can anticipate living close to another 20 years.<sup>1</sup>

Personal enrichment programs serve as a lifeline for healthy aging in this modern society. They support mature residents to stay vital, invigorated and engaged. The Osher Lifelong Learning Institute (OLLI) at Florida International University serves as a quality of life enhancer providing

seasoned residents with civic engagement and service learning opportunities; social integration and cultural enrichment; skills development and most meaningfully, the joy of learning.

A vision—and its supportive visionary leadership—is the determinant factor in responding to the learning needs of maturing communities across the nation. Strategic planning is critical to this vision and the subsequent success of lifelong learning programs.

In the short term, through innovative programming and culturally enriching experiences, we seek to develop and enhance the cognitive skills of our community's mature residents, by providing intellectually stimulating non-credit programming in a nurturing environment that advances their personal growth and vitality. We seek to improve the quality of life for students over 50 years of age with an emphasis on learning for the joy of learning, and on keeping seasoned adults in touch with our global society.

Our long-term vision is one of developing and supporting a sustainable and thriving community of learners that will serve as an inspiration to future generations. We aim to look beyond the "retirement" of members of this class. OLLI has the potential to develop a "Creative Class" through service training that encourages their contributions to society by reentry into the workforce, civic engagement and volunteer service activities.

**Metrics of Success.** What metrics are in place to determine progress in achieving the short- and long-term goals toward our vision? How do we use metrics to sustain momentum and growth? Through OLLI's academic unit, Continuing and Professional Studies, assessment metrics are run through a dashboard performance measurement tool. Simply consider the metaphor of a car's dashboard, which provides real-time feedback and guidance necessary for its successful operation.

When applying the dashboard performance tool, we first determine the indicators of success in view of OLLI's vision, as well as our commitment to continuous quality improvement. Measurable outcomes are tied to these success indicators and allow us to present this data in a comparative framework. We use the feedback from these indicators to monitor performance, re-align strategies and provide benchmarks, all of which enable us to make adjustments, as necessary, to meet goals.

Examples of FIU-OLLI's indicators of success include:

- Innovation/New Programming/Curriculum Development
- Diversity (Faculty/Students/Advisory Council)
- Enrollments
- Revenues
- Partnerships
- Fundraising/Sponsorships
- Outreach/Community Presence/Alternative Venues
- Volunteer Leadership
- Service Learning/Civic Engagement
- Scholarships
- Assessment/Feedback mechanisms (internal and external)
- Marketing via increased awareness of FIU's OLLI (such as newspaper features, research articles, presentations).

### **University College at Widener University**

**Our Philosophy and Vision.** One of the most important aspects of development and sustenance within lifelong learning programs is the value of community partnerships. For example, Widener University chose to recently partner with the Chester County Night School, a local non-credit organization dedicated to providing adults with stimulating and intellectually



sound courses to a wide range of residents. In addition, an “on the road” program was established to entice the many 55 and over communities to get involved with lifelong learning. Basically, we take our courses and sessions on the road to the residents that may become members in the future. Many people living in an environment or community dedicated to individuals ages 55 and over have a wide range of activities at their fingertips. Our goal is to allow them to experience something outside of their immediate surroundings and possibly develop new relationships with individuals they would have otherwise not been introduced. These types of partnerships do two very important things for an organization. First, they provide a wider range of advertising and public relations, and second, they provide increased membership for the lifelong learning institute.

Marketing and public relations are key components in establishing and maintaining lifelong learning institutes. Funding for these endeavors must be supported in part from your host institution, as well as your grant funding source. Exposure and brand recognition are key factors in attracting new members. The single most important element in creating relationships and attracting new members is word-of-mouth, and we stand by this mechanism as one of our leading marketing tools. Simply put, if you send out one of your members to share their experiences within the lifelong learning institute they will surely attract new members. In fact, in the case of Widener University, it is very much a guarantee.

Faculty and volunteers are definitely major stakeholders in terms of the institute’s future success. Identification and nurturing of stakeholders is critical to future growth and the overall integrity of the program.

**Florida International University’s final recommendations for success:**

- An emerging institute should seek to strategically align itself to the mission and vision of its host institution. Conversely, institutional support and endorsement are critical to the success of the institute.
- An integrated community approach is advisable, rather than top-down. This ensures community involvement, including human and financial resources, in establishing and sustaining the institute.
- Create a vision that meets current and emerging needs of its constituents; advocate for the benefits of personal enrichment in local, regional and state related venues; and, be comfortable with fundraising.
- Do not skimp on strategic planning efforts, ranging from programming to volunteer leadership to fundraising. All planning efforts necessitate ongoing assessment and evaluation.
- A marketing plan is crucial to the institute’s success. Increase exposure and brand recognition to attract new members. Positive testimonials from participants are key to strategy.
- Identify and nurture your stakeholders—faculty and volunteers are essential to the reputation and future growth of your program.

<sup>1</sup> “Legacy Leadership Institutes: Combining Lifelong Learning with Civic Engagement,” Laura B. Wilson, Jack Steele, Sharon P. Simson, and Karen Harlow-Rosentraub , *Civic Engagement and the Baby Boomer Generation: Research, Policy, and Practice Perspective* , edited by Laura B. Wilson, PhD. and Sharon P. Simson, PhD., 2006.

**Conducting a Feasibility Study: The Lucky 7 Reasons Why it Works**

Presenter: [Sallie C. Dunphy](#), University of Alabama at Birmingham

You have an idea for a program . . . but panic because you have a deadline today. You quickly write it down and justify the program idea to management because a university on the opposite coast calls it a hot trend in their catalog. Let’s start over. You have an idea, but is it a feasible, cost effective program to offer to your target market in your community?

One of the surest ways to maximize organizational creativity and productivity, as well as, realize profit potential is to conduct a needs assessment. How do you begin to execute a plan for enrollment management that is sound yet innovative? What are the research criteria for developing programs for success? You can start with a feasibility study. Offering programs because they are popular somewhere else doesn't guarantee people will come to your program.

The Lucky 7 reasons why you should conduct a feasibility study are the following: 1. Generates creativity; 2. Maximizes productivity and time management; 3. Promotes research and needs assessment skills; 4. Maintains competitive edge; 5. Targets audience to build relationships; 6. Ensures program performance; and 7. Increases revenue and retention. Survival in today's continuing education realm begins with a program needs assessment using creative thinking and basic research. Better decisions regarding a program idea can be made before time and money are invested into development and delivery.

Beginning a needs assessment is important to determine what a particular audience wants and to build that learning opportunity. The process starts with exploring the universe and beyond through brainstorming. It is important to exercise your imagination and open up your mind to all ideas being good. Just don't own the idea yet? Follow this step with research by gathering data, investigating many ideas and trends, listening to students and instructors and examining what your competitors are doing.

Always analyze your own enrollment history. Consider exploring existing audiences and programs. It is less risky to expand an old program as a "spin-off" program to an old or new audience. Pivotal factors to measure in your programs are the lifecycle of program, repeat buyers, seasonal variation, cancellation rate, marketing effectiveness, staff performance and analysis of single programs, series or the product line.

The feasibility form can be adapted to one page with the following information: 1. Working Title, 2. Program description by writing the marketing copy, 3. Old or new program, 4. The objective and outcome of the program, 5. The target audience, 6. Citing 3 references supporting the program and 7. The 2-3 reasons a person would pay to take this program. Once the idea is accepted, determine the level of interest through surveys, focus groups, and sampler courses. Budgeting is important here to insure the numbers work and the program is priced for profit. It is time to launch the program and evaluate.

The feasibility study gives coordinators and managers a useful tool that is important to the job. It will encourage organizational brainstorming and practicality while achieving objectives in order to develop programs that serve the right audience, support the learning needs of the community and are financially successful. The feasibility study will teach you how to ask the right questions early in program research and development.

## **Principles of Good Practice for Distance Learning: A Blueprint for Excellence**

Presenters: [Michael Lambert](#), Distance Education and Training Council and [Roxanne M. Gonzales](#), Park University

The 15 Principles of Good Practice for Distance Learning that was prepared in 2005 by a task force of 22 education leaders from online universities and Department of Defense organizations.

Each of the 15 principles was illustrated with examples of how the principles on curriculum delivery can be executed in an online institution.

The scope of the market for distance education today was discussed. It is huge, with over 5 million learners in universities and schools, business and industry not included. A profile of the typical learners is: late 30s, employed, seeking a job promotion.

Some of the examples of mistakes and pitfalls in distance learning operations are: poor student service, lack of internal communication, failure to get top administration support, failure to build a technology budget, failure to empowering service staff to solve student problems on the spot, and failure to budget enough for marketing.

Predictions offered included: online learning will continue to grow at a geometric rate and will become part of the mainstream in academia. It is growing by about 25% per year now on the campuses, and this growth will continue as resources for physical plants tighten and as access to attending a fixed facility become ever tighter.

For more information on distance learning please view the DETC website at [www.detc.org](http://www.detc.org)

## **Online Tutoring: Bridging the Gap**

Presenter: [Michelle Byrd](#), East Tennessee State University

Online tutoring offers students, including those who are non-traditional and/or adult, convenient access to academic support. Studies have shown that technology has the ability to aid the learning process of these students. Online tutoring, which incorporates much of this desired technology, allows students flexibility in accessing support; offers an outlet to converse with fellow students through the use of a discussion board; and serves students needs for economy of effort—or the ability to get helpful information quickly. Studies have also shown that students who employ self-directed learning through the use of technology meet their individual needs in an efficient manner.

There are many reasons for schools lacking an online tutoring program to consider implementing one. Not only does the convenience of online tutoring appeal to students, the affordability of creating an online tutoring program should appeal to administrators. Many schools lack the funding to contract with commercial tutoring services such as Smarthinking, which offer beneficial help. Other schools are unsure of how their students will react to online tutoring and whether the services will be readily used. In such cases minimal finances coupled with the support of the staff, faculty, and the academic technology office can propel the development of an online tutoring program. Staff and faculty support will be needed to determine which courses should be the focus of online tutoring (high failure rate courses, core courses, etc.).

After garnering the support needed to implement an online tutoring program the first decision must be what software will be used to house the program. The Tennessee Board of Regents recently adopted Desire 2 Learn (D2L) software for all TBR schools. Prior to this Blackboard, another popular software program was in use. WebCT, yet another program, has been popular at some schools. Each program offers various benefits, so an analysis of what fits best with the needs of students is in order. However, the program chosen should offer, at the very least, a contents area and a discussion board area. The contents area should have the ability to house various documents (including powerpoints, word docs, and jpg or other file) and allow for the hyperlinking of websites. Content should also allow for the creation (or transfer) of interactive quizzes. The discussion board will most likely offer unlimited posting by students and instructors, however a real-time chat element may be of benefit, too.

Once a software program has been chosen the next step will be to build each site for each subject. One of the most important tasks at this point is gathering useful information to upload to each site. Faculty may be willing to help with this effort. Student workers, if available, may also be

of help (especially if they are veterans of the course). Keep in mind to focus on adult students' "economy of effort" when compiling information.

Advertising is a key component of alerting students to academic support. Consideration should be given to advertising on the web (with the development of your program's website or through banner ads at your school); advertising in print (school newspaper); and advertising throughout campus (class visits, flyers, and signs). Since your demographic is students, consider what form would best reach or appeal to them.

Once your service has been advertised prepare to receive student interest. How will you enroll students into your tutoring sites? Depending on the size of your school and the number of subjects you cover you could have thousands of enrollments for your program. It is helpful to have student workers complete this task for you. However, choosing a software program that allows students to enroll themselves may be an easier choice (if available). Also, the OIT department at your school may offer help in developing a program to ease the manual labor associated with enrolling students. Overall, the size of this task will depend on program focus and student response.

University Tutoring Services at East Tennessee State University has been offering online tutoring, alongside group tutoring, for the past several years. The tutoring focus of UTS is core courses and currently tutoring for 24 subjects is offered. Average online tutoring site enrollments are in the 3,000-4,000 range during the Fall and Spring semesters. Many popular subjects such as Probability and Statistics and History account for the majority of these enrollments. However, a semesterly survey is offered to students in order that they may suggest new course offerings and comment about different aspects online tutoring.

The use of technology in offering academic support is a popular and growing method. Many commercial and private leaders are realizing the appeal of these services. However, the implementation of an online tutoring program can be accomplished with good planning and support alongside a minimal amount of finances. Adult and other non-traditional students will reap the benefits of these developments as they succeed in their goals.

## **Creating an Environment for Success for our Continuing Education Activities**

Presenters: [Mark Binkley](#), Mississippi State University and Michelle Johnston, University of Louisiana Monroe

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

## **Hickory Metro Higher Ed Center (HMHEC): An Innovative Model for Extension and Outreach**

Presenters: [Jane Everson](#) and Ann Sperry, Hickory Metro Higher Education Center

Hickory Metro Higher Ed Center (HMHEC) was established in 2003 to enhance the educational attainment and economic development of a multi-county region in western North Carolina. At the dawn of the twentieth-century, the region was beginning to experience a cataclysmic economic shift from a manufacturing economy to a largely unknown service and knowledge economy. The region's residents had historically low-levels of educational attainment and limited access to public higher education opportunities. HMHEC's establishment, as the first higher education center in North Carolina, was an innovative response by city and county officials, business and industry leaders, and academic providers to the region's challenges. Since its establishment, the center has served as a pilot model for other communities in North Carolina who face the same economic and educational challenges.

From the beginning, the center's vision was to establish itself as a welcoming and flexible educational clearinghouse for non-traditional students and as a technologically rich facility for college and university faculty and business and industry leaders. HMHEC operates in a 12-classroom facility located on the campus of a local community college. Special attention has been paid to the design of the facility's exterior and lobby, to the classrooms' furnishings and technology, and to staffing and marketing in order to make this vision a reality.

HMHEC staff has worked closely with a marketing company to create brochures, newsletters, newspaper ads, radio spots, billboards, as well as shopping mall and theatre displays that generate knowledge of and commitment to higher education. Staff has also worked closely with business and industry and college and university leaders to identify degree programs that offer immediate regional opportunities for employment and career mobility. As a result, the number of students pursuing degree programs at HMHEC has increased from approximately 200 when the facility first opened to more than 700 as the center celebrates its four year anniversary. Website hits average 25 per day and staff meets with an average of 30 potential students per month.

An additional component of HMHEC's vision was creation of a center that offered an array of bachelor's degree completion programs and graduate degree programs. Nine colleges and universities offer more than 75 degree programs. Collaborative partnerships and policies have been developed between colleges and universities, business and industry leaders, and local and state officials to make these programs a reality for working-age, non-traditional adults. The partnerships have resulted in degree offerings that match the wants and needs of students and business and industry with the resources of North Carolina's colleges and universities. The center functions as a regional shopping mall for interested students: they may visit HMHEC and shop for a school, a degree, and an educational delivery format that best meets their wants and needs.

As HMHEC concludes its fourth year of operation, staff and board members have learned many important lessons about facility design, classroom technology, marketing, program delivery, and evaluation. These lessons will enable HMHEC to continue to thrive as it begins its fifth year of operation and expands its programs to a new group of students and an ever changing economy.

## **Creating a Culturally Based Health Curriculum: Academia and Tribal Government Working Together to Develop a Postcolonial Curriculum**

Presenters: [Lisa Lefler](#) and Roseanna S. Belt, Western Carolina University

Few university administrators or policy makers understand American Indian populations. It is assumed that all communities respond to the values and expectations of the dominant society. Considering the history of American Indian education and federal Indian policy, institutions within the Western tradition are often distrusted by Indigenous populations. Moreover, few, if any colleges and universities outside of the tribal college system have successfully integrated "Western" approaches to education with Indigenous knowledge and direction. However, as Native peoples are re-appropriating their own histories and culture, they are in process of a

movement of self-determination which includes controlling their own educational institutions and identifying what it is that they value as important and beneficial to their people and communities.

Academic institutions are part of their surrounding community, whether in rural or urban settings. Particularly in rural areas, these institutions are often looked upon for resources and expertise to address local issues. When local histories and cultures are not situated prominently on campuses, the surrounding communities can view their relationship with the university negatively or passively. Universities are sometimes seen as insulated institutions by their local community and can be agents of conflict rather than good stewards. These communities look for real action and service from the university, rather than rhetoric and public relations events.

Western Carolina University is a small, comprehensive university in Southern Appalachia. The rural communities surrounding WCU are culturally rich and diverse. A long-time neighbor of the university, the Eastern Band of Cherokee Indians has proven to be a forward-thinking and resilient community with changing needs and growing services for their people. Their newly re-elected Chief is an alumnus of WCU, and the university and tribe recently signed a Memorandum of Understanding.

However, the relationship between the university and the EBCI community has not always been without problems. A growing Cherokee Studies program has created a challenge for both entities. For the EBCI, funding and expectations have moved faster than the university has been able to facilitate. The bureaucratic system of the university often does not have mechanisms in place to deal with anomalies that have been created with new initiatives, based on tribal agendas. The positive result is that each partner is on a steep cross-cultural learning curve in resolving issues, and in the process they are creating a model that could prove beneficial for many tribes and local universities.

An illustration of this process has been the creation of the Culturally Based Native Health Program. This online graduate certificate program is more than a health curriculum. It includes community service, an initiative that nurtures Native youth into medical careers and involves the partnership of other entities such as Wake Forest University, a private university and the University of Tennessee-Knoxville, an out of state, public university. This collaborative project was created as a direct result of a need from the EBCI to culturally orient health professionals working in their community and to address workforce issues that affect the future of their health care system.

Without the advent of a tribal college or university east of the Mississippi, the EBCI needed a resource that could provide professional training and services, and make sure that those elements were culturally appropriate. The CBNHP is a community based program that works closely with tribal agencies and community members to provide flexible, accessible training, along with a program that can work with younger community members in helping to prepare them for health careers.

This session briefly considered: the history and colonization of Native people and why educational and health systems are often not trusted; the status of higher education and Native Studies programs for Native people; and the issues that academics and administrators must face in working with Indigenous peoples to create needed programs and curriculum.

## **Implementing an Online/Distance Education College Certificate in Personal Fitness Training, Senior Fitness, or Nutrition at Your 2 - 4 Year Academic Institution**

Presenters: [Ken Baldwin](#), Educational Fitness Solutions and [Ruth Bettandorff](#), University of Georgia



The *Personal Fitness Training* and fitness Profession is one of the fastest growing career paths according to the U.S. Department of Labor. Learn how your 2 - 4 year college/university department can be a leader in your community by offering an instructor facilitated, ONLINE Web-based Professional Certificates in Personal Training, Nutrition, Senior Fitness, Women's Exercise, or Fitness Management Program. Academic administrators and faculty will learn how to structure and implement an Online/Distance education college certificate program focusing on preparing adults for careers as personal trainers/fitness professionals, for allied health/medical/fitness professionals seeking advanced specialized education and continuing education credits (CECs), or for individuals from the public interested in personal enrichment. Several of the new certificate programs are partnered with national organizations providing students with additional career and educational opportunities. In addition, three of the programs provide students with an ONSITE Field Internship experience. Additional information discussed included the state of the fitness industry, certificate format, implementation procedures, educational options, and benefits for your students, institution, and the community.

Dr. Bettendorff, Associate Director at University of Georgia's Continuing Education Department and Martha Lakis, Program Coordinator for the University of South Florida's Continuing Education Division provided an overview of how their departments implemented and marketed the certificate programs to adults in the community. In addition, they provided insights on the partnership relationship and some special marketing projects that both parties collaborated on.

**Presentation objectives:**

- Understand the current and future state of the fitness industry
- Learn about the Six Online Professional Certificates in Personal Training, Exercise, Health, and Nutrition
- Learn about the structure and format of the Certificate Programs
- Learn about the benefits to your department and students in your adult community
- Learn about the implementation procedures

**Common Breakdowns in Continuing Higher Education Marketing**

Presenters: [Jennifer L. Copeland](#), Demand Engine and Lesley Snyder, University of North Carolina at Charlotte

Many continuing education units face the challenge of being financially self-sufficient in the midst of increasing competition. Yet, legacy outreach methods threaten your ability to adapt and compete in a rapidly changing education marketplace.

Proven strategies were discussed backed by research to transcend marketing outreach breakdowns. The value of dialogue with today's lifelong learner and the importance of integrating your "selling" system were highlighted. Participants learned to uncover the appropriate role of online marketing to extend your institution's outreach.

**Partnership Strategies for Continuing Ed: Managing Collaborative Online Programs**

Presenter: Dawn Anderson, Kansas State University

Multi-institution academic programs can be successful if they have an effective administrative support structure that utilizes efficient coordination strategies and advanced technology for inter-institutional course enrollment and program management. In addition to introducing attendees to thriving consortia spanning the U.S., this session described model alliance roles, responsibilities, procedures, and ExpanSIS, a web-based multi-institution data exchange system for admitting, enrolling, and supporting students in collaborative programs.

## **Eliminating Barriers to Persistence and Retention Among Adult Learners**

Presenters: [Thomas E. Kail](#) and [Gail W. Johnson](#), Mercer University

More than at any time in history, human beings live in a world where knowledge and the ability to acquire, evaluate, and apply new knowledge are the foundation for lives that have meaning and purpose. In this environment, access to higher education cannot be restricted to a privileged few and completion left to a Darwinian process in which a fierce struggle, or chance determines who survives. Education, Peter Drucker wrote some two decades ago, is the single most important element that will determine the welfare of our society in the present and in the future. We are a knowledge society.

This presentation focused on the barriers adults face not only in deciding to return to school but also in completing their education. The presenters highlighted salient findings and insights found in the literature and provided examples of how this research influenced and guided Mercer University's approach to adult learners. Both successes and failures were shared.

## **Where Have All the Good Ones Gone: Recruiting Outstanding Minority Professionals in Continuing Higher Education**

Presenters: [Jeffery Alejandro](#), East Carolina University, [Maureen Znoj](#), Hesser College, and [Vernon Taylor](#), Marine Corps Lifelong Learning

This session is sponsored by the ACHE Minority Affairs Network. This panel discussion will discuss how continuing education departments can recruit and retain outstanding, qualified minority professionals in the continuing higher education career field.

The panel addressed some of the following questions:

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



The presenters will share their experiences as minority professionals in continuing higher education. They will offer strategies on how to recruit and retain minority professionals. It is important to build a diverse department that can work with all populations.

## **Refining Our Mission and Defining Engagement: The Journey Toward a Comprehensive Plan**

Presenters: [Melissa Peraino](#) and Leslie Bateman, Grand Valley State University

What started out as one department's journey toward a plan to conduct outreach ended up as an expedition into the un-chartered land of Community Engagement. During a Continuing Education departmental reorganization, our current programming and services aligned into several areas Degree Completion, Professional Development, Research & Development and Community Engagement. The categories seemed simple enough, but Community Engagement was really a collection of "everything else that doesn't fit into one of the other categories." While trying to become more intentional about what we do in this arena, we realized the process of defining and planning Community Engagement is much like a journey.

### **The Journey**—What's the big deal? Why take a journey?

Much like traveling, it's easy to say that we engage with our communities because everyone is doing it, we do it because we can, it's easier than ever before or there are so many great places to see and things to do. Yet, in a time of decreasing state funding, state government still invests a significant portion of the budget on higher education. "Investors" (legislators and tax payers alike) are asking about *return on investment* and connecting university resources with community needs can be seen as a valuable return. Communities are also raising questions about *accountability*. The North Central Association of Colleges and Schools-Higher Learning Commission, our accrediting body, now includes Engagement and Service as criteria for *accreditation*. However, we work and learn collaboratively with our community because it's the right thing to do.

### **The Map** - What's the lay of the land?

Often times, before starting out on a journey, one refers to a map. Every map has a legend, the key that helps you understand the map. When exploring community engagement it is especially helpful to understand the broad definitions of frequently used terminology and identify a common framework. Basic terminology in our map legend includes:

- *Outreach*: the act of extending resources of the university to the community (one-way)
- *Engagement*: connecting collaboratively with the community in mutually beneficial relationships
- *Service Learning*: teaching, learning, and reflecting that connects curriculum to service
- *Civic Engagement*: making a difference in the civic life of communities (often including political aspects)

### **Using A Compass** - What guides us?

While trying to define what community engagement means for our department at GVSU, we realized that it was much easier to articulate what community engagement is NOT. In traveling terms, we weren't sure where we were going but we knew where we didn't want to end up. We know that authentic engagement is not merely anything we do that doesn't fit into one of our other program/service areas. We know that it is not an isolated (silo) effort and not merely additional programming but free to those who can't afford it. It also became more evident that community engagement is not an easy concept to get your arms around. After reviewing many institutional and organizational definitions, reflecting, discussing and participating in many visioning exercises, we developed and are using the following definition:

Community Engagement is *working and learning collaboratively* with our constituents to create *mutually beneficial relationships*. It is an *interactive process* that is connected to the

scholarship, research, or creative activities of the University. Authentic engagement *inspires actions* and *transforms culture*.

**Road Advisories** - What issues should we consider?

Just as there are construction zones, detour routes, and potholes in many road trips, there are often short cuts and serendipitous side trips. Identifying the *barriers to success* at the front end of any journey helps to ensure a smoother route. Looking at existing institutional barriers and available institutional resources helped to move us forward.

**How Will We Get There** - What's the plan?

We asked many questions: where will we go (what should we do), how will we get there (how should we do it), who's going with us (who are the stakeholders) and what are they bringing (what resources do they contribute). Considering these questions help us identify our vision/mission/values which tells us where we will go, creating a strategic plan tells us how we will get there, and identifying strategic partners and what resources partners provide provides the information of who's going with us and what they're bringing.

**Moving Right Along** - What progress has been made?

A process of defining, identifying and connecting resources was utilized with the realization that communication is critical throughout the process. We applied this process to various stages of planning and have articulated our vision, mission, and values. Our vision is defined by what engagement means for our department. Our mission is to build and connect communities of lifelong learners. We value building mutually beneficial relationships, being collaborative in nature, being purposeful and intentional, serving as a catalyst to inspire action, addressing critical societal needs, connecting with scholarship and embracing interdisciplinary cooperation. We are in the process of refining the goals and strategies that will help us realize our vision.

**Looking Forward** - What are the next steps?

A Chinese proverb tells us that the journey of a thousand miles begins with a single step. Since we have taken that first, single step, we know that the journey may be long. We have also learned that we must not only look for our destination, but realize that it may well be a never-ending journey, or a lifelong journey of refining our mission and defining engagement.

## **The Role of Experience in Adult Learning: Positive or Negative?**

**Presenter:** [Nancy Gadbow](#), SUNY Empire State College

This session examined the role of past experience for adult learners. In some cases adults may obtain college credit for past learning that can be demonstrated to be college-level. Adult education literature has tended to focus on learning that leads to positive results. However, this presentation focused primarily on past experience that has become a barrier for the adult learner and that has blocked new learning and growth. Based on past experience related to a particular area, sometimes the adult student already "knows" about a particular topic and is not open to seeking new learning or asking demanding questions and conducting new research to discover new information or perspectives on that subject. Terms such as preconceived ideas, closed minded, biased, and prejudiced can describe the views that some adult learners may have developed based on negative interpretation of particular life experiences.

Adult educators are challenged to find effective ways to help such learners—and indeed all learners—be open to new learning, to search for and identify valid sources of information, and to be willing to investigate a subject thoroughly with an open mind. As adult educators we first have to be aware of our own possible preconceived ideas to be sure that we are genuinely open to finding effective approaches to helping the individual learner in ways that are not judgmental, but rather developmental. If the learners truly believe that we respect them and do genuinely want to help them grow as they move to achieve their educational goals, they generally are more open to

respond to our guidance. Using tools to enhance critical thinking skills, strategies can help learners move from “I know!” I’ve been there!” to being open to question and explore new ideas. Case studies demonstrate some approaches that can be effective in helping learners move toward more openness in learning and willingness to examine their own past experiences, particularly those they have interpreted negatively. Several well-known adult education concepts and ideas were discussed and applied to this issue of past experience as a barrier to new learning: transformational learning, informal and incidental learning, self-directed learning, and learning how to learn.

## **PDVSA Project—Accelerated Learning ESL for Business**

Presenters: [Mercedes Suraty-Clarke](#) and [Nancy D. Herron](#), University of Houston

In 2006 the University of Houston Accelerated Program initiated a three-year project to deliver ESL training, Cultural Communication, Business Communication and TOEFL preparation to a cohort of Engineers working for Petroleos de Venezuela through a partnership with the University of Houston College of Geosciences. The objective was to advance these engineers in their knowledge of English and to prepare them to successfully go through Accelerated Masters Degree Programs in energy related fields (petroleum engineering, geosciences, and geophysics). For this, they chose to design a program rich in content relevant to the participant moving from a mid management to upper management position with PDVSA. This session discussed the design and success of the program delivered to PDVSA and CE’s flexibility to provide support to outreach and extension programs delivered by other University Departments—a model of collaboration.

## **Marketing Online Degrees to Continuing Education’s New Constituencies**

Presenter: [Noel Poston](#), Tennessee Technological University

As continuing higher education expands to include a number of emerging “new constituencies,” more and more adult learners are turning to online programs to meet their education requirements. Understanding how to most effectively market to these constituents in an online environment is critical to any successful outreach efforts. This practical workshop on e-marketing provided the what, when, why, and how of implementing an effective online marketing and recruitment program.

## **Engaging Part-Time Faculty: Best Practices in Developing Part-Time Faculty Who Teach at a Distance**

Presenter: [Mary Rose Grant](#), St. Louis University

This session used current research on best practices in online course design and delivery to develop an online faculty development program for part-time faculty. To engage part-time faculty and enhance their ability to teach adult learners in the online environment, institutions must design development activities that are comprehensive and convenient for faculty who teach at a distance. The increasing use of part-time faculty prompts the need for formal processes to develop web-based teaching skills.

## **No Adult Left Behind—Community Services for Special Need of Adult Learners**

Presenters: [Jane LeClair](#), Elmira College, Terri Bickford, Literacy Volunteers of Chenango County, New York, and Jeri O'Bryan, Morrisville State College, Norwich Campus

There are many students with learning disabilities in American schools. According to the US Department of Education, from 1998-1999 the Individuals with Disabilities Education Act (IDEA) served nearly three million students with specific learning disabilities. Indications are that only 30% of those learners will graduate from high school with a standard diploma and of those, only 50% of those that do graduate will attend post secondary schooling. Research indicates that a low percentage of students with disabilities finish their first year in college. While legislation helps to diminish discrimination against individuals, much needs to be done to assist learners with disabilities in the transition from high school to college level learning.

Learners with disabilities in K-12 are protected by the Individuals with Disabilities Education Act (IDEA) while postsecondary learners have been addressed by federal law since 1973 under the Vocational Rehabilitation Act and since 1990 under the Americans with Disabilities Act. These pieces of legislation while focused on postsecondary learners and seeking to reduce discrimination and level the playing field for learning disabled students do not provide the same level of guidance and encouragement that those students received in K-12.

As required by IDEA, during K-12, learning disabled students are closely guided and monitored by administration personnel to ensure that their special needs are met. There are resource centers, special guidance, and special education teachers on hand to assist the learner. Often, an Individual Education Plan (IEP) is developed, and the student, their family and teachers work closely to ensure that goals are met.

Upon entering college, the rules drastically change. As with most students, college can be a daunting experience for entering freshmen. There is great excitement in attending college, a new found freedom and a need to accept personal responsibility. Learning disabled students who have been served in K-12 may find this new environment quite challenging, and at times overwhelming, since their success now rests in their own hands.

There are numerous community service agencies that have experience with learning disabled students. Years of experience have given them insight into the special needs that learning disabled students have and the different methods to address those needs.

On the academic side, institutions of higher learning are interested in the success of all their students, and for learning disabled students they are required to provide reasonable accommodations. Many colleges offer varying levels of assistance through their Learning Disability Services Office. The need for colleges to partner with the student and appropriate community service organizations is a must if the students are to reap the possible benefits of a college experience and education.

## **VALUE ADDED WORKSHOPS**

### **Making a Difference Begins with you...So Live Into Your Dreams!**

Presenter: [Tom Ingrassia](#)

Tom shared his story of how a childhood dream led him to personal and professional re-invention at aged 48; the steps he followed; and how he overcame his goal of being a successful entertainment entrepreneur.

Assessment activities included:

- Assessing your skills
- Identifying your core interests, beliefs, values, and needs
- Discovering the work you were born to do
- Finding purpose in your career
- Overcoming weaknesses to achieve your goals
- Putting it all together: Defining your purpose

The workshop ended on a powerful, motivational note, with Tom sharing the wisdom he has learned—sometimes the hard way—about the importance of having the courage to change; seizing the opportunities that are presented to you; and persevering until you have achieved your goals.

## **University Outreach and Engagement: Defining Terms, Addressing Quality, Collecting Data, and Telling Stories**

Presenters: [Burton A. Bargerstock](#), Vivek R. Joshi, and [Diane Doberneck](#), Michigan State University

This workshop provided a broad examination of one university's work defining, developing, and institutionalizing its vision of outreach and engagement.

Topics addressed:

- How Michigan State University arrived at its focus on scholarly engagement
- The implications of that focus for the institution, and
- The collection and use of data about faculty outreach work

The workshop provided participants with an understanding of the context in which OEMI was developed, the challenges of trying to collect data on scholarly outreach and engagement, the way in which this particular instrument works, the potential uses of the data, and the future direction of work in this area. Participants had an opportunity to interact in considering and applying themes within their own institutional contexts.

## **Part Three: Business Meetings and Appendices**

### **Sixty-Ninth Annual Conference and Meeting Association for Continuing Higher Education October 27 – 30, 2006 Roanoke, Virginia**

#### **Call to Order**

President Dennis "Skip" Parks called the Association's 69th annual conference and meeting to order at 1:45 a.m. (EST), Sunday, October 28, 2007, at the Hotel Roanoke and Conference Center, Roanoke, Virginia. He re-convened the session at noon, Tuesday, October 30<sup>th</sup>. New president Chris Dougherty adjourned the session at 1:15 p.m.

#### **Minutes**

President Parks introduced the Association officers and directors. Executive Vice President Michele D. Shinn asked for approval of the 2006 annual conference and meeting minutes as published and distributed in the 2006 Proceedings. Maureen Connolly's motion to approve the minutes passed.

### **Membership Report**

Executive Vice President Shinn presented the membership report (Appendix A). The printed report was also distributed to the members present. Jerry Hickerson's motion to approve the minutes passed.

### **Financial Report**

Executive Vice President Shinn presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2007. She reported that for the 14th consecutive year the external audit management letter included no findings, exceptions or recommendations. Shinn discussed the current financial status of the Association. A printed report (Appendix B) was distributed to the members present. Tom Fisher's motion to approve the report passed.

### **Nominations and Elections**

President Parks reported on the 2007 election procedure and results. Those elected were: vice president, Roxanne Gonzales; directors-at-large (two-year terms), Tom Fuhr and David Grebel.

### **Budget and Finance**

Tom Fisher, Budget and Finance Chair, presented the proposed 2008 operations budget. He reported that the Board of Directors had reviewed the budget and had endorsed it. Printed copies of the proposed budget were distributed to members present. (Appendix C) Phil Greasley's motion to adopt the budget passed.

### **Resolutions**

Chris Dougherty presented the resolutions (Appendix D) and moved their approval. Ron Blankenstein's seconded the motion. Approved.

### **Constitution and Bylaws**

Nancy presented changes to the Constitution and Bylaws as distributed to the membership. Nancy Herron's motion to accept the changes passed.

### **Leadership Institute**

Rick Osborn gave an update on the Leadership Institute. Joseph L. Combs, Dean of Community and Economic Development, Walters State Community College, was the guest speaker.

The Board confirmed the merging and renaming of the Regions. (Appendix E)

### **The Year in Review**

President Parks gave a brief report on the Association's accomplishments during his presidency:

- Added new Institutional Membership Option providing membership for up to 40 continuing educators and/or graduate students in adult and continuing education from the campus of that institution.
- Gave complimentary membership to the Institution's VP
- Awarded the Wayne Whelan Scholarship to M. Graeme Armstrong
- Merged and renamed Regions
- Contributed \$1000 to the Hokie Spirit Memorial Fund in honor of the students and faculty at Virginia Tech
- Renewed GAEA partnership for 2 years

### **Local Arrangements**

Dan Lavit and Brian Van Horn, co-chairs of the 70th annual conference and meeting, made a presentation on Nashville and its many attractions.

## Recognitions

President Parks recognized the following for their service to the Association:

Board of Directors:	John Yates
Merit Certificates:	
Conference Chair	Regis Gilman
Local Arrangements Co-Chair	Dan Dowdy and Dave Waterman
Program Chair	David Grebel
Editor of the <i>Journal of CHE</i>	Barbara Hanniford
Gold Educational Sponsor	ACEWare Systems, Inc.

## Awards

Brian Cook presided over the following recognitions at the Awards Luncheon:

Network Awards

Outstanding Services to Underserved Population Program

Sacred Heart University

“Engaging the Fastest Growing Population – A Hispanic Marketing Initiative”

Older Adult Model

Hampton University

“Osher Lifelong Learning Institute”

Creative Use of Technology

Kansas State University

“ExpanSIS, A Multi-Institution Student Information System”

University of Maryland University College

“Student Engagement through Online Community”

### Association Awards

Marlowe Froke

“Midlevel Leaders of Continuing Higher Education: Exploring Their Satisfaction, Morale, and Intentions to Stay In or Leave Their Positions”

Vicki Rosser

Joe F. Donaldson

Crystal Marketing

Western Kentucky University

*Summer Sessions Campaign*

Honorable Mentions:

University of Missouri St. Louis

*07 Winter Pilot Program Campaign*

Ryerson University

*The You Campaign*

Texas Tech University

*TTU-ODE Website*

Ryerson University

*06 Spr/Sum Calendar*

University of North Carolina Chapel Hill

*W&I Friday Center Campaign*

Distinguished Credit Program

Kansas State University  
"Comparative Food and Agriculture Systems"

Distinguished Non-Credit Program  
Northwestern University  
"Green City"

Emeritus

Robert Leiter

Charlene Martin

Allen Varner

Meritorious Service

Pamela Murray

Special Recognition

Vivian Mott

Leadership

Stephen Austin Gatlin

**Transition of Presidency**

Outgoing President Parks thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He called Chris Dougherty to the podium to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Dougherty expressed the Association's appreciation for Past President Park's leadership and service. President Dougherty presented him with a check for \$1000 for the California Polytechnic State University's scholarship fund in appreciation of the University's support of Skip as ACHE president. Chris then presented Skip with a special presidential certificate and recognition gift from ACHE.

**Adjournment**

President Dougherty declared the 69<sup>th</sup> annual conference and meeting "adjourned."

**Appendix A**

**Membership Report**

	9/30/06	New	Cancelled	9/30/07
<b>AFFILIATE CLASS</b>				
Institutions Represented	20	0	8	12
Individual Representatives	25	0	8	19
<b>INSTITUTIONAL CLASS</b>				
Institutions Represented	307	16	57	266
Individual Representatives	1247	NA	NA	1211*
<b>PROFESSIONAL CLASS</b>				
Individual Members	216	83	88	211
<b>HONORARY CLASS</b>				
Individual Members	27	2	1	28



Members in 46 states, the District of Columbia, and 4 foreign countries (Canada, Jamaica, Puerto Rico, and United Arab Emirates). 1469 individuals representing approximately 408 different institutions and organizations.

#### New Institutional Members

Bowling Green State University – 6  
Clarkson College – 8  
Fashion Institute of Technology – 3  
Manor College – 4  
Mount Royal College – 11  
Pratt Institute – 3  
Southern New Hampshire University – 1  
University of Richmond – 5

California State University-Fresno – 9  
Community College of Philadelphia – 4  
Fresno Pacific University – 9  
Michigan State University – 6  
Plymouth State University – 1  
Rowan University – 4  
Tennessee Board of Regents – 7  
University of Texas-EI Paso – 7

#### Cancelled Institutional Members

Ana G Mendez – 7  
Baker University – 8  
Bay State College – 1  
Berkeley College – 3  
Cabrini College – 4  
Columbus State Community College – 6  
Des Moines Area Community College – 8  
Eastern University – 4  
Essex County College – 3  
Geneva College – 4  
James Madison University – 5  
Kean University – 3  
Loyola University-New Orleans – 7  
Meharry Medical College – 7  
Mt Aloysius College – 4  
Nazareth College of Rochester – 2  
Nichols College – 1  
Northeastern University – 1  
Nova Southeastern University – 7  
Phoenix College – 9  
San Jacinto College North – 7  
Spelman College – 7  
SUNY @ Farmingdale – 3  
Trinity International University – 6  
Union Institute & University – 1  
University of New Orleans – 7  
University of Rochester – 2  
Virginia State University – 5  
Wright State University – 6

Averett University – 5  
Bastyr University – 11  
Becker College – 1  
Bethune-Cookman College – 7  
College for Creative Studies – 6  
DeVry University-PA – 4  
Drexel University – 4  
Emily Carr Institute – 11  
Ferrum College – 5  
Inter American-Ponce Campus – 7  
Johns Hopkins University – 5  
Lincoln University – 4  
Marywood University – 4  
Meredith College – 5  
Mt Wachusett Community College – 1  
New Hampshire Technical Institute – 1  
North Carolina A&T State University – 5  
Northwest Nazarene University – 11  
Oakwood College – 7  
Salem College – 5  
Shenandoah University – 5  
Springfield Technical CCollege–1  
Temple University – 4  
Turabo University – 7  
University of Florida – 7  
University of NC - Charlotte – 5  
Vincennes University – 6  
Wilson College – 4

#### Cancelled Affiliate Members

Alpha Sigma Lambda – 6  
Army Continuing Education System – 5  
Aslanian Group – 3  
Cambridge Educational Services – 6

Destiny Solutions – 2  
Group 3 Systems Inc – 9  
Plexus Systems Corp – 9  
The Growth Group – 6

#### New Honorary Members

Robert Leiter – 7  
Allen Varner – 6

Cancelled Honorary Members  
Sherry Chafin – 5

**Members by Region  
As of  
September 30, 2007**

<b>Region</b>	<b>Institutional*/ Affiliate</b>	<b>Professional/ Honorary</b>	<b>Total</b>
Region 1	130/3	21/1	155
Region 2	44/0	8/2	54
Region 3	72/2	15/2	91
Region 4	129/0	8/2	139
Region 5	132/4	9/3	148
Region 6	126/1	20/5	152
Region 7	356/3	102/10	471
Region 8	110/4	13/2	129
WEST	112/2	15/1	130
	<b>1211*/19</b>	<b>211/28</b>	
<b>TOTAL</b>	<b>1230*</b>	<b>239</b>	<b>1469</b>

\*Includes 63 Chief Academic Officer (complimentary) members

**Appendix B**

***Financial Status***

Accounts as of 8/07

Cash in Bank – Checking	40,339
Invested Reserves	44,743
<b>Total</b>	<b><u>\$85,082</u></b>

Fund Balances

Emergency	8,000
Development/Venture	2,878
Capital	2,000
Transition	-0-
Total Dsgnd Reserves	12,878
Total Op Reserves	72,204
<b>Total</b>	<b><u>\$85,082</u></b>

<b>Income</b>	<b>05 Budget</b>	<b>05 Actual</b>	<b>06 Budget</b>	<b>06 Actual</b>	<b>07 Budget</b>	<b>8/07 YTD</b>
Institutional Dues	104,000	97,221	105,625	109,046	113,925	103,703
Professional Dues	17,000	13,860	20,400	16,215	15,000	13,095
Miscellaneous						
Applications	1,375	2,700	1,250	1,600	1,500	1,750
Subscriptions	6,970	5,346	8,072	9,470	7,556	4,567
Mail Lists	2,200	3,392	2,100	4,050	5,945	2,300
Interest, Dividends, &	3,000	2,626	3,000	-822	1,000	-321
Inc in Investment Value						
Balance from Previous	10,455	12,766	10,153	9,099	1,245	30,691
Annual Meeting						
<b>Total Income</b>	<b>\$145,000</b>	<b>\$137,911</b>	<b>\$150,600</b>	<b>\$148,658</b>	<b>\$146,171</b>	<b>\$155,785</b>
<b>Expenses</b>						
<b>Publications</b>	<b>05 Budget</b>	<b>05 Actual</b>	<b>06 Budget</b>	<b>06 Actual</b>	<b>07 Budget</b>	<b>8/07 YTD</b>
Newsletter	2,000	1,800	1,872	1,872	1,947	1,296

JCHE	22,000	16,241	22,150	20,895	21,000	10,328
Directory	425	425	425	425	425	425
Proceedings	500	500	520	520	540	540
<b>Office Expenses</b>						
Secretarial	45,041	48,862	46,717	51,615	48,452	28,352
Office Supplies	1,500	1,072	1,365	925	900	495
Printing/duplicating	1,500	435	700	430	600	125
Telephone	3,000	1,488	3,000	1,419	2,000	1,104
Postage	1,300	924	1,000	1,225	900	602
Computer Services	300	0	300	0	300	0
Accounting	7,500	7,805	7,500	7,050	7,500	6,865
Liability Insurance	2,000	2,150	2,150	2,150	2,150	0
Computer Operator	11,500	13,438	13,456	15,748	14,352	7,346
Miscellaneous	500	747	500	584	300	1,690
<b>Travel</b>						
General	2,500	4,355	3,000	3,052	3,000	608
Board Meetings	12,000	11,701	12,000	8,025	8,500	7,884
Presidential	6,000	5,268	6,000	4,717	5,000	6,749
Honorarium/Exec VP	8,003	12,302	8,650	8,650	9,000	4,500
<b>COLLO Dues</b>			100	100	100	100
Travel		2,925			1,500	1,471
<b>Admin Expenses</b>						
Committee: Nom/Elections	195	95	95	406	0	0
Committee: Research	3,000	3,102	3,000	1,705	3,000	1,500
Annual Meeting						
<b>Ann Mtg/Awards</b>	2,200	1,900	2,200	1,138	1,100	0
Executive VP	400	196	200	109	200	0
Presidential	400	400	300	234	300	0
Misc.		531			195	0
Administrative Charges	6,000	6,000	6,500	6,500	6,500	6,500
Replenish Reserves	6,404	0	400			
Regional Stipends	7,500	3,000	6,500	4,000	6,160	1,500
Regional Leadership					250	62
<b>Budgeted Expenses</b>	153,668	147,662	150,600	143,494	146,171	90,042
<b>Development</b>		2,500				0
Membership		393				23
Professional Development						99
Donations						1,000
<b>Total Expenses</b>		\$150,555				\$91,164

## Appendix C

### 2008 Budget

#### Income

Institutional Dues	\$113,050
Professional Dues	14,100
Miscellaneous	
Applications	1,625
Subscriptions	7,595
Mail Lists	3,130
Interest, Dividends, &	0
Inc in Investment Value	
Balance from Previous Ann Conf	<u>14,500</u>
<b>Total Income</b>	<b>\$154,000</b>
<b><u>Expenses</u></b>	
<b>Publications</b>	
Newsletter	2,022
JCHE	20,000
Directory	425
Proceedings	562
<b>Office Expenses</b>	
Secretarial	50,889
Office Supplies	900
Printing/duplicating	600
Telephone	2,000
Postage	1,000
Computer Services	300
Accounting	7,700
Liability Insurance	2,150
Computer Operator	14,787
Miscellaneous	300
Credit Card Expenses	2,000
<b>Travel</b>	
General	3,000
Board Meetings	9,500
Presidential	6,500
<b>Honorarium</b>	
Executive VP	9,350
<b>COLLO</b>	
Dues	100
Travel	2,500
<b>Committees</b>	
Nominations/Elections	0
Research Committee	3,000
<b>Annual Meeting</b>	
Recognition & Awards	1,200

Executive VP	200
Presidential	300
Miscellaneous	195
Administrative Charges	7,000
Replenish Dsgnd Reserves	0
Regional Stipends	5,320
Regional Leadership	<u>200</u>
<b>Total Expenses</b>	<b>\$154,000</b>

## **Appendix D**

### **Resolutions**

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to David Grebel of Texas Christian University, chair of the 2007 Program Committee, and his colleagues on the committee, for this timely and valuable conference. This year's conference, "Refining Our Mission: Continuing Education's Role in Engagement, Outreach, and Public Service," through diverse speakers, sessions, and workshops has provided an array of new ideas, approaches, and resources that will enable continuing higher education professionals to truly make a difference. David and his 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 express its gratitude and appreciation to Regis Gilman as Conference Chair.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Dave Waterman, Chair of the Local Arrangements Committee, for hosting this annual meeting in Roanoke, Virginia. Dave and his committee and staff have gone the extra mile to provide perfect arrangements and details for our enjoyment.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Sandra Gladney, from the University of Oregon, who organized the concurrent sessions, Susan Elkins, from Tennessee Tech University, who recruited our keynote speakers, and Maureen Connolly, from Wagner College, for recruiting the many exhibitors.

BE IT RESOLVED that the Association in convention assembled thanks the Executive Committee for administering the membership survey.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Dennis "Skip" Parks and to the Board of Directors for their outstanding leadership during the 2006-2007 year. Skip's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work.

BE IT RESOLVED that the Association in convention assembled acknowledges the outstanding service provided by Michele Shinn as Executive Vice President and Irene Barrineau as Administrative Assistant and Office Manager of our home office. Through their attention to our needs, responsiveness to our requests, awareness of trends and issues, incorporation of effective electronic communication with the members, they continue to provide exceptional

leadership and service to the Association. Be it resolved further that Michele and Irene be commended for their efforts in providing our excellent newsletter, "Five Minutes with ACHE."

BE IT RESOLVED that the Association in convention assembled commends Barbara Hanniford, editor of the *Journal of Continuing Higher Education*, for maintaining the high standards of excellence for which the *JCHE* is recognized.

BE IT RESOLVED that the Association in convention assembled expresses our deep appreciation to Irene Barrineau for her work as the editor of the 2006 proceedings. We thank Irene for the thorough and excellent report of our meeting in Los Angeles, California.

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

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

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

BE IT RESOLVED that the Association in convention assembled notes the retirement of Charlene Martin. She served with distinction at Assumption College as Dean of Continuing Education. She also served as Region 1 Chair from 1998-1999 and served on the ACHE Board from 2000-2003 serving on the program planning committee, presiding over Annual Meeting sessions and presented at the Annual Meetings.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Robert Leiter. He served with distinction at the University of Georgia as Director of the Georgia Center for Continuing Education. He has served ACHE in many capacities: President in 2001-2002; the recipient of the Meritorious Service Award in 2005 and Region 7's Outstanding Leadership Award in 2002.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Allen Varner. He served with distinction at Indiana State University as Director of the Division of Lifelong Learning. He has served ACHE as chair of Region 6; chairing the annual meeting program committee; and president of ACHE in 2002-03.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Patricia Mills who staffed the home office for the Association during the years that IUPUI served as the home office. Pat ensured a smooth transition in moving the office from the University of Evansville and then to Trident Technical College and became a friend to many during her years serving the membership.

BE IT RESOLVED that the Association in convention assembled expresses its concern, regard and best wishes to our colleagues in California, who, as a result of the recent wildfires, have been called to assist their institutions and communities in responding and rebuilding.

## **Appendix E**

## **Accelerated Network Report**

ACHE Region 4 and Holy Family University sponsored a mini conference on *Accelerated Learning: Common Themes and Issues* on July 26, at Holy Family University Woodhaven. Over 40 people, representing fourteen different institutions came together for a day long discussion of our common interests, differences, and ways in which we might work together in the future.

Among the common issues and themes were the “cash cow concern”, assessment issues (the perennial seat time issue), institutional governance issues, the use of financial incentives or discounting, when does customer service become too much, collaboration among like institutions, what is coming next in new learning formats?

The group was highly energized to meet again in spring 2008 and will plan to invite those from neighboring states who might wish to join in the discussion.

This mini conference was far more successful than we have been with either a listserv or a meeting at the annual meeting. There was no cost to ACHE since Holy Family absorbed all costs (we paid for breakfast and lunch). I highly recommend this to other regions.

Submitted by: Honour H. Moore

## **Appendix F**

### **Committee on Inclusiveness**

The Chair sent the ACHE Executive Committee four recommendations that ACHE regions and members can use to attract underrepresented populations and institutions to ACHE at the regional and national levels. Below are those recommendations. In addition, the Committee was provided support documents - a list of Historically Black College and Universities, Hispanic Serving Institutions, and Tribal Colleges, names of organizational leaders, as well as graduate adult education programs in the U.S.

1. *Target underrepresented new professionals within ACHE and other continuing education areas:*
  - a. Improve upon the mentoring program by establishing a listing on the website (outside of the online discussion board) of individuals wanting to be a mentor;
  - b. Create a *new professionals* network.
2. *Access other associations that target underrepresented populations and work with their membership:*
  - a. The ACHE president should contact the leaders of specialized national organizations and invite participation in ACHE events as well as inform the leaders of targeted populations in continuing education;
  - b. Refer to the list of tribal, Hispanic, and HBCU institutions to regional chairs/membership person to contact the continuing education units at institutions and invite the leaders to a regional/national.
3. *Target 2 – 3 strong adult education programs to bring in budding professionals*
  - a. Work with graduate programs who have offered to work with ACHE. There has been contact with two of the larger graduate programs;
  - b. Use the graduate programs information to solicit graduate student articles and sessions at regional and national conferences as well as promote ACHE research grants;
  - c. The Research Committee can also use the information to connect with adult education programs;

- d. Provide these lists to regional chairs/membership person to contact the programs and invite graduate students to take part in regional meetings as well as conduct research at ACHE institutions.
4. *Add graduate students as part of the overall ACHE conference tradition*
- a. For those regions with reasonable funds, provide financial support to a regional or national ACHE conference;
  - b. At national, provide a track just for graduate students and young continuing education professionals;
  - c. Publicize the research grant opportunities in *The Chronicle of Higher Education*
- The Committee on Inclusiveness met via conference call to discuss next steps and direction for the committee overall. Present on the call were, Vernon Taylor, Roger Maclean, Tom Fuhr, Jeffery Alejandro, Eric Cunningham, and Roxanne Gonzales. Key points from the call were:

- The role of the committee and its overall integration to ACHE. There is concern that the committee is not integrated in the overall concept of ACHE. Perhaps there is a need to revisit the committee's purpose?
- ACHE now has recommendations for recruitment of underrepresented populations, how does ACHE implement?
- Some suggestions:
  - Insert the recommendations in the Roanoke participant packets;
  - Present the recommendations at the session *Where Have All the Good Ones Gone: Recruiting Outstanding Minority Professionals in Continuing Higher Education*;
  - Distribute the recommendations and the support documents at the Leadership Institute for Regional Chairs.
- The Chair will contact the incoming President for the next year's direction.

The committee will meet Saturday October 27<sup>th</sup> from 4:30PM - 5:30PM to address the next steps and set an agenda for the following year.

This Chair would like to commend the committee members Roger Maclean, Thomas Fuhr, Jeffery Alejandro, Eric Cunningham, Vernon Taylor, Maureen Znoj, Elaine Feather, Mary Zeleny, Reginald Oxendine, Elton Payne, Nina Leonhardt, Jamila Canady, and Sandra Gladney (ACHE Board Liaison) for the consistent hard work and dedication to the committee's work and ACHE.

Submitted by: Roxanne M. Gonzales

## **Appendix G**

### **Community College Network Report**

The network serves as a connector for those interested in community colleges. The network links us to each other and we can use the group as a resource for questions, concerns, best practices, etc. Additionally, the group's mission is to increase the visibility of ACHE within community colleges . . . and increase membership in ACHE of such institutions.

Several years ago, several members of the network developed the idea of a forum in which to discuss concerns, pose questions, and gain feedback from colleagues. We designed an email distribution list designed to keep in touch with each other and had established an email contact list of all those in the ACHE Community College Network. Though underutilized, the connections were made and any member of the network could contact others for any assistance. The group chose several topics for discussion—this list should be updated to reflect current trends/concerns, etc. within the community college institutions.



Some of the topics previously identified for group discussion include:

1. Best strategies to turn non-credit offerings into credit.
2. Assessment in non-credit areas.
3. Blended Learning (combining credit and non-credit).
4. Union issues for non-credit faculty (payment, seniority, etc.)
5. Online and face-to-face learning for non-credit.
6. Networking/mentoring—connecting colleagues with others in the CE field who may be able to assist by providing insights, sharing experiences, etc.

The network has met on its own with a substitute convener during the conferences of the past 2 years because the chairs have been unable to attend. The following activities are recommendations to assist the new conveners of the network.

**Recommended Activities:**

- To increase visibility and potential membership, create a list of community colleges not involved in ACHE and initiate contact via an introduction letter and other marketing material. Follow up via phone or email and ask network members to assist with establishing a connection with non-member institutions. Ask for volunteers at conference.
- Send out email to all ACHE community colleges asking for representation on the network and obtain contact information for each representative.
- Update email distribution list at the annual conferences.
- Provide regular opportunities for network to post questions, gain feedback, and discuss issues via on-line forum.
- Conveners of network work with members to identify topic areas for on-line forum discussion. This can be done at the conference network meeting.

**Recommendations:**

It is recommended that above be discussed, added to and updated at the annual conference.

Members created the following recommendations previously. This list can provide a starting point for discussion at the 2007 conference and should be updated and revised as needed. Members need to determine what they are interested in accomplishing and how they can contribute to ACHE over the next year.

- The network continues to serve as a conduit between colleagues in community colleges.
- The contact list for the network will be updated regularly.
- The network will connect with each other and respond via email to any questions posed by any member of the network.
- In an effort to increase participation at the community college level, the network will reach out to colleagues at other non-member institutions to share information about the benefits of belonging to ACHE.
  - It is recommended that the committee discuss and implement additional vehicles/methods through which to reach non-member community college institutions.

Submitted by: Sarah Fowler-Rogers and Ilene Kleinman

## Appendix H

### Marketing Network Report

The *purpose* of the Marketing Network is to provide a forum for sharing and exchanging marketing ideas and strategies. *Goals and activities* to be achieved include: to promote best practices in marketing among institutional and professional members; to encourage member participation in the Crystal Marketing Award; to serve as a resource; to give presentations at regional and national meetings, and to keep the Board informed of any current or new marketing trend related to our mission.

The process for the *2007 Crystal Marketing Award* remained the same as 2006. Dr. Sallie C. Dunphy, the Convenor was been sent all award submissions for judging rather than a designated person with the local arrangements committee for the international conference. A total of 14 entries were received from 6 institutions. This is a 60% decrease in number of schools participating and a 50% decrease in entries from 2007. Judging occurred in April 2006 in Birmingham, Alabama conducted by a panel of university marketing experts. The Winner and Top 5 Honorable Mention entries were presented to ACHE President Skip Parks and Board for approval. The Winner and Top 5 Honorable Mention entries are on display at the international ACHE conference in Roanoke, VA.

The *Award* went to:

**Western Kentucky University**  
*Summer Sessions Campaign*

The *Top 5* after the winner were:

1. **University of Missouri St. Louis**  
*2007 Winter Intersession Pilot Program Campaign*
2. **Ryerson University**  
*The You Campaign*
3. **Texas Tech University**  
*TTU-ODE Website*
4. **Ryerson University**  
*The 2006 Spring-Summer Calendar*
5. **University of North Carolina Chapel Hill**  
*The William and Ida Friday Center Campaign*

Submitted by: Dr. Sallie C. Dunphy

## Appendix I

### Minority Affairs Network Report

#### Activities

1. Met during the 2006 Annual Meeting in Los Angeles, California.
  - Discussed ways to build membership involvement in network
  - Discussed ways to build network recognition within ACHE
  - Discussed creating network listerv
  - Elected Jeffery Alejandro (East Carolina University) network chair
2. Held email discussions about different topics throughout the year.
  - Possible professional development opportunities
  - How to assist the Committee on Inclusion
  - Possible sessions to sponsor at the 2007 ACHE Annual Meeting

3. Plan to award the Outstanding Services to Underserved Population award at the 2007 ACHE Annual Meeting
4. Agreed to sponsor the following session at the 2007 ACHE Annual Meeting  
“Where have all the good ones gone: Recruiting and retaining minority professionals”

Submitted by: Jeffrey Alejandro

## **Appendix J**

### **Publications Committee**

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

#### ***The Journal of Continuing Higher Education***

A proposal from Routledge Publishing, a division of Taylor and Francis Group, to publish the *Journal* is being considering. A positive decision regarding this proposal would not affect the publishing of the Journal until sometime in 2008. This proposal is being reviewed by the Publications Committee and the ACHE Board and final determination rests with the Board. In addition, “theme issues” may be developed in the future.

#### ***Five Minutes with ACHE***

The new online delivery and format for the “Five Minutes” newsletter is very exciting. Members are reminded via email when a new issue is available. This quick and easy to read newsletter provides a great way for members to keep up-to-date on ACHE national and regional activities and issues relating to continuing education.

#### ***Proceedings***

The publication of the Proceedings of Annual Meetings is done through the ACHE Central Office. They do a great job of getting the Proceedings on the ACHE web site in a timely manner.

#### ***ACHE Web Site***

The ACHE web site is a valuable tool and information source for members, officers, and non-members. It was revamped last year to provide easy manipulation. All members are encouraged to use the site by going to: [www.acheinc.org](http://www.acheinc.org) .

#### ***Directory***

The Directory is available online through the web site and is a valuable resource to members. Members are encouraged to use it.

Submitted by: Robert J. DeRoche

## **Appendix K**

### **Research Committee**

The ACHE Research Committee continues to do its work. We plan to fund one research grant after the calendar year—providing there is adequate funding and approval from the board.

We continue to struggle with sustaining membership. There are many who express interest in joining the committee but see it as a short term commitment.

We also are interested in linking more formally with the publications committee, such as awarding a research grant and an "automatic" submission to the journal.

Submitted by: Edna Wilson

## **Appendix L**

### **Membership Report**

In October 2006, I became the new Membership Chair succeeding Brian Van Horn who was very helpful in passing the duties to me. ACHE President Skip Parks and I discussed on several occasions the means to recruit and retain members. Every new institutional and professional member is sent a welcome email from me telling them that they made a wise decision in joining and encouraging them to get involved. One new task is to redesign the membership brochure.

ACHE Vice President Rick Osborn and I held a conversation this winter to develop strategies to target new members and carry out the President's mission of "Bring a Friend." I have participated in several conference calls with Rick and the Council of Regional Chairs to discuss this proposal and other membership activities. The action proposed in January was to target 300 institutions that were active in continuing education, other educational organizations, but not a member in ACHE. The goal was to add 31 new institutional members by the Chairs contacting these institutions. Letter templates were developed segmented by type of institution. A large targeted list was compiled by Rick's staff of those schools by state and colored coded by organizational memberships.

I contacted over 70 institutional representatives that had only 1 or 2 members listed with ACHE in February 2007. An email was sent to each to encourage adding a total of 4 participating members.

An article was written for the "5 Minutes" newsletter on utilizing the online directory. The goal was for members to do a little recruitment research through the online directory to see who fellow ACHE colleagues are in their state and region and who is missing. Other membership benefits were listed as well.

In March, a membership drive to reach the "unpaid" members was begun with the Council of Regional Chairs. I sent each Chair a spreadsheet of both institutional and professional types with some notations. Rick Osborn was copied on the correspondence. They were asked to contact members by phone or email and persuade the representative to stay involved with ACHE and pay the dues. The chair, regional membership chair, regional officers or own staff could make the contact and divide up the list. Other emails were sent with updated lists to each Chair to please continue contact efforts with the lists as soon as possible. A few Regional Chairs acknowledged this request and diligently worked to contact those unpaid members. Updates of payment were sent to me and all Chairs by the Home Office to keep lists current. In April, outstanding dues lists were sent to Board members to work on and figure out why these members were not renewing.

Some ongoing concerns with membership renewals: 1) are the institutional ACHE representatives taking action with the invoice, 2) should the institution's financial officer receive a copy, and 3) should a paper invoice be mailed from the post office? In regard to the duties and responsibilities of the Regional Chair, is it clear that assuming this role in ACHE means active participation in the recruitment and retention of members?

In the July conference call, the list of non-renewals was discussed. Rick Osborn advised the Chairs to use other meeting and informal contacts to discover why institutions did not renew. Osborn reminded Chairs to send the names of first-time attendees at their regional conferences to Irene so that they can receive provisional membership.

In August, an announcement was placed in the issue of "5 Minutes" reminding institutions that they can have 4 representatives. Michele Shinn, The Executive Vice President of ACHE wrote the message focusing on membership. President Skip Parks will draft a letter regarding extending free membership to institutional member's Academic VP.

The goal for the Regional Chairs Leadership Institute at the October ACHE conference in Roanoke, VA, will be to brainstorm the current state of ACHE, the membership and where we want to take it. The theme *Re-visioning ACHE* will begin with a trainer talking about Generation Next and what appeals to them, followed by a brainstorming session. Where does ACHE need to change? Are the recent membership changes down-sizing or right-sizing? How do we respond, adapt, redesign? Can we attract new professionals?

Submitted by: Sallie C. Dunphy

## **Appendix M**

### **Council of Regional Chairs**

The Regional Chairs worked primarily on two issues during 2006-07: membership development and regional identification and realignment. The results of the membership drive were mixed but the results of the regional identification and realignment were quite successful, leading to new names for each region and some realignment. The minutes of each conference call follow:

January 31, 2007

Participants: Jane LeClair (Region 2), Gabrielle Fox (Region 3), Chris Edamala (Region 4), Ellen Taylor (Region 5), Kris Krzyzanski (Region 6), Mary Bonhomme (Region 7), Eric Cunningham (Region 8), Terry Ratcliff (Region 9), Diana Hunter for Pam Gardner (Region 10), Sallie Dunphy (ACHE Membership Chair), and Rick Osborn.

1. Roll call and introduction of participants.
2. The 2007 membership drive was discussed. The draft document "Targeting New Members" had been distributed earlier in the day by email. The Chairs had a good discussion of the plan. It was recommended that before contact was made at the targeted institutions, it should be determined if there were any professional members there. The first contact could go to the professional member to encourage an institutional membership. It was also suggested that the emails and letters highlight ACHE awards, scholarships, and network opportunities. Some regions had already membership committees and will use them to assist in the new drive. Sallie Dunphy discussed other membership initiatives including contacting institutional members who list fewer than four members covered by their membership. The feeling is that these members are fragile since they are so dependent upon a single individual.
3. Osborn told the Chairs that there had been discussion concerning regional realignment, particularly the possibility of merging regions, and the possibility of giving regions names instead of numbers. It was stressed that this was just a discussion. The Chairs were unanimous in their preference for regional names instead of the current system, but recommended that any process be carefully thought through and include the regions. The complexity of regional change was discussed.
4. The Chairs gave an update on each regional conference. Osborn suggested that once the conference information was confirmed, it needed to be sent to Irene to post on the

- website. Osborn asked for the Chairs to send him information on the person who will be succeeding the current chair.
5. Provision membership was explained. Chairs need to inform Irene of any non-ACHE members who attend their regional conferences. Those individuals will be given provisional memberships for the rest of 2007. This is also a "hook" suggested for contacts made as a part of the 2007 membership drive.
  6. Osborn reminded Chairs to keep their regional websites updated.
  7. Kris Krzyzanski discussed his frustration with trying to attract community colleges to the organization. Ideas on increasing community college participation will be brought to a future meeting.
  8. The meeting was adjourned at 4:20.

April 12, 2007

Participants: Gabrielle Fox (Region 3), Chris Edamala (Region 4), Ellen Taylor (Region 5), Kris Krzyzanski (Region 6), Brian Van Horn (Region 7), Eric Bullard (Region 9-10-11), Sallie Dunphy (ACHE Membership Chair), and Rick Osborn.

1. Roll call and introduction of participants.
2. Chairs gave update from their regions on their membership drives and regional conferences. Osborn reminded Chairs to send Irene the names of new officers and the names of first-time attendees so that they can receive provisional memberships.
3. Osborn updated the Chairs on the movement to change regional designations from numbers to names, beginning with ACHE West. The Chairs supported the change to names. Osborn said he will have more guidance and instruction after the Spring Board Meeting.
4. Osborn reminded the Chairs that the Home Office needed a list on non-members attending regional conferences so they could receive provisional status. The Home Office also needed the list of new regional officers, information about the next regional conference, and a written summary of the regional conference including any regional award winners.
5. The meeting was adjourned at 4:15.

July 19, 2007

Participants: Jane LeClair (Region 2), Randy Ingbritsen (Region 4), Kris Krzyzanski (Region 6), Susan Elkins for Brian Van Horn (Region 7), Eric Cunningham (Region 8), Sallie Dunphy (ACHE Membership Chair), and Rick Osborn.

1. Welcome and roll call of the participants.
2. The Chairs discussed progress on changing their regional designations from numbers to names. Osborn mentioned that Region 1 had settled on *New England*. Sinclair said that Region 2 was interested in merging with Region 3, perhaps creating the *Metro* or *Greater Metropolitan* region. Ingbritsen said Region 4 was interested in merging with Region 5 to create the *Mid Atlantic*, but was unsure whether to include the Southern part of New Jersey that is currently a part of Region 4. There was a desire to avoid dividing a state between regions. Krzyzanski said Region 6 favored *Great Lakes*, but there was also support for *Midwest*. Elkins said that Region 7 had discussed *South*, but wanted to run it by the membership before confirmation. Cunningham said that Region 8 had settled on *Great Plains*. Krzyzanski said he would email Region 6 members to enable them to vote on the name, and Elkins said that Van Horn would want to communicate with Region 7 to make sure *South* was appropriate. Osborn said he would continue to work with Regions 1 and 2 and Regions 4 and 5 on the merger and name issues. Recommendations for the changes will need to be ready for Board approval at the Annual Conference and Meeting in Roanoke. Osborn noted that merging regions raises issues with officers, succession, regional accounts, as well as by-laws so the process may require several steps. Progress reports will take place at the next conference call.

3. Updates on membership were given. The list of non-renewals was discussed. Chairs were advised to use other meeting and informal contacts to discover why institutions did not renew. Osborn reminded Chairs to send the names of first-time attendees at their regional conferences to Irene so that they can receive provisional membership.
4. Osborn opened discussion on the Chairs Leadership Meeting that takes place at the Annual Conference and Meeting. The theme of "Re-visioning ACHE" had support, as did bringing in a consultant on Generation Next to begin the session and discussion. Osborn invited all of the regional officers to the meeting. Osborn has talked with an ETSU human resource trainer about doing the session and has agreed to pay the individual's travel and lodging. He will ask the Board for funds for a small stipend. Osborn will send out the time and place of the meeting.
5. Osborn briefed the Chairs on the home office relocation process and promised to keep them informed.
6. There was a brief update on the Roanoke conference.
7. The meeting was adjourned at 4:05.

September 27, 2007

Participants: Jannette Knowles (Region 3), Randy Ingbritsen (Region 4), Ellen Taylor (Region 5), Brian Van Horn (Region 7), Jane LeClair (Region 2), Francine Fink (Region 1), and Rick Osborn.

1. Two new regional chairs were introduced: Jannette Knowles from Region 3 and Francine Fink from Region 1.
2. An update on regional names was given. Regions 2 and 3 are still in transition and a follow-up phone call with the chairs will be held on September 28.
3. The topic for the Leadership Institute is *Re-visioning ACHE*. The Institute will open with a trainer talking about Generation Next and what appeals to them, followed by a brainstorming session. All regional officers are invited to attend.
4. A conference update was given.
5. The Chairs want to discuss the idea of an "External Agenda" during the Institute. While supportive of the concept, Chairs did not want the process to become divisive—i.e. such as supporting a particular candidate for public office
6. The meeting was adjourned at 4:20 pm.

## **Appendix N**

### **Officers, 2006 – 2007**

President

Dennis "Skip" Parks, California Polytechnic State University

President-Elect

Chris Dougherty, Rutgers University - Camden

Vice President

Rick Osborn, East Tennessee State University

Immediate Past President

Philip Greasley, University of Kentucky

Executive Vice President

Michele D. Shinn, Trident Technical College

## **Appendix O**

## Board of Directors

Regis Gilman, Western Carolina University  
Charles Hickox, Southeastern Oklahoma State University  
Sandra Gladney, University of Oregon  
Roxanne Gonzales, Park University  
Lewis Shena, Rhode Island School of Design  
Tish Szymurski, Neumann College  
John M. Yates, Murray State University  
Maureen Znoj, Hesser College

## Appendix P

### Regional Chairs

#### ACHE New England

Francine Fink, Becker College

#### ACHE Northeast

Jan LeClair, Elmira College

#### ACHE Northeast Metropolitan

Jannette Knowles, NY Institute of Technology

#### ACHE Mid-Atlantic

Randy Ingbritsen, Penn State Abington  
Ellen Taylor, Radford University

#### ACHE Great Lakes

Pam Collins, Eastern Illinois University

#### ACHE South

Brian Van Horn, Murray State University

#### ACHE Great Plains

Eric R. Cunningham, Columbia College

#### ACHE West

Eric Bullard, CSU San Marcos

## Appendix Q

### Roll of Past Presidents and Annual Meetings

<u>Year &amp; Place</u>	<u>President</u>	<u>Institution</u>
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	Ernest S. Bradenburg	Drury College
1965 Dallas	Ralph C. Kendall	University of Toledo
1966 Buffalo	Richard F. Berner	SUNY, Buffalo
1967 New Orleans	Ernest E. McMahon	Rutgers University
1968 San Francisco	William Huffman	University of Louisville
1969 Washington DC	Raymond P. Witte	Loyola of New Orleans
1970 Montreal	Clarence Thompson	Drake University
1971 Des Moines	Joseph P. Goddard	University of Tennessee
1972 New York	William T. Utley	University of Nebraska at Omaha
1973 Chicago	Hyman Lichtenstein	Hofstra University
1974 New Orleans	Carl H. Elliott	TriState University
1975 Salt Lake City	Alban F. Varnado	University of New Orleans
1976 Philadelphia	Richard Robbins	Johns Hopkins University
1977 Montreal	William Barton	University of Tennessee
1978 Fort Worth	James R. McBride	Canadian Bureau for Intn'l Educ
1979 Toronto	Lewis C. Popham, III	SUNY, Oswego
1980 Knoxville	Gail A. Nelcamp	University of Cincinnati
1981 Los Angeles	Frank E. Funk	Syracuse University
1982 New Orleans	Leslie S. Jacobson	Brooklyn College
1983 Dallas	Louis E. Phillips	University of Georgia
1984 Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985 Atlanta	Frank Santiago	Brigham Young University
1986 Philadelphia	Stanley J. Gwiazda	Drexel University
1987 Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988 Salt Lake City	Hal Salisbury	Trident Technical College
1989 Charleston	Peter K. Mills	Nova University
1990 Miami	John Michael Sweeney	Fairfield University
1991 Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992 Milwaukee	Nancy F. Gadbow	Nova University
1993 Jackson	Jan Jackson	CSU-San Bernardino
1994 Toronto	James H. Vondrell	University of Cincinnati
1995 Kansas City	Ronald D. Ray	South Carolina State University
1996 Palm Springs	Norma R. Long	College of Notre Dame of Maryland
1997 University Park	Paula E. Peinovich	Regents College
1998 Fort Worth	Dale K. Myers	Thomas More College
1999 Cincinnati	Scott Evenbeck	IUPUI
2000 Myrtle Beach	Patricia A. Lawler	Widener University
2001 Vancouver	Nancy Thomason	East Central University
2002 Birmingham	Robert Leiter	University of Tennessee, Knoxville
2003 Charlottesville	Allen Varner	Indiana State University
2004 Newport	Jerry Hickerson	Winston-Salem University
2005 Madison	Pamela R. Murray	Murray Baldwin College
2006 Los Angeles	Dennis "Skip" Parks	California Polytechnic State Univ

## **Appendix R**

### **Citations for Leadership**

<u>Year</u>	<u>Place</u>	<u>Recipient</u>
1965	Dallas	Alexander Liveright

1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield
2004	Newport	Wayne Whelan
2005	Madison	Ronald M. Cervero, James A. Woods
2007	Roanoke	Stephen Austin Gatlin



# 70<sup>th</sup> Annual Conference and Meeting

November 8 – 11, 2008  
Opryland Hotel

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

---