



ACHE

2010

albuquerque

Association for Continuing Higher Education
*The Network of Leaders for Lifelong Learning
For Over Seventy Years*

72nd Annual Conference & Meeting
Awards and Honors
October 23, 2010





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Awards and Honors

In order to stimulate, encourage, and reward outstanding contributions to the advancement of continuing higher education, the Association for Continuing Higher Education has established awards to recognize and honor individuals and groups for their exemplary service to the association and the profession.

In 2010, the Association for Continuing Higher Education is presenting the following awards:

Individual Awards

Meritorious Service Award
Emeritus Award

Outstanding Communication Awards

Crystal Marketing Award
Marlowe Froke Award

Program Awards

Distinguished Program Award – Credit
Distinguished Program Award – Non-Credit
Creative Use of Technology
Older Adult Model Program
Outstanding Services to Underserved Populations Program

About our 2010 Awards

Meritorious Service Award

The ACHE Meritorious Service Award recognizes individuals for their outstanding leadership and service to continuing higher education at their own institutions and to ACHE over a period of years. Such leadership and service should have been toward the broader goals of the Association and should have been widely recognized by the membership.

Emeritus Award

The ACHE Emeritus Award provides recognition to qualified Association members upon their official retirements from their major continuing education roles at their institutions. The Association desires to recognize only those retirees who have displayed a significant degree of leadership within the Association over a period of time.

The Crystal Marketing Award

The Crystal Marketing Award is given annually and honors organizations achieving successful results from a marketing communications tool in print, broadcast, and electronic media. The strategic approach, quality of the work and results achieved are important criteria in determining award recipients.

Marlowe Froke Award

The Association initiated the Outstanding Publication Award in 2002. The ACHE Board of Directors voted to name the award in honor of Marlowe Froke, first editor of The Journal of Continuing Higher Education. This award recognizes the most outstanding published article in the Journal in a given year. It allows ACHE to honor quality research and/or information relevant to continuing higher education.

The award selection committee initially rates articles on the basis of both content and style. They then select the article that they believe stimulated the reader to think, provided new ideas, showed innovation, and contributed to the profession.

Distinguished Program Awards ~ Credit and Non-credit

Distinguished Program Awards recognize outstanding credit and non-credit programs at ACHE member institutions. For 2010 two awards are being presented for outstanding credit program and one for outstanding non-credit program.

Creative Use of Technology Award

The Creative Use of Technology Award recognizes ACHE members for their innovative uses of instructional and distance learning technologies in lifelong learning. Both credit and non-credit programs are eligible for nomination, as are uses of learning technology for student services, research, marketing or administrative projects.

Older Adult Model Program Award

The Older Adult Model Program Award recognizes an ACHE member for a program or activity that provides outstanding learning opportunities and/or service to an older adult population.

Outstanding Services to Underserved Populations

The Outstanding Services to Underserved Populations award recognizes ACHE members for their innovative lifelong learning programs that demonstrate outstanding service to underserved populations.

Meritorious Service Award

Roger Maclean



“Roger Maclean is one of those ACHE members who embodies ACHE’s core values of ‘professional development, collegiality and service’ as evidenced through his passion for continuing higher education and his service to ACHE,” said Roxanne Gonzales, 2010 president of ACHE, in her nomination letter for Dr. Maclean. “Roger is a true servant leader; he is willing to assist his colleagues at a moment’s notice and is continually serving the ACHE community at the regional and national level.”

Roger has been a member of ACHE since 1996 and has served ACHE as regional chair and board member, as well as serving on several conference planning committees in positions such as Call for Proposal Chair, Local Arrangements Chair for Madison and Co-chair for Albuquerque. In each of these roles Roger’s wisdom, guidance, and reflective manner have guided teams towards meeting their goals while ensuring that the ACHE membership is at the core of all decisions. He believes in the ACHE mission and the field of adult learning and is willing to step up to the plate to help achieve common goals.

Professionally, Roger has held leadership roles in continuing higher education at the University of Wisconsin – Madison as associate dean for academic affairs in the Division of Continuing Studies and Associate Dean for Executive Education in the School of Business. Although Roger retired from the University of Wisconsin, he went right back to work as the Executive Director of Educational Outreach at Southern Illinois University – Edwardsville. Roger’s work in continuing higher education has touched the lives of many students over his career as he spearheaded many innovative program options for students.

In recognition of his leadership, integrity and distinguished career in continuing higher education, the membership of ACHE is honored to present Roger Maclean with the 2010 ACHE Meritorious Service Award.

Emeritus Award

Don Swoboda



Don Swoboda has been a dedicated leader in continuing education for over four decades. His gregarious personality, entrepreneurial spirit and passion for “making students’ dreams come true” have incited excitement and growth within all of the institutions and communities he has touched throughout his tenure in education.

During his 40+ years in education and outreach, he has held leadership positions at the University of Nebraska, University of Missouri-Columbia, University of Arizona and Western Kentucky University. In his most recent position as founding Dean of the Division of Extended Learning and Outreach at WKU, his tenacious attitude has been instrumental in transforming the university into a major force and partner in advancing life-long learning for traditional students, nontraditional students and the entire community. The extended learning and outreach model he helped establish at WKU has put the university in the national spotlight for continuing education.

Don has published numerous articles and has served as president, panel member, keynote or concurrent presenter in nearly every region of the country. He has won multiple leadership awards from community and professional organizations on the local, state, and national levels. In recognition of his years of active engagement in ACHE, his commitment as a staff mentor and his tireless dedication to the cause of lifelong learning, we honor Don Swoboda with the 2010 ACHE Emeritus Award.

Crystal Marketing Award

Eastern Nazarene College

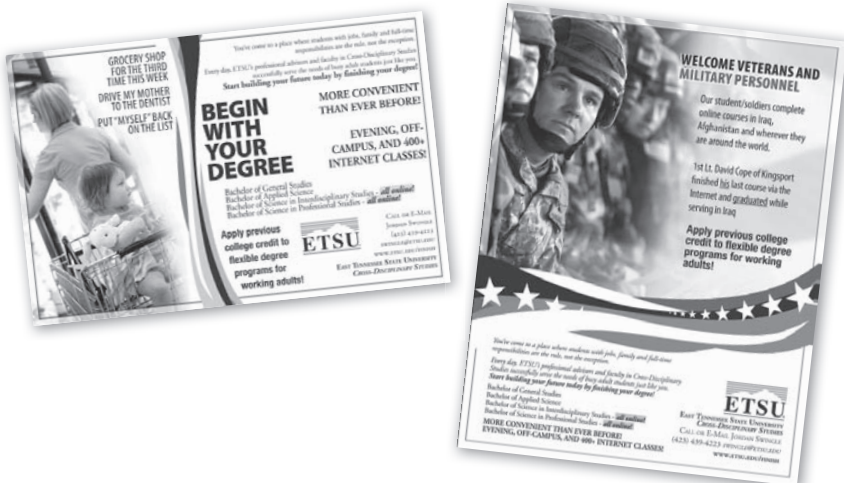
Discover Your Purpose Campaign



Honorable Mention

East Tennessee State University

Begin With Your Degree



Marlowe Froke Outstanding Publication Award

Mary V. Alfred

“Nonwestern Immigrants in Continuing Higher Education: A Sociocultural Approach to Culturally Responsive Pedagogy”

Volume 57, Issue 3 of The Journal of Continuing Higher Education

This year marks the ninth year that the Marlowe Froke Outstanding Publication Award has been given.

In selecting this article as the award recipient, the committee noted:

“This article has great relevance to continuing educators, as many of us see students from nonwestern cultures coming to our institutions. We generally assume that recent immigrants will have difficulty with the language, but we may not be sensitive to their lack of understanding of our educational practices. Mary Alfred’s article illustrates how educators can ‘promote culturally responsive pedagogy’ by bringing into the curricula aspects of the students’ nonwestern culture; acknowledging and valuing their cultural differences, including each learner’s unique identities and differences; and using techniques such as cooperative learning teams or partners in courses to ‘foster inclusive learning communities.’ Not only are we obliged to be responsive to nonwestern learners, but native students and faculty will discover value in their interactions with students of a nonwestern culture. The author offers many useful recommendations to make our programs relevant and sensitive to this newest wave of immigrants in continuing higher education.”

Credit Program Award

Park University

Sprint and Park University
"Science e-Fellows High Intensity Induction Program"

Program Coordinator: Wakisha Briggs

The Park University and Sprint Foundation e-Fellows High Intensity Induction Program for science teachers was developed to meet the unique professional development needs of beginning science teachers. The program is designed for grades 5 -12 science teachers in Missouri, Kansas, Iowa and Nebraska. Park University found that most of their school partners had induction programs for beginning teachers, yet did not have the budget or resources to provide specialized or high intensity induction for science teachers. To meet this critical teacher induction in science education, the School for Education at Park University developed the e-Fellows program proposal, which was funded by the Sprint Foundation in January of 2009.

The program serves 22 beginning Science e-Fellows teachers, and 10 Science e-Fellows Mentors. The Science e-Fellows were awarded:

- Two-year National Science Teachers Association membership
- Online learning community supported by exemplary science mentors
- Continuing education and/or two (2) hours of graduate credit
- Webinar on teacher quality in science education, June 6, 2009
- Stipend for 2009 Science Education State Conference
- Stipend for Action Research Project

The structure of the e-Fellows program focuses on providing high-intensity induction through electronic professional development supported by online learning communities. The e-Fellows will be supported by exemplary mentors who will clearly assess the participant's grasp of concepts and skills and provide high-quality induction support.

Credit Program Award

St. Edward's University

Bachelor of Arts in Dance and Humanities
for Professional Dancers

Program Coordinator: H. Ramsey Fowler

Since 2008, New College at St. Edward's University has offered a major in Dance and Humanities designed specifically to respond to the unique scheduling needs of Ballet Austin dancers and delivered on site at Ballet Austin at reduced tuition. In the fall of 2010, it will offer the same, electronically, to dancers of The Houston Ballet and the Dominick Walsh Dance Company employing Houston Ballet facilities.

New College delivers 38 semester hours, 27 in the major, 10 in general education/New College mission, and a course in career planning. To mission courses and to major courses in history, art history, literature, philosophy and religious studies are added 36 credit hours for previously assessed experiential ("certificated") learning for first company and 24 for second company dancers. In addition, we provide additional general education and elective courses. In most semesters, two courses are offered, most in a seven-week, back-to-back format.

The performance life of a professional dancer is very short, ending typically by age 35 or earlier. In addition, work life is demanding. It is unusual for a dancer to have had the time to earn a bachelor's degree and to prepare academically for a new career. In addition, traditionally artistic directors have been antithetic to dancers' going to college. Our model pairs the university with the ballet company, and requires the full support of ballet company management. Ballet company facilities are used for face-to-face instruction and advising, permitting tuition discounts.

Course delivery maximizes use of teaching modalities. Courses offered to Ballet Austin dancers have been face-to-face on the weeknight dancers have off. Courses to be offered to Houston Ballet dancers will be online and blended. Program design provides credit for experiential learning at different skill levels, with courses offered at a pace that allows dancers to combine careers and education while qualifying for federal financial aid.

Non-Credit Program Award

Western Kentucky University

Uniting Industries, Sharing Costs, Building Successes
– A Consortium Training Project

Program Coordinators: Manon Pardue & Sharon Woodward

The Consortium Training Project began in 2004 with collaboration between the Bowling Area Chamber of Commerce, Western Kentucky University Center for Training and Development, and Bowling Green Technical College. It began with three companies joining together to provide training for their employees by gaining access to funds provided by the Kentucky Economic Development Cabinet through Bluegrass State Skills Corporation. Approximately 50% of training cost is offset by the grant. Today there are 25 member companies in the Consortium.

The Consortium coordinates training opportunities for local industries of Warren County, Kentucky. It provides effective training at a nominal cost held at locations convenient to businesses and industry. Often member companies volunteer their facilities to hold classes, which further reduces the cost.

Training needs are solicited from the HR departments of member companies. The Consortium Board makes every effort to develop the quarterly class schedule based on company needs. Beginning in 2008 the Consortium added another training option for the member companies: online courses.

One customer summed up the effectiveness of the Consortium with the following statement:

“Western Kentucky University’s Center for Training and Development provides a large selection of training to help area businesses such as NASCO. Our employees have upgraded their skills through its diverse offerings of online classes, computer labs, supervisory training, manufacturing workshops, job-specific instruction, and personal development courses. I heartedly endorse this training for its cost-effectiveness, ease of administration, flexibility to meet our specific needs, and quality of instruction.”

Creative Use of Technology

Park University

The Best Practices Institute

The Best Practices Institute, under the aegis of the Center for Excellence in Teaching and Learning at Park University, offers easily accessible, self-paced online modules on teaching and learning topics relevant to higher education faculty. The Institute reflects the university's commitment to academic excellence by supporting faculty development in continuous innovation and synthesis through active learning and reflection.

Each online module demonstrates the integration of research, theory, and practice. Faculty who wish to receive a formal Certificate of Completion conduct an "Application Project" related to the module. The project allows them to implement and share their new teaching strategies and insights.

With a geographically dispersed faculty (online and at 42 campus centers nationwide), we consider it critical to offer opportunities for continued professional development that can be delivered anywhere on demand. The Best Practices Institute offers easily accessible, self-paced online modules on teaching and learning topics of interest to higher education faculty.

Until implementation of the program, Park University had no way to offer consistent, high quality professional development programming for our widely dispersed faculty (online, campus, adjunct, and off-campus faculty at campus center locations nationwide). The Best Practices Institute blends Adobe Captivate's "tech" with our personal "touch." More interactive and motivating than reading a mere journal article, it helps our faculty access and engage with research-proven best practices in higher education teaching – as their schedules permit. Additionally, it offers the same professional development opportunities for all 1600 full- and part-time faculty members, regardless of their rank, status, location, discipline, or modality. It is also geared directly toward application in their own classroom.

Older Adult Model Program

Stony Brook University

Osher Lifelong Learning Institute at Stony Brook University

In 1998, The Round Table (now the Osher Lifelong Learning Institute at Stony Brook University) was formed at the suggestion of the Dean of the School of Professional Development. The program is open to all retired or semi-retired individuals who are interested in expanding their intellectual horizons in a university setting.

The original program showed extraordinary successes with potential for future expansion and accomplishment, and led to recognition in 2007 by the Bernard Osher Foundation as a “Best in Practice” lifelong learning program. Stony Brook University was selected to partner with this prestigious foundation and the Osher Lifelong Learning Institute (OLLI) at Stony Brook was formed. This partnership provided OLLI with a 2 year renewable grant of \$100,000 and in July 2009, this successful program became the recipient of a \$1 million endowment. The award allowed OLLI to expand programs and activities to reach out to new members, as well as to upgrade equipment and refurbish and expand, providing more activity and meeting facilities.

The University, through the Department of Professional Development, provides OLLI with a large business office space a conference room, three committed meeting rooms, and a work preparation room in return for an annual donation of \$20K. As many as 20 other university classrooms are used by the program at no-charge. Members have the opportunity also to attend free university lectures, presentations, and musical events. Outreach to the University is accomplished with participation in such programs as graduation, orientation, Conversation Partners, OLLI Friends of the Music Library and recently the Holocaust Museum Travelling Exhibition: Deadly Medicine.

Over succeeding semesters, the program has flourished. From its inception with 35 members, it has grown to 773 members at start of the 2009-2010 academic year, participating in an ever-changing menu of over 150 plus workshops. Future expansion plans include outreach programs to local senior residential retirement centers and the possibility of an expanded satellite program at the new Stony Brook University, Southampton campus.

Outstanding Services to Underserved Populations

Kansas State University

Elementary Education AccessUS Program

The K-State Elementary Education AccessUS Program was collaboratively designed, implemented, and assessed as a 2+2, distance-delivered, teacher education program in Kansas. This program enables and encourages place-bound and underserved culturally and linguistically diverse adult students to become elementary school teachers.

Through this program, educational services were provided to 16 Latina English Language Learners, who will be able to provide outstanding educational services to culturally and linguistically diverse K-6 students in a high-needs region of Kansas for the rest of their teaching careers.

In collaboration with K-State's Division of Continuing Education, faculty from K-State's College of Education and College of Arts and Sciences worked in collaboration with faculty from Dodge City Community College, Seward County Community College, and Garden City Community College and with district partners from Dodge City, Garden City, and Ulysses to design, implement, and assess this program.

An approved AccessUS program through state legislature, this program received financial support from the legislature, primarily in technology and marketing provided by the K-State Division of Continuing Education and small student scholarships. Students in the program earn their first two years of general education credits from one or more partner community colleges in southwestern Kansas and take their remaining two years of upper-level coursework for K-State credit.

While many distance-based teacher education programs exist and many target and recruit for diversity, the K-State AccessUS Elementary Teacher Education Program not only targeted and recruited CLD students into the program, it committed significant time, attention, and resources to offering students the specific support they needed and the highest quality experience possible given the context.

2010 Awards Committee

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Mary Bonhomme, Florida Institute of Technology

Members

Brian Cook, California State University-East Bay

Jeffery Alejandro, East Carolina University

Julie Lovett, Texas Christian University

Board Liaison

Brian Van Horn, Murray State University

To see a history of awards and honors conferred
by the Association for Continuing Higher Education,
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www.acheinc.org/awards





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2010

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