

Five Minutes with ACHE

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A Message from President Osborn



Continuing Higher Education and the President's Priorities

It didn't take him long. Before he finished his first 50 days in office, President Barack Obama identified higher education as one of his governing priorities. And although we weren't specifically named, our continuing higher education community has a major role to play.

In his address to a joint session of Congress last month, the President called for every American to pursue some form of education beyond high school. His goal is to have the world's highest proportion of college graduates by 2020. It's a lofty goal. Currently, the United States ranks 10th, with 39% of 25-34 year olds holding an associate degree or higher <http://chronicle.com/daily/2009/02/12513n.htm>. Our neighbor, Canada, ranks significantly higher.

Following his address, President Obama released the broad outlines of his first budget, a budget that contains—using the language of American Council on Education's president, Molly Corbett Broad—“unprecedented commitment to student access” (http://www.acenet.edu/AM/Template.cfm?Section=Press_Releases_2&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=31428). Obama's budget supports a \$5,550 *Pell Grant* maximum award in 2010-2011, and its funding will automatically increase each year to keep pace with inflation. The budget seeks to stabilize the federal student loan program and expand the *Perkins Loan Program* to make its funds available to more students at more colleges and universities. The President's budget will make permanent the \$2,500 *tuition tax credit* for college spending that was a part of the stimulus package. The budget includes a \$2.5 billion *Access and Completion Incentive Fund* for states to help low-income students complete college. The budget also includes support for the effective implementation of the *Post-9/11 GI Bill*.

What does this mean for continuing higher education? It means a lot. After all, we are all about access. ACHE's roots are in college evening programs, programs designed to increase access to higher education for working adults and nontraditional students. In fact, we were originally known as the Association of University Evening Colleges. We have a history of serving the underserved, although our efforts have been hampered by tight economic times. While many take Obama's remarks to be directed at traditional-aged students, they're equally applicable to older students. Our accelerated degree programs, online programs, evening and off-campus programs, military education programs, capstone programs—all can help meet this goal. While we can do more, some of our most innovative programs target traditionally underserved populations, a vital group to reach to increase college participation and completion. Our non-credit and workforce education programs can put unemployed and under-employed folks back on stable footing. And many of the

President's priorities will strengthen the traditional sides of our technical schools, colleges and universities, thereby enabling continuing education to grow and blossom.

Still, it would be nice to be a face at the table. For all of his talk about higher education, the President did not mention adult education, continuing education or lifelong learning. This is, of course, our constant struggle. We're often little recognized in our own institutions, our own states—let alone on the national stage. But we're not completely ignored. In a new report that parallels Obama's interest in increasing college attainment, the Lumina Foundation for Education's, *A Stronger Nation Through Higher Education: How and Why Americans Must Meet a "Big Goal" for College Attainment*, throws the first pitch directly to continuing higher education:

Still, the challenge is far from insurmountable, in part because we're not starting from scratch. In every state, there are significant numbers of the working-age population who have already earned some college credit. If we focus first on these residents — those who have some college but have not yet earned a degree — we can begin to turn the tide fairly quickly.
http://www.luminafoundation.org/publications/A_stronger_nation_through_higher_education.pdf

We are ready to help. We need to let President Obama and the Congress know that we have, as we say here in ACHE South, *a dog in this hunt*. And it's a bigger dog than most folks realize.

News from the Home Office

Membership dues deadlines

Institutional: March 1
Professional: March 15
Affiliate: March 15

If you haven't yet sent in your membership dues for 2009, please do so without delay! We want to make sure you're on our distribution list for the Journal of Continuing Higher Education, which will be published in April.

If you have, then welcome to the 2009 membership year! There are a lot of exciting things in store, to include:

- the new ACHE Member Community, which will continue to expand and offer ever more opportunities to network and stay in contact with the other members of ACHE
- the 2009 Annual Meeting and Conference, to be held in Philadelphia, Penn., November 15-18.

Looking for *Five Minutes* submissions

We're looking for submissions for the *Five Minutes* Learning Corner. Please send us articles on these or other topics of interest to continuing educators:

- Experiences in marketing a continuing education program
- The past and present of Historically Black Colleges and Universities
- A profile of a unique continuing education program at your institution
- Experiences as a professor in adult continuing education
- Article or book reviews
- Anything else you can think of that might be of interest to the ACHE membership!

News from the Association

Call for Nominations: Board of Directors and Vice President

The ACHE Nominations Committee is currently accepting nominations for:

- Directors-at-Large (three openings) and
- Vice President.

The Association will present its slate of candidates in the April *Five Minutes with ACHE*. In order to submit a nomination, an online form is available at: <https://web.memberclicks.com/mc/quickForm/viewForm.do?orgId=ache&formId=57893>

Individuals may self-nominate or be nominated by a colleague. Once nominations are received, the chair of the Nominations Committee will contact nominees with requests for additional information.

Please direct any inquiries to the Nominations Committee Chair:

Christopher Dougherty
Immediate Past President, ACHE
Associate Dean, Faculty of Arts and Sciences
Rutgers University-Campus at Camden
chrdou@camden.rutgers.edu
856-225-6108

ALL NOMINATIONS MUST BE RECEIVED BY APRIL 10, 2009.

Participation as a Director-at-Large or as Vice President constitutes a significant opportunity to serve ACHE and continuing higher education. In order to be eligible, nominees for Director-at-Large must have served as Region Chair. Nominees for Vice President must have served at least two years as a Director-at-Large. For a description of the roles and responsibilities of ACHE Officers, please consult the *ACHE Guide for Officers, Board Members, Committee Chairs, Network Leaders, and Editors*. <http://www.acheinc.org/Guidebooks/Guide%20for%20Officers,%20Brd%20Members,%20Committee%20Chairs%20&%20Editors.pdf>

We hope that you will consider nominating a colleague this year!

Annual Conference and Meeting News

Philadelphia 2009 ~ Philadelphia, Penn., November 15-18, 2009

Call for Awards for ACHE 2009

The next step in on the road to ACHE 2009 is the **Call for Awards**. One of the most important events of our annual conference and meeting is taking the time to recognize the significant contributions that the members of ACHE make to the world of adult continuing education each year.



We are taking submissions for the following awards through April 1:

- ~Leadership
- ~Special Recognition
- ~Meritorious Service
- ~Emeritus
- ~Distinguished Program: Credit and Non-Credit
- ~Creative Use of Technology
- ~Older Adult Model Program
- ~Outstanding Services to Underserved Population Program

We are also taking submissions through June 1 for:

- ~Crystal Marketing Award

Please visit the ACHE Awards page for more information on these awards and how to submit the outstanding work someone you know is doing: <http://www.acheinc.org/awards/awards.html#>

News from the Regions

Great Plains

The ACHE 2009 Great Plains Region Conference Collaborations: "Obligations and Opportunities"

ACHE Great Plains held its 2009 regional conference February 12-13 in Norman, Oklahoma. The Great Plains leadership was excited to host the largest turnout for a Great Plains conference in many years, with over 100 attendees.

As part of the conference activities, the Great Plains also sponsored an Exceptional Awards program. Awards categories and winners included:

- Credit Connors State College: *Child Development Peer Coaching Program*
- Non-credit East Central University: *Arts District of Ada*
- Conference Oklahoma Women in Higher Education: *Oklahoma Women In Higher Education Annual Conference*

Visit the Great Plains photo album to view pictures from the conference:

<http://picasaweb.google.com/achehomeoffice/ACHEGreatPlains2009#>



Mid-Atlantic

ACHE Mid Atlantic 2009 Spring Conference

March 29 - March 31, 2009

The Woods Resort and Conference Center
Mountain Lake Road
Hedgesville, WV

For the proposal form, registration form, and more information about the location of the conference, visit <http://www.acheinc.org/region/MidAtlantic/ConferenceNotice.pdf>.

Northeast

The ACHE Northeast spring conference for 2009 is a workshop entitled **Administration, Technology, and Unlocking the Barriers to Successful Distance Learning**. Please join other adult continuing education administrators and faculty as they discuss this timely topic.

Friday, April 24, 9 am - 2 pm
Onondaga Community College, Syracuse, NY.

You can view the conference brochure here: <http://www.acheinc.org/region/Northeast/ACHE-S2009.pdf>

South

April 27-29, 2009

2009 ACHE South Spring Conference

Baton Rouge, Louisiana and Louisiana State University

Please join ACHE South and LACHE in Baton Rouge, Louisiana, as they present their 2009 annual conference. The conference, **Building Bridges: Exploring the Past, Discovering the Future of Continuing Education**, will be held April 27-29 at the historic Hilton Capitol Center in downtown Baton Rouge. Enjoy a unique meeting location on the Mississippi, excellent



networking opportunities, and action-oriented presentations that you can use the minute you get back to your desk. You will enjoy learning and networking with your colleagues from 10 Southeastern states as well as well-known experts who will deliver dynamic keynote addresses intended to move our profession to new heights.

For more information, please visit the ACHE South Web site at <http://www.acheinc.org/region/South/index.html>.

West

The format for the **2009 ACHE West Regional Conference** has changed! Originally scheduled to take place on May 7-8 at the California State University San Marcos in San Marcos, California, **the conference will now be held via internet**. Now scheduled for half a day on May 7, more details regarding the start time and how to connect are coming soon!

The Learning Corner

This section of Five Minutes focuses on articles of interest to the adult continuing education community, and includes an array of topics. If you have a topic you would like us to write more about, please let us know!

Tribal Colleges – Their present and the challenges they face

– Royce Young

Tribal colleges and universities are unique American institutions that offer opportunities for Native Americans to pursue higher education within their own cultural and regional contexts. Generally located on or near Indian reservations, tribal colleges and universities aim to preserve and communicate traditional native culture, provide higher education and career or technical opportunities to tribal members and improve economic opportunities within the reservation community.

As of 2001, 32 tribal colleges have emerged, created by American Indians tribes for American Indians, though the colleges are not exclusive to those of American Indian descent. These colleges are located in areas with large concentrations of Native Americans, mainly in the upper Midwest, the Pacific Northwest and the Southwest.

There are seven tribal colleges in Montana, five in North Dakota, four in South Dakota, three in Minnesota, three in New Mexico, two each in Michigan, Nebraska, and Wisconsin, and one each in Arizona, California, Kansas and Washington. Of these tribal colleges and universities, 24 are community colleges and offer the associate's degree and technical and vocational certificates, six offer bachelor's degrees and two offer master's degrees. In light of the tribes' federal sovereign status, however, tribal colleges and universities receive barely, if any, state funds. Therefore, they are primarily dependent on federal assistance for their core operating expenses through oversight by the Bureau of Indian Affairs.

The majority of tribal colleges and universities are located on isolated Indian reservations. As a result, most of them have small enrollments, often less than 1,000 students. While smaller classes allow these tribal colleges to offer more individualized teaching, they also struggle with limited resources in part due to their smaller enrollments. As of 1994 tribal colleges served approximately 15,000 full-and part-time students according to the National Center for Education Statistics. The average age of tribal college students has become younger in recent years, from 30 down to 27, as students are choosing with greater frequency to enroll directly in a tribal college after graduation from high school. The majority of students are more likely to come from families with lower levels of educational attainment and are often first-generation college students. Many students also receive some form of federal financial aid.

To help overcome these economic and educational barriers, tribal colleges offer their students opportunities for self-determination and academic and career success. This is done through an array of diverse, comprehensive, academic and technical course offerings; a culturally built curriculum that incorporates native values, beliefs and customs and a variety of academic and student support services. Another important characteristic is that at least 30 percent of the faculty are Native American and Alaska Natives as compared to less than 1 percent of all faculty at all other public postsecondary institutions. This gives students native role models and mentors, some of whom are tribal elders, who bring cultural awareness, sensitivity and specific expertise to the classroom. As native faculty, they also have a greater understanding of students' academic and personal situations.

Tribal colleges and universities remain seriously underfunded compared to the varied support received by mainstream higher education institutions. This will continue to be the case as these institutions increase in number and compete among themselves for the limited resources available to them. A shortage of funds already has led to poorer facilities due to delayed building maintenance and construction, limited classroom materials and laboratory equipment, few on-campus residence halls for students and poorly paid administrators, faculty and staff.

Despite the lack of funding, tribal colleges and universities remain unique within higher education in several ways. Overall, these institutions remain locally and culturally controlled by their own tribes. Almost one-third of the faculty across the range of tribal colleges is Native American and responsive to the economic needs of their communities. Also, they offer a distinctive curriculum that centers on their own native language and culture, some taught by tribal elders, to ensure that their cultural heritage is passed on to future generations.

News from the Wide World of Continuing Education

Seminar in Strategic Sales for Colleges

Hosted by the Austin Peay State University
Center for Extended and Distance Education
March 20-21, 2009 at APSU, Morgan University Center
Clarksville, Tenn.

TACHE MEMBERS - REGISTER BY 2/20/09 AND SAVE 10%

Strategic Sales for Colleges focuses on everything you need to know to sell higher education to business and industry. With methodologies tied to marketing strategies, the Strategic Sales course teaches the practical tools and how-to strategies needed to position yourself as the business community's preferred training partner. Take home tried-and-true techniques to drive sales, boost revenue and increase customer satisfaction from some of the nation's top professionals. Learn to increase revenue and customer satisfaction through

- Marketing and sales
- Program development
- Four-step contact process
- Learner-centered courses
- Training modules
- Three levels of learning outcomes
- Operations and management
- Developing staff and instructors

For more information, visit the following site:

http://www.apsu.edu/ext_ed/Noncredit/noncredit_strategic_sales_seminar_info.htm.

Subscribe to the new International Journal of Continuing Education and Lifelong Learning

The International Journal of Continuing Education and Lifelong Learning (IJCELL) was launched by the Centre for Research in Continuing Education and Lifelong Learning, School of Professional and Continuing Education at the University of Hong Kong. First published in early November, 2008, the IJCELL is available in both English and Traditional Chinese versions twice a year in November and May.

The purposes underlying the publication of the IJCELL are:

- To strengthen institutional, local, regional and international research collaboration
- To establish an international platform for information sharing and academic exchanges on continuing education and lifelong learning
- To disseminate research findings on continuing education and lifelong learning through academic activities and publications

For subscription information, visit the Centre for Research in Continuing Education and Lifelong Learning website at

<http://research.hkustspace.hku.hk/journal/ijcell/#>.

2nd Sloan-C Symposium on Emerging Technology Applications for Online Learning

Online Registration is now Available!

June 17-19, 2009

Hyatt Regency in San Francisco, California

Attend the conference face-to-face, or attend virtually. Symposium tracks highlight and demonstrate research, application and best practices of important emerging technological tools related to social networking, assessment, open educational resources, new media and support services.

Who Should Attend

This conference, which will provide the latest information on emerging technology applications for online learning, is geared to both experienced professionals and interested newcomers to online learning who hail from a variety of work sectors, including higher education, continuing education, business, government, health care, professional associations, and nonprofit organizations.

Online registration and additional information is available at <http://www.emergingonlinelearningtechnology.org>

10th National Outreach Scholarship Conference

The National Outreach Scholarship conference committee is gearing up for their 10th Annual National Outreach Scholarship Conference.

The conference planners seek proposals that **describe** and **demonstrate the impact of:**

Institutions: providing support and incentives for faculty members and students to connect their research and learning to the needs of communities, locally or globally.

Faculty: endeavors to build strong relationships between communities and universities, locally or globally.

Faculty: the scholarship of engagement - impact on the faculty member, on the faculty member's students, on the community.

Students: connecting learning to the needs of communities, locally or globally.

Information available online at www.outreachscholarship.org

56th Annual Conference of the Canadian Association for University Continuing Education (CAUCE) May 20-23, 2009

The 56th Annual Conference of CAUCE is hosted by UBC Continuing Studies at the Westin Bayshore in Vancouver, British Columbia from May 20-23, 2009.

The first of the CAUCE 2009 featured speakers has just been announced!

Mike Harcourt, former premier of BC and former mayor of Vancouver, will share his experiences as one of Canada's leading proponents of sustainable development and express his views on the role of university continuing education in the transformation of cities through the principles of sustainability and social inclusion.

Visit the conference website at <http://cauce2009.ubc.ca/> for more information.