



**PROCEEDINGS**

# 2011

## **ACHE Annual Conference & Meeting**

October 13-15, 2011 • Hilton Orlando Bonnet Creek • Orlando, Florida

*"Sustainable Leadership: Bold Thinking about Who We Are"*

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## PART ONE: ADDRESSES

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### PRESIDENT-ELECT'S ADDRESS

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Dr. Charles Hickox, Dean, Continuing Education & Outreach, Eastern Kentucky University

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#### COLLABORATION AND PARTNERSHIP: OUR KEYS TO THE FUTURE

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Let me begin by offering my congratulations and a sincere “thank you” to Tish Szymurski for her exemplary service as our President during the past year. I have been impressed as I am sure you all have been by her commitment to serving this Association, by the quality of her leadership, and by her executive and administrative abilities. Tish, you are going to be a hard act to follow. So, congratulations on a great year and a terrific conference!

Among the many experiences of my professional life, I have to place the ongoing interaction that I have with members of this Association at the very top. Not only do I have the greatest professional respect and regard for you, I also count those of you with whom I have been privileged to associate more closely as true friends.

I consider it a significant source of pride and a great honor to have served several terms in several regional offices, as a two-term member of the Board of Directors, as Vice President, President-Elect and, now, in the year to come, as President. I look forward to the experience, mainly because I know I will have the full support of our outstanding Home Office crew and our very capable elected officers and Board of Directors. I appreciate the support of my own Division at Eastern Kentucky University and I want to thank them in advance—I have no doubt that my attention to ACHE issues and concerns in the coming year will place a heavier burden on everyone else on my CE&O team as we continue to serve our own University. It might go without saying, but won't, that I could do none of this without the ongoing support and full approval of Eastern Kentucky University as an institution, for which I'm most grateful. Finally, I can't leave off these expressions of thanks without including my wife, Kaye, whose continued support and encouragement enables me to keep trying things that a more cautious or temperate person might not attempt.

It's no secret to anyone here that our continuing education and outreach programs face many challenges. When we consider the state of our economy (still not in full recovery mode), when we learn that yet another of our sister units at another institution has been absorbed, eliminated, or radically downsized, when we are faced with yet another for-profit competitor on our own turf—we become more aware, I think, that we might very well be more vulnerable than we have ever been.

Two questions that I will address and perhaps begin to answer in my brief remarks is this: How do we go about stabilizing and strengthening our now rather precarious existence, and how do we ensure our continued relevance?

#### COLLABORATIONS

Recently, at our 2011 annual conference, the Kentucky Association for Continuing Higher Education decided to participate as a group in what we are tentatively calling “Continuing Higher Education Day at the Capitol”. Representatives from member institutions who are able to do so will gather in Frankfort on a date to be specified while the commonwealth's legislature is in session in 2012. We

will visit with representatives and senators from our respective districts and—possibly—take advantage of opportunities to attend appropriate committee meetings or legislative sessions. Ideally, we will be able to call attention to pending legislation or other action of interest to higher education or workforce training if such are being considered. I firmly believe that this is one way that we can have a positive impact in our own state. Furthermore, I see no reason that we can't do the same at a regional or national level, particularly if we collaborate with like-minded groups (including our friends at the University Professional Continuing Education Association, American Association of Adult and Continuing Education, the Alliance for Higher Education, and Commission for Accelerated Programs, to name just four of several possible partners).

Anyone who works with me will tell you that I'm all about building partnerships, forming coalitions, making friends in the marketplace. It makes no sense to me to make enemies of those who might very well become our strongest allies, so while our institutions or associations may occasionally compete with one another—a legitimate scenario, of course—that should not prevent us from working together when it is in our mutual best interest to do so.

With all this in mind, I believe we should seek agreements by which we can have a greater impact through our collaborative efforts without sacrificing any part of the unique nature of ACHE. In the future, for example, I would like to see both state and federal dollars earmarked for training and re-training of the workforce as well as those funds designated as incentives to working adults to pursue higher education made more readily available to us.

### PARTNERSHIPS

For the past several years, I am glad to say that we have invited representatives from some of our sister associations to convene with us; many of these like-minded groups have done the same for us. As a result, several very informative, very productive sessions have taken place. In fact, tomorrow's panel discussion is an excellent example of this trend. I think that it is time that we take this further. I recommend that we begin to discuss this to have the impact that I'm talking about in concerted lobbying efforts. If all this sounds somewhat self-serving, as if we're acting in our own best interests, then I suspect that it is, but that makes it no less important or necessary. Rather than working together and pooling our resources, we've acted independently (if at all) in the past and our effectiveness has been weakened as a result. If we can focus our efforts, call on our strengths—while preserving our unique identity—ACHE can work closely with other groups to powerful, far-reaching effect.

As you may have heard, our conference theme for 2012 is "Collaborations and Partnerships: Our Keys to the Future." Hopefully, we'll be able to report some success and real progress by that time. Ideally, we will have gained viable partnerships and effective collaborations to make us more successful. All of which will be reflected in an outstanding, pragmatically oriented program. To borrow a phrase (without twisting it too much out of context) from this morning's keynote, we'll be talking about our "Collective Impact."

So, I look forward to an engaging, interesting year. I'm sure November, 2012 will be here even more quickly than can be believed but I think we will be ready for it.

### GENERAL SESSION 1 AND KEYNOTE

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President Patricia Szymurski called the conference to order on Thursday, October 13, at 8:15 a.m. She welcomed all the attendees to Orlando and then introduced the ACHE home office staff, past

presidents for ACHE, leaders from visiting associations, and the 2010-2011 ACHE executive officers and board of directors. President Szymurski then introduced and thanked Clare Roby and Jeffery Alejandro (absent from the conference) for serving as the 2011 ACHE Annual Conference Co-Chairs. Roby passed along program announcements. She then introduced Terry Ratcliff, exhibitor relations chair, who thanked the 26 exhibitors for joining us. Ratcliff announced we would be playing “exhibitor bingo” again and encouraged the attendees to visit each exhibitor’s booth to have their bingo cards stamped. He said the deadline to have the cards stamped and turned in is Saturday by 10:30 a.m. Roby then came back to the podium to explain the awards committee would be acknowledging and celebrating the recipients of the awards throughout the meetings. She then invited Brian Van Horn, the chair of the awards committee, to present the Leadership Award and the Crystal Marketing Award. Van Horn also recognized Mary Bonhomme for her work with the committee. President Szymurski returned to the podium and thanked Past President Rick Osborn for his ongoing support over the last year. She then asked Roby to return to the podium.

Clare Roby then came forward to introduce the keynote speaker for the first general session, Dennis Snow. Snow’s customer service abilities were honed over 20 years with the Walt Disney World Company. There, he developed his passion for service excellence and the experience he brings to the worldwide speaking and consulting he does today. Snow launched a division of the Disney Institute responsible for consulting with some of the world’s largest companies including ExxonMobil, AT&T, General Motors, and Coca-Cola. This division quickly became the fastest growing venture of the Disney Institute and experienced repeat business of nearly 100%. He also spent several years with the Disney University, teaching corporate philosophy and business practices to cast members and the leadership team. While there, he coordinated the Disney Traditions program, which is universally recognized as a benchmark in corporate training. In his last year with Walt Disney World®, Snow’s leadership performance was ranked in the top 3% of the company’s leadership team.

Today, Dennis is a full-time speaker, trainer, and consultant who helps organizations achieve goals related to customer service, employee development, and leadership. He is the author of the book *Lessons from the Mouse: A Guide for Applying Disney World's Secrets of Success to Your Organization, Your Career, and Your Life*.

Snow based his presentation, “Creating & Sustaining Leadership Excellence: Lessons from the Mouse,” on leadership principles he learned, lived, and taught during his 20 years with Walt Disney World. He shared specific leadership behaviors and strategies to create and sustain organizational excellence. He explained that leaders in adult higher education must be facilitators, visionaries, and idea champions. Snow energized and inspired us to create magical moments for our students, our organizations, and our institutions with a focus on service excellence, accountability, and achieving results.

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## GENERAL SESSION 2 AND KEYNOTE

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President Tish Szymurski reconvened the conference on Friday, October 14, at 8:30 a.m. She greeted the conference participants and then introduced Eric Cunningham, the day chair for the day’s program. Cunningham passed along program announcements. Brian Van Horn then came forward to present awards for Marlowe Froke Outstanding Publication, Credit and Non-Credit Distinguished Program, Creative Use of Technology, and Outstanding Services to Underserved Populations.

Clare Roby then came forward to introduce Dr. Kristen Betts, the keynote speaker for the second general session. Dr. Betts was appointed on July 1, 2011, as Armstrong Atlantic State University's first Director of Online Learning. In this position, Dr. Betts is leading innovative initiatives with Academic Affairs, Information Technology Services, and the University System of Georgia to develop new online and blended programs including certificates, undergraduate, and graduate degrees. She is also leading the collaborative development of a new Center for Online Learning.

Dr. Betts' expertise is in higher education, leadership, and online and blended education. She has over 15 years of experience in program/curriculum/course development, strategic planning, and evaluation. Dr. Betts publishes and presents nationally and internationally on online and blended education, student/faculty recruitment and retention, branding, advising, Online Human Touch, Online First-Year Experience, adult learning, dashboards, neuropedagogy, accessibility, cooperative education/ work integrated learning, and faculty development. She is a Quality Matters certified peer and master reviewer. Dr. Betts has also been a keynote speaker at conferences and government-supported events in Sweden, South Korea, and across the United States. Prior to coming to Armstrong, Dr. Betts served as the Senior Director for e-Learning at Drexel University where she actively led innovative online and blended program initiatives, including the blended Ed.D. Program in Educational Leadership and Management for the Philadelphia campus. Dr. Betts' presentation, "Bold Thinking About Innovation and Collaboration," follows:

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#### KRISTEN BETTS' KEYNOTE ADDRESS

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At no time in history has there been a greater need for higher education. According to Help Wanted: Projecting Jobs and Education Requirements through 2018, "63 percent of all jobs will require at least some post-secondary education" by 2018 (Georgetown University Center on Education and the Workforce, 2010, p. 1). However, the challenge in meeting this projection is that less than half of all adults 25 years old and older in the United States have completed some college or completed a college degree. The Chronicle of Higher Education Almanac reveals that only 19.4% have completed a bachelor's degree, 9.1% have completed an associate's degree, and 16.8% have completed some college (Almanac, 2011). Additionally, the combined public and private six-year graduation rate in the United is 57.2% for four-year institutions and 30.5% for two-year institutions. Hence, the current conundrum of how to increase higher education enrollments and completion rates during an economic crisis coupled with soaring tuition rates and increasing student attrition.

Amidst the challenges of what is now referred to as the "Great Recession," colleges and universities have a unique opportunity to lead economic change through education, particularly continuing higher education. As shared by Anthony P. Carnevale, 2010, "America needs more workers with college degrees, certificates, and industry certifications" (Georgetown University Center on Education and the Workforce, 2011, p. 1). Through innovative and collaborative educational partnerships with employment sectors and communities, continuing higher education leaders can develop and expand credit and non-credit programs to serve as catalysts to stimulate and sustain the emergent workforce. However, a paradigm shift is critically needed in higher education.

Today's "traditional student" population is actually "non-traditional." According to Peter Stokes, in an issues paper to the Secretary of Education's Commission on the Future of Higher Education, "traditional 18-22 year-old full-time undergraduate students residing on campus account for only 16 percent of higher education enrollments.....the vast majority of college and university students are "non-traditional" – largely working adults struggling to balance jobs, families, and education" (p. 1). Therefore, colleges and universities need to redesign traditional on-campus educational delivery to meet the needs of a growing non-traditional student population. Furthermore, there is a critical



need to align curricula with current and future workforce needs to prepare graduates for job placement, advancement, transition, or advanced studies.

So how can colleges and universities proactively meet the diverse delivery and educational needs of today's and tomorrow's workforce? The answer is two-fold.

First, colleges and universities need to consider flexible educational delivery options such as such as online education and/or blended education. According to Ambient Research (2011), 25 million post-secondary students in the United States will be taking classes online by 2015; concurrently, the number of students taking classes exclusively on physical campuses will be decreasing from 14.4 million in 2010 to just 4.1 million five years later. Much of the projected demand will most likely be from students 25 years old and older. The National Center for Education Statistics (2011) project student enrollment increases of 21% for individuals 25 to 34 years old and 16%percent for individuals 35 years old and older. These combined projections are more than quadruple the enrollment projections for individuals aged 18 to 24 years old which is only 9%. It is clear that higher education will need to be responsive to a growing non-traditional student population.

Second, a paradigm shift in higher education is critical to meeting both student and workforce needs. College and university leaders should consider the opportunities provided through the concept of collective impact. According to Kania and Kramer (2011) in *The Stanford Social Innovation Review*, "Large-scale social change requires broad cross-sector coordination" (n.p.). However, "the nonprofit sector most frequently operates using an approach that we call isolated impact" (Kania and Kramer, 2011, n.p.). Therefore, collective impact may be a great impetus to support a paradigm shift in higher education. Collective impact typically has five conditions that in concert lead to powerful results. These conditions include: (1) a common agenda, (2) shared measurement systems, (3) mutually reinforcing activities, (4) continuous communication, and (5) backbone support organizations. Collective impact opportunities for higher education may include, but not be limited to, grants, new consortia-based initiatives, articulation agreements, etc. The shift from isolated impact to collective impact provides new opportunity for taking a systemic approach to social impact and change.

As history reveals, higher education has served as a catalyst for change during times of crisis. However, a paradigm shift is needed today within higher education to stimulate and sustain needed change. Colleges and universities must rethink how education is delivered to an increasingly diverse population. And, higher education leaders must work collaboratively to provide the highest quality of education to all students from point of matriculation to graduation in credit and non-credit programs. The time for change is now and collective impact starts with us.

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### GENERAL SESSION 3 AND KEYNOTE

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President Szymurski reconvened the conference on Saturday, October 15, 2011, at 9:15 a.m. She introduced Jackie Martin, the day chair for the day's program. Martin passed along program announcements. Brian Van Horn came forward to present the Wayne L. Whelan Scholarship and the Alex Charters Research Grant.

Clare Roby then came forward to introduce the keynote speaker for the third general session, Jim Wexler. As an Executive Vice President at BrandGames, Wexler consults educational institutions and corporate clients on "gamification" – how to drive engagement, change behavior, and build customer relationships using game mechanics. Like flight simulators for complex processes and concepts, game-based "learning by doing" enhances organizational performance and individual development. His Virtual Team Challenge (VTC) program, the first-ever use of multiplayer virtual worlds in the classroom, is now in its fourth year with over 15,000 students in all 50 states participating annually. Inside the Virtual World, students-as-avatars collaborate in teams to learn about business, ethics, math, and decision-making with a focus on teamwork, professionalism, and responsibility.

In 2011, VTC was chosen to receive a 21st Century Achievement Award from among more than 1,000 nominations from 23 countries, and was honored with enshrinement in the permanent Smithsonian International Archives. The award recognizes organizations and individuals who have "used information technology to promote and advance public welfare, benefit society, and change the world for the better."

Wexler pioneered the "advergaming" marketing strategy that leverages videogames as a media platform, creating game-based campaigns for General Mills, Coca-Cola, GAP and Taco Bell. Before that, he led corporate television at Reuters. Wexler has a Bachelor's in Semiotics from Brown University and has been featured in BusinessWeek, Forbes, and CBS News regarding game-based learning experiences for next generation audiences.

In Wexler's presentation, "How to Engage the Next Generation Student," he explains that by 2014, 11 million students will never see the inside of a classroom: 9% of all K-12 students will be attending virtual or "cyber" charter schools, and 13% of all post-secondary students will take ALL of their classes online. Experts agree that today's students learn differently. They've grown up in a consumer-centric society, having it "their way" and expecting information on demand and just in time – through Google, Facebook, Twitter, and YouTube. Powerful interactivity and social media

have created an entirely new “education consumer” with very different tastes and behaviors in media consumption and learning.

What's an institution to do? With today's static web-based materials and limited-connectivity professor relationships, most online courseware offerings have a long way to go. The challenge for educators is to deliver an online educational experience that matches – and improves upon – campus-based programs. Successful online programs will respond to the media needs of the next generation student to deliver relevant and engaging learning experiences. Mastering “gamification” (the integration of game mechanics and game-thinking); social networks to establish a “living” online community for shared experiences, faculty interactions, and collaboration; and game-based learning that fosters collaboration, problem-solving, and procedural thinking are going to be essential. Just as top companies today are leveraging game-based learning in talent management and skill development programs to engage their workers and improve productivity, educational institutions can take a page from their playbook and “gamify” to differentiate themselves and improve online curricula engagement, knowledge retention, and student satisfaction.

## PART TWO: WORKSHOPS

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### WHAT MATTERS TO ADULT LEARNERS – BEST PRACTICES IN ADVISING

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PRESENTER: WALTER PEARSON

In surveys of adult learners, academic and career advising is listed as one of the most important factors in student success and satisfaction. In this workshop, we reviewed the research on best practices and engaged with a panel of successful advisors who work with adult undergraduate students from three quality independent universities.

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### SLAYING EMOTIONAL MONSTERS – STRATEGIES TO IMPROVE THE RETENTION OF ADULT LEARNERS

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PRESENTER: RUBY A. ROUSE

#### PROBLEM

Degree attainment for non-traditional students is low. In 2008, Milam noted that only 28% of full-time and 5% of part-time non-traditional students earned an associate's or bachelor's degree within six years.

#### RESEARCH QUESTION

What sources of support, if any, are important to adult students when they take college classes?

#### METHOD

- Quantitative descriptive design
- Online survey data collection using Ritter-Williams and Rouse's (2011) Adult Student College Retention Survey (ASCRS) in 2011
- 4,446 adult learners (23 years or older) who were currently or recently enrolled in 1,374 different educational institutions

#### RESULTS

Percentage of Adult Students Agreeing that Various Sources of Support are Important When Taking College Classes <b>Source of Support</b>	<b>N</b>	<b>Percentage Reporting Somewhat to Very Important</b>
Spouse/significant other	4,446	76%
Faculty members	4,446	72%
Academic counselor	4,446	62%
Children	4,446	57%
Financial aid counselor	4,446	56%
Primary supervisor	4,444	53%
Friends taking college classes	4,446	52%
Academic department office	4,446	45%
Other students in class	4,446	39%
Co-workers	4,444	39%
Friends not taking college classes	4,446	38%
Dean of students	4,446	38%
Adult student services office	4,446	35%

## DISCUSSION

The analysis examined commonalities in sources of support when 50% or more of the sample reported the category was somewhat to very important. Evidence emerged for three clusters of adult student support:

- “Collaborative partners” are helpers who can actively assist adult learners in balancing academic, work, and personal responsibilities while in school. For instance, key family members (spouse/significant other and/or children) can reduce household stress and increase the adult student’s time to focus on academic assignments. Likewise, faculty members can function as academic “partners” who answer questions and provide encouragement. Even the adult student’s primary supervisor can help by reducing work responsibilities or extending project deadlines, when necessary. Conversely, unsupportive “partners” intensify the stress experienced by the adult students by creating additional work and/or denying emotional support.
- “Trusted advisors” are individuals who provide adult students with valuable planning information while in college. The most important trusted advisors were academic and financial counselors. These individuals help students to make informed educational and economic decisions related to going to school. Without the support of these individuals, adult students may take the wrong classes or be denied financial aid. Interestingly, the majority of adult learners did not feel that representatives from academic departments, the dean of students, or student service personnel were important trusted advisors.
- “Cheerleading peers” are friends who encourage adult learners to persist in their studies. About half of the sample said the support of friends who were also taking college classes was important. Since these peers “walk in the shoes” of adult learners, they are able to empathize with and support each other while pursuing a degree.

## CONCLUSION

With approximately three out of four college students representing non-traditional students (Choy, 2002; Reeves, Miller, & Rouse, in press), educational institutions should continue to study the unique needs of adult students. Support programs should not be limited to academic initiatives, but should also consider integration of strategies to bolster personal and work sources of support.

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## HOW TO INCREASE REGISTRATIONS AND REVENUES BY TURNING DATA INTO ACTION: INTEGRATING TRADITIONAL AND EMERGING INTO AN EXECUTABLE COMMUNICATION PLAN

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PRESENTER: STEVE BLUMBERG

Strategic enrollment planning has become central to institutional survival as other revenue streams contract. Colleges that wish to remain successful in the face of rapidly changing dynamics need to employ a new paradigm, one that uses more sophisticated search strategies utilizing data-driven communications platforms to deploy and measure new and traditional marketing media. This session focused on developing a communication plan that delivers personalized, multi-channel communications, integrating online and print media communications to provide the maximum return on an organization's marketing investment.

Presentation materials are available at: <http://www.slideshare.net/Intelliworks/intelliworks-dsg-ache-101311-f-9773440>

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## BOLD THINKING FOR A BETTER TOMORROW – DEVELOPING AND CONDUCTING RESEARCH THAT MAKES A DIFFERENCE

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PRESENTERS: FREDRICK LOOMIS, THOMAS J. YANNUZZI, JIM BROOMALL, AND CHRISTOPHER DOUGHERTY

This was an interactive, scenario-planning session focused on projecting potential futures for adult higher education. The session began with a survey to be distributed prior to the conference. After

imagining, discussing, and analyzing our potential futures, paths of inquiry that would better prepare us for the most expected and most desired futures were developed. The work conducted in this session laid the groundwork for an opinion piece in a future issue of the Journal of Continuing Higher Education.

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## EXPLORING THE TRANSFORMING POWER OF THE TRUE SELF THROUGH LEADERSHIP

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PRESENTER: LEN DIPPAUL

This interactive workshop had participants explore their personal depths to see how they become more of who they are through realizing the connection between self and the challenges of leadership. Leadership is not only the charge of getting a job done, but of also becoming more of who you are and making those with whom you work better.

## PART THREE: CONCURRENT SESSIONS

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### “WHERE’S THE BEEF?” – QUALITY CONTROL AND PROGRAM INTEGRITY OF ONLINE COURSES AND PROGRAMS

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PRESENTERS: DEAN M. JULIAN AND KATE BOLAND

Immaculata University’s Office of Academic Affairs, the College of LifeLong Learning, and the Office of Technology Services developed a process to evaluate, revise, and document the number of Alternative Instructional Equivalencies (AIE) in online courses at the undergraduate and graduate levels. This concurrent session gave participants a comprehensive overview of the process and share with attendees the tools, materials, and resources developed to undertake the task of bringing IU online courses into compliancy with the state of Pennsylvania’s Department of Education and Federal guidelines for AIE.

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### INTEGRATING STUDENT ADVISING, ADULT LEARNING, AND RETENTION THEORIES: AN ADVISING MODEL FOR ENHANCING ADULT STUDENT RETENTION

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PRESENTER: MARC WILSON

Although student advising theory, adult learning theory, and student retention theory each have a long history, few authors have explored how each body of literature might inform the others. This presentation found common ground between the three disciplines and built a model of adult retention that is not only grounded in well-established student retention theories, but is also informed by the wisdom found in student advising and adult learning theories.

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### REACHING THE NON-TRADITIONAL STUDENT THROUGH WEEKEND COLLEGE PROGRAMS

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PRESENTER: JOY BROWN

Over the past several years, Utah Valley University (UVU) has grown in headcount more than other Utah institutions. Dealing with enrollment growth is a challenge. UVU Weekend College provides additional class sections and programs. Weekend College has partnered with several academic departments to develop non-traditional bachelor’s degree programs which allow non-traditional students to complete their bachelor’s degrees. The challenges of providing classes and services for weekend programs were discussed.

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### WHO IS KILLING INNOVATION IN HIGHER EDUCATION?

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PRESENTERS: HONOUR MOORE, PHILLIP MOORE, CHRISTOPHER QUINN, AND JUDITH STANG



Continuing educators have long been thought of as the innovators within their institutions. There is a long history of well-known educators, such as William Rainey Harper, John Dewey, Malcolm Knowles, and David Clarke, S.J., who have been involved in some aspect of adult education and have changed the way we approach adult-centered programs. Today, however, many of us are no longer able or willing to take the risks associated with being at the forefront of innovation. We explored the reasons for this paradigm shift and what it means for continuing education in the future. Examples of creative innovation taking place within our own institutions were shared.

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## OVER THE MOUNTAIN – EDUCATING ADULT LEARNERS IN RURAL PENNSYLVANIA

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PRESENTER: PAULA HOGARD

Only 18% of rural Pennsylvanians over age 25 have a bachelor's degree compared to 29% of urban residents. Less than 14% of our rural residents have a high school diploma. As a land grant university, our mission is to provide higher education for the people of Pennsylvania. Penn State Continuing Education staff has taken on the challenge and are creatively mixing educational modalities to bring college programs to our economically stressed rural communities.

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## MIX IT UP! ADULTS AND TRADS IMPROVE INSTRUCTION

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PRESENTER: TIMOTHY R. SANFORD

In spring 2010 a review of distance education programs at UNC-Chapel Hill was conducted by the E-Learning Policy Coordinator of the Center for Faculty Excellence to determine the breadth of distance education at Carolina. From a draft report of the results of this review came the finding that some faculty felt that mixing non-traditional students with traditional (regular full-time) students in the same course was not a good thing to do. Additionally, the report said some faculty felt non-traditional students were not adequately prepared for college courses. Not only were few faculty included in the review, but these findings were completely at odds with the way in which the instructors of distance courses expressed their feelings about their courses and students.

To provide some balance to the report, the Friday Center did an informal survey of the instructors of courses offered through Carolina Courses Online (CCO) (semester-based, totally asynchronous, online courses) and Part-time Classroom Studies (CS) (face-to-face courses on campus offered in the evening). Two questions were asked:

1. We'd be interested in your experience teaching courses that have had a mix of non-traditional and full-time students. Has this created any positive teaching opportunities or any particular challenges?
2. Have you felt that the non-traditional students who have not been admitted into a degree program at the University were generally prepared to undertake college-level work through your courses?

The response rates were low with 29 of 184 CCO instructors responding (15.8%) and 15 of 30 CS instructors responding (50%). But the responses clearly supported both the continued mixing of

non-traditional and traditional students in the same courses and the abilities of non-traditional students to handle (even excel at) college-level courses.

The responses from the instructors were voluminous and are presented in full in the attached report done on campus in July 2010. Here is a numerical summary of those responses.

- CCO Instructors (29 responses) – Question #1
  - Positive: 19
  - Challenge: 1
  - Some of both: 7
  - Did not observe such student categories: 2
- CS Instructors (15 responses) – Question #1
  - Positive: 11
  - Challenge: 2
  - Mixed: 1
  - Too few non-traditional students to tell: 1
- CCO Instructors (29 responses) – Question #2
  - Yes: 19
  - No: 1
  - Varied: 9
- CS Instructors (15 responses) – Question #2
  - Yes: 12
  - No: 0
  - Varied: 3

The conclusions reached from this informal survey are that the instructors in these two programs feel that the mix of non-traditional and traditional students is not only appropriate for their courses but contributes to the educational experience and that the non-traditional students are well-prepared for college-level work. Partially because of these results, no report of the review of distance education programs was ever issued.

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## POSITIVE PSYCHOLOGY AND NEW MEDIA: INNOVATIVE RESOURCES FOR ADULT LEARNERS

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PRESENTER: AMY SCATLIFF

The presenter shared results of a doctoral study where specialists in the fields of new media, education, and positive psychology were interviewed about recent transformations and resources that potentially support and enhance the educational experience of adult learners and educators alike. Concepts by positive psychologists, such as passive entertainment, flow, broaden and build theory, as well as current online skill and strength assessments (Realise2 and Strength Finder 2.0) were explored. Dialogue followed the ways to apply this research to participants' particular concerns and interests.

In a time of continuous partial attention and easy-to-construct social network software the Internet offers the adult learner a mixture of enduring and short-lived Web 2.0 e-communities. One-time face-to-face learning opportunities may have web-enabled communities wrapped around them.

Participants can become members of instant social networks as soon as they pursue any interest or learning objective.

Adults enhance their formal educational experiences when they connect to the powerful learning resources now accessible through new media. When bouncing between social networks stretching across online and in-person environments, staying grounded and feeling connected to others in truly meaningful ways may seem like a daunting task.

How do these pervasive phenomena affect the population of adult learners? How can continuing education specialists know what the best practices are for student retention or for developing innovative curriculum in light of these changes? In this session, I presented the results of a doctoral study where I interviewed specialists in the fields of new media, education, and positive psychology about recent transformations and resources that potentially support and enhance the educational experience of the 21st century adult learner. I addressed concepts explored by positive psychologists such as passive entertainment, flow, broaden and build theory, as well as current online skill and strength assessments, and their link to the adult learner, who is so heavily affected by continual transformations in digital culture. We also had time to dialogue about ways to apply this research to participants' particular concerns and interests.

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## LEADERSHIP THROUGH UNDERSTANDING: JOB ATTITUDES WITHIN YOUR CE ORGANIZATION

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PRESENTER: SEAN MICHAEL GREEN

This presentation was a lively and interactive discussion of a research project on the job attitudes of professionals working with non-traditional students. These attitudes were compared with attitudes of people working with traditional populations. We discussed the level to which our employees feel their work is valued and why and how much they are committed to our organizations. The potential impacts of these findings were assessed. Anyone who manages teams gained valuable insight in this session.

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## BAD TIMES NEVER BEEN SO GOOD

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PRESENTER: A. DAVID STEWART

Recent years have been especially stressful for university budgets and often worse for continuing education units. Four years ago, the Division of Continuing Education at Kansas State University was moved from a "flexible" budgeting arrangement that allowed the division to retain its excess revenue after covering its own costs to a fixed annual budget with the university retaining any excess revenue.

One of the greatest concerns with this change was how the division would be able to continue to provide incentives and funding for the development of new courses and programs, especially new online programs.

At the time when this change in budget management was made the dean for continuing education, Sue Maes, proposed to the provost that a line item for program development be provided in the

continuing education budget. The dean proposed that \$300,000 be provided for this purpose, with \$250,000 for the development of online credit programs and \$50,000 for the development of new non-credit conferences and programs. The provost agreed and thus was born the internal grant-funding program to support the development of online programs and new conferences.

The grant-funding program was a success from the very beginning. In the first annual RFP cycle, \$289,000 was invested in 36 proposals that have generated over \$2.7 million to date in net revenue for the university. Succeeding annual cycles have generated similar responses and results. Over the past three and a half years, the grant-funding program has provided support for 128 proposals, investing \$1.235 million and generating more than \$3.5 million to date in net revenue to the university. The funding has gone to support the development of 245 online courses, 35 new programs, and five new conferences. These results have convincingly shown the program to be a successful and wise investment by the university and the Division of Continuing Education. In these financially stressful times, this investment has enabled us to continue to grow online programs, recoup the annual financial investment, and generate additional revenue for the university each year.

There have been other benefits as well. The development of the grant-funding process has led to a more focused approach to program development on the part of both the Division of Continuing Education and the university academic units. For example, any proposal must describe how it aligns with university and college missions, goals, and needs. The proposal must commit to a completion date and, if it is a credit course or program, the PI and the academic department must agree to deliver it a minimum of once each year for three years following completion of the project. Although quite successful, past program development initiatives were based on more general terms and with little firm commitment to completion dates and actual delivery of programs. The terms and expectations are much more specific and clearer now.

Other benefits include the generation or surfacing of strong interest in online teaching and learning. The grant funds provide personal incentives for faculty, encouraging them in many cases to step out of their comfort zone and try offering their classes online for the first time. Most have responded favorably to their experience, reporting that the development of an online course took far more time than they expected, "but it was worth it." They have also consistently reported that teaching non-traditional students has been a pleasure and has enriched their classes. Certainly another factor here has been the increasing presence of a new generation of faculty members who are comfortable with the use of technology and who expect to use it in the delivery of their courses both online and on campus. So the grant funding program has led to new creativity and synergy on the part of the faculty who develop the online courses and programs. Additionally, the deans and department heads have taken much greater interest and ownership of the grant funding process. No proposal is funded without the signed approval of both the dean and the department head. But more than this, they are frequently collaborating with their faculty about proposal development and they have been very supportive of the grant funding process by providing in kind resources and, in some cases, additional budget support for projects.

We have gained several insights from our experience over the past three and a half years. We cannot do everything in program development that needs to be done. Each year, the requests in terms of funding have been approximately twice the amount that we have the capacity to fund. Before simply rejecting proposals, we have turned to departments and colleges to see if they could provide additional support, and often they do, especially with equipment, in kind support, and released time.

Aligning program development more directly with university priorities provides an important set of standards by which to assess grant proposals and it adds value to the role of continuing education on campus. Similarly, collaboration with the deans and department heads has enhanced those partnerships. In addition to this collaboration, the DCE Advisory Committee reviews and assesses the proposals. The committee has representatives from each college, usually at the associate dean level. The work and interaction on this committee is essential as it brings perspectives on program development strategies from across the campus and serves as an external review team in the process. By the time final funding decisions are made a common understanding and general support have been established for the proposals that are to receive funding.

We have also learned that the establishment of funding agreements that specifically describe projects that are to be developed, itemize what is to be funded, and set timelines for the project, build greater accountability. Previous discussions about proposed projects and handshake agreements were too nebulous and led to misunderstanding and often failed attempts.

Finally, if the Division of Continuing Education provided the money, we get to say more about course and program quality, and we have continually increased our efforts in this area. Each PI or content developer is required to spend ten consultation hours with an instructional designer, with more funding if needed. Additionally, a series of web links to best practices is provided. Beginning with the next cycle, each PI will be required to complete a series of online teaching modules and successfully pass exams for each area before receiving grant funding. Our commitment to quality online education is also supported by the provost who recently established the requirement that each online class must be evaluated each time it is offered, just as with all on site courses at the university.

What began as a dark cloud over the Division of Continuing Education at Kansas State University has turned out to be a win-win for continuing education and for the university. In the process the Division of Continuing Education has become a more valued and trusted partner at the university.

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## BUDGETING, PLANNING, AND REPORTING IN CONTINUING EDUCATION

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PRESENTERS: LINDA BERARDO AND JAMES P. PAPPAS

As a follow up to their workshop presentation last year, "Managing Budgets in Tough Fiscal Times," the presenters facilitated a discussion about budgeting, planning, and reporting for continuing education. This was meant to be a highly interactive session that allowed participants an opportunity to discuss what they have found useful in this process. There was a framework of discussion topics, but was not meant to be limiting.

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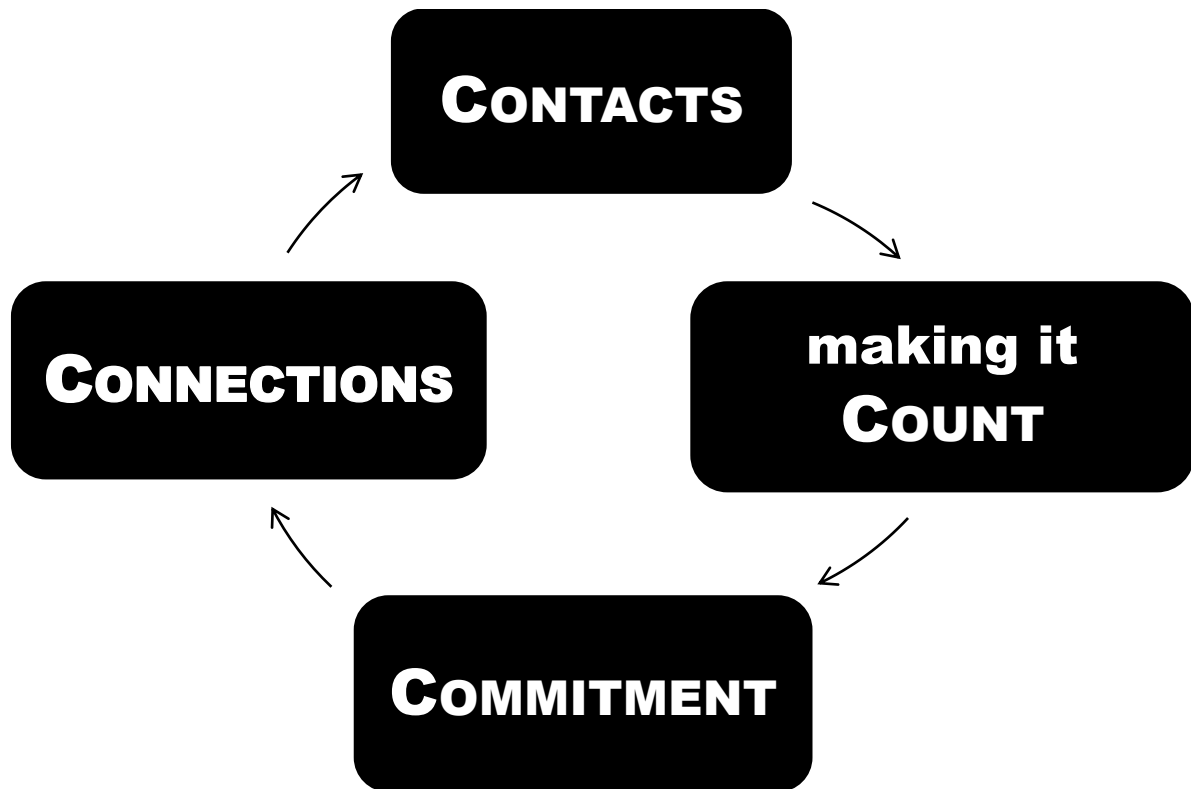
## BOLD LEADERSHIP: FROM CONTACTS TO CONNECTIONS

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PRESENTER: JERETTA NORD

Have you ever introduced yourself to a stranger and within a few minutes something significant happens that can change your life? How do you make this count? How do you turn contacts into connections? Become more confident and empowered with bold thinking using a four step

networking model shown in Figure 1—the Four C's of Networking—a step-by-step approach to turn mere acquaintances into connections.



#### TARGET CONTACTS AND MAKING IT COUNT

- Make a list of the top 25 individuals you would like to have in your network. Dream big!
- Figure out a way to contact each person on your list—social media, conference, e-mail, event where they are speaking, letter, etc.
- What do you have that they would consider of value? Expertise, product, book, service? Remember—givers become greater.
- Be Persistent. Conduct research on where you may be able to show up to meet these individuals. Perhaps others you know have connections with those on your list and they could introduce you. Timing is everything.
- Share your areas of expertise and help your contacts with what they value. It could be something as simple as posting their article on social media.
- Ask what you can do to help them.
- Sincere authentic relationships/connections are possible when you help others achieve their goals.

#### MAKING IT COUNT TO COMMITMENT

The following tips will make that commitment necessary to have a professional relationship that makes a difference:

- Always have eye contact.
- Be a good listener.
- Connect through content.
- Use humor.
- Give sincere compliments.
- Don't get distracted while talking. Show interest.
- Exchange business cards.
- Make it about the other person.
- Appearance is important.
- Exude confidence and energy.
- Follow up.

### COMMITMENT TO CONNECTIONS

Once a relationship is in the commitment stage, what steps are critical to make solid connections? This is an ongoing process and takes time so it is important to evaluate your list at this point to determine your most significant contacts. The best bet is to connect with those with similar interests—those who you can offer something of value to and who have something to offer back. Find out what their goals are by asking and show sincere interest. Commit to the relationship by staying in touch on a regular basis so you are not just showing up when you need something.

Be bold! Get off the sidelines and differentiate yourself from others. Be passionate and make it known that you are an expert—blogs, newsletters, articles, books, media and appearances will open doors for you. Brand yourself so that others are proud to spread the word. If you are in sales, be creative by looking for joint ventures, offering a percentage of your sales to groups for fundraising, or having affiliates sell for you. Get in the fast lane by joining strategic groups who are like-minded.

Sustainable leadership requires bold thinking and career success depends on professional relationships. This proven model and an ongoing commitment will elevate professional relationships from contacts into mutually beneficial connections.

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### A BOLD APPROACH TO COLLABORATION AND PARTNERSHIP

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PRESENTERS: HADASS SCHEFFER, KIM STEPHENS, DON DEVILBISS, JIL DONNELLY,  
CHRISTOPHER DOUGHERTY AND JUDITH STANG

### OUR STORY

In 2004, Philadelphia was abuzz with Brain Drain worries and solutions. Everyone was talking about bringing more college students to the region, future Creative Class members, who would be Philadelphia's panacea and connection to the Global Economy. But a handful of visionaries in the workforce and in economic and community development argued for investing more resources in those who were already in town and committed to staying: Adult Philadelphians.

Only one in five adult Philadelphians or four – depending on the optimism of the researcher – had earned a college degree. Another one in five Philadelphia adults had completed some college but not a degree.

Many of our region’s 100+ institutions of higher education already knew about the potential of returning adult students. However, the Continuing Education divisions serving these adults were often overshadowed by the “Day School” and typically viewed by them only as cash cows: A stable source of income to the institution, requiring almost no fresh investment from top leadership; definitely not considered as cutting edge or as high a priority as other divisions. And despite many longstanding friendships and communication channels among the deans and directors, as a group Continuing Ed Divisions were perpetually pitted against each other in a survival battle. There were already many organizations in Philadelphia providing college access programs, but very few for adults and none for those who had started but hadn’t completed their degrees.

It was in this context that the Graduate! Philadelphia vision emerged, and it called for nothing less than a paradigm shift.

#### OUR APPROACH

First, we coined the term “Comebackers,” for the potential of these Philadelphians to make a comeback in college. Rather than casting our work as solely a social service, Graduate! Philadelphia articulated the way forward as a deliberate collaboration for moving individual, organizational, systemic, and cultural levers to increase college completion rates. As a movement, Graduate! Philadelphia has become a messaging platform, a catalyst for systems change, and a demonstration of a new kind of multi-partner, collaborative, direct services model. We organized resources around issues particular to Comebackers, to help them get back on track. We engaged those who had a common stake in increasing the region’s educational attainment: employers, the workforce development system, economic development, city government, organized labor, and organizations concerned with building community stability.

Our decisions have always been driven by the extensive data we collect, and by the broad and deep collective expertise of our collaborators: colleges and universities, workforce systems, the United Way, economic development and community empowerment experts, social support services, faith-based institutions, organized labor, employers, elected officials, and the Comebackers themselves. We realize that this issue is bigger than any single organization, and thus we commit to leaving narrow organizational interests and competition at the door. As a result, we produce and implement new thinking and innovations. We

*“We were all doing some of this work separately, but G!P had a vision to see how it could be done differently, together, and with good outcomes. They shone a big spotlight on working adults.”*

*--James Mergiotti,  
President, Peirce College*

*“Born out of collaboration; designed as collaboration. There was no other way to go about solving this problem.”*

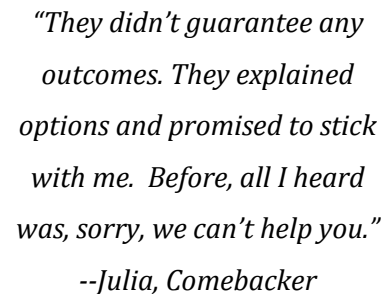
*--David Thornburgh, G!P Co-  
Founder; Executive  
Director, Fels School of  
Government, University of  
Pennsylvania*



are small and nimble by design, and we allow ourselves to try new programs and approaches that others may be too risk-averse to take on.

## OUR RESULTS

Our commitment to innovation grounded in data have allowed our collaborative to learn how to prepare Comebackers to re-enter college and support them while they stay there to finish their degrees this time around. As a direct services project, we have directly recruited 2,500 Comebackers who would not otherwise have acted on their dream of returning to college. More than 1,000 are back in college, with 95 percent retention rates in college. Through our inroads into the systems that touch on Comebacker college completion we have started to stimulate new dialogue and necessary and productive changes.



*“They didn’t guarantee any outcomes. They explained options and promised to stick with me. Before, all I heard was, sorry, we can’t help you.”*  
--Julia, Comebacker

## OUR FUTURE

Yet we have a long way ahead of us: we have to teach another 70,000 Comebackers in Philadelphia alone how to get back to and through college. Our vision is to create “stickiness” in our message and methods of college completion, so that eventually knowing how to successfully navigate college to completion of a degree will be endemic to every community. Theoretically, we’re working toward a tipping point: We want every Philadelphian to be connected to someone who knows how to complete a college degree. This requires a larger scale of operations and continued innovation, and we will be rolling out new messaging, tools, and technologies for serving larger numbers of adults with lean human resources.

We’re also getting the word out nationally. Graduate! Connecticut is our first adaptation, in Hartford. Back2College-Chicago is a second adaptation just starting on its way, and there are more to come in the eastern, midwestern, southern, and western parts of the country, all connecting in The Graduate! Network, a new platform for Graduate! adaptations. The beauty of the collaborative nature of our model and our adaptation approach is that we are a network of affiliates; each very locally grounded in and connected to its local populations and infrastructure while remaining true to the Graduate! model. Each implementation is creating new knowledge, new tools, and new solutions. As we teach, we are learning.

And as we grow as a movement, our local projects closely mirror the trajectory of our Comebackers-- each realizing its own potential and carrying the message and know-how forward.

## OUR PARTNERS

Graduate! Philadelphia: Chestnut Hill College, The Center for Urban Theological Studies at the University of Geneva, Cheyney University, Community College of Philadelphia, Drexel University, East Stroudsburg University, Harcum College’s I-LEAD/ACE program, Holy Family University, LaSalle University, Neumann University, Peirce College, Penn State University-Abington, Philadelphia University, Rosemont College, Rutgers University-Camden, Saint Joseph’s University, Springfield College, Temple University, Thomas Edison State College, and Widener University.

Graduate! Connecticut: Capital Community College, Central Connecticut University, Charter Oak State College, Goodwin College, Rensselaer Polytechnic Institute, Saint Joseph College, Trinity College, University Connecticut, and the University of Hartford.

Back2College-Chicago: DeVry University, DePaul University, Illinois Institution of Technology, Governors State University, Loyola University, Prairie State College, Robert Morris University, Roosevelt University, and the University of Illinois at Chicago. (These institutions are in the process of confirming participation in Back2College-Chicago.)

[www.GraduatePhildelphia.org](http://www.GraduatePhildelphia.org)

*"I've been part of collaborations that fell apart when people left, but not this one. Because of the power of the ideas and the quality of the institutions."*

*--Matt Bergheiser, formerly Program Director for Philadelphia, The John S. and James L. Knight Fdn.*

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## DON'T FIRE UNTIL YOU SEE THE WHITES OF THEIR EYES: MAINTAINING THE "WHO WE ARE" AS ETHICAL LEADERS

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PRESENTER: SALLIE DUNPHY

Who were we and who are we today? What values do we hold true in our combined personal and professional life? In 1775, the colonists had to make some tough decisions about who they were and the price of freedom. King George III was abusing his power and the Thirteen Colonies came to realize the value of "life, liberty and the pursuit of happiness." Today's educators can celebrate their mission every day when making ethical decisions that impact relationships and service to students and colleagues. Discover a unique way to accommodate preferences of stakeholders, identify alternatives, make rational compromises, problem solve under pressure, and optimize the correct values in a work situation in this session. The decision lies in the ten core values that can guide you down the right path, to the right solutions, and help you achieve the intended goal when encountering daily dilemmas.

Based on the book *Ethical Decision Making in Everyday Work Situations* written by my former professor, Dr. Mary Ellen Guy, the ten core values identified are:

- Caring—treating people with dignity and courtesy
- Honesty—being truthful and not deceiving
- Accountability—accepting responsibility for one's decisions and the consequences
- Promise Keeping—keeping one's commitments
- Pursuit of Excellence—striving to be as good as one can be
- Loyalty—being faithful to those with whom one has dealings
- Fairness—being open-minded, not taking undue advantage of, and avoiding arbitrary favoritism
- Integrity—using independent judgment and avoiding conflicts of interests
- Respect for others—recognizing each person's right to privacy and self-determination
- Responsible Citizenship—one's actions should be in accord with societal values.

The acronym for these values is CHAPELFIRZ. By using the ten values as a guidepost to solve problems, educators can identify the goal to be achieved, rank alternative solutions that maximize the important values at stake, develop the solution, and make a commitment to the choice for implementation. Decisions lose value when made in a capricious way, by distorting facts and applying pressure, when adopting an ends justifying means attitude, or when made in a blind, thoughtless manner. The core values support virtuous principles that are recognized benchmarks for ethical choices. With participation of the attendees, various scenarios will be discussed, analyzing values, comparing alternative choices, and finding a resolution.

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## QUALITY STANDARDS OF ACCELERATED PROGRAMS

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PRESENTER: ROYCE ANN COLLINS

Accelerated programs have generally been defined by less time with instructor-student contact (as compared to the traditional Carnegie unit), with quality and effectiveness measured by the students' achievement of the course learning objectives. If education is about learning, then the measurement must be the students' achievement, not the time spent in a classroom.

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## INTENTIONALLY REACHING ADULT STUDENTS – WHAT THE RESEARCH TELLS US

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PRESENTER: BRENDA HARMS

As leaders who work with adult students, we all tend to wonder what is on their minds as they are selecting an institution to attend. Stamats set out to answer that question and many others in our third annual national survey of adult students. In this presentation, a review of the 2010 Adult StudentsTALK™ research was shared with participants in an effort to better inform those professionals who work most closely with continuing education students of the motivations and barriers that face this unique population.

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## TRANSITIONS: COLLEGE AND CAREER PREP – A UNIVERSITY AND COMMUNITY PARTNERSHIP

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PRESENTERS: BETSY ESPOSITO

In our work with prospective adult learners in our service area, the Penn State Continuing Education Student Services Team learned that many of the students have the motivation and need for further education but lack the necessary skills—time management, study strategies, technology competence and confidence, writing and research, college-level math, and familiarity with higher education— to be initially successful at Penn State.

Given the state and national emphasis on transitioning GED completers, as well as more adults in general, to post-secondary education and workforce development, our overarching goals are:

- Develop partnerships with community-based adult basic education providers in three counties
- Recruit better-prepared adult learners, who are more likely to be retained over the long term, into our CE courses and programs
- Provide necessary remedial instruction by instructors skilled in delivering content to adults
- Situate the program in our CE facilities so that the students are more likely to enroll at PSU
- Share financial responsibility for the programs so that we can make them a regular part of our semester programming
- Model our successful program to other PSU campuses

Our investment in Transitions is to create an enrollment pipeline of new adult learners and offer it as a regular Continuing Education program. Transitions: College and Career Prep continues to evolve, as we help our community partners strengthen their syllabi to have somewhat uniform content while encouraging unique responses at the specific locations. We also want to provide a Penn State experience that includes holding classes in our facilities and utilizing Penn State's course management system, ANGEL. Instructors included Penn State staff as presenters in the programs, including Career Counseling, Admissions, and Financial Aid. Admissions staff and others refer newly admitted students to Transitions as an opportunity to build their academic skills prior to their first semester of enrollment.

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**REDI FOR ACTION: CELEBRATING OUR MISSION OF SERVING THE REGION WITH TECH  
REDI (REGIONAL ECONOMIC DEVELOPMENT INSTITUTE)**

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**PRESENTER: SUSAN ELKINS AND DAVID ELIZANDRO**

- As are many universities, Tennessee Tech University (TTU) has incorporated into its mission an external role in the community to support economic development. The TTU Mission Statement includes:
- A special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee
- A focus on scholarly activity, especially basic and applied research, creative endeavors, and public service.

With support from an Appalachian Regional Commission (ARC) grant, TTU formed a Regional Economic Development Institute (TECH-REDI) in the office of the Vice President of Extended Programs and Regional Development. Similar to the Morrill Land-Grant Acts of the 1800's that created agriculture universities across the United States to support economic development in agriculture, TECH-REDI have expanded the role of economic development beyond agriculture to include service industries, manufacturing, and other related areas.

TTU have several Centers of Excellence that have a mission related to technology development and transfer. The concept of an institute distinguishes TECH-REDI from the centers. In contrast to a research mission, the vision and mission of TECH-REDI are as follows:

- Vision: To be recognized by officials in federal, state, and local government as well as private industry as a leader in the economic development of the Upper Cumberland region of Tennessee.

- Mission: To leverage TTU resources that can facilitate efforts of federal, state, and local governments as well as private industry to enhance the economic environment in the Upper Cumberland.

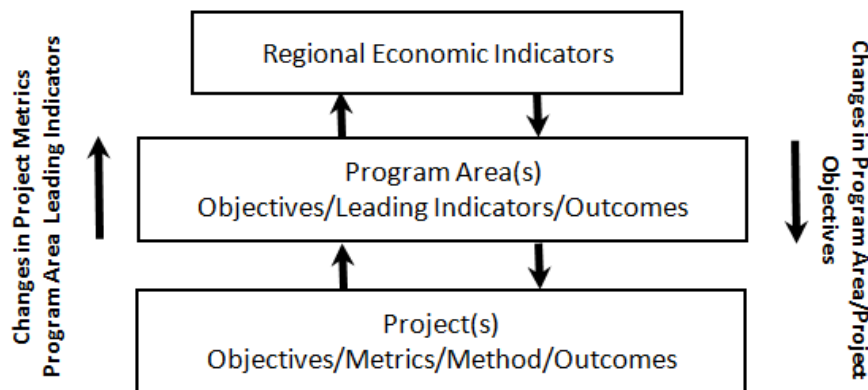
In effect, the role of TECH-REDI is as a facilitator that matches economic development needs with available resources. In that role TECH-REDI will:

- Establish a university culture of support for regional economic development.
- Facilitate economic development partnerships between TTU and regional organizations.
- Encourage faculty to offer economic development internship opportunities and related course work for students.
- Pursue funding opportunities to support regional economic development.

TECH-REDI recently developed the strategic planning process and the first draft of the plan for the region. Using ARC definitions of Program Areas, an overview of the planning process is as follows:

- Identify Regional Economic Indicators.
- Establish Program Areas.
- Develop qualitative Program Objectives and quantitative Leading Indicators for Program Objectives.
- Develop projects that will enable Program Area Leading Indicator Outcomes to be achieved.

Briefly, Regional Economic Indicators are data characterizing employment in the region; ARC has identified 11 Program Areas. Included in the Program Areas are education, tourism, and transportation. Program Area Objectives are qualitative statements on resources that affect the Program Areas and Leading Indicators are quantitative measures of Program Area Objectives. Changes in Leading Indicators are necessary to affect changes in Regional Economic Indicators. The purpose of a project is to affect the Leading Indicators. Similar to Program Areas, each project has well-defined qualitative objectives and quantified metrics. A schematic of the process is shown below.



The presentation discusses the evolution of TECH-REDI and details many of the activities in the above narrative.

PRESENTER: CYNDI PORTER

The University of the Incarnate Word (UIW) is situated in “Military City, U.S.A.,” better known as San Antonio, Texas. The city earned its nickname because of the number of military posts and bases that ring the city. UIW has a long history of serving active duty military members and veterans. We have worked long and hard to make sure we serve those who have sacrificed for us. That includes great tuition rates, deployment-friendly courses, and the willingness to go the extra mile to make sure that we help our military students and their families. Being a caring and innovative institution means that UIW is constantly looking at how to increase access for our students. It also means we must meet unaddressed needs for all of our students and our community. Analysis has led us to begin four initiatives that made a difference in San Antonio and in the lives of the students around the world that we touch. These include a Center for Veterans Affairs – Project Persist!, which helps students prepare for college – the Institute for Business Development, and the UIW Center of Excellence for Veterans Education.

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### MENTORING FIRST-GENERATION PROFESSIONALS AND GRADUATE STUDENTS FOR ORGANIZATIONAL GROWTH AND SUSTAINABILITY

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Presenter: Jeffery Alejandro

Everyone wants their organization to grow and thrive. One approach to diversifying the leadership of organizations (ACHE, universities, etc.) and growing their memberships is to develop mentoring relationships with first-generation professionals and graduate students of all gender, racial, and ethnic groups.

The presenter used his personal experiences as a first-generation graduate student and professional to provide explanations for the limited career options viewpoint of first-generation students. Experiences of others were shared as well. The presenter discussed why he believes first-generation graduate students are a potential membership pool for ACHE.

Data from research studies was used to inform participants of the tendency of first-generation students' career options to fall primarily into the helping fields such as education and social work.

The presentation of this information was followed by a summary of discussions held within ACHE membership concerning the need to diversify the organization. The value of a concerted effort such as mentoring to engage with first-generation graduate students was discussed. The whole mentoring relationship and its benefits were examined in detail. Non-obtrusive ways of identifying first-generation students, providing career information to first-generation students, and relating academic career goals to participation in ACHE were presented.

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### HARNESSING THE POWER OF DIVERSITY IN CONTINUING EDUCATION CLASSROOMS

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PRESENTER: ANNEMARIE VACCARO

This session shared findings from a qualitative study of classroom diversity at one College of Continuing Education (CCE). Narratives from adult learners, traditional age learners, and faculty exemplify the ways all students benefited from intergenerational exchanges inside the CCE

classroom. The analysis, however, moves beyond mere age differences to uncover the intersections of age, life circumstance, ethnicity, first-generation, and veteran status.

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## THE PERCEIVED VALUE OF UNIVERSITY-BASED CONTINUING EDUCATION LEADERSHIP DEVELOPMENT PROGRAMS FOR ADMINISTRATORS: AN INTAGIBLES MODEL OF VALUE-CREATION

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PRESENTER: GERI L. STONE

### PURPOSE

The purpose of this study examined the perceived value of Leadership Development Programs (LDPs) offered through continuing education units for administrators at colleges and universities, ACHE member institutions. Non-credit, credit, and blended (some attendees taking a course were taking it for credit, others not for credit) courses were included in the study. LDPs were researched at three levels: their impact at the individual, institutional, and higher education enterprise levels. The concepts of value and intangibles and their relationship to LDPs and leadership in higher education were important factors in this study.

### OVERVIEW

The goal was that LDPs enrich the understanding that assessments of leadership are shaped by the tangible experiences of followers. Those tangible experiences rest on a leader's intangibles base of skills and competencies. These are the intangibles that LDPs must develop by increasing awareness of them and by increasing attendees' awareness of how they shape a leader's behavior. Those behaviors shape one's impressions about a leader.

### SUMMARY OF THE STUDY

This was a quantitative study; an original survey termed the Value Creation Survey (VCS) was developed for this research. The idea to employ a value creation approach in this study was based on two research initiatives (Low & Kalafut, 2002; Shannon, 2003). The VCS was sent to a sample of 217 ACHE Institutional Representatives: 122 responses (56% response rate) were received.

Eight research questions were developed to measure the impact of LDPs; value scales were created for the survey instrument. RQ 1, RQ 2, and RQ 3 looked at the value of LDPs for individuals (RQ1, 24 questions), for institutions (RQ2, 12 questions), and for the higher education enterprise (RQ 3, 11 questions). The VCS measured perceptions using a five-point Strongly Disagree-to-Strongly Agree Likert scale for the three course compositions (non-credit, credit, or blended). Also using the above referenced five-point scale, RQ 4 through RQ 8 measured perceptions about aspects of the LDPs themselves: were they perceived as being successful at developing leadership competencies (RQ 4); were they effective at enhancing leadership skills (RQ 5); should such programs be considered a priority (RQ 6); were they viewed as providing a competitive advantage (RQ 7); were they judged as being sufficient to meet existing leadership development needs (RQ 8).

### SUMMARY OF THE FINDINGS

For RQs 1 (24 questions), 2 (12 questions), and 3, (11 questions), Chronbach Alpha scores for each value scale was above .900, indicating cohesiveness for each scale. Statistical analysis indicated no

significant gender differences between males and females with respect to the perceived value of LDPs to individuals, institutions, or the higher education enterprise. Regional comparisons with respect to the eight ACHE regions showed no significant differences in value attributions. All correlations were significant at the 0.01 level.

For RQ 4 pertaining to Priority, for all three levels, survey respondents strongly to very strongly endorsed the idea LDPs should be considered a priority. For RQ 5 pertaining to model effectiveness (non-credit programs, credit programs or blended programs), the rankings of the three program models showed the non-credit, blended, credit sequence and the blended, non-credit, credit sequences as favored by 60% to 70% of the respondents. For RQ 6 regarding competitive advantages, LDPs were most strongly perceived as providing a competitive advantage at the individual level. For RQ 7 regarding the success of LDPs at helping develop leadership competencies, results indicated that LDPs are seen as helping individuals build competencies, much less so at the institutions or the higher education enterprise. For RQ 8 regarding the sufficiency of LDPs to meet the existing leadership development needs, results indicated that LDPs were most strongly endorsed for the individual level, though respondents were not very convinced about the sufficiency of LDPs to meet the stated goals of LDPs.

Nine demographics pertaining to the ACHE Institutional Representatives were asked: (1) primary role; (2) how long in primary role; (3) prior administrative duties; (4) academic appointment; (5) teaching duties; (6) years in higher education; (7) gender; (8) ethnicity; and (9) ACHE region. SPSS runs were used to analyze this data, with the descriptive statistics results providing information about frequencies, percentages, means, and standard deviations. The VCS asked an open-ended qualitative question asking for additional comments about whatever a respondent wanted to share comments about concerning LDPs.

## DISCUSSION AND IMPLICATIONS

The field of leadership development is continually evolving. The issues include various approaches to the evolving paradigms of leadership development, and various approaches to the evaluation and measurement of LDPs. Recognizing the need for LDPs, continuing higher education professional organizations, such as ACHE and UCEA, have increased their leadership development programming for mid-level and executive administrators in higher education. The need for LDPs at all levels must be emphasized by institutions of higher learning. The challenge for this study was to identify several of the intangible benefits of LDPs. All were seen as key to understanding the issues of priority, competitive advantage, successful at helping, and the sufficiency of LDPs at multiple levels. To identify which intangible benefits should be measured was the goal. Intangible benefits studied in this research were defined through a study of the literature and the input of experts in the field. The hope is that the VCS developed for this research will be used by others and modified as research expertise warrants. Every LDP has intangible benefits associated with it and these intangibles must become tangible in the mind of program attendees. Intangibles can be measured, an important goal of this research. The challenge was to define and measure many of them, paving the way for future research to (a) sharpen the measures of those that have been articulated; (b) increase the set of intangibles that are measured; and, (c) translate all of this into increasingly valued LDPs.

## RECOMMENDATIONS FOR FUTURE PRACTICE AND FUTURE RESEARCH

With respect to the issue of future practice, one of the key challenges facing any organization is to accelerate the development of leadership talent (Phillips & Schmidt, 2004). ACHE institutional representatives should meet with senior administrators at their institutions and implement an



effort to advocate giving priority to LDPs across all levels. For the academy, the very concept of competitive advantage must be the focus of research for higher education enterprises.

With respect to the issue of future research, there is a need for more research focused on leadership development for administrators in higher education. The curriculum must include discussion of how such programs contribute to the process of value creation. Future studies of leadership development programs in higher education can serve as resources to help individuals, institutions, and the higher education enterprise design their own unique measurement tools that have the ability to quantify the impact of LDPs on value creation.

### CONCLUSION

Developing a quantitative study, the overall intent of this study was to add to the emerging research and scholarship in the field of continuing education regarding the perceived value of LDPs in terms of the intangible benefits they create at various levels throughout higher education. The evidence presented in this study provides justification for continued research on this topic.

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### TESTING THE HIGHER EDUCATION VALUE PROPOSITION: ALUMNI SATISFACTION AND ENGAGEMENT

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PRESENTER: KAMELIA V. TURCOTTE

To date, higher education for non-traditional (adult and online) students has been described in terms of enrollment growth rather than outcomes. This is challenged by the current regulatory climate, yet outcomes assessment remains unclear and controversial. To help cement the value proposition of higher education for non-traditional alumni, Eduventures conducted a first-of-its-kind study to address the information gap and to present important insight into the overall quality of the student experience and learning outcomes.

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### WELCOME BACK!: INNOVATIVE ORIENTATION PROGRAMS FOR ADULT LEARNERS

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PRESENTER: TINA MARIE COOLIDGE

As we all know, adult learners have different needs and face different obstacles than traditional students. As a result, they must be oriented in a way that meets their specific needs while at the same time educating them on the programs and services available to them. In order to properly serve adult learners, it is important that orientation programs provide students with all the

information they need to succeed academically. The research presented analyzes an orientation program for non-traditional adult learners and provides recommendations for creative orientation formats that can be easily implemented by institutions of higher education.

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## SUSTAINABLE LEADERSHIP IN CE: CREATING INNOVATIVE, ENTREPRENEURIAL, AND COLLABORATIVE WORK CULTURES

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PRESENTER: LISA R. BRAVERMAN

How might continuing educators better develop sustainable approaches toward leading, innovating, and implementing change?

Sustainable leadership is understood to be individual leadership that benefits the long-term good of society by:

- Positively influencing people
- Demonstrating values that support the highest principles of society
- Creating change

Positive influence involves our ability to affect others' behaviors and understandings by inspiring them to support an important goal. Our values as leaders symbolize the degree to which we acknowledge and support the highest values of humanity, i.e., the principles and ideals that embody positive regard for other humans and that are timeless, or sustainable over time. Finally, innovation is a leader's ability to generate or recognize a new, high-quality idea and to be willing to take risks that transform an existing set of circumstances into new, more beneficial ones.

Sustainable CE leadership involves increasing your positive influence, your own and your staff's creativity, and creating a values-based organization that can become increasingly innovative and entrepreneurial.

This session provided useful insights and information for developing sustainable leadership styles in continuing education that can engender collaborative, values-based, and innovative CE units. Tools for positively influencing others, creating change, and taking creative, entrepreneurial risks were identified and discussed. Attendees learned how to activate values that support collaboration, innovation, and creative change, while bringing about outstanding results in their own unit's performance. They also learned how to increase their own and their staff's capacity for creativity by building a values-based organization where ideas matter, and where they contribute to an environment of increased overall effectiveness.

Utilizing examples of innovation at SUNY FIT's School of Continuing and Professional Studies, participants were provided with sustainable innovation tools that they may adapt toward the development of promising new program opportunities.

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## TEACHING FACULTY EARLY WARNING PRACTICES FOR ONLINE COURSES

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PRESENTER: SCOTT BEADENKOPF

Students who cannot access course materials or who lack engagement in the first weeks of an online or hybrid course may drop out or fail to succeed. While experienced instructors may be successful in retaining these students, newer instructors often are not. Now, instructors at Neumann University are being trained to use early warning techniques to improve retention in online and hybrid courses in a required online certificate course.

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## HIGHER EDUCATION ENTREPRENEUR: ECCENTRIC, UNCONVENTIONAL, OR SUBVERSIVE?

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PRESENTER: TOM KENNEDY

Higher education is an environment where conformity and replication are accepted, expected, and rewarded. Thinking and, ultimately, acting contrary to these standards of thought and action can be detrimental to one's professional career and will ultimately "wear down" contrarians. This session focused on the qualities necessary to be innovative.

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## EXCELLENCE IN ACCELERATED PROGRAM ADMINISTRATION CERTIFICATE: WRITING OR ADAPTING A CURRICULUM TO AN ACCELERATED MODEL

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PRESENTER: PAT ELLIS

This workshop was designed for higher-level administrators and faculty to illustrate how to develop and maintain an accelerated curriculum. Delivery format can vary from face-to-face to blended/hybrid to totally online. In this interactive session participants developed an action plan to initiate the construction of an accelerated course. Measurable practical content is embedded in course design along with clear and measurable objectives to facilitate student learning. For example, best practices indicate that outcome-based designs contribute to positive student learning and greater retention. Research has shown that academic rigor and quality are equal or superior to that of traditional-length courses. Participants learned how to develop the best assessment plan to evaluate comprehensively students' learning of the stated outcomes.

The Commission for Accelerated Programs [CAP] defines accelerated learning this way: "Accelerated learning in higher education includes credit-bearing programs that are reduced in both duration and contact hours as compared to the traditional 15-week semester degree program. It is estimated that there are over 300 accelerated degree programs in the United States alone" [CAP website [www.capnetwork.org](http://www.capnetwork.org)].

As opposed to full-semester courses, in accelerated hybrid/ blended courses, faculty and students meet perhaps once a week face-to-face for several hours, totaling between 20-35 hours in a five- or eight-week course. Other assignments may be completed by the students either in the online environment (i.e., Blackboard, Angel) or small group face-to-face sessions. Often, these assignments include group work or other such activities where students interact with each other rather than communicating solely with the facilitator.

Most institutions already use some form of accelerated learning, at the very least in their summer school sessions. Some offer courses on weekends, perhaps meeting at the beginning and end of the course only, with online assignments between these times. Other courses may meet every other weekend so that students have time to do assignments and absorb the material. The faculty must

consider the most important concepts for each course to direct their students during these abbreviated time frames.

Adult learners are the best candidates for accelerated courses because they bring a different set of learning expectations and skill sets to the classroom discussion. They offer professional and life experiences which allow accelerated learning to focus less on introductory concepts and more on theory, but most importantly, tying the theory to practice and application. Adults want to take the theory that they learn in class on Tuesday evening and use it at work on Wednesday morning. They tend to be highly motivated and work hard to complete assignments in a timely manner.

In this interactive session, participants developed an action plan to initiate the construction of an accelerated course, as well as some activity-centered events to achieve measurable learning outcomes. Measurable practical content should be embedded in course design along with clear and measurable objectives to facilitate student learning. These measurable objectives are directly linked to the overall program learning outcomes. For example, best practices indicate that outcome-based designs contribute to positive student learning and greater retention. Participants analyzed which skills are required to develop an accelerated course within their curriculum. Learning outcomes or objectives must be meaningful and measurable. Developers should keep in mind the Malcolm Knowles' andragogical learning principles, which focus on the learner's experience, motivation for learning, and need for application. A variety of active learning methods and facilitative approaches should be incorporated into the curriculum. Whenever possible, participants incorporated experiential learning. Courses included active learning events relevant to adult needs as well as activities for student collaboration, which strengthens learning. Because the quality of accelerated courses may be challenged on a traditional campus, academic rigor is vital. Finally, the course required students to synthesize higher concept critical thinking and problem solving. Participants discussed and created potential assessment plans to comprehensively evaluate students' learning of the stated outcomes.

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## INDUSTRY CERTIFICATION PLANNING AND FILLING EACH COURSE

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PRESENTER: TRENTON HIGHTOWER

Planning to offer Industry Certification training? Then you will need this plan. During this session, we shared how to choose the right programs for your demographics, program offerings, and budget. We shared how to use associations and community efforts to drive students to your programs. We shared the importance of the instructor's role and students' outcomes, along with information about program content and the testing process as important parts of your plan. The last items for discussion included the keys to staffing, marketing, student enrollment, and job placement as part of your plan. Hot Certifications: CNA, Medical Coding, Personal Trainers, IFMA, SHRM, APICS, PMP, and A+.

## PART FOUR: ROUNDTABLES

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### CORNERSTONE COURSE – BUILDING FOR DEGREE SUCCESS

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PRESENTERS: SHIRLEY M. ADAMS AND LINDA LARKIN

A public bachelor's degree granting institution since 1973, Charter Oak State College's mission is to serve adults seeking to complete their degrees. Until 18 years ago, Charter Oak did not offer any courses of its own. Students arrived with an average of 80 to 85 credits, often from several different institutions. Academic counselors worked with students to plan their degree programs which were then reviewed by faculty. Students were assisted in locating other regionally accredited schools for courses and standardized exams such as CLEPs, and were offered guidance in preparing portfolios for faculty assessment in order to earn credits for experiential learning.

Today, students can still avail themselves of those options, but Charter Oak now offers over 250 online courses and has a six-credit residency requirement for its bachelor's degree (three credits for the associate) program. As an online institution, instructors were becoming increasingly concerned about students' ability to write on the college level and to prepare well-researched papers free of plagiarism. They were also concerned that students were not submitting their concentration plans of study early enough for academic intervention. For most of our students, they were returning to college after a hiatus of many years. To address these concerns, all students must take the Cornerstone Seminar course during their first semester at the college. This introductory course provides students with an overview of college policies and procedures, serves as an orientation for online learning, assesses and augments the student's ability to write at the college level, and assists students in planning their concentrations.

The course development team included representation from administration, faculty, academic counseling, and instructional design. A writing assessment instrument, a "scavenger hunt" of the Charter Oak website and portal, threaded discussions, essays, and a research paper were built into the course. Faculty with experience in teaching college-level writing were hired and trained and the eight-week course was offered for the first time in Term 1 of the fall 2010 semester.

Cornerstone Seminar has now been offered for six terms and has gone through revisions along the way as we learn what has and has not worked. Assignments and the syllabus have been revised and refined, additional faculty training has occurred, and support services have been developed to enhance student learning and success. During the first term the course was offered, 78% of those who completed the course passed (a grade of C or higher). That percentage was 84% in the spring and 82% in the summer. In comparing actual F grades to those of all courses, it is about double. Students who score poorly on the initial writing assessment are placed in a writing refresher course. Those who do not successfully complete the course due to their writing ability must take a writing course before they can retake the Cornerstone Seminar. It is too early to see what impact this course has on one-year retention. The questions to be answered are: 1. Will it decrease the one-year retention rate and increase the six-year graduation rate, or will it have no impact because previously students didn't return if they were doing poorly? 2. Did it improve the writing ability of the students? 3. Can it be used as a predictor of success in other courses? What did we learn?

- Rather than rolling out this course to all new fall 2010 students, beginning with a smaller pilot group would have been preferable.

- Instructors who are teaching this course require the opportunity to meet periodically to discuss techniques and issues related to working with this new student population.
- Additional faculty training surrounding the development of the concentration plan of study would have been helpful.
- Additional student support services should have been in place earlier, such as webinars on how to develop a Concentration Plan Submission (CPS), and chat sessions for those with questions about the course.
- Although we did anticipate the time impact on Academic Counseling staff and Core Consulting Faculty (this group reviews all CPSs), we were still not ready for the impact of compressing a process that was spread over a year or more into about four weeks.
- We learned that we needed to do a better job of “messaging”--getting the staff to talk about the course in a clear and positive way to the students and helping the students understand that it is a “real” course.
- Early data shows that transfer grades in composition are not a good indicator of a student’s writing ability or their success in the Cornerstone Seminar course.
- Early data shows that the students who have the most difficulty in the course are younger, black or Hispanic, and on financial aid. There was only a 5% difference between males and females. The college will look at all of the data after one year to see if data from the Cornerstone, along with the writing assessment and classroom participation data, can be used to predict student success and to identify at-risk students.

#### PLANS FOR THE FUTURE

We see this Cornerstone Seminar as a course that will continually evolve. The college is planning a new version for those students who drop out and then return. We are also considering developing a separate Cornerstone Seminar for associate degree students.

We will be tracking the students for one-year and six-year retention to see if the course made a difference. At the end of the first year, we will compare individual student grades in the Cornerstone with his/her overall grades to see if there was an impact. After one year, we will also compare failure and dropout rates of students before and after the Cornerstone requirement to see if there is any difference.

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#### INCREASING THE PIPELINES: CONTINUING EDUCATION PROGRAMS AND SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)

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PRESENTER: NINA LEONHARDT

Reports from state and federal education and labor departments indicate a pressing need for increasing our STEM talent if we expect to the US to compete globally. This roundtable discussion focused on the role of continuing education programs as part of the solution to this national problem.

As the world becomes more technologically-based, the need for STEM professionals increases. Since 2001, growth in STEM jobs was three times as fast as growth in non-STEM jobs. The shortage of STEM professionals in the U.S. is well-documented. Here are a few sources:

- The World is Flat (Friedman, 2005)

- The STEM Workforce Challenge (US Department of Labor, 2007)
- Rising Above the Gathering Storm (National Academy of Sciences, 2006) and Rising Above the Gathering Storm Revisited: Rapidly Approaching Category 5 (National Academy of Sciences, 2010)
- STEM: Good Jobs Now and for the Future (US Department of Commerce, 2011)

This shortage is exacerbated by changing demographics. One group traditionally under-represented in the STEM workforce, Latinos, is the fastest-growing segment of the workforce. Changing demographics require approaches that appeal to women and people of color (Basu and Barton, 2007 and Bystydzienski and Bird, 2006), with emphasis on:

- Communities
- Social networks
- Opportunities for sharing
- Feelings of belonging
- Relevant activities

Opportunities for continuing education program growth center around contributing to the STEM pipeline flow, from the K-12 world through professional development.

We discussed the above using a SWOT analysis approach and derived strategies for pursuing STEM education, training, and grant opportunities that will grow continuing education programs.

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## PROMOTING ADULT COLLEGE REENTRY

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PRESENTER: ERIN WALSH

Raising post-secondary degree completion rates is a national priority. Some states have adult degree completion programs that are designed to increase the number of adult residents with a college degree. Using a survey, interviews, and observation, a recent case study examined how the information and services provided by one adult degree completion program affect adults' college reentry decisions. Study results provide direction for theory, policy, and practice in the area of adult college reentry. Using study findings as a starting point, participants discussed next steps for research, theory, and practice in the area of adult college reentry.

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## EXCELLENCE IN ACCELERATED PROGRAM ADMINISTRATION CERTIFICATE: MEETING THE CREDIT HOUR DEFINITION WITH ACCELERATED PROGRAMS

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PRESENTER: JIM MARTIN

The credit hour, which we currently refer to often as a "Carnegie Unit," was originally developed between 1890 and 1900 through the work of two organizations: the National Education Association and the Carnegie Foundation. Andrew Carnegie wished to create a system through which his foundation could pay retirement benefits to college educators at a time when colleges and universities did not have available funds. In an effort to quantify how someone qualified for such benefits and how much they qualified for, the Carnegie Unit was a way to measure a faculty

member's teaching load and provide a record-keeping tool for the foundation. A faculty member who taught a 12-unit load in a semester was considered a full-time employee and could receive full-time retirement benefits for the number of years maintained at this level. The foundation specifically stipulated that it was not counting learning attained, but time spent on a subject, to determine the faculty load.

This workshop examined the current situation in higher education where the Department of Education, as it searched for a way to measure whether or not institutions were providing adequate educational content in exchange for the federal financial aid money they received, settled on the Carnegie Unit as the easiest element to count. The new federal definition of a credit hour provides a formula, which institutions must consider as they set their standard definition of a credit hour in their courses and programs and which regional accrediting bodies must use in their examinations of their member institutions. This formula closely approximates the standard fourteen or fifteen week traditional semester with three one-hour class sessions per week. This change obviously creates potential problems for accelerated and online educational programs, as they do not fit into this traditional mode.

Does this new requirement eliminate accelerated programs and risk the accreditation of institutions that provide them? The answer to this question is a resounding no! The Department of Education's new rules include provisions which create room for our accelerated programs to meet the requirement and flourish, but will require some diligence from program administrators and faculty. The actual wording in the requirement that opens the door to continued accelerated programs reads that "an institution may provide institutional equivalencies for the amount of work specified in paragraph (1) of the proposed definition as represented in intended learning outcomes and verified by evidence of the achievement." This wording obviously creates a strong need for high-quality student outcomes assessment to provide outcome achievement evidence and a need to consider how additional verifiable group and/or individual work outside of class time can be incorporated to attain an acceptable institutional definition of a credit hour for our accelerated programs. Work being done right now by at least one regional accrediting body along with the Commission on Accelerated Programs may potentially offer a standardized way to approach this issue which will meet the Department of Education's requirements and help improve accelerated educational programs across the United States.

Another tough question that must be answered deals with the effects of this requirement on online educational programs, which contain no class time in the traditional sense. How will online time be "counted" and how will credit hours be defined for programs that do not offer the same course in an on ground environment? While many in higher education believe that the digital world is where much of the future of education lies, will it be restricted because of this overwhelming need for the Department of Education to count something to oversee the provision of Federal financial aid? Will we turn back the clock for the sake of accountability?

No one wants higher education to be weakened by programs which do not contain the rigor or student learning that we all strive for, but has the need to be more accountable in the provision of financial aid pushed the Department of Education to place constraints on educational offerings that will restrict all but the most traditional programs? This question has created significant turmoil in the higher education world in the past two years and pitted the Department of Education against a significant portion of the higher educational organizations. Even the U.S. Congress has now entered the controversy, with bills introduced in both houses to prevent the Program Integrity Rules (which contain the credit hour definition amongst other changes) from being enforced. The roundtable provided an opportunity to discuss this issue and ways that accelerated programs can meet the requirements of the federal definition of a credit hour.



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## OPTIMIZING LEARNING WITH DIGITAL READERS

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PRESENTER: SUSAN MCGOWAN

This roundtable discussion unveiled the results of a recent study involving the use of digital readers in a college freshman class at a mid-sized, mid-Atlantic public comprehensive university. An administrative dean and a faculty member joined efforts to design a rigorous study, which attempts to answer the question: Is there a difference in learning when students use a digital reader as opposed to a traditional textbook?

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## THE GRADUATE! MOVEMENT: GET ON BOARD!

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PRESENTER: HADASS SHEFFER AND KIM STEPHENS

The Graduate! Movement promotes regional collaboration and creates a system of supports for adults returning to college, from the decision to return through completion of a degree. This roundtable offered a follow up to the “A Bold Approach to Collaboration and Partnership” concurrent session and provided interested ACHE members more information about how to get involved in the fast-growing national Graduate! Movement.

## PART FIVE: MINUTES OF THE 2011 ANNUAL LUNCHEON

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President Szymurski reconvened the conference on Friday, October 14, at 2:15 p.m. She asked for a moment of silence and then lunch was served. After the meal, ACHE Vice President David Grebel provided an update from the regional leadership institute. President Szymurski returned to the podium to present her year in review and introduced Charles Hickox, President-Elect, to give his incoming presidential address. He then presented Szymurski with a certificate and gift for her service and leadership as President of ACHE. Hickox then asked Paula Hogard and Rick Boyle to come forward to give their promo for the 2012 ACHE Annual Conference and Meeting, to be held in Austin, Texas.

Day-chair Eric Cunningham returned to the podium to provide additional conference announcements including a reminder that the the annual business meeting was next on the conference schedule.

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### SCHOLARSHIPS AND AWARDS

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#### *Individual Awards*

- Leadership Award ~ A. David Stewart
- Special Recognition Award ~ Jeretta Horn Nord

#### *Scholarships & Grants*

- Wayne L. Whelan Scholarship ~ Joseph Nairn
- Alex Charters Research Grant ~ Carolyn McKnight

#### *Outstanding Communications Awards*

- Crystal Marketing Award ~ University of Oklahoma Outreach, "Go Get It" campaign
- Marlowe Froke Award ~ Carol M. Vallet

#### *Program Awards*

- Distinguished Program Award – Credit ~ Kansas State University  
"Big 12 Engineering Consortium Nuclear Engineering Program"
- Distinguished Program Award – Non-Credit ~ Park University  
"Park Warrior Center / Success for Veterans Program"
- Creative Use of Technology ~ Park University  
"Faculty Online Observation (FOO)"
- Outstanding Services to Underserved Populations Program ~ Graduate! Philadelphia  
"Graduate!"

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### LEADERSHIP AWARD

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This is the highest award presented by ACHE. It recognizes an individual who, on a national or international level, made significant contributions in leadership to continuing higher education.

This award is given to individuals whose contributions have extended beyond ACHE activities. The recipient of the 2011 Leadership Award is A. David Stewart.

#### DR. A. DAVID STEWART

In the past 15 years, A. David Stewart has established himself as a dedicated leader in continuing education. He has shown an uncanny ability to identify areas of weakness and then take the necessary steps to correct them. This characteristic has made him an indispensable member of the different boards and teams he has served on throughout the years. As the current Assistant Dean of Program Development and Marketing in the Kansas State Division of Continuing Education, A. David Stewart has demonstrated his leadership skills by bringing sincerity and diplomacy to the workplace.

Dr. Stewart's role includes working with continuing education staff to develop and promote credit and non-credit programs at Kansas State University. During his time in the position, he has done just that. He was an integral part of the team that developed the first two online classes offered by his university in 1996. Today, Kansas State University has more than 450 online classes. Dr. Stewart took a leading role in the development of Kansas State University's cooperative partnerships with other institutions. He is responsible for the 78 agreements Kansas State now has with 22 institutions providing associate's degrees and online bachelor's degrees to place-bound students via Kansas State's distance education technology. His leadership has resulted in students both in and out of Kansas having easier access to education.

Dr. Stewart has taken on leadership roles outside of campus and within continuing education organizations. As a member of different boards on campus he has made continuing education a valuable body recognized across campus. He has been an active member in ACHE for a number of years and encourages the involvement of others as well.

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 Dr. A. David Stewart with the 2011 Leadership Award.

#### SPECIAL RECOGNITION AWARD

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This award recognizes individuals who have performed specific actions that have clearly impacted continuing higher education. Such leadership and service should have been toward the broader goals of the Association and should have been widely recognized by the membership. The recipient of the 2011 Special Recognition Award is Dr. Jeretta Nord.

#### DR. JERETTA NORD

Dr. Nord has held many titles throughout her career and served in many aspects. One characteristic that has remained constant throughout this time, however, is Dr. Nord's ability to go the extra mile in an effort to advance both outreach and continuing education. Dr. Nord has amassed countless accolades, awards, and respect in her field. She truly is deserving of this year's Special Recognition Award.

Dr. Nord has been a Professor at Oklahoma State University for over 25 years. Her contributions in the Spears School of Business are especially noteworthy. Aside from the time she has spent bringing speakers into the classroom in an effort to attach realistic career experiences to her teachings, Dr.

Nord also founded the book series *A Cup of Cappuccino for the Entrepreneur's Spirit*. The most recent edition, the Women's Entrepreneurs Edition, has been named Best of 2010 Small Business Books by SmallBizTrends.com.

In both professional and personal aspects, Dr. Nord has become a servant, dedicating her time and resources to outreach. She provides personal financing to underprivileged entrepreneurs and donates her book worldwide. She has facilitated outreach seminars and appeared on shows such as FOX Business in efforts to encourage and uplift. As Larry Crosby, Dean of the Spears School of Business, stated in his recommendation letter, Dr. Nord "truly deserves to be commended for such work and commitment to lifelong learning."

In recognition of her leadership, integrity, and distinguished career in continuing higher education, the membership of ACHE is honored to present Dr. Jeretta Nord with the 2011 ACHE Special Recognition Award.

#### CRYSTAL MARKETING AWARD

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This annual award honors the organization 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 the award recipient.

**The "Go Get It" Campaign** was launched as a collaborative effort between Staplegun Design and the University of Oklahoma Outreach to raise awareness about the various Outreach programs offered by the university. With a combination of billboard, print, television, and radio ads, working adults, military service members, and other non-traditional students were targeted. Since the launch of the campaign, there has been a 15% rise in enrollment.

Congratulations to the recipient of the 2011 Crystal Marketing Award, **University of Oklahoma Outreach**, for the "Go Get It" Campaign.

#### MARLOWE FROKE OUTSTANDING PUBLICATION AWARD

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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.

This year marks the tenth year that the **Marlowe Froke Outstanding Publication Award** has been given. The 2011 award winner is **Carol M. Vallett**. The title of her article is "**Exploring the Relationship Between Organizational Virtuousness and Culture in Continuing Higher Education.**" It appeared in Volume 58, Issue 3 of the Journal of Continuing Higher Education.

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

Conventional research on the organizational dynamics of continuing higher education begins with consideration of the centralized-decentralized debate with focus on climate a secondary thought. In “Exploring the Relationship Between Organizational Virtuousness and Culture in Continuing Higher Education” Carol Vallett moves the discussion beyond structural-functional analysis and introduces virtuousness as a new organizational lens. Through use of a quantitative case study research design, Vallett posits that organizational virtuousness is a useful construct to analyze the organizational structure of continuing higher education and in turn relates it to climate. She provides concrete suggestions for continuing higher educators to foster organizational virtuousness in their home institutions.

This innovative approach to the study of the continuing higher education organization warrants its author’s receipt of the 2011 Marlowe Froke Award.

#### DISTINGUISHED PROGRAM AWARD ~ CREDIT

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#### KANSAS STATE UNIVERSITY

#### **“Big 12 Engineering Consortium Nuclear Engineering Program”**

#### **Program Coordinator: Mo Hosni**

Kansas State University’s “Big 12 Consortium Nuclear Engineering Program” was developed to meet the increasing demand for graduating nuclear engineers. While it is estimated that 700 new nuclear engineers are needed each year, there are currently only 300-500 graduating yearly. To bridge this gap, the Big 12 Engineering Consortium began offering fully online courses in nuclear engineering in May 2008. The nine online courses the Consortium packaged result in an undergraduate minor, certificate, or degree option, depending on the university. By making the coursework more accessible, it is anticipated that more individuals will choose this path and enter the job force as nuclear engineers.

The program serves any interested students at any of the participating Big 12 schools. The nine courses offered are:

- Introduction to Nuclear and Radiation Engineering Concepts
- Principles of Nuclear Engineering
- Fulfilling Madame Curie’s Dream
- Elements of Nuclear Engineering
- Energy Systems and Resources
- Radiation Protection and Shielding
- Nuclear Reactor Engineering
- Nuclear Reactor Theory
- Nuclear Reactor Analysis

The structure of the Engineering Consortium program focused on providing engineering courses while using group resources. Each participating school has a campus coordinator who serves as a liaison and can be contacted for any questions regarding the program.

Dale Klein, the Chairman of the US Nuclear Regulatory Commission, made a statement that reflects the amazing ingenuity of the Nuclear Engineering Consortium. “The fact that students enrolled in

any of the Big 12 schools can take online nuclear engineering courses is a major achievement and will go a long way toward helping the nation meet the growing need for professionals with nuclear engineering training.”

For excellence in credit programming, ACHE is pleased to present the 2011 Distinguished Program – Credit Award to Kansas State University for the Big 12 Engineering Consortium Nuclear Engineering Program.

#### **DISTINGUISHED PROGRAM AWARD ~ NON-CREDIT**

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##### **PARK UNIVERSITY**

#### **Park Warrior Center/ Success for Veterans Program**

##### **Program Coordinator: Stephen Terry**

In 2009, funded by a generous grant from Walmart and the American Council on Education, Park University established the Park Warrior Center in its efforts to continue catering to the needs of their over 15,000 military students and 2300 veterans. Their goal with the center and subsequent “Success for Veterans” program was to help veterans gain better access to higher education, achieve success in their coursework, and keep retention high after enrollment.

To meet these goals, a multi-faceted program was developed and included the following:

- An orientation course on study skills and life skills
- A series of introductory credit-bearing college courses taught by veterans
- Access to assistive technology when needed
- Online support for career and academic advising from a trained veteran
- Training all Park faculty and staff on meeting the needs of veteran students
- A web portal specifically for veterans and their families
- Financial assistance

The Success for Veterans Program has seen considerable success. Not only has the program been extremely beneficial to the students, it has also served instructors well. In recognition of the hard work of every individual involved with the Success for Veterans program and the success achieved thus far, ACHE proudly presents Park University with the Distinguished Program Award.

#### **CREATIVE USE OF TECHNOLOGY AWARD**

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##### **PARK UNIVERSITY**

#### **Faculty Online Observation**

##### **Program Coordinator: Marthann Schulte**

Park University has proven time and again that their number one priority is to ensure that students are receiving the best education possible. Park University has identified the students as an integral part of this goal. Student feedback is the means by which to objectively evaluate the University on a course-by-course basis and go from there to make necessary improvements. Park University, an institution that enrolls 21,000 online students yearly, has recently instituted a new system by which to monitor academic quality. The Faculty Online Observation (FOO), attempts to “ensure quality learning experiences for online students via systematic faculty training, support, mentoring, and observation/evaluation.”

As is standard at many universities, faculty observation is done by end-of-course student evaluations. Park University has found that while these evaluations are helpful, they do not provide a full representation of the instructor. Park University has implemented a multi-faceted system that ensures that all faculty providing online instruction are not only adequately prepared, but are consistently meeting expectations.

Under the FOO, each online instructor is required to complete a six-week training course that addresses the platform, institutional policies, and research-based best practices of the university. Following successful completion, instructors are assigned a course. During the first two weeks of the course, the instructor is monitored by an Online Instructor Evaluator who then submits a report detailing both the strengths and weaknesses of the particular instructor along with their recommendation. The instructor has a chance to view this before it is sent to the Program Coordinator for review and consideration.

The FOO process is completed entirely online. All forms to be filled out and procedures to be reviewed are available via a secure web portal accessible, at all times, to instructors and evaluators.

With FOO, Park University hoped to accomplish several things. The University identified the need to reinforce and improve instructor performance, promote continuous professional development of instructors, strengthen scholarship of teaching, and enhance student satisfaction as some of their goals. Judging from the responses of instructors alone, Park University has met those goals. Wrote one instructor, “Thank you for the comprehensive review and comments. I appreciate the feedback as I consistently strive to improve my courses, the student experience, and my personal job satisfaction. I hope to not only meet expectations on the next review, but to exceed them.”

## OUTSTANDING SERVICES TO UNDERSERVED POPULATIONS AWARD

### GRADUATE! PHILADELPHIA

#### **Program Coordinator: Hadass Sheffer**

Graduate! Philadelphia was implemented with the collaboration of Graduate! and their college partners, of which there are currently eight throughout Philadelphia. Their goal as outlined in their agreement is to “increase the number of adults in the Greater Philadelphia Region who have a college degree by increasing rates of college re-engagement, college completion, and ultimately to increase the pipeline of adults who are college-ready.”

This program targets what they have termed the “Comebackers” – working adults who are re-enrolling in college. After an initial online registration process, these adults are then assisted throughout their time in college through four major stages. These stages – Explore and Prepare,

Enroll, Persist, and Graduate – enable Graduate! to follow and support Comebackers from that first contact to graduation.

Adults in the Graduate! program have access to numerous resources in the program's effort to supplement education. During the Explore and Prepare stage, Comebackers participate in success workshops and activities designed to get them prepared to once again attend college. During the Enroll stage, advisors are on hand throughout the entire process to ensure everything is lined up for the students to have a successful semester. During the Persist stage, there are retention activities and workshops available to keep Comebackers focused. After completion of these beginning stages, all that is left to do is Graduate!

Throughout the process, Graduate! staff tracks progress and rates. Thus far, the program has seen considerable success. In celebration of the unique and thorough way Graduate! Philadelphia is reaching out to working adults, ACHE is pleased to present them with this year's "Outstanding Services to Underserved Population" award.

#### WAYNE L. WHELAN SCHOLARSHIP

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##### JOSEPH NAIRN

Named for a former executive vice president of ACHE, the Wayne L. Whelan Scholarship is awarded to an ACHE member who is engaged in graduate studies on either a full-time or part-time basis. The course of study must be applicable to the advancement of continuing education as a profession, and the recipient will have demonstrated a commitment to the field.

#### ALEX CHARTERS RESEARCH GRANT

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##### CAROLYN MCKNIGHT

This grant is awarded to an individual who, in his or her work, has promoted the development and spread of new knowledge, theories, and practices in adult continuing education.

The 2011 Alex Charters Research Grant recipient is Carolyn McKnight. Her proposal, detailing her study on invitational leadership, was found to be both innovative and interesting. ACHE is pleased to award her with this year's grant to further her work.

In selecting Carolyn as the grant recipient, the Research Committee noted:

"This project has potential for a high degree of utility and impact given the number of off-campus extension sites that many colleges and universities have. Studying invitational leadership is original and innovative, and her methodology is sound. The project applies directly to the field of adult education and continuing education administration and offers a new focus. We find it an exciting and interesting approach."

To see a history of awards and honors conferred by the Association for Continuing Higher Education, please visit our website at [www.acheinc.org/awards](http://www.acheinc.org/awards).



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## TRANSITION OF PRESIDENCY

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Outgoing President Patricia Szymurski thanked ACHE members and leaders for their support, assistance, and hospitality during the year. She called Charles Hickox to the podium to accept the gavel and assume the presidency of the Association. Following the “passing of the gavel,” President Hickox expressed his and the Association’s appreciation for Szymurski’s leadership, service, and commitment. He then presented Szymurski with a certificate and recognition gift from ACHE.

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## ADJOURNMENT

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President Hickox declared the 73rd ACHE Annual Conference and Meeting “adjourned.”

## PART SIX: MINUTES OF THE 2011 ANNUAL BUSINESS MEETING

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President Szymurski convened the meeting at 2:15 p.m. on Friday, October 14. She welcomed and thanked the participants for attending. She also introduced the executive committee of ACHE and the board members. She then introduced Marthann Schulte as the parliamentarian for the meeting.

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### MINUTES FROM PREVIOUS ANNUAL CONFERENCE & MEETING

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President Szymurski asked Jim Pappas to present the minutes from the last annual meeting. A motion was made to accept the minutes; a second was made, and the motion carried.

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### MEMBERSHIP AND FINANCIAL REPORTS

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Pappas presented the membership report to the assembled. A motion was made to accept the membership report; a second was made, and the motion carried.

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### NOMINATIONS AND ELECTIONS

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President Szymurski thanked all who ran for leadership and then introduced the new vice president and members-at-large to membership:

- Brian Van Horn – incoming vice president
- Ruth Bettendorf and Judy Stang – incoming board members-at-large

She also thanked those leaving the board for their ongoing support.

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### BUDGET AND FINANCE REPORT

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Budget and Finance Committee Chair Dan Lavit presented his committee's report to the assembled. He let the group know that the organization struggles to maintain members, which results in difficult budget times; however, the home office functions at a good level. The committee recommends no budget increases for the upcoming year, maintaining a conservative budget. Goals for this upcoming year include building partnerships and increasing membership by reaching out to colleges and other institutions.

Lavit asked for a motion to approve the 2012 budget. A motion was made and seconded. There was no discussion, and the motion carried.

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## RESOLUTIONS

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President Szymurski then asked Chris Dougherty to come forward to present the Resolutions for 2011. Chris read the resolutions to the assembled members and asked for a motion to approve. The motion was made and seconded. There was no discussion, and the motion carried.

BE IT RESOLVED that the Association in convention assembled expresses its congratulations and deep appreciation to Jeffery Alejandro of East Carolina University and Clare Roby of California State University-Chico, co-chairs of the 2011 Program Committee, and their colleagues on the committee, for this timely and valuable conference. This year's conference, offered under the theme *Sustainable Leadership: Bold Thinking about Who We Are*, engages diverse speakers, sessions, and workshops and provides an array of new ideas, approaches, and resources that will enable continuing higher education professionals to cultivate sustained change at their institutions and in their communities. Jeffery, Clare, and the Program Committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Tish Szymurski and to the Board of Directors for their outstanding leadership during the 2010-2011 year. Tish'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, especially regarding the renewed focus on partnerships and collaboration across postsecondary institutions and professional associations that share a commitment to lifelong learning.

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

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

BE IT RESOLVED that the Association in convention assembled acknowledges the service provided by Rebekah Law, Administrative Assistant and Ruth Imose, Home Office Representative.

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

BE IT RESOLVED that the Association in convention assembled expresses our deep appreciation to Marthann Schulte for her work as the editor of the 2006 proceedings. We thank Marthann for the thorough and excellent report of our meeting in Albuquerque, New Mexico.

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 the Leadership of the Association in partnership with Park University on the wonderful series of webinars offered to ACHE members.

BE IT RESOLVED that the Association in convention assembled commends the leadership of the Association in developing a renewed strategic plan submitted for comment to members and to the Board for approval this October.

BE IT RESOLVED that the Association in convention assembled commends the leadership of the Association in sponsoring a joint venture with the University Professional and Continuing Education Association, *The Summit on the Future of Online Learning*, held in Chicago, September 15-16, 2011.

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

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

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

BE IT RESOLVED that the Association in convention assembled notes the retirement of Tom Fisher of Appalachian State University. A long-time ACHE member and leader at the regional and national levels, Tom chaired the Association's Budget and Finance Committee and provided a high level of consultative expertise to many boards and Presidents of ACHE.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Jerry Hickerson of Winston-Salem State University. Jerry provided years of service to ACHE, including but not limited to his roles as region chair, board member, and President. Jerry will also be remembered for his musical talents which were displayed at many a national and regional meeting.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Norm Lowenthal of the University of North Carolina at Chapel Hill. Since 1991, Norm served as director of the William and Ida Friday Center for Continuing Education.

BE IT RESOLVED that the Association in convention assembled notes the retirement of Cecile McKinney Assistant Registrar/Director Adult Student Services & Evening and Weekend Programs at the University of Kentucky.

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## CONCLUSION OF ANNUAL BUSINESS MEETING

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President Szymurski then called for adjournment of the ACHE Annual Business Meeting at 2:55 p.m.



## APPENDIX

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### APPENDIX A: OFFICERS 2010-2011

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- President: Dr. Tish Szymurski. Dean, Continuing Adult & Professional Studies, Neumann University, [szymurst@neumann.edu](mailto:szymurst@neumann.edu)
- Vice President: Mr. David Grebel. Director of Extended Education, Texas Christian University, [d.grebel@tcu.edu](mailto:d.grebel@tcu.edu)
- President Elect: Dr. Charles R. Hickox. Dean, Continuing Education & Outreach, Eastern Kentucky University, [charles.hickox@eku.edu](mailto:charles.hickox@eku.edu)
- Executive VP: Dr. James P. Pappas. Vice President, University Outreach, and Dean of the College of Liberal Studies, University of Oklahoma Outreach, [jpappas@ou.edu](mailto:jpappas@ou.edu)
- Immediate Past President: Dr. Roxanne M. Gonzales. Academic Dean, College for Professional Studies, Regis University, [rmgonzales@regis.edu](mailto:rmgonzales@regis.edu)

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### APPENDIX B: BOARD OF DIRECTORS

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- Dr. Jeffery Alejandro, East Carolina University
- Ms. Pamela Collins, Eastern Illinois University
- Mr. Eric Cunningham, Columbia College
- Dr. Paula Hogard, The Pennsylvania State University
- Ms. Clare Roby, California State University-Chico
- Mr. Lewis Shena, Thomas Edison State College
- Dr. Brian Van Horn, Murray State University

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### APPENDIX C: REGIONAL CHAIRS

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Marc Wilson, Hesser College-Manchester, [MWilson@hesser.edu](mailto:MWilson@hesser.edu)

- New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, and the Atlantic Provinces)

Tom Fuhr (acting chair), SUNY at Potsdam, [fuhrtw@potsdam.edu](mailto:fuhrtw@potsdam.edu)

- Northeast (New York, Eastern Ontario, and Quebec)

Maureen Behr, Essex County College, [behr@essex.edu](mailto:behr@essex.edu)

- Northeast Metropolitan (New Jersey, New York metropolitan area, Africa, Europe, and the Middle East)

Christopher Quinn, Holy Family University, [cquinn1@holyfamily.edu](mailto:cquinn1@holyfamily.edu)

- MidAtlantic (Delaware, Maryland, North Carolina, Pennsylvania, Virginia, Washington D.C., and West Virginia)

George Rogers, Baldwin Wallace College, gerogers@bw.edu

- Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin, and Central Ontario)

Marilyn Read, Delta State University, mread@deltastate.edu

- South (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, South Carolina, Tennessee, Texas, Caribbean, Jamaica, and Puerto Rico)

Charlee Lanis, East Central University, clanis@ecok.edu

- Great Plains (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Manitoba, Western Ontario, Saskatchewan)

Terry Ratcliff, Whitworth University, tratcliff@whitworth.edu

- West (Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, Alberta, British Columbia, Asia, and Mexico)

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## APPENDIX D: 2011 ACHE PROGRAM PLANNING COMMITTEE

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### CONFERENCE

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Conference Program Co-Chair: Jeffery Alejandro, Eastern Carolina University

Conference Program Co-Chair: Clare Roby, California State University – Chico

Finance Director: David Grebel, Texas Christian University

Evaluations Coordinator: Susan Newkham, University of Oklahoma

Technology Chair: Dan Lavit, Murray State University

Proceedings Editor: Pam Collins, Eastern Illinois University

Local Arrangements Chair: Connie Robertson, University of Kentucky

Hotel Liaison: Jill Price, Eastern Kentucky University

### PROPOSALS

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Rich Boyle, Eastern Kentucky University

Paula Hogard, The Pennsylvania State University

### EXHIBITOR RELATIONS

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Terry Ratcliff, Whitworth University

## DAY CHAIRS

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Amy Johnson, East Tennessee State University

Eric Cunningham, Columbia College

Jackie Martin, Neumann University

## ALPHA SIGMA LAMBDA

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Pam Collins, Eastern Illinois University

## HOME OFFICE

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Ynez Walske, University of Oklahoma

Rebekah Law, University of Oklahoma

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## APPENDIX E: PAST PRESIDENTS AND ANNUAL MEETINGS

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

2004 Newport	Jerry Hickerson	Winston-Salem University
2005 Madison	Pamela R. Murray	Murray Baldwin College
2006 Los Angeles	Philip A. Greasley	University of Kentucky
2007 Roanoke	Dennis "Skip" Parks	California Polytechnic State Univ
2008 Nashville	D. Christopher (Chris) Dougherty	Rutgers University - Camden
2009 Philadelphia	Rick Osborn	East Tennessee State University
2010 Albuquerque	Roxanne Gonzales	Park University

