



2003

ACHE

Proceedings

Preface

The 2003 Proceedings of the Association for Continuing Higher Education are presented herein. These proceedings record the 65th Annual Meeting of ACHE held in Charlottesville, Virginia. President Allen Varner's theme for this annual meeting was, "Continuing Education in the Era of Quantum Change." The theme was examined via three perspectives: "The History of Continuing Education;" "The Present—Examined Through Best Practices;" and "The Future—From the National and International Perspectives."

During the meeting members found a variety of opportunities to rediscover and reaffirm the value of continuing education in this era of quantum change. The theme challenged us to revisit our profession's history and reflect on our jobs and roles during a time of great change. It challenged us to examine current practices as we move forward by planning for success. Finally we were encouraged to embrace the future as we considered issues, challenges, trends and opportunities from both the national and international perspective.

In Charlottesville, the home of Thomas Jefferson, James Monroe and James Madison, we enjoyed the ambience of a small southern city and sensed the old world charm of quaint galleries, antiquarian book sellers, eclectic eateries, and the scenic beauty of the Blue Ridge Mountains.

Congratulations to Local Arrangements Chair Jim Baker and Program Committee Co-Chairs Regis Gilman and Skip Parks for their leadership in crafting a challenging and stimulating program.

Please accept these Proceedings of the Association for Continuing Higher Education's 65th Annual Meeting.

Irene T. Barrineau, Editor
ACHE Proceedings

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Part One: Addresses

Presidential-Elect Address

Lifelong Learning: Crossing Bridges into New Territories

Presenter: President-Elect Jerry Hickerson, Winston-Salem State University

Involvement in ACHE is a wonderful thing. Serving as an officer is even better. One gets to know outstanding leaders in the field of adult and continuing education. This includes you—leaders at your institutions—and it includes the leadership of this organization and the *varieties* of institutions with which they are affiliated:

ACHE Headquarters, headed by Wayne Whelan, is located at Trident Technical College in Charleston, SC.;

President Allen Varner is from Indiana State University;

Bob Leiter, Immediate Past-President has moved this year from the University of Tennessee-Knoxville, to the University of Georgia; and

Nancy Thomason, Bob's predecessor is at East Central University of Oklahoma.

If I continued citing the list of past presidents who have led this organization since I first became a member, the variety of institutions from which they have come would continue to impress; a reflection of the memberships' desire to reward leaders from different types of colleges and universities.

Soon, I will take the gavel as a representative of a small historically black university. After 21 years as a chief officer for continuing and graduate studies I moved to my current role as director of our adult degree completion program (the Bachelor of Science in Applied Science) and Professor of English. Yes, I have returned to my first love, teaching. Following me you have elected another *teacher*, Pam Murray, to lead this organization. And we are not the first.

Yes, leadership in ACHE is available to many who wish to serve this organization as they work to improve educational opportunities for adults--not just to those who may be chief CE administrators from large, flag-ship, land-grant, or BCS football institutions (although they are welcome too.)

Next year, our host institution will be the Community College of Rhode Island. The conference will be held in Newport. Once you have landed in Providence, there are limited ways to access that beautiful port town. We have, therefore, chosen to use "Bridges" as our theme and metaphor for the 2004 conference—specifically, "Crossing Bridges into New Territories."

A bridge has a beginning and an ending, an entrance and an exit. There are at least two ways to look at crossing a bridge. Likewise, there are many perspectives to consider when addressing issues in higher education. We, therefore, hope that next year concurrent sessions and other presentations will provide at least two views on important issues facing our profession, including points and counterpoints that may lead to discussions and improved decision making for leaders at our various institutions.

Let me digress to help illustrate the point. For years, we have learned life lessons through stories. Aesop's Fable, the "Ant and the Grasshopper," for example, provided a valuable lesson about thrift, that one should manage resources, save for tomorrow, because one cannot predict when hard times will come.

When I was a student at Kent State, a too infrequent campus visitor was the late John Ciardi (1916-1986), who once read a poem that caused me to think differently about the old fable. (Some of you may remember that Ciardi was once a commentator on the English language on PBS, and is attributed to have said: "A university is what a college becomes when the faculty loses interest in students.") Ciardi's parody in verse—still read by children, and me—reads as follows:

John J. Plenty And Fiddler Dan: A New Fable Of The Grasshopper And The Ant (C. 1963)

Ten years ago, or maybe twenty
There lived an ant named John J. Plenty.

And every day, come rain, come shine,
John J. would take his place in line

With all the other ants. All day
He hunted seeds to haul away,
Or beetle eggs, or bits of bread.
These he would carry on his head
Back to his house. And John J., he
Was happy as an ant can be
When he was carrying a load
Big as a barn along the road.

The work was hard, but all John J.—
Or any other ant—would say
Was “More! Get More! No time to play!
Winter is coming!”

So all day,
All summer long, while birds were singing,
John J. Plenty kept on bringing
Beetle eggs, and crumbs, and seeds,
Moth-hams, flower-fuzz, salad-weeds,
Grub-sausages, the choicer cuts
Of smoked bees, aphid butter, nuts,
And everything else you ever thought of
That ants prefer to have a lot of.
As soon as he put one load away
In his cellar bin, he would turn and say,
“More! Get more! Not time to play!
Winter is coming!”

Now sad to tell,
John J. had a sister and loved her well,
Until one day she met—alas!—
A grasshopper hopping in the grass
And playing the fiddle, and wrong or right,
(Though it's rare among ants)
it was love at first sight.

“Don't!” cried John J. “You'll come a cropper!”
But he couldn't stop long enough to stop her,
For winter was coming, as you recall,
And there was a load he just *had* to haul.

So John J. Plenty's sister ran
Away with the grasshopper. Fiddler Dan,
His name was. All *he* ever carried
Was the fiddle he fiddled. Well, they married.

And all day long from rose to rose
Dan played the music the summer knows,
Of the sun and rain through the tall corn rows,
And of time as it comes, and of love as it grows.

And all the summer stirred to hear
The voice of the music. Far and near

This is pretty much where Aesop would have ended the story if it had been his poem. The answer to the future is to manage your resources. Save first; once you have your cache of wealth, then give the advice that people need to be as much like you as possible. Perhaps good leadership in higher education represents such similarly simple formulas: we want to learn from those who have succeeded. Perhaps not. Life, leadership, and learning seem to me to be more complicated than that. Every person in an organization is different, and the dynamics of leadership, therefore, can be at once rewarding and baffling, intriguing and provoking.

The grasses swayed, and the sun and shade
Danced to the love the music played.

And Dan played on for the world to turn,
While his little wife lay on a fringe of fern,
And heard the heart of the summer ringing,
Sad and sweet to the fiddle's singing.

So the sun came up and the sun went down.
So summer changed from green to brown.
So autumn changed from brown to gold.
And the music sang, “The world grows old,
But never my song. The song stays new,
My sad sweet love, as the thought of you.”
And summer and autumn dreamed and found
The name of the world in that sad sweet sound
Of the music telling how time grows old.
Fields held their breath to hear it told.
The trees bent down from the hills to hear.
A flower uncurled to shed a tear
For the sound of the music. And field and hill
Woke from that music, sad and still.

John J. Plenty trudged along
With a load and a half. He heard the song.
He heard the music far and near.
“Get more!” he cried. “It's almost here!
Winter is coming! As for those two—
Let them fiddle on. I have work to do!
Let them fiddle the hairs right off the bow.
When once it comes time for the ice and snow,
You can bet that fiddle of theirs will fall still.
They had better stay away from my hill
When that time comes.” So said John J.,
As he carried his load and a half away.
They'll get nothing from me!” So said John J.
And sure enough, there came a day
When the snow came down. It came to stay.
It chilled from forty to thirty to twenty.
“Just as I said,” said John J. Plenty.
It chilled from twenty to ten to zero.
“I must shut the door,” said our provident hero.
He knew the music had fallen still.
But just to be sure, he stood on the sill
And listened and listened—not a sound.
Not a song to be heard for miles around.

“Just as I told them!” John J. said.
And he shut his door. And he went to bed.

There are a number of issues related to continuing higher education today that could benefit from some wise leadership—and communication between the leaders of adult education units and other primary decision makers at their institutions. These questions include the following:

- questions of administration of adult credit and non-credit programming, even the existence of such administrative units;
- questions surrounding distance learning in its many forms;
- questions related to the best ways of providing access and services to adults who pursue higher education in its many forms.
- questions, perhaps, on using the ACHE Listserv without sucking the gigabytes right out the computers of its subscribers. (Incidentally, my book recommendation for adult educators would have been *Seabiscuit*.)

And so we seek persons for our next annual conference who can share ways to improve adult continuing higher education—convincing us of their exemplary practices in lifelong learning: from effective curriculum models, teaching, and learning to faculty satisfaction; from administrative designs that welcome adults to benefits for institutions that are proactive in serving adults. We also seek persons who will represent differing views, based on experience and research. We welcome a panel or symposium that advances alternative ideas about a given issue. Or we may schedule sessions in succession, each representing a different view on the same subject and concluding with discussion groups on the issues addressed.

Here are a few issues that our program committee has advanced for your consideration:

The Bridge To The Future Of Research In Adult Higher Education

- In the current climate of accountability, what directions should research on adult learners and adult programs take—what should be our research agenda?
- What does the academic world need to know? What do adult learners need to know?
- What are our responses to programs and courses that are below standard?

Point: Offices of Institutional Effectiveness provide sufficient data in their reports for governing bodies to assess the strengths of programs and services geared to adult learners. There is really no need to separate data on adult students from data on traditional students.

Counterpoint: Research of many types needs to be conducted in many areas of education affecting adults—such as success of graduates who participate in adult focused programs, including distance learning and prior learning assessment.

The Bridge To Meeting Educational/Degree Completion Needs Of Adult Learners

- Should degree programs be designed for adult learners?
- Should job and technical orientation be the focus of recruitment of adult learners, or should degree completion programs focus more on humanities and sciences for adults of all ages?
- Where does assessment of learning gained outside the traditional classroom (PLA) fit into the degree completion program picture?

Point: Adults require only the same services, curricula, and approaches to teaching as traditional students. Anything different compromises quality.

Counterpoint: Adult learners are unique from traditional students in many ways, especially in the extent of their work and life experiences; unique approaches, therefore, make a lot of sense. Quality may be measured through outcomes assessments.

Point: Vocation is the goal of most adult students, and programs focused on training and professions should be the primary purpose of adult oriented degree programs.

Counterpoint: The liberal arts are still the foundation of learning and effective communication, and employers are seeking employees with the abilities that students with strong liberal arts backgrounds bring.

The Bridge To Articulation

- Where does articulation begin...and end?
- Should articulation between different types of institutions (e.g., two and four-year colleges) be simplified?
- Should Associate in Applied Science and similar technical programs be included in 2+2 articulation agreements for adult learners?
- What measures and standards can institutions employ to assure quality in articulation, such as accreditation, faculty mentoring, annual program reviews, etc.?

Point: Students who earn an AAS degree from an accredited two-year college should be allowed to transfer only general studies or lower division credit toward a four-year degree in a four-year college or university.

Counterpoint: Students who earn an AAS degree from an accredited two-year college should be allowed to transfer two full years of credit toward a bachelor's degree in a four-year college or university.

The Bridge To The Organization Of Continuing Higher Education

- What are various structures of administration of adult programs?
- Which ones serve adult learners best?
- Can institutions whose mission and structure are focused on traditional students adequately respond to adult learners?

Point: Corporate universities are better suited to provide vocational and professional education and training for most adults.

Counterpoint: Traditional two- and four-year colleges have a long tradition in the education of adults and provide superior service to such students.

Point: The chief administrator of an adult education/lifelong learning unit should be an academic administrator with an understanding of adult learning and development and direct experience in managing adult post-secondary educational programs. This person should be responsible for all education specifically geared toward adults, credit and non-credit.

Counterpoint: A manager from a traditional academic unit or from the private business sector will be as effective as a chief administrator of an academic unit for non-traditional learners. Discipline experts should direct decentralized programs for adults in their professions, such as nursing, education, and business.

The Bridge To Diversity

- Does research provide evidence that adaptations in teaching, services, curriculum, and other practices in higher education improve learning and retention of adults from various ethnic, racial, and socio-economic backgrounds?
- What are examples of exemplary programs that respond to the higher educational needs of persons currently under-served?
- What are the associated costs in serving students of special populations (students with disabilities, economically deprived, non-English speakers, single parents, displaced workers, etc.)?

Point: Approaches to teaching and service need be adapted to best meet the needs of diverse learners.

Counterpoint: Learning and services should be one size fits all, and learners need to adapt to the methods and practices established for majority students.

The Virtual Bridge

- What is the future of web-based distance learning and are we equipped to meet the evolving challenges?
- What are the implications for the learning community: Virtual libraries, virtual professors, altered infrastructure, the home as classroom, etc.?

Point: Students need to come to the classroom to maximize learning and to fulfill their needs for socialization.

Counterpoint: Institutions need to adapt to an anytime, anywhere, anyplace philosophy for any and all courses and programs.

Other!

There are many issues of importance to the field of adult continuing education with new issues arising every month, it seems. We will provide a forum for discussion of these ideas, either as regular sessions or as part of the Town Meeting. Please let us know your interests.

We have crossed this bridge; now, back to our story:

(John. J. Plenty)

He woke up hungry. He looked at his food
Piled high as the ceiling, and all of it good.
"Well, now, some moth-ham would be fine.
With two poached beetle-eggs—divine!
And maybe a glass of thistle-wine!"
And so John J. sat down to dine.

He had, in fact, heaped up his plate,
When a voice inside him cried out—"Wait!
What if *this* time the winter stayed on
Until all of your hard-earned food was gone?
You had wait a day or two
To see what winter is going to do.
You worked so hard to carry this stuff,
But can you be sure you carried *enough*?"

So John J. Plenty waited and fasted.
As for the winter, it lasted... and lasted.
He nibbled a crumb one day in ten.
But he shook with terror even then
When he thought of how he might be wasting
All that food he was hardly tasting.
And that's how it went.

Until at last
The sun grew warm and the winter passed.
Then John J. Plenty stirred once more,
Sighed with relief, admired his store
Of untouched food, and thought:
"GET MORE!"

I've learned my lesson. This year I
Will stack my food up twice as high!
Then let winter stay and stay—
I'll eat all night; I'll eat all day!

I've learned my lesson. More! Get more!"
He said.

And started out the door.
He hadn't found his first good load.
In fact, he hadn't reached the road,
When he stopped and listened.

And what did he hear,
But the music sounding far and near!
From far and near, from blade to blade,
He heard the song the springtime played.
It's a softer fiddle than autumn knows
When the fiddler goes down tall corn rows,
But the same far song. It grows and grows,
And spring and summer stir to hear
The music sounding far and near.
And the grasses sway, and the sun and shade
Dance when they hear the music played.

It was Dan, still singing for time to turn
While his little wife lay on a fringe of fern
And heard the heart of the springtime ringing
Sweet and new as the fiddle's singing.
John J. Plenty—ah, my dears!—
Listened, and couldn't believe his ears!
Or maybe he was too weak on his feet
From all that food he hadn't dared eat.
He took one wobbly step, and—*flop!*
He fell on his face and had to stop.

He fell on his face and he couldn't move.
While the music sang its sad sweet love.
And he had to listen all night and all day
To what the music had to say.

He had to listen all day and all night
While the music sang the birds to flight,
The flowers to bloom, the trees to bud.

And there lay John J.—in the mud!

I guess he recovered. I hope he did.
I don't know where the Fiddler hid
With his pretty wife from the ice and snow.
I guess about all I really know
Is—*save a little or save a lot,*

You have to eat some of what you've got.
And—say what you like as you trudge along,
The world won't turn without a song.
And—Fiddlers grow thin and their hands turn
blue
When winter comes, but they pull through.
There's this about music—and, oh, it's true!—
It never stays stopped. Just listen, and you
Will hear it start over, as sweet and new
As the first pale leaves and the first spring dew.
--And that's what John J. never knew.

The message of this story suggests that there are various sides to what may seem to be “pat” issues and that there is more to life than work. Both sides are typically remembered at ACHE meetings—a reason that for ten years now we have scheduled time at this conference to sing together and provide other creative alternatives. The 2004 meeting in Newport will continue this tradition in unusual and meaningful ways. Plan to become involved. Plan for a creative experience that's good for the soul as well as the mind—together good for our professional development and, consequently, our students and institution. And continue to celebrate our fellowship and history while we enjoy the current meeting in Charlottesville.

General Session I

Preparing Students for Our Changing World

Presenter: Willard R. Daggett, President, International Center for Leadership

Enormous changes are occurring in technology, from the Internet to the integration of biotechnology, information technology, and nanotechnology. What will today's students need to know and be able to do in order to be successful in the world in which they will live?

In 1968, Gordon Moore created a theory, which came to be known as Moore's Law, that the capacity of technology would double every 18 months and the cost would be cut in half every three years. We can see his theory at work with respect to personal computers. In 1992, the typical PC purchased had 2 megabytes of computing capacity and cost \$3,000-4,000, or at least \$1500 per megabyte. In 2002, a PC would have 128 megabytes and cost \$1,000-1,300, which is about \$9.40 per megabyte. If we project these figures out to 2012, PCs would have 16,384 megabytes, larger than the largest mainframe computer today, and cost \$300-400, or two cents per megabyte. When Bill Gates spoke at the 2002 Consumer Electronics Conference in Las Vegas, he indicated that now we can expect the capacity of technology to double every nine months. That means that what Moore's Law projected would happen in 2012 will now be in place in 2006, according to “Gates' Law.”

Introducing the Semantic Web

The World Wide Web was created by Tim Berners-Lee in December 1990. It is managed by the World Wide Web Consortium (W3C), whose 400 members create the protocols for using the Web. And they have made some interesting observations. One is that in the next three years, the Web will change far more than it has in its first 12 years. It will soon become what is known as the Semantic Web.

The Semantic Web is based upon three levels of new technology adaptation. The first level is Extensible Markup Language (XML). Extensible Markup Language is similar in many ways to Hypertext Markup Language (HTML), which gives meaning to information that is used in creating Websites. HTML deciphers coded directives about such surface-level data as content placement and format variables — color, chart and tabular layouts, type size, etc. In effect, HTML

encodes and gives structure, shape, and form to information entered into a database as a Website is developed.

Extensible Markup Language, by comparison, in effect gives a deeper level of *meaning* to words. Without getting into an overly technical explanation here, picture that XML tags, or affixes to, words (and meaning-embedded content) *additional* information and provides the *context* in which words and phrases can be interpreted. For example, the number 13019 could be a zip code, a date of birth, a sales report for an item, or other designation. XML would look at the underlying coded information, called “metadata,” surrounding that number and thereby determine what 13019 *means*. XML works by linking metadata between related chunks of information in much the same way as the human brain processes data, by connecting new information to recognizable prior knowledge via its underlying deeper meaning. The World Wide Web Consortium has already developed XML.

A second level of technology being used to create the Semantic Web is something called the Resource Description Framework (RDF). RDF takes a larger “chunk” of meaning such as an entire sentence or phrase and provides it, via a huge relational database, with additional embedded “meaning” — just as XML provides additional meaning to an individual word. RDF development is nearing completion.

The third level of the Semantic Web’s development is underway. This technology, generically labeled an “inference engine,” is built around and utilizes XML and RDF. But, whereas XML gives meaning to individual words or bytes of information and RDF gives meaning to sentences or phrases, this third technology embeds entire concepts with “deeper” linkable meaning. Developing this level will require tens of billions of dollars, but fortunately, keenly interested major corporations and organizations around the globe, including Microsoft, Cisco Systems, government laboratories, and others, are already supporting research and development. The goal is the creation of a common new language that will serve as the international and universally understandable dictionary or thesaurus not only for words and phrases, but also for entire concepts. Concepts will be cross-referenced to this common dictionary, and an entirely new communication system will be developed. This new system will be in place no later than 2007, according to even worst-case estimates.

With the Semantic Web it will be possible to key in basic information (for example, I want to travel from Boston to San Francisco on February 1 and return on February 4). The Semantic Web will return a report with all options on all airlines to all airports in the vicinity. Anytime a question is asked or information is sought, the Semantic Web creates a new database or adds to an existing one. The Semantic Web will be the equivalent of one gigantic brain to which everyone has access.

Today we use the World Wide Web for browsing. Tomorrow we will use the Semantic Web to create information and resolutions to problems that are exceedingly difficult to solve using conventional methods. This technology will change the concept of literacy as we have historically defined it. Schools need to broaden their definition of literacy beyond prose literacy to include document literacy and quantitative literacy. Prose literacy encompasses continuous text sources, such as magazine articles, reference sources, and fiction. Document literacy refers to information contained in functional reading materials, such as job applications, payroll forms, transportation schedules, online consumer surveys, maps, tables, and graphs. Quantitative literacy relates to the integration of numbers and text.

Evaluating information and contextualized decision making will be key competencies. My fear is that our schools are so focused on today’s battles — teaching to the tests — that our students are not receiving the education they need for the world in which they will live.

Technology will eliminate any task that is routine, concrete, and sequential, an advance that will change society in general and the workplace in particular forever. What kinds of jobs can be taken over by use of the Semantic Web? Travel agents, accountants, inventory clerks, buyers, even lawyers may find themselves increasingly supplanted by technology.

A Final Thought

We are entering an era of rapid change. The future will be much different from the past. Our definitions of *educated* and *literacy* from the 20th century may not apply to the same degree in the 21st. Other skills needed for the adult roles that our students will assume may be quite

different, too. We need to look closely today at how and what we teach, and we must be prepared to recognize how that mix needs to change. The question is: How will schools accomplish this? There is no easy fix or pat answer to this question, but we must pursue it — honestly and courageously — in order to prepare our students for the world of tomorrow.

General Session II

A History Of Continuing Education

Presenter: Wayne L. Whelan, Vice President for Continuing Education and Economic Development, Trident Technical College and Executive Vice President of ACHE

We'll begin this history by establishing a working definition of continuing education, starting with Dr. Joseph Kett's definition in his detailed book, *The Pursuit of Knowledge Under Difficulty*: "...education attained after the apparent conclusion of conventional schooling." This fits the credit and noncredit worlds and the use of the term *conventional* makes it time and place relative. Dr. Kett adds that "...the distinguishing feature ...has been its role in providing additional learning for those who believed that they had completed their education only to find that they desired or required more." Combining the two thoughts, I believe, creates a good working definition: Continuing education is education attained at the apparent conclusion of conventional schooling, and is for those who believed they had completed their education only to find that they desired or required more.

I'm going to begin my comments with the 18th Century, when colleges usually were the only sources of organized knowledge. They typically had the only real local libraries and bodies of learned people. Public education simply didn't exist. A contemporary education wasn't an end in itself; rather it prepared one for the road to self-education and self-improvement. Cities had literary and belles letters societies made up of college-educated and professional men, merchants and intellectuals. Philadelphia's Benjamin Rush and Benjamin Franklin, and Virginia's Thomas Jefferson typified the best of the era's self-educated model.

The Federal Period saw the maturation of cities, accompanied by improved transportation. Street lighting and printing – all of which directly and indirectly supported the acquisition of knowledge. Cities also gave rise to a growing middle class and creeping specialization in the professions, business and technology. Mechanics, merchants, lawyers, and doctors formed self-help organizations, most of which had libraries and interchanges of information. While it was true that Americans didn't yet value a college education, they clearly treasured knowledge.

By the middle of the 19th Century, there were over 6,000 mostly co-ed academies in the U.S., with some 450,000 fee-paying enrollments (Kett. 90). Continuing learning remained self-directed and cafeteria-like. Educational institutions and government remained on the periphery.

Then, in 1862, Congress passed the Morrill Act that, simply put, directed money to colleges "...where the leading subject shall be...to teach such branches of learning as are related to agriculture and the mechanic arts..." The Act was a seminal and watershed piece of legislation as it placed the federal and state governments irreversibly in the higher education business. It established clearly that a college degree could, indeed, have tangible economic value, and it set the principle that state-assisted institutions would be more responsible and accessible to the citizenry.

The last thirty years of the century – the *Gilded Age* – saw several concurrent developments that would change the nature of higher learning and the acquisition of knowledge. They pushed, prodded and enabled higher education to begin what finally was recognizable as continuing education. First, the rise of mega-business created the demand for specially educated engineers, scientists, lawyers, and bankers. Second, the railroads made transportation and mail service cheap, reliable and fast. Third, it saw the development of the era's most influential educational phenomenon: the Chautauqua Movement. It might be entirely appropriate to think of

Chautauqua as a 19th Century “Disney world” for culture and education. By 1894, 250,000 were enrolled in its correspondence courses, and by 1900; there were some 10,000 local Chautauqua Circles across the U.S. And fourth, the era of credentialing arrived with the passage of the federal Pendleton Act in 1883 – which required competitive exams for many federal jobs. The sun was, indeed, setting on the day of the self-educated and self-schooled individual.

In 1887, Congress passed the Hatch Act, establishing agricultural experiment stations at the land grant institutions funded by the Morrill Act. Colleges and universities began waking up to the political and fiscal advantages of reaching out beyond their campuses.

In 1891, the International Correspondence School was founded, and quickly became the largest home-study enterprise in the country. In 1894, the National Cash Register Company set up the first true corporate school to teach business skills via a standard curriculum.

In 1914, the federal Smith-Lever Act formalized the responsibility of land grant institutions to provide extension work in cooperation with the U.S. Department of Agriculture. Thus was born the land grant extension service that remains the model today, with 105 participating institutions in the 50 states and American territories.

The post-World War I era saw quantum increases in enrollments in evening college and extension programs for teachers. There was no question that college credits had commodity value. And, the sheer volume of these non-traditional students forced institutions to set up special administrative units to handle them. Although the term “continuing education” hadn’t yet come in to general usage, these were the first true continuing education units.

By the mid-20s, the two-year college movement was in full swing. They enrolled thousands of part-time students and began calling them “continuing education” students to differentiate from “adult education” students enrolling in public school programs. Thus the term “continuing education” came into the higher education vernacular.

Among the more interesting post-WW I movements was the establishment of residential “folk schools” that taught courses on issues related to civil rights, labor, society, and self-improvement.

The Great Depression, while visiting an economic disaster on the country, brought about some unexpected lifelong learning opportunities. The Works Progress Administration and The Federal Emergency Relief Administration hired thousands of out-of-work teachers, artists and writers who, by 1937, were teaching basic skills to 2 million students (Kett. 396).

At the 1939 annual conference of the Association of Urban Universities, 27 members formed an organization to “study the problems of the evening college.” This new group – the Association of University Evening Colleges – thus became the lineal antecedent of ACHE. In 1973, the association changed its name to the Association for Continuing Higher Education.

World War II changed higher education as it had never been changed. The Serviceman’s Readjustment Act of 1944 – the *G. I. Bill* - brought millions of veterans to campus. Over 2 million had taken government-sponsored correspondence courses during their service (Kett. 418). They saw the tangible value in a college or university degree, and by 1947 they made up half the enrollments in all of higher education. Another wave of veterans came to campus in the 50s via the Korean War G. I. Bill.

In 1950, there was a flicker on the horizon as station WOR-TV went on the air at Iowa State University, becoming the world’s first non-experimental, educationally owned television station. In 1951, the City Colleges of Chicago began offering the first large-scale televised credit courses. The 1960s saw the development of cable television and the Instructional Television Fixed Service (ITFS) that provided higher education with the ability to focus on geographic and demographic factors in broadcasting courses. In the 70s, satellite television allowed institutions to focus even more precisely.

In 1970, under the leadership of Coast Community College in California, the state authorized the establishment of the country’s first “virtual” college – Coastline Community College – to operate via distance learning.

In 1971, following a national study and two-year pilot test period, the Continuing Education Unit – the CEU – was adopted as the standard measure of achievement for noncredit coursework.

The 1980s saw the development of computer networks and email systems, culminating in the creation of the World Wide Web in 1991. The private sector plunged into the learning

business as never before and the *Chronicle of Higher Education* now routinely reports on the performance of the stocks of learning companies such as the Apollo Group.

Currently, continuing higher education is experiencing the “best of times” and the “worst of times.” Old and distinguished programs are being sacrificed on the altar of expediency and perceived short-term savings. Yet, other institutions are in the midst of unprecedented growth. Continuing education may be a victim of its own success. Many of us have made it look too easy. We’re too good at what we do. So good, in fact, that many provosts and presidents believe that anyone can do it. Maybe they can. The real question, however, is “Will they?”

The common variable seems to be the centrality of continuing education to the institutional mission. “Nice to do” is different from “must do.”

There always will be an institutional base for continuing education – or lifelong learning. The simple reality of credentials makes it so.

The trick is to know where that base is – and how to maintain and protect it.

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General Session III

Flexible Learning

Presenter: Diana G. Oblinger, Executive Director of Higher Education, Microsoft Corporation

The goal of many of educational programs is to provide flexible learning for students. This flexibility implies that a one-size fits all approach will not suffice. But, to provide flexible learning, “agility” is important. Agility is the ability to sense and respond to change. Agility is based on a

replicable cycle: (a) sense, (b) strategize, (c) decide, (d) communicate and (e) act. Learning organizations need to be agile if they are to meet the needs of today's diverse learners.

A critical first step is to understand what is changing in the environment. Without a doubt, students have changed. Students span multiple generations, representing a range of attitudes and aptitudes for study, technology and their definition of success. In part because of the technological environment they have been exposed to, they bring different learning styles and expectations to college. What we understand about how people learn has evolved, as well. There are educationally sound tools and techniques that go well beyond what most faculty experienced as students. And, technology has advanced—and will continue to offer new opportunities. Instant messaging, virtual reality, artificial intelligence, graphics and mobility are just a few of the dimensions along which technology continues to change. Along with these changes are shifts in expectations. Never before has the call for outcomes from education been as strong.

College and university faculty, administrators and staff are asking if their institutions have the agility to respond to all these changes. Some are proving it is possible. The presentation provided examples of institutions responding to change.

To ensure that an institution optimizes its agility, there are a series of questions to ask:

- What has changed?
- What are the options?
- What is our capacity?
- How good is the fit with our culture?
- What is the role of IT?

Part Two: Concurrent Sessions

Speaking to the Future: Voice Over IP as the Classroom of the Future

Presenter: R. J. Clougherty, Jr., Tennessee Technological University

When one approaches trends in computing, it becomes clear that the great push forward is in many ways a return to the past. Online teaching is no different. Initially, the Internet brought about text based courses, similar to post enlightenment linear reading. This was followed with the use of interactivity with the advent of the World Wide Web. Now, the emergence of Voice Over IP provides not only a new delivery medium, but a parallel of a traditional classroom, which is more comfortable for faculty who are still uncomfortable with the autonomy provided by traditional web courses. As computing evolves, we are moving away from text reading and seeing a return to the voice as a medium—moving away from the written word and back to the spoken word, just as the world, two millennia ago moved from oral texts to written texts. Improvements in voice recognition and the quality of voice databases increases ease of use, and as it becomes more popular, the ease of use will guarantee its increasing popularity in times to come.

Some may wonder how Voice Over IP would be beneficial over other technologies such as Interactive television or even using telephone-based courses. There are many advantages. First, features in a Voice Over IP based virtual classrooms such as application sharing and web “pushes” puts all the advantages of web based teaching to use. Thus, a professor can use a white board input (such as a white board or smart board, streaming video, interactive activities, etc.) on the student’s computer monitor. Thus, a level of interactivity not possible in interactive television is achieved. Second, as all of the material is streamed over the Internet, there are no line charges. Third, the real time activity allows faculty who are more comfortable with a traditional real time classroom to begin to migrate their courses on to the Internet.

Tennessee Tech University began looking at Voice Over IP as a technology in Fall 2001. In Fall 2002, due to faculty response to the technology, we decided to add it to our distance education arsenal. While we knew that we wanted to adopt a Voice Over IP based virtual classroom, we also knew that we had very specific needs that had to be addressed.

Our first criteria was accessibility. In our educational philosophy at TTU, we stand on the firm belief that online education exists to create new opportunities for students who otherwise would not have such. This outreach should not simply be to those with the resources to buy high-end equipment and who live in areas of high connectivity. To reinforce the digital divide and its socioeconomic implications defies our approach to online education. Additionally, as our service area includes many rural counties, many of which face economic challenges, the system had to be accessible to those with dial up and low bandwidth connections, usually on older and less high-end systems.

Our secondary criteria was content delivery. We sought a system which had multiple functionality including two-way voice to allow students to interact, application sharing (which also benefited on the accessibility issue), and white board functionality. As we are a technological university we were also concerned with the ability to have additional functionalities such as a graphing calculator. Finally, we sought an immediate feedback system to assist faculty in their interactions with the student so as to minimize faculty discomfort with a class that wasn’t face to face. While we initially conceived of VOIP as an extension of our online capability, we gradually realized that synchronous online delivery allowed faculty to make a gradual migration from the traditional classroom.

Our final criteria was price. As all of us in higher education are concerned with funds and because state bid law requires it, we would choose the package which met the functionality we required at the lowest possible price.

Once the bids had gone out, we began to get calls from many vendors which lead into interesting conversations revealing the one error we had made in writing the bid—namely, we had not written in a requirement for unlimited technical support nor had we asked for estimates on the cost of additional technical support versus the minimum required. We were fortunate that the winning bid provided unlimited technical support. While we have had no reason to use support as the system has performed beyond expectations, the idea of a hidden cost troubled us, especially as we could not consider it as we had not written the support into the bid itself.

The winner of the bid was Elluminate, and we purchased and installed the vClass. We currently offer both credit and non-credit courses using this technology; in fact, we have established an entire program of noncredit courses which use this technology. As an institution we have had a magnificent relationship with Elluminate, and we have played a large role in their user community which has expanded our abilities with the Community's sharing of best practices.

Voice Over IP is a technology which is both functional and affordable. More importantly, it is the technology of the immediate future.

Organizational Model of Curriculum Development for Continuing Education: A Win-Win Solution for Developing Curriculum and Faculty

Presenter: Richard Boyle, Gene Kleppinger and Fred Kolloff, Eastern Kentucky University

The Organizational Model of Curriculum Development for Continuing Education details a collaborative process of curriculum approval, faculty development, curriculum development, academic ownership, and financial compensation. Faculty members are lead through a professional development series covering technology and pedagogy and assisted through development by an instructional designer. Faculty receive financial compensation and give ownership of the materials created to Continuing Education.

The major benefit of this model is that all of the stakeholders receive maximum benefit from the relationship. The faculty are compensated in a better than average fashion. The continuing education unit has control of quality and ownership of intellectual property. The students have the highest level experience with good instructional design and excellent support. Training workshops focus on the use of online course management tools (Blackboard) for course content, communications and assessment, providing an Internet-accessible framework for the entire course. While most courses are being developed for online delivery, the completed packages could easily be adapted for on-ground instructional purposes. Instructors design topical or sequential modules that permit flexibility in scheduling for all time frames (semesters, short sessions, rolling enrollments). Each module has its own documents, assignments and tests, while the electronic classroom also provides space for materials that bridge all the modules. The online environment is ideal for these purposes because it can be readily duplicated and customized.

To maintain pedagogical quality throughout these modules, instructors must develop clear organizational strategies from the outset. Once a course plan is devised, functions from the online classroom's toolset can be selected to meet those strategies. This dimension avoids the tendency to let the available technology dictate what shall be done in the classroom.

In order to broaden the technology options, an emphasis has been placed on providing examples of various technology solutions to enable learning in the online instructional course. Examples of videos, visual presentations with audio narration, and combinations of multimedia tools are presented. Often, instructors have not been aware of the possibilities or have dismissed them in the interest of time in development or their own skill limitations. Instructors are required to include a video introduction to the course and have the option to integrate other multimedia elements into the course. Further discussions are conducted with the instructional designer regarding the planned multimedia units and an appropriate multimedia producer is assigned to produce the project. The product may be distributed on individual CD's or video stream that is accessed by a Blackboard link.

The instructional design and assistance in development of the online course has added a measure of quality to the product and satisfaction on the part of the faculty and students.

Lessons from the Trenches: Best Practices in Faculty Development

Presenters: Patricia A. Lawler, Widener University and Kathleen P. King, Fordham University

The future for continuing educators holds many challenges. One of these is the increased focus on the enhancement of teaching and learning on our campuses and with it the need for faculty development, with both adjuncts and full-time traditional faculty. As our roles and responsibilities grow beyond traditional continuing education activities, we are constantly looking for *best practices* to guide us in our work. In the area of faculty development our campus colleagues turn to us, the experts in adult learning, and ask us to take active roles in this facet of adult education.

Thinking about faculty as adult learners and faculty development as adult education is relatively new idea (Caffarella & Zinn, 1999; Cranton, 2001; King & Lawler, 2003a, 2003b; Lawler & King, 2003, 2000a, 2000b). With this new focus come strategies and practices which can facilitate faculty in their professional development. Lawler and King's (2000a) faculty development model which incorporates adult learning principles was adapted for continuing educators and published in *The Journal of Continuing Higher Education's* (2000b) article, "Faculty Development: Leadership Strategies for Success."

Following up on these writings, the authors extensively researched the best practices of faculty developers who were members of the professional organization, Professional and Organizational Development Network in Higher Education (POD). We asked questions about what guides their practice as they design, develop and deliver their programs. We were interested in what they considered best practices and how they measured their effectiveness. Our research included mail and email surveys to all POD members in North America, as well as 10 in-depth interviews. A synopsis of our findings includes:

- Like the members of ACHE who rely on networking with each other to understand the field of continuing education, the members of POD relied on professional associations, peers, and experience to understand best practices in faculty development.
- Evaluation was not a priority when planning and delivering faculty development initiatives.
- Primary goals for faculty development initiatives were the improvement of teaching and learning and enhancing the success of students.
- While faculty developers ranked active learning environments and faculty ownership as their top best practices, many did not practice these ideas in actual programs, workshops and orientations.
- There was agreement regarding best practices among the respondents.

Among the best practices reported from the surveys were:

- Establishing an active learning environment
- Using learner-centered formats
- Considering faculty ownership
- Offering orientation programs
- Involving faculty in planning
- Providing research based programming.

Our interviewees provided us with more in-depth information regarding best practices. Several themes emerged. First communication with and listening to the faculty was reported by all ten interviewees to be critical in their practice. Support from various sources was also considered very important. They stressed the importance of quality programming and building a

positive reputation for all their activities. Finally they emphasized the importance of identifying the mission of the institution and aligning faculty development goals with this mission.

During this session the authors presented their findings and their implications for continuing educators and invited the participants to compare and contrast their experiences in faculty development, along with what they considered to be best practices.

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A Descriptive Analysis of Marketing in Continuing Higher Education

Presenter: Tina Phillips, Widener University

Institutional awareness of increased growth opportunities in the nontraditional student marketplace through part-time continuing higher education programs has initiated increased competition of this student population among the providers of continuing higher education (Michael, Hamilton & Dorsey, 1995). Program success is partly dependent upon how well these programs are marketed to this group of learners (Fong, 2002). The focus of this presentation is to describe the current marketing practices found in a select group of continuing higher education programs within predetermined geographic regions and to uncover issues or trends that affect the overall marketing initiatives of this group.

Based on current literature concerning marketing in higher education, there is limited emphasis placed specifically on the marketing of education programs to the nontraditional student; most literature focuses on marketing to the traditional student. To obtain current information concerning marketing practices used in continuing higher education the following research questions were proposed:

1. How are college and universities currently marketing continuing higher education programs?
2. What promotional communication tools are found to be the most and least effective in marketing continuing higher education programs?
3. What are the major marketing issues faced by continuing higher education administrator today?

The research study used both a written survey form designed by the author and an in-depth phone interview session with respondents who volunteered to participate to extrapolate relevant information and issues specific to marketing continuing higher education programs. The written survey results provided descriptive information concerning the respondent's continuing education practices and also served as the foundation for the phone interviews.

Based on the survey response 73% of the respondents used a marketing plan that was designed specifically for their programs. Ninety-five percent of the population surveyed did use market research, the type of research conducted varied among the group and 68% of the respondents felt their marketing efforts were effective in recruiting students. Six choices were given for the most effective promotional communication tool, print ads, radio ads, television ads, direct mail pieces, Internet use and other. Twenty-three percent of the population surveyed chose more than one type, indicating it was a combination of using more than one type is most effective. Thirty-eight percent of the groups felt that direct mail was the most effective followed by print and radio and thirty percent of the respondent chose television followed by radio and Internet as the least effective promotional communication tools. In an open-ended question the respondents were asked to list the major marketing issues facing continuing education administrators today. The cost of marketing programs and competition was rated at the top issues on the written survey form and when the question was rephrased again in the phone interviews the respondent felt the lack of overall institutional support for continuing education programming in general was the most challenging issue.

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The Role of Assessment in Program Planning and Quality Assurance

Presenters: Tom Fuhr and Rick Miller, SUNY Potsdam

The offices of Continuing Education and Institutional Effectiveness have developed an assessment plan, including tools and measures, to implement a planned change process centered on the effectiveness of programs and services with a focus on the summer session program. Further, this presentation described how assessment data is used to measure quality assurance, improve service delivery and overall student satisfaction. These assessment strategies include web-based instruments and institutional data analysis and are implemented as a vehicle for addressing program planning issues and evaluating the effects of program changes within the context of SUNY Potsdam's Institutional Plan. The session covered specific components of the unit assessment plan, including examples of survey instruments, measures, and how results are integrated into the planning cycle.

The focus of this session was to present a case study describing the development and implementation of the office continuing education unit assessment plan at SUNY Potsdam. Included in this session was an opportunity to present and facilitate discussion concerning the role of assessment in the Continuing Education Program at SUNY Potsdam. The two principal components playing an important role in the development of this unit assessment plan are the institution's commitment to continuous improvement and the synergistic approach to both academic and administrative (unit) assessment, including the dimensions of outcomes assessment and institutional effectiveness including: student learning, service delivery and efficiency. Further, program level assessment objectives and assessment strategies were illustrated in relation to the college's strategic visioning process.

Altering Time and Space: The Challenges of Delivering New Programs

Presenter: Jay A. Halfond, Boston University

To reach new populations, continuing educators have had to experiment with new ways of delivering instruction – at satellite campuses and sites, in unique formats, and via distance learning. The conventional “evening college” – where campus classrooms could be populated by local part-time students after the classes for the traditional-age students – no longer characterizes who we are, nor the nature of our programs and clientele. The expectation at one time was that the evening curriculum and calendar would simply reflect the day version. That model has become a commodity and confining particularly in markets saturated with continuing education options and alternatives.

After thirty-five years of offering degree programs to adult learners employing only this model – weekly evening classes extending for the duration of a semester – Boston University’s Metropolitan College initiated several ventures that did not conform to the conventional and challenged both our creativity and our instructional and administrative capabilities. What seemed to work well on a conventional schedule now exposed weaknesses, biases, and limitations. While all financially successful, these new programs unearthed fundamental, consequential, and even humbling issues of how faculty teach and how students learn, and what support is needed for both.

These programs were new to us in their use of formats, pedagogies, and technology:

- *International Graduate Diploma Programs* (www.bu.edu/global) – intensive, full-time, one-semester programs targeted for accomplished international students, marketed globally, and awarding a “diploma” upon completion.

Coping with the aftermath of September 11th, learning how to market in foreign arenas, evaluate foreign credentials, and bring foreign nationals to the U.S. all proved challenging. Likewise, this twenty-four-credit program was so accelerated that any problem became accentuated. Groupthink was a consequence of the cohesive social environment – students tended to coalesce over the smallest of issues. However, we are now offering five such programs annually in cohorts of about fifteen international and domestic students each.

- *Explorations in Learning* (www.bu.edu/explorations) – intensive, often-residential courses offered in exotic settings (on board tall ships, at a rustic retreat in New Hampshire, on kayaks on the Maine Gulf, at local prisons, etc.).

By bundling a series of unique courses together as a single venture, we drew unintended internal attention to their academic integrity. As a result, we have had to be much more self-consciously conservative about how we deliver these courses. Offering off-site, residential courses proved to be both labor-intensive and sometimes produced a soap opera of interpersonal conflict. Also, we had intended these courses to attract a new, external audience; instead, they have mostly drawn students from other BU programs. Still, *Explorations in Learning* continues with modest financial and academic success and serves as a showcase for the College to demonstrate its novelty.

- *On-Line MS in Criminal Justice* (www.bu.edu/interactive) – Boston University’s first distance learning degree program created and delivered with a corporate partner. Sectioned in groups of twenty or less, students are in constant contact with faculty and advisors.

Now one of the largest programs of its kind in the nation, every aspect of this project was more labor-intensive than anticipated. Among the unintended consequences was the faculty realization that not only did e-learning make them better instructors but that the traditional classroom setting seemed anticlimactic after the challenge of teaching on-line.

- *Executive Bachelor’s Degree Completion Program* (www.bu.edu/met) – an eighteen-month, accelerated, cohort program, modeled on an Executive MBA, for accomplished working professionals ready to complete a lockstep undergraduate degree.

Delivering on our promise of concierge service was even more challenging than maintaining instructional quality. Sustaining a highly accelerated, lockstep program for students who had been out of school for some time with differing levels of preparedness made instruction difficult, particularly in highly quantitative courses. Students, though,

not only relished the experience but also shared their regret at graduation when the program was over.

Innovation has become a necessity for Metropolitan College, and these programs have been essential for our financial success. However, we severely underestimated the work and the angst associated with starting and sustaining something new. We faced *institutional* obstacles—obtaining approval for ongoing support for nonconforming programs, and coping with skepticism and an academic double standard. We also were humbled by *pedagogical* challenges – teaching in compressed, fast-paced schedules, dealing with the intensity of cohorts, and attempting to integrate courses seamlessly. Third, new audiences demand *administrative* responsiveness – drawing students from other locales, providing residential and extracurricular support, and creating administrative systems that respond to student needs.

The satisfaction of academic entrepreneurship is not simply making more money, but conceiving new ways to educate new student populations and sharing in their satisfaction with the quality and importance of their program.

A University—First Nations Community Tourism Development Partnership

Presenters: Peter Jonker and Colleen Whitedeer, University of Saskatchewan and Diane McDonald, Prince Albert Grand Council

In the face of growing tourism development pressure on communities in northern Canada, the University of Saskatchewan Extension Division partnered with the Fond du Lac Denesuline First Nation and the Prince Albert Grand Council (a regional First Nations umbrella organization) to facilitate and support the development of local capacity for tourism entrepreneurship. Fond du Lac consists of approximately 150 homes on the northeast shore of Lake Athabasca, Saskatchewan, Canada.

Phase I of a two-step, long-term project continues to proceed on two fronts. Firstly, we assessed the extant gap between local traditional knowledge, experience, and formal training on the one hand, and tourism industry standards for performance and knowledge on the other. Secondly, we facilitated establishing and orienting a community-based group—the Fond du Lac Community Tourism Development Committee—to initiate and coordinate ways of improving the community's positive involvement with tourism.

Thirty people signed up to be interviewed with the prospect of eventual training. On the basis of 22 pursuant interviews we designed a 10-week training program proposal. We have negotiated a curriculum sharing agreement with Selkirk College and the Native Education Centre and are starting to seek funds to bring the program to the community. We also interviewed 6 local operators of small service businesses, met with Chief and Council to discuss tourism business opportunity and issues, and facilitated a first meeting of the Fond du Lac Tourism Development Committee.

To date, during the course of building and conducting this partnership and pursuing our goal we encountered the following issues. Pursuant to each issue, we offer suggestions, useful to anyone engaged in community development through education.

Issue 1:

Fond du Lac has a comparatively poor communication infrastructure. Local administrators have no email; local office hours are less predictable than what is expected in the business community of a market-oriented culture; left messages or faxes may or may not reach their targets.

Issue 1 Management

- Accept this as the reality of a cultural difference and therefore anticipate that the project will proceed at a relatively slow pace
- Rely mostly on fax, phone, and face-to-face meetings
- Scout ahead for opportunities to coincide meetings with occasional, scheduled Chief and Council off-reservation travel

- Use home phone numbers aggressively
- Budget extra for travel and phone/fax costs.

Issue 2:

Unpredictable, immediate, local priorities may confound planned meeting schedules. Immediate needs of family members, especially where these are elders, may suddenly require meeting participants to alter their timetables.

Issue 2 Management

- Accept the reality that cultural values differ between traditional Dene and western market-oriented societies; traditional Dene people consider respect for family and community bonds as paramount, and the concept of family for them extends far beyond the so-called nuclear family to include what westerners label as distant relatives
- Schedule at least twice the “normal” number of days for on-site meetings.

Issue 3:

Community members have low confidence that Chief & Council members exclude personal interests from business decisions.

Issue 3 Management

- Encourage Chief and Council to dialogue on this issue
- Present Chief and Council with case studies of successful Aboriginal government-community relationship structures and dynamics
- Help Chief and Council to make change only if/when they indicate interest in initiating such change.

Issue 4:

Resentment exists among established entrepreneurs that Chief & Council tend to see them as competitors rather than community members deserving their management support.

Issue 4 Management

- Promote the development of an entrepreneurial culture
- Facilitate dialogue at the community level about community-based tourism development and the role of entrepreneurship
- Stimulate Chief and Council to consider management approaches that nurture and support an entrepreneurial culture
- Present case studies describing governance and economic infrastructure of other economically successful reserve communities.

Issue 5:

Potential entrepreneurs have low confidence that other community members will see their success in a positive light.

Issue 5 Management

- Encourage entrepreneurs to build paid participation of other community members into their tourism programs
- Facilitate the development of a community-based discussion forum—e.g. Community Tourism Committee
- Present to community members case studies describing entrepreneurship management and dynamics in other economically successful First Nations communities.

Concurrent Session I - Monday

Become the “Transformer”, a CE Action Figure that can “Build, Customize and Mobilize” Enrollment Management Plans

Presenters: Sallie C. Dunphy and Phillip Whatley, University of Alabama at Birmingham

Are you a Master of the Universe, Rescue Hero, or Zoid Action Figure? They all use quantum change to survive and have traits of innovation, diversity and risk taking needed to address adaptation. Change and survival in today's continuing education realm begins with solid research in the delivery of programs that are cost effective, customer oriented and that support the learning needs of the community.

What is the surest way to maximize organizational productivity and realize profit potential? How do you execute a plan for enrollment management that is sound yet innovative? What are the criteria for measuring success? There are no easy answers with decreased budgets, increased competition and new technology. To ensure successful programs, continuing educators can apply these 4 points of control: historical analysis, marketing strategies, cancellation ratios and management operation review.

The Historical Analysis or "The Black Box" occurs in the planning phase of programs. It is based on the direct costing method and courses are divided by old and new. Examine a spreadsheet example of this analysis and the formulas to develop a history of your own programs. The historical enrollments and revenue data examine seasonality, trends, and life cycle of programs.

The Marketing Strategy begins with a production schedule where program management is broken into a timeline of various stages of planning, implementation and evaluation. A meeting to discuss promotional ideas, the budget and catalog distribution follows. The presenters will lead the participants in a discussion of how different methods of marketing are successful in reaching the community.

Cancellation ratios can affect enrollment, community retention and bottom line revenue. Participants will be given the optimum percent cancellation rates for both old and new programs and a financial analysis method to make decisions for borderline programs, as well as, a strategy to retain students whose program cancelled.

The Management Operation Review provides an overview of budgetary data compared to actual financial and enrollment figures. Review and compare data to answer questions about revenue, operating margins, enrollment averages and effective program management.

Achieving goals that link your school to the community, as well as, support the lives of busy students requires solid leadership practices. Because change is occurring so quickly, enrollment management and understanding the citizenry of your community is a crucial skill for growth. CE Action Figures must apply and use their knowledge and experience to survive quantum change.

Planning for Success, not Survival: How Visioning Plays a Central Role in the Development and Continued Growth of Higher Education Centers and Other New Ventures

Presenters: Susan Fulmer, East Tennessee State University, Bristol Campus and Rachael Fowlkes, Southwest Virginia Higher Education Center

Recent economic situations at the federal level and also in many states have negatively affected higher education funding. The resulting budget constraints have challenged the growth of higher education centers and extended campuses in general. Rather than dwell upon the bad news, the presenters of this session emphasized the importance of viewing difficult times as a challenge and an opportunity to become more creative. Using the Southwest Virginia Higher Education Center in Abingdon, VA as a model, they explained the importance of visioning to achieve success. The presenters also explained how incorporating planning, partnering, positioning, programming, and accountability into the formula is vital to create new opportunities even in difficult economic times. They introduced a hands-on activity to illustrate the importance of collaboration and to directly involve the audience.

Background

The Southwest Virginia Higher Education Center is a unique collaborative model of program development and delivery born from an unmet need: to stimulate the economy of the region through higher education and professional training of the current and future workforce. For many years various colleges and universities had taken a piecemeal approach to providing upper level undergraduate and especially graduate classes and programs to the primarily rural area of southwest Virginia. As a result, less than 10 percent of the population over the age of 25 had earned a bachelor's degree and fewer than 3 percent had advanced degrees. Because of these dismal statistics, it was difficult to attract new, higher paying jobs to the area. Community leaders decided to develop a new model for educating the workforce.

Collaboration

In the 1970's a vision grew from discussions between then State Representative Ford Quillen and Dr. Rachael Fowlkes, then Director of the University of Virginia's Continuing Education Center in Southwest Virginia. They partnered with the state General Assembly and colleges and universities throughout Virginia to plan and coordinate off campus programming in the region based on the needs of its workforce.

Through their efforts, the Southwest Virginia Higher Education Center was established as a state agency with accountability incorporated into every facet of its role and mission. Because of its collaborative model, the General Assembly appropriated funds to build and operate an 89,000 square foot facility planned and designed specifically to address the needs of adult learners, and positioned to help promote economic development in the region.

Success

Now, after five years, the Center is clearly a success story, even during the current economically difficult period. State budget reductions have cut the Center's operating funds by 22.8%. Rather than simply "hanging on" for survival, the Center is re-visioning and restructuring for the future.

It is during times of retrenchment that educational leaders must plan for success, not just survival. By revisiting the original vision of "stimulating the economy through collaborative education and training of the current and future workforce," the Center is exploring more effective ways to serve new students and businesses, fulfill unmet needs, and increase revenue from nonstate sources.

Collaboration can be threatening, particularly when potential partners are viewed as adversaries or competitors. Yet, the Southwest Virginia Higher Education Center has demonstrated that students, businesses, and institutions profit when all work together.

As Stephen Covey has stated, leaders must "begin with the end in mind," starting with a vision backed by a mission and goals, positioning out of adversity, using creative visioning to expand in new directions while staying true to one's core mission, and collaborating for mutual benefit and optimum cost effectiveness and resource sharing.

We need to renew, reflect, then focus on the future, so we can take the lead and not just be swept along with the tide.

Engagement of the Audience

Presenters conducted an interactive simulation group dynamics exercise to illustrate the importance of collaboration to success. The audience was divided into small groups and each group attempted to complete a model while competing with other groups.

Doing More With Less: Creative Problem Solving

Presenters: Nancy Thomason, Charlee Lanis, and Jim Vercelli, East Central University

With the recent economic downturn, universities are scrambling to make ends meet. Universities throughout the United States are reeling due to departments/programs being eliminated as a result of inadequate funding, personnel being downsized, and for-profits vying for the same student pool as universities. Since many of the same old tried and true programs and/or

strategies are no longer in effect and working, this workshop provided participants with ideas on how to view problems and challenges differently.

To set the stage for change, Johnson's book, *Who Moved My Cheese*, was discussed. The premise of the book is that change will occur, even if we are not in agreement with the change. The characters were discussed and participants were asked to determine how their university handled the recent changes in higher education: Where they Sniff—who saw the change coming? Where they Scurry—who hurried into action? Where they Hem—who denied and resisted the change for fear the new would be worse than the old? Where they Haw—who learned to adapt in time and saw the future as a better place?

Next, the parameters of Johnson's book, *An Amazing Way to Deal with Change in Your Work and in Your Life*, which is based on *Who Moved My Cheese*, were quickly reviewed. There are seven tenets to *The Handwriting on the Wall*: 1) Change Happens—They keep moving the cheese. 2) Anticipate Change—Get ready for the cheese to move. 3) Monitor Change—Smell the cheese often so you know when it is getting old. 4) Adapt to Change Quickly—The quicker you let go of old cheese, the sooner you can enjoy new cheese. 5) Change—Move with the cheese. 6) Enjoy Change!—Savor the adventure and the taste of new cheese. 7) Be Ready to Quickly Change Again and Again—They keep moving the cheese.

For people to determine what is going to or has changed, a review of major points recently discussed at a conference was imparted to the participants. The points presented were: 1) Many universities think that once the economic picture takes an upswing, both the federal and state governments will re-instate monies that had been taken from current budgets. In reviewing the dialogue from legislators, there is little hope that this will happen. 2) Many universities think the for-profit universities are a passing fad and will go away; probably not. 3) Federal money is going to be attached to research. 4) No Child Left Behind is going to be a well-funded opportunity. 5) Homeland Security is going to be another well-funded opportunity. 6) The concept of partnership is stronger than ever. 7) Partnering with business will be the next window of opportunity for grants. 8) Finally, universities will need to start thinking like entrepreneurial entities; looking for money that has not been utilized before by the University.

To start the process of creative problem solving, the right attitude is necessary. Participants were reminded about Lundin, Paul and Christensen's book, *Fish!* The basic premise of this book is that as an employee you have the choice everyday on how you are going to view your job. If you are depressed and upset about how things are going at your university and change is difficult, you have two choices: 1) you can come to work with a positive attitude that you are going to make the best of a less than perfect situation or, 2) you can come stomping in, frown on your face, and sabotage the whole project. The first attitude is necessary or otherwise creative problem solving will not occur.

In order to jump-start thinking about how a university can think creatively, another helpful book was suggested: Collins' *Good to Great*. The book seizes on the idea that everyone has their niche. What is it that you do well and how can you make it even better. For example, one chapter discussed how in the 1950's A & P Grocery Store was one of the largest retailing stores in the US while Kroger was a small, unspectacular grocery store barely keeping pace with the market. While both stores were relatively the same age, in the 60's and 70's Kroger started surging ahead of A & P. Why? A & P held on with a strong grip the strategy that made them the biggest for the first part of the century—customers wanted cheap, plentiful groceries sold in utilitarian stores. Kroger, on the other hand, confronted reality head-on and completely changed its entire system. Reality was that customers now wanted nicer stores, bigger stores, and more choices. By 1999 Kroger was the biggest grocery store chain. To relate this story to universities, the gauntlet was thrown out—Do you think universities might be in this same type of scenario? Are we holding onto outdated practices: Do we still think students must come to the "campus" to receive a "real" education? Are for-profits a fad that will fade away? Is a quality education only received by students sitting in front of a live faculty member providing a lecture?

The rest of the workshop was devoted to participants trying first hand different creative problem solving activities.

1) Participants were asked to assess what they thought the strengths of their university or department were? What is their niche?

2) Participants were asked to determine three things for which their university or department find as a challenge?

3) Next, participants were asked to engage the right side of their brain which is the innovative and intuitive side. To do this exercise, the following open-ended sentence was discussed: How is a University like a grocery store? For example, a university is like a grocery store in that we need to dispose of out-of-date food/ideas and replenish with current food/ideas.

4) Finally, participants were requested to tell the person sitting next to them the great idea they had just “hatched” while sitting in the seminar. The other person’s role was to tell the first person what challenges might occur to program implementation. Charles Thompson in *What a Great Idea* theorizes that everything has an opposite. The rationale, therefore, is that often hearing why an idea won’t work will give you the keys to how it can work.

The concluding exercise was entitled, Six Thinking Hats. This exercise incorporates lateral thinking. The six hats represent six modes of thinking and are directions to think rather than levels for thinking. The “hats” are used proactively rather than reactively. Specifically, this separates “ego from performance.” All team members are able to contribute to the exploration without denting egos as they are just using their assigned “hat.” The six “hats” are: 1) White Hat—covers facts, figures, and information needs and gaps. 2) Red Hat—covers intuition, feelings and emotions; without any need to justify the thought. 3) Black Hat—refers to judgment and caution. 4) Yellow Hat—is the logical positive hat. 5) Green Hat—focuses on creativity and alternatives. 6) Blue Hat—concerns itself with the “big picture” in regard to the whole project; for instance, “Do we need more ‘yellow hat’ thinking?”

What Faculty Have to Say About Preparing to Teach Online

Presenter: Susan C. Biro, Widener University

As noted in the literature, faculty undergo a transformation when they are about to teach online (King, 2000; Schifter, 2000). It is not unusual for new online faculty to express anxiety about their technology skills and to raise questions about their ability to teach online, creating a sense of community, managing student work, facilitating interactive learning, and insuring integrity in testing. Professional development can support faculty in this new role of online instructor, but in order to do so it must recognize faculty as adult learners and foster the critical reflection that underlie their transformational learning in this process (Cranton, 1996; King, 2000; Mezirow, 1997). Critical reflection that supports this transformation should be learner-centered, participatory, interactive, and involve group deliberation about reasons, evidence, and judgment (Cranton, 1996; Mezirow, 1997). The literature is replete with information about preparing faculty to teach online and the pedagogical shift that occurs (Baumgardner, 2000; Cyrs, 1997; Gandolfo, 1998; King, 2003; Roach, 2000; Schifter, 2000.). Gillespie (1998) and Gandolfo (1998) also note the crucial role of instructional design in assisting faculty in transforming a course to online delivery.

To focus on an issue deemed critical to the success of online programs—faculty preparation— this presentation highlighted the following: 1) the experiences, expectations, and needs of one group of distance learning faculty; 2) faculty reflections with regard to what it was like preparing to teach online for the first time, and; 3) recommendations for professional developers on how to best collaborate with, and support, these faculty members.

The author combined an in-depth interview with a group survey and review of the literature in order to explore faculty perceptions and expectations with regard to preparing to teach online. One part-time adult educator was chosen for the interview. Twenty-four surveys were later distributed via an online survey tool; 20 were returned. Based on content analysis, three categories were developed and emerging themes identified. Within the categories – 1) *first training session*, 2) *formal training session*, and 3) *support* – several themes emerged as being helpful to faculty as they prepared to teach online. One major theme could be termed *groups* (i.e., group trainings that occurred face-to-face, as well as interactions through e-mail and online

discussion boards). Another theme was the opportunity for ongoing *one-on-one training* in instructional design. A third theme, *mentoring*, was noted by some as enhancing training. The majority of faculty found value in group *and* individual training. They utilized individual training to further explore their own philosophy and learn details of the software.

Based on the data gathered and analyzed, the following recommendations can be made to professional developers:

1. *Offer group training* in online learning that encourage faculty discussions about pedagogy and best practices;
2. *Provide ongoing individual training* in instructional design and software application so faculty continue to integrate their teaching and learning philosophy with best uses of educational technology;
3. *Implement mentoring opportunities* between experienced and new online faculty; and,
4. *Design a variety of professional development* activities for online faculty that include elements of critical reflection and which facilitate transformative learning.

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Building Bridges with Teeth: The Academic Consulting Model

Presenters: Kristin Owens and Ken Carter, University of Maryland

The University of Maryland's Office of Continuing and Extended Education (OCEE) promotes and fosters new and innovative continuing education programs. Recently, under the guidance of campus leaders, OCEE successfully implemented a reorganization designed to simultaneously cultivate internal and external OCEE partnerships. The resulting structure distributes program management responsibilities into clearly defined internally and externally focusing units.

The internally focusing unit is called Academic Consulting (AC). AC is charged with developing and nurturing internal partnerships by accommodating the increasing on-campus demand for continuing education programs. AC's specialty is customization; each program is tailored to meet the unique and specific needs of the internal client. AC offers a variety of support services to departments and faculty designed to enhance the success of their continuing education initiatives, including needs assessment, pre- and post-program participant evaluation, marketing strategies, student services, and program evaluation.

The uniqueness of the AC model is its ability to foster mutually beneficial relationships with academic colleges in which each partner shares both risks and rewards. In other words, AC builds "bridges with teeth." AC program managers hold joint appointments with academic colleges and are responsible for the enhancement of continuing education activities within that college. Program managers provide day-to-day management and oversight in the development of joint continuing education projects for the college, including non-credit and credit courses, professional education and certificate programs. AC and its college partners share all expenses and revenue associated with programs developed as a result of the position and joint program managers maintain offices in OCEE as well as their respective college.

Since its inception in January 2002, AC has achieved all of their goals within their strategic plan, including generating positive net revenue. AC's services are increasingly in demand and its partnerships and programs are growing. This session discussed the AC model, the tremendous acceptance it has received during its first year, and what the future might hold.

No Room At The Inn: Assessing and Reassessing the Infrastructure to Support Distance Learners.

Presenters: Edith M. Barnett and Jeanie Kline, Old Dominion University

When distance learning enrollments grow at institutions that serve both traditional and nontraditional students, demands are placed on the infrastructure. This session identified and examined issues related to the infrastructure for student and academic support. Included in the session were various "best practices" for serving students at a distance, particularly those that have proven to be successful in one or more institutions, such as partnerships with other institutions. Particular attention was paid to meeting increased demands from distance learning constituencies without corresponding growth of on-campus resources.

A real-life scenario was presented of an institution involved in distance learning, with significant expansion plans proposed in the asynchronous learning arena. Best practices were examined related to expanding or reformatting the institution's infrastructure. Ultimately, attendees were given the tools to assess student and academic support structures within their own distance learning programs and to continue an examination of the vision they wished to pursue for their own institutions.

Groups were set up as part of a team of consultants who had been called in to examine the systems, policies, procedures, and functioning at the University to determine what changes

must be implemented, new systems developed, and policies created to support the students who choose to enroll in asynchronous courses/programs.

Group A

Reviewed areas of student's support, including, but not limited to the following:

- Admissions
- Registration
- Financial Aid
- Tuition payments
- Computer/technical support

Group B

Reviewed areas related to academic support, such as:

- Academic programs
- Faculty support/training/compensation
- Articulation agreements
- Advising

The groups reported back, and suggested for best practices to be considered in expanding the institution's infrastructure to accommodate the increasing numbers of asynchronous learners. Some of the best practices in these areas are as follows:

Best Practices—Student Support

- Student support is integrated and available online; personal contact is also available through mentors/ombudsmen
- Communication in student support areas must be frequent and ongoing for students throughout their enrollment
- Orientation/updates are available online
- Technical and software training/support are available 24x7
- Toll free numbers are provided to students
- Opportunities for student input is encouraged
- Books/course materials are available prior to the start of classes
- Admissions, registration, and financial aid information/support are provided in a timely manner

Best Practices—Academic

- University administration endorses asynchronous learning and supports faculty efforts in distance learning
- Workload policies reflect appropriate compensation; faculty support/training is addressed within University practices
- Optimal class sizes are established, based on curriculum and course goals/methods
- Faculty input is obtained in areas of royalties, intellectual property
- Faculty maintain control over curriculum and content, while working within the University's framework for course development
- Communication is initiated and ongoing within students' and faculty members' academic experiences
- Articulation agreements address curriculum priorities while providing students a clear pathway for completion
- Advising is available on line and via personal contact; advisors are familiar with transfer agreements, curriculum, and prerequisites

Learning Begins with “Hello”: Developing an Assessment Plan to Provide Exceptional Customer Service in CE

Presenter: Roxanne M. Gonzales, Colorado State University

Introduction

The overarching principle of a learning organization is the notion that ALL stakeholders of an organization are responsible for the overall success of that organization. In higher education settings, including continuing education, success is often defined by enrollments, retention, and graduation rates of students. Although higher education institutions as organizations are not learning organizations, the organizational system structures of higher education lend themselves easily to a learning organization model of assessment. Higher education has embraced the concept of assessment for learning outcomes; yet the student support components of institutional systems have been largely ignored. In many cases, institutions have forgotten that the potential student's first contact with the institution is not with the faculty or advisor, but with a website, phone call, or request for information. Adult students shop around and compare the various options institutions offer to best suit their needs. As such, excellent student customer service impresses students, makes them feel their needs are important, and can often be the determining factor in institutional choice and retention. With competition so fierce, institutions that can meet customer needs quickly and effectively will gain a competitive edge.

Learning Organization

Learning organizations are characterized by a systems model (Senge, 1990). There exists abundant literature on establishing learning organizations as a means of maintaining a global competitive edge (Gardner, 1996; Nevis, DiBella, & Gould, 1998; Senge, 1990; Tobin, 1998). Senge (1990) defines a learning organization as, "an organization that is continually expanding its capacity to create its future" (p. 14), while Nevis et al. (1998) define the learning organization as, "...the capacity or process within an organization to maintain or improve performance based on experience. Learning is a systems-level phenomenon because it stays within the organization, even if individuals change" (p. 2). The main function of learning organizations is to foster an adaptive environment where employees understand the consequences of decisions to related systems (Gardner, 1996; Kofman & Senge, 1995; Tobin, 1998): in this case providing excellent student services. A learning organization approach to developing an assessment plan to improve student customer services not only incorporates the various operational systems within a higher education institution, it incorporates administrators, staff, and faculty as important factors in student success.

Assessing Customer Services

Developing a comprehensive assessment plan for customer service is not an easy task. As with any assessment process there is self-assessment of current practices, evaluation of workflow, determining measurable outcomes, developing a plan, implementing the plan, and continued evaluation of the plan. In addition, when a customer has a problem, the institution should be able to track the issue and provide a more meaningful response to the student – thus instilling student confidence in the institution's ability to provide excellent customer service. The model for this presentation was developed from a Customer Service Improvement Plan (CSIP) (Figure 1) which was implemented to meet specific government contractual requirements for excellent student customer service. The assessment model draws from academic assessment models and the Baldrige National Quality Program. The CSIP, if adapted, can be utilized to assess current practice, provide administrators, staff, and faculty with the knowledge base needed for excellent customer service, and improve practice. In addition, the CSIP can be implemented at the local level, continuing education division, or be submitted as part of the institutional learning assessment plan to meet regional accreditation.

Conclusion and Implications for Practice

The CCPI provides continuing education administrators a useful model that can be adapted at the local level or institutional level as a component of an institutional assessment plan to assess student-learning outcomes. Because the CCPI integrates a learning organization model, all interconnected institutional departments with the continuing education department are considered in the outcome of student services. Additionally, the CCPI model allows for flexibility based on division needs and available resources. The goal of the CCPI model is to improve

student customer service which will result in higher enrollments, retention of students, and continual improved practices within continuing higher education units.

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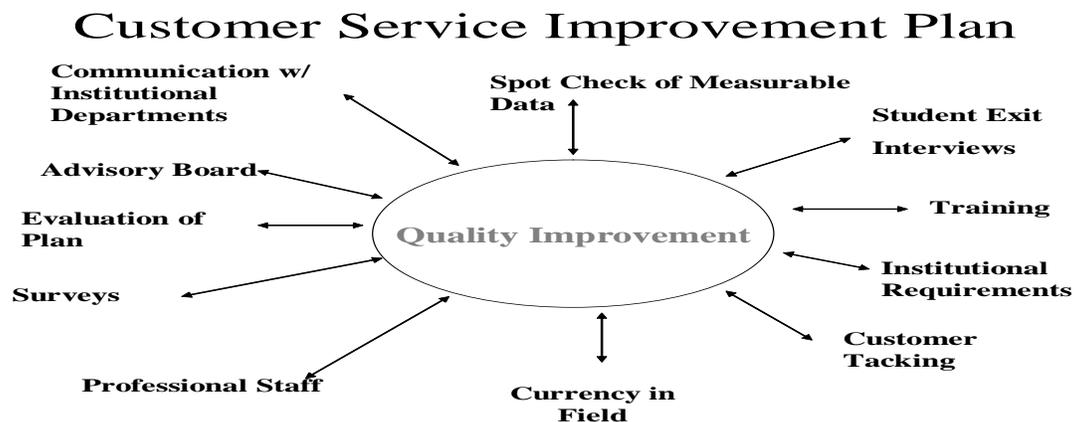


Figure 1. Customer Service Improvement Plan

Wisconsin Alumni Lifelong Learning: A Partnership for Success

Presenters: Sarah Schutt and Roger Maclean, University of Wisconsin-Madison

This session described a partnership between the University of Wisconsin-Madison Division of Continuing Studies and the Wisconsin Alumni Association, which resulted in the

creation of a unique program, Wisconsin Alumni Lifelong Learning. By offering a wide variety of non-credit educational and enrichment events on campus and around the country, the Wisconsin Alumni Lifelong Learning program expands the audience of continuing education by targeting alumni and friends of UW-Madison.

Presenters shared how the partnership developed, the origins of the program and program structure, including program goals, copies of position descriptions and memorandum of agreement. The salient aspect of the partnership is that each partner shares responsibility for sustaining the position and program, and each partner gains significantly by doing so. Participants were asked to reflect on prospective “win-win” relationships on their own campuses for similar implementation.

One of the main challenges in developing and growing the alumni lifelong learning program was identifying the audience and understanding their needs and wants with regard to enrichment learning. In December 2002, an online survey was conducted. Data and discoveries from that survey were shared and implications for the program discussed. The typical audience was characterized, and input was sought from participants.

The Wisconsin Alumni Lifelong Learning program offers over 15 educational enrichment programs to alumni and friends each year, and those take place on campus, online and in cities across the nation. Some of the programs were described, including:

- Alumni University
- Online Marathon Training
- Alumni College at The Clearing
- On Campus Workshops such as Fly Fishing and Opera
- Partner programs such as Navigating Career Transition
- Programs in “geo-cities” such as Renaissance Art and Mysteries of Egypt
- The national-award winning Grandparents University

The most important features of successful programs are an interesting topic and an engaging faculty/expert presenter. Programs also must have an academic/learning component, even if the appearance is more fun/leisure. Presenters stressed highlighting existing strengths of the campus and showcasing faculty. Participants were asked to reflect on topics, faculty and possible programs they could do on their own campuses.

A significant challenge is the ability to distinguish the alumni learning programs from all of the other lifelong learning opportunities in our community. The UW-Madison connection adds credibility and educational intentionality, but program awareness is an ongoing project. Participants were asked to reflect upon what barriers to success they might encounter on their campuses.

During its two and one-half years, the Wisconsin Alumni Lifelong Learning program has yielded some unexpected and pleasant surprises and outgrowths. Presenters described some of those, including a Senior Academy program at local retirement communities. Participants were asked to reflect upon what role alumni learning could have in building or enhancing relationships on their campuses.

The presenters emphasized that, while each institution has its own, unique character, strengths and challenges, the principles which serve to sustain the Wisconsin Alumni Lifelong Learning program are applicable anywhere.

For more information about the Wisconsin Alumni Lifelong Learning program, contact either Sarah Schutt at sschutt@dcs.wisc.edu or Roger Maclean at rmaclean@dcs.wisc.edu

Continuing Education Professionals Speak Out: A Focus Group Research Project and Roundtable Discussion

Presenters: Sherry Miller Brown and *Laura Hastings, University of Pittsburgh*

In a recent report entitled, *The Conditions of Education (2002)*, published by the National Center for Education Statistics, it was reported that 73 percent of all undergraduates on campus

today are in some way “nontraditional.” In a special analysis section of this report nontraditional students were described as being students who have at least one of the following characteristics associated with their student status: financial independence, part-time attendance, delayed enrollment, full-time work, dependents, single parenthood, and lack of a high school diploma. According to this report, “nontraditional” can be defined on a continuum based on the number of these characteristics present. Students are considered to be “minimally nontraditional” if they have only one nontraditional characteristic, “moderately nontraditional” if they have two or three, and “highly nontraditional” if they have four or more. In addition, many United States higher education institutions now report the average age of entering students at twenty-five and up. Therefore it seems evident that the twenty-first century will bring an ever-growing cadre of students to colleges and universities who aren’t in the traditional college-age range and circumstances and that nontraditional/adult student development and persistence theory will gain the attention of educators in every type of program. Recently efforts to address this issue were undertaken by the College of General Studies at the University of Pittsburgh when it opened the McCarl Center for Nontraditional Student Success. In one of the first efforts to identify “best practice” approaches to the success and development of nontraditional/adult students, staff from the Center conducted a focus group comprised of nineteen continuing education professionals who are members of the Continuing Education Association of Western Pennsylvania. This focus group was conducted to interview practitioners in the field to have them identify the student development needs of the nontraditional/adult students on their individual campuses. This workshop is intended to further this conversation with ACHE conference participants. It has several purposes:

- The first purpose is to have a roundtable discussion based on the questions asked in the original focus group. These questions included the following:
- As continuing education professionals, how would you suggest colleges and universities empower adult students to negotiate the culture of higher education?
- As continuing education professionals, how supportive do you perceive your college or university to be regarding the special needs of adult students? What are those needs?
- As continuing education professionals, how supportive do you perceive the following staff at your institution to be towards the adult students: Faculty? Administration?; Support Staff?
- As continuing education professionals, what special type of student support services should be available to adult students?

Second, the discussion leaders presented a paper entitled, “Continuing Education Professionals Speak Out—A Focus Group Research Project,” which details the information gleaned from the original focus group and which suggests the following as good practice when developing nontraditional/adult student programs:

- Develop a nontraditional/adult student cultural perspective and nontraditional/adult communities on campus.
- Establish services including one-stop enrollment, advising and registration opportunities, financial aid and career counseling developed especially for nontraditional/adult students.
- Empower professional student services staff who counsel and advise nontraditional/adult students to be sensitive to the various types of educational backgrounds/needs of their nontraditional/adult students.
- Employ, for the purpose of recruiting and advising professional student services staff who possess strong motivational and advising skills.
- Develop orientation and first-year-experience workshops and courses for nontraditional/adult students that teach them how to manage the culture of higher education.
- Design career counseling and development experiences specifically modified to the higher-order needs of nontraditional/adult students.
- Develop pretests to assess the readiness of nontraditional/adult students to participate in electronic distance learning.

- Design training programs to encourage faculty to develop learning environments that attend to the population of nontraditional/adult students on campus
- Apprise continuing education professionals who advise, counsel and teach nontraditional/adult students of the importance of role modeling and mentoring this unique population of students.

Finally, based upon the result of the original focus group report and the discussion taking place in the roundtable, the presenters attempted to summarize the findings that emerged from both focused discussions.

Satellite Delivery of High Speed Internet: Lessons Learned for a Quantum Leap

Presenter: Roger Hiemstra, Elmira College

This workshop involved ongoing research about satellite delivery of high speed internet. In addressing ACHE's 2003 theme, *Continuing Education in the Era of Quantum Change*, the workshop presented the satellite delivery process as an important technological change and indicated ways the findings can support new programming ventures for continuing higher education leaders. The presenter also detailed the importance of the research for future distance education efforts. During the workshop, participants were engaged in determining potential implications for their own settings and shared their results with each other.

Changing Distance Education Approaches

Like many institutions of higher education, Elmira College's Continuing Education and Graduate Studies unit has been delivering on-line courses for the past several years. These courses are one of several delivery options available to graduate students seeking a Master's Degree in Adult Education. The courses involve a fairly typical array of on-line options and activities for learners: (a) Anytime access to the syllabus and assignments; (b) access to "lectures" typically in the form of PowerPoint® presentations; (c) web page course-related resources and hyper links to other resources; (d) a virtual discussion board; (e) asynchronous computer mediated conversational exchanges; (f) occasional synchronous chat room experiences; (g) learner-moderated discussion experiences; (h) opportunities for learner collaboration; (i) occasional "guest" instructor inputs; and (j) a digital drop box where assignments and learner-developed resources can be shared with other learners and/or the instructor.

Because such options and activities are rapidly becoming "state of the art" in distance learning, learners generally have the most success if they access the Internet via a high-speed connection. For most learners this means connectivity via a landline source such as a T-1 line, ISDN line, or cable modem. Frequently, this means learners in rural, remote areas, or with older computing equipment and connection avenues, either cannot participate or experience considerable frustration when attempting to communicate or access learning resources electronically.

A quantum leap in technology that speaks to such limitations has recently taken place in the form of high speed Internet via satellite transmission. The Tachyon Corporation, calling themselves the "last mile" Internet provider, has become a successful satellite transmitter. In cooperation with the American Distance Education Consortium (ADEC), the presenter has been examining the educational effectiveness and potential of several Tachyon customer teaching and learning sites. The end goal is to determine the impact of such learning efforts in promoting distance learning, communication, and access to learning resources.

The Research Project

Utilizing the qualitative research methods of personal interviews, participant observations, and document analysis, combined with quantitative data analysis techniques, the presenter studied more than 50 adult and youth users of the Internet via satellite delivery in Idaho and

Michigan. The subjects live in rural, remote areas and most were African Americans, Hispanics, Native Americans, or rural Caucasians. The majority can be classified as low-income. Almost all were very new to high-speed Internet as an information source and learning tool. The data are being analyzed with NVivo (<http://www.qsf.com.au/>), a tool for handling and interpreting qualitative data, and SPSS (<http://www.spss.com/>), statistical software for analyzing quantitative data.

Preliminary findings suggested several notions, including the following:

- High speed Internet can make a positive difference in a rural, remote community
- Exposure to high speed Internet makes a positive impact on an individual in terms of learning approaches and knowledge acquisition in a relatively short time period
- People adapt to high speed Internet quite rapidly
- A skilled teacher makes a crucial difference in helping learners maximize what they can gain through using high speed Internet
- Initial teacher training and corresponding access to best practices in using the Internet is very important to ultimate learner success
- The “Internet learner of the future” emerges as a viable concept on which future educational programs can be focused.

Implications for Continuing Higher Education

The research results benefit at least two organizations: (a) ADEC in its quest to enhance distance learning in rural and remote areas, and with such audiences as African Americans, Latinos, and Native Americans who may have limited access to high speed Internet; and (b) Elmira College in its ongoing efforts to provide the best graduate opportunities for adult learners no matter where they live. Many other higher education institutions with credit and non-credit programs aimed at serving adult learners in various locations will benefit, too.

Several related implications for both distance learning and college and university continuing education administrators concerned with quantum changes and their impact on program planning were described. It was anticipated that this innovation has the potential of making any higher education institution’s continuing education programs available not only throughout the United States, but in international settings as well.

During the workshop, participants were engaged in a process to determine various ways their continuing education program might take advantage of high speed Internet via satellite delivery. They were facilitated in sharing their deliberations with each other. Finally, they were asked to help determine additional data collection and analysis approaches for this on-going research effort.

Coordination, Cooperation, Collaboration: A Conceptual Framework for Successful Partnerships

Presenter: Toni Ungaretti, Johns Hopkins University

Today, increasing numbers of colleges and universities seek to establish partnerships with businesses, government agencies, nonprofit organizations, and other educational institutions. Though many enter these relationships with high hopes of success, many encounter disappointment as they discover that their liabilities and returns are far different from their expectations. The pattern that emerges from both successful and faltering partnerships suggests the importance of alignment of commitments and expectations in relationships. An examination of partnerships reveals that there are different types of partnerships. As such, failed partnerships may be the result of institutions entering relationships with disparate commitments/expectations, limited institutional commitment, or a champion’s charisma.

This session proposes a conceptual framework for partnerships that delineates three levels: coordination, cooperation, and collaboration. Though often used as synonyms, the distinct differences of these terms have profound implications for relationships between and among partner institutions. Each progressive level in the sequence involves an increasingly deeper

commitment and potential opportunity. Furthermore, each level also incrementally affects each institution's stakeholders, structures, and policies.

The coordination level represents the minimum level of commitment and return. Coordination is defined to mean of equal order or importance. In a coordinated relationship, involved parties maintain independence and control. The relationship is not central to any partner's mission, involves minimal investment of time, funds, and/or personnel, and is easily terminated with little impact. For example, the university might offer sections of their courses at times convenient to the employees of a corporation at a university site. The university controls the content and the format and the corporation controls the time and the tuition benefits available to the employees.

Cooperation is a deeper commitment to a partnership. Cooperation means to act or work with another for a common purpose. Within this relationship partners work together to meet a specified educational need defined by one and addressed by the other. Similar to coordination, neither partner considers the relationship central to its mission. However, each invests more time, resources, and personnel in the work of the partnership. An example of this relationship occurs when a university offers relevant programs/courses at locations deemed appropriate, convenient, and cost-effective by a corporation who then supports employees to attend. Such partnerships are often dependent on the strength of a champion who forges relationships and keeps partners engaged as long as her/his interest and time permits support of this effort. Once that interest wanes, the partnership usually dissolves with some disruption to one or both partners.

The collaboration level represents the deepest levels of partnership with strong, institutionalized commitments from all partners. This level of partnership is a dynamic process that touches all levels and constituencies within each partner institution. It incorporates a self-governing structure that controls resources committed by the partners. Moreover, it is designed to continually nourish, deepen, and expand relationships through the discovery of new synergies and opportunities. Furthermore, it incorporates a dynamic evaluation component that continually monitors and improves the partnership.

During this session participants explore a three level conceptual framework for partnerships - coordination, cooperation, and collaboration - to explain inherent success and failure in terms of expectation alignment. They examine the role of trust building and the strengths and vulnerabilities associated with each level. Participants also assess the effectiveness of their efforts in partnership development, maintenance, and revitalization. Furthermore, they gain practical information on characteristics of different levels of partnership and initiate a dialogue among educators engaged in this practice.

How to Increase Registrations and Revenue for Continuing Education: Planning Your Marketing Program

Presenters: Steve Blumberg, J.M. Perrone Co, and Maureen Connolly, Wagner College

Starting a new continuing education department in a school with no history for community offerings can be quite a challenge. Add, no foundation, no courses, no faculty, no database of interested students; in fact, no database system in place at all.

The challenge focus for this presentation is identifying qualified students. The principles of marketing that will be discussed not only are applicable for founding departments but also for mature departments looking to maximize their resources, reduce the number of brochures printed while increasing the number of qualified inquiries and thereby increasing the number of students in your classes.

The objective is to provide insights to improve the performance of your continuing education marketing. Identify what you are doing well, how well is it doing and your unique selling proposition.

Concurrent Session I - Tuesday

“NEW SCIENCE” and the academy

Presenter: William Hine, Eastern Illinois University

With the development of the “New Science” in the 20th century based upon the seminal works of Neils Bohr, Albert Einstein, Stephen Hawking, Albert Michelson and Edward Morley among many others a major paradigm shift is happening in science which will impact us all in higher education. It will be said that the changes that took and are taking place in the study of astronomy, cosmology and microparticle research, as well as in quantum/theoretical physics between 1900 and now will be compared to the time of Copernicus, Kepler, Galileo, Bacon, Faraday and Newton (400-500 years ago) relative to science significance and impact, truly a new worldview is emerging.

The “Old Science” (that which dominated our worldview thinking for the previous 400 years), impacted not ONLY science but also, religion, philosophy, literature, organizations theory and commerce was truly the basis for the industrial/technology/scientific revolutions. The “Old Science” is not adequate in looking at the creation of the universe. In addition, the Physics of Newton, etc. are inadequate to explain the microstructure(s) of the myriad universe(s) that surround(s) us. Nor is the “Old Science” adequate to discuss issues of high-energy/quantum/theoretical, cosmological physics. The central assumption that everything is totally observable, and therefore measurable to any desired degree of accuracy has been proven to be false. Some of the basic concepts of what we call the “scientific method” and that time is an absolute are not true. Also, the universe is continually changing and interacting, and uncertainty is additive.

The best way to look at higher education curriculum organizational impact is to provide a brief list of what may be considered “Old Science” and “New Science” concepts and their impact on curriculum/organizational theory.

Old Science

1. The organization pyramid and functional department's organization is linear and fixed, a mechanical environment.
2. Bureaucracies will always strive to maintain equilibrium, not change and emphasize control.
3. Narrow academic department model
4. Traditional role of faculty (sage on the stage)
5. Faculty control “knowledge”.
6. It is important to always maintain the bureaucracy and stability of bureaucracy is control.
7. People reinforcement is mainly negative
8. Consumers (students) are forced to work through the bureaucratic systems and organizations.
9. Multi-layer institutions are organized from the top down.
10. Work and actions are done in isolation.
11. Individualism – self-made man
12. Events are not necessarily connected.
13. There is a high need for control by individuals at all levels (one can completely control one's environment).
14. The organization is task oriented and uses negative environment tools in terms of staff and subordinate motivation techniques.
15. Department curriculum model (also many specialties)

NEW SCIENCE

1. Technology will be the main source of information.
1. There will be more interdisciplinary study and majors.
2. The Heisberg Uncertainty Principle, process is critical.

3. Emphasize connectivity
4. Look at flows communication across departments/discipline
5. Cloud organizations
6. Skunk works organizations
7. Quality circles
8. Peer reviews, 360 reviews
9. Flexible scheduling and organization
10. Problem/outcome focused
11. Servant leadership administrative approach
12. Emphasize as much as possible the autonomy of employee's actions and work.
13. Energy is a wave; all particles are connected in waves and particles.
14. There will be systems way of thinking with customer (student) satisfaction as central goal of the higher education organization.
15. Empowerment will reduce bureaucracies/management and control. (middle management will disappear) Organization will flatten out.
16. Organization will emphasize fast decision making.
17. The new paradigm will be that human beings are far more than just a delineated physical beings (the whole is much more than its parts).
18. All can make contributions and personal relationships are important
19. It is critically important for workers to be happy, comfortable and informal.
20. Change, not stability will be emphasized; people are the most important resource of an organization, not machines/bureaucracies/buildings/policies/rules.
21. The employer must give empowerment to employee, focus on service, and change

What's Going on Across 'The Pond?'—The Future of Continuing Education from a European Perspective

Presenter: Lesley Hart, University of Strathclyde, Glasgow, Scotland

The presentation begins by describing the changing shape of Europe—geographically, economically and socially. It then gives an overview of the development of the European Union (EU)—its formation in 1957 with six member states, its growth to its current membership of fifteen, and its planned future composition of twenty-eight states. Although primarily having an economic focus, the EU has, since the Treaty of Maastricht in 1992, broadened its objectives to encompass a social dimension. Lifelong Learning is seen by EU member states as being of major importance in developing both European cohesiveness and economic competitiveness.

A *Memorandum on Lifelong Learning* was published in 2000 as an EU staff working paper. The 12,000 responses to it from Member States, the European Economic Area Countries and the EU candidate countries formed the basis of the detailed policy document '*Making a European Lifelong Learning Area a Reality*' (European Commission, 2001) which was further supported by a Council Resolution (2002). The policy document defines the European area of Lifelong Learning as one where citizens can freely move to learn and to work and thus apply their knowledge and skills in order to make the EU more prosperous, more inclusive, more tolerant and more democratic. Identified objectives include:

- personal fulfillment
- active citizenship
- social inclusion
- employability/adaptability

The presentation briefly described the priorities for action that have been put forward in order to meet these objectives.

The second part of the presentation explored the role of University Continuing Education (UCE) in the EU's lifelong learning agenda and assesses to what extent universities, while significantly expanding in Europe, will identify lifelong learning as 'core business?'

The implications of the Bologna Declaration signed in 1999 by thirty-three European countries are discussed and the academic harmonisation that European universities have agreed to develop by 2010 are described.

Next, focuses on the United Kingdom where the Higher Education system has been the subject of major change and reform over the last twenty years. Rigorous quality assurance mechanisms, student fees and university league tables are just a few of the controversial measures already introduced. Even more controversial are the emerging issues of top up fees and possible new formula for the allocation of government research monies. The UK government currently has two very clear aims for higher education:

- to expand undergraduate student study to encompass 50% of 18-25 year olds
- to ensure that the expanded HE sector is socially inclusive

These 'non negotiable' aims are to be met mainly from existing budgets and UK universities are working within very strict financial limitations.

UCE provision in UK universities has also been subject to a number of changes in the last twenty years, including the way it is funded. Some UCE providers have still managed to expand their programs, others have reduced activities, and a few have closed or merged. UCE programmes that are thriving have all or some of the following characteristics:

- a small or non-existent non-credit provision
- a large credit bearing provision
- a mixed portfolio of offerings including one or more niche markets
- provision that reflects current government policies especially widening participation and/or continuing professional development

Building on the aforementioned, the presentation identified future issues, challenges and trends facing the Centre for Lifelong Learning at the University of Strathclyde. The presenter took up post as Director in January 2002 and has recently completed a business and workplan for the Centre to be implemented from 2003-2006. Strategic issues identified in the plan include:

- funding
- partnerships and synergy
- profile building
- new ways of learning
- new student markets

The presentation explored these issues and described ways the Centre will change and evolve in both strategic and operational terms over the next three years.

The presentation concluded that certainly in the UK, there is likely to be a further rationalisation of continuing education provision within the HE sector with inevitable mergers and/or closures of units. The survivors, who may be large and strong, will often be partnership based working with other universities, further education colleges, community groups etc. A much greater level of creative thinking and entrepreneurial skill will be required as traditional core sources of funding continue to decline. Although, as part of the EU's lifelong learning agenda, there is an expanding need and demand for university continuing education, its future shape and size is at present elusive to define.

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Useful Websites

European Union: <http://www.europa.eu.int/comm/education/life/index>

Centre for Lifelong Learning, Strathclyde University: <http://www.cll.strath.ac.uk>

Put Some “Distance” in Your “Classroom” Learning

Presenters: Richard Bothel and Paula Nichols, Lamar University

The American Council on Education tells us that “distributed education” is the most complex issue facing education today. Although e-learning and distance education dominate the popular discussion surrounding education today, distributed learning, rather than distance education, will become the dominant paradigm for education. Over time, what we call today an “eLearning/asynchronous course” will simply become a “course” again. Student expectation that a course will meet once or twice a week for a particular number of hours will no longer exist.

The distributed learning trend focuses first on the needs of the student. Secondly, the goal becomes the most effective use of resources. The classroom is not ignored. Traditional learning in the classroom still has its place in the distributed learning environment. Learning experiences are no longer bounded by the length of a classroom session. Time and place are no longer limitations to learning.

No matter what the venue, every instructor should attempt to use some basic technologies to bring “Distributed learning” opportunities to the face-to-face classroom:

Email

Email is not just something that can be used for casual student and instructor interaction on basic questions, but it can become an integral part of the face-to-face classroom learning process. It can be utilized to build a true community of learners. Most student introductions consist of the student’s name, professional interest and often their motivation for taking the course and their expectations of the course. With email introductions, students have a data base of information regarding fellow students that can be utilized in a variety of learning activities. Email also becomes an effective way to emphasize important points in assignments and reinforce course methodology or even just to reinforce due dates.

Electronic Discussion Board

The electronic Discussion Board can be an extension of email activities for the class. In fact, a Newsgroup Server with email postings can perform the same functions as the electronic Discussion Board. The key is to add an asynchronous, but active, element to the face-to-face classroom. The Discussion Board provides an organizational structure that supports asynchronous dialog between students. Kearsley (1997) identifies interaction among participants as the single most important element of successful distance learning. This type of interaction reduces feeling of isolation and is a factor in retention of students in an electronic environment and it is our contention that this is also true in the traditional classroom. In addition, a protocol for asynchronous discussion is imperative to maintain the quality and value of discussion group activities. Quantity of postings does not insure that meaningful discussion occurs. Modeling is a technique that is often successful in elevating the quality of student interaction to insure critical thinking and knowledge construction. Other techniques that are usually successful include stated criteria for student interaction and questions or topics that encourage reflection and meaningful contributions.

Electronic Syllabus

The instructor can make the course come alive with the electronic syllabus. Hyperlinks provide an excellent summary vehicle that quickly links to more extensive assignment information upon student demand. A well-written electronic syllabus can save significant course management time for the instructor and be an important factor in student success. Two important elements of the electronic syllabus include instructor biography and instructor contact information. Other traditional elements include course objectives, policies, schedules, exam

information and academic dishonesty policies (White, Ken W. and Weight, Bob H., *The Online Teaching Guide*, Needham Heights, MA: Allyn and Bacon, 2000).

Course Management

When we talk about course management software, we are talking about supporting the instructor's administration of the course. Once faculty utilizes an electronic grade book or the non-linear presentation of information that software can provide, they become hooked on using course management software in all classroom settings. Most institutions seek a single learning management system or infrastructure that can be used across the institution to manage the online learning environment. These learning management systems can be used to support traditional classroom courses as well as courses delivered online. These management systems should support multiple learning modes and provide a variety of tools for all faculty. The two most common learning management systems today are WebCT and Blackboard. Both are known for their adaptability to a wide variety of educational uses and their cost effectiveness for educational settings.

Learning Management

Learning management is a new concept that deals with using software to actually help manage the student learning process. Instructors benefit from across the board training and support that is available in learning management systems. Many of the decisions that would confront them in learning are eliminated when they have a framework of course design tools. As always, imposed structure reduces flexibility but at the same time reduces individual effort. A key factor is the ability of software programs to support non-linear approaches to learning and also to provide specialized resources to address the needs of a single student.

Testing/Student Feedback

Assessment in the distributed learning environment needs close congruence between learning objectives and assessment. Learning objectives should be explicit and clearly stated. In the classroom environment instructors often give additional verbal or visual clues (body language) as to what they consider important and what might be tested. This additional source of information is not available to students in the distributed environment so clearly stated objectives and assessment that is aligned with learning objectives become vital to student success. Testing software allow the teacher to save time in the testing of factual knowledge and have more time to focus on the evaluation and support of higher levels of comprehension.

Infinite Change: Learning From the Past, Managing the Present, and Preparing for the Future

Presenter: Jann Lightcap, University of Delaware

They say that hindsight is 20/20 and that history repeats itself. If there is any truth to these tired clichés, then managing change should not present itself as such a complex task. Yet, preparing for change is very complex for many distance learning entities due to the multiple technical platforms, the numerous logistical issues, the surge in registrations and the staffing needs of these programs.

The University of Delaware UD Online Distance Learning Program has sustained more than fifteen years of growth and transformation, while maintaining a solid foundation.

Registration numbers have grown dramatically during this time, which has required a synchronous growth of the student and faculty support networks as well. The overall goal of the program is to provide outstanding support to students and faculty as they find their way through the distance learning process while simultaneously planning for future technology needs and growth.

The UD Online program operates almost as a university within a university. Because the student of distance education is primarily the adult learner, the larger university entity awarded the distance learning responsibilities to The Division of Professional and Continuing Studies.

These duties range from the registration and examination process to the production and delivery of the course materials.

This session highlighted specific issues that the UD Online program has overcome, is currently facing and is preparing to manage. Lessons learned were reviewed with regard to the semester schedule and systematic course maintenance. Also, a review of how our program approached faculty development with regard to department approvals and financial support. Along with the constant technological changes, staffing issues play a major role in every aspect of the smooth operation of the program. Participants discussed relevant issues.

Infinite change is with us, so let's learn from each other and charge ahead!

Interactions with Student Services Personnel: The Perceptions, Attitudes and Feelings of Nontraditional-aged Minority Women Community College Students

Presenter: Allener Rogers, Arcadia University

The research literature has well-documented the important role of educational support systems in preventing “stop-out” and “drop-out” on the part of older women college students (Chappel-Aiken, Cervero and Johnson-Bailey, 2001; Heverley, 1999). Older women students require access to low-cost and on-campus childcare facilities, transportation assistance, flexible class schedules and flexible registration, counseling and advising hours.

The research literature also documents that the typical older woman student juggles multiple roles, including that of mother, wife, employee and student (Laden-Turner, 1995; Rose-Gordon, 2000). To a large degree, juggling multiple life roles while working towards a college degree can be accomplished successfully if the institution plays a supportive role in the assimilation process of the new older woman student (White, 2001).

This presentation was the result of a recent doctoral study focused on expanding understanding of the out-of-classroom experiences and needs of nontraditional-aged minority women community college students. This qualitative study utilized portraiture as its research modality, and was designed to identify the perceptions of first-time, first-semester African American and Hispanic women as they sought assistance from student services personnel. The constructs of helpfulness and non-helpfulness formed the operational framework for understanding the research participants’ perceptions of their interactions with student services personnel as they attempted to get questions answered and problems solved.

The goals of the study were to ascertain how these perceptions affected the women’s attitudes and feelings about the institution, and their decisions to maintain or terminate enrollment with the institution. The study was instructive, as it revealed the need for institutional support structures for this population of women students, including peer and faculty mentoring programs. The study also brought to light the importance of the need for a change in “mindset” with regard to viewing older students as customers seeking quality service and satisfaction in their interactions with student services personnel.

This issue, along with the study participants’ perceptions of personnel attitudes and behaviors, bureaucratization, staffing levels, and their own inexperience with higher education systems, served as key launching points of discussion for the presentation.

Minority women and African American women in particular, comprise the largest enrollment group at the community college level (*Chronicle of Higher Education Almanac*, 2002). For the vast majority of these women the return to educational pursuit has been separated by at least five years (Johnson-Bailey & Cervero, 1996).

The effects of a sluggish economy and rapid technologic advancements in the workplace have pushed many of these women out of long-term, low-wage employment and back into the classroom. Some others have experienced loss or reduction in welfare benefits or the death or marital separation from a spouse (Bee & Bjorklund, 1999). Still others find themselves with extra

time as children leave home to begin their own families or careers (Bee & Bjorklund, 1999). Most often these are women who view a college degree as a ladder out of poverty or chronic low-wage employment, and onto a career path.

This presentation examined the role of the community college with respect to its mission of serving disenfranchised students, and discussed the growing battle among higher education institutions for the adult learner. Utilizing the presentation as a forum for discussing the negative consequences associated with “front-loading recruitment” without adequately “back-loading retainment”, also provided an opportunity to examine the need for identifying best practices on the part of student affairs and student services personnel.

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Continuing Education Units and Boards of Visitors: A Win-Win Strategy and Resource for Creating New Programs

Presenter: Geri L. Stone, The University of Alabama

New program development is both a science and an art. As a science, program developers can implement environmental scanning strategies in search of innovative ideas and conduct survey research. As an art, program developers can redesign existing programs into new models, review program evaluations for suggestions, and rely on advisory committees for recommendations. All of these traditional strategies have served continuing education well as important ways for generating new program ideas. However, in today's era of quantum change, new strategies are required not only for dealing effectively with change but also for creating needed change in the way we do business. One such strategy, on the art side of program development, is to recognize the value of certain intangibles that can drive the creation of new programs and improve the overall performance and value of continuing higher education units.

As explained by Shannon (2003), the intent of this approach is “to link non-financial performance and a valuation of [an] organization” (p. 50).

According to Low and Kalafut (2002), who addressed the transformation taking place in business in response to an increasingly competitive environment, intangibles and their strategic importance were described as follows: *Intangibles* refers to many different aspects of a business...People. Ideas. Know-how. Relationships. Systems. Work processes. All they have in common is that they drive economic performance. They don't show up on a balance sheet or an income statement—yet, they are the manageable and usually quantifiable drivers of corporate-value creation. They're the source of invisible advantage (p. 6).

Low and Kalafut (2002) identified twelve of the most important intangibles in today's economy. These intangibles included: “*leadership, strategy, communications, brand, reputation, alliances and networks, technology, human capital, workplace/culture, innovation, intellectual capital, and adaptability*” (p. 14). Each of these intangibles falls within certain categories, as in the case of brand, reputation, alliances and networks, which relate to the category of “relationships.” Adapting and employing this new business strategy of intangibles and value creation to continuing higher education can improve the program development process and optimize the overall performance and value of units of continuing higher education.

A prime example of the importance and value of intangibles was demonstrated in the creation and development of the first Alabama Autism Conference on “Trends in Autism Research: Early Diagnosis and Intervention,” which was hosted at The University of Alabama on January 11, 2002. The College of Continuing Studies' Board of Visitors, a relationship intangible, helped to identify this new professional development conference opportunity. The link to the Board of Visitors gave this conference its unique start.

In 1998, the leadership of The University of Alabama College of Continuing Studies established a Board of Visitors “to further the mission of the College in creating and delivering opportunities for learning that people can use throughout their lives” (Scott, p. 1). The objectives of the Board of Visitors as described in the Bylaws were identified as follows:

- A. “Provide feedback on program and curriculum development in light of current business, industry, and educational trends and the needs of students in the workplace and community environments.
- B. “Identify new and expanding community outreach opportunities for distance education, nontraditional/adult students, non-credit programs, and the Bryant Conference Center.
- C. “Identify volunteers, prospective donors, and fund-raising goals; seek ways to strengthen partnerships with alumni, corporations, foundations, governmental agencies, and other external constituents; and assist in raising funds to contribute to the advancement of the College.
- D. “Serve on various advisory committees established by the Board at the request of the Dean of the College to provide advice on specific programs, needs, and issues” (Scott, p. 1).

One of the most distinctive features of the first Autism Conference was its origin. A member of The University of Alabama College of Continuing Studies' Board of Visitors, who had a personal interest in having the University extend its resources to provide for more autism research and services within the state, took the initiative in suggesting to the Provost and Vice President for Academic Affairs and the Dean of Continuing Studies that the University's College of Continuing Studies and College of Arts and Sciences Department of Psychology work together to develop a continuing education conference for professionals. As a conference co-chair, he nurtured the conference idea along through his on-going involvement in the planning and development process and through his advocacy of the conference with both internal and external groups. Through his efforts and those of the statewide Conference Planning Committee, collaborative relationships were formed between institutions of higher education, state departments and agencies, and professional organizations that became one of the conferences most valuable assets: the intangibles of alliances and networks committed to the study of Autism Spectrum Disorder.

The six primary sponsors included: 1) The University of Alabama; 2) the Alabama Autism Society; 3) the Alabama Department of Mental Health and Mental Retardation; 4) the Alabama

Department of Education; 5) the Alabama Council for Developmental Disabilities; and 6) the University of Alabama at Birmingham School of Medicine, Division of Continuing Medical Education. This collaboration produced the commitment and support needed to make this new conference initiative work. Contributions from these sponsors included program planning assistance, funding, speaker contributions, professional approvals, and enrollments.

A second factor that contributed to the initial success of the conference was that this was the first time a program on autism had been presented in Alabama. Not only was the conference timely due to the growing interest in this subject, but it also filled a void in a specialized content area. The Autism Conference found the right niche at the right time.

Other conference successes included: 1) strong enrollment by an interdisciplinary target audience of professional service providers and researchers (twice the level of participation anticipated: 100 estimated compared to 262 actual); 2) financial viability (revenue exceeded direct expenditures, yielding a 38% gross profit margin); 3) exceptionally positive participant evaluations (on a five-point scale: mean speaker score of 4.68 and a mean program management score of 4.78); and, 4) establishment of the Autism Conference as an annual program.

The first Autism Conference was recognized by ACHE Region VII as the 2002 Distinguished Non-Credit program. The conference's continuing success has been realized through the enduring and valuable relationships and collaboration between the College of Continuing Studies' Board of Visitors, Conference Planning Committee, and co-sponsors, the expanded educational appeal of the conference throughout the southeast, the increased number of participants (694 in 2003), a consistent high return on investment (38% gross profit margin in 2003), and consistently high quality speaker and program management ratings (4.44 and 4.93 respectively).

The lessons learned from this conference are as exciting as they are manageable.

- Recognize the importance of establishing a Board of Visitors as a valuable resource to a continuing education unit.
- Maximize the use of a Board of Visitors to create new program initiatives.
- Recognize the importance, value, and kinds of intangibles that can drive not only the outcomes of individual programs but also the overall performance and value of a continuing higher education unit.
- Lead change in new program development and in other continuing higher education initiatives through the strategic use of intangibles.

Doing so will transform the way program developers manage their program portfolios, design their programs, sell their program services, and interact with their various constituents from committees and co-sponsoring organizations and associations to participants in the continuing higher education enterprise.

The strategic use of intangibles, such as the benefits derived from the relationship with one's Board of Visitors, offers a new approach to program development. This approach also serves as a source of "value creation" (Shannon, 2003, p. 50) and "invisible advantage" (Low & Kalafut, 2002, p. 6) for units of continuing higher education in today's highly competitive environment.

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Feeling Boxed In? Maybe It's Time to Toss the Box and Start Anew

Presenter: Pamela S. Cutright, West Virginia University

Group discussion about change focused on certain properties of change including: Internal (personal) v. external (social) orientation; Proactive (voluntarily seek new and different) v. reactive (resist and comply reluctantly, slowly) pace; Negative v. positive outcomes. Non-scientific but thought-provoking questionnaires will help participants identify their personal orientation to change and the change climate within their college/continuing education unit.

Change Scenario For Which Continuing Education Has Strategies - The pervasiveness of technology and economic instability of modern times are calling upon college programs and faculty to address ongoing needs of large numbers of diverse learners and workers and to do so with tools and methods that are innovative and individualized. Because these new needs contrast sharply with the historical role of higher education to disseminate stable, reliable, and known curricula and the mission of college faculty to prepare selected students for life and work, faculty and other members of the campus community may be resistant to change. They may believe that they will lose power or prestige, resources, and/or autonomy or be required to accept personal and professional intrusions, new reward systems, technology, relearning, and different definitions of success. Continuing educators are experienced with and have developed strategies to deal with such resistance to change.

Change Scenario That Will Challenge Continuing Education for the Foreseeable Future – Technology is transforming the world of work in three profound ways. First, production of goods is increasingly being done or aided by machines and processes that are more efficient than human workers. Secondly, technology has made it easier for businesses to relocate or outsource both production and professional positions in research, administration, information management, and other services. Thirdly, because of the instant quality of communication by email and the Internet, the pyramid organizational model, also known as top-down in which there are layers of managers and workers doing repetitive and similar tasks and in which the exchange of information occurs in an orderly up-and-down order, is being displaced by the networked model. In the networked model communication flows up, down, and sideways simultaneously, thus instantaneously linking workers by technology (e.g., email, Internet) - not geography. As a result of the pervasiveness of technology, large numbers of the U.S. work force have lost jobs to machines, foreign competition in the “global” economy, and increased efficiency and productivity. The net effect is that throughout the economy fewer workers are expected to become specialists and accomplish or produce more.

Some economists call this phenomenon of massive, protracted job loss “creative destruction . . . In a capitalist economy . . . weak industries and companies had to be destroyed in order for thriving ones to take root . . . (and emanating from it has been) . . . the most protracted job-market downturn since the Great Depression.” (J. E. Hilsenrath in Wall Street Journal, 5/29/03).

Extrapolated to colleges and continuing education units, declining tax collections across the 50 states are propelling State Legislatures to cut appropriations for purposes of balancing budgets. Fiscal stringencies and reductions are becoming the norm for colleges and continuing education units, and they will remain so for the foreseeable future.

The WVU Extended Learning Response to This Unknown Change Scenario - In carrying out our responsibility to serve place-bound learners through distance education and on-site instruction, we have continuously adapted over the years to changing needs of learners, employers, and various institutions throughout our several service areas. To date the spirit of our adaptations could be described as “thinking outside the box.” In fact we featured a “thinking outside the box” award for creative and innovative solutions to vexing issues for several years. Our organizational structure was a constant over many years that we adjusted periodically as needed.

However, as funding sources were withdrawn, we found that “the old box no longer fit,” and the time had come to virtually start over with a brand new operating model.

To make organizational changes that were as meaningful and effective as possible, we first carried out a detailed two-part analysis of the present. Part one consisted of system-wide task analysis (incorporating staff in the central and all regional Extended Learning offices) over a period of about six months. Part two consisted of assessment of the needs of organizations and individuals across our various service areas, the outcome of which was an extensive demographic profile of our state. This data collection process produced a clear picture of the present – both our strengths and gaps to be filled.

To reconcile the identified incompatibilities – keeping always in mind the context of reduced funding within which we will be operating for the foreseeable future – we determined to:

A) Centralize student services and as much as possible utilize digital tools to provide services – Our new centrally managed contact center is now operational, and our enhanced web page is about to be introduced. In addition, we will soon offer a new collection of program promotional materials that are uniform in image.

B) Reduce staff and re-configure the responsibilities of those who remain. While all of the components of our operation are changing, the greatest changes are taking place at regional offices. Regionally we have:

- Closed a regional satellite office and a mobile office that was created to replace a long-standing regional office that was closed.
- Eliminated support (Program Assistant) positions at four regional offices thus enabling the transfer of student services described above.
- Shifted the emphasis of remaining regional coordinators from general management of full-service offices to specialized marketing services.

Crisis Management: Expect the Unexpected

Presenters: Sue Pace and Ray Stevens, The University of Southern Mississippi

If your programs were affected by a natural or man-made crisis, would you know how to manage the relocation of participants? How to notify their families? How to handle the media? More than ever before, we are aware of the fact that the unexpected can come at any time and leave us wondering what to do next. We cannot afford the luxury of “wondering” . . . we must be prepared to act.

As professionals, we are responsible for those who attend our programs and those who staff our offices. It is imperative that we have a plan in place to manage a crisis or emergency that affects these individuals. Although we hope to never put a crisis/emergency response plan into operation, having one available when needed means that we are prepared to address the physical, emotional, and informational needs of our participants and staff, our institution, and our community.

The first priority in the event of a crisis is the safety of program participants and Continuing Education (CE) personnel. Medical assistance must be provided in a timely manner to those requiring it, while provisions for the safety of unharmed participants must be made. In providing for the safety of these individuals, CE personnel must determine if a program may continue or if it should be terminated. In either case, it may be necessary to relocate the participants. This requires cooperation with other campus units in securing safe and adequate facilities.

The second priority is the dissemination of information – internally and externally. Within the CE unit, procedures must be in place to quickly and efficiently notify all CE personnel of the crisis situation and to determine who is in charge of implementing the Crisis/Emergency Response Plan. CE personnel should readily have available information about on-going programs that may or may not be affected by the crisis. This information should include the program

director and his/her contact information, location of the program, list of participants, medical information about the participants, and emergency contacts for the participants.

Family and friends may or may not be aware of the crisis situation. CE units should never attempt to keep a crisis situation from being disclosed to the public. If the situation is not a matter of public knowledge, consideration should be given to the appropriate timing and means of announcing the situation to the public. If the situation is public knowledge, the CE unit must be prepared to release pertinent information as to what happened, when it happened, where it happened, the degree of involvement of CE participants, the termination of programs, release of minor children, and contact information for other details. Preparation should be made in advance for immediate transfer of information via local media, web sites, and automated phone systems. All CE personnel should be trained as to what statements are appropriate in responding to the media.

It would be impossible to address each possible crisis that could occur and affect a CE program and its participants. However, when possible, a Crisis/Emergency Response Plan should address specific procedures for dealing with specific situations. Some of these situations may include severe weather, fire, bomb threats, suspicious mail, and vehicular accidents.

Finally, a Crisis/Emergency Response Plan should include an appendix of information, forms, announcement templates, and checklists that support the Plan. These materials should provide for expeditious and efficient implementation of the Plan.

While Crisis/Emergency Response Plans will differ depending on the structure of each CE unit and institution, it is recommended that a plan include the following essential elements:

- Evaluation of the crisis and application of the Crisis/Emergency Response Plan
- Determination of who is in charge of implementing the Crisis/Emergency Response Plan
- Procedures for notification of CE personnel; determining what programs should be terminated; termination of CE programs; relocation of program participants; communication with media; communication with family and friends of program participants; communication with general public; release of minor children participating in programs; considerations and procedures in the event of injury or death to a participant; procedures during severe weather warnings; event of a bomb threat; suspicious mail or packages; responding to and reporting vehicular accidents
- Contact information for CE personnel and campus and local emergency response personnel

Prior to adoption of a Crisis/Emergency Response Plan, the CE unit should seek approval of the plan from appropriate campus entities such as campus security/police and public relations. These entities should receive a copy of the approved plan and each member of a CE unit should be familiar with and possess a copy of the Crisis/Emergency Response Plan.

Continuing Education activities must be managed in such a way as to provide responses that are appropriate to the unique circumstances of the event and the institution at large. Reactions during these times can be a matter of life and death, professional reputation, and legal consequences.

The Black Box: Analyzing Historical Data With Modern Technology

Presenters: Sallie C. Dunphy and Phillip Whatley, University of Alabama at Birmingham

Historical cost analysis can define change and capture progress in continuing education. In the last 20 years, our organizational environment has undergone a major transition that is entirely changing the way we work, manage and learn. In the "old days" enrollment management facts and figures were handwritten and hand tabulated on white 3"x5" index cards and alphabetized in a black file box. Today, technology provides us better and faster information on a computerized spreadsheet report to use in the planning phase of programs. This "Black Box" report is ideal for examining history of enrollment, revenue, costs, trends, seasonality, lifecycles, cancellations, and percentages to predict and ensure future program financial success.

Discover how easily you can apply criteria for measuring success. This report is based on the direct costing method and courses are divided by old and new. Examine the spreadsheet example of this analysis and the formulas to develop a history of your own programs. Determine which program variables need changing, improving, moving, and removing to realize profit potential.

It is time to make technology do it for you. This form of computerized information processing will bring more value to you and your staff. You can focus on your winners, explore new audiences, try variations of topics and subjects related to your successful program, raise prices, change titles and find the keys to positioning your programs through the Black Box.

Moving The Boundaries In Continuing Higher Education: Mission Impossible?

Presenters: John J. Kokolus, Elizabethtown College and Honour H. Moore, Holy Family University

When you first heard terms such as accelerated learning, individualized degree plans, turbo courses, or hybrid courses, did you think you were listening to a foreign language? These once revolutionary concepts are now commonplace. If there is an idea that you have dreamed of or heard of, it is a sure bet that some institution of higher education is doing it. What were once programs offered only by a few highly progressive institutions are now mainstream; there is very little that is unusual or even unique in today's higher education marketplace.

What does this mean for most of us in continuing higher education? We are living in a highly competitive marketplace; for example, the greater Philadelphia market has more than seventy-two colleges and universities, with close to forty of them offering accelerated programs in some format. In addition, traditional enrollments are up across the country, often a bad sign for continuing education units. How should we respond to both internal and external threats to our survival?

In this presentation we focused on several innovative ideas that may be useful if you have program champions who can help you make them happen. We also provided some tips for those less fortunate; those of you who are bound by highly traditional governance structures with less opportunity for entrepreneurship. In all cases, there are certain axioms that we hold to be essential in delivering continuing education programs, which we shared. In conclusion, we engaged in a joint exercise to develop a template for maximizing opportunities within your institutions.

The ideal situation for any continuing education unit, and one that offers the greatest likelihood of success is the positioning of the unit as an autonomous entity, preferably within the academic area. This provides for the creation of an agile organization, while recognizing the credibility of such a unit as an important part of the academic side of the institution. This model lends itself to success because it allows the continuing education staff to design and implement new programs that are responding to market need. This, in turn, obviously maximizes the opportunity for financial return to the institution. It also allows for the dismantling of unsuccessful programs, equally important to the bottom line of an organization.

Before you dismiss this idea completely ("this will never happen at . . . College") give some thought to what would happen if you could successfully make this happen. Would you be able to offer some innovative options that you cannot offer now? Would that help to insure the financial success of your institution? If you can answer "yes" to these questions, it might be worthwhile trying. If you cannot achieve complete autonomy you might be able to move in that direction. If the person that you report to is convinced of the value of change, anything is possible. Establishing unit or division committees to advise on curriculum or delivery systems might be a start. Adding outside advisory boards with influential persons from the community often provides credibility to internal constituents.

The more that you can do to personalize your programs, the more likely you are to be able to distinguish yourself from your competition. A number of well-respected institutions are now offering individualized majors, waiving residency requirements, essentially customizing degree options for the adult learner. Institutions of similar missions and values are making exceptions to accept each other's credits (with grades) for those students forced to move due to job changes. Individualized curricular offerings are being provided for those whose experience and background does not match a specific degree major or concentration.

Each of these possibilities are highly labor intensive on the part of a continuing education unit. Are they worth it? Absolutely. The institutions that are providing this type of customization are moving to the head of the adult education market. Value added has been replaced with new value. Adult students have come to expect exceptional value; to be successful you need to go beyond the expected.

Along with customization comes the need to provide exceptional customer service a hundred percent of the time. No matter what type of programs we offer, it is this constant attention to personal attention that sets some of us ahead of the pack. This is the single most reason that adult students choose, and stay with, an institution. One way to move an institution toward this goal is to work on building bridges with the campus infrastructure. Each new convert helps to spread the word far better than any public relations campaign we might institute.

How do you start if you want to move in these directions?

First of all, indulge those feelings of being overwhelmed. After you have had enough—leave those feelings behind you, and do not look back. If you are able to take this step, then you are ready to move on and complete the “Agile Inventory” you have been provided. This instrument will help you measure where your institution lies on the road to agility; that elusive, but essential, characteristic that is a necessity for effectiveness and future success. It will also help you to pinpoint areas within your organization that are strengths and weaknesses. The “Agile Inventory” is designed to give you a place to start within your own organization.

Remember, the “Agile Inventory” is based on years of personal experience in continuing education—dealing with both challenges and triumphs. It may seem simple, but it works.

Finally, get ready to meet the success that beckons to you from an uncertain future!

The University of Kentucky Evening and Weekend College Growth Plan

Presenter: Phil Greasley, University of Kentucky

Incentive systems can be valuable tools in building academic programs, increasing courses available to students, boosting income, and creating internal alliances within the institution. The following summary outlines the nature and effectiveness of the University of Kentucky's Evening and Weekend College Growth Plan.

At UK in 1999, the Evening and Weekend College program was decaying. The program had lost one third of its course offerings, credit hour production, and income since 1989-90. Colleges had no incentive to provide courses or maintain degree programs in the evening; in fact, they faced multiple disincentives to doing so. They received no income generated by these classes but had to pay the instructional costs. Departmental faculty, with rare exceptions, preferred daytime teaching slots, and department chairs were reluctant to push colleagues into evening teaching, especially when the department got nothing from these efforts. As a result, the 1990s saw constant erosion in evening and weekend course offerings and available degree programs. Even the courses that remained in the late 1990s had slid into the earliest evening time slots because faculty willing to teach in the evening wanted to finish their teaching as early as possible. In the process, individual classes and options for progress to degree by part-time students declined consistently.

UK's Evening and Weekend College Growth Plan changed all that. The program began in fall 1999 with \$25,000 in seed money and a requirement that any evening courses added not detract from “day” offerings, enrollments, or income. In fall 1999 five growth course sections were

offered. Although the number of sections was small, the success was significant. In spring 2003, the EWC growth plan provided 100 course sections spread across seven colleges. These sections served student needs, paid their own costs, maximized enrollments and credit hour production in “day” courses, gave colleges positive reasons to maintain their ongoing evening offerings outside the growth plan, produced almost 10,000 student credit hours, and generated \$1.6 million in gross tuition revenue during the spring 2003 semester, over three-quarters of that in profit. By sharing profits with participating colleges and the Provost, the plan reversed a decade of decay. In the first eight semesters, the plan totally erased the loss of credit hour production of the prior decade and pushed Evening-Weekend College to its highest level of credit production in memory. Deans and the Provost were delighted. One dean wrote a note saying, “Thanks, Phil, for giving us the opportunity to do well while we do good!”

The effectiveness of the plan and the protections it provides for the university are key to its success. The plan is successful in attracting academic departments to offer needed growth courses because it (1) guarantees departments funding to offer needed course sections and (2) opens the possibility for the departments to share equally in significant profits. At current tuition levels, five to six student enrollments typically pay the instructional cost. Beyond that, assuming no reductions of income, the rest is profit. By focusing on course sections enrolling not fewer than twenty students, it is regularly possible to allow departments to offer needed courses without cost to themselves and to receive an amount at least equal to the instructional cost as their profit share—sometimes much more! One growth course typically enrolls well over 200 students. And what the department gets, the Provost gets, and the growth plan gets to further build the program.

Program protections of ongoing university income are equally important. Initially, the university refused to approve the growth plan for over three years out of fear that the plan, with its proposed control of income from growth courses, would simply reroute tuition then being received by the university’s general fund to the Evening-Weekend College and, through it, to participating colleges.

For that reason, eligibility to provide a course in the growth plan requires that (1) proposed growth sections not replace or reduce “day” sections or available seats in the same course. The plan also requires that participating colleges (2) maintain levels of sections and seats in each specific evening course before adding growth sections of that course, and also that they (3) maintain college-wide baseline levels of total offerings of all evening-weekend courses and student credit hour production outside the growth plan.

Colleges that fail to maintain the available number of day or evening sections of proposed growth courses are deemed ineligible to offer those specific growth courses. Colleges whose overall evening-weekend student credit hour production declines against a baseline have profits from their growth plan offerings reduced dollar for dollar by the total resident tuition generated by that number of student credit hours lost in EWC “non-growth” offerings. Finally, as another assurance that evening growth sections not reduce enrollment in or tuition generated by daytime class sections, a tally is taken just after the last day to add courses. The tally counts empty seats in all daytime sections of courses adopted by the EWC growth program. Tuition generated by each growth course is reduced by the resident tuition that would be generated if those empty day section seats had been full.

The program is extremely successful. Typically, net revenue, after paying instruction and all noted reductions of income, is over 75% of gross revenue. That has meant that after providing needed classes for students without cost to themselves, participating colleges have gotten an amount approximately equal to the instructional cost in profit share. The Provost and the EWC growth plan have received identical profit shares.

The Evening and Weekend Growth Plan has continued to evolve with the university’s financial needs. In the last two semesters, the growth plan has generated approximately 20,000 student credit hours and paid approximately \$500,000 in instructional costs. Profits have been approximately three times the instructional costs paid. Further stages of the growth program are planned, and the Provost is enthusiastic about taking this incentive approach to other areas.

The International Adult and Continuing Education Hall of Fame

Presenter: Roger Hiemstra, Elmira College

This session was devoted to the International Adult and Continuing Education Hall of Fame. In addressing ACHE's 2003 theme, *Continuing Education in the Era of Quantum Change*, the presentation introduced the Hall as a change institution that developed at the end of the 20th Century. The presenter, inducted into the Hall of Fame in 2000 and a member of the organization's Board of Directors, described the Hall, talked about why ACHE members should become involved in the Hall's activities, and engaged participants in determining qualified ACHE members.

What Is the Hall of Fame?

The International Adult and Continuing Education Hall of Fame, a non-profit organization, was created to honor continuing educators and adult learning leaders in the 20th Century. This honoring continues into the 21st Century. The contributions of such individuals are important, their legacies rich, and acknowledging their contributions serves as a record and inspiration for future generations of continuing education leaders.

The story of the Hall officially began not only with the desire to honor past and current leadership, but also as a means for documenting such contributions so as to build a better future. Thurman White, developer and first director of the Oklahoma Center for Continuing Education, began discussing the idea of a Hall of Fame with leaders from various continuing education associations and organizations in 1995. After considerable discussion and its incorporation, the Hall, located in the Thurman J. White Forum Building, University of Oklahoma in Norman, inducted its first group of members in 1996. The virtual Hall of Fame is found at <http://tel.occe.ou.edu/halloffame/>.

Membership in the Hall of Fame

There are three categories of membership: regular, honorary, and posthumous. Regular members, the largest category, are those living adult and continuing educators who have demonstrated exemplary leadership in various ways. They represent such professional groupings as continuing education administrators, Cooperative Extension administrators, professors in adult education and other areas, higher education leaders, public broadcasting, human resource development, distance education, adult literacy, and consulting. The posthumous member category stemmed from the Hall's effort to recognize those past leaders who helped shape the adult and continuing education field. The Hall also has recognized a few individuals who have made significant contributions in various ways through the honorary designation.

To date, 165 people have been inducted during an annual ceremony held in conjunction with a professional adult education association's annual meeting or on the University of Oklahoma campus. Members come from all walks of professional life and they include people from Canada, China, Germany, Great Britain, Mexico, Taiwan, The Netherlands, and the United States.

Anyone may nominate a candidate for induction. An initial screening committee reviews all nominations and forwards a recommended list that is then discussed by the Board of Directors. Final election of each year's nominees is made by the Board. The Hall's bylaws enable the nomination of an individual in subsequent years if they are not selected in a prior year. A nomination form and nomination deadline is available on the Hall's web site.

Why ACHE Should Become Affiliated

Although a few past ACHE leaders are in the Hall of Fame that is because they also maintained affiliation with other professional associations and organizations. There are many past and current ACHE leaders who have shown exemplary adult and continuing education leadership at the national level. Such leadership needs to be recognized in a forum that goes beyond the Association so that others can better understand the vital role ACHE members play in American higher and continuing education.

During the session, the presenter made a plea for a greater involvement by ACHE with the Hall of Fame, including a formal agreement that will lead to a future induction ceremony in conjunction with an annual ACHE conference. Participants were engaged in discussion regarding

the merits of such greater involvement, helped compile the names of worthy current and past leaders, and were encouraged to participate in the nomination process.

What Does it Mean to be a Lifelong Learner in the 21st Century?

Presenter: Nancy Gadbow, Empire State College

In this time of rapid changes and new technologies what does it mean to be a lifelong learner? What knowledge is timeless and what new areas of learning should be acquired in order for one to be a competent successful learner in the workplace and in today's world? What approaches and strategies should be used to help diverse adults learn effectively? Never have these questions been more important, and all areas of adult education, including continuing higher education, should consider them carefully.

Some of the important areas of knowledge that have been part of traditional higher education, including the "canon," were reviewed. The question was raised as to whether these areas have changed, and, if so, how. Recent areas of knowledge and skill that are now considered to be important, such as computer technology and information literacy, also were reviewed. Being an "educated person" today was compared to what that concept meant 50 or 100 years ago. Adult educators now generally add to these areas of learning the importance of helping adults "learn how to learn." Becoming a competent self-directed learner is (or should be!) the top priority for adult educators in all types of settings.

Participants then were involved in a lively interactive session to discuss these questions and issues. Topics discussed included the following: civic responsibility, education for social change, "core" education, "classical" education, critical thinking skills, effective communication skills, and understanding the nature of adult learners and learning.

Continuing education has a history of being on the cutting edge of educational trends and directions. Once again, we have the opportunity to be leaders in examining, and, if necessary, challenging the status quo. When adult education and training is being packaged and delivered in an array of modes by diverse providers in a highly competitive environment, it is even more critical to ask what areas of learning are important and needed for people to become successful on the job and as contributing citizens who are active in areas of social change that support our democracy.

Partnering for Success: There's No Place Like Home

Presenter: Melanie O. Anderson, University of Pittsburgh at Titusville

Why Partner?

New programs are necessary to meet students' needs and to maintain and grow enrollment. However, new programs can be time consuming to develop, often require a rigorous approval process, create staffing and administration issues, and require significant startup and ongoing costs.

Why not partner with another campus of your school, or another local school to collaborate on a program? You can minimize or share the risk with the other campus, reduce costs, increase class size and efficiency, share resources, and deliver programs where adult students want them. (Many adult students are place bound with family and work obligations.)

Background

We are a two-year school and wanted to offer students a four-year program. Obstacles to making this happen on our own were great: did demand really exist, approval of the new program, staffing and faculty issues, etc. Two years ago we worked in collaboration with the

University of Pittsburgh at Bradford and developed a Bachelor's Completion program in Business Management for students. This didn't require a large investment in time, money, or additional staff by either campus.

Partnership

Pitt-Bradford is located two hours north of our campus; they had an existing Bachelor's in Business Management degree. The bachelor's completion program would allow students with an associate degree in a business area from our school (or another school) to complete the bachelor's degree entirely on the Titusville campus.

Our target market was initially adult students with an associate degree in a business area (or with most of the requirements completed for an associate degree). Pitt-Titusville would provide the general education classes at the junior and senior level (about ten classes) and Pitt-Bradford would provide the core curriculum (ten classes). This would maintain their control over the integrity of the program, and meet their residency requirements.

Many details needed to be worked out and were documented via a memorandum of understanding (which should include who gets the revenue, pays instructors, etc.), articulation agreements, and other documents as necessary.

Pitt-Titusville was able to deliver the ten general education classes that were our responsibility by adding only one new course (a three-credit life science with a lab). We also juggled schedules to offer the general education classes necessary at night or late afternoon—as most of our target market was adult students who were already working. We also reviewed and made several changes to our existing associate degree(s) curriculum, to be sure that it meshed well with Pitt-Bradford's requirements for the first two years for the bachelor's degree.

Course Delivery

Nine of the ten core classes (responsibility of Pitt-Bradford) were offered simultaneously in two places at once, maximizing our enrollment but not overloading the instructor. The delivery medium of the courses was in one of three formats: interactive television (distance was an issue), web-based and traditional classroom instruction.

Interactive television was used for seven of the ten classes offered by Pitt-Bradford. Both campuses have one room equipped to transmit interactive video. Students were initially nervous about this, but adjusted easily and quickly. They were impressed that the instructors learned their names and called on them regularly. PowerPoint files were also shown in conjunction with the instructor's lecture/discussion, and occasional use of a document camera was made. The instructors made several trips to Pitt-Titusville each semester for classes and did a reverse transmission back to Pitt-Bradford.

Web-based instruction was used for two of the core classes. This worked out well for the adult students who have limited time to attend class, but may be able to use the computer to view web-based material on their own schedule (late at night, at lunch, etc.).

One of the core classes was delivered entirely on our campus, without running a simultaneous section at Pitt-Bradford.

Improvements Needed

This has been a very successful program for us. There is always room for improvement, and we are working on these issues: advising students, determining electives offered, recognizing honor students, etc.

Conclusion

Partnering with another campus has allowed us to offer students quality new programs in a timely manner. We look forward to developing new programs with Pitt-Bradford and other schools in the future.

The Hybrid Online Model – Best Practices and Impact to Learning Outcomes

Presenter: Margie Martyn, Baldwin-Wallace College

First Class: Face-to-Face

The hybrid model contains the critical component of the initial class being a face-to-face meeting of students and instructor. During this three to four hour session, students are introduced to the course management software (Blackboard) that will be used as part of the course. The software has all of the features required for interactivity including the ability to post course content material, instructional links to other resources on the Internet, online assessments, and computer-mediated communication (CMC) tools. These tools include email, synchronous Chat, online quizzes, and asynchronous online threaded discussion (OTD) tools. The students are given the opportunity to use each tool through a hands-on practice session. Feedback from the students indicates that this hands-on practice is critical to their success.

Email

Email has shown to be an extremely effective tool for both faculty-learner and learner-learner interaction. Owen et. al. (1998) did a study on the use of email with students in Australia. They showed that learning occurred in email based on the finding that 94% of the emails contained questions. In another study, Leh (2001) looked how email had developed a sense of social presence and community. Her study showed that email interaction between the instructor and students did increase the social presence. A follow-up survey one year later confirmed the results.

Chat

Each week, the students participate in a one to two hour synchronous Chat with the instructor to clarify course concepts. This constructive, interactive exchange of ideas has been dubbed “the missing link in online instruction” because the instructor engages students through posing thought-provoking questions (Roberson & Klotz, 2001). Several practices have been implemented based on lessons learned. For example, the instructor types in all capital letters. Netiquette (or proper etiquette on the Web) would normally indicate that typing in capital letters denotes yelling, but this procedure helps students follow the instructor’s questions more easily. When responding to a question, a student can indicate that they still need more time by typing “...” which lets the instructor and other students know to wait before continuing with another question or response. To use time efficiently, the instructors will often ask several students to start preparing answers and then call on each in order. Parentheses () are used for side conversations. While one student is answering, the instructor can talk to another student by indicating (Tom you are his follow-up). The Chats can also be archived, downloaded, and printed at a later time. Students earn points for participating in the Chat and for being prepared. The faculty members have found a way to maintain organization, yet enable very active participation during the Chat time.

Online Quizzes

Weekly online quizzes provide the opportunity for students to test their understanding of the material and also provide an incentive to stay current with the reading assignments. The online assessments are timed, and are set up so the student can only take each quiz once. The student is provided with instant feedback on which of the questions were answered incorrectly, and the correct responses. This immediate feedback helps allow the student to review difficult material before the Chat begins. Another option is to allow the student to take the online quiz several times. Research has shown that this process is perceived by students to be very helpful (Coates & Humphreys, 2001).

Online Threaded Discussion

The asynchronous discussion board provides a venue for students to post technical questions, content-oriented questions, clarify assignments and build community. Some threads continue throughout the course (technical issues), while others begin and end weekly targeted specifically at course content. Intricate or challenging concepts can be analyzed and examples can be posted to clarify. Requiring students to post their own examples helps the instructor to ensure that students understand the material and are ready to progress in the course. Research shows that students perceive that participation in OTD has increased their learning (Irvine, 2000; Jiang & Ting, 1998; Picciano, 1998).

Last Class: Face-to-Face

The students come to campus one more time to take the final exam. The issue of testing online and ensuring that the actual student is taking the exam has been a concern for

administrators and faculty, and is a point for evaluation in an accreditation review (*Accreditation and Assuring Quality in Distance Learning*, 2002). Along with addressing this concern, this last class provides an opportunity for closure. Students can see the faculty member one more time to settle any issues or solve problems. The class also provides a logistical benefit in that it allows the instructor to return any projects or assignments that could not be returned electronically. The other benefit is that some students may feel more comfortable giving feedback or asking questions face-to-face. This meeting gives those students one more opportunity to do so.

Conclusion

The hybrid online model is an excellent way for institutions to ensure quality learning outcomes while providing access to students who may have not been able to take classes. The preliminary findings of a research study presented targeting the OTD component indicate that OTD may positively impact student learning outcomes in an online class.

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Part Three: Business Meeting and Appendices

Sixty-Fifth Annual Meeting Association for Continuing Higher Education

November 8 – 12, 2003

Charlottesville, Virginia

Call to Order

President Allen Varner called the Association's 65th annual meeting to order at 1:00 p.m. (EST), Sunday, November 11, 2003, at the Omni Hotel in Charlottesville. He called the business session to order at 10:45 a.m., Monday, November 10th, and recessed it at 11:45 a.m. He reconvened the session at 7:30 p.m., Tuesday, November 11th. New president Jerry Hickerson adjourned the session at 9:30 p.m.

Minutes

President Varner introduced the Association officers and directors. Executive Vice President Wayne Whelan asked for approval of the 2002 annual meeting minutes as published and distributed in the 2002 Proceedings. Walter Pearson's motion to approve the minutes passed.

Membership Report

Executive Vice President Whelan presented the membership report (Appendix A). The printed report was also distributed to the members present. Joe Nairn's motion to approve the report passed.

Financial Report

Executive Vice President Whelan presented the summary report of the Association's revenue, expenses, reserves, and fund balance as of August 31, 2003. A printed report (Appendix B) was distributed to the members present. Richard Marksbury's motion to approve the report passed.

Nominations and Elections

President Varner reported on the 2003 election procedure and results. Those elected were: president-elect, Pam Murray; vice president, Philip Greasley; directors-at-large (three-year terms), Maureen Connelly, Roger Maclean and Mary Wargo.

Budget and Finance

President Varner presented the proposed 2004 operations budget, noting that it was a conservative budget with no dues increases. Although operating costs continue to rise with inflation, the implementation of the online election, and online editions of "5 Minutes With ACHE" and the annual meeting Proceedings enabled ACHE to accrue considerable reductions in expenses. He reported that the Board of Directors had reviewed the budget and had endorsed it. He reported that for the 10th consecutive year the external audit management letter included no findings, exceptions or recommendations. Printed copies of the proposed budget were distributed to members present. (Appendix C) Art Hoover's motion to adopt the budget passed.

Resolutions

Past president Nancy Thomason presented special and memorial resolutions (Appendix D) and moved their approval. Motion passed.

President Varner called on those present to stand for a period of silent memorial remembrance of Dr. Norman P. Auburn, Association president in 1943-44.

The Year in Review

President Varner gave a brief report on the Association's accomplishments during his presidency, including: reduced expenses and increased revenue to finish the year in the black; revenue from dues payments reached an all-time high, even though there was no increase in the dues amounts; over 1000 recruitment letters were sent to selected non-member institutions; "5 Minutes With ACHE" and the 2002 Proceedings went online; the 2003 nominations and elections procedure was conducted online; two new networks were established: Institution-Community Engagement, and Faculty Best Practices Handbook; all network, committee and Association awards were organized under preview of the Awards Committee, and nominations materials were placed online; a new sponsorship program was adopted; the home office contract with Trident Technical College was renewed for five years; partnerships and linkages were established or explored with the International Continuing Education Hall of Fame, Georgia Adult Education Association, Outreach Scholarship Conference, Ohio Continuing Education Association, and the Association of Virginia Individualized Study Administrators; a home office re-location procedure was adopted; the Outstanding Publication Award was named for Marlowe Froke, first editor of the Journal of Continuing Higher Education as a refereed publication; and the Board began a new strategic planning procedure.

Local Arrangements

Phil Sisson, representing the Community College of Rhode Island, host institution for the 66th annual meeting, made a presentation on Newport and its many scenic and historic attractions.

Awards

Walter Pearson, Chair of the Awards Committee, presided over the following recognitions at the Awards Banquet:

Board of Directors Service

Philip A. Greasley
Denise M. Hart
Charlene L. Martin

Merit Certificates

Local Arrangements Chair
Sponsorship Chairs

Jim Baker
Dan Dowdy, Joe Nairn,
and Tish Szymurski
Regis Gilman and Skip Parks
Barbara Hanniford

Program Chairs
Editor of the *Journal of CHE*

Network Awards

Creative Use of Technology Award

University of Alabama Huntsville

"National Children's Advocacy Center Academy Online"

Oklahoma State University

"Creative Use of Synchronized Multimedia for Program Delivery"

Association Awards

Distinguished Credit Program

Duquesne University

"Master of Science in Leadership and Business Ethics"

Honorable Mention:

California State University, Northridge

"The Communication Disorders and Sciences Distance Program"

James Madison University: "Adult Degree Program"

Distinguished Non-Credit Program

University of Tennessee

"Canine Rehabilitation Certificate Program"

Honorable Mention

East Central University

"The Oklahoma Reading Initiative, Literacy First"

Duquesne University: "Boardlink Program"

Emeritus

Gayle Cooper

Linda H. Heindel

Dale K. Myers

Frank Santiago

Larry D. Winkler

Oakley Winters

Marlowe Froke Award

"A Conceptual Model of Ways to Encourage Adult Learner Connections"

Katherine C. Reynolds and Iris M. Saltiel

Crystal Marketing Award

University of Tennessee

"Smoky Mountain Field School Publications"

Special Recognition Award

Dr. Alexander Charters

Transition of Presidency

Outgoing President Varner thanked ACHE members and leaders for their support, assistance, and hospitality during the year. He especially commended Regis Gilman, Skip Parks, and Jim Baker for their diligent work on the annual meeting program and local arrangements. He called Jerry Hickerson to the podium to accept the gavel and assume the presidency of the Association.

Following the "passing of the gavel" President Hickerson expressed the Association's appreciation for Past President Varner's leadership and service. As a token of appreciation for the support that the Indiana State University gave Allen—and ACHE—during 2002-2003, Jerry presented a check for \$1000 to Allen for the scholarship fund at the university. Jerry then presented Allen with a special presidential certificate and recognition gift from ACHE.

Adjournment

President Hickerson declared the 65th annual meeting "adjourned."

Appendix A

Membership Report

	4/01/03	New	Cancelled	9/30/03
<u>Affiliate Class</u>				
Institutions Represented	12	1	3	10
Individual Representatives	16	6	3	19
<u>Institutional Class</u>				
Institutions Represented	378	16	21	373
Individual Representatives	1505	NA	NA	1462
<u>Professional Class</u>				
Institutions Represented	301	NA	NA	295

Individual Members	439	23	68	394
<u>Honorary Class</u>				
Individual Members	24	0	0	24

Members in 46 states, the District of Columbia, and 7 foreign countries (Canada, Jamaica, Japan, Mexico, Puerto Rico, Scotland, and United Arab Emirates). 1899 individuals representing approximately 678 different institutions and organizations.

New Institutional Members

Arizona State University-9	Ivy Tech State College-6
Boston Architectural Center-1	Inter American Univ-Ponce Campus-7
Brandeis University-1	Regis College-1
British Columbia Open University-11	Robert Morris University-4
CUNY-Bernard M Baruch College-3	St. Edward's University-7
Elizabeth City State University-5	Stark State College of Technology-6
Fashion Institute of Technology-3	Tec de Monterrey-10
Franklin Pierce College-1	Utah Valley State College-10

Cancelled Institutional Members

American International College-1	Monroe Community College-2
Belmont University-7	Niagara University-2
Bentley College-1	San Jacinto College North-7
ECPI College of Technology-5	Simmons College-1
Felician College-3	St Michael's College-1
Georgia Southern University-7	University of Arizona-9
Lakeland College-6	University of Houston-7
Marymount College-2	University of Illinois-6
Midwestern State University-7	University of Nebraska-Lincoln-8
Ursinus College-4	Vincennes University-Jasper-6
Utah State University-10	

New Professional Members

Alexander, Karen-7	D'Onofrio, Guy-7	Officer, Alvin-5
Bassett, Dorothy-4	Eaton, Eva-1	Rosenwald, Judah-9
Berryman, Davis-8	Ellis, Jane-1	Sigismund, William-2
Bowman, Jan-7	Goldberg, Melissa-3	Smith, Susan-4
Burns, Kimberly-1	Gonzalez, Berta-9	Swanson, Allan-6
Carter, Anita-8	Haynes, Warren-3	Trent, Cynthia-9
Deegan, James-7	Ingrassia, Thomas-1	Zecca, Marie-4
DeGabrielle, Gabe-10	Jackson, Beth-11	

Cancelled Professional Members

Anderson, Audrey-9	Kaufman, Allen-7	Simons, Melanie-6
Avila, Linda-7	Krutenat, Linda-11	Southby, Penny-11
*Boyle, Rich-7	Langenfeld, Anna-1	*Spaar, Dawn-4
Brannon, Jean-7	Leonard, Nancy-5	Storman, Devon-1
Brewer, Pat-7	Mackey, Barbara-6	Streefland, Jim-8
Brohel, Bette-2	MacNamara, Lois-4	*Sullivan, Karen-7
Broome, Charlotte-7	Martini, Michelle-7	Swoboda, Don-8
*Burns, Robert-10	Mulqueen, Joann-2	Swords, Brian-7
Burtch, Brian-11	Murrow, Wayne-8	Thompson, Suzanne-8
Chamberlain, Letitia-3	O'Connor, William-7	Trebnik, John-6
Chernin, Mark-3	Paist, Esther-6	Twardy, Edward-1
Chun, Helen-2	Petersen, Nancy-11	Upshaw, Martha-7
Culbertson, Deborah-5	Peterson, Jory-8	Vaughn, David-8
Dahlgren, John-9	Plumb, Gregory-8	Ventresca, Carol-7
Dill, Marcella-8	Powell, L Charles-5	Vincent, James-5

Dionne, Alice-11	Ramos, Marie-9	*Wadlington, Joyce-1
Edison, Rebecca-7	Rand, David-11	Weatherbee, Sandra-2
Ellis, Jane-1	*Richardson, Emily-4	Wells, David-7
*Feldman, Pat-9	Robinson, Catessa-7	*Wheeler, Rhonda-7
Gressette, Gail-7	Rollans, Mary Ann-7	White, Jessica McKenna-3
Howell, Karen-7	Ruggles, Jules-9	Williams, Yvonne-7
Inman, Rita-6	Schultz, Sue Ellen-7	Willits, Paula-7
*Isaacson, Larry-1	Sewell, Holly-8	

New Affiliate Members

Army Continuing Education Systems-5

Cancelled Affiliate Members

District Council 37 Education Fund-3

Elderhostel-1

Web University-9

*Became Institutional Member

Members By Region

Region	Institutional/ Affiliate	Professional/ Honorary	Total
Region I	181 / 1	48 / 1	231
Region II	68 / 0	12 / 2	82
Region III	79 / 4	20 / 2	105
Region IV	159 / 0	34 / 3	196
Region V	176 / 4	22 / 4	206
Region VI	122 / 0	59 / 2	183
Region VII	455 / 6	112 / 9	582
Region VIII	121 / 1	37 / 1	160
Region IX	56 / 1	26 / 0	83
Region X	21 / 2	12 / 0	35
Region XI	24 / 0	12 / 0	36
Total	1462 / 19	394 / 24	1899
	1481	418	

Appendix B

Financial Status

Accounts As Of 8/03

Cash in Bank – Checking	\$34,075
Invested Reserves	<u>18,841</u>
Total	\$52,916

Fund Balances

Emergency	\$10,000
Development/Venture	13,189
Capital	15,000
Transition	<u>25,000</u>
Total Designated Reserves	63,189
Total Operating Reserves	<u>(10,273)</u>
Total	\$52,916

Expenses

	2001 Budget	2001 Actual	2002 Budget	2002 Actual	2003 Budget	2003 8/31
Publications						
Newsletter	9,600	11,554	10,000	9,080	10,000	2,651
JCHE	15,500	15,887	15,500	21,678	16,500	12,241
Directory	11,000	9,988	11,000	11,662	5,500	425
Proceedings	4,600	5,347	4,600	6,172	500	500

Office Expenses						
Secretarial	38,950	57,722	38,950	44,784	39,750	20,885
Office Supplies	3,000	1,613	3,000	1,728	2,000	403
Printing/duplicating	1,500	1,007	1,500	1,354	1,500	1,030
Telephone	3,000	3,099	3,000	2,972	3,000	1,475
Postage	2,200	4,312	2,200	1,533	3,000	1,112
Computer Services	300	-0-	300	-0-	300	-0-
Accounting	6,100	6,195	6,100	6,425	6,500	6,625
Liability Insurance	1,800	1,732	1,800	1,883	1,800	-0-
Computer Operator	9,407	4,299	9,407	14,108	11,500	6,799
Miscellaneous	725	825	725	1,074	725	397
Travel						
General	1,800	4,937	1,800	4,157	1,800	1,779
Board Meetings	12,000	10,773	12,000	12,762	12,000	13,272
Presidential	5,000	4,292	5,000	5,917	5,000	6,828
Honorarium						
Executive VP	7,118	7,118	7,118	7,403	7,703	3,852
Administrative Exp						
Nominations/Elec	1,300	1,183	1,300	2,633	-0-	195
Research Committee	3,000	3,168	3,000	2,903	3,000	1,204
Annual Meeting						
Rec & Awards	2,200	1,643	2,200	2,175	2,200	-0-
Executive VP	400	315	400	115	400	-0-
Presidential	400	202	400	551	400	-0-
Administrative Chrgs	5,000	5,000	5,000	5,500	6,000	6,000
Replenish Dsg Resv	3,000	-0-	3,000	-0-	-0-	-0-
Regional Stipends	<u>7,200</u>	<u>13,000</u>	<u>7,200</u>	<u>9,100</u>	<u>7,400</u>	<u>2,600</u>
Total	156,100	175,211	156,100	177,669	148,478	90,273
Development Fund	23,768		18,051		1,811	
Capital Fund	<u>-0-</u>		<u>1,680</u>		<u>-0-</u>	
	198,979		197,400		92,084	

Income Financial Summary

Income:	8/01	8/02	8/03
Institutional Dues	90,967	85,532	101,827
Professional Dues	16,745	15,440	14,995
Miscellaneous			
Publications	3,986	1,807	2,169
Application Fees	1,400	2,300	2,000
Other	3,476	2,825	1,650
Interest, Dividends, & Increase in Investment Value	(11,766)	7,225	2,736
Balance from Previous			
Annual Meeting	<u>38,250</u>	<u>7,700</u>	<u>737</u>
Total Income To Date	143,058	122,829	126,114
Expenses:	8/01	8/02	8/03
Publications			
Newsletter	8,308	6,471	2,651
JCHE	14,651	14,909	12,241
Directory	9,988	11,661	425
Proceedings	<u>5,347</u>	<u>6,172</u>	<u>500</u>
Total	38,294	39,213	15,817
Office Expenses			
Secretarial	40,537	23,899	20,885
Office Supplies	1,041	883	403

Printing & Duplicating	1,007	443	1,030
Telephone	2,346	2,184	1,475
Postage	3,804	1,125	1,112
Computer Service	-0-	-0-	-0-
Accounting	5,445	6,165	6,625
Insurance	-0-	-0-	-0-
Computer Operator	2,636	7,427	6,799
Miscellaneous	<u>371</u>	<u>535</u>	<u>397</u>
Total	57,187	42,661	38,726
Travel			
General	1,585	2,361	1,779
Board Meetings	10,773	12,762	13,272
Presidential	<u>4,172</u>	<u>5,917</u>	<u>6,828</u>
Total	16,530	21,040	21,879
Honorarium			
Executive Vice President	<u>3,559</u>	<u>3,702</u>	<u>3,852</u>
Total	3,559	3,702	3,852
Administrative Expenses			
Committees	2,167	3,633	195
Annual Meeting			
Recognition & Awards	-0-	-0-	1,204
Executive VP	-0-	-0-	-0-
Presidential	74	72	-0-
Administrative Charge	<u>5,000</u>	<u>5,500</u>	<u>6,000</u>
Total	7,241	9,205	7,399
Regional Stipends	<u>13,000</u>	<u>9,100</u>	<u>2,600</u>
Total	13,000	9,100	2,600
Grand Total	135,811	124,921	90,273

Appendix C

2004 Budget

Income:

Institutional Dues	104,000
Professional Dues	16,000
Miscellaneous	9,000
Interest, Dividends, and Increase in Investment Value	4,000
Annual Meeting Income	<u>12,177</u>
Total Income	145,177

Institutional Dues	\$260
Affiliate Dues	\$260
Additional Members	\$ 25
Professional Members	\$ 60
Journal Subscriptions	\$40/\$50

Expenses:

Publications	
Newsletter	2,000
JCHE	18,500
Directory	425
Proceedings	500

Office Expenses	
Secretarial	39,750
Office Supplies	1,500
Printing & Duplicating	1,500
Telephone	3,000
Postage	1,800
Computer Services	300
Accounting	7,500
Liability Insurance	1,800
Computer Operator	11,500
Miscellaneous	500
Travel	
General	2,500
Board Meetings	12,000
Presidential	6,000
Honorarium Executive	
Vice President	8,003
Administrative Expenses	
Committees	
Nominations/Elections	195
Research Committee	3,000
Annual Meeting	
Recognition and Awards	2,200
Executive Vice President	400
President	400
Administrative Charge	6,000
Replenish Designated Reserves	6,404
Regional Stipends	<u>7,500</u>
Total Expenses	145,177

Appendix D

Resolutions

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Regis M. Gilman and Dennis "Skip" Parks, co-chairs of the 2003 Program Committee, and their colleagues on the committee, for this timely and valuable conference. The theme, "Continuing Education in the Era of Quantum Change", through diverse speakers, sessions, and workshops, has provided an array of new ideas, approaches, and resources useful to continuing higher education professionals. Regis, Dennis, and their committee have continued the long tradition of excellent conference programs by offering us a rich and rewarding learning experience.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Jim Baker of the University of Virginia School of Continuing and Professional Studies, Local Arrangements Chair, for hosting this annual meeting in Charlottesville, Virginia. Jim Baker, his committee, and staff truly have gone the extra mile to provide perfect arrangements and details for our enjoyment.

BE IT RESOLVED that the Association in convention assembled acknowledges its profound appreciation to President Allen Varner and to the Board of Directors for their outstanding leadership during the 2002-2003 year. Allen's presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. The strength of the Association and its membership is clear evidence of their excellent work.

BE IT RESOLVED that the Association in convention assembled, once again, acknowledge the outstanding service provided by Wayne Whelan as Executive Vice President and Irene Barrineau as Administrative Assistant and Office Manager of our home office. Through their attention to our needs, responsiveness to our requests, awareness of trends and issues, incorporation of effective electronic communication with the members, they continue to provide exceptional leadership and service to the Association. Be it further resolved that Wayne and Irene be commended for their efforts in providing our excellent newsletter Five Minutes with ACHE.

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

BE IT RESOLVED that the Association in convention assembled express our deep appreciation to Irene Barrineau for her work as editor of the 2002 proceedings. We thank Irene for the thorough and excellent report of our 2002 meeting in Birmingham, Alabama.

BE IT RESOLVED that the Association in convention assembled extends to Gayle Cooper and the University of Tennessee its sincere appreciation for the continued maintenance of the ACHE listserv, an excellent communication vehicle among an increasing number of participants.

BE IT RESOLVED that the Association in convention assembled commend 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 two of its past officers for their continuing leadership in the profession, recognized through Roger Sublett being named President of Union Institute and University, Cincinnati, Ohio, and Paula Peinovich being named President of Walden University, Minneapolis, Minnesota. Their leadership on behalf of students sets a high standard of excellence.

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

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

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Dr. Norman P. Auburn, former Dean of the Evening College at the University of Cincinnati and long-time President of the University of Akron. He was a founding member of the Association of Evening Colleges and served as its fifth President during the turbulent and difficult war-time years of 1943-1944.

BE IT RESOLVED that the Association in convention assembled remember those many colleagues, friends, and students whose lives are challenged in many ways. We remember in particular during our gathering this year those persons facing devastating fires in California. We recall fondly our gatherings in that state and extend our good will to those facing such disruption in their personal and professional lives.

Appendix E

Awards Committee

In order to stimulate, encourage, and reward outstanding contributions to the advancement of continuing education, the Association has established awards or honors for different categories.

During the past year, the members of ACHE were invited to nominate individuals and/or programs for the 2003 Association and Network Awards. Strong participation from the membership resulted in a number of outstanding nominations. Members of the Awards Committee and leaders in each network reviewed each nomination and reported to the Board of Directors their recommendations for association awards or honors.

Walter Pearson, Simpson College, Chair

Appendix F

Nominations Committee

President Allen Varner announced the results of the 2004 election for officers and directors-at-large:

President-Elect: Pamela R. Murray
Vice-President: Philip A. Greasley
Directors-at-Large: Maureen Connolly
Roger G. MacLean
Mary E. Wargo

Current President-Elect Jerry Hickerson automatically assumed the Presidency at the Charlottesville annual meeting.

Appendix G

Publications Committee

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

The Journal of Continuing Higher Education

The *Journal* continues to be a quality publication in continuing higher education. Last year the Committee recommended that a subscription campaign be conducted in 2003. Due to budget constraints the Board decided that it would not be in the best interests of the Association to conduct this campaign in 2003. It appears that we may be able to have a "perfect binding" format after all. The Editor is working on it. The ACHE Board approved the recommendation that the best article award be named after the first editor, Marlowe Frowke.

Proceedings

The *Proceedings* has been changed to mostly an online format in order to save money. This has worked well and the home office is to be commended.

ACHE Directory

The new online directory appears to be working well. Limited paper copies are available. Members are encouraged to use the online format and keep their information up-to-date.

Five Minutes With ACHE

With Board approval “Five Minutes” became an e-newsletter this year. This will save on printing and mailing and serve the members well. The newsletter continues to be a valuable and a quick information source for members. More articles from the regions and committees have appeared this year. The Committee recommends even more contributions from the membership.

ACHE Web Site

The web site is a valuable resource for members and holds the possibility of becoming a valuable promotional tool. The web site has been particularly useful in providing information on the Annual Meeting/Conference and awards. The Committee recommends that the web site address to put on every print publication of the Association.

Robert J. DeRoche, Chair

Appendix H

Council of Regional Chairs

The regional chairs conducted conference calls in February, March and September. Topics discussed included:

- Revitalizing the regions by identifying emerging adult education professionals (emerging both for reasons of youth and of a new focus on adult education) and specifically inviting them to participate at the regional level.
- Partnering with other organizations for regional meetings to build membership and attendance.
- Keeping all members involved at the regional level through renewed focus on membership, using regional meetings for informal “grassroots” exchange of ideas, using regional chairs’ meetings to exchange conference ideas, and conducting leadership institutes at the regional level.
- Finding ways to do professional development in the regions in the context of budget restraints without eroding attendance at the international conference.
- Expanding the reception for first-time attendees at the international conference to include information about the association and the profession.
- Providing workshops at the international conference for people with 3-5 years of experience in adult education to help fill gaps in their knowledge and experience without being labeled “beginners.”
- The advantages and disadvantages of two-year terms for officers. A *Five Minutes* article on the pros and cons of two-year terms was recommended, but no author has yet emerged.
- Development of regional websites. A common template has been tentatively approved, and website development will be discussed at the November Leadership Institute.
- The impact of the reduction in regional grants. Regions 9-10-11 canceled this year’s regional meeting as a result. The meeting will need to be held next year, or severe financial consequences will result.
- A provisional member status has been established for attendees at regional conferences who are neither institutional nor provisional members. For the remainder of that calendar year, provisional members will be included in the on-line directory, receive *Five Minutes*, and be afforded the membership registration rate for the international conference.

Appendix I

Research Committee

The Research Committee had limited activity during the past year due to the lack of funding for research grants. The committee is sponsoring a session at the 2003 Annual Meeting for presentations by the 2002 research award recipients. It is anticipated that ACHE will continue to support the research agenda and provide funds for future research grants.

Edna Farace Wilson, Convenor

Appendix J

Accelerated Learning Network Meeting

A small, but enthusiastic, group gathered to discuss ideas, issues and concerns involving accelerated degree programs and other non-traditional learning delivery systems. The experience of those in attendance ranged from a great deal, to none, but all were interested in exploring some of the perennial questions surrounding any form of shortened contact hour programs: accreditation issues, institutional buy-in, student satisfaction, curriculum development. There was a healthy debate over the issue of institutional development of accelerated programs, versus “the franchise” approach.

A listserv will be set up at Holy Family that would begin with those in attendance at the network meeting. All interested persons will be invited to join, by emailing Honour Moore, hmoore@hfc.edu. The agenda for the coming year is simply to provide a forum for those interested in the topic to share ideas, ask questions of those involved and share best practices.

Honour Moore, Convenor

Appendix K

Community and Two-Year Colleges

- Posted notice about our network on ACHE listserv
- Developed an email list for 2 year and community colleges to share information
- Monthly news brief will go out on HOT issues for 2 year and community colleges email
- Sent letters to all 2 year institutions suggesting they attend Charlottesville Annual Meeting
- Emails sent to all 2 year and community colleges requesting they attend Charlottesville Annual Meeting

Ruth M. Romano, Convenor

Appendix L

Corporate Learning Network

The inaugural meeting of the Corporate Learning Network will take place during the 65th Annual Meeting of ACHE at Charlottesville. However, that doesn't mean that nothing has occurred in this, the newest of ACHE's professional networks. At the president's request, Co-

Chairs Doug Lynch of NYU and Joe Nairn of RIT solicited the ACHE list serve to invite people to join the commission and received 120 requests to join, including 25 from non-ACHE members. The Corporate Learning Network will work with membership to convert the non-members to ACHE membership, or to appropriate affiliated status.

A subsequent survey to the 120 potential members revealed that about 75 percent of those who want to join will not be joining us here in Charlottesville (with budget cuts cited as the major reason). In the survey, there was clear consensus among the group as to the purpose of the network (indeed, every member asked for basically the same things):

- Opportunities to network with other colleges interested in and providing corporate learning;
- Workshops and other learning opportunities to help colleges design, develop, market and implement corporate training programs;
- Information on trends, best practices and challenges that peers face;
- Develop a collaborative ACHE Commission strategy to approach potential clients.

We will discuss these suggested goals at the annual meeting. However, in order to demonstrate the value to the membership, we propose other immediate steps:

- Conduct a workshop at the Region III annual professional development day which could be replicated and we will launch a voice over IP web seminar sometime in the winter;
- Conduct a web workshop using voice-over IP technology.

We are most excited about opportunity #4, because it can add real dollar value to members. We envision having members present on behalf of ACHE at corporate venues such as ASTD, TDF, and CUX and winning consortia contracts for custom corporate training.

Appendix M

Faculty Best Practices Handbook Network

Recently, the ACHE listserv received a query regarding adjunct faculty handbooks. The follow-up responses indicated that, while a few institutions have a handbook, many more are interested in implementing one. A number of you volunteered to work on a project to develop a "best practices" adjunct handbook and others expressed the "need" for a new ACHE Network. To respond to your expressed need, the Faculty Best Practices Handbook Network has been created. ACHE is very pleased and honored to announce that Anver Suleiman, CEO, Luntz, Suleiman & Associates, Inc. will serve as chairperson of this new network. Future network/association activities include:

- establishing an ad hoc Network on Best Practices Handbook
- soliciting, via the listserv, volunteers to serve
- soliciting inputs via "5 Minutes"
- the Network will gather inputs and craft the Best Practices Handbook
- ACHE will publish the Handbook via its website
- the Network would have the option of presenting a session at the 2004 annual meeting.

Anver will solicit inputs via the ACHE listserv. Or you can contact him re the project at anver@aol.com

Also, information regarding Anver Suleiman and Luntz, Suleiman & Associates, Inc may be found at the following web site www.luntzsuleiman.com

Appendix N

Institution-Community Engagement Network

Recently the Outreach Scholarship Conference 2003, "Excellence through Engagement" was conducted in Madison, Wisconsin. Many, if not all land grant institutions were represented by major decision makers at the conference. The gist of the conference was to celebrate the contributions the universities have made to society, and to call upon the institutions and the communities to do more and to do it better. The 2003 Outreach Scholarship Conference provided an opportunity for participants to explore the issues and initiatives of engagement from both university and community perspectives. The conference tracks were derived from guiding characteristics of engaged institutions, as described in the 1999 Kellogg Commission report, *Returning to Our Roots: The Engaged Institution*—i.e., institutions of higher education share a common belief that outreach education, community engagement and applied research are important components of excellence in higher education.

On Tuesday, October 14, the president of ACHE was introduced to the over 450 conference attendees. There is a definite interest on the part of the Engagement program committee people to establish a link with ACHE. i.e., this year UCEA's Community of Practice on Scholarship of Engagement sponsored a breakfast roundtable discussion (no cost to UCEA). I see ACHE sponsoring a similar activity next year.

To meet the need, a new network entitled the Institution-Community Engagement Network has been created. Dr. Louis Jensen (a former continuing education dean with over 35 years of experience and who is the leader in the engagement arena) has agreed to chair the network. Phillip Greasley who attended the conference and agrees that such a network is appropriate has agreed to act as the ACHE Board Liaison to the network.

Our vision for the network includes: 1) Establish an ad hoc Network on Institution-Community Engagement; 2) the convener will solicit, via the listserv and "Five Minutes", volunteers to serve; 3) the Network will gather inputs and craft the best practices Institution-Community Engagement guidelines; 4) the Network will gather inputs and identify Institution-Community Engagement models; 5) ACHE will publish the guidelines and models via its website; and 6) the Network will have the option of presenting a session at the 2004 annual meeting in Newport, Rhode Island.

This Board announcement will be followed with listserv announcement for the purpose of informing ACHE membership that the Institution-Community Engagement Network will convene for the first time in Charlottesville.

Using the "Excellence Through Engagement" participant list we will also: 1) invite each "Excellence through Engagement" attendee to our 03 conference, and 2) announce the new creation of the new Institution-Community Engagement Network.

Appendix O

Instructional Technology and Distance Learning Network

The network has met once since the annual meeting via telephone conference call. Agenda items have included discussion of the course management systems, learning objects, institutional level evaluation, commercial providers of online noncredit programs, and a "round-the-room" discussion of developments in technology.

In addition, the Instructional Technology Network group (or the Tech Team as we like to call ourselves) held a teleclass "Gaining Control and Plugging the Leaks in Your Time & Energy Tank" on January 21. This was a professional development opportunity conducted via conference

phone and powerpoint slides sent to participants prior to the date of the event. About 8 Tech Team members participated.

Eight nominations were submitted for the Creative Use of Technology Award. Winners for this award have been determined. One was awarded in the non-credit arena and one in the credit arena. The names will be announced at conference. The information has been forwarded to the national awards committee.

Three articles were prepared for "5 minutes with ACHE."

Mary S. Bonhomme, Convenor

Appendix P

International Network Committee Report

Potential Initiatives for the Network

1. Technology Partnerships. American universities are among the leaders in developing highly interactive, multimedia technology applications for distance education. Universities in most regions of the world would welcome partnerships with those American universities that are leaders in the application of technology to continuing and distance education. The partnerships fall into two categories.

The first is a partnership with a foreign university with strong multimedia involvement for co-development of courses and multimedia applications. My development group at Indiana University has such partnerships with several universities in Malaysia and we have found them to be very productive. In these partnerships we have developed new tools and applications rather than courses, simply because there is less bureaucratic red tape involved in application development than in co-development of courses. However, I do feel there is an opportunity for both, and courses co-developed by universities from different countries about topic areas of interest to both are less likely to exhibit any cultural or political bias. American universities that specialize in area studies would make excellent candidates for such partnerships.

The other type of technology partnership involves the pairing of American universities with multimedia expertise with universities in other countries wishing to more effectively utilize technology in continuing and distance education. There are many regions, such as Africa and the Middle East, that have not adopted technology applications as rapidly as North American, European, and Asian universities. I have been giving workshops and multimedia training seminars in Asia, the Middle East and Africa for about five years and have found them to be receptive audiences and rewarding experiences. In many cases the infrastructure for the Internet in these countries is not well developed, however good use can be made of CDROM's and other downloadable applications. USAID, among other federal funding agencies, has grants available for such activities.

I would like to propose that we discuss setting up some sort of informal clearinghouse for member institutions wishing to participate in such partnerships, and identify partner institutions interests in seeking funding for development and training projects.

There is an interesting article that illustrates the pitfalls and benefits of technology adoption in Egypt by Mark Warschaur from UC Irvine at:
<http://www.edpolicy.org/research/index.php>

Degree and Course Program Partnerships

Despite the apparent glut of American universities offering degree programs in other countries, there is still a very strong market for distance degree partnerships in many regions of

the world. Many American universities have either distance programs available in other countries or extension campus facilities. Some are highly successful, and some fail either because of cost or because of a lack of name recognition. The imprimatur of some accreditation agency or unbiased organization results in more ready acceptance by international students of degree programs from American universities with which they are not particularly familiar. The success of such organizations as CIETA is an example of this.

Degree and course partnerships would have to involve the use of some courses from "home" institutions in these countries in order for the cost of the degree to be within the means of international students. This should not be a problem as regional accreditation bodies (I am most familiar with NCA) allow transfer of credit from international universities that are accredited by their countries, as long as the transfer guidelines are met. These programs are often called "two + two" programs and they are extremely popular in Asia and becoming popular in the Middle East.

Another possibility is the licensing of American distance education courses to universities in other countries. This has proven to be successful and profitable at Indiana University and it reduces the cost for foreign universities and provides income with little administrative overhead for American universities.

I would like to propose that we discuss the creation of some sort of clearinghouse for ACHE members wishing to market their courses and degrees in other countries. Clearly, much discussion would need to take place about format, liabilities, member responsibilities, etc.; however, it might provide a valuable service both to the member institutions and international students wishing to pursue an American degree program.

Jeremy Dunning, Convenor

Appendix Q

Older Adult Learners Network

The OAL Network last met at the annual meeting in Birmingham in 2002. The group discussed various topics including ongoing leadership within the network, the Exemplary Program Award, and ideas for promotion of the importance of older adult learning and its impact on continuing education.

Charlene Martin agreed to act as Network convener for the upcoming year and Edna Wilson agreed to continue in her role as chair of the OAL Exceptional Model Program Award Committee.

Activities since the Birmingham meeting include the updating of the OAL Network membership list, submission of three articles concerning OAL to "Five Minutes," several e-mail communications sent to the Network membership, an article on older adult learning was published in the *Journal for Continuing Higher Education*, and a proposal for a presentation at the Charlottesville annual meeting was submitted and accepted by the Program committee.

The session at the annual meeting is entitled "Reaching Baby Boomers Now and in the Future" presented by Peter Balsamo of Coastal Carolina University, Charlene Martin of Assumption College, Marge Yanker of University of South Carolina at Beaufort, and Bill Kallio of AARP.

Charlene L. Martin, Board Liaison and Convener

Appendix R

Professional Development Network

- Activities since 2002 Annual Meeting:
- Communicated with Board liaison, Dr. Denise Hart, regarding network purpose and possible future activities
 - Set up email list of persons who have expressed an interest in working with the Professional Development Network
 - Communicated with network members regarding possible activities
 - Submitted three articles for inclusion in *5 Minutes With ACHE* before deadline in each case
 - “The Professional Development Network” (Introduction), March, 2003 issue
 - “Ementoring: Professional Development Network” May, 2003 issue
 - “Professional Development Network: Mark Your Calendars” June, 2003 issue
 - Developed a program for presentation at Roundtable, “Establishing an e-Mentoring Service for ACHE” in cooperation with members Dr. Denise Hart (Board Liaison) and Ms. Paula Hogard
 - Presented a promotional memorandum inviting membership to attend the Network’s Annual Conference program on the Association’s Listserv, September 18, 2003
 - Presented a promotional article encouraging membership to attend the Network’s Annual Conference program in “5 Minutes with ACHE” in October 1, 2003 issue
- Goals and/or objectives achieved prior to 2003 Annual Meeting:
- Attained Roundtable time slot for PDN’s sponsored program: Tuesday, November 11 2003 from 1:30 to 2:30 p.m.
 - With Dr. Denise Hart (Board Liaison) and Ms. Paula Hogard, prepared Roundtable program for conference: “Establishing an e-Mentoring Service for ACHE” (PDN-member conducted at no cost)
 - Informed listserv to promoting the proposed ementoring service to members May 13, 2003
 - Developed agenda for PDN business session, Tuesday November 11, 2003 at 2:30 to 3:30 p. m.
 - Objectives for session:
 - Solicit and enlist volunteers to serve as screening committee to match mentors and protégés
 - Begin to develop pool of qualified volunteers to serve as mentors for ementoring network
 - Establish guidelines for service, with built-in assessment process
 - Appoint volunteers to monitor mentoring relationships
 - Determine interests in future programs and activities
- Graduate Studies Scholarship
- Notified sole applicant of unavailability of scholarship due to current fiscal limitations June 4, 2003
 - Informed applicant that application would be given full consideration should funds become available during current fiscal year, but that re-application would be necessary for consideration during any subsequent fiscal period

Charles Hickox, Convenor

Appendix S

Program Committee

Regis Gilman, Appalachian State University
Dennis "Skip" Parks, California Polytechnic University-San Luis Obispo
Jim Baker, University of Virginia
Irene Barrineau, ACHE Home Office
Ronald Blankenstein, College for Lifelong Learning
Pam Collins, Alpha Sigma Lambda
Linda Crossett, Indiana State University
Lisa DiBisceglie, Caldwell College
Christopher Dougherty, Philadelphia University
Dan Dowdy, Mary Baldwin College
Scott Evenbeck, Indiana University Purdue University @Indianapolis
Tom Fuhr, SUNY-Potsdam
Lee Glines, Brigham Young University
Roxanne Gonzales, Colorado State University
Art Hoover, Eastern Michigan University
Donna Keene, University of Alabama
Roger Maclean, University of Wisconsin-Madison
Cecelia McDaniel, Winston-Salem State University
Larry McMillin, Northwest Nazarene University
Joseph Nairn, Rochester Institute of Technology
Walter Pearson, Simpson College
Kathleen Rivera, SW Texas Junior College
Dennis Robertson, CSU, San Bernardino
Phil Sisson, Community College of Rhode Island
Tish Szymurski, Neumann College
Lou Workman, Southern Utah University

Appendix T

Officers, 2002-2003

President
Allen Varner, Indiana State University

President-Elect
Jerry Hickerson, Winston-Salem State University

Vice President
Pamela R. Murray, Mary Baldwin College

Immediate Past President
Robert Leiter, University of Tennessee, Knoxville

Appendix U

Board of Directors

Lisa Braverman,
Chris Dougherty, Philadelphia University
Philip A. Greasley, University of Kentucky

Denise M. Hart, Farleigh Dickinson University
 Art Hoover, Eastern Michigan University
 Charlene L. Martin, Assumption College
 Rick Osborn, East Tennessee State University
 Dennis "Skip" Parks, Cal Poly State University

Appendix V

Regional Chairs

Region I

Maureen Znoj
 College for Lifelong Learning

Region II

Joseph Nairn
 Rochester Institute of Technology

Region III

Sarah Fowler-Rogers
 Westchester Community College

Region IV

Jacqueline Seguin-Mandel
 Arcadia University

Region V

Linda Martinak
 Mt. St. Mary's College & Seminary

Region VI

Roger Maclean
 University of Wisconsin-Madison

Region VII

Pauline Drake
 Spelman College

Region VIII

Clair Fisher
 Simpson College

Region IX

Clare Roby
 CSU-Chico

Region X

Lou Workman
 Southern Utah University

Region XI

Sandra Gladney
 University of Oregon

Appendix W

Roll of Past Presidents and Annual Meetings

<u>Year & 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

Appendix X

Citations for Leadership

<u>Year</u>	<u>Place</u>	<u>Recipient</u>
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Palm Springs	Clifford Baden, Morris Keeton
1997	University Park	Henry Spille
1998	Fort Worth, TX	(no award given)
1999	Cincinnati	Robert Kegan
2000	Myrtle Beach	K. Patricia Cross, Donna S. Queeney
2001	Vancouver	Stephen Brookfield

66th Annual Meeting

Association for Continuing Higher Education



“Lifelong Learning: Crossing Bridges into New Territories”

Newport, Rhode Island

Hosted by: Community College of Rhode Island