

DEANS AND DIRECTORS INSTITUTE

Transforming Organizations—Executing Strategic Shifts

Pre-conference Chair: JENNIFER STINE, M.I.T.

The private sector and higher education are both struggling to develop new organizational models in response to challenges, such as new technologies, demographic shifts, and a globalized economy. Continuing higher education organizations are aligning their programs with the missions of their parent institutions and simultaneously trying to capitalize on continuing education's special capacity for innovation. Sophisticated administrators are needed by contemporary complex university organiza-

8:00–8:15 a.m. WELCOME: PRE-CONFERENCE OVERVIEW
JENNIFER STINE, Executive Director, Professional Educational Programs, Massachusetts Institute of Technology

8:15–9:15 a.m.
Opportunities for a University Leader to Transform an Institution

Presenter: MARTHA PIPER, President Emeritus, University of British Columbia

9:15–9:30 a.m. BREAK

9:30–10:30 a.m.
Institutional Leadership: Bringing the Leaders in a Decentralized University Together to Advance Institutional Goals

Presenters: JENNIFER STINE, M.I.T., DENNIS PENDLETON, Dean and GENE CRUMLEY, Director, Executive Program, University of California, Davis

Presenters will discuss the programs that their respective institutions have designed to cultivate leadership talent within the university. Stine will focus on M.I.T.'s distributed leadership model. The University's year-long program for senior administrative leadership talent is based on the assumption that leadership cannot be confined to a CEO, but needs to permeate all levels of the organization. Pendleton will discuss UC Davis efforts to enhance leadership capacity on campus. He will review the origin and evolution of leadership development programs for faculty and administrators that UC Davis Extension has created in partnership with others in the University. Crumley, Director of the Executive Program at UC Davis Extension, will discuss some of the leadership programs he has developed and their impact on the University.

tional structures, yet too few institutions make development of administrative talent a priority. Meanwhile, there is increased appreciation that competitiveness in a global economy depends on the capacity to build and maintain a highly skilled workforce. Continuing education organizations are being counted upon to play a larger role in advancing regional economic development agendas. This seminar will explore how continuing higher education organizations and professionals in the field are changing to remain effective in the face of new conditions.

10:30–11:15 a.m.
Integrating Organizations Strategically, Streamlining Structures, Engaging with Communities

Presenter: DAVID WILSON, Chancellor, University of Wisconsin Colleges and Extension

Ever since their founding in the nineteenth century, UW Colleges and UW Extension have been statewide institutions with a shared commitment to extension and access. In 2005, the University decided to unite these two organizations. A new Chancellor was named and given the challenge of increasing the effectiveness of both organizations by integrating them into a single institution. Wilson will discuss how, in his role as Chancellor, he has approached integration strategically, the processes that he has initiated to promote the crafting of a "shared vision," and the unanticipated successes and obstacles that he has encountered along the way.

11:15 a.m.–12:30 p.m.
Moving from a Marketing to a Sales Continuing Education Focus

Presenters: CAROL VALLETT, Co-Director, University of Vermont Division of Continuing Education; CYNTHIA BELLIVEAU, Co-Director, University of Vermont Division of Continuing Education; JOHN HUGHES, Provost, University of Vermont

The University of Vermont's provost, together with the co-directors of the institution's Division of Continuing Education, will describe how continuing education has realized continuing growth while aligning its programs with the University's strategic priorities—namely, global learning, health and the environment, education, and economic development. Hughes will discuss the relationship between the University Administration and the Division of Continuing Education and the expectations of both parties. The continuing education co-directors will discuss the Division's flattened hierarchy, partnering with departments, use of financial incentives, branding, customized training, the unit's Vermont business center, and focus on summer school.

12:30 p.m. LUNCH



Stine



Piper



Pendleton



Crumley



Wilson



Vallett



Belliveau



Hughes

EDUCATIONAL TECHNOLOGIES

Planning for New Learning Technologies—Deciding When to Take Off and Where to Touch Down

Pre-conference Chair: ROBERT MANUEL, Georgetown University

Rapid advancements in technology promise transformation of teaching and learning. Moreover as the cyberlearning environment evolves globally, it will reach ever more individuals and likely advance the trend toward international collaboration. However taking advantage of opportunities offered by technological innovations requires a cultural shift. For higher educa-

tion this raises a host of strategic, pedagogical and economic challenges. University continuing and professional education organizations frequently are at the forefront of creating new learning environments and thus, positioned to demonstrate the potential of e-learning for improving teaching and learning. But deciding when to move and where to take an initiative is seldom obvious.

8:15–8:30 a.m.

WELCOME AND WORKSHOP OVERVIEW

ROBERT MANUEL, Dean, Georgetown University

8:30–9:30 a.m.

New Learning Technologies: Mirage, Miracle or Muddle?

Presenter: JOHN DANIEL, President and CEO, Commonwealth of Learning

Daniel will discuss the future of global higher education in light of the projected expanding demand in the developing world, available distance education technologies, and quality assurance concerns.

9:30–9:45 a.m.

BREAK

9:45–10:30 a.m.

Innovations in Online Education: 3D Virtual Worlds, Gaming and Simulation

Presenter: HENRY LEITNER, Harvard University

Learning environments, such as Second Life, have begun to permeate the landscape of online professional and continuing education courses, allowing students at a distance to interact and develop a real sense of community. Other technologies, such as gaming and simulations, afford experiential learning that engages the student in ways that lectures and textbooks cannot.

10:30–11:15 a.m.

Faculty Development: Innovative Models in Curriculum and Instruction

Presenter: CAROL HOLDER, Director of Faculty Development, Cal State University, Channel Islands

Technological changes come on rapidly for both students and faculty. For faculty members, the challenge is to know how and when to adapt to these changes, whether it involves matters of presentation style or learning environment. This session will look at ways to facilitate this adaptation for faculty members and how to remove the barriers—whether physical, psychological, or economic—that can impede these changes.

11:15 a.m.–12:30 p.m.

Using Technology Produces a Significant Difference?

Presenter: DIANA OBLINGER, Vice President, EDUCAUSE

Whether technology makes a difference in student learning, according to Oblinger, depends on how it is used. Students insist that they like the face-to-face interaction with other students and faculty. In a world where “being with others” is increasingly multimodal, effective use of technology implies changing the learning environment. When technology is used principally for information dissemination without altering the pedagogy, the opportunity to use technology to problem-solve or to change learning outcomes is likely lost.

12:30 p.m.

LUNCH

WEDNESDAY, 4.11.07



Manuel



Daniel



Leitner



Holder



Oblinger

Note: Separate registration and fee are required. See registration form.

GLOBAL ASSOCIATES PRE-CONFERENCE INTERNATIONAL SYMPOSIUM



“Go East Young Man?” Opportunities and Challenges Presented by China

12:30–4:30 p.m.

Moderator: SUSAN NESBITT, Director of Continuing Education, University of Connecticut and Chair, UCEA Global Associates Knowledge Network

Speakers: TIMOTHY CHEEK, Professor and Chair of Chinese Research, Institute of Asian Research, University of British Columbia; JAMES PAPPAS, Vice President for University Outreach, University of Oklahoma; SARAH STEINBERG, Associate Dean, Krieger School of Arts and Sciences, Johns Hopkins University; GAOMING ZHANG, Doctoral Student in Learning, Technology and Culture, Michigan State University

As China’s astounding economic growth pushes it towards becoming the world’s fourth largest economy after the United States, Japan and Germany by the end of this year, the size of its middle-class population has grown by hundreds of millions, giving rise to an insatiable demand for higher education. In response, the Chinese government has introduced a number of new measures to expand access to higher education. One such measure was opening up the sector to joint efforts between Chinese universities and their international counterparts which, according to the World Bank, has resulted in more than 700 foreign academic programs in operation in China today. China’s Ministry of Education estimates that 124 million Chinese will reach college age by 2008 and that the country needs to establish at least another 800 colleges in the next 15 years to meet the demand for post-secondary education. Given that the government’s priority in public education spending over the next five years will be rural primary education, China’s higher education sector has no choice but to finance its development through private companies and foreign universities.

With the lure of the size of the Chinese market, many U.S. and Canadian institutions have already started programs there and many more are seriously considering moving in that direction. But as many of the business entrepreneurs who came before them learned the hard way, American and Canadian educators are finding that the streets of China are not paved with gold and that there are many pitfalls.

TIMOTHY CHEEK will start the Symposium by setting the stage for discussions that will follow. He will speak about contemporary China, its importance in the region and the world, and some of the challenges that the country faces such as democratization and the role of intellectuals, a special research focus of his. He is the author of many books and papers, including *Mao Zedong and China’s Revolutions: A Brief History with Documents* (Boston: Bedford Books).

JAMES PAPPAS will present an interesting example of a partnership between private sector, government, university, and a Chinese company, Nanjing Automobile Group Corporation (NAG). The agreement calls for NAG to build MG automobiles in Ardmore, Oklahoma (along with plants in Nanjing, China and Birmingham, England) in partnership with the state, city, a Native American tribe, and the University of Oklahoma. Criteria and guidelines for successful international partnerships will form a central part of the presentation.

SARAH STEINBERG will address the issue of customizing professional curricula for international markets by presenting a Johns Hopkins case-study of the M.S. Bioscience Regulatory Affairs degree that she and her colleagues have developed for the Chinese market. In addition to pointers about international partnerships, the presentation will also provide valuable insights into developing a multi-disciplinary degree program for overseas delivery.

GAOMING ZHANG will examine the issue of online higher education in China by presenting her research on Internet Colleges. Among the new measures introduced by the Chinese government to increase access to higher education, is the formation of “Internet Colleges”—units within existing universities that are dedicated to offering higher education programs online. Zhang and her co-authors recently published their research findings in *EDUCAUSE Review* in an article entitled “The Life of Internet Colleges: Policies, Problems, and Prospects of Online Higher Education in China.” This presentation will be of interest to any educator or institution of higher education that is contemplating developing and/or offering an online course or program in China.



Nesbitt



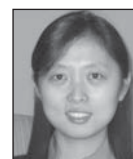
Cheek



Pappas



Steinberg



Zhang

WEDNESDAY, 4.11.07

CIVIC ENGAGEMENT/LIBERAL LEARNING PRE-CONFERENCE

How University Continuing Education Is Making a Difference in the Civic Life of Communities

Pre-conference Chair: JEFFREY ROSEN, Loyola University

Teaching, research, and community service are the three chief guideposts that describe faculty life and form many of the social commitments of our institutions. University Continuing Education, with its roots in outreach and external affairs, has long been associated with extending the academic mission of the University into

diverse communities. Yet our effort to develop innovative curricula or to cultivate fresh audiences often takes over our focus, and civic engagement becomes less a driver for our strategic planning than an unintended consequence of our programmatic success. By contrast, this session examines programs that are designed to promote civic engagement as the primary organizing principle which makes the new and innovative possible.

1:00–2:15 p.m. WELCOME

JEFFREY ROSEN, Dean, Loyola University and Pre-conference Chair

Tapping the Skills of Retiring Boomers to Address Community Needs

Presenter: MARC FREEDMAN, founder and President, Civic Ventures

With more people living longer and healthier lives, traditional visions of retirement as leisure are becoming increasingly obsolete. Recent U.S. surveys confirm that a majority of baby boomers aspire to continue working after retirement, at least part-time. Freedman believes that employers would do well to develop flexible job positions and that higher education institutions can play an important role by creating continuing education programs that prepare retirees for new careers. All in all Freedman views the aging baby boomer generation as a huge, potential asset for society. In this session, he will discuss how to identify community needs and create appropriate responses that take advantage of boomers' skills and experience.

SHANNON will explore why adults enrolled in the University of Chicago's Basic Program of Liberal Education for Adults in the Graham School find that the classic works of Western culture have continuing relevance, and that reading and discussing them with a knowledgeable instructor helps them to develop their own responses to some of society's enduring issues. He will also address the Graham School's connection to important civic partnerships, including the N.E.H. sponsored "Odyssey Project," and the University's Civic Knowledge Project.

STALLARD will discuss the holistic approach adopted by the University of Virginia's School of Continuing and Professional Studies' in an effort to enhance the school experience of students in the state's 132 school districts. Stallard's organization has created an array of degree and professional development programs with the aim of improving the performance of all school personnel who have the potential to contribute to students' success, including administrators, teachers, and support staff.

GONZALEZ will discuss the Citizens Academy, jointly sponsored by University College, F.O.C.U.S. Greater Syracuse, Onondaga County and the City of Syracuse. By informing citizens about how local government is organized and how services are funded and delivered, the Academy seeks to encourage citizens' involvement in the community to help sustain quality-of-life for present and future generations

2:15–2:30 p.m. BREAK

2:30–3:45 p.m.

Purposeful CE: Putting Civic Engagement in Continuing Education

Panel: HUI CHEN, Dean, Princeton Theological Seminary; DANIEL SHANNON, Dean, University of Chicago Graham School; SONDRRA STALLARD, Dean, University of Virginia; BETHAIDA GONZALEZ, Interim Dean, Syracuse University

Historically, both public and private university continuing education organizations have embraced a community engagement mission. The programs that emanate from this mission are varied in approach and curricula. What many have in common, however, is a strong commitment to collaboration between university and community experts in order to promote the quality of life in their communities. How are continuing education organizations choosing to engage with community? And what impact are they having?

CHEN will discuss Princeton Theological Seminary's CE organization's efforts to bring law enforcement professionals, teachers, church leaders and social workers together to address gang violence in the community.

3:45–4:30 p.m.

Telling Their Stories: Giving Voice to the Community

Presenter: TOM RANKIN, Director of the Center for Documentary Studies, Duke University

For the last decade, Duke University's Center for Documentary Studies has been an important resource for teachers, youth, and citizens wishing to learn or develop documentary skills. The Center promotes documentary work that cultivates progressive change by amplifying voices, advancing human dignity, engendering respect among individuals, breaking down barriers to understanding, and illuminating social injustices. CDS focuses on documentary work grounded in collaborative partnerships and "values documentary work that balances community goals with individual artistic expression." Rankin will discuss how the Center selects its projects, the value of providing continuing education courses to citizens interested in acquiring documentary skills, and how storytelling and visual literacy can help people come together to make their communities better places to live.



Rosen



Freedman



Chen



Shannon



Stallard



Gonzalez



Rankin

Note: Separate registration and fee are required. See registration form.

WEDNESDAY, 4.11.07

ASSESSMENT

Assessment of Student Learning and Regional Accreditation: Partners in Response

Pre-conference Chair: EMILY RICHARDSON, Widener University

The recent release of the Spellings Commission Report on the Future of Higher Education calls upon institutions of higher education to be accountable for student learning. Yet, during the past few years, all of the regional accreditation agencies

1:15–2:15 p.m.

Institutional Accountability—Accreditation as a Force for Quality or in Need of Change?

Presenter: STEVEN CROW, President, The Higher Learning Commission

The Spellings Commission report tended to blur the lines between institutional accountability and accreditation. The Commission recommended the establishment of an easily accessible accreditation framework and reporting system that would allow comparisons of student learning outcomes among institutions nationally. Also, accreditation agencies were faulted for recommending that institutions hire additional staff rather than promote efficiencies in the face of rising tuition fees. Crow will discuss accreditation's decade-long focus on student learning outcomes, why the one-size-fits-all approach to college performance is problematic, the type of conflict that can emerge when cultures of evidence diverge, and the need for higher education institutions to better connect with the public and its needs.

2:15–2:30 p.m.

BREAK

2:30–3:15 p.m.

Assessing Student Learning Outcomes: Measuring Progress and Making it Meaningful for Accreditation and Beyond

Presenter: BRIGITTE VALESEY, Assistant Provost for Assessment of Student Learning, Widener University

This session will respond to questions concerning assessment of student learning outcomes for accreditation: what types of data, how much data, how often do we collect data, and how do we use the data effectively? This session will explore ways that accreditation relies on evidence from an ongoing cycle for assessment that ensures systematic collection and use of data. Suggestions will follow for making assessment processes manageable and meaningful to your continuing education program.

have had an increased focus on “outcomes.” This half-day event will provide all continuing education professionals an opportunity to understand how regional accreditation is not only holding colleges and universities accountable, but also how peer institutions are meeting this new challenge of measuring student learning outcomes.

3:15–4:30 p.m.

Preparing for an Accreditation Visit: Learning from the Recent Experiences of Your Continuing Education Colleagues

This panel will discuss how the assessment of student learning outcomes has played a key role in recent accreditation visits, regardless of the type of programming and/or the area of the country.

Facilitator: EMILY RICHARDSON, Dean, Widener University

Panelists:

SYBIL SMITH, Brandeis University: A Graduate Program Review. The Brandeis Rabb School of Graduate Professional Studies prepared for two years for the decennial visit of the New England Association of Schools and Colleges in November 2006. The focus was on the re-development of courses and the creation of assessments related to desired student outcomes. The programs had not been previously reviewed, and all of the work was done with support of the entire adjunct faculty.

KAREN VIECHNICKI, Capella University: A Continuous Quality Improvement Program Review. Capella University went through an AQIP “check up” in May 2006. AQIP stands for Academic Quality Improvement Program, which focuses on continuous improvement. It is the alternative to the traditional accreditation process that is carried on by the Higher Learning Commission.

CHUCK WIGHT, University of Utah: A State University Review. Learn how a continuing education division in a large state university responsible for distance education, lifelong learning, youth education, professional development and ESL handled an accreditation visit focused on student learning outcomes from the Northwest Commission on Colleges and Universities.



Crow



Valesey



Richardson



Smith



Viechnicki



Wight

Note: Separate registration and fee are required. See registration form.

WEDNESDAY, 4.11.07

7:00 a.m.–6:00 p.m.

CONFERENCE REGISTRATION

4:00–7:00 p.m.

EXHIBIT HALL OPENS

This year's Exhibit Hall is designed to be an integral part of your learning experience. Examine a superb range of new services and technologies, find the experts you need, plus view this year's award winning marketing pieces from CE units nationwide.

4:30–5:30 p.m.

POSTER SESSION PRESENTATIONS

An informal information exchange with your peers. The following topics will be presented:

Track 2: Civic Society and Community Engagement

Leadership in Training: Pathway to the University

Presenter: NATE FRIEDMAN, University of Utah

Through the development of two Leadership in Training (LIT) programs, Youth Ed has enhanced an ongoing effort to engage diverse communities in university activities. The Leadership in Training program consists of two multi-week camps for middle school students that allow them to develop and expand their leadership skills.

Although this program is open to the entire community, the focus is on recruiting students from diverse backgrounds and economically challenged households. To recruit these students, Youth Education created partnerships with schools in west side communities, which tend to support a more diverse population. The result was that these students developed a relationship with the University and experienced the University as a welcoming place.

Track 4: Continuous Re-invention: The Value and Values of Continuing Education

Researching and Implementing Appropriate Admissions Policy for Adult Learners

Presenters: LAURIE G. DODGE and KAREN R. GRAHAM, Chapman University

A portfolio admissions option for graduate students was initiated by this university. The Graduate Admission Committee uses a scoring rubric to assist in rendering admission status. Portfolio students and traditionally admitted students (N=256) were compared on motivation, academic expectation, confidence, study habits, and success in graduate school.

Track 4: Continuous Re-invention: The Value and Values of Continuing Education

Institutional Characteristics That Predict Involvement of Four-Year Institutions in Distance Education

Presenter: JEAN MARIE REDEKER, University of Kansas

Higher education institutions are being called upon to increase education and training opportunities and increase student convenience. This poster session will explore the linkages between key institutional characteristics of four-year, degree-granting postsecondary institutions and how these characteristics relate to varying levels of participation in distance education.

An improved understanding of the role of distance education at similar institutions will help institutions to understand how their peers are viewing distance education in light of increasing financial pressures and student demand. In addition, an improved understanding of distance education will also allow local, state and federal government officials, institutional leaders, and public policy analysts to better understand the current state of postsecondary distance education at a national level.

Track 3: Global Thinking/Local Impact

Certifying Teachers at International Schools

Presenters: STEPHEN G. VIOLA and CLARK J. HICKMAN, University of Missouri-St. Louis

For the past 10 years, the Transition to Teaching Program at the University of Missouri-St. Louis has offered a series of courses to individuals who are entering the teaching profession from other careers. More than 700 Missouri educators have earned their teaching certification through this program, which is offered via interactive television and distance learning technologies.

Starting with the fall 2006 semester, the program has partnered with Quality Schools International to begin offering the program to non-certified educators at American-International schools throughout the world. American-International schools must have a majority of their teachers U.S. certified in order to receive U.S. accreditation.

The participants in the program take the same courses as the Missouri participants. Coursework is presented on DVD and includes online discussion boards. Upon completion of the program, the participant earns a Missouri teaching certification.

This poster session will share information about the development and design of the program as well as the unique challenges of offering a program to participants on multiple continents.

Track 2: Civil Society and Community Engagement

The Effect of Teacher Professional Development and a Formative Evaluation System in Increasing the Early Literacy Skills of Children Attending Pre-Kindergarten

Presenters: JOEY FRONHEISER, SUSAN KIMMEL, PRISCILLA GRIFFITH, BELINDA BISCOE, JENNIFER JOHNSON, The University of Oklahoma

In Oklahoma, as in many parts of the country, where the poverty rate for families and the percentage of families in which English is not the primary language spoken in the home is increasing accordingly, students entering public schools reflect this changing demographic trend. Continuing education can serve the needs of economically disadvantaged and English-as-a-second-language children by providing teachers with professional development on the most up-to-date, scientifically based reading research and by providing a framework to help identify children in need of more intense instructional activities.

A non-randomized comparison-group pretest-posttest design was utilized to determine the efficacy of teacher professional development and a formative assessment system to individualize literacy instruction.

During the time of the research project approximately 1,200 children participated in the program being evaluated; more than 80 percent of the children were non-Caucasian and in more than 25 percent of the homes, English was not the primary language spoken. Results of the study indicate that teacher professional development and a formative assessment system increase early literacy skills attainment by more than 40 percent, with formative assessment accounting for the majority of the effect.

Track 2: Civil Society and Community Engagement

Pivotal Response Treatments for Traumatic Brain Injury

Presenter: RICHARD C. LEE, University of Nevada-Las Vegas

This poster presentation will describe the key components of the Pivotal Response Treatment (PRT) service delivery model developed by the Division of Educational Outreach at UNLV for the treatment of traumatic brain injury resulting from exposure to Improvised Explosive Devices. These components include (1) family involvement in the design and delivery of the intervention, (2) treatment in the natural environment, (3) the identification and treatment of key targeted behaviors designed to produce rapid and broad changes in other untreated behaviors and (4) the implementation of interventions in multiple environments by multiple caregivers. We also describe preliminary results of studies on the efficacy of PRTs with our target population. Finally, the session will offer a detailed case study of the process used by a continuing education unit to engage the resources and expertise of the University and the broader community to address one of the most socially significant problems of our time.

4:30–5:30 p.m.

AWARDS COMMITTEE MEETING

GREAT PLAINS REGION EXECUTIVE COMMITTEE MEETING

MID-AMERICA REGION EXECUTIVE COMMITTEE MEETING

5:30–7:00 p.m.

OPENING RECEPTION

7:30–9:00 p.m.

INTERNATIONAL RECEPTION

(By invitation only.)

WEDNESDAY, 4.11.07

2007 Annual Conference Planning Committee

GARY MILLER
The Pennsylvania State University, Chair

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Rice University, Texas

PHIL ALLEN
University System of Georgia

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University of Chicago

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BARBARA SCOTT
Southern Oregon University