

1915

2015

the future
is
here



UPCEA
Leaders in Professional, Continuing
and Online Education



SCHEDULE

UPCEA Central Region Conference
The Future is Here

At-a-Glance

Monday, October 19

Emerging Leaders Pre-Conference

- 8:00 a.m. Continental Breakfast
- 8:30 a.m. Welcome & Introductions
- 8:45 a.m. Presentation I
- 10:00 a.m. Break
- 10:15 a.m. Presentation II
- 11:15 a.m. Adjourn
- 11:30 a.m. Newcomer's Welcome

Conference

- 12:00 p.m. Opening Lunch and Welcome
- 1:00 p.m. General Session I (*Jeff Rosen*)
- 2:00 p.m. Break/Exhibitors
- 2:30 p.m. Concurrent Session I
- 3:30 p.m. General Session II (*David Schejbal*)
- 4:30 p.m. Centennial Tour
- 6:00 p.m. Opening Reception

Tuesday, October 20

- 8:00 a.m. Business Meeting/Breakfast
- 9:00 a.m. General Session III
(*George Mehaffy*)
- 10:00 a.m. Concurrent Session II
- 10:50 a.m. Break
- 11:15 a.m. General Session IV (*Alan Knox*)
- 12:30 p.m. Awards Lunch and Emerging
Leaders Panel

- 2:30 p.m. Break
- 3:00 p.m. Concurrent Session III
- 4:00 p.m. General Session V (*Diane Dean*)

Wednesday, October 21

- 8:00 a.m. General Session VI/Breakfast
(*Bob Hansen, Ray Schroeder
& Vickie Cook*)
- 9:00 a.m. Concurrent Session IV
- 10:00 a.m. General Session VII (*Jim Fong*)
- 11:00 a.m. Send-off (*Bob Hansen*)

PRESENTERS

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Lika Balenovich

Lika Balenovich is a communication coordinator for the University of Wisconsin-Madison's Educational Innovation Initiative, which aims to inspire students and enrich learning. She is also lead communicator for the university's massive open online course efforts.

Steve Boldt

Steve Boldt assists academic departments at the University of Wisconsin-Madison with online program development and project management. He also leads the Division of Continuing Studies' educational innovation online course design and development team.

Lavilla Capener

Continuing Studies at the University of Wisconsin-Madison advances the Wisconsin Idea through high-quality programs for lifelong learners. The integrated marketing team provides a full range of support for credit and noncredit courses, certificates, degree programs, and summer term. Lavilla Capener is responsible for organic and paid social media, blogging, writing, and editing.

Vickie Cook

Vickie Cook is the Director of the Center for Online Learning, Research and Service (COLRS) and Associate Research Professor in the College of Education at the University of Illinois Springfield.

Dr. Cook has been actively engaged providing consulting and faculty development with educational leaders across the U.S. and in Mexico. Her work has been published in a variety of national educational publications. She worked as part of a team that authored the UPCEA Hallmarks of Excellence.

Her current research agenda focuses on two areas. First, exploring mobile learning through a heutagical lens and also the

impact of a systems approach for online leadership. She teaches online in the Teaching English as a Second Language concentration of the Masters of Arts in Education program at University of Illinois Springfield.

Dr. Cook has served on several regional and national committees, as well as having been a long time member of Illinois Council on Continuing Higher Education (ICCHE) serving in multiple roles on the Executive Board and currently serves as President of the organization; a member of the University Professionals & Continuing Education Association (UPCEA); serves as a mentor for the Association for Continuing and Higher Education (ACHE); is a member of the Online Learning Consortium (OLC) and serves on program steering committees for the OLC Annual Conference and Midwest Collaborate conference.

Diane R. Dean

Diane R. Dean is Associate Professor for Higher Education Administration & Policy at Illinois State University. Her research applies organizational theory, social psychology, and policy analysis to address critical issues in college and university planning, policy and governance. Excellence and equity are themes cutting across her work.

Dr. Dean's work has been supported by government agencies, nonprofit foundations, and education organizations, and has been published in numerous chapters, articles, and research papers. She is co-editor of *Women in Academe*, a book series that examines gender issues facing students, faculty, and administrators in colleges and universities. Her most recent book, *Generation on a Tightrope: A Portrait of Today's College Students* (with Arthur Levine) examines the sociological changes in today's generation of undergraduate college students,

the forces shaping their experiences, and their implications for postsecondary education policy, institutional planning, classroom practices, and the co-curriculum.

Dr. Dean has received numerous honors, including a joint fellowship with the National Center for Education Statistics, the National Science Foundation, and the Association for Institutional Research; and an associate's appointment with the National Center for Public Policy and Higher Education.

She earned her bachelor's degree in English Literature from the University of Maryland; and her master's degree in higher education administration and her doctoral degree in organization & leadership from Columbia University. She also holds a certificate in higher education management from the Harvard Graduate School of Education.

Andrea Deau

Andrea Deau is currently the information technology director at University of Wisconsin-Extension Continuing Education, Outreach & E-Learning. Her focus is on growing an IT organization to support competency-based education (the UW Flexible Option) and creating the technology services and infrastructure to support online degrees for adult learners.

Steve Dunlop

As managing director, Steve Dunlop is responsible for the operations of Purdue NExT. He has also managed a variety of projects. He is an assistant professor (courtesy appointment) in Organizational Leadership and Supervision. He has taught courses on hybrid-electric vehicles, project management, major event planning, and training methods for adult learners.

PRESENTERS

Michael M. Eddy

Michael M. Eddy is assistant dean of Purdue Extended Campus. Eddy has administered Purdue distance learning throughout his 26-year career, including credit courses, degrees, and noncredit programs. He is a liaison for Deltak/Wiley, Purdue's online program management partner. He also has provided leadership to the Indiana College Network and the Indiana Council for Continuing Education

Jim Fong

Prior to joining UPCEA's Center for Research and Consulting, Jim Fong worked as a higher education strategic marketing consultant and researcher for two firms. Before that, he was the director of marketing, research and planning for Penn State Outreach. As a consultant, Jim worked with over 100 different colleges and universities. While at Penn State, he was responsible for managing teams of marketing planners, competitive analysts, market researchers, and enrollment management staff. Jim continues to teach graduate and undergraduate marketing and research classes for Drexel University, Penn State University, Duquesne University, and Framingham State University. He holds an M.B.A., an M.S. in applied statistics, and a B.S. in mathematics, all from the University of Vermont.

Justin Fraase

Justin Fraase has more than eight years of marketing experience. Currently, he is marketing manager for the University of North Dakota. His experience includes social media, event planning, strategic planning and digital marketing (including SEO). Justin holds an M.B.A. and a bachelor's degree in mass communication from North Dakota State University.

David Giroux

David Giroux provides overall leadership and strategic counsel for the UW-Madison Continuing

Studies team. Continuing Studies advances the Wisconsin Idea through high-quality programs and services for lifelong learners. The integrated marketing team provides a full range of support for credit and noncredit courses, certificates, degree programs, and summer term at the University of Wisconsin-Madison.

Bob Hansen

Dr. Robert J. Hansen was named Chief Executive Officer of the University Professional & Continuing Education Association in September 2010. He previously served as Associate Provost for University Outreach at the University of Southern Maine, a regional public university serving 10,000 students. Prior to that position, he spent six years at Saint Xavier University of Chicago as Assistant to the President & Secretary of the Corporation, and then as founding Executive Director of Orland Park Campus & Off-Campus Programs. Hansen also previously served as an education policy aide in the administration of former Illinois governor, Jim Edgar. Hansen earned a B.S. in Psychology from the University of Illinois, an M.A. in English Language and Literature from the University of Michigan, and a Ph.D. in English from the University of Notre Dame.

Amy Heitzman

Amy Heitzman serves as the Senior Vice President for Strategy and Chief Learning Officer for the University Professional & Continuing Education Association. Amy began her career in museum education, developing programs and training museum educators at various university art museums, as well as the Art Institute of Chicago and the Dallas Museum of Art. In 2002, after having served as Education Director for the Meadows Museum on the campus of Southern Methodist University, her interest in adult learners led her to the directorship of SMU's Continuing Education unit. While at

SMU, she earned graduate certificates in marketing and nonprofit leadership, as well as the M.Ed. Amy earned her doctorate in Higher Education Administration at The University of Texas at Austin in 2014. Her current research agenda is broad and involves examinations of nontraditional learners, the experiences of student veterans—particularly those of female student veterans, as well as comparative studies of international higher education systems.

Amy Johnson

Amy Johnson, developed and directs the online animal-assisted therapy certificate program, along with a course through Oakland University's honors college on the human-animal bond and animal-assisted interventions. Johnson is a practicing licensed counselor working with juveniles and is certified in trauma and loss.

Keri Johnson

Keri Johnson provides support and coordination for the summer term operations campus-wide at the University of Wisconsin-Madison. She is also a part of the educational innovation initiative on campus.

Todd Karr

Todd Karr serves as the assistant director of University of Nebraska Online Worldwide. He currently leads NU's regulatory compliance effort for online programs. In addition to online education, Karr has served in various capacities in international affairs. He is currently seeking his Ph.D. in educational studies.

Haley Kerkhoff

Haley Kerkhoff works as part of the Division of Continuing Studies educational innovation program development team (EIPD) at the University of Wisconsin-Madison where she assists in the creation of post-baccalaureate master's degrees and capstone certificates and leads the quality review process for all EIPD online courses.

Laura Kite

Laura Kite is the assistant dean for student affairs for University of Wisconsin-Extension Continuing Education, Outreach and E-Learning. Her focus is on developing and delivering exceptional student services to support adult learners in the UW Flexible Option and other online degrees.

Alan Knox

Alan Knox's career-long interest has been lifelong learning for adults, in all of its varieties, roles, and locations. He has followed this interest as a student, teacher, scholar and administrator at five universities. This includes serving as a continuing education administrator at Syracuse University; a faculty member and researcher at Nebraska and the Columbia Teachers College; and the associate vice chancellor for continuing education and public service at Illinois. For the past three decades, Dr. Knox has worked at the University of Wisconsin, focusing increasingly on international comparative analysis and faculty development for outreach in the helping professions, (the topic of his most recent book published by Stylus). Knox enjoys his active engagement and leadership in various countries and associations of practitioners and scholars in the field. Dr. Knox's publications, include books on international comparative adult education, evaluation, and strategies for improving creative professional learning activities. He looks forward to continuing to explore ways to help practitioners and scholars enhance their effectiveness and broaden their knowledge base to help adults learn and improve.

Durwin Long

Dr. Durwin Long has been the director of continuing education at the University of Wisconsin-Eau Claire since 2012. He served as dean of adult education and training at North Hennepin

Community College; assistant dean of executive and professional development at the University of Saint Thomas; and worked in corporate marketing.

Jason Maseberg-Tomlinson

Jason Maseberg-Tomlinson is director of the Kansas State University Global Campus student and faculty services office. His office has helped create an inviting, helpful atmosphere so both future and current students feel welcome to contact the office and stay connected with the university through their degree. His interest area consists of online enrollments of residential students. Over the next year, he will be interviewing students about their reasons for taking online courses as part of a residential program. Maseberg-Tomlinson is also doing research for a Ph.D.

George L. Mehaffy

George L. Mehaffy serves as the vice president for academic leadership and change at the American Association of State Colleges and Universities (AASCU) in Washington, D.C., a higher education association representing 400 public colleges and universities and their 3.8 million students. His division is responsible for developing and managing programs for member institutions in areas such as organizational change, civic engagement, leadership development, undergraduate education, technology, international education, and teacher education. He works closely with university presidents and chief academic officers on a variety of national initiatives. Each year, his division organizes a number of conferences, including two national conferences each year for AASCU chief academic officers. Mehaffy has directed a series of innovative projects, including international programs with China and Liberia; a technology transformation annual conference with EDUCAUSE and

the University of Central Florida; and two major national studies of student success. In 2003, he designed and launched the American Democracy Project, a civic engagement initiative involving 240 colleges and universities, in partnership with *The New York Times*. In 2010, he created the Red Balloon Project, a national initiative to transform undergraduate education. The most recent Red Balloon initiative, Re-Imagining the First Year of College, will begin in January 2016 with 40 participating campuses. He came to AASCU with more than 20 years of teaching and administrative experience in higher education in Texas, New Mexico, and California. He also served for 33 years in the U.S. Coast Guard Reserve, retiring as a Captain in 2000.

Melissa Meyer

Melissa Meyer is a marketing strategist for the University of Wisconsin-Madison's Division of Continuing Studies. She assists with marketing strategy and comprehensive marketing plan development, and works with campus clients to identify strategic marketing objectives, build supporting tactical plans, and evaluate the ongoing success of marketing efforts.

Barry Orton

Dr. Barry Orton is director of senior learning (which includes supporting PLATO, UW-Madison's Learning In Retirement organization). He coordinates programs in digital media and workplace communication, and is a professor of telecommunications in the department of liberal arts and applied studies and the University of Wisconsin-Madison's Division of Continuing Studies.

Judee Richardson

Responsible for the UW Flex faculty-led academic development and related institutional policy, Judee Richardson has more than 20 years of experience in higher

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education, research methodology, social justice, environmental advocacy, and data-informed decision-making. Richardson has a Ph.D. in experimental psychology, a certificate in evaluation practice, and she is certified in restorative justice mediation.

Dean Robbins

Continuing Studies advances the Wisconsin Idea through high-quality programs for lifelong learners. The integrated marketing team provides a full range of support for credit and noncredit courses, certificates, degree programs, and summer term. A veteran reporter and editor, Dean Robbins is responsible for media relations, blogging, and social media.

Jeff Rosen

Jeff Rosen is vice president for accreditation relations and director of the Open Pathway at the Higher Learning Commission, the country's largest regional accreditor of colleges and universities. He has helped to set policy and define the approval protocols used by the commission for direct assessment of competency-based education and has been involved in the assessment of alternate sources of credit, including prior learning assessments; certificates, badges, and MOOCs; and third-party providers. Prior to joining the commission, Dr. Rosen served as a research university dean of continuing and professional studies, a professor of art history at an open admissions art school, and as a community college trustee. He has been active in UPCEA for many years, serving as chair of the Leadership and Strategy Network, the Futures and Markets Commission, and the Frandson Book.

David Schejbal

David Schejbal is dean of Continuing Education, Outreach and E-Learning at the University of Wisconsin-Extension. The division works with all 26

campuses in the University of Wisconsin and with UW system administration to increase access to programs, classes, and degrees. Schejbal oversees a budget of \$105 million, the Higher Education Location Program, Independent Learning, and an array of online and face-to-face credit and noncredit programs. Schejbal also initiated and now co-leads the UW Flexible Option. He writes and speaks broadly about the future of higher education and how social, economic, technological, and political forces will shape that future. In 2012, he was one of the founding members of C-BEN, The Competency-Based Education Network: A National Consortium for the Development of Higher Education Models. He currently serves on the steering committee of that group. Dr. Schejbal's academic interests focus on issues of higher education, sustainability, and the environment. His academic background is in philosophy, and he received his doctorate from the University of Connecticut. He is the current president of the UPCEA and a member of the Council of Environmental Deans and Directors.

Ray Schroeder

Ray Schroeder is Associate Vice Chancellor for Online Learning at University of Illinois-Springfield and the founding director of the Center for Online Leadership; who is widely recognized as one of the world's leading experts in online education. As both a faculty member and administrator, he brings both deep knowledge of and a passion for advancing the field of online education—it's potential to transform institutions struggling in the new economy, its role in expanding access for time- and distance-challenged students, and its capacity to revolutionize teaching and learning.

Ray has been engaged in online learning since 1997. He has built a very successful program with more

than 20 online degree and certificate programs at the University of Illinois Springfield. He is well-known nationally as a leader in the field, annually delivering more than two dozen keynote addresses and invited conference presentation. He regularly publishes articles, book chapters, and the very popular daily Online Learning Update, Educational Technology and the Professional, Continuing, and Online Education Update blogs. Thousands of leaders and professionals in the field follow Ray's blogs and tweets on a daily basis. Schroeder is the inaugural recipient of the prestigious A. Frank Mayadas Leadership Award and the 2012 Innovation Fellow for Digital Learning by the UPCEA. Most recently, he has founded the UPCEA Center for Online Leadership.

Laurie St. Aubin-Whelihan

Laurie St. Aubin-Whelihan is the digital marketing manager at University of Wisconsin-Eau Claire Continuing Education. Prior to joining CE as the unit's first marketing manager, she was senior project manager for a continuing legal education company. She currently focuses on SEO, paid search, content, and lead generation and nurturing.

Mary Thompson

Mary Thompson is the director of educational development for the University of Wisconsin-Madison Division of Continuing Studies. She develops programming, competencies, and assessments for both credit and noncredit learners. She also works with Continuing Studies faculty and staff to build their course portfolios and to expand noncredit opportunities.

Christina Trombley

Christina Trombley is the interim dean for the Division of Outreach and Adult Access at University of

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Wisconsin-Green Bay. She previously served as the director of the adult degree program, also at UW-Green Bay. She has spent over 18 years in continuing and adult education where she has managed and administered cost-recovery programs. She has developed budgets, cash flow projections, breakeven ratios, and used many other financial tools for programs, departments, and divisions. She has an M.B.A. and is completing her Ph.D. in urban education at UW-Milwaukee.

Monday, October 19 (Pre-Conference)

Networks:

 Marketing, Enrollment, and Student Services

 Outreach and Student Engagement

 Online Management and Design

 Program Innovation and Leadership

8:00 – 9:00 a.m. **Continental Breakfast (Sponsored by EMSI)**

8:30 - 11:15 a.m. **Emerging Leaders | Senate B**

Emerging leaders are confronted with a variety of unanticipated challenges as they assume greater levels of leadership in their organizations. These challenges can be intensified when an emerging leader assumes a new leadership role at a new college or university. There are two abilities that are essential to the success of any leader, and not developing these skills can be detrimental to one's ability to effectively lead and, as a result, to one's career options.

The ability to communicate effectively is perhaps the most important element of impactful and effective leadership, yet it is consistently cited as a source of discontentment when higher education professionals refer to their leaders. In addition, as program managers are increasingly expected to run their programs on a cost-recovery model, they will need to be able to use the financial management tools necessary to make difficult, strategic decisions. However, with the exception of those who enroll in specific academic programs (e.g., higher education administration), very few leaders in higher education receive structured training/education in either communication or financial management, especially as they relate to specific contexts like those found in higher education.

Although perfecting communication and financial management skills is a career-long endeavor, the free Emerging Leaders Workshop is designed to develop and reinforce a solid foundation in these essential areas. Our conference experts will ensure that workshop participants emerge with tools and strategies that they can implement immediately upon returning to their respective campuses.



Presentation I: Leadership Development: Resources, Communication Styles, and Honing your own "Brand"

Designed for newcomers, new members, and emerging leaders, this interactive session will provide context for leadership in the changing landscape of professional, continuing, and online education. Through small group activity and facilitated large group dialogue, attendees will gain access to leadership resources and trends, as well as opportunities to for skill development and engagement with peers in the region.

Amy Claire Heitzman, UPCEA



Presentation II: Financial Management of Cost Recovery Programs

As resources become scarcer, the financial management of cost recovery programs becomes more important. Professional, continuing, and online education, both credit and non-credit, cannot afford the risk of unsustainability. Understanding financial implications of program management is critical. Christina Trombley will provide an overview of financial management tools that will help with strategic decision-making. Tools such as cash flow projections and budgets will be reviewed, and she will lead a discussion on how these tools can be used for better management of programs.

Christina Trombley, University of Wisconsin-Green Bay

11:30 – 12:00p.m. **Newcomer's Welcome and Orientation | Senate A**

Monday, October 19

12:00 - 1:00p.m. **Lunch | Assembly/Caucus**
Opening Lunch and Welcome

Steve VandenAvond, Northern Michigan University, Central Region Chair
Cathy Sandeen, Chancellor, University of Wisconsin-Extension and University of Wisconsin Colleges

1:00 - 1:50p.m. **General Session I | Assembly/Caucus**



An Accreditor's Crystal Ball: Challenges for Continuing Higher Education

As a chief component of self-regulation in higher education, regional accreditors evaluate college and university programs for their academic coherence, assessment of student outcomes and adherence to best practices in governance and fiscal integrity. But accreditors are criticized for being obstructive to innovation, called a "cartel" of peer reviewers unaccountable to students or parents. This session will address these concerns, look at challenges facing higher education due to possible changes in the reauthorization of the Higher Education Act and discuss new protocols recently established for review and approval of competency-based education.

Jeff Rosen, Higher Learning Commission

2:00 - 2:30p.m. **Break/Exhibitors | Assembly/Senate Foyer**

2:30 - 3:20p.m. **Concurrent Session I**

Senate A

👉 Increase Your University's Inquiries for Less than \$5,000 a Year

Does this sound like something you've been through?

You put the finishing touches on your newly remodeled website that looks amazing! It's so good that you know incoming students will be texting, tweeting, and using Snapchat to learn more about your program. But then it happens, your website goes live...and things stay the same, or maybe get worse. How can this happen? How can all of that time, thought, and energy from numerous colleagues and staff not produce inquiries?

This session will go over ideas on how to drive traffic to your website. We'll also touch base on how to convert that traffic into inquiries, and yes, it's possible to do it with less than \$5,000 a year (interns help resources go a long way).

We'll discuss marketing strategy, website design, and what users actually want from your website.

Senate B

🗣️ MOOCs for Wisconsin and the World

In 2013, the University of Wisconsin-Madison offered its first slate of massive open online courses (MOOCs) via Coursera, featuring topics of general interest, including human evolution and video games. The reach was global, with 135,000 participants from 141 countries and 50 states. We learned that most participants gave the credit to Coursera rather than UW-Madison, so for the second slate of MOOCs in 2015-16, the university took ownership of the marketing instead of ceding it to an educational technology company. We oriented the courses toward Wisconsin, the place we serve as a land-grant university, and we built our own MOOC website to connect with state residents. The new MOOCs featured themes relevant to Wisconsin, along with a series of related events around the state. These included meetings at libraries for the course Changing Weather and Climate in the Great Lakes Region and a weekend of conservation-oriented events for the course The Land Ethic Reclaimed. Our presentation will cover the effort to create partnerships with libraries, theater troupes,

Private Dining Room

🌐 Turning a Passion into an International Certificate Program

This presentation will focus on turning a passion into a national or international program using the online animal-assisted therapy certificate program at Oakland University as a case study. Passion about a topic alone will not necessarily ensure global interest; however, identifying needs in the field; gaining and finding school and university support; applying research; networking within the industry; maneuvering through administrative obstacles; and recruiting student prospects through an identified marketing plan can get you there. Your current faculty and staff have niche interests and passions that may or may not relate to their area of expertise. Tapping into these interests and passions could result in popular international programming as well as lead to new fields of practice. This presentation will provide positive insights into how we built a successful international program that started with a passion

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Justin Fraase, University of North Dakota

environmental organizations, government agencies, and other institutions throughout the state to create meaningful experiences; the use of metrics to shape the pedagogical approach and measure outcomes; the attempt to target Wisconsin audiences through public relations, social media, and direct mail on a limited budget; and the possibilities of using the MOOCs to generate leads for UW-Madison's credit courses. It will demonstrate how we achieved our goals of increasing enrollments for Wisconsin residents, attracting people to our events, and earning strong evaluations with well-designed courses.

and ended in a recognized certificate program.

Amy Johnson, Oakland University

Lika Balenovich, University of Wisconsin-Madison; *Melissa Meyer*, University of Wisconsin-Madison; *Mary Thompson*, University of Wisconsin-Madison

3:30 - 4:20p.m. **General Session II | Assembly/Caucus**



The Context of Change

Those of us who work in higher education literally *feel* that change is afoot, and we see many signs of it, including competency-based education, alternative credentials, Department of Education experimental sites, etc. These changes are not occurring in a vacuum. Many aspects of our society are changing rapidly, and the consequences of those changes are often compounded and mutually reinforcing, leading to more instability and uncertainty. In this session, we will explore this broader context of change and its impact on higher education. We will discuss how we can position continuing education units to anticipate and capitalize upon some of these changes.

David Schejbal, University of Wisconsin-Extension

4:30 - 6:00p.m.

Centennial Tour

The tour will leave from the conference hotel lobby at 4:30p.m. and arrive at the Wisconsin Historical Society before 5:00p.m. The tour will end at the Pyle Center just before 6:00p.m. The tour will not return to the hotel.


6:00 - 8:00p.m.

Opening Reception | Pyle Center

Tuesday, October 20

Networks:

 **Marketing, Enrollment, and Student Services**

 **Outreach and Student Engagement**

 **Online Management and Design**

 **Program Innovation and Leadership**

8:00 - 9:00a.m. **Business Meeting / Breakfast | Assembly/Caucus**

9:00 - 9:50a.m. **General Session III | Assembly/Caucus**



Threats and Opportunities: Higher Education in the 21st Century

The landscape of American higher education is changing rapidly, driven by issues of funding, technological change, and changing expectations. Where are the threats and opportunities in this new environment, particularly for the continuing education community? In addition to surveying the rapidly changing context, this presentation will explore the crucial leadership role continuing education might play in helping institutions adapt and thrive in a new environment.

George Mehaffy, American Association of State Colleges and Universities

10:00 - 10:50a.m. **Concurrent Session II**

Senate A

Crossing the Digital Divide: Integrating Digital into Your Continuing Education Marketing

Research indicates that 89 percent of individuals seeking information on higher education seek it first online. For Continuing Education (CE) marketers, that means that if you want to deliver promotional information touting your workshops, certificates, and degrees, you need to be online. But that means more than just a website.

For your website to be even marginally effective as a recruiting and registration site, you need to drive traffic. That means search engine optimization (SEO), paid search, and email marketing. But it also means optimizing your landing page with the right content and the right navigational structure.

Of course, once you've taken steps to enhance your digital marketing, there's the question of the role digital marketing plays in your overall marketing mix, which probably still involves direct mail, advertising in traditional media, and other legacy marketing channels. Plus, there's the question of evaluating results. Digital marketing offers marketers a wealth of new measurement tools that enable you to understand which digital marketing campaigns are working and which are not.

Senate B

Strategic Partners Leading Change for Competency-Based Education

Two steps forward, one step back...one step forward, two steps back. This is the pattern you can expect when you are building the plane at the same time you are flying it. In January 2014, we launched the University of Wisconsin Flexible Option Competency-Based Education Program. Throughout this "in progress" effort, we have forged an indelibly strong partnership between business operations and IT to lead our teams through massive ambiguity and change at a lightning-fast pace folks are not typically used to. We will contrast and compare experiences with the audience and share our lessons learned while undertaking this exciting University of Wisconsin System (multi-institution) initiative.

Andrea Deau, University of Wisconsin-Extension; Laura Kite, University of Wisconsin-Extension

Private Dining Room

State Authorization Dashboard – Tracking State Authorization Status via an Authenticated Portal

University of Nebraska Online Worldwide has created an open-source, web-based portal to manage and communicate state authorization status to the four campuses of the University of Nebraska. The State Authorization Dashboard is a three-tiered system that includes a public interface, an authenticated faculty/staff interface, and an authenticated administrator interface. Each level of the dashboard can be updated simultaneously in real-time, allowing for the immediate dissemination of information to interested parties. The University of Nebraska Online Worldwide State Authorization Dashboard has been licensed under Creative Commons and the source code is available to universities who are interested in installing the application on their campus.

Todd Karr, University of Nebraska Online Worldwide

But access to data is not the same as access to actionable information that allows you to make better decisions in real time.

The goal of this workshop is to help CE marketers effectively integrate digital marketing into their overall marketing mix.

Durwin Long, University of Wisconsin-Eau Claire; Laurie St. Aubin-Whelihan, University of Wisconsin-Eau Claire

10:50 - 11:15a.m. **Break**

11:15 – 12:10p.m. **General Session IV | Assembly/Caucus**



Interactive Session on Coordinator Strategies to Assist Instructors

This interactive session will focus on strategies and practical evaluation methods program coordinators can use to help less experienced instructors plan and conduct effective learning sessions that will enhance student performance. Informal coordinator assistance to instructors includes: summary of instructor experience and teaching style; orientation about the use of technology and interactive teaching methods; use of unobtrusive, ongoing evaluation feedback for course planning, improvement, and results; and guidelines for instructor/coordinator cooperation. The session will provide opportunities for participants to discuss connections between evaluation feedback, assistance to instructors, and potential outcomes from competency-based education.

Alan Knox, University of Wisconsin-Madison

12:30-2:30 p.m. **Awards Lunch and Emerging Leaders Panel | Assembly/Caucus**

2:30-3:00 p.m. **Break**

3:00 - 3:50p.m. **Concurrent Session III**

Senate A

📡 Purdue NExT - Building Competencies and Skills for a Worldwide Audience

During the height of the MOOC mania, Purdue University made the decision that the business model of offering your most valuable education assets for free at a high volume was not sustainable. Instead, the campus envisioned an innovative platform that could provide learning, skill development, and professional development in an enriching and easy-to-use environment, accessible anywhere, and able to accommodate high volumes of students at varying levels of customization. The vision included the need to be able to be adaptable for use within the Purdue community as a basis for the expansion of the flipped classroom and summer sessions. Through these efforts Purdue NExT has expanded the reach of the

Senate B

🗨️ Lifelong Learning Community Organizing: Keeping Long Term Commitments

Creating and maintaining vital communities of lifelong learners can mean committing university resources on a long-term basis. This session profiles four successful (more than 25 years) UW-Madison organizations of lifelong learners: Certified Public Managers, the Participatory Learning and Teaching Organization, the Wisconsin Regional Art Program, and the Writers' Institute. By utilizing classic community organizing principles, universities can create learning communities of adult lifelong learners that can be not only self-sustaining, but also significant contributors to the university and the region.

Specific budget details and funding sources from the four organizations will

Private Dining Room

⚙️ Maintaining Excellence in Entrepreneurial Leadership: Standards of Good Practice for Agents of Change

The University of Wisconsin Flexible Option (UW Flex) program is securely anchored by collaborative partnerships across the state. Building, developing, and sustaining these partnerships requires a commitment to an ongoing level of internal advocacy, professional respect, and entrepreneurial spirit. External advocacy is required from the start and grows as we expand our program array. We want and need the public, accreditors, regulators, and business partners to understand our vision and unfaltering commitment to student success and student achievement—the “river that runs

university's expertise to new markets, both domestically and internationally. Using this unique approach to creating online noncredit materials, NExT has focused on skill and competency development to capture relevant academic and workforce development needs for businesses, individuals, and global customers.

Steve Dunlop, Purdue University;
Michael M. Eddy, Purdue University

illustrate the variety of financial structures lifelong learning communities can form. Barry Orton will share language from legal Memoranda of Agreement, by-laws, and other internal documents to illustrate the variety of organizational structure and purpose. The session will explore how these learning communities struggle to cope with turnover in participant and institutional leadership, and the levels of institutional commitment necessary to their long-term survival.

Barry Orton, University of Wisconsin-Madison

through" our dedication to our field. We are student-centric—consistently looking for ways in which to support our students and to provide them with opportunities for growth. One unique feature of UW Flex is that the same faculty teaching traditional and online courses for Wisconsin degrees also develop the discipline-specific content, identify the competencies needed for their field of expertise, and develop ways to measure the student demonstration of those competencies. As with other academic programs, faculty support includes training, mentoring, and engaging in difficult discussions surrounding workload. Finally, as a self-paced, online program, we are dependent upon available digital technology. As such, we have found that our innovations sometimes outpace current technological capabilities, increasing our need for external advocacy, internal advocacy, and entrepreneurial initiative.

Presented within the UPCEA Hallmarks of Excellence in Online Leadership framework, this session will discuss standards of good practice in the face of leadership challenges. Examples will be provided for all phases of this complex program.

Judee Richardson, University of Wisconsin-Extension

4:00 - 4:50p.m.

General Session V | Assembly/Caucus Culture Shock: What Today's Generation of Digital Natives Means for Higher Education



An understanding of today's undergraduate college students is vital to the effectiveness of our nation's colleges and universities. This session features the results of a multi-year, multi-method research project to benchmark changes in today's college students, involving over 5,000 college students and 300 student affairs practitioners from diverse college campuses. We will explore the similarities and differences between today's generation of students and previous generations; the challenges and changes that digital natives and non-traditional students bring to our collegiate cultures, and the implications for professional, continuing, and online education.

Diane Dean, Illinois State University

5:15 - 6:30p.m.

Conference Reception | Ballroom

Wednesday, October 21

Networks:



Marketing, Enrollment, and Student Services



Outreach and Student Engagement



Online Management and Design



Program Innovation and Leadership

8:00 - 8:50a.m. **General Session VI / Breakfast | Assembly/Caucus**



UPCEA Hallmarks of Excellence in Online Leadership: An Overview and Case Study

Online education is now critical for the future of America's universities. These institutions can no longer establish a presence in this arena without a concerted institutional strategy and structure to accomplish this now major undertaking. These Hallmarks of Excellence are an attempt to articulate those features and principles that will create opportunities for students that far exceed anything already achieved in higher education, take pedagogy to a new level, and demonstrate the capacity of universities to be an even more vital force in our society. In this presentation, we will identify seven facets of leadership and organizational development, explore different organizational models and tapping individuals to help lead as catalysts for change.

Bob Hansen, UPCEA

Ray Schroeder, University of Illinois-Springfield and UPCEA

Vickie Cook, University of Illinois-Springfield



9:00 - 9:50a.m. **Concurrent Session IV**

Senate A



Launching a Content Marketing Strategy in Support of Lifelong Learning

As part of a comprehensive strategy to promote lifelong learning and continuing education, the University of Wisconsin-Madison's Division of Continuing Studies launched a new content marketing plan in fall 2014. In this session, UW staff will explain how they began by studying best practices and incorporating those concepts in a formal content marketing strategy that was endorsed by academic colleagues, division management, and campus leaders. We will showcase examples of high-quality, highly engaging feature stories, videos, interactive quizzes, and other content from two new blog platforms that serve as our content hubs—The Lifelong Learner and Advance Your Career. We will explain how we use social media and email to drive traffic to these sites, and how our reinvigorated team published more content in the first quarter of 2015 than the department had published in all of 2014. We will provide a behind-the-scenes

Senate B



All Hands on Deck for Success: An Online Orientation Project

In a large, complex, and decentralized environment, a multi-disciplinary team came together at the University of Wisconsin-Madison to develop a unified, four-part orientation for use in online courses. The team sought to create an informational support structure for online students and do it with centralized learning technologies, in a way that could be scaled to serve a larger audience long-term. The ultimate goal of the project was to not only orient students to the online learning environment and make the required technology as transparent as possible, but also to prepare them to engage and be successful in their educational experience. The project was piloted in summer 2015 with 15 undergraduate online courses that enroll approximately 1,000 students. After evaluation of the pilot, the orientation tool will be made available across the university for use with academic year

Private Dining Room



Residential Students Moving Online: The New Traditional Paradigm

Our current generation of students is increasingly taking advantage of online courses and they are beginning to expect that high-tech, blended, and online courses will be part of their traditional education. The most recent IPEDS research verifies that more residential college students are taking online courses, and articles and discussions in higher education periodicals bear out the practical issues involved with this trend. Jason Maseberg-Tomlinson will present the current data on this subject: IPEDS statistics of residential student enrollment in online courses and research that has been done on why students are taking online courses. This session will also review a qualitative research project Maseberg-Tomlinson is

demonstration of our content marketing platform, CoSchedule.com, which provides an affordable way for multiple editors and producers to efficiently manage a dynamic content calendar across two blogs and several social media channels. Finally, we'll show how these efforts resulted in a broader reach and higher engagement rates.

Lavilla Capener, University of Wisconsin-Madison; *David Giroux*, University of Wisconsin-Madison; *Dean Robbins*, University of Wisconsin-Madison

online courses, online graduate programs, and noncredit programming. This roundtable discussion led by representatives of the developing team will consist of three segments: (1) a brief overview of the project from inception to evaluation; (2) a discussion exploring the benefits and challenges of developing a "one size fits all" online orientation; (3) participant feedback and an inclusive dialogue around what others have seen or experienced regarding centralized campus technology tools in decentralized environments.

Steve Boldt, University of Wisconsin-Madison; *Keri Johnson*, University of Wisconsin-Madison; *Haley Kerkhoff*, University of Wisconsin-Madison

undertaking, which will include case studies of students who have chosen to take online courses as part of their residential degree program. Enrollment management strategies ask us to know the population of students interested in our courses. We design courses and programs around the needs of online students. How might we reconsider or enhance our programs as residential college students slowly make their way into online courses?

Jason Maseberg-Tomlinson, Kansas State University Global Campus

10:00 - 10:50a.m. **General Session VII | Assembly/Caucus**



Educating Millennials or Being Educated by the Millennial?

Millennials are growing in workforce numbers and will play an even greater role in not only household decisions but also in the workplace and in redefining cultural, political, and technological values. They will reshape our economy and our education systems. This interactive session has been designed to provide the higher education leader and marketer with new data, trends, insights, updates, and research on this growing and complex economic and political force of our society and how they will impact how we design and deliver education and knowledge to them.

Jim Fong, UPCEA

11:00 - 11:50a.m. **Send-off and Campus Implementation Planning**

Bob Hansen, UPCEA

Steve VandenAvond, Northern Michigan University, Central Region Chair

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THE NEW IMPERATIVE FOR HIGHER EDUCATION: Building Opportunity for Contemporary Learners

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THE NEW IMPERATIVE FOR HIGHER EDUCATION: Building Opportunity for Contemporary Learners

April 7–9, 2016

Today's universities must be intentional and strategic in serving the needs of contemporary learners. This is especially true as target audiences evolve and we link economic opportunities to learner success.

It's time to step up. Not just assume opportunity will present itself somewhere on the path we've trodden for the last hundred or more years, but actually create the opportunities that will allow our learners to compete in our ever-evolving global knowledge economy.

As UPCEA begins its second century, the next phase of learning is already taking hold. Our new imperative will require a new look at learners and learning. So step up with us at UPCEA 101, and help us build the opportunities our learners need to be truly competitive.

Proposals for concurrent sessions are now being accepted.

Submit by November 1, 2015!

Vist upcea.edu/annual to learn more.

