

CCME NEWSLETTER

September

Council of College and Military Educators

2004

HOTEL INFORMATION:

Many of you made hotel reservations some time back to ensure you would be included in the CCME block of rooms. We are approaching the initial numbers of rooms set aside for us. We need to check the accuracy of the number of rooms reserved before we increase the numbers. **For those of you who have since found out you will not be able to attend, we ask you to cancel your reservation now. For those of you who reserved two or more rooms under one name (for colleagues in your organization), you will need to provide individual names for these rooms with appropriate credit card information.**

For those of you who have not yet made hotel reservations, you should move quickly. Directions are found on page 2 of this Newsletter.

TRAVEL TIPS TO CCME IN FEBRUARY:

Because the arrival dates for the symposium coincide with Mardi Gras festivities, you should make **flight arrangements that get you in New Orleans by 3:00 to 4:00 PM....the earlier, the better.**

We are arranging for **dedicated shuttle service from the airport to the hotel on Saturday, Sunday and Monday**, to accommodate different arrival dates. Details will be sent to you well before the symposium.

We encourage symposium attendees to refrain from renting cars while in New Orleans. Hotel parking is expensive (\$25 a day) and downtown traffic will pose a Mardi Gras challenge through Tuesday, especially in the late afternoon and evening hours.

Inside this issue....

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From the President

Well, here we are roughly halfway through the planning cycle for our up-coming annual CCME Symposium, to be held this next February in New Orleans. It is scheduled to take place in the downtown Marriott on Canal Street, one of the few hotels large enough to accommodate the 450-500 participants we are expecting. Your CCME Board has been working diligently to put together an interesting and meaningful agenda for this year's gathering. We think it will be extraordinary! The draft agenda will be completed next month and will be posted at the CCME website: www.ccmeonline.org

The conference format will be similar to that of recent years, with the kick-off reception Monday evening (February 7th) marking the official beginning. Tuesday, Wednesday and Thursday will feature both general and concurrent sessions addressing the spectrum of issues germane to voluntary education for servicemembers. As always, Thursday evening marks the closure of our symposium at the awards banquet.

Even before our official kick-off reception Monday evening, various groups and organizations will be holding meetings. SOC will be conducting a workshop Monday morning which will be open to all CCME attendees. On Monday afternoon all the Services will be holding breakout meetings for their attendees.

One of the issues to be addressed this year is that of state ACMEs and the roles they play, or should play, in the military voluntary arena. Gary Woods, the head of DOD Voluntary Education, has written a three part article on the subject. Part I was included in our May, 2004 CCME Newsletter, available at the CCME website www.ccmeonline.org. Part II of Gary's article is included in this Newsletter. Part III will be a part of our November/December Newsletter. Gary asserts that the ACMEs, of which there are several, have lost their original focus or *raison d'etre* and, unless certain steps are taken, their usefulness to DOD voluntary education will diminish. Parts I and II paint an interesting yet somewhat bleak picture of ACME advancements in recent years. Part III promises some prescriptive suggestions on how to get their progress back on track. The article in its entirety will be part of Gary's presentation at the February Symposium. Additionally, a panel of several ACME presidents will address the subject, which may unleash differences of opinion that promise to add spice to the symposium. For those CCME attendees wanting information on how to start their own state ACME, there will be a session where they can meet with Gary and executive board members of several state ACMEs in attendance, including board members of CCME.

All in all, this upcoming symposium should provide everyone with something of interest and, as always, the professional updates, camaraderie and networking that add to the professional development of our CCME membership.

Ed McKenney

COUNCIL OF COLLEGE AND MILITARY EDUCATORS NOMINATIONS FOR OFFICE 2005-2006

The CCME is accepting nominations for officers to serve on our executive board for the next two years. You may nominate yourself or someone else. We are looking for enthusiastic and dedicated individuals with a variety of skills who are able to commit two years to help plan up-coming conferences and to tackle issues involving military education. The offices with their duties and requirements are below:

PRESIDENT-ELECT (military educator)

- 1) Must have served a minimum of two years as either an elected or appointed member of the board.
- 2) Must be available to assume CCME leadership in the absence of the President.
- 3) Must be willing to assume responsibility for preparing the program for the up-coming 2006 conference/symposium.
- 4) Must be available to serve as President from Feb 2005-2006.

VICE-PRESIDENT (military educator):

- 1) Must have attended at least two symposiums within the past three years.
- 2) Makes hotel arrangements for the up-coming conference/symposium
- 3) Makes catering arrangement for the up-coming conference/symposium

SECRETARY

- 1) Prepares quarterly newsletters and send them by e-mail to the members.
- 2) Takes minutes of the Board meetings and send them to the Board members.

NAME: _____

Telephone: _____

Address: _____

INSTITUTION OR AGENCY: _____

INSTALLATION: (IF APPLICABLE): _____

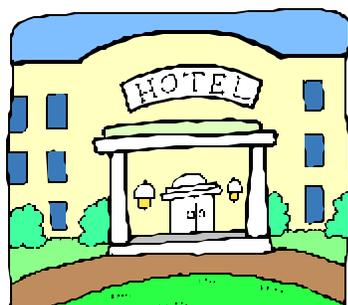
POSITION DESIRED: _____

E-MAIL ADDRESS: _____

MAIL TO: Mebane Harrison
333 D Avenue, #5
Coronado, CA 92118

E-MAIL: Mebane.Harrison@navy.mil

FAX: (619) 545-6260.



Room Reservations for February 2005 CCME Symposium at the New Orleans Marriott

To make your room reservations, we recommend you call direct to the New Orleans Marriott using the following numbers: **(800-654-3990)** or **(504-581-1000, ext.4302)**.

If you have any difficulties please contact our Marriott POC, Kimberly Mitchell at kimberly.mitchell@marriott.com.

Exhibitors & Sponsors

The next Council of College and Military Educators (CCME) Symposium will be held February 7-10, 2005, at the New Orleans Marriott Hotel in New Orleans, Louisiana.

There are exhibitor spaces available for interested universities, colleges, and other educational agencies to showcase programs and products. The exhibitor fee is \$600.

In addition, the symposium registration fee for each person working the booth is \$275 (includes membership fee) and includes:

- CCME Registration/Membership fee
- Lunch on Tuesday, February 8th
- Newcomer's breakfast, Wednesday 9th (provided this is your first CCME Symposium)
- Banquet on Thursday, February 10th

Exhibitor space is limited; please plan to get your reservation in the mail by October 29, 2004, as it is a first come first serve basis. A \$50 late fee will be charged after December 12, 2004.

Another excellent way to market your program and your commitment to military education would be to help sponsor our morning and afternoon breaks. To sponsor a break at the symposium the fee is \$1500. If you would like to co-sponsor a break with another organization and CCME the fee is \$750. All sponsors will be recognized both in the printed program, signage during the break and via a public announcement during the symposium.

You may also contribute a promotional item with your organizational logo to a Vendor Bag that will be distributed to all conference participants. The fee is \$100 per item and you may contribute more than one item.

Please complete the attached reservation form to reserve exhibitor space, and/or sponsor a break and return the form by Friday, October 29, 2004. Deadline for sponsors and exhibitors to be included in the program is December 12, 2004.

If you have any questions or require more information, you may reach me by calling (518) 464-8673 or email me at: sdewan@excelsior.edu or by writing me at:

Susan Dewan
CCME Asst. Secretary
Excelsior College
7 Columbia Circle
Albany, NY 12203-5159

**Hurry and reserve your exhibitor space
TODAY!!**

New Orleans 2005 CCME Annual Symposium February 7-10, 2005

Explore New Orleans known as the city of mystery. The Mississippi River defined her, carving out the crescent shape. Explorers and early settlers laid her foundation while artists, chefs, musicians, writers, politicians and residents built her into the Queen of the Mississippi.

New Orleans is an indefinable gem. She is more than jazz and Mardi Gras; with charms traveling far beyond the French Quarter. She is a city cradled between the Mississippi River and Lake Pontchartrain, a source of adventure and promise. With a carefree ambiance and take-things-as-they-come attitude, it's a city that you can ease into.

Things to do...

Riverwalk is as close to New Orleans as you can get—in so many ways. You're right on the Mississippi, right in the heart of town. And right in the middle of all this great city has to offer. It is a feast for all your senses. And that means there's always something fun going on. So enjoy shopping, dining, sightseeing, history and general revelry at the Riverwalk.

Browsing on Royal Street - You've absorbed the delicate beauty of the Vieux Carré's architecture; you've stuffed yourself to the point of stupor on fine Creole delicacies, you've meandered about the old streets, listening to the mingled sounds of street musicians, farmer's market vendors, and fortune-tellers. Is there anything you haven't done yet in the Quarter? That depends on your penchant for precious objets d'art. The French Quarter, and Royal Street in particular, is home to some of the world's finest purveyors of fine art and antiques. Other shops sell magnificent reproductions, and some specialize in particular treasures, such as rare recordings or antique books.

Self Guided Walking Tour – Take a self guided walking tour of the French Quarter which takes 2-3 hours with no stops but why not make it a whole day or afternoon and do a little shopping and/or dining along the way. Be sure to wear comfortable shoes. You can print out the brochure with information and directions with the history at www.neworleanscvb.com.

Restaurants...

Brennan's – a legend in New Orleans and a dining experience not to be missed. Enjoy the famous breakfast at Brennan's and lunch and dinner too!

Christian's Restaurant – Elegant dining in a quaint old church! One of the most unique settings in the city, featuring New Orleans Creole and classic French cuisine, a truly 'divine' dining experience.

Find more information about New Orleans at the Chamber of Commerce web site at www.norcc.org.



Council of College and Military Educators (CCME)

Annual Symposium
New Orleans Marriott Hotel
New Orleans, Louisiana
7-10 February 2005

EXHIBIT/SPONSOR RESERVATION FORM

Please check appropriate box:

- Exhibitor Space - \$600 plus \$275 conference fee (includes membership dues)
___ *Please check here if you wish to arrange for electrical hook up*
- Break Sponsors - Full \$1,500
- Break Sponsors - Half \$750
- Vendor Bags - \$100

Name of Institution/Company: _____

Mailing Address: _____

Telephone Number: _____

Contact Person: _____

Name of Person staffing the booth _____

E-mail Address for person staffing the booth: _____

Check enclosed - Please make check payable to CCME

Credit Card # _____ Expiration Date _____

DEADLINE DATE – October 29, 2004

Mail to: Susan Dewan
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Advisory Committees on Military Education (ACMEs): Of Waning Value to the Department of Defense (Part Two of a Three Part Series)

**Gary A. Woods
Chief of Continuing Education Programs
Department of Defense**

WHAT HAPPENED TO THE ACMEs

As noted earlier in this series, after a long period of proactive success, most of the ACMEs began to lose their edge, at least from the Department of Defense's perspective, and from that of the Service headquarters as well. In some instances, the success of the ACMEs became their downfall. In others, lack of a cause brought on a lack of direction, and in some circles, redirection that brought new focus to what ACMEs began to see as their role.

Numerous dynamics were at play. The interplay of changing leadership, the resulting lack of familiarity with why ACMEs were originally formed, new leadership not wired to centers of influence – all of these things contributed to the significance of what ACMEs were able to do. As a result, the best interests of the military student, which was originally the focus of the education services community, on-base institutions, as well as senior state and military leadership, and the ACMEs themselves began to fade as the focus of their combined and individual efforts.

LOST MOMENTUM

How did success become the downfall of the ACME movement? That is difficult to see if you are part of what had long been viewed as very productive, and very well-respected organization. After having convinced legislatures and governors to stop charging military personnel and their families in-state tuition, after convincing a legislature to reduce out-of-state fees to a maximum that amounted to no more than a nominal tuition surcharge that never came close to approximating out-of-state tuition costs, after having been a viable advisor with direct access to governors on matters relative to the educational needs of the military – most ACMEs were at the top of their form. They were successful, they had access, and they had clout.

It is very hard to see when an ACME reached the peak of its influence, when it subconsciously started to live off of its laurels, when its influence and significance begin to ebb. Something impacted the dynamics of long term success, something happened that imperceptibly initiated and then quickened the fall from significance – something many professionals with busy schedules and with more on their plates than they have time for ever see until it is too late. In retrospect, after looking at the current framework of agendas and accomplishments of the past do we recognize in the present that an organization, its focus, and its accomplishments, or current lack thereof, has changed and that we NOW find it imperative to wave red flags in an initial and often feeble attempt to convince THE leadership of the moment that backsliding has occurred, let alone become precipitous.

ORGANIZATIONAL DYNAMICS

What happened to the visionaries who lead the charge, and overcame all obstacles to benefit their charges, the military student, in most instances is that the leaders, who were successful in turning the challenges facing military education into successes of the moment, received the kudos due them. Then, like all successful leaders, their skills were duly appreciated and sought at higher levels of management. Those responsible for the vision, those who engaged and successfully overcame the challenge of the moment, were lured to even greater demands elsewhere in their respective bureaucracies.

Politicians working educational issues in the state legislatures moved to new committees where their capabilities could be put to better use for the state, or often to the benefit of their own careers. They moved from the legislature to the state senate; they became part of the next administration. Leadership in state chancelleries or departments of education were promoted or turned their focus to new challenges that demanded more and more of their time. Institutional representatives working administrative challenges on military installations found full time positions on their own home campuses or within competing systems that found their skills and abilities desirable. Education officers were promoted to new jobs within their Services, were lured to promotions with other Services, retired, became major command or regional directors, or moved to their Service headquarters, and thus had new demands placed on their time and energy. It wasn't that these highly qualified professionals no longer cared for their military clientele; they had new responsibilities that demanded that local and state challenges, like those with which they had grappled and had overcome, now became the purview and the responsibility of those who took their places.

That is where the disconnect began. Successes had been realized by the insight, skill, the contacts and due diligence of the outgoing experts. New leadership moved into the old jobs on the bases, on the campuses, and within the state bureaucracies, who did not realize the scope or significance of the advances that had been realized by their predecessors and who were not yet aware of other related challenges that now demanded their attention. The new leadership had to learn their new jobs, become familiar with and proficient within their new bureaucracies. A new generation of windmills, dragons and other challenges facing the educational programs benefiting the military would have to wait their turn.

SUCCESS CAN BE DECEIVING

The old ACME leadership had come, conquered and gone. The new leadership, both within the institutions and within the government, reaped the benefits generated by their predecessors. Some of the new leaders may well have helped nurture some of the successes their predecessors received pats on the back for; but many had not been familiar with the challenges or the victories. Most of the ACMEs now lacked many of the focused visions and challenges generated and overcome so successfully by their predecessors.

But, that aside, the ACMEs, due to their proven successes,

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became and remained meaningful entities in their own rights. Their annual and sometimes semi-annual meetings became popular draws. CCMEA, COMET, and the Florida ACME hosted gatherings that became mini versions of the DoD World-Wide Education Symposium. CMET and COMESC worked hard to emulate their sister organizations. Year after year, speakers from DoD, the Service headquarters, and higher academe traveled to each and delivered timely and focused addresses.

Updates on coming DoD education initiatives and Service education programs became annual events that everyone looked forward to. This became great fanfare for professional educators within the state the ACMEs serviced. They got to rub shoulders with leading education decision makers from DoD and the Services. The ACMEs used this visibility to provide a meaningful forum that promised and delivered career development opportunities for military and institutional educators alike.

The popularity and draw of some of the more dynamic ACMEs inadvertently began to divert them from the reason and focus for which their founders had created these exceptional organizations in the first place. In many instances, with little understanding of the reason for which they were initially founded, leadership of the moment made conscious decisions to grow in new directions to meet the demands of the moment that they perceived existed. Unseen by many in the field of military education, those demands no longer involved trying to isolate and resolve challenges facing the military student, or their family members who were attending classes within the states they were now stationed. Most, if not all, no longer had the contacts of old with committees within their legislatures that dealt with education or military affairs, or within the appropriate staffer within the governors' offices, or even the connections their predecessors had with senior military leaders on installations across the state or within their higher headquarters. These were the intangibles that which previously made the ACMEs such potent organizations. More and more, the ACMEs perceived themselves as serving the representative of the institutions and educators working on military installations that needed to learn how to address and overcome common challenges that could help them better deliver coursework and degrees to their clientele.

IMPERCEPTIBLE BUT DEFINITIVE CHANGE

The success of the ACMEs drove them in new directions, often at the request of institutions and installations providing educational opportunities to military personnel on installations in neighboring states. Professionals delivering programs just outside the states serviced by the ACME wanted the opportunity to share in the successes, professional networking and professional development the ACMEs provided. These nearby installations encouraged, and ACMEs like CCMEA and COMET responded to the "demand" to expand the focus and the scope of their service and their membership.

CCMEA, as the California Colleges and Military Educators Association, originally had a singular California focus. However, its leadership reacted to the call of its nearby "brethren" to include them and thus become a regional and then ultimately a national organization in scope and delivery. In heeding the call of professionals outside of California, CCMEA became the Council on Colleges and Military

Educators (CCME). COMET, riding its success in overcoming smothering academic controls espoused by Ken Ashworth in the 1970s, bowed to similar temptations. It expanded its scope and its horizon and subsequently became the Council of Military Educators in Texas and the South (COMETS). The Florida ACME has given consideration to taking on a regional role as well. Its leadership continues an internal debate whether to focus on Florida in isolation or to expand its scope of operation to include installations and institutions in surrounding states.

But something is lost in the evolution and growth of the more global, expansive role the ACMEs have taken on. Yes, the ACMEs now sponsor significant information sharing and professional development opportunities to a broader range of institutional and government educators than ever before; and that is good. But, that has not been the only result. Few familiar with the ACMEs' original role would argue that the constituency for which the ACMEs were originally formed, the military student and their family members, have not been properly served by this new trend. The ACMEs have lost the contacts and the focus needed to ensure the needs of this constituency are addressed, analyzed, understood, rationalized and have the advocacy that the ACMEs used to bring to bear so successfully twenty years ago.

DoD and the Services have witnessed from afar this slow disengagement on the part of the ACMEs. That has generated a level of angst over time that is centered in essentially one area of concern. ACMEs, for the most part, no longer have the wherewithal to influence the power brokers who can best help them intercede at the right point in the state bureaucracies to ensure the best educational playing field possible of our military clientele. That is problematic. DoD and the Services continue to remind ACME leadership that they need to re-engage, that they need to come up with a new game plan that will focus their efforts in that direction, that they need to identify the contributions the current generation of ACME leadership need to make, and then proceed to solve the problems facing their military clientele. Should the ACMEs fail to reconstitute their old modes of operation from this perspective, DoD and the Services will have little recourse but to take on the roles and challenges themselves that the ACMEs used to play so successfully and so efficiently. And if that occurs, senior Department of Defense and Service Voluntary Education leadership will have little reason to continue participating in or recommending participation in the meetings and professional development opportunities provided by organizations that no longer provide much direct payback to the educational well-being of their primary clientele. Should that materialize, the ACMEs will have no relevance at all in the educational framework operated and administered by DoD and the Services.

OLD FOCUS CAN BE RECLAIMED

But that does not have to happen. Although time and momentum has been lost, not all is lost. The slippage that professional outsiders see occurring in the role that ACMEs do and can play can and must be halted and turned around. The ACMEs can still make meaningful contributions, and in a big way. How can that be done? What type of issues could the ACMEs take on as the "cause" for their generation? How can the ACMEs renew their relevance, at least from the perspective of their heritage and contribution to military students?

That and more will be the focus of the third and final segment in this series on the waning value of ACMEs for the Department of Defense and the Services. See CCME's next newsletter for part three of this three part series. And do come discuss this issue at CCME's upcoming conference in February 2005.

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