TWENTY-NINTH
Annual

SUMMER CONFERENCE OF ACADEMIC DEANS

JULY 29, 30, 31, 1975

"Problems and Potentialities of Lifelong Learning"

OKLAHOMA STATE UNIVERSITY

PROBLEMS AND POTENTIALITIES OF LIFELONG LEARNING

The Twenty-ninth Yearbook of

The Annual National Conference

of

Academic Deans

OKLAHOMA STATE UNIVERSITY
Stillwater, Oklahoma
July 27, 28, & 29, 1975

PREVIOUS CONFERENCE THEMES AND CHAIRMEN

Year	Theme	Chairman
1941	Problems of the Dean	Chairles Prall, Commission on Teacher Education, American Council on Education
1948	Implementing the General Education Program	Clyde M. Hill, Chairman Dept. of Education, Yale University Graduate School
1949	The Human Element in College and University Administration	Dexter M. Keezer, Director Department of Economics McGraw-Hill Book Company
1950	The Evaluation and Improvement of Teaching	Russell M. Cooper, Assistant Dean, College of Science, Literature, and the Arts University of Minnesota
1951	Defining, Activating, and Evaluating Institutional Objectives	Sydney Hook, Professor of Philosophy, New York University
1952	Emerging Patterns in Higher Education	Emil Leffler, Dean Albion College
1953	The Challenge of the Gifted Student	Emil Leffler, Dean Albion College
1954	The Functions of the Dean: His Duties and Relationships	Wendel S. Dysinger, Dean MacMurray College
1955	The Dean in Initiating and Shaping Institutional Policy	Ernest G. Hildner, Jr., Dean Illinois College
1956	Plans and Specifications for Meeting the Challenges of the Next Decade	W. Francis English, Dean University of Missouri
1957	What is Effective Teaching?	E. Ray McCartney, Dean Fort Hays Kansas State College
1958	Evaluation of Student Achievement	Merrill Patterson, Dean Marietta College
1959	The Excitement of Learning	Frank W. Clippinger, Dean
1960	Building Basic Values	William L. Dunn, Dean Lake Forest College

Year	Theme	Chairman
1961	Direction in Higher Education, Our Responsibility	H. B. Smith, Dean Hardin Simmons University
1962	Unity and Diversity in Higher Education	Robert B. Kamm, Dean Oklahoma State University
1963	The Campus Intellectual Climate	Ivan M. Stone, Dean Beloit College
1964	The Role of the Academic Dean	Emerson Shuck, Dean Ohio Wesleyan University
1965	Tomorrow's Teachers and Professors: Our Responsibility	Alfred R. Neumann, Dean University of Houston
1966	Campus Conflict and Confluence	Leo L. Nussbaum, Dean Austin College
1967	Organizational Structures for Improved Inter-communications	Karl E. Limper, Dean Miami University
1968	The Challenge of the Next Decade	Robert P. Ashley Vice-President, Ripon College
1969	Changing Roles in the Academic Community	Elsworth P. Woods, Dean Drake University
1970	Decision Making on the Campus	Harold J. Haverkamp, Dean Hanover College
1971	Accountability	Joe P. Harris, Dean Southern Methodist University
1972	Achieving Academic Quality with Reduced Budgets	Robert H. Farber, Dean DePauw University
1973	Evaluating Performance	William L. Stamey, Dean Kansas State University
1974	New Pressures on the Dean	Dan T. Bedsole, Provost & Dean Austin College
1975	Problems and Potentialities of Lifelong Learning	Adrian H. Daane, Dean University of Missouri - Rolla

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TWENTY-NINTH ANNUAL NATIONAL ACADEMIC DEANS' CONFERENCE

Oklahoma State University, Stillwater, Oklahoma
(All sessions in the Student Union)

Theme: Problems & Potentialities of Lifelong Learning

Sunday, July 27

4:00-7:00 p.m. — Registration, CONFERENCE CENTER, UNION CLUB LOBBY

7:00 p.m. — Dinner Meeting of the 1975 Planning Committee THE ANCESTOR RESTAURANT

8:45 p.m. — Meeting of Discussion Leaders and Recorders. COUNCIL ROOM, GEORGIAN LOUNGE open for wives and deans without conference duties.

Monday, July 28

8:00 a.m. — Registration. CONFERENCE CENTER. UNION CLUB LOBBY.

9:00 a.m. — Opening Session. STUDENT UNION THEATRE. (Wives are invited.)

Presiding: Dean Adrian H. Daane
College of Arts & Sciences
University of Missouri - Rolla

Welcome: President Robert B. Kamm
Oklahoma State University
Stillwater, Oklahoma

Opening Address: Dr. Lewis Mayhew, Professor of Higher Education
Stanford University
Palo Alto, California

Title: "Lifelong Learners: Clients or Victims?"

A quarter-hour group question-and-answer session will follow the address.

10:30 a.m. — Coffee Break. EXHIBIT ROOM 3

10:45 a.m. — Discussion Group 1, CASE STUDY ROOM B.

Chairman: Dr. Nathan A. Dean
Assistant Dean
College of Sciences & Humanities
Iowa State University
Ames, Iowa

Recorder: Dr. David G. McDonald
University of Missouri
Columbia, Missouri

Discussion Group II, CASE STUDY ROOM C.

Chairman: Dr. Carl Hamilton
Oral Roberts University
Tulsa, Oklahoma

Recorder: Dr. Raymond L. Walter
Air University
Maxwell AFB, Alabama

12:30 p.m. — Luncheon, MURAL ROOM. (Proceed through cafeteria line and bring tray into MURAL ROOM.)

1:30 — Group Pictures of Men. THEATRE

1:45 — Group Pictures of Wives & Children. THEATRE

2:00 — Second General Session. THEATRE

Presiding: Dr. Adrian H. Daane
College of Arts & Sciences
University of Missouri - Rolla
Rolla, Missouri

Address: Dr. Lewis Mayhew, Professor of Higher Education
Stanford University
Palo Alto, California

Title: "A Learning Society: How Feasible?"

A quarter-hour group question-and-answer session will follow the address.

3:00 p.m. — Coffee Break. EXHIBIT ROOM 3

3:15-4:00 p.m. — Discussion Group I. CASE STUDY ROOM B.

Question and Answer Session

Recorder: Dr. John C. Guyon

4:10 p.m. — Meeting of the 1976 Planning Committee, COUNCIL ROOM

6:45 — Al Fresco Supper. THETA POND

8:30 p.m. — Reports Session. CASE STUDY ROOM C. (Reports from Nominating, Auditing, and Resolutions Committees.)

(The reports will be followed by Special Interest Sessions.)

Special Interest Section. CASE STUDY ROOMS A, B, & C.

Subject I: What Presidents Expect of Deans: What Deans Expect of Presidents.

Chairman: Dr. Lawrence Graves
Texas Tech University
Lubbock, Texas

Recorder: Dr. Warren Armstrong
St. Cloud State University
St. Cloud, Minnesota

Subject II: Super Boards

Chairman: Dr. Birney Gross
Texas Wesleyan College
Fort Worth, Texas

Recorder: Dr. Phillip A. Lewis
Westminster College
Fulton, Missouri

Subject III: Paper Trails and Their Control

Chairman: Dr. Paige E. Mulhollan
Oklahoma University
Norman, Oklahoma

Recorder: Dr. Jane F. Early
Mankato State College
Mankato, Minnesota

Tuesday, July 29

9:00 a.m.

Third General Session. CASE STUDY ROOM C.

Presiding: Dr. Adrian H. Daane
College of Arts & Sciences
University of Missouri - Rolla

Address: Dr. Robert Ray
University of Iowa
Iowa City, Iowa

Title: "Organization & Financing of Continuing Education."

A quarter-hour group question-and-answer session will follow the address.

10:15 a.m.	Coffee Break. EXHIBIT ROOM 3.
	Discussion Group I. CASE STUDY ROOM B.
	Chairman: Dr. Clifford Johnson Cedarville College Cedarville, Ohio
	Recorder: Dr. Robert Schuhmann University of Houston Houston, Texas
	Discussion Group II. CASE STUDY ROOM C.
	Chairman: Dr. John C. Hitt Texas Christian University Fort Worth, Texas
	Recorder: Dr. Wallace Jamison Illinois College Jacksonville, Illinois
12:15 p.m.	Luncheon, MURAL ROOM
1:30 p.m.	Fourth General Session. CASE STUDY ROOM C.
	Presiding: Dr. Adrian H. Daane College of Arts & Sciences University of Missouri - Rolla
	Address: Dr. W. L. Turner Vice Chancellor Ext. & Pub. N. C. State University Raleigh, N. C.
	Title: "A Statement on the Philosophy, Development, and Adoption of the Continuing Education Unit."
	Discussion Group I: CASE STUDY ROOM B.
	Chairman: Dr. George Harbold Marshall College Huntington, West Virginia
	Recorder: Dr. Edmond Dixon Assoc. Dean, Tennessee Tech Cookeville, Tennessee
	Discussion Group II: CASE STUDY ROOM C.
	Chairman: Dr. Charles Martin Vice President, Mississippi Clinton, Mississippi

Recorder: Dr. Delmar B. Pockat
Middle Tennessee State University
Murfreesboro, Tennessee

4:00 p.m. — Joint meetings of the 1975 and 1976 Planning Committees, COUNCIL ROOM.

7:00 p.m. — Conference Banquet. BALLROOM

Presiding: Dr. Adrian H. Daane
College of Arts and Sciences
University of Missouri - Rolla

Program: Dr. James H. Boggs
Vice President for Academic Affairs
Oklahoma State University
Stillwater, Oklahoma

Title: "Academic Futurism."

Wednesday, July 30

Fifth General Session. CASE STUDY ROOM A.

9:00 a.m. — Presiding: Dr. Adrian H. Daane
College of Arts and Sciences
University of Missouri - Rolla

Reports on Tuesday's Sessions.

Presentation of New Officers.

Adjournment.

Meeting of the 1975 Planning Committee.
CASE STUDY ROOM A.

LEADERS OF THE CONFERENCE

General Chairman:

Dean Adrian H. Daane, University of Missouri- Rolla, Rolla, Missouri

Chairman Elect:

Dean C. Robert Haywood, Vice Pres., Washburn University, Topeka, Kansas

Treasurer:

Associate Dean V. Brown Monnett, Oklahoma State University, Stillwater, Oklahoma

Other Members of the 1975 Planning Committee:

Dean George A. Gries, Oklahoma State University, Stillwater, Oklahoma
Dean Joseph T. Taylor, Indiana/Purdue Univ., Indianapolis, Indiana
Dr. T. Harri Baker, Director, Innovative Programs, University of Arkansas, Little Rock, Arkansas
Dr. Charles E. Martin, Vice Pres., Mississippi College, Clinton, Miss.
Dean John D. Garwood, Fort Hays Kansas State, Hays, Kansas
Dr. Edmond Dale Dixon, Assoc. Dean, Tennessee Tech, Cookeville, Tennessee

Speakers:

Dr. Lewis Mayhew, Professor of Higher Education, Stanford University, Palo Alto, California
Dr. Robert Ray, Dean, Division of Extension & University Services, The University of Iowa, Iowa City, Iowa
Dr. W. L. Turner, Vice Chancellor of Ext. & Pub., North Carolina State University, Raleigh, North Carolina

Group Chairmen:

Dr. Carl Hamilton, Vice Pres. & Dean, Oral Roberts University, Tulsa, Okla.
Dr. John C. Hitt, Associate Dean, Texas Christian University, Fort Worth, Tex.
Dean George Harbold, Marshall College, Huntington, West Virginia
Dean Clifford Johnson, Cedarville College, Cedarville, Ohio
Dr. Charles Martin, Vice President, Mississippi College, Clinton, Miss.
Dr. Nathan W. Dean, Assistant Dean, Iowa State University, Ames, Iowa

Group Recorders:

Dr. David G. McDonald, University of Missouri, Columbia, Missouri
Dr. Raymond L. Walter, Air University, Maxwell AFB, Alabama
Dr. John C. Guyon, SIU-Carbondale, Illinois
Dr. Robert Schuhmann, University of Houston-Clearlake, Houston, Texas
Dean Wallace Jamison, Illinois, College, Jacksonville, Illinois
Dean Delmar P. Pockat, Middle Tennessee State University, Murfreesboro, Tenn.
Dr. Edmond Dale Dixon, Assoc. Dean, Tennessee Tech, Cookeville, Tennessee

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LIFELONG LEARNERS - CLIENTS OR VICTIMS

Lewis B. Mayhew
Stanford University

A learning society peopled by lifelong learners is a romantic, intriguing and plausible idea. Its advocates are legion and at times eloquent. Robert M. Hutchins devoted a book to the subject of The Learning Society and used as the beginning and ending sentences "In the 21st century education may at last come into its own." [1] Father Hesburgh establishes an attractive rationale for the idea as he remarks that "Formal education of youth and young adults, once thought of as a vaccine that would prevent ignorance later in life, is now recognized as inadequate by itself to give people all the educational guidance they will need to last a lifetime. The obsolescence of knowledge, the rapid growth of new knowledge, the shifts in national priorities, the multiplication and complexity of social problems and the close relationship between the application of knowledge and social progress all lead to the conclusion that lifelong learning is not only desirable but necessary."[2]

Mood, under commission of the Carnegie Commission on Higher Education, essentially derived from such a point of view a number of postulates for a system of education in the future. Those postulates are "1. The vast majority of students would attend college as fulltime students for only one year, instead of four or two; 2. Additional higher education would be a parttime activity extending over one's lifetime; 3. Almost every youth would attend college for one year, whether or not he or she had graduated from high school; 4. The roles of residential and community colleges would be essentially reversed; the one year of fulltime attendance would be at a residential college, and the parttime lifelong learning would lie more in the domain of the community college; and 5. The year of residence for those who do not now go to college would be financed by the public subsidy that now supports students who attend colleges for more than one year"[3] and the Carnegie Commission on Higher Education gave clear legitimacy to the notion in a policy document which severely criticized both secondary education in United States on the ground that "it puts too much emphasis on continuation of education right after high school and then never again, rather than on learning throughout life. It thus discourages deferred attendance and the participation of older persons."[4] The Commission then proceeds to reach the conclusion that ". . . post-secondary education should be concerned comparatively less with the welfare of a minority of the young and more with that of a majority of all ages."[5]

Other social pressures and motivations seem also to support the case for lifelong learning. Some of these may seem antithetical to an idealistic version of education, yet still seem valid. The first of these produces a system for lifelong learners almost by definition. In the past higher educa-

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[1]Robert M. Hutchins, The Learning Society, New York, Frederick A. Praeger, 1968.

[2]Theodore M. Hesburgh, Paul A. Miller and Clifton R. Wharton, Jr., Patterns for Lifelong Learning, San Francisco, Jossey-Bass, 1973, p. 3.

[3]Alexander M. Mood, The Future of Higher Education, New York, McGraw Hill, 1973, p. 65.

[4]Toward a Learning Society, New York, McGraw Hill, 1973, p. 4.

[5]Ibid. 15

tion has been concerned with traditional learners defined as moderately able, of moderately comfortable economic backgrounds, being relatively young, and having demonstrated at least moderate success in coping with academic work. As higher education began to serve groups previously ignored, such as Blacks and other ethnic minorities, the logic inexorably led to providing educational service for the even younger, the older, those who had been forced to drop out of formal education, and those who approached education with unorthodox motivations. Thus serious concern for new students produces a system for life-long learning.

Presumably people will avail themselves of these educational opportunities because of an increasingly generalized acceptance of the need for self-renewal - self-renewal with respect to vocations and self-renewal with respect to values, aspirations and beliefs about one's self.

But there are other sorts of factors which must be faced. Although the condition varies according to segments of the population and segments of the labor market there has been a general reduction in time people spend in gainful occupations and it seems likely that such a reduction will continue to increase, especially if the society reaches an approximation of zero population and zero economic growth. The question then arises as to what people will do with increased amounts of leisure. It could be argued that the issue is critical enough that if education does not provide people with ways of coping with leisure it may be necessary within a relatively short time to keep half or more of the population under sedation most of the time - whether alcoholically, narcotically, or televized induced.

A related problem, especially should economic growth slow and then stabilize, is how to keep people off the labor market and yet provide them something personally useful to do which is not socially too destructive. In part the steadily increased age at which young people completed their formal education during the 20th century seems related to the labor market. If that be true one should expect not only the period of youth or extended childhood to extend well into the thirties in the future, but also frequent leaves of absence from work of considerable duration throughout individuals' several careers. The leaves, of course, would facilitate sharing work and educational activities would assign meaning to the leaves.

Such justifications provide a rationale for a subsidy for what is in some respects in its traditional form a declining industry. The traditional form, of course, is coping with the relatively young and the numbers of those may be expected to stabilize and then decline. Because the education industry affects so many people and is so interrelated with the total social fabric, subsidy of some sort may seem to be even more desirable than subsidy of the airline or railroading industries. Subsidy would probably take the form of more complex organizational structures requiring more people and more varied programs designed for people of different ages and different status. It can be claimed with some justification that the growth of supra institutional coordinating and controlling agencies during the late 1960s and early 70s came about not because of any substantive values accruing, such as more economical operation or more vibrant education. Rather such agencies could absorb substantial numbers of individuals aspiring to professional roles but whose services mainline practice of higher education did not need.

Individuals ultimately create the demand for learning opportunities and their motivations should at least be examined. In spite of some paper and

pencil evidence to the contrary, a principal motivation for persons to undertake formal education after traditional school years is for purposes of obtaining credentials, preparation for jobs, or advancement in one's job. The indicative evidence is prevalent. The largest consumers of the British Open University are teachers seeking advancements on salary scales. Proprietary schools emerge and die according to the demands of the labor market. Elimination of keypunching in computer work produced within six months the death of several hundred proprietary schools which prepared a given kind of computer operator. It is also true that people are interested in education for avocational purposes, as well as for the intrinsic values of learning for its own sake. A course in conversational French or in floraculture can be intriguing because it prepares for a trip to Europe or beautifying one's home. Learning about poetry or music or history or Chinese art may not have any specific vocational or avocational values, but may be and for many is of value in and of itself. Still others may see in continuing education activities outlets for opportunities for social activity and for some, of course, a formal course of study is one way of absorbing time which is more satisfying than remaining transfixed by the television tube. It is difficult to determine accurately the magnitude of these or other motivations. However, an examination of long-term successful programs in continuing education or successful programs developed for new groups of students suggests that job preparation and the desire for credentialing will rank the highest.

Another dimension to the case for programs for lifelong learning can be found in the ostensible motivations leading institutions into new fields. At the University of California, San Diego, the extension division developed three courses, the lectures for which were to be published in local newspapers and individuals could apply to local collegiate institutions to receive academic credit for following the printed lectures and complying with the requirements in supplemental workbooks. A great many reasons were advanced for the university entering such an arena but the most compelling one was that the originator of the idea was simply curious as to whether or not the newspaper could be used in such an educational way. The project required external funding and the University had no intention of supporting a continuation of the project nor were individuals willing to pay a substantially high cost to underwrite the effort. In the end curiousity was satisfied, although that newspaper experiment terminates the moment external funding is exhausted.

A second rather strong reason why institutions enter arrangements for lifelong learning, extended degrees or off-campus learning campus activities is to subsidize the traditional undergraduate program, whether it be two or four-year colleges. Thus LaVerne College, Chapman College, and Heperdine located in Southern California have mounted educational programs on military bases, have set up teacher preparation institutes in various school systems, have worked out external degree programs for older people, all under the rationale of providing needed services, but with the essential reason to generate funds to offset deficits produced by the orthodox on-campus liberal arts program. Also in California junior colleges have begun to exploit the idea of lifelong learning by placing more energy and enthusiasm into the development of adult or evening programs. As of the spring of 1975 junior colleges may collect state reimbursement for average daily attendance regardless of whether the student attends during the day or evening. This fact has stimulated some colleges to provide complete programs in nearby corporations or military bases making for the corporations at least no charge for instruction, thus providing an almost free good with the corporation providing space and paid time of students while the state and local district provided the instructional services.

A number of schools of education seeing the need for initial entry teachers declining have turned their attention to developing in-service training programs for teachers often at prices competitive with other institutions seeking to render the same service. An interesting example is the Pennsylvania State University offering in-service training programs for teachers throughout the state at tuitions and graduation requirements lower than must be maintained by private or regional teacher colleges located in the regions being so served. An additional element is that the Pennsylvania State University will staff these off-campus programs with professors from the private or regional institutions at rates of pay higher than their own institutions can afford to pay.

There are, of course, other motivations. People in local communities do express need or desire for particular kinds of programs and institutions sensitive to their service mission seek to oblige. Employers will frequently request that nearby institutions help develop particularly needed skills and again institutions if at all possible will oblige. Particularly are land-grant institutions and public junior colleges imbued with the service ideal which at times leads some institutions perilously close to offering whatever sort of educational work its major constituencies demand. But the impression persists that economic security for survival is the major consideration leading institutions into new kinds of programs serving new kinds of people.

The rapid expansion of colleges and universities into lifelong learning activities has generated a number of issues, many of which have substantial ethical components. The first of these involves the ethics of colonialism. For example, one institution begins to offer certain business programs in an area some distance from the home campus, even though there are institutions closer by which could provide the same service. As the market appears to be good other institutions moved into the area offering comparable programs but at more competitive dollar price or more competitive graduation or credentialing requirement. Rather soon the area is saturated with programs quite possibly to the detriment of all the institutions supplying the service and quite possibly resulting in substantially lower standards of performance on the part of students required. This particular phenomenon is interesting. In a quasi-capitalistic economy free enterprise and competition are regarded as essential techniques and to some extent competition in the education industry is not at all bad. However, the deterioration of the financial conditions of institutions of higher education in the 1970s may have led to unfair marketing and pricing policies for products the validity of which the public is the poorer judge.

A second ethical dilemma involves the degree to which educational institutions should assume the role of educational broker - providing whatever services a given market is willing to pay for. Thus a small liberal arts college creates a night law school because the demand for legal education is increasing, creates a rehabilitation program in the prison because there are federal funds which will underwrite it, creates a school of architecture because of a seeming increase in demand and then creates a school of recording arts. For each of these activities the home campus has no faculty qualified to be involved, hence new faculties (all too frequently parttime) are recruited to man the new service. Once again this is not a black and white situation. Colleges and universities have always existed to provide services needed by supporting constituencies. Medieval universities staffed the growing bureaucracies of church and state and colonial colleges produced the people who would subsequently become the ministers, lawyers, and doctors a frontier society needed. Yet whether there are limits to the brokerage function has yet to be debated in stark terms and the issue resolved.

A related issue has to do with institutions raising student expectations to unrealistic levels. This point can best be illustrated with the growing number of law schools designed especially for older students and for evening students. With the general slowdown in the need for elementary, secondary and college teachers the law appeared as a possible way for upward social mobility. Suddenly demand for legal education increased significantly and established law schools lacked desire or capacity to accept these new applicants. This sudden demand stimulated creation of at least some of the 45 new law schools created in 1973 alone. The law school is a relatively inexpensive enterprise to operate and the availability of students gave legal education the appearance of a financial windfall. Yet the demand for people to practice law seemed to be subsiding and with at least some evidence that the surplus of trained lawyers was in the near future. Now it can be argued that a legal education is a valuable education even if one never practices law in any way. Yet most of the students who enter law school do so in the hopes of using the legal training in a definitely vocational way. The same sort of phenomenon can be found or will likely be found in other areas.

Then there is the question of the extent to which monies from the general public should be used to support educational programs for specific segments of the population. To what extent should state monies be used to underwrite educational programs to upgrade workers in a particular industry? To what extent should state money be used to create programs designed to facilitate the educational upgrading of personnel engaged in by the United States military forces? To what extent should state money from one segment of public higher education be used to compete with programs maintained by other segments of the public sector of higher education? This is not an easy matter to resolve. Public funds have for over a hundred years been used to train lawyers but have generally not been used to train ministers. In many states low or no tuition institutions of higher education have served limited segments of the population, yet been regressively supported by all of the population with those profiting least contributing more. But the issue becomes especially acute as institutions seek new markets to cope with a changing financial situation.

A different sort of issue involves the appropriateness or inappropriateness of educational techniques used with different constituencies. The traditional ways of educating the young in colleges and universities has been through lecture, discussion, reading, writing of papers and use of library, laboratory and field experience. Students and faculty are brought together in groups which meet at regularly scheduled times for specified periods, for the most part distributed through the day and requiring that students be at the place of instruction. There is developing a new conventional wisdom which argues that those orthodox modes of education are inappropriate for new kinds of students. It is argued that the lifelong learner at many times in his life best will learn through independent study. It is also argued that the mature adult need not be in as constant contact with the professor as is the late adolescent undergraduate student. It is also alleged that the mature individual can extract educational meaning from his work, hence for him his work can be used more effectively for educational purposes than for the more traditional undergraduate student. It is also intended that many new learners can function effectively with parttime or adjunct faculty, even in locations remote from the sponsoring institution. A substantial number of recently created programs for new kinds of students stress the imaginative use of such atypical techniques. The ethical question arises when one realizes that there is no persuasive evidence that any of those claims are true. If anything, the evidence runs likely in the other direction. Independent study, for example,

figures large in most of the non-traditional programs and programs for new learners. Yet independent study, to be genuinely effective, is expensive and requires perhaps even more psychological support for the student from a professor than does the more routine meeting of classes. At least one ethical imperative is for institutions at least to try to verify claims made for new technique.

In the absence of tested ways of resolving such issues it is suggested that a non-heroic point of view toward the correlated concepts of a learning society and lifelong learners would be a prudent and appropriate one to take. Clearly a plausible case for continuing education can be made based on needs of society and needs of individuals. For many fields of knowledge and vocations the half life of the body of relevant knowledge is as few as five to seven years. Physicians in 1975 are dealing with potentially cancerous conditions they had no way of knowing existed as short a time as three years ago. Formal education is a way of preventing obsolescence of practice. Individuals who have desires and needs to upgrade themselves and to gain new credentials and collegiate institutions are probably the more appropriate credentialing agency for at least some fields. Increasingly, as observed earlier, greater amounts of leisure will be available and people do have need to learn to cope with that leisure in rational and productive ways.

However, need alone is insufficient to justify institutions creating programs or offering service. That need must be converted into demand, a concept which involves willingness to pay for the services received. An examination of newer sorts of programs which succeed seems to indicate that they succeed when one of several factors was present. Continuing education in land-grant colleges and universities has worked best in agriculture, education, and, to a more limited extent, business and engineering. In each of these fields there is a definite economic payoff to the individual for engaging in the educational activity. Farmers can see the difference when a new procedure is employed. Teachers do rise on the salary scale for taking courses, but demand is also present when individuals are subsidized and individuals encouraged to take advantage of the free good. A foundation such as the Danforth Foundation can conduct a generally successful continuing education effort to help improve collegiate education because it subsidizes faculty members to spend some time in a salubrious setting and interacting with well-established scholars. One can be quite skeptical as to whether college faculty members would attend such a workshop if they had to pay travel and living for themselves. Need can also be converted into demand if individuals have been conditioned or trained to want certain things. A careful analysis of the people who register for the previously cited newspaper course at San Diego revealed that the users who were willing to pay tuition fee and to purchase supplemental materials were typically women having had some college experience and whose family incomes were above $15,000. The adult junior college student is for the most part vocationally oriented and takes courses presumed to produce an economic payoff. A small proportion, however, do take liberal or avocational courses and there is the distinct impression (although little real data) that most people are relatively young (mid to late 20s) and having had previous college experience.

As a general rule, formal institutions of higher education should develop continuing education programs or programs to appeal to people of many different age and social strata only if several conditions are present. The first of these is that the extended programs should be rooted in the central intellectual tradition of the parent campus. The institutions created under the Morrill Acts are instructive. County agriculture agents, 4-H Club advisors, agricultural extension stations, short courses for agricultural workers have throughout

most of their history proved to be highly effective and desired. A principal reason why that combination of activities has proven so effective is because all of the work derives directly out of the college of agriculture and its own consistent, coherent, disciplinary core. That example contrasts sharply with the contemporary brokerage kinds of institutions which offer almost any kind of work for which a demand can be discovered but without the needed tradition and expertise to develop a coherent program and to maintain effective quality control.

Secondly, extended programs should for the most part not be undertaken unless there is reasonable expectation that once initiated the program can be reasonably self-sustaining. Far too many interesting activities were undertaken during the 1960s with foundation or federal money and with no real thought as to whether they could be sustained with institutional funds or from tuition over an extended period. One of the correlates of institutions which found themselves in financial difficulty during the late 1960s was a very rapid expansion of numbers of programs created during the earlier part of that decade. It especially seems a questionable practice for institutions to become dependent on a number of federal programs which may or may not be continued very long into the future. For example, one institution in California designed to upgrade people in management and certain technological activities has within three years created three different centers to accommodate a growing enrollment, almost all of whom can pay for their tuition only through G.I. benefits. If, as seems likely, educational benefits for veterans will be terminated within the year the chance for that institution to survive is quite remote. In the previously cited institution offering work in the prison the federal funds channeled through the institution for that program comprised almost 50% of the institution's operating budget. If the program is not renewed, and there is considerable evidence that it will not be, the reliance on that flow of cash will prove to have been disastrous.

Assuming that a particular campus is an appropriate base and assuming that new programs have a reasonable chance of becoming self-sufficient, still a third condition must be met. That is the degree to which specific curricula or instructional practices are reasonably valid. As has been indicated many programs for new kinds of students make use of non-traditional modes of instruction and the use of those modes may be perfectly defensible. However, there has grown up over the centuries a body of wisdom and tradition as to how education is performed. Practices which have survived the test of time may be quite invalid but should not be jettisoned, except for good reason. The burden of proof should probably rest on those who urge change. For example, any institution offering either a program for traditional students or for new kinds of students should be required to present persuasive evidence as to the validity of its program if it (a) relies excessively on parttime faculty and administration, (b) burdens advisors with large numbers of advisees, (c) relies on professors to direct work for which they lack recent demonstrated competency, (d) deemphasizes or eliminates theory or basic science in an applied degree program (e) allows students to pursue most of their program either independently or under only the scrutiny of their peers, (f) allows students to pursue a program over long periods of time with study just a minor interruption of work, (g) equates living experiences with conceptual learning, (h) includes applied experience as a part of a program but does not provide consistent, systematic supervision by individuals recognized as capable of supervising such experience, (i) offers programs which are intended to be completed in atypically short periods of time, and (j) offers programs which rely excessively on needed materials such as library holdings of agencies other than the institution

offering the program.

This is conservative doctrine - the doctrine which seems especially needed in the face of the temptations institutions will face during the rest of the 20th century.

A LEARNING SOCIETY: HOW FEASIBLE?

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In the mid-1970s writing and speaking concerning higher education glittered with the phrases "nontraditional learning," "the new learners," "continuing education" and "experiential learning." Some 500 new institutions or distinctively new branches of institutions have been created since 1968, many of which are devoted to delivering these new kinds of educational services. A coterie of educators have embraced the related notions of lifelong learning and nontraditional study and have projected them into a movement not unlike the general education movement of the 1940s and 50s, and a distinctive rhetoric has evolved as a common universe of discourse among the committed and converted. Thus Ernest L. Boyer argues that even though the baby boom has slackened there are still more people to be served and that ". . . for the first time in our history higher education may be viewed not only as a prework tradition but as a process to be pursued from 18 to 85."[1] One of the older devines in the movement makes the same plea that individuals should be brought to be ". . . eager to learn, as the experience of life reveals areas of ignorance" and to argue that "The center of educational gravity in society is shifting away from educational institutions toward informal learning, continuing education outside of school and the community, and self-learning without formal structures or conventional teachers."[2]

The archetypal reformer for American higher education, Frank Newman, not only sees lifelong learning, the new frontier for education, but believes it can become a reality because of technological developments. "There are wholly new technologies coming on line - cable television, domestic communication satelites, miniature computers, video-tape cassettes - which constitute a new infrastructure for providing higher education . . . . The technology is available for revolutionizing access to higher education; only the imagination and commitment are as yet lacking in the United States."[3]

Such optimism, however, must be tempered because of substantial dysfunctions in American higher education and shifting public regard which could make such promises regarding the future as being generally suspect. There is the deteriorating economic condition which presents a bleak outlook for most institutions in society, especially one such as education, the successes of which are difficult to establish but the failures of which are so easy to display and caricature.

If the assumption can be warranted that American higher education in spite of its many successes including numerical successes, faces extremely difficult if not crisis times, at least two major alternative courses of action are open. The first of these is the optimistic one of assuming that American higher education is and has been resilient and has survived difficult times before and very likely will survive the present period of storm and stress.

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[1] Quoted in Dyckman W. Vermilye, Lifelong Learners, A New Clientele for Higher Education, San Francisco, Joseey-Bass, Inc., 1974, p. 7.

[2] Theodore M. Hesburgh, Paul A. Miller, Clifton R. Wharton, Jr., Patterns for Lifelong Learning, San Francisco, Jossey-Bass, Inc., 1973, p. xi.

[3] Frank Newman, Report on Higher Education, Washington, Office of Education, 1971.

In the 1930s the economic picture for higher education was considerably less promising than at the present, yet higher education emerged into the period of its greatest flowering. Even as recently as the period between 1952 and 1958 higher education was approaching a steady state with enrollment stabilizing, budgets limited and what turned out to be a momentary serious over-supply of professors. Yet just a few years later institutions,their administrators and professors entered into what has been described as the "golden age" of steadily increasing enrollments, budgets, construction of physical plants and public regard. In addition to historical example several other factors support this alternative. Education has always been needed and becomes increasingly necessary as the society and technology become more complex, presenting more things which people need to learn. In spite of some notable failures existing forms of higher education have been able to teach these many new things and conceivably could and will continue to function effectively in the future. Those professionally engaged in education are familiar with older patterns and processes and can do them reasonably well. If relatively slight modification and improvements in institutions of higher education and in the total system are made, many believe that older modes are still valid and should be allowed to continue. However, there are at least two matters which call this assumption into question. The first may be relatively minor with respect to the entire national system of higher education, although it will be catastrophic for some institutions and many individuals. This is the fact that a substantial number of collegiate institutions, especially private institutions, are likely to fail before the end of the decade of the 1970s. Economists can look with equanimity at the failure of a number of individual businesses so long as the total industry continues to have a mission and can attract suitable markets to which goods and services can be supplied. Such a position could argue that it is of scant overall significance if three or four or even 500 institutions failed so long as the educational needs of the entire society are met, and seemingly they could be met by a fewer number of larger institutions. Obviously those in threatened institutions take a different view. A more fundamental question is whether or not conditions in the society and indeed the world have changed so much as to make older forms of education obsolete. There are the disturbing observations concerning the possibilities of zero economic and zero population growth occasioned by the depletion of world energy and materials resources. There is also the observation that prevailing and political and governmental philosophy and structure (especially in developed nations) have become inadequate to control a complex large urbanized, secularized, and technological society faced with a deterioration of resources and there is also the observation that the potency of traditional bases for ethics, morality, and fundamental values has deteriorated to such an extent that individuals can find no guide for conduct except themselves and that guide without real legitimacy. If such observations are even partially correct they would seem to require major shifts in focus for all social institutions, especially an institution such as higher education whose proponents fancied it had or could become the pivotal institution in society. There is much evidence to suggest that some fundamental change in American higher education might be taking place and that the entire enterprise might be on the verge of a second revolution. Once before in the history of American higher education such a radical transformation took place. Between approximately 1870 and 1910 the entire higher educational landscape was altered into much of its present form. Before 1870 the curriculum was for the most part prescribed and limited to courses drawing on Greek and Roman classics and taught by recitation based upon a mental discipline psychology. Colleges were small, appealing to a limited segment of society and concerned more with piety and character

development than cultivation of the intellect. Limited libraries were essentially archival and scarcely viewed as educational resource while laboratories and observatories were the avocational tools of amateur scientists practicing outside orthodox educational institutions. The professoriate was not at all professional, was paid barely subsistence wages and claimed little respect from the larger society. But during the dramatic four decades following the Civil War all of that had changed. Science and technology forced their ways into the curriculum. Faculty members conscious of the high regard of German university professors became more and more professionalized. They organized themselves into departments which offered extensive and extending lists of courses. The library and laboratory became essential instruments of instruction. Courses were numbered and numerical values were assigned to them. Rudimentary forms of more consistent admissions procedures appeared and attending college came to be viewed as a somewhat demanding intellectual exercise. Virtually every feature which characterizes American institutions of higher education in the 1970s evolved from those revolutionary decades. Presidential administrative power was elaborated to an hierarchical structure of deans and department heads. Financial and student accounting became somewhat more systematic. Endowments for some institutions were created or enlarged, and the mode became that of a complex, multi-purposed institution with growth as a major item of faith.

During the late 1960s and early 1970s a great deal of experimentation and attempted innovation began taking place on American college and university campuses, partly in response to student protest and criticism and even more significantly in response to the eroding financial situation of institutions. So active and varied was this experimentation that some believed that a second revolution in higher education was approaching, comparable in magnitude to the first. Certainly a review of the types of experimentation being undertaken reveals the variety. First and probably most prevalent are new temporal arrangements seeking to break the rigidities of the traditional semester or quarter system. Institutions have moved to trimesters, three-three-three plans, four-one-four, and varying-sized modules best illustrated by Colorado College. One has the distinct impression that the ease with which new calendars are adopted is facilitated by the fact typically calendars have not really forced the revision of existing courses and teaching procedures. In an effort to break the monolithic quality of large institutions there are many attempts to group students into smaller units and to relate learning and living. Thus there are cluster colleges, team teaching, theme residence halls and house plans, all seeking to exploit educational benefits presumed to inhere in social arrangements resembling primary groups. At the same time that the power of groupness is being stressed there are other attempts to individualize instruction and to allow students either to set their own tasks and to pursue them individually or to pursue educational tasks posed by professors, but at their own rate. Paradoxically efforts to individualize instruction are made in two quite radically different ways. One way is virtually to free students from all restraints and requirements and to encourage them to find a problem and seek to solve it through using the educational resources of an entire institution. At the other extreme courses are constructed out of tightly-knit units of materials and testing devices and students are requested to move through the course a step at a time, progressing to the next step after having demonstrated mastery of the previous one. Individualization results as individual students proceed at their own pace and without necessity of attending regularly scheduled classes. One of the more controversial and varied categories of experimentation involves newer methods of testing, evaluation and assessment. At one extreme are the attempts to eliminate letter grades, using instead pass or fail symbols or written anecdotal appraisals. At the opposite extreme are attempts

to use nationally-normed objectively-scored tests as a means of validating life experiences in educational terms or facilitating achievement of academic credit by examination without the requirement of course attendance. In the same general domain there are new attempts to solve the perrenial problem of providing counseling, guidance and advising.. Some institutions experiment with using undergraduate students to advise their peers and the two major national testing programs each have prepared counseling materials which can utilize the computer to interact with students needing this kind of assistance. There are two major curricular approaches, the first being attempts to develop interdisciplinary courses focusing on problems on the ground that real-life problems are rarely confined to a single discipline and that the curriculum will be more realistic and more motivating if oriented toward problem solving. Also simulated by motivational needs and desires to make academic learning more realistic are the attempts to develop off-campus learning experiences ranging from cooperative work-study, to an institutional requirement that every student must spend one term off campus doing something related to academic work but distinctly different from it. Then there are the structural and organizational innovations. Many new, and for the most part small, institutions have been created, either as sub-units of an existing institution or as completely new organizations. These would include such things as the experimental college at the University of California-Berkeley, the University Without Walls, or the Metropolitan State in Minneapolis which, for the most part, operates without a fixed campus. Organizationally experiments extend from attempts to make an entire institution function as a participatory democracy on to experiments lacing administration in the role of management and faculty as labor, with balance maintained through an adversary relationship. Administrative experiments include attempts to develop management information systems and to use the powers of the computer to facilitate planning through such things as simulation models. Lastly, financial experimentation involves modifying student-faculty ratio, making schools and colleges within a university financially responsible for their own destinies, and theorizing at least about vouchers or other devices to allow students to pay the full cost of education and to select the institution they will attend without financial jeopardy.

Although the variety of experimentation is clearly demonstrable the aggregation of attempted innovation does not result in a coherent, consistent, new pattern of higher education. While many things are being attempted, for the most part, educational practice continues in its traditional modes and it can be hypothesized that contemporary experimentation is likely not to crystalize into a complete new pattern, chiefly because they simply represent refinements of traditional practices. The first revolution in the late 19th century was so significant because at the same time institutions were examining new practices, they were also assuming two major new purposes for missions. The colonial college had only one purpose which was to educate young people, frequently stressing character above intellect. By the mid-19th century, however, two new missions were being urged. The first of these exemplified by the land-grant colleges was a service mission which encouraged institutions to be of various kinds of service to the people of an entire state, thus land-grant colleges gradually developed agriculture experiment stations, county agents, 4-H Club leaders, and short courses for agricultural workers. The second purpose was the assumption of a research mission. During the colonial years on through to the mid-19th century there had been scientists in the United States but with no agreement that the home of science should be in an educational institution. The experience of some 10,000 young Americans attending German universities in the first half of the 19th century produced a cadre of people who wanted to import the German ideal of a research university, the sudden availability of large amounts of capital provided a means to support research with the final result the adoption of research and scholarship as a major new purpose. Each of these new purposes - service and research - were consistent with and assigned

meaning to the newer techniques. Thus academic departments were admirably designed to accommodate a research mission, the elaboration of courses provided a publication outlet for research results and laboratories and libraries, of course, clearly essential for research. The relationship between those techniques and service is much less marked. Nonetheless the advent of technology within collegiate institutions provided an intellectual base for service and the independent course provided an instrument which could be used on campus as well as off campus. Thus it was the assumption of new purposes, coupled with new technique, which produced the first academic revolution.

The question then arises as to whether American higher education in the last quarter of the 20th century is about to, can or should adopt one or more major new purposes. Many new missions have been urged. Some have long contended that the college or university is and should be a principal critic of society and a central component of a larger intellectual community. They argue that no malfunctioning of the society should be exempt from scrutiny and that both individuals within institutions and institutions themselves should comment on and instruct the public concerning even the most controversial of issues. Such an argument rests on rather untenable historical grounds because neither academicians nor their institutions have been notably in the vanguard of critics of society. For the most part they have been reactors or followers. Nor have academics been highly productive in the broad range of intellectuality, including literature and the fine arts. Another purpose urged by romantics such as Ivan Illich would convert institutions into gardens of Eden in which students and faculty would live freely according to their individual urges and would be expected to learn and develop experientially with much greater stress on feeling and affection than is now the case. Such a view is similar to that demanded by some students during the years of student protest during the 1960s when they wanted colleges almost to be sanctuaries free from the competitive stresses of the outside world. A different mission is posited by some theologians such as the late Kenneth Underwood. He saw collegiate campuses almost assuming a redemptive function for Chrisianity with the campus minister being the initial instrument. The campus minister assuming a much broader pastoral role could affect not only individuals but departments and divisions as well and through their influence exercise the broader redemptive function. This notion in the sacred is similar to the secular redemptive role which people such as James Perkins urge for colleges and universities. He visualizes institutions as becoming exemplars of democratic community organizations demonstrating to the larger society how the quality of life can be improved.

Perhaps the mission most strongly urged is for collegiate instutions to assume a meliorist role serving people in many different ways and hopefully eradicating major social dysfunctions. Much of the rhetoric of those urging non-traditional study sees serving many different segments of the population in many different ways and in many different locations as the next logical step institutions should take. Samuel B. Gould argues this mission in discussing unfilled needs. "There is for example the need to accommodate segments of our population as yet largely ignored - women who wish to resume their studies when their family and household duties permit, returning war veterans, retired men and women, inmates of penal institutions, employed people who wish to improve their situations, professionals or paraprofessionals who find they must keep up to date - a widely diversified group who seek in some fairly systematic way to enrich their lives. There is the enormous problem of the minorities whose promise and opportunities are still unfulfilled. There is the need to reexamine vocational education: its availability, its methods, its goals, its relation to manpower use in this country. There is a sudden turning of attention to the so-called external degree,

with its popular appeal and its latent dangers. There is even a current move toward exploration of a whole new kind of higher education system, apart from the traditional institutions now in existence, either to parallel what we now have or to replace it almost completely. All these needs and pressures stem from the mood of democratization, from insistence that great additional numbers must be served, that full opportunity to rise on the educational scale must somehow be provided."[4] An extension of this concept sees collegiate institutions becoming almost brokers of various kinds of educationally related services, thus a small liberal arts college, brokers professional courses to upgrade teachers and offers them where teachers are. At the same time it enters into contracts with corporations to provide educational service and to develop educational materials. Then it develops programs which allow academic credit for considerable life experience with enrichment provided through instruction offered in the home or in off-campus locations. This institution would also enter innercity locations to provide counseling and training for parents and might even conduct day-care centers and recreational facilities for youth in after-school hours. Rehabilitation programs can be mounted in penal institutions and courses and instructional materials developed to help people everywhere more realistically face such things as death or serious disease.

This meliorist role appeals, partly because it reflects the democratic and egalitarian strand in the American character, and partly because it might solve the economic problem institutions face of stabilizing or declining enrollments of traditional college students. A number of private institutions have sought to diversify their programs clearly in the search for new markets. However, before institutions leap into this new role several matters should be carefully considered. Any reasonably acute observer who believes in human improvement can point to need for educationally related activity. Many adults could lead richer lives if properly informed and stimulated. Many young children could lead happier lives if their own childhood could be enriched. Rapid changes take place in most vocations and callings and practitioners would do better if their skills could be periodically updated. However, whether that need can be converted into demand which involves willingness actually to purchase a service should be pondered. Granted that the demand for a well-delivered service is present, is there wide public acceptance that formal educational institutions are the best qualified to perform the service? Are institutions perceived as being equipped to cope with hard-core unemployment, deteriorating neighborhoods or inadequate child-rearing practices? The word perceived is used here deliberately because it is quite possible for educational practitioners to believe they and their institutions to be omniscient but for others to have a more parsimonious view of their capabilities. The question properly should be asked, do individuals in institutions possess the appropriate technical skills to cope with the many complex problems requiring service, or can they logically and consistently recruit people with those skills? The fundamental but frequently overlooked matter is whether there is or can be developed established methods and levels of financing necessary to provide needed services. Land-grant colleges succeeded in serving the agricultural community because an adequate system of financing drawing on both the state and the federal government, were developed and the system was flexible enough to allow professional people to shift back and forth from on-campus teaching to research to service without encountering difficult financial problems. In a few states community and state funds are deployed to support service activities in such things as evening divisions or store-front counseling centers. By and large, however, the American public has not yet appeared willing to provide the same sort of sustaining financial support that it does for elementary and

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[4]Samuel B. Gould and Kay Patricia Koss, Editors, Explorations in Nontraditional Study, San Francisco, Jossey-Bass, Inc., 1972, p. 4.

secondary schools and for public colleges catering to the 17-22 year-old age group. A last consideration is whether or not there is or can be developed a supporting intellectual and ideological base which can provide a rationale and criteria to decide what services to render. The rationale for university research activity is that the research provides that new knowledge necessary to keep courses and educational programs relevant to a changing world and changing conditions. Unless collegiate institutions see themselves as comparable to business conglomerates this matter of intellectual justification requires attention.

If continuing education or life-long learning is to become a salient feature of higher education in the future it, in all likelihood, will be part of that social meliorist role currently praised but not yet accepted. For continuing education to become significant not only must the conditions necessary for a meliorist role be met, but some additional conditions as well. The explorations into continuing education supported by the W. K. Kellogg Foundation suggest a few of these. Simply reviewing them indicates the magnitude of the task ahead. "1. A substantial part of the University's undergraduate curriculum in every subject matter area should be redesigned to help students learn how to carry out a program of self-education and life-long learning. 2. The responsibilities among institutions for inculcating skills and attitudes favoring life-long learning differ according to institutional type and purpose; these different responsibilities should be recognized and appropriate steps taken to meet them. 3. The Congress should enact a universal bill of educational rights that would guarantee to every citizen access to the widest possible educational opportunities. 4. Changes are needed in public policies to promote life-long learning through released time from employment, tax deductions or tax credits, and retraining programs that promise new careers. Public policy should encourage the use of school and college facilities for community education purposes, and 5. Model programs of in-service education should be developed for public employees and elected officials."[5]

In addition institutions seriously considering entering life-long learning programs in a major way should approach the entry cautiously and pragmatically. There should be a most careful assessment of potential markets: their size and the willingness and ability of individuals to pay for new services. At the same time institutions should assess their own actual strength which could be devoted to the new missions or strengths which logically could be acquired. Since much of continuing education programs will likely be undertaken off campus., they will require new kinds of administrative structures. It is already apparent that traditional academic administrative structures are ill-equipped to cope with teaching and limited-service activities. Simply enlarging administrative structures will not suffice. Also, traditional means of quality control generally exercised through appointment of faculty and social pressures made possible on a residential campus will be inadequate for new continuing education activities, yet quality control is imperative.

The single most important criterion to be used in deciding on major efforts in life-long learning is whether it can be offered qualitatively equivalent to on-campus programs at prices which the life long learners will pay and which offer a clear pay off for the learners.

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[5]Hessburg, op cit, pp. 10-19

ORGANIZATION AND FINANCING OF CONTINUING EDUCATION

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A speech to the National Summer Conference for Academic Deans, Oklahoma State University, Stillwater, Oklahoma, July 29, 1975

Ladies and Gentlemen:

It is a genuine pleasure for me to be with you, and to discuss with you what may be the most challenging, exciting and fastest growing aspect of post-secondary education in America today.

It is challenging because it is almost impossible to define the term "continuing education." Terms often used in the same context include "open learning," extension," non-traditional learning," "education permanente," "adult education," "extramural learning," "extended studies" and the list goes on and on. It is challenging because it is ancient in its origins - Plato having advocated permanent, free and continuing education. It is challenging because it has attracted such widespread contemporary interest and a growing concern that lifelong learning be accessible to all who may benefit from it.

It is exciting because it is at once, on the one hand, threatening to many of the established ways of operation in education - particularly post-secondary education, and, on the other hand, it is regarded, perhaps often erroneously, as a possible salvation for many institutions in the fact of steady-state enrollments and increasing costs.

And it _is_ the fastest growing over-all education enterprise in America. In 1940 about 17,800,000 adult Americans were enrolled in formal continuing education programs. It is estimated that the number in 1975 may be as high as 82,400,000.[1]

At the higher education level we know that almost twelve million people were at one time or another candidates for a baccalaureate degree but did not complete it. There are millions more who have achieved a first degree and who need to and wish to pursue further learning for personal or professional reasons.

According to Cyril Houle, in 1973 "a total of 440,216 people took" the G.E.D. test for their high school diplomas. "Almost 70% of them passed. Their average age was between 25 and 26. And the average years of schooling they had was 9.8. Forty-two percent indicated that they wanted to undertake post-secondary education. Studies of previous G.E.D. examinees who have gone to college show no significant difference between their performance and those who have secured diplomas through usual means."[2]

In 1974 the American Council on Education in a special report on Financing Part-time Students declared:

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1. Moses, Stanley, _The Learning Force_, Syracuse University Publications Cont. Ed., Occasional Paper N-. 25 Oct. 1971 p 19.
2. Houle, Cyril "New Developments," Address, Nat. Conf. on Pub. Service and Extension in Instits. of Higher Ed., Athens, Georgia. June 23-26, 1974

"1. Since 1969 more students have participated in post-secondary education on a part-time basis by a substantial margin (55.0 vs. 45.0 per cent in 1969 and 57.5 vs. 42.5 percent in 1972). Between 1969 and 1972 the number of part-time students in post secondary institutions increased at a rate 2.3 times faster than full-time students (20.4 percent part-time vs. 8.8 percent full-time).

"2. In 1972, for the first time in American history, approximately half of the students (degree credit, nondegree credit and noncredit) in postsecondary institutions of higher education participated on a part-time basis.

"3. The rate of increase in numbers of collegiate part-time students between 1969 and 1972 was three and one-half times as great as for full-time students (35.3 vs. 10.1 percent)."

Clearly, the part-time student is indeed in the "new majority" on our campuses.

In the face of current circumstances, the first issue that every institution must face is: Is it within our mission to embark upon a program of continuing education?

An institution's commitment to continuing education cannot be real unless such a mission is broadly accepted and realistic in terms of possible achievement.

Most four year liberal arts colleges have not had continuing education as a part of their missions. Many have regarded this aspect of what they do as satisfied by welcoming the public to lectures, concerts, plays, art exhibitions and other cultural offerings. Their original missions however have been blunted with time and social change. Church sponsored institutions have, in many cases, sublimated their religious emphasis as religion has become a lessened force in society. Institutions for men or for women or for blacks or other minorities have changed their goals in the face of social concern for equality. Special purpose institutions have become more broadly based while broadly based institutions have become more specialized in the fact of public demand for vocational and career education. The Newman Report of 1971 notes this trend in recent decades as a trend toward homogenization. It is my personal opinion that not all colleges and universities should embark upon programs of continuing education simply because everyone seems to be "getting into the act." Many, it seems to me, would be wiser to expand upon already exciting areas of excellence and separate the wheat from the chaff.

Clearly they should not go into full scale continuing education unless they mean to do so on a level that reflects the same excellence as that to be found in what they already to exceedingly well in existing programs.

Many educators have rediscovered continuing education and evince all the elation of the boy who put his thumb in the pie and pulled out a plum.

The field is not new in terms of institutional purpose.

One hundred and twenty-five years ago, in 1850, Oxford University established a Commission to study the role of that University in relation to society. The Commission reported that the purposes of the institution should be expanded to include "Carrying out knowledge to the people." The

Commission for Extra-Mural Studies thus became a community of scholars with a new dimension to its life -- the dimension of serving also as a direct social resource. Members of the faculty began the chore of going into the community as lecturers - providing a bridge from the campus to society that was more direct than the traditional bridge of infusing graduates into the social stream.

This concept was given great impetus in the United States through the passage of the Morrill Act of 1862 and the Smith-Lever Act in 1914. Through these acts the Land Grant Universities came into being. They brought the community of scholars to the wider community. Their effectiveness is obvious in the realm of agriculture, and the vehicle that bridged the campus to the wider society was the Cooperative Extension Service. What is often overlooked is the social demand that gave them life and sustained them. The nation needed food and fiber to meet desperate wartime needs. Institutions of higher learning were therefore created with new purposes -- to provide higher education not alone for the privileged and the rich but for the sons of tradesmen and farmers and to extend the fruits of learning and research directly to society. By 1906, President Van Hise of the University of Wisconsin could declare that, "The responsibility for the dissemination of accumulated knowledge in understandable form for all people was an equal function of the Modern university with residence teaching and research."

In 1909, Harvard established its Commission on Extension Courses. I recently received its bulletin listing courses available in late afternoon and evening in Boston and Cambridge for those who wish to pursue the Bachelor of Arts in Extension Studies or the Associate of Arts in Extension Studies. In 1973, 36 students earned the A.B. in Extension Studies from Harvard.

The purposes of other colleges and universities came under review early in this century.

In the June, 1965 issue of "Report from Rutgers" Provost Richard Schlatter recalls that:

"When Woodrow Wilson was president of Princeton, he thought of the central core, the liberal arts college, as being all there was to the University. But when Wilson became Governor of New Jersey, he began to think of the university as having a practical responsibility to the community as well. In 1913, at the opening of the New Jersey Legislature, Governor Wilson spoke in very eloquent terms of the need to expand the cooperative extension work of the Rutgers College of Agriculture. It was essential, he said, "to take science to the farm. Lectures and experimental farms are excellent, but the cannot and do not push their work home. Some states have gone beyond this, and we should follow them with zest.

"The knowledge of the school should be carried out to the farms. When once it has been carried to the countryside, it goes on itself. It is the thing that gives life as it goes, it awakens the countrysides, it arouses them to take charge of themselves. It is by such means that the people come to understand themselves and their own interests, and assume their real sovereignty."[3]

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3. Schlatter, Richard, Report from Rutgers, "New Approaches to An Historic Task," Vol. XVII, No. 3, June, 1965, p. 1.

In that same year, 1913, in my own State of Iowa, the legislature passed an act to create the Extension Division of the State University of Iowa. The basic purpose of the institution was changed. It was given a new mission and a commitment to "render a larger service to the Commonwealth and to the people by carrying out to every part of the State, the knowledge, the thought, the ideals, and the spirit of the several departments and colleges of the University and by bringing the University generally into direct contact with the citizens."

In the fact of the obvious and remarkable achievement of Cooperative Extension it thus came to pass that the concept of General Extension providing continuing education and other direct services in areas other than agriculture and home economics was incorporated into the statements of purpose of many public and private universities.

The important point here is that while continuing education is not a new concept in terms of institutional purpose - once it is incorporated into the mission of a college or university which has not previously had a commitment to it, it means a genuine change must take place in traditional ways of doing things.

Because of the very diversity of our institutions (in spite of a clear trend in the 50's and 60's toward homogeneity), it is impossible to provide a magic formula for organization that will be equally applicable to all. If, upon careful review, an institution's faculty, administration, and governing board conclude that a continuing education program is not within the institutional purpose or that there is not and cannot be developed a clear commitment to continuing education, that should end the matter.

It is my conviction that a continuing education enterprise will provide no panacea for solution of an institutional economic crisis. Properly carried forward, continuing education in terms of generating college degree credit will certainly cost no less than traditional on-campus education, and may very likely be more expensive in terms of real costs.

Quality programs require a faculty of high quality. They require a clear assessment of the needs of those to be served - and the adult part-time student has a clear advantage over the campus-bound student, he or she can take what is offered - or leave it, and it had better be good and on-target. Quality programs require excellent counseling and peripheral services that are different - including concern for child care facilities and a different panoply of other student services. Quality programs, if they are to be effective, must be available at convenient hours and convenient places. They require, often, a different kind of delivery system, concentrated time frames, new combinations of guided self study and traditional means of presentation. If good faculty are to be attracted to the effort, the institutional reward system has to be modified so that the development of a "wall to wall bibliography" of research achievement is not the sole basis for promotion in rank, for tenure, or for salary recognition. Further, such programs require flexibility in terms of curriculum in order to meet changing needs of adults. They also require sound evaluation and good market research or they cannot be cost-effective.

In 1969 the National University Extension Association issued a position paper. Today, in 1975, the paper appears to me to remain relevant in terms of rather concisely summarizing the kinds of activities a liberal arts college or a university might consider as it determines its continuing

education role. These are the options:

"I. To provide courses, often at night and off campus, leading to undergraduate degrees for adults who are not able to undertake a fulltime or daytime campus programs. Extension programs may differ from customary degree sequences but not in level or in quality. Extension programs include provision for innovation in teaching methods, for independent study, for credits earned by examination or by the evaluation of knowledge and skills gained through work experience or personal study, and for waivers of usual residence requirements.

"II. To provide opportunities for adults to pursue post-baccalaureate studies leading to professional or graduate degrees, often without full-time residential study. Such programs offer degrees or new curricula especially for those adults, including teachers and other professionals, who have needs and interests that justify either greater specialization or greater generalization.

"III. To provide opportunities for students to continue development as individuals and as citizens. Such general liberal education programs allow students to enhance their intellectual growth, their aesthetic enjoyment and creative activity, their increased understanding of changing personal relationships, and their wise use of recreational and discretionary time to make themselves wiser consumer, more effective workers, better family members, and more responsible members of their communities. This cluster of goals implies credit-free courses as well as credit courses of many kinds and at different levels, and opportunities to share in individual or group residential study programs.

"IV. To augment the general responsibility of the university to give all students an understanding of the importance of continuing education throughout their lives.

"V. To provide opportunities for individuals to continue their vocational or professional education, beyond and apart from their degrees, through various credit-free seminars, colloquia, short courses, conferences and institutes, and through returning from time to time for independent or directed study as members of the university community.

"VI. To provide and to expand research, training, consultation, and action programs for persons engaged in broad areas of concern such as agriculture, labor, business, industry, engineering, health, and public and social services.

"VII. To provide assistance to communities and community institutions local, regional, national, and international -- in identifying the research and teaching resources of the university and the human and materials resources of the community. There is a special urgency to develop abilities to resolve problems affecting critical aspects of contemporary life such as racism, poverty, and unequal educational opportunity."[4]

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4. Role, Purpose and Function of University Extension, Ray, R.F., et al, National University Extension Association, Washington,D.C. 1969

The seven goals enumerated seem to me to say that the competencies of institutions vary from those of complex universities to those of less complex institutions. Not all institutions should seek to develop programs to meet the personal needs of people, the special needs of groups of people, and the problems of communities. Not all will develop credit programs leading to degrees, and some will shun non-credit activity. The goals provide a kind of framework, however into which may be woven priorities for the vehicle that Continuing Education can be.

There is implicit in the goals a suggestion -- indeed an imperative -- that the institution become aware of the societal and personal needs of its constituency and clientele.

Further, one must recognize that continuing education and public services are provided not alone by liberal arts colleges and universities. Community colleges are coming to bear a large part of the burden and their services should not be unnecessarily duplicated. The elementary and secondary schools have a clear role to play. Private organizations, churches, fraternal societies and business and industry carry another part of the burden. Priorities for goals should, of course, be based on the special competencies and resources of the institution. A liberal arts college or university faculty might not be expected, for example, to be directly involved in adult basic education for literacy, but its students might well be so involved and surely the faculty would be concerned about education for the educators and administrators of such programs. It boils down to a matter of competencies, resources, and priorities. By 1973, however, well over 50 per cent of America's colleges and universities had one or more programs for part-time students. [NUEA Directory of College and University Degrees for Part-time Students.]

I approach the question of institutional organization for continuing education with a great deal of trepidation. This audience consists of representatives of many types of institutions - differing in objectives, size, resources and commitment to continuing education.

All reason dictates that there is no single right way to organize the continuing education effort. The matter is complicated in terms of the audience to be served, the vehicles for delivery of service, and the breadth of the program in terms of credit and non-credit offerings. The structure should be quite different for the institutions offering an external degree compared to the institution which wishes to develop a series of non-credit offerings. Instituting a College of Continuing Education in a complex university is quite a different proposition from establishing a conference center.

Both the National University Extension Association (NUEA) and the National Association of State Universities and Land Grant Colleges have done recent studies concerning organization, and a further study of representative institutions offering external degrees has recently been reported by the Center for Research and Development in Higher Education of the University of California (Medsker, 1975)

A general conclusion drawn by all might be paraphrased as follows:

Success in a continuing education program is most likely to occur when there is 1) a clear understanding of and a commitment backed by financial support for the program by governing board, chief executive officers, the faculty and professional personnel of the institution, 2) a clear definition of the function, including a statement of goals and objectives, the clientele to be served, and 3) criteria for judging success.

Let me now state some issues, the answers to which must be provided by each institution.

1. If a program in continuing education is to be instituted what ought to be the target audience?

Four year liberal arts institutions should not attempt to duplicate opportunities for adults that are readily available through community colleges and other agencies. There is a great void in opportunity for the part-time student to pursue upper division credit work on a part-time basis.

Depending upon geographic location of the institution (rural or urban) the needs of the public will differ greatly for non-credit work. Many adults are interested in learning that which will enhance their work abilities, but many others are interested in enriching their lives through other educational pursuits. Certificate programs and the award of continuing education units are most appropriate for most of these potential learners: - Bill Turner, North Carolina State. The structure of the institutional organization should take these factors into account.

2. If a program in continuing education is to be instituted what ought to be the role of the faculty?

Continuing education in post-secondary institutions has not enjoyed the status of other faculty pursuits. This is changing very rapidly in most complex universities. Public demand, steady state enrollments and increasing costs have had an enormous effect on legitimacy, and Deans of Extension and Continuing Education are now more and more frequently sitting at the table with those who for so long have been the gate-keepers of academe.

But this is not enough if the enterprise is to be truly a part of institutional life. The faculty must be deeply involved in planning and delivering the program. It will not be so involved unless the reward system recognizes work in continuing education on the same basis that campus teaching and research are recognized in the award of rank, tenure and salary increments.

The National Advisory Council on Education Professions Development has under consideration at this time the following recommendation:

". . . that the revised Education Professions Development Act provide in-service training programs to help collegiate personnel make the transition from teaching conventional students to preparation for teaching the new learner, i.e. mature adults . . . ."

The statement goes on to say:

"Faculty development in a time of budgetary retrenchment in higher education is a vexing problem. For many years research has been the dominant professional motivation of the university scholar. The few elite colleges and universities set a pace to be imitated by many others as the size of the academic profession expanded rapidly to meet the enrollment tidal wave of 18-22 year-olds in the 1950's and the 1960's. Now that enrollments of this age cohort are expected to level off soon, and then decline in the 1980's, many colleges and university faculty members face a future for which they are unprepared. Trained in graduate schools with emphasis on research, many college faculty members are unprepared for their new teaching responsibilities. Increasingly they will face classrooms in which the student mix is drastically

different from the past in terms of age, sex, and experience. The new emphasis on lifelong learning for adults, together with a reduction in general funds available for research activity, will bring about fundamental changes in the career development requirements of faculty members."

3. Should a program in continuing education be developed on a consortium basis rather than an institutional basis?

There is much to commend an inter-institutional approach. The University Without Walls is sponsored by the Union for Experimenting Colleges and Universities (and the Ohio Board of Regents has authorized the consortium to grant degrees). The Iowa Regents are considering an external Regents Universities degree program. Several Illinois universities have developed a Bachelor of Liberal Studies program. It may well be that consortia of four year liberal arts institutions will provide a better answer than going it alone.

4. Should the program be administered by a special unit of administration - or should it be the administrative responsibility of all the units, that is departments or colleges of the institution?

This is a vexing question for the complex university. With the advent of many federally sponsored community service and continuing education programs (at last count there were 208 such programs) many universities have developed special institutes and other agencies to deliver programs related to drug abuse, urban development, public affairs and a host of others. Still other institutions have developed comprehensive extension and continuing education divisions or colleges.

Again there is no single right answer to the issue. Clearly there must be a coordinated intra-institutional effort with common policies regarding compensation of faculty, course development, use of technology and other aspects of delivery.

Unless there is such coordination, Continuing Education efforts of the institution very likely will reflect a terrible waste of effort and institutional resources. It is perhaps heresy to say so - here at Oklahoma State University but in my opinion, it is ridiculous for every college and department to create its own Continuing Education division just as it is patently ridiculous for Continuing Education divisions to become colleges within colleges or universities within universities. If the operation is large enough, joint appointments of faculty provide a good working arrangement for some institutions, but these arrangements work best when the reward system is flexible enough to recognize Continuing Education faculty achievement on a par with other teaching and research achievement. Experience demonstrates also that the status of the continuing education administrator in the hierarchy of the institution will greatly influence the degree of coordination that is possible in Continuing Education activities and programs.

Let me now turn to the question of financing the continuing education enterprise.

It is my personal view that most programs which are limited to non-credit offerings can sustain themselves on the basis of income generated. Those of us who have been in the business for a long time recognize that as Floyd Fischer of Penn State says, one must often "make on the oranges and lose on the bananas." Short courses, conferences and workshops for those

who can afford to pay should result in sufficient income - if the program is comprehensive enough - to provide services for those who can afford to pay less or pay not at all..

In the realm of credit offerings the story is somewhat different. There has for a long time been an assumption that all extension and continuing education offerings should pay for themselves. The University of California at Los Angeles has one of the very largest programs in the country. It receives no state support. California State Colleges Commission on External Degree programs launched its program on an assumption that it would pay for itself. Given a great volume of students, this may be the case, but I do not believe it is possible for a small institution, addressing itself to a limited audience, to make an external degree pay for itself.

Howard Bowen estimated that a high quality external degree would cost on the average (in 1973) $1,675 per student year compared to (for campus costs) $2,127 at public institutions and $2,731 at private institutions. The figures include graduate and professional study, and for undergraduates alone the costs for on-campus education were between $1,200 and $1,800 at the undergraduate level.

As I have noted above, adult students require different kinds of student services - more counseling and more individualized instruction, and, if programs are to be offered at convenient times and sites, costs must be greater for course development and delivery including, often, faculty costs for salary and travel.

The on-campus student is highly subsidized. Even though aid is based on need, no successful institution operates on tuition income alone.

Not all institutions will have the same sense of mission in embarking upon continuing educations programs. An external M.B.A. program for budding young bank executives may not only pay for itself, but yield substantial income to the institution. Other adults with other educational goals may be far less able to pay.

Federal legislation that limits student aid only to those who carry at least a half-time load of work is discriminatory, and it needs to be changed. The National Advisory Council on Extension and Continuing Education has recommended that the Congress provide for a major study to the end that instruments be devised to determine adult needs for financial assistance.

The external degree programs that have emerged from our complex universities do not seem to me to be adequately concerned with the needs of the disadvantaged.

In summary, I believe that quality programs providing for credit and degree earning opportunities should not be launched on an assumption that they will cost less and earn more net dollars. Properly done - most programs will probably cost more and will require at least the same level of student subsidization as that provided the on-campus student.

In conclusion may I say that those of us in continuing education find this a most exciting time to be alive. Higher education is changing,

and what is remarkable about that is that the change is more revolutionary than evolutionary. With the change have come, as might be predicted, the charlatans and the con-men. But, alas, that is the subject for another presentation at another time. Suffice is to say they have always been with us, and they are being rooted out now as before.

The higher view is full of promise, and I believe all in the spectrum who believe in quality post-secondary education have a role to play. It is in that sense that I close with these words from Henry T. Heald:

> "The pace and complexity of current history no longer permit a leisurely lag between ideas and knowledge and their effects on human events . . . . Resistance to knowledge that assaults fixed positions and comfortable misconceptions does not freeze mankind at dead center; it sets it back. More bridges should be built across the presumed gulf between men of action and men of thought. And they should be bridges designed not only for meetings in the middle but for frequent and easy crossings into one another's territory. This goal will not be realized easily. (On the one hand) . . . Many scholars regard their work as indivisible and disclaim their responsibility to put it to any test of usefulness or become a party to its application . . .
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> "At the other extreme are men of affairs who use knowledge poorly or not at all. Too many decision makers, while giving lip service to objective, authoritative examination of crucial questions, still equate the academic with the impractical, still play hunches inconsistent with available knowledge, and still hold suspect conclusions by those not responsible for the decisions . . . .
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> "These are extremes -- the scholar unalterably above the battle and the man of action recklessly squandering intellectual resources. The most decisive change of all may be the broadening base of education at higher levels. If more education also means better education, knowledge will be more widely respected for its force and value in everyday affairs . . . " [5]

Continuing education is a handmaiden to those who teach and do research in North American colleges and universities. It cannot function well unless in fact, more education does mean better education, and that requires the full cooperation and understanding of those on the campus who work with it in its task of building bridges between the campus and greater society.

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5. Heald, Henry T., "The Role of Scholarship in the World of Affairs," The Saturday Review, February 17, 1962.

A STATEMENT ON THE PHILOSOPHY, DEVELOPMENT, AND ADOPTION OF THE CONTINUING EDUCATION UNIT

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I have been invited to speak to you this afternoon about the history and philosophy of the CEU or continuing education unit. This is no small undertaking because the CEU appears to be gaining regional and national recognition and acceptance as the standard unit of measurement for noncredit continuing education and its history and development is becoming rather lengthy.

Before I get into my subject, I would like to take this opportunity to express to you the appreciation of the National Task Force and my personal appreciation as chairman of the National Task Force for your interest in examining the CEU.

Let's examine together why the CEU appears to be fulfilling a long term need of the individual learner, the college and university, the professional society, the licensing board, the accrediting organization, the employer, and many other groups in our society today who have an interest in this subject.

We are living in a period of rapid change. The explosion of technology has severely tested the capability of most institutions of higher learning to keep individuals updated in the various professions. The need for continuous updating and other forms of self-renewal has become a concern for individuals and employers of personnel at all levels of skill, whether publicly or privately engaged.

There is a great need today for the professional, the skilled worker or technician and the general adult to be able to bring to bear a new enlightenment upon the broad social, economic and technical problems of the day.

Parallel with the need for an individual to remain abreast of the sweeping changes affecting his job and his skills is the need for continuing education--education that requires the individual's formal education to be continued throughout a lifetime.

There has been a marked increase in the variety and multiplicity of informal educational channels by which an individual may further his knowledge. Short courses, conferences, institutes, seminars and correspondence study have been some of the primary non-credit or informal instructional forms created and used to satisfy the needs of the individual. The forms of instruction have had no uniform duration, timing or unit of measurement, nor have they always been sharply targeted to the population or clientele to be served.

Equally frustrating has been the fact that too little recognition is given participants--whether students or instructors--in continuing education programs. Meaningful check points and career goals comparable to the established degrees and professional licenses are lacking in the variety of extension and continuing education offerings presently available to the individual.

Until recently, there had been no adequate means of measuring the amount of non-credit activity, except in terms of the number of individuals participating in such activities, or the academic level of such activities, except to the extent that elementary, secondary or higher educational institutions may have administered the programs.

Right now, our nation's employers have many millions of professional level employees and have special needs for measuring educational activities, not only for hiring purposes but also for promotional criteria and professional updating in a field or a subject.

In July of 1968, a national planning conference was called in Washington, D. C. to measure the interest of some 34 national organizations in developing a uniform unit of measurement for non-credit continuing education. The conference was sponsored jointly by the National University Extension Association, AACRAO, the U. S. Civil Service Commission and the U. S. Office of Education. The 34 national organizations represented at the conference were known previously to have expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

On the basis of interest expressed at the national planning conference, National Task Force from the National University Extension Association was appointed to determine the feasibility of a uniform unit of measurement and to develop a proposal for field testing and gaining general acceptance of this concept. I was appointed chairman of this national task force.

The task force was aware of the fact that adult education enrollment was increasing dramatically across the United States. The Johnstone Study released in the mid 1960s, for example, indicated that more than 25 million Americans exclusive of full-time regular students, were engaged in at least one educational program annually. It has further been projected that non-credit adult and continuing education programs will become a major component of American education during the seventies and eighties.

Not long ago, Robert Sarnoff, Chairman of the Board of R. C. A., stated in a speech that, "every professional employee would be participating in continuing education between one day and three months before 1980." The Dean of a leading engineering school told his graduating class that "in order to stay abreast of technological changes and to keep professionally updated in your field, you will find it necessary to return to school for short periods of training within three to five years."

The need for a uniform unit to measure continuing education developed as a result of an increase in knowledge and technology. The demand for retraining activities is reflected in the constant increase in participation in continuing education and also in the number of institutions and organizations offering similar programs.

The National Task Force was also aware of the fact that several organizations and institutions were starting or studying a system of measurement and awards, each having little or no relationship to any other system in being. A uniform nationally accepted unit would help reduce the confusion and fragmentation in arriving at a suitable means of recognizing and rewarding individual effort in the pursuit of continuing education.

The needs that I have related to you resulted in the establishment of the Continuing Education Unit by the National Task Force.

Now let us look at the Continuing Education Unit and its place in our education system.

The National Task Force defined the CEU as follows:

Ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction.

This unit represents a sufficiently small amount of participation in continuing education so that it will be possible for an individual to accumulate a substantial number of such units over limited periods of time. The CEU has the further advantage of being computed simply for all formats and durations of continuing education programming wherever contact hours or their equivalent can be determined. Partial units may be recorded as necessary by taking advantage of the decumal nature of the system of measurement. For example, twelve contact hours of participation can be recorded as 1.2 CEU's.

The Continuing Education Unit or CEU may be used for the measurement, recording, reporting accumulation, transfer and recognition of participation by adults in programs which seldom in the past have been recorded in a systematic way or with any sense of permanence, significance or transferability.

The CEU can be applied with equal facility to professional continuing education, vocational retraining and adult liberal education as well as all other progrmas in adult and continuing education.

Some specific objectives which the application of the continuing education unit will fulfill are:

1. It will systematize the recording and reporting system for participation in non-credit continuing education.
2. It will provide a uniform system for accumulating quantitative data on participation in continuing education activities.
3. It will permit the accumulation, updating and transfer of the continuing education record of an individual participant.
4. It will encourage long-range educational goals and lifelong learning as a process of continuing education.
5. It will make the pursuit of knowledge more attractive as a way of personal and professional development.

And . . . .

6. It will permit and encourage the typical adult student to marshall and utilize a host of continuing education resources to serve his particular needs.

Now, for just a moment, let us look at the administrative process for determination of the number of CEU's to be awarded in a particular continuing education experience.

The determination of the number of CEU's to be awarded is the responsibility of the director of extension or continuing education or the director of training, based on the recommendation of the program director immediately responsible for the learning activity.

The number of units will be determined by considering the number of contact hours in a formal learning situation and evaluating any other experiences connected with the program. Reasonable allowances may be made for activities such as required reports, laboratory assignments, field trips, and supervised study.

The following questions must be answered in the affirmative before consideration can be given to awarding units.

1. Does the program meet the requirements of being an organized continuing education experience?
2. Does the program have qualified instruction and direction to assure that the educational objectives will be fulfilled?
3. Will a record of the units awarded be of value to the participants?

In the administrative process of awarding CEU's there are several standards which must be met in continuing education activities.

First, the program director should request and receive the approval of the appropriate administrative officer in his institution to award a specified number of CE units for a program prior to the time it is offered.

Second, upon completion of the learning experience, the program director should certify that the program has been completed in a satisfactory manner by each individual for whom units are approved and he should report the appropriate information for each participant earning units to be placed on record with the sponsoring institution or organization.

Finally, by virtue of awarding CE units, the sponsoring institution or organization also accepts responsibility for establishing and maintaining a permanent record of all such units awarded. Records should be available on a permanent basis, whether by individual or by continuing education activity and such records may be expected to be queried from time to time by the so-called "user sector" of continuing education.

The information to be recorded includes:

1. Name of individual student
2. Social security number of individual student
3. Title of course or program
4. Course description and comparative level at which offered, if not clear from the title.
5. Starting and ending dates of activity
6. Location of program
7. Format of program

And . . . .

8. The number of continuing education units awarded.

In addition to the above information, additional information may be recorded on an optional basis.

1. Evaluation of individual performance, if available
2. Name of instructor or course director
3. Personal information about the student such as address, date of birth, educational background, and employment
4. Cooperating sponsor (company, association, agency or institution)
5. Courses may be classified as to type such as professional, liberal education, vocational-technical, job entry, and in service. Indication of level with respect to the general content, such as introductory, intermediate or advanced might also be useful.

It would seem at this time appropriate to make mention of some of the applications of the continuing education unit. Keep in mind that these are merely illustrations and are not to be considered as limitations.

Some of the applications include:

Non-credit intensive courses or programs in technical and professional areas.

Training programs on new techniques or in technical areas.

Programs to be used in partial fulfillment of certificate or licensing requirements.

Programs sponsored by technical or industrial societies through universities designed to upgrade members in occupation or technical areas.

Liberal education courses or workshops for the general public.

Paraprofessional or subprofessional training programs.

And vocational training programs.

Again, these are just some of the applications for which the continuing education unit will be appropriate. I am sure there are other areas.

Since we have detailed some of the areas where the CEU is appropriate, let me list a few areas at the opposite end of the rainbow where CEU's should not be awarded.

Some of these programs include:

Any program carrying academic credit, whether secondary or collegiate.

Programs leading to high-school equivalency certificates or diplomas.

Orientation programs concerning in-plant or job.

And, finally, short duration programs only casually related to any specific upgrading purpose or goal.

It should become the policy of all proponents of continuing education to encourage professional societies, certifying agencies, recruitment and placement activities, employers, personnel managers, counsellors, licensing boards

and similar individuals and organizations to establish standards and incentives for personal and professional development.

Such standards and incentives should be in terms of continuing education units to be acquired over a given period of time for particular forms of reward and recognition.

Being open ended, the incentives make continuing education a life-long quest, both for individuals and for user groups. Each user group will establish and regulate its own requirements for the maintenance of proficiency in the particular clientele field over which it has purview or jurisdiction.

The key to the success and usefulness of the CEU will be found in its discriminating use. While the CEU is basically a quantifying mechanism, the administrative process with which it is implemented can and should provide the quality control factors to make the CEU a meaningful measurement.

It is stressed that the system of recording units of continuing education participants may be related to the current system of permanent records in use at the institution or a separate and parallel system can be designed and maintained. Reference should be made again, however, to the elements found in the definition of the CEU--an organized continuing education experience, under responsible leadership, capable direction and qualified instruction.

It is further emphasized that the number of CEU's for each offering should be determined in advance through the regular channels of the administrative unit responsible for the coordination of such non-credit activities and in cooperation with the appropriate departments of the institution or organization.

In the last few minutes, I have given you a quick summary of the continuing education unit and how it might work. It would be impossible for me to go into complete detail on this subject in the time allotted to me. I realize many of you have questions and I have reserved some time after this presentation to answer as many questions as I can. Right now, however, I would like to talk with you on the present situation regarding the CEU.

The most significant step taken to date to implement the CEU was the fact that the Commission on Colleges of the Southern Association of Colleges and Schools adopted the CEU to measure non-credit educational opportunities offered by colleges and universities in its 11-state region in December, 1971.

The CEU was adopted by the Association when it revised Standard Nine--Special Activities. The universities and colleges in the southern region are now under accrediting procedures to use the CEU. Accrediting associations for colleges and universities throughout the Nation are now considering and evaluating the adoption and use of the CEU. Dr. Frank Dickey previously Executive Director of the National Commission on Accrediting, has been a member of the National Task Force since 1968.

It is very likely that, as this experience grows, other regional accrediting agencies will move toward the CEU concept.

Georgia and Virginia both have developed state plans for awarding the CEU. In other southern states, state plans, university system-wide or individual institutional plans are now being developed and implemented based on Standard Nine, Southern Association of Colleges and Schools.

The Southern Association of Colleges and Schools has developed guidelines for use and implementation of the CEU for institutional membership.

I served on the committee developing these guidelines along with several other institutional representatives from southern colleges and universities. Institutional and program officers of a school or university will find that these guidelines will answer the majority of the questions relating to the use and im-

plementation of the CEU as they pertain to the school or university use and implementation. Chief academic officers, deans or directors of continuing education and registrars will find these guidelines to be of particular use as the standard use of measurement for the individual participant in continuing education and as the accounting unit for an institution's continuing education courses, programs and activities.

In summary, the Commission on Colleges of the Southern Association of Colleges and Schools presents this handbook of guidelines and other information on the use of the CEU as an administrative tool for use by the 560 member institutions in implementing Standard Nine, entitled Special Activities, of the College Delegate Assembly.

The handbook states that the guidelines will be considered tentative until further experience is gained by the member institutions through a utilization of the CEU as an instrument of measure for individual recognition and institutional accounting of special activities. The Southern Association guidelines and the National Task Force Criteria and Guidelines tend to clarify many of the questions that are currently being asked and raised about institutional implementation from colleges and universities.

Visitation and accrediting teams from regional accrediting organizations are also beginning to exhibit considerable interest in the CEU and its implications for member institutions. Southern Association teams, in particular, are asking rather specific questions in an effort to evaluate progress being made toward implementing Standard Nine.

These discussions clearly suggest that the new provisions in Standard Nine of the Southern Association of Colleges and Schools will be emphasized, just as other standards on faculty and research, when the team writes its reports and makes recommendations and suggestions to a college or university administration.

I would like to turn to the use of the CEU by professional societies and associations, business, industry, labor and government for just a few comments. These are the large potential users of the CEU. The attention, use and implementation of the CEU by the institutions of higher education is only a part of the total attention and consideration being given to the adoption of the CEU. The National Task Force will be addressing this need along with several other associated problem areas such as quality control of the CEU.

In closing my prepared statement today, and as chairman of the National Task Force on the Development of A Uniform Unit of Measurement for Non-Credit Continuing Education, I nor other members of the committee ever expected such a general acceptance or adoption of the concept developed only six years ago. Our primary objective was to develop a concept of a standard unit of measurement for recognition of the individual who wishes to continue his education beyond that which ended with the awarding of a "credit degree." There was a general concensus of opinion of all representatives of the educational association and proprietary educational interests that this particular need had not been taken care of from an individual recognition point of view and that a concept should be developed for filling this need for 30,000,000 to 50,000,000 citizens of our Nation who are involved annually in educational pursuits beyond that of the traditional degree or a block of credit courses leading to a terminal cut-off. The concept of the CEU was proposed as a possible answer to this need. Until September 1, 1974, the National Task Force issued only one interim statement on the concept--that was a small leaflet entitled, "The Continuing Education Unit--A Uniform Unit of Measurement for Non-Credit Continuing Education Programs." Due to the rapid rate of adoption, the National Task Force has now issued the National Criteria and Guidelines for the Continuing Education Unit. Obviously, the National Task Force cannot develop all of the necessary state plans,

institution plans, and handbooks that will be needed if the widespread interests, use, and adoption of the CEU takes place nationally by all producers and user groups of the CEU concept. It becomes a responsibility of all parties offering the CEU and user groups to adhere to the principles of the CEU as it is adopted, used, and implemented in the future.

As it is used, implemented, and further refined, you and your associates can make a valuable input as you are doing here today.

It is anticipated that the CEU will go through a process of development and refinement as its use becomes more widespread.

There are many benefits of the CEU process which are not enumerated here. The CEU is not without some areas of weakness, but I hope you have received a better understanding of the potential of the CEU.

It is obvious that in this day of rapid and massive change, the average individual must continue to learn if he is to remain an effective, efficiently functioning human resource.

It is obvious that we must provide a way that the adult learner can measure and accumulate and be recognized for the wide range of learning, participation and experiences.

The CEU provides a way to do just that.

REPORT OF DISCUSSION GROUP I

Dr. Nathan W. Dean, Chairman
Dr. David G. McDonald, Recorder

Monday Morning

Dean (Iowa State) opened the discussion by asking how one gets into the game of lifelong learning.

Gries (Oklahoma State) described some of the Oklahoma State state-wide extension programs involving Geography, Sociology, Political Science, and Music.

Ehrle (Mankato) indicated that they had an active program to assess community needs, asking people, "What do you need?" They discovered that certain key individuals tended to be most aware of needs: personnel directors, high school principals, newspaper editors, and police chiefs. Since they have recently decreased their faculty by 150, there was a great deal of grass roots interest in pursuing this matter.

Hall (Oklahoma) described their Liberal Studies program. The program is required to be fiscally self-sustaining, and the Norman faculty are used as a base. In addition, a master's program has been broadened as far as Europe where an O.U. associate dean is currently assigned.

Stamey (Kansas State) commented that the really successful programs have been the cooperative efforts through land grant institutions.

Mulhollan (Oklahoma) stressed that these programs really should be self-supporting. He questioned the morality of continuing a program if you have to actively recruit students.

Ehrle indicated that these programs can create a number of physical problems because of travel requirements, lack of time, etc.

Mulhollan added that this can cut into the individual's scholarly work. In addition, they can also become accustomed to the extra income and therefore tend to resist any attempt to phase out the program.

At this point Dr. Lewis Mayhew joined the group and the remainder of the meeting consisted of a question and answer session.

Daane (Missouri-Rolla) asked if the successful campuses tend to stay out of continuing education efforts.

Mayhew (Stanford) indicated that Stanford indeed had not been oriented in this direction in the past, although there have been some recent efforts in areas with decreasing enrollments. He added the prediction that petro-dollars will be tempting many schools in programs in the name of service. While he is not opposed to establishing colonies per se, he is against significant deviations from established practice.

Gilbert (St. Cloud) asked how one manages the problem of quality control.

Mayhew replied that it is important to have an adequate administrative tail to process documents, keep records, screen faculty and courses, and provide fairly elaborate documentation. There should not be too many part-time faculty, nor excessive unsupervised independent work by students, nor unjustifiable

academic credit for nonacademic work.

Stamey added the observation that if the program is poor, the public will wise up. Also, part-time faculty are going to start demanding tenure, and they may well get it (through the courts if necessary); therefore, part-time faculty will need to be screened just as carefully as all others.

Mayhew commented that there is also the possibility of contracting faculty from other institutions as a means of avoiding some problems.

Mulhollan asked about the role of accrediting institutions. Reviews are on a long cycle (up to 10 years), and they tend to focus on degree programs. What can they do?

Mayhew replied that the 5 year brief review will help, and of course the 10 year review does go into some depth. He would recommend some change in the concepts of confidentiality. Decisions should be publicized, with more public disclosure of malfeasance. There would also be some advantage in changing the make-up of the teams: a professional team of people with much experience who would therefore be very difficult to con. There is more need to withhold accreditation from new programs that seem to look good just because they are new.

Dean suggested that one indicator might be the suddenness of a change as in the case of the year that 45 new law schools were created.

Armstrong (St. Cloud) asked how one can genuinely assess community needs, as contrasted with institutions who are simply trying to generate student credits.

Mayhew described the extended degree offered by the California state colleges and universities as an example. There was quite a study of individuals and their educational aspirations. He recommended the use of carefully selected advisory committees representing the field. Furthermore, he observed that academic offices too rarely consult other state offices which might be able to provide significant relevant data.

Lastly, a question was asked about the role of regional accrediting agencies in reviewing programs spread all over the country.

Mayhew replied that programs should generally be accredited by the agency of the region where the program is located. He stressed the importance of an actual on site visit. One international university recently paid a significant price in advance to send one team around the world. A relatively high fee for such reviews can act to discourage some of the more impetuous requests for accreditation.

REPORT OF DISCUSSION GROUP I

"A Learning Society: How Feasible?" Group Questions-and-Answer Session

Recorder: Dr. John C. Guyon

Monday Afternoon

At 2:00 p.m., July 28, 1975, Dr. Lewis Mayhew presented a lecture entitled "A Learning Society: How Feasible?". Below is an approximate record of the question and answer period that followed. Frequently, as is the habit of those in academe, the question and/or the answer was preceded by a mini-speech. Considerable editing has been done on those speeches.

Q. Dean Donald B. Gordon

Have you seen any tendency toward federal standardization of the requirements for the B.A. degree, especially with respect to possible certification?

A. No. However, does feel that standardized tests (ETS etc.) will continue for entrance and advanced placement. Also that education may be advanced to the cabinet level.

Q. Dean Bernard L. Linger

Do we have anything to gain by looking at non-university, industrial type offerings?

A. No. They are not good models. Except for some effort in placement they are doing things just like the rest of us, and are no more effective or innovative.

Q. Dean Paul L. Gilbert

Why has response to advance placement credit examinations been poor?

A. 1. Resistence of faculty to the idea that learning can take place outside their classroom. Generally will accept the idea of advanced standing but not credit.

2. Students don't seem interested. They use it as a device to gain some freedom, but usually not to accelerate their program.

Q. Dean Howard W. Johnston

It seems to be easy to make a case for adult education (life long learning) to ourselves. What about convincing the public?

A. Really the only way to do this is economics. The public must see a payoff in salary, credentials etc. to translate their need into demand.

Q. Dean Leland P. Johnson

We used to subsidize learning via things like the G.I. bill and it seemed to pay off. What about improvement of human capital by education? What about humans as natural resources to be improved by continuing education?

A. No objection to making that argument but it is a little dangerous. The idea of investment in people and subsequent payoff is being criticized. California did a study and determined that the gain in tax revenue and other benefits from the education process produced a net loss per student.

Q. Dean Lawrence L. Graves

There seems to be no control on continuing education, when can we hope for reasonable standards, and can we hope for people doing it for other reasons than pure economic gain?

A. The future depends on what society accepts as the proper role of colleges and universities in the whole process. The question yet undecided is who will perform the life-long education function. There is some question as to university capability. If the decision is to give it to universities then they will define the program and set the standards. If not -- who knows. Right now it is all based on economics.

Follow up question: Would you guess as to the outcome?

Answer: It will reside in the universities. Religion, industry, government don't seem interested or capable.

Q. Dean Henson Harris

Do we need to be responsive to the public needs and demands in this and other areas of education?"

A. Yes indeed we do. We need to examine our programs and see if we are doing the job.

Follow up question: Will this effect our programs a lot? What about evaluations?

Answer: Yes it will effect our programs. Perhaps now is the time. Universities and individual faculty are prepared to listen more than ever before because of the economic pressures.

Q. Dean Lon R. Shelby

Will the general trend to move courses and faculty off campus impact on our huge capital investment in buildings, and our ability to get more? Will some of our buildings become under-utilized?

A. Do not see it as a problem. There will still be plenty of "normal" students.

Q. Dean Adrian H. Daane

Some of us stumble into administration accidently. We model after others we have seen both good and bad. It would be better if we had training. Is Stanford looking at continuing education for Deans?

A. Stanford -- No. A few others (Southern Illinois, Virginia) -- Yes.

Q. Dean Elwood B. Ehrle

What suggestions do you have for life-long learning for Deans?

A. 1. Regard yourself as permanent administrator, not as faculty on leave. Then study and try to improve your skills in administration.

2. Don't try to keep up in your discipline

3. Don't try to teach

4. Write

5. Try to teach faculty about their role and yours

Q. Dean John C. Guyon

Does Science have a role in continuing education?

A. For now it seems limited. Perhaps the use of lab kits will help. Also there is some work in Computer simulated labs.

REPORT OF DISCUSSION GROUP I

Dr. Clifford Johnson, Chairman
Dr. Robert Schuhmann, Recorder

Tuesday Morning

Problems and Organization of Continuing Education

Stimulated by Dr. Robert Ray's talk, the items of interest to the discussion group mostly fell into these topics:

a) costs and compensation
b) assessing needs
c) credit versus non-credit
d) teaching load
e) rationale for producing these programs in continuing education.

Determining costs to be assigned to a continuing education program may be a rather elusive goal. In many institutions a non-semester-hour continuing education program is likely to be determined as self-supporting; but that may occur because all the costs are simply not taken into account. That is, the buildings and faculty costs and other overheads may not be added in, simply because they are already there and do not have to be contracted for separately. On the income side the program may be able to collect more money in the form of higher fees, if industry is paying the bill, than if an individual is paying his own bill. In this connection, then, business and industry expect some kind of credit to be attached to it if they are paying the bill. As brought out in the discussion, the problem to be contended with is that a student may get what he wants in only a few hours of the program, but must sit through the entire thing so the costs are closely tied in with the educational objectives of the individual or of the course, and the question of what kind of "credit" to be awarded for completion.

Dr. Tapscott presented the question of who should provide the subsidy for courses not paying their own way -- that it would seem that in view of the foregoing discussion when considered with the fee schedule of most univerties, that the part-time student might possibly be discriminated against.

Discussion evolved into assessing the need for continuing education. Dr. Ray stated the opinion that demand will increase for post-baccalaureate work. This demand will be to meet the desires of people not interested in a degree. For example, people might be interested in

- energy
- drug problems
- public affairs
- environment
- cultural pursuits/the better things of life

Dr. Ray then cited the little-known goal held by Walter Reuther for not merely the 30-hour work week but for continuing education for American workers so they would have something more than TV and the corner tavern. Therefore, we should ask ourselves what are our university and faculty resources available to be of service to the community?

REPORT OF DISCUSSION GROUP I

Dr. George Harbold, Chairman
Dr. Edmond Dixon, Recorder

Tuesday Afternoon

Dean Harbold opened the discussion by asking how many of the private institutions represented presently offer CEUs. There were none! He asked then how many were aware of the existence of the CEU before the address by Dr. Turner. Most indicated that they were aware of its existence, but knew little about it.

Dean Harbold then asked whether those present thought the CEU would be appropriate, or more appropriate, or less appropriate, for private institutions than in public institutions. As a part of the answer it was pointed out that as states begin to use it in their funding formulas it will probably find widespread use as a source of funds in public institutions whereas no such benefit is generally available to the private colleges. The question was raised, as a matter of fact, as to why private colleges should use it at all. One answer was that the fact that there is frequent disagreement on what is appropriate for academic credit suggests that some things are worth spending time on, but not the assignment of academic credit. An example was cited of a training program offered for the Motorola Corporation. Participants were not awarded CEUs, but if they could have been, they would have had a nationally recognized certificate to take with them if they moved to other parts of the company.

There was a serious concern voiced that the concept is being abused in some instances even before it is formally instituted, and so the probability for abuse in the future may be fairly high. It was suggested that it is being used, in concept at least, to upgrade certification for teaching through attendance at in-service workshops, with credit being allowed at one university toward advanced degrees.

When Professor Turner arrived he was asked to elaborate on the matter of evaluation of performance or participation. He pointed out that the Southern Association says that you may or may not include evaluation as part of a course, but that in all cases performance requirements should be determined before offering a CEU program.

The discussion then turned to the mechanics of developing an institutional policy of CEU. Dr. Turner was asked who should participate in the establishment of the CEU capability at an institution. He replied that at least four persons or groups of persons should be involved.

They include:

1. The administrator in charge of continuing education,
2. Other administrators who should at least know what it is,
3. Those faculty members who are involved in any form of non-credit work,
4. The registrar.

Some representatives stated that they already are involved in the awarding

of certificates of participation in certain non-credit programs. To this Dr. Turner responded that it should then be an easy matter to stop giving these certificates and start showing an appropriate number of CEUs.

Returning to the suggestion that the concept might be abused, Dr. Turner was asked if the National Task Force had considered this problem or were prepared to address it if the abuse became widespread. He replied that he felt that the "policing" should be left to the accrediting agencies rather than the task force.

Professor Turner was asked whether there is a national register of CEU "transcripts." His reply was that there is not, and that these records must simply be kept at the granting institution. He stated that there has been talk of depository for CEUs and that the Southern Association seems to want a regional depository, but he personally feels that such a depository is probably at least a decade away.

Finally, Dr. Turner was asked to reiterate his reasons for thinking that credit and CEUs should not be given for different students in certain courses such as income tax preparation or short courses for ministers. His answer indicated that he held to the idea that there should be a method of determining whether the course was or was not appropriate for college credit. He felt that if it was appropriate, all participants should receive credit and that if not, then no one should receive credit.

The meeting was adjourned sharply at 4:00 p.m.

REPORT OF DISCUSSION GROUP II

Dr. Carl Hamilton, Chairman
Dr. Raymond L. Walter, Recorder

Monday Morning

In Group I we discussed three areas associated with Continuing Education. 1) Definition of Continuing Education, 2) The purpose, 3) Accreditation - quality and quality control. Expressed or implied in almost every comment made by deans of the private colleges was some type of financial consideration.

1) We made several efforts to define continuing education by such means as a) on or off campus, b) credit or non-credit courses, c) use of regular or special faculty. It quickly became obvious none of these definitions was acceptable because regular college programs used each of the so-called differences in their regular programs.

2) There were fewer difficulties encountered in spelling out the purpose of continuing learning. Two purposes emerged. First, continuing education is designed to meet a defined or strongly "felt public need." This need includes economic considerations, professional advancement, personal satisfaction, and just keeping up with the knowledge explosion. The second need was to live a fuller-richer life by understanding the inter-relationships between various disciplines and to learn to control the forces acting in one's life. However, it was in this area, more specifically that of living a richer life that the financial problems became more apparent. Briefly it was in the effort to help people live a richer life that forces that private sector of higher education to seek some source of additional revenue. By many statements the deans indicated they concluded their programs were of a satisfactory quality and at a reasonable cost.

3) The third area of discussion brought us to grips with accreditation. For the most part deans in group one indicated a tight control and close supervision of programs designed for continuing learning. Three types of control were volunteered. First was the use of carefully selected faculty to teach the courses. Second, the colleges installed well-defined and strict regulations about giving credit for any courses of a continuing education nature, especially toward a graduate degree. Several college deans indicated they would allow credit up to but not beyond 10 hours for specified courses. Texas Christian (Dean Hitt) indicated they frequently publicized some of their continuing education courses were "non-professional" and they carried no credit. However, Dean Hitt reported that he has evidence which shows individuals who completed a number of these non-professional courses received help in getting a job or a promotion in their present job. It appears the employers gave credit for personal-selfimprovement. The third type of control was a confederation or consortium.

Dr. Mayhew indicated that with these special courses there was a strong need for a better and sharper distinction between professional and continuing education courses. He also commented the Masters of Liberal Arts Degree should be thought of as another year of living and an extension of learning, but should in no way be thought of as a preparation for research. He indicated there was also a definite need for a greater degree of control.

The following are some interesting examples of continuing education.

The loose federation of schools in Kansas with the understanding that Kansas State meet specific requirements in their continuing education program development.

The "umbrella" type program - separate for a time, but then allowed to return for a degree program.

The Quincy, Illinois college group set up to provide and control continuing education.

The Southern Ohio colleges have cooperated in providing and controlling a continuing education program.

The Texas Christian program for continuing education.

Each of the above programs were designed to serve a specific purpose and with satisfactory controls for the program.

REPORT OF DISCUSSION GROUP II

Dr. John C. Hitt, Chairman
Dr. Wallace N. Jamison, Recorder

Tuesday Morning

The fact that Discussion Group II, representing the public sector of higher education, was led by a chairman and a recorder from the private sector will probably open this report to the charge that it doesn't understand what went on. It probably doesn't, but since most reports have only a modest resemblance to the discussions which preceded them, this should not occasion any serious concern.

Chairman John Hitt began the session by exhorting the members to assess the cost of a continuing education program before beginning it. Such a program is by no means guaranteed to pay for itself, much less be a money making enterprise. Harri Baker stated that the most effective continuing education program of the University of Arkansas at Little Rock was preparing business people for middle management positions. Here the employment-tuition plan provided by many businesses helps underwrite the programs and provides a valuable incentive for employees to take the courses.

Elwood Ehrle reported that Mankato State attempted to survey the community to determine need before launching their continuing education program. While such surveys are always fraught with a good bit of uncertainty, the results for them have been quite positive. Leland Johnson explained the Drake University program to encourage drop-outs to resume their education. Invitations to the Drake "So you've Been Away" Day elicited about a 50% response, and a sizeable number of the respondees actually registered for additional study. Dean Pockat at Middle Tennessee State University reported on a consortium arrangement for continuing education in which they participated. Texas Christian has purchased tapes of the voter registration lists in surrounding communities and then determined by their computer where the highest concentration of those who participate in their continuing education program is located. Brochures are then mailed to all residents of those areas. In this way it is possible to restrict promotional mailings to those areas where there is the greatest likelihood of positive response.

The discussion revealed that continuing education as an academic enterprise runs the gamut from upper level professional/vocational courses to entertainment and frivolity such as belly dancing, needlepoint, and astrology. There was considerable question regarding the validity of dignifying astrology as a university course, except that to forbid it might violate academic freedom. The experience of several schools indicated that the greatest demands for continuing education courses were at the extremes of professional advancement and entertainment rather than in the broad middle ground occupied by the traditional liberal arts.

When Dr. Ray joined us, he addressed himself to the external degree programs such as the University Without Walls. He characterized this kind of education as a very expensive tutorial system. When well done under competent supervision it can be an excellent system of education. On the other hand, it

is more susceptible to fraud and chicanery than traditional education. Dr. Ray admitted that external degree programs are filled with irrationalities and irrevelancies regarding residence requirements and tuition charges.

Compensation for faculty members teaching in continuing education follows a number of patterns: some include the off-campus courses as part of the regular academic load. Other institutions make it a voluntary over-load with extra compensation for teaching. Another pattern is to make the off-campus courses a contractural arrangement in which the instructor receives a percentage of the tuition generated regardless of the class enrollment. While Dr. Ray supported off-campus degree programs through the master's level, he strongly opposed off-campus Ph.D. programs and all other doctoral programs with a research component. In conclusion, he appealed for the maintenance of high levels of competence in all continuing education courses offered in the name of an accredited college or university. Otherwise, such courses would merit the cynical evaluation taped to a washroom hand dryer which read: "For a personal message from your dean, push this button."

REPORT OF DISCUSSION GROUP II

Dr. Charles Martin, Chairman
Dr. D. B. Pockat, Recorder

Tuesday Afternoon

Dr. W. L. Turner was present with the group during the first part of the discussion period. Questions were therefore directed to him.

Q. Is anything being done at the national level to devise a CEU type system for reporting faculty load?

A. Nothing is apparently being done though it is needed, especially at the graduate level.

Q. An institution wishes to be an entrepreneur and devises a means of equating CEU to college academic credit. How does the national task force view this practice?

A. The task force does not forsee a conversion except where examination might be given. Credit is then given by examination. CEU activity is not conducted in blocks by discipline - rather it is based on clientele and target population needs mixed with what the faculty says may be a good answer to these needs.

Q. Where will the locus of control be on the entrepreneur?

A. The user and receiver of the credit and degree makes the final difference. The Southern Association already has controls through its standards. Other accrediting associations may adopt or develop controls. ACROA originally offered some resistance to maintaining records of CEU, however, they have come around. Registrars guard their official positions as keepers of the records.

Q. There already seems to be a practice of de facto equation of workshops to units of credit. A difference though, is that the CEU only records that the individual was in attendance and does not record evaluation or level of achievement. Perhaps the CEU is a means of heading off this practice. Cheaters may in time be smoked out by the performance of their product.

The faculty may be just as interested in generating credit as are students. The CEU will do this and may remove the temptation to assign credit where credit is not due.

Growing out of some considerable discussion of workshops and the assignments of credit to these the discussion turned to the matter of grade inflation as CEU activity.

In looking at our offerings to the community Dr. Bedsole pointed out that the very same rigor and course quality should be applied to a continuing education course as to any other offering of the university. Another dean reflected the endorsement that any course must reflect the competency and quality of the university -- the dean in essence certifies to this. That may preclude certain conventions or conferences from any credit commensurate with the universities programs - Iowa has an evening and Saturday program (aimed mostly for women) which has an advisory committee to aid the dean; this program has a wide spectrum of offerings -- some courses with new and different approaches of interest to the particular audience. One dean also pointed out that for any offering to the community, there are distinct advantages to holding the course if advertised -- this builds integrity with the community and augments long range rise in enrollments.

No real decision was reached on the question of credit versus non-credit because that would have been to simplistic. The curriculum committee, the dean, et al must grapple with this. In either event, both credit, non-credit, audit, etc., would affect the fee.

The question of residency was broached, leading the group ultimately into the factors of teaching loads and rationales. By residence, the implication was day students residing on campus as opposed to night students. And, of course if we maintain quality of course offerings rigorously equal, then we should expand the evening offerings to fill whatever need exists as determined by enrollments. In that regard, the evening course is certainly a part of teaching load. But what about a component such as the 3-week summer session or short-course? Dr. Henson Harris alluded to a contract his school had with Motorola; one answer to that was to pay the faculty on an overload basis. He pointed out that in new programs in the transitional phases this works fine; then later after a program is established, it can be part of normally calculated load. The consensus of the discussion group was that any courses, evening or otherwise, should be figured as part of teaching load.

Another point mentioned on teaching loads was that moonlighting by faculty has to be considered. That is, occasionally faculty might participate on continuing education or other programs at other institutions.

For the rationale for producing continuing education programs, each school must ask itself: why do we do it? for the money, for the publicity, for the community service? Dr. Forbes informed the group that Millikin University formed a graduate study center, in consortium with other nearby universities and in which his university contributed the building facilities; the advantage to Millikin being the publicity and the community service.

For whatever advantages, costs, and problems of organization, it appeared that every school represented had something in continuing education and the programs were within the jurisdiction of the academic dean.

WIVES DISCUSSION

Recorder: Ann Martin

The wives met for an informal discussion period following the coffee break on Monday morning. At least six wives of new deans were present, along with many more experienced ones. Mrs. Jean Daane presided in a very gracious manner that encouraged each of us to speak out with our own thoughts, experiences and questions. Her opening remarks included a definition of an expert -- "someone who knows the same things we do, but is better organized and uses slides," and a delightful story about the truckload of canaries. We can help by keeping the canaries stirred up -- if nothing else!

The discussion of the role of the dean's wife included:

1. Listening to dean's problems, but do not repeat them.

2. Ways to help in community relations, be ears for our husbands.

3. Suggestions for improving faculty relations through various ways of entertaining, especially inter-departmental fellowship or faculty group that would not normally be together socially.

4. Getting to know students, in our home and on campus. Know at least a few, well.

5. The importance of continuing our own education by attending conferences with our husbands, by taking courses at our own college or elsewhere -- not necessarily for credit, and our responsibility in acquainting faculty wives with opportunities available for their continuing education.

6. Our responsibility to our husband first, to protect his time and health, then to support the activities of the university.

Recipes that are simple to make and easy to serve for groups are wanted from everyone to share with the group. Please send these in soon to:

Mrs. Adrian Daane
University of Missouri - Rolla
Rolla, Missouri 65401

She will have copies made and sent to you if you include a self-addressed stamped envelope.

The group voted to have the discussion period again next year. Part of the group would like a shopping trip to Oklahoma City -- others preferred planned group activities that do not necessitate so much traveling.

SPECIAL INTEREST SECTION

Subject I: What Presidents Expect of Deans:
What Deans Expect of Presidents.

Chairman: Dr. Lawrence Graves, Texas Tech University
Recorder: Dr. Warren Armstrong, St. Cloud State University

Twenty-nine persons attended this session which was chaired by Dr. Lawrence Graves of Texas Tech University. The Chairman suggested at the beginning of the session that the topic might appropriately be rephrased, i.e., "What relationship exists, or ought to exist, between deans and presidents?" He then requested that persons in attendance respond on the basis of personal experience as well as from philosophical bias.

Dean Joseph Taylor, of Indiana University-Purdue University in Indianapolis, suggested that parameters for the discussion were necessary. Among those he suggested were the size and complexity of the institutions and whether it was public or private. He indicated that in a small private institution his relationship with the president had been based on mutual understanding with little codification of his duties. In the larger and public institution in which he now serves much more specificity of duty and responsibility exists.

Dean Wallace Jamison of Illinois College recounted at some length his experience as a dean in a small institution under two entirely different types of presidential style. The former president was a complete autocrat who kept the dean from any knowledge of financing and personnel data; the present president delegates both responsibility and authority and conducts an open administration. Trust is the characteristic relationship between the president and the dean.

The Recorder explained the manner in which the deans at St. Could State in Minnesota had conveyed to the president their desire for greater recognition of the primacy of the academic mission of the institution through fuller participation by the deans in the development of central administrative policy, and related the president's response which was the formation of a cabinet which meets weekly and which includes the four vice-presidents, the seven school deans, and the assistant vice-president for academic affairs. He also indicated that the deans desire regular meetings with the president to keep the president apprised of the issues confronting them in their direct responsibilities for the academic programs. Dean Henson Harris of Culver-Stockton College expressed the concern that such meetings might constitute a break in the administrative chain of command that could have serious consequences for deans if chairmen and faculty also wished direct and regular contact with vice-presidents and the president.

Dean Elwood "Woody" Ehrle of Mankato State University expressed the opinion that the deans' relationship with presidents (and with vice-presidents) is often complicated by rapid administration turnover. He also indicated that the present president is open to direct contact with deans but that he declines to deal with issues, referring them to the vice-president for academic affairs for resolution.

The Chairman indicated that some presidents tend to regard vice-presidents as staff administrators, with deans reporting directly to the president, and asked whether any deans present had experience in such an administrative arrangement. Dean Rufus Hall (Oklahoma) indicated that this was the general arrangement at his institution. The Chairman went on to state that it was his belief that a relationship of mutual trust and confidence was essential between presidents and deans. He illustrated this relationship by explaining how he consults with

vice-presidents at his institution before making recommendations concerning chairmanships.

At this point the discussion returned to the question of whether a direct relationship between deans and the president constitutes a break in the chain of command. Dean William Mitchell of Oklahoma Baptist University expressed the opinion that interviewing faculty in the process of reviewing chairmen or chairwomen could be construed a break in the chain of command as it had been defined earlier by Dean Harris. Dr. Robert Nelson, Vice-President for Academic Affairs at Missouri Western State College, stated that he meets regularly with the deans and that he occasionally likes to have the deans meet with himself and the president concerning special issues. Dean C. K. "Bud" Williamson of Miami University in Ohio stated his belief that frequently the deans are isolated from the president and that, consequently, the president is not as fully aware of the deans' problems as he should be. Dr. Nelson stressed the need for candor in all communication, between deans and vice-presidents, between vice-presidents, and among deans, vice-presidents and presidents. Dean George Harbold of Marshall University indicated that it is important to know who is on whose side. Deans should be able to trust academic vice-presidents to be effective advocates of the academic programs. Dean Ehrle pointed out that it remains to be seen what the impact of collective bargaining will be on administrative relationships.

The Chairman suggested that some discussion about presidential expectancies of deans be attempted, with the acknowledgement that since no presidents were present the best that could result would be an exchange of deans' preceptions in this regard.

Dean Taylor indicated that presidents expect to receive from deans an accurate reflection of faculty interests and opinions. The president needs to know how faculty feel about issues confronting the institution and the dean is the responsible person for conveying faculty sentiment to the president.

Dean Mitchell asked whether other deans had position descriptions with great specificity. There was an extended discussion as to the relative merits of vague or specific job descriptions. The Recorder and Dean Ehrle indicated that an administrative compensation plan which had been developed for the Minnesota State University System by a consulting firm (Robert H. Hayes and Associates, Inc.) includes position descriptions of great detail (and serious misconception).

Some time was spent discussing administrative review, by faculty and by other administrative officers. A number of other interesting but tangential subjects were discussed avidly and the session was reminded by Dean Leland Johnson of Drake University and the Chairman that deans are essentially problem solvers and that trust and confidence are essential ingredients in an affective relationship between deans and presidents.

Finally, the Recorder suggested that a phrase from Dean "Bud" Williamson's annual report which had been intended to define the role of department chairpersons was also applicable to deans. They were, he said, "between the dog and the free." At that point Dean Jamison concluded the session with a benedictory joke that only he could effectively retell.

SPECIAL INTEREST SECTION

Subject II: Super Boards

Chairman: Dr. Birney Gross, Texas Wesleyan College
Recorder: Dr. Phillip Lewis, Westminster College

There were representatives of institutions from Texas, Oklahona, Kansas, Missouri and Pennsylvania present and it was no surprise to find that all of these states have some kind of super board, that the boards vary in structure and authority, and that they are not universally admired.

The group recognized at the outset that the super boards are a response to the very real need for the coordination of programs and a halt to the unnecessary expansion of institutions as seen by the citizenry.

Kansas is the neatest with one board for all six institutions, long-extablished, which appoints presidents and coordinates programs -- but leaves the campuses their autonomy in large measure. It has no control over private institutions.

Missouri's board is newer, relatively forthright and unbiased. It's control over private colleges is through programs approved for federal funds. Arkansas also has a super-board and chancellor which is in a recommending position.

Texas, although it has a super board which can make recommendations, also has two powerful boards of regents for the Unive-sity and A & M systems, that make them effectively independent. There is no apparent control over private colleges.

Oklahoma has a confused system which a super board and chancellor effective enough to put a 2-year freeze on new programs but also separate university and agriculture college boards. The super board can make recommendations to the private colleges.

Pennsylvania has a super board now thrust into the real action by the collective bargaining unit that represents the faculties of the 14 state-owned colleges. The situation is further complicated by a strong Secretary for Education and State Department of Education.

All of the super boards are political animals expected to represent the views of the governor and/or legislature. They are all here to stay and, while they will directly affect the public universities, they will also have some influence on the private colleges as well.

The discussion group also spent some time on the 1202 Commissions, which seem not to be effective anywhere yet, and on such perpetual deanly topics as salaries, tenure, promotion and hiring. Noted were the Roos-Anderson report of the American Chemical Society, a similar report from the American Physical Society and no action from biologists or mathematicians.

Fortunately, dealing with governmental units and their minions does occasionally have its lighter side. The brevity of the report is due to the caution of the recorder in omitting all references to personalities, judgments of actions and inactions, and other identifiable assessments made by the participants.

SPECIAL INTEREST SECTION

Subject III: Paper Trails and Their Control

Chairman: Dr. Paige Mulhollan, Oklahoma University
Recorder: Dr. Jane Earley, Mankato State College

To open discussion, Dean Paige Mulhollan observed that common folk wisdom on campuses recognizes an invasion of paper trails as generally considered evil. Agreement and disagreement were registered by other deans who suggested that the purposes of paper trails are, variously, to spread the blame, to show that others were involved in the decision-making under question, to record good intentions, and to account to various agencies.

It was obvious to all present that deans are involved in self-imposed and externally required paper trails in greater number every year. The trails are often a nuisance but they do force thorough examination of problems and discourage arbitrary and capricious decisions.

One dean hypothesized that in a few years a new staff position will be added to be in charge of paper trails. Some institutions -- even smaller ones -- have institutional research or systems offices which attempt to centralize or coordinate information gathering and recording. One dean pointed out that such offices often assemble information according to every variable except the one you need -- so you have to do your own study anyway.

Discussion centered on paper trails in specific areas (compliance, boards of control, promotion and tenture) and on theories of file building.

In many institutions, paper trails are most carefully produced in order to document compliance requirements. Deans reported different methods for accumulating and storing such records. At some institutions, records are kept at all levels; at others, the complete file in any case is forwarded to the dean or compliance officer for storage. Length of retention various from a vague "several" years to seven years. The Dallas office of HEW xpects schools to keep all recruitment records including vita for two years. Deans discussed the new requirement that sex and race information be collected from each candidate and be coded by position only, whenever such information is not stated on the vita. Institutions are specifically forbidden to code the information cards in such a way as to match them with candidate names. This particular paper trail produces gross statistics: X number of women and Y minorities applied for a certain position. Deans who have already begun using this process stress the importance of gathering such information early in the recruitment process; failure to do so could hold up decisions later.

Boards of control or governing boards external to the campus demand an increasing amount of paper flow from the institutions. Many of the forms are repetitious, varying only slightly from previous forms but necessitating that the entire form be reworked. Some of these studies duplicate studies done locally. The problem of redundancy of paper work and record-keeping at all levels emerged in the discussion of boards of control as it did in the consideration of compliance paper trails.

Promotion and tenure decisions require careful written records which are maintained variously at each administrative level, at the dean's office, or at the central personnel office. Deans stressed the necessity of justifying in writing that which is being awarded or denied. Several deans send explanatory letters to all faculty involved. Some institutions have review bodies between the departmental level and the dean to study all documents relating to promotion and tenure and to make recommendations. Some of these bodies function effectively to screen candidates while others merely rubber stamp departmental decisions. One school uses outside evaluators-- other than persons from the candidate's graduate school -- to secure written recommendations. Such reports carry much weight if a person denied promotion or tenure brings his case to a grievance committee. The outside evaluators are chosen by a personnel committee from the candidate's department. Deans also affirmed that they and department chairpersons should keep detailed records of conversations held with a faculty member on these topics. Deans were reminded that overly glowing recommendations written for non-glowing faculty members will probably return to haunt the writer. Even simple congratulatory notes can backfire, as one dean pointed out: such a note lauding a performer for a concert was introduced in a dismissal case as evidence of competence.

Two main theories for file building were expressed. According to one, only selected items are placed in the official files; the other indicates that everything goes into the official file. One dean reported that all the institution's files were searched and reviewed during a court case.

Near the end of the discussion, several deans urged the others to take out liability insurance personally and not rely on the institution's policy. This sobering advice followed the recognition that many of the difficult decisions at institutions are left to the dean, and even careful paper trails may not be enough protection. The dean is often cited as the sole individual responsible for decisions and must have fortification in insurance, paper trails, and spirit for the problems which explode in his office. For, as one dean put it in a brilliantly mixed metaphor, "The proof of the pudding comes when you bite the bullet."

July 29, 1975

1975 Audit Report

Twenty-ninth Annual National Conference of Academic Deans

July 28, 29, and 30, 1975

The Audit Committee appointed by Conference Chairman Adrian H. Daane has examined the accounts for the period July 1, 1974 through June 30, 1975. The financial report prepared by Rosalie Gregory for Dr. Brown Monnett, Conference Treasurer, is in order.

The Committee wishes to express its appreciation to Mrs. Gregory for the preparation of the report and for her counsel in interpreting it. Conference records are complete and available to any member who wishes to examine them.

Leland P. Johnson, Chairman

Carl H. Hamilton

GROUP PICTURE OF ACADEMIC DEANS AND DIGNITARIES

(Right to Left)

Row 1: Bernard L. Linger, George A. Gries, Dan Bedsole, Lewis B. Mayhew, Adrian H. Daane, V. Brown Monnett, John C. Hitt

Row 2: Leland P. Johnson, Nathan W. Dean, Warren Armstrong, Kurt Buerger, Malcolm Forbes, Donald B. Gordon, F. Clark Elkins, Dorothy M. Trusock, Edmond D. Dixon

Row 3: C. Robert Haywood, Phillip A. Lewis, Glenn F. Powers, Jerry E. Alexander, William L. Stamey, William R. Mitchell, Bud Williamson, Jane Earley, Wallace Jamison, Paige E. Mulhollan, Clifford Johnson

Row 4: John C. Guyon, Lon R. Shelby, Harri T. Baker, Raymond L. Walter, James R. Burwell, Rufus G. Hall, Wm. B. Conroy, Richard T. Anderson, Larry Graves, Elwood B. Ehrle, Kyle Perrin, Birney Gross

Row 5: Carl H. Hamilton, George Harbold, John D. Garwood, George W. English, W. David Moon, Conrad Carroll, Orville Rook, Robert J. Nelson, Robert Scott, Robert E. Schuhmann, Ed Tapscott

Row 6: Henson Harris, D. P. Pockat, Peter Schmiechen, Luise Johnson, Joseph F. Taylor, Albert Dimmitt, James Clark, Milton Simmons, Zenas J. Bicket, Howard W. Johnston, Charles M. Lindsay

Center Back: David G. McDonald, W. Jack McBride, Paul Gilbert

GROUP PICTURE OF DEANS' WIVES AND CHILDREN

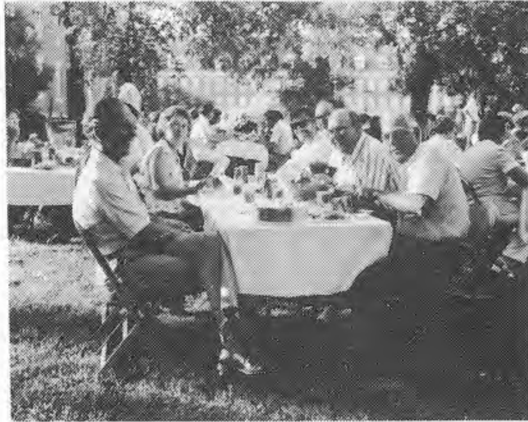
(Right to Left)

Row 1: Janet Nelson, Pam Armstrong, John Nelson, Sue Armstrong, Diane Schuhmann, Tammy Tapscott, Mark Gilbert

Row 2: Tommy Bedsole, Beatrice Anderson, Margaret Anderson, Anne Anderson, Phyllis Lindsay, Jeanne Johnston, Wyn Harbold, Joan Armstrong, Bea Nelson, David Nelson

Row 3: Eunice Johnson, Verna Schuhmann, Marion Johnson, Ruth Jamison, Jean Daane, Larue Harris, Marie Haywood, Mary Lou Gries, Betty Tapscott, Rhoda Bicket, Gisela Buerger

Row 4: Marion Gordon, Delores Powers, Susan Strickland, Martha Strickland, Unidentified family, Bedsole family



1975 al fresco supper