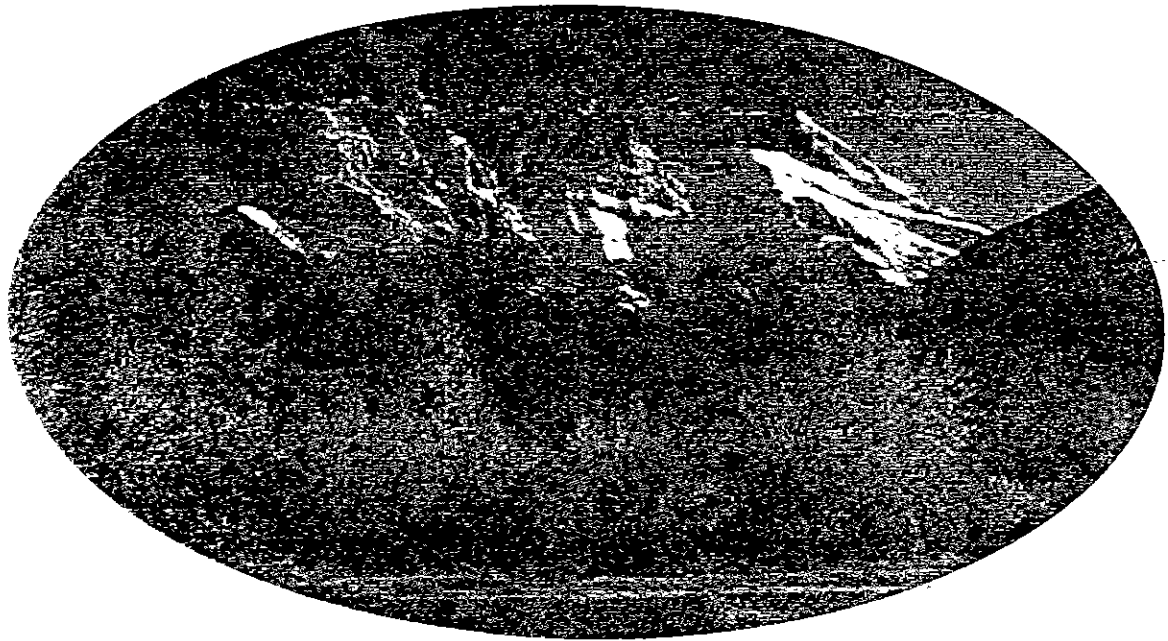


# THE CANMORE PROCEEDINGS



INTERNATIONAL CONFERENCE

ON

## EDUCATING THE ADULT EDUCATOR: ROLE OF THE UNIVERSITY

May 14 - May 17, 1995  
Canmore, Alberta, Canada



C A N M O R E

Michael Collins, Editor

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## INNOVATION IN THE UNIVERSITY CONTEXT FOR EDUCATING ADULT EDUCATORS

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**W**hen a university makes a very limited commitment to educating professional adult educators and/or human resource developers, it is not only startling but also sometime shocking. This calls for pondering on the part of those persons interested in educating these professionals. This also requires innovation for developing and maintaining university based study of Adult and Continuing Education.

Commitment in a University has been primarily focused on research and knowledge generation that may or may not have some direct impact within the context of society. Even where universities have considered colleges or schools of education to be of some importance, they have directed their attention toward serving the personnel needs of the schools with students from kindergarten through twelfth or thirteenth grades. Preparing teachers of adults for working in any context was not considered a worthy program for committing resources by universities in the United States until the first courses in Adult Education were offered in 1929 by Teachers College, Columbia University, New York. Subsequently, support for and withdrawal of support for educating adult educators has been evident with the rise and fall of theoretical, political, social, and economic fortunes of universities. Although adult educator and human resource developer preparation programs within the university are according to Duke, (1989) most commonly located in faculties of education, various institutional arrangements support different views as to whether adult education is a distinct field or discipline or, rather, a subsystem of general education. Jarvis and Chadwick (1994, p. 6437) identify a world wide trend toward university programs for studying adult education and human resources development together. There seems to be little evidence which would suggest these programs will dwindle away in large numbers since they

currently number more than three hundred within universities in the USA alone.

### Background of Questions

Despite exponential growth of USA programs, to more than three hundred and many more in other countries, in this field of university study in the past sixty-five years, some programs have been or are being phased out: Indiana University, Virginia Commonwealth University, Syracuse University, University of Missouri-Kansas City, Florida State University, University of Northern Colorado, Dalhousie University, and Arizona State University to name a few. Furthermore, questions continued to arise and persist regarding whether, if, and how universities need or should be involved in preparing educators of adults and/or human resource developers. Such questions as follows are representative.

Why should education of adult educators be within a university? How does the study of adult education fit within the context of lifelong learning? What are the theories of how adults learn and the benefits of these to other areas of education? How can adult education address the expansion of learning into corporations and institutions other than schools? What are the varieties of backgrounds and organizations represented by the students studying to be adult educators? How can university administration be kept informed on what is transpiring in adult education so their "buy-in" is maintained or increased? What organizational structure is necessary for preparing adult educators? How does the level of program productivity in student numbers and where they serve effect the mission of the university? What does adult education as vocation contribute to those seeking to counter the pressure organizations

increasingly place upon people to conform? How can adult education tap all the rich educational resources within the university? How does the quality of instruction and methods for conducting university adult education courses impact and inform other disciplines and fields of study within the university? Is it important to have university adult educators influence the learning process as it is manifested in other institutional contexts as well as the community? What kinds of coalitions can and should adult educators build with other disciplines and professionals within the university?

The list could go on, but some of these questions are considered and addressed in this paper. Its focus is on literature in the field that provides insight and responses to some of the questions, a case illustration of the types of innovation used in one university program educating educators of adults that have helped maintain and provide growth despite minimal university resources being devoted to that program, and highlighting coalitions which have been built with other university colleagues resulting in strengthening the position of adult education as an area of study within that university.

### Historical Perspective

In the early 1970's, the University of Missouri at St. Louis offered a few graduate courses for adult educators and human resource developers in the metropolitan area. As time passed, the Department of Administration, Foundations and Secondary Education (later changed name to the Department of Educational Studies) in the UM-St. Louis, School of Education developed an Adult Education Emphasis area within their Master of Education in Secondary Education degree program. This also allowed for an Adult Education Concentration area within the Doctor of Education Degree in Educational Leadership offered by the School of Education.

Although in the late '70s and early '80s there was a full time professor position devoted to this area of study, the program did not draw many students. However, when the professor moved to an adult education faculty position at another university, University of Missouri-St. Louis dropped their professorial position to fifty percent appointment with the other fifty percent of the split appointment

devoted to Continuing Education Specialist in University Extension with University of Missouri and Lincoln University. Malcolm Knowles (1990, p. 95) suggested that, in developing institutional change including building and maintaining university adult education programs, a strategy available to all of us which in the long run probably produces the most stable, lasting, and constructive change, is by piloting or demonstration and osmosis. In the Summer of 1983, this author was named to this joint appointment position with half of his time devoted to being Associate Professor of Education, Department of Educational Studies, School of Education, University of Missouri-St. Louis. Beginning the Fall 1983 semester to the present time including 1995 Winter semester, there have been a total of 2,290 graduate course enrollments in Adult Education, as follows: Adult Education classes - 880; combined with Community Education - 151; Video Instructional Program - 135; Adult Basic Education - 1,007; National Satellite Course - 40; Adult Education Telecourse - 65; University Extension Class - 22.

These students represent a rich diversity of work settings numbering forty-eight including: Industries—Aerospace, Automotive, Beverage, Airline, Electrical, Tire and Rubber, Telecommunications, Riverboat Casino; Businesses—Banking, Investment Stock and Bond Brokerage, Real Estate, Development and Marketing, Media Productions; Government—Military, Postal, Social Service, Regulatory Agencies, Defense Mapping; Hospitality—Food Service, Hotel, Travel Agencies; Education—University and College, Pre-School, K-12, Public and Private, Conferencing, Literacy, Community College, Private Consulting, Proprietary and Technical Schools, Adult Basic Education, University Extension; Healthcare—Hospitals, Nurses, Allied Health, Ambulance and Emergency Services; and Religious—Churches, Synagogues, Seminaries, Mission Boards, Volunteers. These students represented at least 3,000 other class enrollments in courses taught by other professors which they were required to take to complete their degree programs. Thus, their presence and perspectives on learning interacted with how learning was conducted in those classes and with other than adult education and human resource development students.

Currently, there are eighty active Master Degree students at some stage in their program, with one

hundred twenty-five having been graduated since 1983. There are currently five active Bachelor Degree students taking a few graduate courses by special permission in the program with five having been graduated since 1983. Currently, there are thirty active Doctoral students (the largest number advised by any faculty member in the School of Education at the University of Missouri-St. Louis) moving through their academic program, with sixteen having been graduated since 1983. This author has been and is major advisor in Adult Education to each of them, served as Committee Member on twelve Doctoral Dissertations now completed and as Committee Chair of four Doctoral Dissertations now completed. Eleven of the doctoral graduates now serve in faculty positions in eight colleges and universities in three countries. This student load indicated is well above the recommendations which the Commission of Professors of Adult Education set in their Standards for Graduate Programs (Brookfield, 1988). In 1985, an advisory group was formed to help guide the Adult Education Program and a descriptive brochure was printed but never reprinted. Recruitment has been almost exclusively by "word of mouth" to others from those coming through the program. Despite an additional adult education full time faculty position having been included in eight of ten of the University's most recent "five year plans", no new adult education faculty has been searched for or hired. Nevertheless, the program has continued to grow. This author served as Chair of the Department of Educational Studies between 1985-1990 which has twenty-seven faculty professors in seven different Educational Subject Areas: Administration, Foundations, Secondary, Adult, Community, Business, and Technology.

### **Continuing Professional Self-Development**

Numerous writers (Jarvis, 1990; Marquardt, 1993; Knowles, 1989; Knoll, 1989, In Titmus; Snege, 1990; watkins and Marsick, 1993) imply and openly state that persons and organizations that survive in the future will need to be continuously learning. This would also be important for keeping current and developing innovations that would maintain and enhance the Adult Education and Human Resource Development Program within the University of Missouri—St. Louis.

From 1983 to 1995, this author/adult educator: made eighty-six presentations to Adult Education Conferences, Workshops, or In-service Education gatherings; and, researched and published twenty-five articles in refereed publications, and six articles in non-referred publications. Eleven of the refereed articles were completed through 1990, sufficient to gain appointment to the University of Missouri Doctoral Faculty, a status which allows one to chair doctoral dissertation committees. This appointment is for six years at which time reappointment may be applied for. The remaining thirteen referred articles between 1991 and 1996 plus two other articles possibly to be published before 1996, and chairing of six doctoral dissertation committees and member on five others all completed and graduated should make it possible for a six year reappointment to the Doctoral Faculty in 1996. The major purpose of this exercise is to be able to serve the doctoral students more effectively. This also helps keep this author's professional development current which in turn helps in teaching all students. It also demonstrates to faculty colleagues an interest and commitment to a quality standard despite the author being on a non-tenure track position, with no requirement for publication connected with his remaining a UM-St. Louis faculty member.

### **Collaboration and Coalition Building**

Dr. Henry Weinstock, a Philosophy of Education Professor and this author, who are both in the Educational Studies Department at the University of Missouri, have jointly presented and published to adult education audiences and readerships numerous times on the place of adult education within the university context. This has built understanding and support for adult education at the university. Working with at least three other professors (who are in other than Adult Education subject areas) on each of sixteen Adult Education/Human Resources Development Dissertations, built in those professors an understanding of this new field of study. It also built some interest and investment on their part and a cooperative spirit into helping this program area succeed.

Faculty and School of Education support for this area of study has now reached the point of proposing a special Doctoral Emphasis Area in Adult and

Higher Education with possible sub-specializations in Human Resources Development, Community Education, and Vocational Business Education. In addition, some faculty time is being devoted within the School of Education to completing an application to the Missouri State Department of Education to regain Adult Basic Education Certification approval.

### Professional Associations and Networking

Professional Associations have long been a source for continuing learning in the adult education field. Consequently, this author has served as an officer in various Regional, Local, State, National and International Adult Education Organizations. And when those conferences (eight of them since 1983) have met in St. Louis this author made arrangements for his students to attend, facilitate, and participate in them to be able to interact with and learn from what is going on in this field of study.

He has also taught internationally at several universities in South America and Europe, and had academic Adult Education interns from the University of Missouri accompanying him on the educational exchanges. International students in the UM-St. Louis program have been from seventeen countries. An official faculty exchange program is now being negotiated with the Federal University of Para, Brazil, the largest University in the eight countries comprising the Amazon River Basin with 35,000 students on eight campuses, including through their distance learning technology.

### Structure of the Program

Advocated by Hall and Kidd (1978, in Titmus, 1989), Campbell (1977, in Titmus, 1989), UNESCO (1981, in Titmus, 1989), Directorate of Adult Education in India (1978, in Titmus, 1989), and Knowles (1989), to name a few, the Adult Education Program at University of Missouri-St. Louis is structured and conducted so that theory and practice are congruent, using activity and experience based learning techniques, project methods, learning contracts, self-directed learning, group presentations, based in a theoretically and educationally sound foundation. This is certainly in line with this author's personal rule for having God's Word-The Bible as a lamp to

his feet and a light to his path, when in the Bible Book of James it says, "Be a doer of the Word of God and not a hearer only."

In addition, Weinstock (1994) clarified that the Adult Education Program has: Instructor determined grading standards; a theory-based, logically consistent body of knowledge; student requirements situated within a framework of specific course and program content; and, scholarly graduate research which is consistent with the field of Education.

### Summary

The summary and conclusion of the innovation in the University of Missouri-St. Louis context for educating adult educators may be wrapped up in answer to the question: Why should the education of adult educators be in the context of a university and not elsewhere? First, there are rich resources for adult learning in a university which could not be taken advantage of if the education of adult educators is conducted elsewhere. Second, although universities are not primarily focused on adult education, according to Knowles (1977) adult education tends to flourish when attached to an organization formed originally for another purpose. Third, and beyond the first two, a case for innovation has been made in this paper which includes: A University Context of Adult Education Graduate Programs; A Background of Questions for Consideration, An Historical Perspective of the Program Growth at University of Missouri—St. Louis; The Necessity and Fulfillment of Continuing Professional Development; Collaboration and Coalition Building; Professional Associations and Networking; and, The Structure of the UM-St. Louis Program. It is hoped that the progress and changes taking place in that university and its role of educating adult educators and human resources developers have been and will continue to be accomplished by what Knowles (1989) labeled as piloting, demonstration and osmosis.

Although these principles could not be applied in every detail to every other program, there are ideas and lessons that can be extrapolated from this one experience and applied elsewhere to benefit. Let the reader(s) make the determination, choice, commitment, testing and evaluation of the applications.



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