

OKLAHOMA

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I would like to address today's assigned topic of changing students' attitudes in the context of changing expectations for education. As individual learners, adults expect something quite different from education than they did even two decades ago. And as is evident from the nation-wide concern about education, collectively as a society adults seem to be expecting more from education than they are getting.

The tenor of our times is to take education very seriously--as individual learners and collectively as a society. Adults are already into lifelong learning even as we plan at state and local levels. Society expects education to do everything from stimulate the economy through educational investment in human capital to make the world safe for democracy, through the development of a well-educated citizen. Individual adults expect education to do everything from improving their career options to renewing their lives.

This pension for taking education seriously, while encouraging to us as educators, is full of paradox and truly difficult challenges. Let me cite some of the paradoxes that I find evident prevalent in the attitudes and expectations of adult learners today.

1. Adults expect education to provide answers--and to raise questions. The better educated people become, the more

they realize that the questioning mind is closer to the ideal of the educated person than the well-stuffed mind. In this information society, however, it is far easier to stuff the mind with quickly out-dated subject matter than it is to developing a questioning, thoughtful attitudes that are so essential to living a fulfilling life in a terrible complex society. "Running out of information," says John Naisbitt, "is not a problem, but drowning in it is." There is some evidence that students are drowning in information, which doubles every 5 1/2 years, is forgotten every 5 1/1 minutes, and in any case is computer retrievable in 5 1/2 seconds.

2. Adults expect to work hard and actively at education--but they expect educators to recognize that they have other obligations and that study and classes are fast becoming part-time activities for the majority of college students.

That means, I think, that adults don't want to waste time. They want maximum learning in minimum time, and that it not always easy to deliver. It takes time to contemplate and reflect, and the pace of quality learning is not always compatible with the desire for quick results.

3. Adults hope that education will make a difference in their lives--but not too much difference. They want education to introduce them to new ideas, to broaden their horizons, but not to make them uncomfortable.

4. Adults enter into the educational contract with the notion that education will improve their options, that there will be more choices of jobs, ideas, friends, books, appreciations. As education improves the options and the independence, there are rising demands for help in choosing among the options.

5. Adults want education to challenge them and demand their best efforts. But they are unsure of their own ability, and they dread putting themselves to the test. They do not want to fail, but they want to know how well they can do. This means that learning tasks cannot be too easy and they cannot be too hard, but the diversity in the average adult classroom defies a learning situation that will strike each adult present in the learning zone.

6. Adults want educators to recognize their adulthood, their experience, and their competence, but they want us to teach them new things. While they want their teachers to be knowledgeable experts in their fields, they don't want to accept without question the authority of the experts that we hire to teach them.

7. Adults want learning to be useful tomorrow, but they want it to be more than that. They expect something from our colleges and universities that they cannot learn on the job, and they expect a college education to provide a framework that will integrate the bits and pieces of skills and information that they accumulate through their learning efforts.

LEADERSHIP DEVELOPMENT SEMINAR
MARCH 27, 1986

Panel: Richard Millard, Ann Reynolds, Kenneth Ashworth

Richard Millard's Remarks:

The governing board deals with policy. It is not operational, at least it should not be. You have to distinguish between policy considerations and administration and when the board moves over into administration, then probably at the next meeting of the board, the motion to fire the president will pass. That has to be distinguished from faculty operation and academic operation in this respect. But what I'd like to suggest is that the board does have continuing responsibilities which relate to the integrity of the institution, the direction of the institution, its responsibilities to its various publics and the very important role of dealing with the president and his staff.

At the present time you hear a great deal about returning to the golden age. One of the things that bothers me very much about a number of the so-called reports that we referred to at another meeting as "blooming all over the place," is that a good many of them go on the assumption that we have come from a golden age -- that there was a period in which there was an ideal curriculum, that there was a period in which higher education operated without ripples, and so on. I was once dean of a college of liberal arts. I can remember writing in 1960 about the crisis in liberal education. We go around and around and around on some of these issues. I think there are very important changes today, and there are changes that Dan (Hobbs) so beautifully documented this morning. They do relate to the changing character of the population we serve. But I think the other thing that must not be left out of the picture is we have a great deal to be proud of. When you consider that enrollments in this country in 1950 in higher education were about 2.5 million, and today they're 12.5 million, this speaks rather strongly for what we've been able to accomplish. It seems to me it does us no good to denigrate what we've done. It is important to recognize that the situation is changing, and as it changes new responsibilities occur, and the changing social and economic and political conditions

become an integral part of what must be the total planning operation for which the trustees are responsible.

For my third basic statement, I would almost be tempted to call on Dan (Hobbs), and to say that Dan's figures and his review this morning should be taken very seriously. We are at a point in history in which to some extent we need to realize that the field has been reversing, and that what has been traditionally "the norm" for higher education in this country (that is the four-year, undergraduate, resident, between 18 and 22 year old college student) is no longer the norm. From this standpoint, yes, there is a place for such colleges, but all colleges cannot be that, all universities cannot be that. We are in a situation which, if Dan is right, one sixth of the student population in the United States today are under 22, are resident, are in four-year programs, and fit the traditional role. If this is the case, then I think we've got a very different problem. We've got a problem in which the trustees, in this respect, need to grasp the real world in which they operate, and they need to grasp it in the terms of the fact that institutions at this point cannot be copies of one another. If you're to meet the needs of Oklahoma (and you've done remarkably well in doing so), if we're to meet the needs of the nation, one of the basic premises is that there is a variety and a diversity of needs that need to be filled. I frankly get extraordinarily annoyed at the assumption that somehow there is one set of needs and it fits into a traditional mold. I think from this standpoint alone, the recognition that you are dealing with a student population, which again was documented this morning, is over 22, that they are part-time, that the minority situation is changing, I think calls for a look at the basic structure, mission and objectives of the institutions themselves. That leads specifically to what are the particular focuses that need to be taken into account. I think the first and most important is mission and objectives. Most mission statements of most institutions are so broad that it's awfully hard to tell what they are about. They're somewhat like motherhood, and apple pie, and walking on water. I think we are at a point when we must specify within those missions, recognizing

that the legislature may play a part in this, and the institutions, and certainly the State Board of Regents plays a part in defining mission, yet the objectives have to be developed within the structure of mission on each campus. Here, I think, the trustees have a very important role to ensure that this takes place, and to ensure that it takes place in such a way that other things, like assessment and so on, can be effectively carried out. Without a conception of where you're going, and I know there are people who would disagree with this, I don't know how you know when you get there. I think one of the problems of higher education in this country is that we have not defined very well sometimes where we are going.

The second projection in relationship to this is: Be sure of the structure in relationship to the objectives in the institutions. A number of institutions still operate as though all their students are resident students under 22. We used to operate in such a way that continuing education, for example, was a kind of an auxiliary thing. . . that it brought in money, but it was not part of the mainstream. I think we are at a point at which we have to recognize it is mainstream, and that what has been traditional education as an important part of the picture is not necessarily mainstream at this point, and you need to look at it in this way.

I think a third factor is recognizing the importance of planning. Now planning takes place on a good many different levels, as you know -- the master plan of the State Board of Regents in Oklahoma in many ways is exemplary. The planning has to take place in each institution as well as on the state level. Looking at it in this context, the planning function is an integral function related to mission which calls for the effective development of institutional research, and which calls for recognition that the day after tomorrow is as important as today.

Third, it seems to me, this also entails the recognition of the critical importance of an ongoing self-analysis and evaluation. To some extent the accrediting associations do call for this, but as important as this is, it needs to be internalized, be a characteristic of

the institution, not something called for from the outside. It's here that the issues of assessment, the issues of outcomes, the issues of effectiveness become so important. I think if you begin to look at it in this context, then you avoid some of the kinds of things that my friend Ken Ashworth has rightly objected to in relation to outcomes. Outcomes are not simply statistical summaries. A great many of the most important outcomes cannot be measured in quantitative fashion. What we must do at this point is not up to the accrediting association, nor in a sense is it up to the state board to tell you what those outcomes are to be or how you collect them or what you do with them. I think it's extraordinarily important that each institution develop its own assessment project. I think we are at the point, in the terms of accountability, when this simply has to be done. It has to be done taking into account the objective, the mission of the institution, the nature of the students, the population you are trying to serve, and so on.

Finally, I do want to echo one thing and put it in a slightly different context that Ernie Boyer was talking about. He was talking about, in many respects, the integrity of the degree, the relation between technical and liberal education. Again I have a pet peeve. I think a great deal of the discussion about the integrity of the degree again assumes that the traditional four-year model is the only model -- and it's not. I think what is important (regardless of what the degree you offer is and who your students are) is that there be a clear conception of the integrity of that program as it relates to its objectives and those objectives as they fit into the total needs of the state. We have a fascinating challenge ahead. It is going to call for some different kinds of thinking. It's not going to call for new responsibilities of boards, it is going to call for utilizing the current responsibilities in relation to a changing world where the external environment makes far more difference than it has in a long, long time, and how effectively the institution operates. Thank you.

Kenneth Ashworth's Remarks:

I have an uncomfortable feeling that I was asked to come here from Texas to serve as an example of a state that can run a bigger deficit than Oklahoma, and we have managed to do that real well. I thought I might use as my point of departure comments on two extremes -- one of them is a comment that came to me from a member of a board of regents. She said that one of her presidents told her, "Your job is not to ask questions like the coordinating board might ask, but to support your university president." She went on to say that from the time she went on that board, she found that the administration made every effort possible to co-opt her, to limit her options, to control the issues that she looked at, and to wear out her attention span on trivia in order to keep her off the subjects that were perhaps more important that the board of regents might raise. That's one extreme point of view. This other one comes from a college president. He said, "My board measures my effectiveness by a grovel factor. They expect me to be extremely cue conscious in order that I can figure out what they want to do so I can bring them recommendations along those lines. The board doesn't want me to tell them what they need to know. They want me to tell them what they want to hear." I hope that in my comments, I can find some middle position between those two extremes, but I think that when we're talking about relative growth, what is the mission of a regent -- far be it from me as an administrator to lecture you regents on what your role ought to be -- but that was the job assigned.

I do think the first and foremost most important job that a board of regents has is to find the person for the chief executive officer position. I think that although it may make your current chief executive officer uncomfortable, you ought to be looking ahead and planning ahead to be able to specify what it is that you're looking for and will be looking for in your chief executive at your institution. I think that when you're filling that position, you need to look at it in the context of the times that you are in, to follow up on a point made by Dick Millard. That is, the particular time may require a different

person than at other times. You need to look back on where you've come from, where you, as a board of regents, think your institution is going, and hire the right kind of person to fit that. Nothing will serve so well as an interview unless it's two or three interviews. That may not help you get the right person, but it can very often help you to be sure you don't get the wrong person. I have lived with some bad mistakes because I did not check enough references, and I think that's one thing a board of regents needs to look after because those of you who have been in presidential searches know how hard it is to find a chief executive officer. There's one thing harder than that, and that's firing one, and it takes a lot of "gutting up" to get rid of a chief executive officer, so getting the right person is absolutely critical. We had one of our presidents in Texas, who came to Texas and was interviewing, and said he was so important in his state back home that they should not check references because if the word got out that anybody was looking at him, higher education in that state would be destroyed. That particular board of regents did not check back home. They got what they deserved, and the state back home held a statewide convention to celebrate his departure.

Once you have your chief executive officer on board, it is your job to support him or her in their performance. I think you need to support that person particularly in letting them hire and fire their own staff, for good or bad. I think you will have to judge that person's ability to handle his own mistakes in terms of the kind of people he or she hires on his staff. That's part of your evaluation of his performance. I think you ought to try hard to make your chief executive officer feel so confident in his job that he will not feel uncomfortable having you talk with his staff subordinates. A lot of presidents are very sensitive about having anybody approach any of his subordinates, and part of that is because they don't feel secure in their positions.

I think a major responsibility that a board of regents holds is to keep examining and probing the most important issues that you think are important. Let me just tick off some of those real quickly. The admissions criteria and the admissions standards of your

institution - when were they last examined? Are they what they ought to be? Are we still stuck with standards that were developed during the 60's? What are your performance standards? How do you go about evaluating teaching and learning taking place in the institution? How about shaking up teacher education? That will be a task that will keep some people busy. I think you need to ask some questions about the professional licensure passing rates of graduates from your institution. You need to look at the utilization of existing space before you agree to construct additional space. Is your institution granting credit for remedial courses? Those are the kinds of issues that I think you need to raise. I think you need to keep the questions and the pressure on your chief executive officer.

I think you need, also, to understand that your C.E.O. cannot avoid all controversy. You ought to give your person credit for every nasty problem that he brings to you -- that he has probably managed to take care of at least three problems that you never heard about. If he's going to do his job, there are going to be issues that are controversial that are going to come to you. I think you need to be sure that neither your president nor your board becomes comfortable with the trivia and minutia of administration and of details. You need to constantly stay on the issues of the times, and if you get too unhappy with your president, just try to remember what Clark Kerr and David Reesman have just discovered, and that is that many good people don't want to be college presidents any more. You may just want to be very thankful about the person you have in that position, but if things get so bad that you can't take it, then you need to exercise the second most important responsibility of the board and that is to fire your president.

Ann Reynolds' Remarks:

It's awfully good to be back in Oklahoma where my accent sounds like everybody else's. I gestated right here in Oklahoma in a little town called Nowata and spent the first three years of my life at Dwight Mission near Vian, Oklahoma. My parents were Presbyterian missionaries at that time. Unfortunately, I'm ashamed to say, I was born in Coffeyville, Kansas, because that was the nearest maternity facility in those days, and I really regret this. It means that I wasn't really born in Oklahoma as my father was, and moreover it's awfully hard to be born in a place where the Dalton met an ignominious end due to poor planning.

I'm going to talk about ten precepts, and they're going to be very practical, that in working with my own board in California, and boards in Ohio and Illinois, I have found to be helpful. I do hope that each of you as regents prepares in your own experience your own list of ten precepts as you go along. They will be very helpful to those who follow you.

The first of these is planning for the future. Don't be waylaid by the notion of back to basics. It's really, in this day and age, forward -- happily and with no guilt -- to enough math and current sciences to the technology that we are already in. As Professor Boyer pointed out, we should be mastering more history, because there is more history to master now in a more modern age. I have only one exception to that. I have a personal crusade to teach Latin once again, but I view that as just a very fundamental helpful language to help understand the English language. How many of you took Latin? A goodly amount.

The second precept (and this was beautifully put forward by Dr. Ashworth) is that it is terribly important for you as good board members to deal with policy. It's not often in one's lifetime that one can truly make policy. Legislators do that. Governors may do that to some extent, and lay boards do that. And those are the only groups that do that. Do not chase the rabbit of administration. It's far more important that you spend your time and your wisdom making honest policy.

Third precept. Push for creativity and diversity. Avoid imposing uniformity on that precious institution that you are overlooking. This is especially important for you in Oklahoma in these times of fiscal downturn. It is far better to work with creative incentives rather than rules. A reward given to the dormitory that conserves the most energy, and I won't name the reward in our system (it would be beer, I'm sorry to say) is far more productive than trying to impose lights off. A very few discretionary dollars will make all the difference in the world to a fine arts faculty. You would be amazed at how far they can make them go, if they just have some discretionary money that they can make decisions about.

Fourth, promulgate change and forward motion. Who ever thought that those movies, one that was supposedly filmed here -- that fine one with John Wayne and Montgomery Clift -- Red River, do you remember? That's a film classic now. It's an art form. When I saw it, it was at the theatre downtown -- escape entertainment. Who would have thought there would be quilts in museums, majors in communications? We see ahead of us now in agriculture, rather than teaching agronomy, moving into food technology. How does one better process food and care for it? Areas of the future are in front of you as regents, and they are exciting to think about. I hope you will grasp them and push them forward. Such things as the international market, international marketing strategies, you're going to be thinking about those for your campuses.

Fifth, pace your trusteeship. Don't rush into action. In mountain climbing, it's the trick of keeping the peak in view while savoring the ascent. Not everything has to be done in the first few weeks. It is far wiser to move along at a measured pace while keeping those long-term goals in mind.

Sixth. Pose questions. Regents cannot get enough information upon which to base decisions.

Seventh. Be precise. As governing board members, you owe it to the institution and to her leaders to be explicit. Good presidents fail sometimes because board members

never clearly indicated their views on policy. Important views need to be stated publicly to the entire board -- and clearly. Only card playing should be left to the boys in the back room.

Eight. Prepare thyself. Do your best to read that plethora of information coming your way. My board members always tell me that after about a month of being on the board, the postman always tells them he's changed his delivery route so theirs is the first drop off. Do read it. Learn about the institution's programs, history, and dreams -- even the most agile president has difficulty bailing out a regent in a public meeting who has stated that students need to write better and the institution in question instituted a writing requirement for graduation some six months previously. It's very important to keep track of where your institution is.

Nine. Pitch in. Spend time with students listening, and on their time and on their turf. I don't think you as a board member can spend enough time on the campuses you are dealing with. Viewing the student body leader as a representative student is about as useful as remembering Lyndon Johnson as a typical Texas home-town boy. You need to see more than just the elected representative. Not only talk with faculty, but view their work and read their publications. Incidentally, I think this part -- being on campus, knowing your constituency -- is absolutely the most fun part of being a regent.

Finally, number ten, and probably in some respects, the most important. Provide advocacy. Honestly and simply, without the added boosterism of the American lay board members, higher education in the United States would now be like that of Italy. We'd probably have an Education Minister. We'd be serving only a small part of young people. We'd have them all start, but most of them drift away, only a few of them successfully completing degrees, and with a demoralized faculty and administration. I hate to say that France and England are rapidly drifting into this same mode. You have a wonderful heritage of lay governance. Your advocacy is really the future for higher education in Oklahoma. I earnestly hope that you fall in love with your institution, and then let others

know why. Maybe you noticed, all of the above -- the beginnings for these ten precepts -- began with "p" because of the common Latin prefixes with a "p" which are highly transitive in context. I still hope for Latin. Anyway, a great deal is expected from you as policy-makers and yet you are expected to maintain a low profile. It's tricky. Please remember, if things were easier, being a trustee would not be as rewarding or fulfilling.

**LEADERSHIP DEVELOPMENT SEMINAR
MARCH 27, 1986**

Panel: William Welsh, Alan Knox, Benjamin Massey

William Welsh's Remarks

OSU must be in some way dependent on OU and all other institutions. There should be a division of responsibility, not only within the educational environment of Oklahoma, but in the nation itself. We must diagnose the illness of the Massai warrior in the Riff valley of Keyna by tapping the data files of the national area of medicine using a portable satellite receiver. This is now possible. And just as surely, we must enable every citizen of Oklahoma to reach his or her potential through education. We must recognize that the human mind is our most precious asset. Develop it to the fullest by exposing it to the richness of our information resources. Knowledge and wisdom will be our gain. We must recognize that our libraries are the places to dispense the cure for illiteracy and a-literacy. We now provide food stamps, why not literacy stamps as well?

When I was invited to join your National Advisory Board, I did so enthusiastically because I wanted to be part of the Network effort begun in 1972 that was light-years ahead of the nation. I wanted to be part of the crusade led by your Chancellor, by Larry, by Thurman, by Paul, by Don, by Linda, and by Barbara, to name but a few and to slight many.

Technology used wisely by such inspirational leaders as you have in this great state can meet the problems of demography and politics. Have the courage to dream and the strength to overcome. Thank you.

Benjamin Massey's Remarks

It seems to me that it's very important that you note where each of us is coming from as we speak, or try to bring a bit different perspective to the topic which we're discussing -- "Our Changing Students." Reatha Clark King said this morning she came from the lab. I, too, come from the lab. My institution serves 80,000 of these changing students we are talking about each year in academic credit courses and another 15-16,000 in noncredit activities. It's also important, I think, to try to clarify the use of the term "chancellor" as it applies to me. It's certainly not the same chancellor that you have in this state or in other states. In order to understand what a chancellor does in Maryland, you have to understand the roles of the faculty and the role of the president. The role of the faculty, of course, is to think. The role of the president is to make speeches. The role of the chancellor is to keep the faculty from making speeches and the president from thinking.

Now that you know where I am coming from, let me agree strongly with Ernie Boyer as he concluded in his insightful address at lunch that today we have an unparalleled opportunity to reinvigorate our education, and that opportunity has been presented to us by the changing student population we're here to discuss. These students have challenged us to provide them with the best of both worlds. The world stereotypically referred to as the ivory tower, and the real world. As we are aware, more and more students are older, are going to school part-time and are working simultaneously. This trend promises to grow, as we've been reminded again and again today. Therefore as the goals, student populations and curricula of traditional universities and programs of continuing education, move closer toward each other, I believe we can combine our talents to deliver the kind of higher education America needs for the twenty-first century. In terms of curriculum, the new adult students have made it clear that they are not interested in learning that does not have practical applications. Those of us raised in an older academic tradition may bemoan this fact, but

we cannot deny it, nor can we allow this pragmatic fact to derail us from an education that is more than skills training, that is indeed truly liberating. We can, instead, break out of our traditional disciplinary modes and develop new curriculum that reflects the complex needs of today's changing students -- concentrations, for example, in technology management, intercultural studies, and health care administration. If thoughtfully developed, these programs can integrate courses and subjects ranging from ethics to economics, and from writing and critical thinking to statistics. Similarly, we can provide the best of both worlds to these changing students in our selection of faculty. Since more and more adult students will be combining work with study throughout their lifetimes, we want to develop a cadre of faculty who will serve as role models and who can bridge the world of work and the classroom with their teachings. Faculty today cannot afford to ignore the tremendous advances being made in business, industry, and the government -- advances in technology and research and in educational theory and practice. Faculty members, professionals from the real world, may teach only one course each semester, but into that course they distill their subject matter, their expertise, their understanding of workplace applications, and their love of teaching. The results are excellent, and we must develop structures to allow more professional practitioners this opportunity.

Finally, our scheduling practices must allow our students to combine the best of their worlds as well. Most of these changing students have multiple roles to play -- as workers, as family, as community members, and as students -- and the flexible use of their time becomes their most valued resource. Our scheduling procedures can permit them this flexibility if we offer classes in the evenings, the early mornings or on the weekends, and if we break away from traditional semesters to short, intensive courses, or self-paced, independent studies. Even such simple things as registration and tuition payment can be structured so that a phone call and a credit card are all that's required. The opportunity we have to create a society where learning is routinely woven into the

fabric of living and working is well within our grasp. To achieve these goals, we will need to think in synergetic terms, and to seek out new path ways and new linkages. Then and only then can we claim to be meeting the challenge of our changing students. It's a real privilege for me to be participating in this new record-breaking experiment here in Oklahoma. As you reflect on your higher education programs that are available today and to plan for the future, I join with others who today have commended your Chancellor, Thurman White, and all the other many members of the staff and each of you who by virtue of your presence today have shown the interest to undertake the reflection and the planning that's needed for the years ahead. Thank you.

Alan Knox's Remarks

In following the lead of my two predecessors on the panel, I'll be focusing on just an aspect of implications for the changing college student, and that focus is on teaching and learning. As Ernie Boyer indicated after lunch as one of his points, there is a particular challenge for institutions to be more supportive of faculty efforts to be responsive to that new and changing student population. I'd like to emphasize some aspects of your own roles as you are involved in selecting and orienting and developing and rewarding faculty efforts along these lines. I'm concerned with your instructional leadership in which you use a sense of direction to allocate resources that are supportive of the sorts of reforms, or at least improvements, that will help this to happen.

One of the joys of coming at the very end of a day-long series of presentations is that most of the points that I might make have already been introduced by somebody else and so I can build on that, and not have to start from scratch. One of the points that's been made repeatedly has to do with the increasing age of the college student population, but I would add attention to not only their increasing age but their experience and their responsibilities and their concern for applying what they learn. The somewhat older students in university programs want not so much to be recipients of education as users of education. Many of them come with an idea of their concerns in job, in family, in the community. It seems to me that with that shift can come, with some leadership and support within the institution, a shift from a predominant orientation toward instruction in which people who know tell people who don't know -- tell it in textbooks and lectures and other ways -- to other ways of learning and teaching that emphasize inquiry and discovery and the use of performance as a vehicle for learning, and a concern for the sort of multidisciplinary contributions that relate to the real world problems that most adults concern themselves with in contrast with a single-minded concern for a narrow disciplinary specialty -- in short, a problem-solving orientation of education that will help those adult learners to sharpen and direct questioning minds, rather than minds in the process of being filled up with great amounts of information.

Another point that has been made a number of times on through the day has to do with the part-timeness of those returning students, older students, non-traditional students. I would add to that part-timeness the short-termness of many of the noncredit educational programs that are offered that are concerned with distance education. Learners are separated by many miles in some instances from where instructors and other people are located. The result of this, along with the first shift in the changing student population, it seems to me, is putting increasing emphasis on putting a variety of formats, a variety of ways in which teaching and learning occurs. And furthermore, to recognize the importance of other people and other organizations who can make some contribution to a given course, a given conference, workshop, and the like. And so, including multiple resource persons, and not seeing each course and educational program as sort of self-contained with one faculty member who plans and conducts it entirely. In general then, it seems to me, that one of the results of that changing student population is an increased variety of learners that tends to go along with the increased age and experience, but also the many concerns for options -- career options, life options -- and that diversity, it seems to me, calls for a third contribution that we can make in terms of instructional leadership. And that is increasing provision for individualization -- the flexibility and the options that encourage and allow a more active student role, and not only do the returning adult students who with experience have questions for which they want answers, rather than just receiving information to bank away against some later day, but the traditional students -- 18 to 22 years of age -- from my experience, tend to appreciate the same qualities as well. So you're in no sense shortchanging them.

Another shift, it seems to me, that has occurred for both younger and older students, is an increasing awareness of rapid change. Rapid change in occupation, in family, in community and the like, and that rapid change has implications for teaching and learning and higher education as well. One of them is the concern for obsolescence, and the silly notion of trying to cram today's state-of-the-art into everyone's head in the

belief that it will last them for a lifetime, in contrast with placing more emphasis on the more generic, enduring ideas. -- the point that was made by Ernie and others about the importance of the liberal arts, but to relate that, as he suggested, to practice, to application, occupational or otherwise. To encourage learners, in short, to develop strategies for alternating between the sort of knowledge resource that they have already acquired, and can increasingly acquire in many technological and other ways, between those knowledge resources that are available, and the sort of action problems and decisions that they confront. Not only to be able to do that but to know how and why they are doing so, to be reflective in that active process of moving back and forth between knowledge and action.

Another awareness that's increasingly wide-spread through the mass media for younger students and by personal experience for the older, is the wide variety of providers of ongoing education throughout life that most of our clientele have discovered that we are part of a learning society, that one not only continues to learn through primary and secondary and higher education, but by educational programs that employers provide for their employees and labor unions and professional and trade associations and religious institutions and libraries and museums, and the number goes on, that the higher education institutions are not the only act in town, they are not the only providers. In terms of the concern earlier about people who drop out some place along the line, it may very well be that in some instances higher education institutions are going to be more effective in serving them by backstopping the efforts of other providers to do so effectively instead of trying to do the entire job themselves. Part of the result of this is how we go about teaching college and university students, is to recognize when you have multiple providers, the importance of learners assuming primary responsibility for their own educational planning across many institutional and organizational providers of continuing education. And to furthermore recognize that with those multiple providers, faculty members need to be increasingly responsive to attracting and retaining adult

students who don't have to be there on a course-by-course basis. If you have full-time students who have made the decision to be there for four years, then you can be a little bit unresponsive, course by course, because they're sort of trapped as a captive audience. If each course is an individual decision the learners make, he or she can vote with their feet.

In conclusion, as Chickering and Associates pointed out very nicely in their book a few years ago entitled The Modern American College, all students of any age in higher education are adult learners. What we know and can do to be responsive to any of those adult learners will enrich and strengthen the experience for all of them. Faculty members have in the past, and should be in the future, concerned with content mastery, their discipline, and the expertise that they bring, as Pat Cross suggested, to provide the expert's view of the future, to help learners rise to higher levels of understanding and analysis of what they do. This provides the standards that many adults or young people value, but there is a second task that I've been trying to emphasize in my comments right now that has to do with faculty development, and that is attention to the teaching process, to the process of helping adults learn, and providing a challenging and supportive climate, to providing simulated or actual opportunities for people to practice or apply some of the ideas that come from those standards and discipline, to provide feedback and reinforcement, and to see serious scholarly attention to the process of education, going along with the content of this being transmitted is the way to make this work in the interest of all. The faculty development efforts that you can provide in your own institution ought to be good examples of lifelong learning. The way in which you do so ought to represent those standards of good practice in which you are trying to practice what you preach and see those faculty members as adult learners who are concerned with trying to make a difference in what they do, and alternate with the sort of knowledge they can gain from you and from each other and from other sources, to the sort of action decisions that they can make as they plan and conduct educational programs for adults,

and that the incentives and rewards when you attract and promote faculty members ought to reflect that commitment to adult learning.

LEADERSHIP DEVELOPMENT SEMINAR
MARCH 27, 1986

Panel: Patricia Cross, Reatha Clark King, Gordon Davies

Patricia Cross's Remarks:

I thought I might address today's topic of "Changing Student Attitudes" ^{by} and ^{ing it} place ^{from} that in the context of changing expectations for education ^{from} for students as individuals, and collectively ^{from} for us as a society. As individuals, adults have certain expectations about what education is going to do to improve their lives, and collectively, as a society, we have expectations about what education can and should do to enhance our collective welfare. Society, these days, expects education to do everything from stimulating the economy to making the world a better and safer place in which to live. As individuals, adults expect education to do everything from teaching them new job skills to providing ~~entire~~ new perspectives on their lives. The tenor of our times is certainly to take education seriously. ~~I think~~ ^T this is encouraging to us as educators. The demands ^{however,} are ~~just~~ full of paradox and ~~very~~ difficult challenge. I thought I would take some time this morning to cite some of the paradoxes that I find prevalent in the attitudes and expectations of adult learners today.

First, adults expect education to provide answers ~~for them~~ and to raise questions. The better educated people become, the more they realize that the questioning mind is closer to our ideal of the educated person than the so-called "well-stuffed mind." In the information society, however, it's far easier to stuff the mind the subject matter than it is to develop questioning, thoughtful, problem-solving people. "Running out of information," says futurist John Naisbett, "is not a problem, but drowning in it is." And there is some evidence in the research that students in our colleges and universities are drowning in information which, we are told, doubles every 5½ years. And I would add, perhaps, information that we work so hard to give to students in the classrooms is forgotten every 5½ minutes, and in any case, is retrievable from a computer every 5½ seconds. So information in these times has become both plentiful and cheap. And yet,

research on college teaching shows that most faculty members regard themselves as disseminators of information in their field of expertise. So, ironically, as education becomes the driving force of our economy, information is threatening to overwhelm us, and the need is to find some knowledge frameworks for integrating the bits and pieces of information that come at us from all sides.

The second comment that I want to make concerns ~~the~~ adult's attitude⁵ toward education. They expect to work hard and to actively engage themselves in their education, but they expect us as educators to recognize that they have other obligations, ~~and that~~ study and classes are ~~actually~~ becoming part-time activities for the majority of college students today. Adults are very busy people, and they don't want to waste time. They expect maximum learning in minimum time, and that's not always easy to deliver. It takes time to contemplate and reflect, and the ~~real~~ pace of quality learning is not always compatible with the desire for quick results, and yet, the more important education becomes in this society, the more pressure there is for quick, easy measurable results.

Third, adults hope education will make a difference in their lives⁻⁻ but not too much difference. They expect education to introduce them to new ideas and to broaden their horizons, but not to make them really uncomfortable. So adult education must satisfy the customer, and adults are, by and large, very pragmatic learners. Education must be useful for tomorrow, but it also must alter the nature of their tomorrows.

Fourth, adults enter into the educational contract with the notion that education will improve their options--that there will be more choices of jobs, ideas, friends, books, appreciations. As education improves the options and the independence of learners, there are rising demands for help in choosing among those new options. So educators face the paradox of providing more help to students in the process of making them more independent.

Fifth, adults want education to challenge them and to demand their best efforts,

but they are rather unsure of their abilities. They do not want to fail, but they want to put themselves to the test to see how much ability they truly have. And so learning ^{tasks} ~~tests~~ that we design can be neither too easy or too difficult. And yet, the diversity in the average adult classroom defies a learning situation that will strike each adult present in that classroom at his or her optimum level of adult learning, ^{for} ~~zone~~.

Sixth, adults want educators to recognize their adulthood, their experience and their competence, but they want us to teach them new things. While they want their teachers to be knowledgeable experts in their fields, they don't want to accept without question the authority of the experts that we hire to teach them.

Those are some of the paradoxes that occurred to me as I sat down to think about the challenge of responding to the new attitudes and expectations of both society and individuals. So I guess the final paradox that I would mention is that while adults are old enough and experienced enough to know what they really want, it's probably not enough for us as educators to respond to what students say they want. In short, knowledge about student needs and interests is a necessary, but not sufficient condition for planning. It's perhaps easier to put it in this metaphor. If we had asked people a hundred years ago, before the electric refrigerator was invented, what would be most helpful to them in preserving food, they probably would have told us that they wanted more frequent delivery of ice--and cheaper ice--for their iceboxes. There would have been no point in asking them how they would like a big box that sat in their kitchen with a cord that plugged into the wall. They had no way of visualizing or comprehending how those improvements were possible and how very soon that kind of refrigeration would be an absolute essential in their lives. It remained for someone with knowledge, imagination, and the desire to put those things together to show that an electric refrigerator was an indispensable element. And so I would say, in the same way, while we want to know what adults want and need, it remains for planners with knowledge and imagination and creativity to put together education that will serve both individuals and our society well.

Reatha Clark King's Remarks:

I come to you today with the perspective of someone who has worked a lot with the changing student in the inner city communities of New York City, at York College at the City University of New York, and now at Metropolitan State for the last eight and a half years. For that reason, because I come from the laboratory, so to speak, I'm delighted to follow Pat, and I appreciated the point of view that she took as she tried to paint a broader picture of expectations of adult learners and the paradoxes of relating to them, because I will probably sound like somebody who is trying to give you a well-stuffed mind, coming with all the details and preoccupied with all the details from the perspective of the institution.

The first point I'd want to emphasize is one that I think I have put in writing in a "scribbly" kind of way, and you probably know already, is that all students feel that they have something very special to offer our institutions. The changing students, the relative newcomers, are resources for improvement of our systems for serving students, as well as being people who come to be further educated. They will bring ideas for improvements in all of our systems of operations within our institutions, including financial aid, registration -- simply having administrators keep appointments on time-- academic advisement, developmental education. They will bring pressures for us to improve all of these systems. I think it's a marvelous opportunity to heed these pressures to improve our environment for all students. The younger students, as well as the older students, are newcomers who might be minorities in some of our institutions.

Typically these changing students are students who have considerable work experience and lots of responsibilities in addition to their studies. Their past work experience and their responsibilities are perhaps the two qualities that set them apart from traditional-age students in my own mind and in my experiences from Metropolitan State. As we look at the attitudes of changing students, we are also forced to examine institutional attitudes about them. I would encourage that institutional attitudes be

positive, reassuring each student that he or she has something special to offer to the learning environment. We can say this about every student -- men, who have been there all along (to refer back to Dan Hobbs's presentation) older students, minorities and women. Until just a few years ago, the scene in higher education probably looked to incoming students like they were coming to a house that had been built by someone else with the furniture arranged to the taste of those first people who got there. The people probably felt like guests--the new students who were sort of trying to squeeze themselves in to fit into that structure, that house that had been built by someone else. Now Dan Hobbs probably would have said that the structure had been built by men, and he probably would have said that it had been built mostly by white men, and he can get away with saying this--that's why I'm putting it on Dan Hobbs! The challenge is up to us to welcome these changing students into that house built by someone else, to reform it, and to accept the ideas so that they are comfortable learning in it and participating in it. I think, personally, that we have a wonderful challenge to welcome new students into our houses and our homes, and to adapt them to make them comfortable for these people.

We find in our place at Metropolitan State that the attitudes of changing students relate mainly to two things. One, the goals and aspirations for coming to college in the first place, or returning to college in the first place in our case, because we are an upper division institution. Secondly, we find that their attitudes relate to some very specific pressures due to (1) the issue of what to study to best prepare for the future--and we find them coming to the institutions with the feeling of necessity to prepare further for the job market. The other situation that adds pressure is how they are going to finance their education - or more accurately, the lack of financing. Third, a situation that Pat (Cross) referred to, is the trade-off that these students are making -- the older students especially, the part-time students -- by setting aside the time to seek more formal education. There are trade-offs in terms of their relationships with other people, their

family, their relatives, their friends, their children in particular, and their attention to work. There's a guilt that busy people feel when they take time away for self-improvement. This is a particular pressure for women that causes stress for them. I'm not a psychologist, as you know, but I believe we are overcome by guilt more quickly when we take time away from our duties, so to speak, to prepare ourselves for something in the future.

I'd like now to refer to some transparencies to further illustrate these points. The first transparency will show the reasons or goals that adults have for obtaining a degree. I believe the reasons would be similar for continuing education, but Alan Knox will enlighten us further on that perhaps. You will note that we have displayed six goals. Four of the six are clearly economic kinds of goals related to aspirations at work. Two of the others reflect attitudes that we can influence within the institutions. The one--learn more about subjects of interest for their own sake--is one that I would flag that we can influence. Satisfaction of completing a degree, the advantages of having a degree. We have found that to influence student attitudes on these two goals, our faculty are particularly helpful and critical. They can play a very critical role on influencing student attitudes on their non-economic reasons for coming to education. I think we need leadership from our faculty to do this. We have in our institution a Carol Holmburg, who in some areas specializes in English literature. I have heard more students, as they graduate, talk about Carol Holmburg's influence on them to take more humanities subjects. They came in determined to stay with the computer courses or stay with some professional subject until they met Carol Holmburg. She influenced them to take a humanities course, or take a history course, or take some course away from their area of work. There are many Carol Holmburgs on our campus, and I think we can provide incentives for them to provide a leadership role in influencing this very important attitude that students should have. We find also that the attitude about student goals are influenced by the employer's expectations of them. The tendency of

employers to restrict the use of tuition reimbursement money to learning strategies related to work only--that helps to influence and channel student attitudes about what to study when they come to the institution. They tend to come for strictly job-related education at first, and then they get their influence to do something else which they enjoy immensely.

The next transparency shows information on another critical area that influences students' attitudes. This is just a list of financial aids available for our adult learners at Metropolitan State University. I have grouped them into three categories for convenience--the federal sources, the state sources, the private campus-based sources and others. I call your attention to the value of having some private, locally controlled money to help changing students. We have instituted a new initiative--a student stipend program--which comes from private contributions. We use it to pay child care and transportation expenses to people with children who qualify. To qualify to get the child care support and the transportation expenses, they have to qualify for a Pell grant also. This is a supplement to the Pell grant money that we award to students. That program has been a "bang-up success" from the satisfaction I get as president for raising the money, and our foundation trustees get, and from the satisfaction that the students get from the receiving of it. The students spontaneously send letters of appreciation that I just pass on to the next potential donor to increase the pool. This has helped to take stress out of their lives, to influence their attitudes about furthering their education, and it is targetted to very low income people. So we are targetting a community that would not come voluntarily.

The next transparency gives some data on the utilization of financial aid at Metropolitan State, and by whom. You note with the Pell grant monies, we have 70% utilization by women and 22% by minorities. Keep in mind that the enrollment of women at our institution is 59%, so I flagged anything above 59% for it to be unusual or significant, but we generally have a high dependence on financial aid money by women

and minorities that we get from other sources. We have a larger participation in tuition reimbursement programs by men. I'm leading up to some possible leadership roles by presidents and administrators. In order to exercise the leadership roles that will help our institutions, we have to know about our students so we will know what to ask for when we go out.

Another initiative that has been tremendously helpful financially for influencing the attitudes of our students is the Minnesota part-time student grant program which was just put in this past year for adult learners and part-time students. I'd like to comment on recruiting low-income and minority people so we can relate it back to something Dan Hobbs said about efficiency. We have found that the yield is less for a given investment of resources to reach out and get low income and minority people to enroll than it would be if we invested the same number of dollars or resources and went down to a local corporation to recruit bodies where the employees were partly educated already. I want to encourage us to think of some ways of evaluating productivity or outcome so that we will be willing to keep the investment there long enough to cultivate the relationship to get those low income and minority people into our institutions. Let me give you an example of what I mean when I say the investment of a certain number of dollars. You could take \$25,000 and hire an outreach person. You start the person in September and then you let the person work a whole year. At the end of the year, ask how many bodies have you produced? What's the number of students enrolled or the number of registrations? Well, if you're reaching out to low income communities, low income people, minority people, you find that the yield after a given period of time will not be nearly as positive in terms of numbers of bodies produced as it would have been if you'd taken that same outreach person and sent them down to Corporation X to recruit persons to enroll in your institutions after that one year. The fact is, and we have learned from experience, that it takes time to first cultivate the relationships in communities, make the connections of leader people, and then get these people flowing to our institutions.

Those steps are necessary. We also need a core or nucleus of minority institutions to serve as examples in attracting others. We will influence the attitudes of prospects once we get that core, that small group, that nucleus. So if we have patience to keep the investment there until we have the nucleus, perhaps we will accelerate the number of students who will come to us, and see the payoff after a number of years. Presidents have, I think, a particular leadership role in defending keeping that investment out there until we see some results.

I want to close my remarks by again emphasizing the particular role I think the faculty can play in influencing the attitudes of changing students, and then back to presidents. We have experienced a particular leadership role the presidents can play in getting additional financial aid money, shaping the institutional climate, making sure that diverse populations realize that they are special, they have something to offer to the learning environment. Presidents can play a particularly good role in the advocacy of state policies, particularly in financial aid to serve our changing student population better. We have found that presidents can play a particularly good role in having the community understand how our institutions are changing, linking the organizations that our changing students are connected with. Presidents can play a good role in defending that investment that's going to have a slow return until the pay off. The pressure is on us to look more efficient, so as we keep the investment of trying to reach these hard-to-reach people, we are going to look less efficient. Well, presidents have to suffer the stress that goes with, or defending, leaving those dollars there to whomever--perhaps the chancellor, or the board.

Lastly, I would encourage us again that relief from worry about personal difficulties is very important to changing students attitudes about their education. I think in small ways we can bring a tremendous amount of relief to these students.

Gordon Davies' Remarks:

Changing student attitudes--I want to take a slightly different tack and talk about changing as an action verb. The traditional student, we are told by the Sandy Astin study, "The Traditional Age Student," (the 18 to 22-year old), is an increasingly unattractive human being. That makes me a little uncomfortable, because those kids are my kids, and I like mine. They are self-centered, they are materialistic, they are narcissistic, cynical or skeptical, helpless or hopeless, all of the above. And I would suggest, if that's true, that we remember that a society gets the kind of education that it deserves. And what we get goes far beyond the colleges and universities with which most of us are associated in one way or another. The kind of students we get and live with through their academic lives, be they the traditional or non-traditional students, also, in some ways, mirror the academy in which they participate. As Reatha (King) pointed out so convincingly, we do have a role in influencing and changing students. It is true to some extent, I think, that the quality of public discourse in this country is distressingly poor, distressingly focused on endless acquisition, on concentration of power, and on a pseudo-Darwinian survival ethic which we see manifest in many of our students. But, it's not necessarily what our students have to be. Human beings can change. Of course, education can change behavior. If it can't, what use has it? Reatha pointed out that faculty can change students, and students can change faculty, and students can change one another, and our business is to develop an environment in which those things can occur.

Just as important, the curriculum can change people. A discontent with the established truth is the essence of the humanities challenge to establish power, to complacency, and to hopelessness. We need to expand our definition of the humanities to include expressions of the human spirit by both genders, and by all races and nationalities. It's not just the house that Jack built, it's the diet, and what's in the refrigerator or the ice box--the curriculum. The participation of women does not mean their empowerment in colleges and universities, and especially in their curriculum.

We also need to include the concept of service in understanding the humanities. I am convinced after working with our governor who just left office, Chuck Robb, for the last couple of years on a project to develop the national concept of youth service, that there are many, many young people who will serve, who will work for others in their communities, in their country, in organizations of various sorts, if we ask them, and if we show them why it is important that they do so, important not only to them but important to the fabric of the body politic. I do not think that's something that we put off in the corner with instruction over here and public service over there. I think it's part and parcel of the curriculum, and especially of those humanities which are the effective challenge to established and superficial truth. It was William Carlos Williams who wrote a little poem once in which he said, "It is difficult to get the news from poems, yet men die miserably every day for lack of what is found there." And there's the tie.

In all that we've been saying this morning, it seems to me that we're dealing with an academy that needs to change, a group of students that can change and will change, another group of students that in itself brings change to the academy and to the student body, challenges the academy to change so that the opportunities for higher education, the opportunities for renewal and revitalization, I should think are quite remarkable. Now, you see how it all hangs together.