

"DIVERSITY, DEMOGRAPHICS AND DIRECTION"
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As I began to prepare myself to address you this morning, I was reminded of a story I heard about an old Colorado prospector named Sam whose principle achievement in life was being the sole survivor of a flash flood that completely wiped out Old Sam's mining camp as well as his fellow miners. From that time on, Sam frequented the saloons, taverns and barber shops, social gatherings and picnics to lecture anyone in earshot about what it was like to be in the Great Flood of '48. While the town's people treated Old Sam with great affection and tolerance, nevertheless, Old Sam's repeated stories got to be tiresome after countless repetitions. It got so bad that poker games would break up, patrons would leave the barber shop, people would otherwise find any excuse to avoid another recounting of the Great Flood of '48.

Finally, on one spring morning Old Sam passed from this earth and presented himself to Saint Peter for admissions through the Pearly Gates. Saint Peter informed Sam that later that afternoon all the new inductees would gather for their orientation session, a part of which was an expectation that each person would share with the group some important event in their life that would be of interest to the group. Old Sam's face lit up for he was convinced that no one could match his tale of great adventure in surviving the Flood of '48, and with great pride he informed Saint Peter of the unique contribution he was prepared to make to the Kingdom of Heaven. Saint Peter turned to Sam and, with a knowing smile said, "Sam, I am sure we all want to hear of your adventure, but I must warn you Noah will be there".

Well, in preparing an informative address for such an experienced audience, I feel a little like Old Sam trying to give new information to Noah about floods. To be sure, there are new things happening in the arena in which we toil, and the theme of your conference, "Education Goes 3-D: Diversity, Demographics and Direction" is an important recognition of the major dynamics affecting the future of continuing education.

There is important data currently available which chronicles a steady and inexorable shift in the demographics of our society and to the community which higher education serves. I would call your attention to Bud Hodgekinson's work "All One System;" a report of the Commission on Minority Participation in Education and American Life jointly sponsored by the American Council on Education and the Education Commission of the States entitled "One-Third of a Nation;" and the recent publication by Carol Aslanian of the College Board entitled "How Americans in Transition Study for College Credit."

These three studies, along with a host of others, document an American people changing in age, hue, family experience, and cultural antecedents, values, and expectations. These changes in our population, when combined with changes in our economy and requirements for an enlightened and informed workforce, portend dramatic changes for all of us and important challenges for the educational community.

And while publications and researchers and commissions are focusing on the changing characteristics of the individuals and groups of individuals that comprise our societal mix, what I would like to offer for your consideration this morning are some thoughts about the dramatic changes in institutional diversity, demographics, and direction; characteristics that have quietly evolved tho in a less visible fashion.

Some year ago, the American Association for Higher Education had as its annual conference theme "The New Learning Society." This conference speculated about an America whose economy would be dependent upon business' investment in its human capital more than its plants and facilities; a nation involved in an information age where learning, training, and education would be an on-going process without end and with diverse providers and practitioners.

When I recall some of the discussions and papers given at that conference, which if my memory serve me correctly took place probably 15 years ago, I am struck by the accuracy of that vision and judgment. Let's consider some of the characteristics of the new learning society as its exists in 1989.

Diversity:

First, the monopoly on postsecondary education long held by colleges and universities has been broken. In fact, as we gather at this conference there are more students, faculty, and resources committed to sponsored noncollegiate postsecondary education in business, labor, and the military than on all the colleges and universities of America combined. In the last year before divestiture, AT&T spent more money educating its employees than MIT spent educating its students.

Over a decade ago, the American Council on Education created the Program on Noncollegiate-Sponsored Instruction. This initiative allows for the evaluation of instruction taking place in noncollegiate settings. As the quality of the instruction, the nature of the subject matter, and the level of outcomes is determined to be the equivalent of college-level classes, then credit recommendations are promulgated by which college credit can be earned through these experiences. Currently, through this process more than 230 corporations are offering more than 2,000 corporate courses which are college credit-bearing. The evaluation of these courses is academically rigorous, and the credit recommendations are respected and valid statements as to the credit worthiness of corporate training courses.

Eighteen major corporations have gone so far as to establish complete degree-granting programs accredited by the same organizations that review traditional colleges and universities and build upon the considerable talent and resources endemic to their business operations. General Motors, Wang Labs, McDonald's, and Arthur D. Little, to name a few, are examples of the formidable "new kids" on the academic block.

There has been a subtle yet clear shift in the locus of expertise as well as knowledge creation from the academy to the corporate community. More often than not, the world-class experts in the practice of a discipline tend to be concentrated within the business communities which conduct the enterprise. The natural, economic, and professional incentives are tending to concentrate experts "in the field" and not on the campuses.

For many professionals the place to learn about the state-of-the-art for a variety of endeavors is shifting to where the state-of-the-art is being practiced. It might be at the Wharton School, but it's probably at the Aetna Institute; it might be at Cal Tech or MIT, but it's probably at Bell Labs or IBM. This is not an indictment of our best college and university graduate schools, it is rather a recognition that the division in the creation and transmission of knowledge or learning is expanding and diversifying.

Demographics:

Mature adults have swarmed to the academy in continually growing numbers in spite of higher education's continued reluctance to create adult-centered responses to this growing student clientele. As we end this decade, over 45 percent of all college credit awarded at the end of this semester, trimester, or quarter from accredited colleges and universities will be given to adult students. There is no question in my mind that by the end of the next decade the mature adult student will make up a clear and compelling majority of college enrollments. ~~37 percent of the current population of the United States is under the age of 24.~~ Conversely, ^The adult population makes up almost two-thirds of the total population of the country; yet only 16.2% of adults have completed 4 years of college or more. It is pretty obvious the potential for expansion in traditional degree programs for this population is huge. While there are 18 million students studying at American colleges and universities, there are over 80 million adults involved in formal employer-sponsored training and/or education. It is no longer unusual for the same people that are attending your Saturday morning continuing education seminar will also be enrolled in a credit-bearing degree-relevant course Monday evening.

Direction:

Clearly, all of us are threatened by the collapse of precollegiate public education. I could remind you of the pronouncement of Jefferson and the other founding fathers on the importance of education to a viable democracy and productive society, but you might be interested to think of this issue in more practical and tangible terms.

Of the corporations with more than 10,000 employees, 35 percent of them offer basic remedial education. Another survey indicates that 29 percent of all corporate training, in the opinion of corporate executives, covers subject areas which are, in fact, the responsibility of the schools. Current estimates of American corporate investment in the educational remediation of its employees are in the range of 9 billion dollars annually. Between 1975 and 1982, both unemployment and job vacancies increased simultaneously. Many people out of jobs simply do not have the skills to fill available positions. The formal education system and the employee training system are inextricably intertwined. The same people at different levels pass through both. Success of the former results in success for the latter. It is, in fact, consistent with the self-interest of both corporations and colleges to participate in the restoration of our system of precollegiate public education.

In today's complicated economy, knowledge and information have become central economic resources. If there is one thing that all of us in the new learning society have in common, it is the creation of well-formed human capital. It is consistent with the enlightened self-interest of both the campus and the business community to specialize in those things we do better separately, to collaborate on those things that would benefit from the collaboration, and to respect those things that we do differently but with equal results and outcomes.

The distinction between education, continuing education, and training will continue to blur. In the new learning society of 1989, practitioners must understand a theoretical and conceptual context for the application of practical things. Likewise, the academic must understand the applied and experiential context of theoretical and conceptual principles to be truly competent. Tho they may have come into the intersection from different streets, the holistic nature of intellectual issues has brought the practitioner and the academic to the same place at the same time. The stop and yield signs at this intersection have been replaced with merge.

Through a recent series of national reports and books, various providers of postsecondary education have recently discovered one another, and quite candidly, the revelation has been accompanied by some self-serving discomfort. College faculties are sometimes threatened by the recognition that some of the most effective teaching and research in actuarial science, banking, economics, and taxation, to name a few, is occurring within the insurance and banking industries and not exclusively within our graduate schools of business. Businessmen and women at the same time have been critical of the traditional academy for producing graduates lacking in practical ready-to-use skills as they enter the business arena.

We must collaborate. Neither college nor corporation can achieve excellence in their respective arenas without truly knowing who they are, in what enterprise they are engaged, and understanding the limits of their respective expertise. Despite their critics, colleges and universities do exceptional jobs in the study, description, transmission, and analysis of ideas, phenomena, and events. Likewise, we excel in pure and theoretical research associated with such things.

The extraordinary cost of research, particularly in the high technology areas, has proved prohibitive, for even our most well-supported universities to maintain their preeminence in the creation of new knowledge and technologies. Yet the loss of this capability within higher education does not well serve the public interest; for whereas academic research is done for the purpose of increasing our collective understanding and is widely disseminated, business research by its very nature is proprietary and restricted.

The development of a research capacity that is not accessible to the academy, serves neither the long-term interest of the academy or the corporation. Traditional collegiate education and research, continuing education, noncollegiate instruction and training, are contemporary components of the new education ecosystem. As in all ecologically balanced environments, diversity ^{must be} is symbiotic. We ought to rejoice that leaders in business, labor, and government have embraced our exhortation as to the value of education.

Those of us who attended that American Association for Higher Education meeting to which I previously referred, ought to feel gratified as to the correctness of our prophecy. The challenge for you, the continuing educators of America, is to lead; for of all of the academy's members and groups, you are uniquely qualified to articulate the elements of our new learning society - one to another. You have the unique background to translate not only components but jargon and practice between and among the great spheres of postsecondary education.

The new learning society, tho active, is in no way mature. As great as the activity has been in the past, its future is just beginning. It is not at all clear at this point as to whether the collaboration and articulation between collegiate and noncollegiate training and instruction will occur. I fear if it does not, the fault will be more on the part of traditional higher education than our private sector counterparts.

I had the pleasure recently to share a podium with Professor Henry Louis Gates of Yale. In his address, Professor Gates cited a student limerick referred to by Thomas McFarland about Jowatt, the Victorian classicist and master of Balliol College, Oxford, which goes as follows:

Here stand I, my name is Jowatt,
If there's knowledge, then I know it;
I am the master of this college,
What I know not, is not knowledge.

Fortunately, through the excellent work of the National University Continuing Education Association, the Council for Adult and Experiential Learning, the American Council on Education, the American Association of State Colleges and Universities, and many many other fine organizations within higher education, we have avoided Jowatt's myopia. Surely, education is an educator's business, but it is also certainly everybody's business; for the republic cannot survive and certainly cannot prosper if the enlightened populous which has been the unique character of the American experiment is ever allowed to atrophy.

Like so many areas of our culture, we engage in an enterprise where it is inappropriate to make choices. We cannot choose to emphasize public education over private education, collegiate education over corporate education, higher education over precollegiate education, for to do so would be like choosing between vital organs, all of which are necessary for the corpus health.

With new partners there comes great opportunity ~~to build a great future.~~ While I'm proud of our past and excited about our present, I look forward to what's ahead. Thank you.

We called for the creation of A Life Long Learning Society
and we got it. Let us celebrate its presence and prepare
for its future. ~~Thank you and God Take care~~
This conference and those like it that follow
are part of that preparation. Thank you and Take care

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