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PREVIEW

Cates, Debra Maness

CONCERNS OF HIGHER EDUCATION FACULTY MEMBERS REGARDING
PARTICIPATION IN THE INSTRUCTION OF CONTINUING EDUCATION
COURSES

The University of Nebraska - Lincoln

Ph.D. 1984

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PREVIEW

CONCERNS OF HIGHER EDUCATION FACULTY MEMBERS
REGARDING PARTICIPATION IN THE INSTRUCTION
OF CONTINUING EDUCATION COURSES

by

Debra M. Cates

A DISSERTATION

Presented to the Faculty of
The Graduate College in the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Doctor of Philosophy

Major: Interdepartmental Area of
Community and Human Resources

Under the Supervision of Professor Willis D. Moreland

Lincoln, Nebraska

May, 1984

TITLE

Concerns of Higher Education Faculty Regarding Participation
in the Institution of Continuing Education Courses

BY

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My husband, Sandy, who gave me encouragement just when I needed it most.

And little Anna who learned the word "dissertation" at a very early age.

CONCERNS OF HIGHER EDUCATION FACULTY MEMBERS
REGARDING PARTICIPATION IN THE INSTRUCTION
OF CONTINUING EDUCATION COURSES

Debra M. Cates, Ph.D.

University of Nebraska, 1984

Advisor: Willis D. Moreland

Full time faculty members of the University of Nebraska, Omaha were surveyed using the Concerns Based Adoption Model to determine their concerns regarding their involvement or potential involvement in the instruction of noncredit continuing education courses. This study was concerned with analyzing those factors inhibiting faculty participation in continuing education. These identified concerns and other demographic factors (age, tenure status, experience in continuing education, experience in higher education, and university college) provided information regarding reasons for non-participation in the instruction of continuing education courses. The overall assessment indicated that those faculty members having experience in continuing education were relatively unconcerned about continuing education instruction at this time. These faculty members were concerned about revising the existing form of continuing education instruction. Faculty members having no experience with continuing education instruction were intensely concerned about their potential instruction and about obtaining

information regarding such instruction. In regards to the effect of the identified demographic factors on the concerns of faculty members, these factors revealed relatively few areas of significant difference or actual effect. Experience in the instruction of continuing education courses appeared to be the factor most affecting the concerns of faculty members. For those faculty members with some previous experience with continuing education instruction, discouraging factors seem to be involvement in more important activities, improper rewards, promotion and tenure considerations, demanding organizational requirements, lack of sufficient time to prepare and teaching the non-traditional student. For those faculty members with no prior experience with continuing education, factors discouraging their involvement appear to be lack of encouragement from significant others, lack of information, tenure status, improper rewards, time commitments and perceived lack of resources. Intervention strategies to encourage faculty member participation in continuing education instruction were also considered.

This research study is dedicated to

my husband,

Sandy

For all we've been through

And all that is behind us now

PREVIEW

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CHAPTER I

INTRODUCTION

Introduction and Context Statement

Adult learners constitute the most rapidly growing segment of American education. Since 1969 the number of adults in organized learning activities has increased almost 40 percent, more than double their increase in the population.¹ The number of adults participating in educational endeavors has made the adult learner a prominent part of the population of educational institutions. Thus, educational institutions facing a decline in the number of traditional postsecondary school students have found that adult students - both full time and part time - can help fill their classrooms.² If colleges and universities are to plan wisely for survival in the decades ahead, they need to look broadly at the role of education in society with the realization

¹Patricia K. Cross, "Adult Learners: Characteristics, Needs, and Interests," In R.E. Peterson and Associates (Eds.), Lifelong Learning in America: An Overview of Current Practices, Available Resources, and Future Prospects (San Francisco: Jossey-Bass, 1979), p. 75.

²Jerry Parsons, "Directions for Attracting Teachers of Adults," in M. Alan Brown and Harlan G. Copeland (Eds.), New Directions for Continuing Education: Attracting Able Instructors of Adults (San Francisco: Jossey-Bass, 1979), p. 82.