


1-1977

UA3/4/1 President's Correspondence/Subject File - Continuing Education

WKU President's Office

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WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY

Office of Business Affairs

January 26, 1977

MEMORANDUM TO: President Dero G. Downing

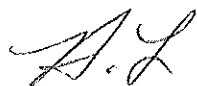
Dr. Chelf's memorandum suggests that the University increase its effort in both the area of continuing education and community and public services.

I would separate the two suggestions and devote time and energy now to assessing programs in continuing education. There seems to me to be general agreement in the educational community that the interest which has been shown in continuing education in recent years will continue and grow.

In light of the fact that we will soon open a continuing education center, it seems appropriate to assess our current activity and establish a direction for the future.

I have no specific response to the suggestions from both Dr. Chelf and Lynn Greeley on community and public service activities. Public service activities are so diverse that I have difficulty in conceptualizing how it can be administered centrally. My major difficulty with the suggestions is that the writers do not provide a definition of what is meant by public service. I have visions of people on white horses who charge off to do good whether there is a need or not to do good.

The idea of providing substantial budget resources for public service activities should be carefully measured. Public service activities are difficult to articulate to those who must review budget requests and until it can be shown in a rather specific way how such support will be utilized, it is my feeling that funding for public service activities will not receive support of the Council or the Office for Policy and Management.


Harry Lergen
Vice President
for Business Affairs

HL:mhj



Office of the President

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

January 24, 1977

MEMORANDUM TO: President Dero G. Downing

I have reviewed the material submitted to you by Dr. Davis regarding public service and there may be some validity to the suggestion that public service activities need more effective coordination. On the other hand, I don't believe that the ideas from Dr. Chelf and Mr. Greeley are the most appropriate.

The Community College could be an appropriate organizational location; however, the staffing in the area may be sufficient to coordinate the effort. In my opinion it would be a mistake to move the Public Service Institute to the Community College.

The effort could be coordinated at the college level through existing personnel. Most colleges have sufficient staff members to carry out a coordination function, and there are a few faculty who have a load reduction for public service.

If Dr. Davis wants to consider the matter, he should submit a proposal. There are a number of people who also think that research should have central coordination. I mention this because I believe activity in one area may create interest in the other.

A handwritten signature in cursive script that reads "Paul".

Paul B. Cook
Assistant to the President
for Resources Management
and Director of the Budget

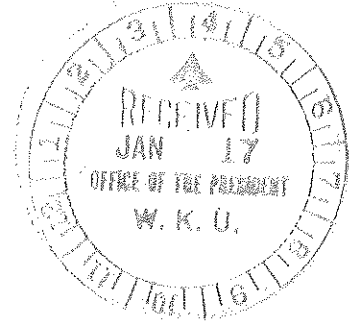
PBC:ewe

Attachment



WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY



Office of the Vice - President
for Academic Affairs and Dean of the Faculties

MEMORANDUM TO: President Dero G. Downing

DATE: January 17, 1977

For some time I have felt that Western needs to have a more effective coordination and development of public service activities. I have attached proposals relative to this subject from Dr. Chelf and Mr. Greeley as an indication that other administrators have also been thinking about this need. I would appreciate the opportunity to talk to you in the near future concerning this matter.

Sincerely,

A handwritten signature in cursive script that reads 'James L. Davis'.

James L. Davis
Interim Vice President for Academic Affairs
and Dean of Faculty Programs

JLD/rs

Attachments



WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

Office of the Dean
Bowling Green Community College
and Continuing Education

May 26, 1976

MEMORANDUM TO: Dr. Raymond L. Cravens

FROM: Carl P. Chelf *CPC*

SUBJECT: Proposed Reorganization for Continuing Education
and Public Service Programs

Whether we in higher education like it or not and regardless of whether we accept it, I think the handwriting on the wall indicates hard times for us in terms of traditional enrollments. Consequently, if we are going to be able to justify continued operation at increased or even current levels, we must diversify the programs and services we are providing. Unless we can justify support on this basis, I think we are inevitably going to face a difficult period of retrenchment and accompanying loss of faculty/staff positions.

With these prefacing remarks, I would like to propose for your serious consideration some reorganization in the areas of continuing education and community/public services which I feel will strengthen University programs in these areas. These proposals will not be received with overwhelming approval by some of my colleagues, but I believe that, in the long run, some action along the lines I outline below would greatly improve the University's ability to both expand in these types of activities and to better coordinate and keep tabs on just what is being done in these areas. Currently there is little coordination, cooperation, and communication among colleges but considerable defensiveness and jealousy. The proposals I offer would not necessarily overcome all of this, but it would at least provide a mechanism for some University-wide coordination and supervision. My proposal would provide for University-wide coordination and direction but would, at the same time, provide the means for involvement by each college through a college-level coordinator.

I. Change title of Dean, Bowling Green Community College and Continuing Education to Dean, Bowling Green Community College and Community Services.

II. Place under the Dean the following:

Assistant Dean for Extended Campus Programs (Charles Clark)
Assistant Dean for Community & Public Services (Vernon Martin)
Director of the Office of Special Programs (Wallace Nave)
Director of Continuing & Community Education (James Johnson)

III. College Coordinators and Advisory Councils

- A. Under the Assistant Dean for Extended Campus Programs would be coordinators of Extended Campus Centers. These Coordinators would work in developing schedules, policies, etc. for the extended campus program.
 - B. Under the Assistant Dean for Community and Public Services would be a coordinator for such programs and activities in each college. These coordinators would work in the development of programs in their respective colleges and function as a communication and coordination link with the Assistant Dean.
 - C. Under the Director of Continuing and Community Education would be a coordinator for such programs in each college. These coordinators would function in their program areas as the coordinators outlined in B above.
 - D. Coordinators would serve as an advisory council for their respective program areas. The Assistant Dean or Director would be the chairman of the advisory council.
 - E. Coordinators would be given a 3-hour load reduction per semester for carrying these responsibilities.
- IX. To make this plan of coordination and direction effective, funds for activities in the areas of continuing education and community/public services should be budgeted to the Dean's Office. Further, all budgets for workshops, seminars and special activities falling under any of these categories should require the approval of the Dean of the Community College and Community Services. (I propose this, not because I personally want this authority, but because I feel this is the only way to make the proposed organization effective.)

I believe that we must move now to expand our role in the areas of community and continuing education and community and public services. I personally feel these are roles the University should actively play anyway; but from the more practical standpoint, if we don't expand into these areas we're going to suffer severely from declining enrollments.

I hope you will understand that I'm not recommending this to enhance my own position or authority but because I feel we need more coordinated leadership and direction in these areas. In fact, were I not in my

Dr. Raymond L. Cravens

May 26, 1976

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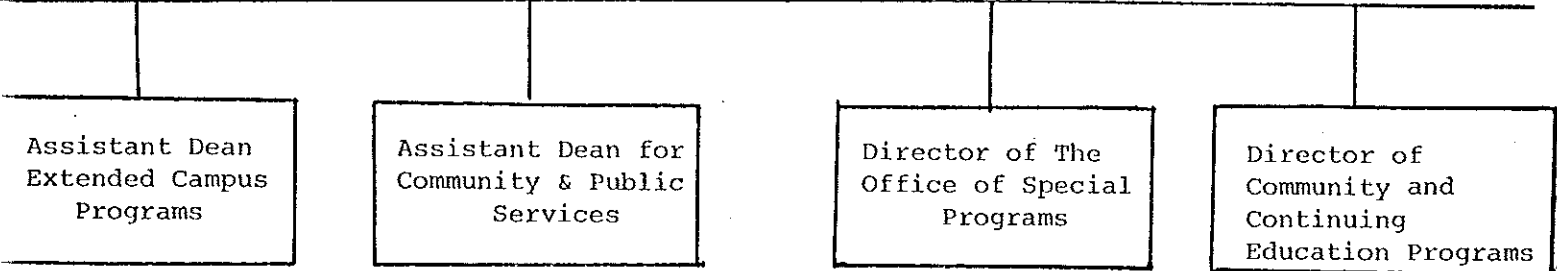
current position, I would suggest these areas be headed by someone who was a "Super Dean" or maybe even a vice president. The position must be one of some clout or the Vice President for Academic Affairs and the President must be willing to back the Dean in his actions. Otherwise the reorganization I propose will probably be for naught.

hmf

P.S. I don't know whether Vernon Martin has talked to you or not, but Vernon and I have discussed the Public Service Institute and it is his feeling that it cannot function successfully as a part of one of the instructional colleges. You may want to talk with him about this.

VICE PRESIDENT FOR ACADEMIC AFFAIRS

DEAN, COMMUNITY COLLEGE AND
COMMUNITY SERVICES



Coordinators of
Extended Campus
Centers

Doug Smith
Keith Taylor

Coordinators for
Community & Public
Service Activities

Dan Wanamaker
John Burt
Ken Estes

Director of The
Office of Special
Programs

Director of
Community and
Continuing
Education Programs

Coordinators for
Community and
Continuing
Education

Joe Stokes
Mike Rush



WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

December 14, 1976

Office of the Dean
Ogden College of Science and Technology

MEMORANDUM TO: Dr. James Davis, Interim Vice President for Academic Affairs

FROM: Lynn E. Greeley, Assistant Dean, OCST

During our department heads meeting last summer several important Recommendations for Consideration were proposed and discussed.

One of the topics which was viewed with the highest order of priority was the need to address the responsibility of Public Service more effectively as a college and as a university.

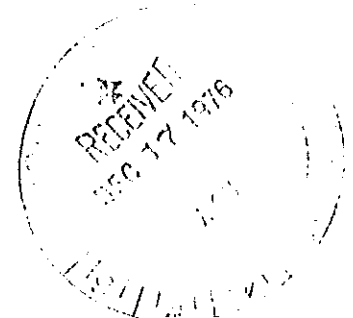
As a result of those discussions we would like to propose a Recommendation for Consideration from Ogden College as follows:

- Establish a university office with a budget responsible for Public Service that would:
 - Designate an individual responsible for coordinating and promoting Public Service throughout the university.
 - Provide budget funds for Public Service (similar to the budget and responsibilities assigned to the Faculty Research Committee) to include:
 - Faculty time, summer stipends and student assistants for Public Service projects where WKU participants serve, including proposals where WKU effort may be supplemented by support from industrial plants or governmental agencies.
 - Travel for individuals serving as a WKU representative on Public Service projects, including local, state and national committee assignments.

It would seem most appropriate to structure this position under the Vice-President for Academic Affairs since most of the participation would involve faculty. However, it may need to be structured to allow a broader participation by all of the employees of the university.

I would appreciate your response regarding the possibility of a university office for Public Service in the budget consideration for 1977-78.

A handwritten signature in cursive, appearing to read "Lynn E. Greeley". Below the signature is the printed name "LEG".



LEG/dma

cc: M. W. Russell
W. H. Stroube
H. Largen

Paul Cook
OCST Department Heads



WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101

August 14, 1975

Office of the President

MEMORANDUM TO: President Dero G. Downing

Dr. Chelf has raised some rather pertinent questions regarding the Community College and its functions within the framework of the University.

Apparently we have moved away from the original purpose of the Bowling Green Community College if the statements on page 4 of the University Bulletin are correct. It was created as an administrative unit through which the associate degree and certificate programs are to be coordinated across the University. It was not created to offer academic programs, neither was it given jurisdiction over academic departments nor was it given a faculty.

Consequently, if we adhere to its original purpose for existing, I do not see where the Community College should be concerned with the questions raised in Carl's memo other than helping to coordinate the proper recognition for the associate degree and certificate graduates.

A handwritten signature in cursive script that reads "Rhea P. Lazarus".

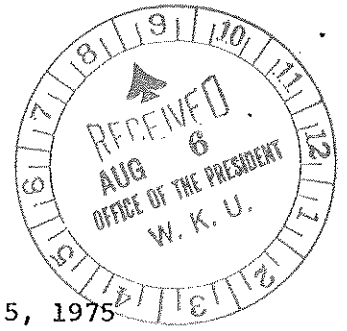
Rhea P. Lazarus
Staff Assistant

RPL:jeb



WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101



August 5, 1975

Office of the Dean
Bowling Green Community College
and Continuing Education

MEMORANDUM TO: Dr. Raymond L. Cravens
FROM: Carl P. Chelf *CPC*
SUBJECT: BOWLING GREEN COMMUNITY COLLEGE

In our continuing effort to give the Bowling Green Community College more status and more visibility and recognition both within and without the University, I would like to pose the following points for your careful consideration:

Graduation with honors for associate degree students. Presently we recognize only one scholar of the College. Should we not have recognition of all those achieving above a certain average? This would provide some element of distinction for these graduates and would help overcome the "second-class" image in some eyes of the associate degree. We have such recognition in all the other undergraduate colleges.

Recognition at Honors Banquet. Currently, I believe, the top five scholars from the other colleges are recognized at this banquet. Should not the students of the Community College be accorded the same recognition?

Recognition at the Awards Banquet. I'm not sure just what awards are presented in the associate degree areas, but I feel this is another program where the Community College is overlooked.

March in and be presented as a group at graduation. This we have discussed a number of times before, and I am aware of your problems with this. However, it appears inconsistent to have all the other colleges present graduates and not have the Community College do so. Again, this implies that the Community College has not really attained true college status.

Dr. Raymond L. Cravens
August 5, 1975
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Faculty Representation on the Academic Council. All the other colleges and the area of Academic Services have representatives on the Council. Since the Community College now administers over 30 programs and large numbers of faculty are involved in these programs, I feel we should establish a procedure for electing four representatives to represent the Community College on the Council. At least ten departments now have associate degree programs. Persons who teach regularly in the associate degree programs could be eligible for election.

I am very much aware that these proposals would pose some really tough questions, especially with the College of Applied Arts and Health. But, again I must say that we have to face the question of whether or not the Community College is really a college or whether we are going to continue to relegate it to second-class status within the University. If that is the decision, then we cannot expect it to ever gain the full respect and status its programs and students deserve.

I hope you will give these items careful thought as we move into the next academic year.

hmf

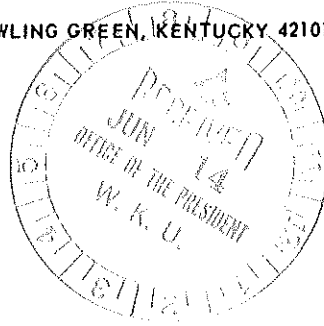
Copies to President Dero Downing ✓
Dr. Paul Corts
Dr. James L. Davis



Office of the Dean
Bowling Green Community College
and Continuing Education

WESTERN KENTUCKY UNIVERSITY

BOWLING GREEN, KENTUCKY 42101



June 11, 1976

MEMORANDUM TO: President Dero Downing
FROM: Carl P. Chelf *CPC*
SUBJECT: The Changing Profile of the College Student

I am always a bit disturbed at the slowness with which we in higher education seem to wake up to the facts and take action on matters affecting our own operations. One critic has said we move like we are under six feet of warm peanut butter. With that as an introduction, I call to your attention the facts cited by members of Congress in the attached comments relative to changes over the last few years in college enrollees.

I think Representative Simon is exactly right in that many of us are still acting and talking as though these changes have not taken place. We see evidence of this in numerous places. One of the strongest criticisms I have of the planning report we are currently working on is that I see little evidence in that document of the recognition of these types of changes in student enrollees. Most of the proposals are directed toward the "traditional" student and little attention is given to programs specifically tailored for the non-traditional. I, personally, feel this misses the point of the facts cited in the attached comments.

A further case in point: our primary recruiting thrust is directed toward the graduating high school student. I'm not suggesting that we back off any in these efforts, but don't we need to supplement this with some really concerted efforts directed toward the non-traditionals? Isn't there a lot of potential there that we have largely overlooked in recruitment efforts up to this point?

What about our policies in various areas? Do they tend to discriminate against or discourage the non-traditional student? How many of our scholarships go to older, non-traditional students? How much financial aid is available to part-time students? What about our current admissions policies - do they tend to discourage older non-traditional students from enrolling?

President Downing

June 11, 1976

Page 2

I feel that in the light of current trends these are some matters we should be giving some careful and thoughtful consideration. If current predictions regarding traditional enrollments are anywhere near accurate, I think what we do regarding what presently is called the non-traditional student has significant implications for our future.

I would like to suggest that if you feel the points I have raised merit such attention that you consider appointing a University-wide task force to explore this whole question of non-traditional students -- program development, recruitment, effects of University policies, etc.

hmf

Copies: Dr. Raymond Cravens
Dr. Paul Cook
Mr. Rhea Lazarus
Dr. Ronnie Sutton
Dr. John Minton
Dr. Robert Mounce
Dr. William Jenkins
Dr. William Hourigan
Dr. J. T. Sandefur
Dr. Marvin Russell
Dr. Elmer Gray
Dr. James Johnson
Dr. Wallace Nave

CONTINUING EDUCATION: CONGRESSIONAL COMMENTS

The following remarks are excerpted from the House of Representatives debate of May 12 on the Higher Education Amendments of 1976:

Rep. Paul Simon (D-Ill.)

Mr. Chairman, gone are the days when a college student was only someone between the ages of 18 and 21 who went from high school to college. Today 18 to 21 year olds are only half the college students. About one-third are over age 25. About 10 percent are over age 35. During the latest 4-year period these students in the 30 to 34 age group increased by nearly a third. Yet too many have talked and acted as though these changes had not taken place.

Gone are the days when practically all students were studying as a full-time activity. Today over half the people involved in postsecondary education are part-time students, yet we have not geared our support of education to the reality of this new majority.

Part-time students in postsecondary educational institutions are more numerous than full-time students, generally more needy than full-time students, and generally discriminated against in tuition rates and the application of aid. The amendments to title I give us the much needed means for providing equity in the treatment of these adults who seek and need the benefits of postsecondary education.

To accomplish this, the amendments broaden the purposes of title I to include "continuing education" and "resource materials sharing programs." These are programs to support the education of part-time students and adults who will study in their home communities. These people are part-time students and often full-time workers, pinching pennies and striving to get ahead and to have a better life. We owe these people a share of the student aid we provide, and this legislation is the most effective and most efficient way to provide it. By supporting the programs that serve part-time students, we avoid the army of bureaucrats, we

avoid the stacks of redtape, and endless regulations that would be involved, if we tried to support their very diverse needs with direct payments.

This new majority needs and deserves our support, along with needy full-time students. This bill will do the job.

Other amendments to title I are designed to improve the administration of the program. The amendments will enable the Office of Education to provide technical assistance to States and participating institutions, increase the allowance for State administration, eliminate unnecessary reports, and in other ways make needed changes.

The amendments to title I broaden the purposes of that title to include postsecondary continuing education programs and resource materials sharing programs.

These are programs serving the part-time students in postsecondary education who are studying in their communities, near their homes. Part-time students are the new majority of students in postsecondary education, numbering over 15 million. These part-time students now make up more than half of the students served by postsecondary educational institutions. Their numbers increase annually, as each year more adults decide to participate in postsecondary education.

This growing majority consists of adults who missed the opportunity to be full-time students in their youth and who now work, support families and study on a part-time basis. It includes women who have raised their families and are returning to the work force. The army includes people preparing for new careers, and others who are upgrading and modernizing their skills. It includes people acquiring knowledge to improve their incomes, to become more productive citizens, to help solve community problems and for a variety of other pur-

Rep. James G. O'Hara (D-Mich.)

Basically, Mr. Chairman, the present law was written for a postsecondary educational growth along traditional lines. The enactment of 1965, and the subsequent amendments in 1966, 1967, 1968, and 1972 were intended to help students, visualized in the traditional mold—young people, just out of high school, between the ages of 18 to 21, find their way past economic barriers to the doorway of the college and university, where, it was expected, those students would spend the next 4 to 6 years in the full-time pursuit of an academic credential and a set of professional skills.

The 1976 amendments refine that law, seeks to improve the availability of that kind of help for that kind of student, but also recognizes that the "typical student"

of the generation just ahead may be an entirely different sort of person. H.R. 12851 is an effort to meet the problems of today, and to anticipate some of the problems of tomorrow—a tomorrow which is just about upon us in the field of postsecondary education.

To put it another way, Mr. Chairman, H.R. 12851, without departing in any way from the efforts made by existing programs to aid the kind of students I have described above, also contains program changes which are intended to meet the needs of part-time students, students outside the "traditional" college-going age groups, students who come to the campus in mid-career, seeking highly selective bits and pieces from the intellectual treasures of which the colleges and universities are the custodians.

Rep. John H. Buchanan
(R-Ala.)

Through these hearings we have learned that the student is no longer just the young, just the full-time, or just out of high school. As we note in the committee report, the full-time student, considered by educational statisticians as the norm, is already a minority in the community college sector, and in proprietary schools, and is rapidly becoming so in the rest of the postsecondary educational community. The Census Bureau figures state that less than half of the college-going population in America is between the college age parameters of 18 and 21.

More students are over the age 21 and more than 1 million students are 35 and older. Mr. Chairman, this illustrates that the classical definition of student has changed and the Higher Education Act benefits more than just a few. An excellent example is the University of Alabama in Birmingham, a vastly growing urban university, where the student population is a cross section of ages, sex and environmental backgrounds.

Rep. Frank Thompson
(D-N.J.)

The bill also focuses on some new priorities in higher education. It provides greater emphasis on and support for the increasingly dominant new student in higher education—the student outside the traditional 18–22 year old range, the student with work experience or who is working part time while in school, and the returning student. Students over age 30 are now the fastest growing age group in higher education. Title I, community service and continuing education, and part A of title X, community colleges, are modified to be more hospitable to the needs of adult and part-time students.

Rep. Dan Daniel (D-Va.)

H.R. 12851 expands opportunities for the nontraditional student. Under this bill, title I funds may be used to assist continuing education. Title X funds are to be allotted with emphasis on modifying community college programs to address the needs of persons not adequately considered or served in the past—the handicapped, the older person, the part-time student. In addition, the bill broadens the definition of an institution of higher education to allow for the admission of students without the level of formal preparation traditionally required. Rather than a high school diploma or its equivalent, a school under the definition could admit persons who are above the age of compulsory school attendance and have the ability to benefit from a course of study.