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A study of how academic department heads perceive the division of extension and continuing education in regards to future departmental development

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A study of how academic department heads perceive the division of extension and continuing education in regards to future departmental development

Abstract

The closing of the decade of the 70's has also brought with it the closing of an era in American History, the baby boom era. The post-war infants of the late 40's and early 50's have progressed steadily through the elementary, secondary, and post-secondary schools swelling each in turn to its capacity. The early 70's saw these young adults, in numbers the likes of which this country has never before seen, entering a highly competitive and highly specialized job market. Due to advances in technology and an ever increasing amount of knowledge these young adults are now demanding of society the opportunity to re-skill and re-introduce themselves to the growing amount of knowledge in their chosen professions.

A STUDY OF HOW ACADEMIC DEPARTMENT HEADS PERCEIVE THE
DIVISION OF EXTENSION AND CONTINUING EDUCATION IN
REGARDS TO FUTURE DEPARTMENTAL DEVELOPMENT

A Research Paper
Presented to
the Department of School Administration
and Personnel Services
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
John Sykes Hall

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This Research Paper by: John Sykes Hall

Entitled: A STUDY OF HOW ACADEMIC DEPARTMENT HEADS PERCEIVE THE
DIVISION OF EXTENSION AND CONTINUING EDUCATION IN
REGARDS TO FUTURE DEPARTMENTAL DEVELOPMENT

has been approved as meeting the research paper requirement for
the Degree of Master of Arts in Education.

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Chapter 1

INTRODUCTION

The closing of the decade of the 70's has also brought with it the closing of an era in American History, the baby boom era. The post-war infants of the late 40's and early 50's have progressed steadily through the elementary, secondary, and post-secondary schools swelling each in turn to its capacity. The early 70's saw these young adults, in numbers the likes of which this country has never before seen, entering a highly competitive and highly specialized job market. Due to advances in technology and an ever increasing amount of knowledge these young adults are now demanding of society the opportunity to re-skill and re-introduce themselves to the growing amount of knowledge in their chosen professions.

Universities along with other institutions of higher learning have always known of and reacted to the need to bring education to the masses, but never before has the demand been so great nor the timing so right as the present. Universities have conceded, due to declining enrollments and a loss in state and federal revenues, that Extension Education is an intricate part in the Universities' overall functions. However, Extension programs have long been regarded as being peripheral to the main thrust of academic programming on college and university campuses. This rather common

perception of extension is held by both "lay persons", those outside of education, and by educators within the ranks.

If Extension Education is to fulfill its role as the harbinger of education to the masses a change must occur with the way in which Extension is perceived by the faculty, for without their support and confidence Extension Education will retain its peripheral status and both the universities and those they serve shall lose a valuable asset.

PURPOSE OF THE STUDY

The purpose of this study was to determine how Heads of academic departments at the University of Northern Iowa (UNI) perceived the role of the Division of Extension and Continuing Education in the context of the future development of their departments.

The perception that Extension Education is peripheral to the primary function of the main university has proven itself to be a major stumbling block toward the enrichment of the Extension program. If the department heads and faculty they preside over, lack empathy for the purpose and programs of Extension Education, the chasm between Extension and the main university will widen, for without the support of the faculty few activities can achieve significant goals.

PROCEDURE(S)

This investigation was conducted using a survey-questionnaire approach. With the assistance of Dr. Glen Hansen, acting Dean, Extension Services, this questionnaire was designed to obtain data in regards to the future usefulness of the Extension Division to the various academic departments at UNI. Background information on the four subdivisions of the Extension Division was provided.

The questionnaire was distributed to 27 of the 28 academic department heads with the only exception being School Administration and Personnel Services. A cover letter (APPENDIX) accompanied the questionnaire and explained the purpose of the study. Eighty percent of those surveyed (22 of 27) responded.

LIMITATIONS OF THE STUDY

This investigation is based on a sample drawn from just one institution. It is an investigation into the perceived future usefulness of the Division of Extension and Continuing Education as seen by department heads in the context of future departmental planning. For this reason the results may not be widely applicable.

Replication of this study at other institutions may yield different results depending on the philosophy, organization, and size of the Extension program and the university.

In addition, since the method of obtaining information in this study was a questionnaire, there was no guarantee that each member of the sample would respond and further that those who responded would convey accurate information.

DEFINITION OF TERMS

- (1) Lyceum (li-see-em) - A hall in which lectures, concerts and the like are presented.
- (2) Extension Education used interchangeably with University Extension, Outreach Education, Adult Education, and Further Education.
- (3) Chautauqua (she 'to kwe) - A lake in western New York where the assembly was founded.

Chapter 2

REVIEW OF RELATED LITERATURE

In an attempt to research past studies of similar investigations, the author found limited material. One problem being that only within the last decade has Extension Education commanded the attention of potential researchers. Most of the research in extension has been done from a historical perspective, with a minute amount examining the interactions, attitudes, and beliefs of faculty members towards extension. The author has sought to remedy this by using a historical approach to determine the territory extension has tried to define within the realm of academics and using this as a focal point for the study.

Extension Education, as we know it today, had its beginnings in America in the late 1800's. However, in order to fully comprehend the role and philosophy behind extension it must be traced back to its conception in England.

"English adult education goes back to the 18th-century Wesleyan movement within the Anglican Church, which led to efforts to teach elementary skills to working people. The goal was more religious than educational. Instruction was unsystematic and many of these efforts became religious Sunday Schools" (1:1). One such "Sunday School" became the first school established exclusively for adults. This school was established by ". . . the Rev. Timothy Charles . . .

in the year 1811" (2:2). Hudson points out (3:21), that this first movement in adult education was sanctified by that important object, the dissemination of religious truth, but as success spread with its development so did religious fervour proportionably diminish. Hudson was quite accurate in his assessment for as the movement progressed the distinguished universities of Oxford and Cambridge " . . . recognized the need for the teaching of working men" (4:2). This recognition did not, however, appear overnight and possibly would not have been recognized at all if not for the dedication of James Stuart, a professor at Cambridge. "In 1867, James Stuart . . . was asked by a group of women to deliver a series of lectures. The course was so successful that in the same year he gave four more courses to women, laborers, and members of a cooperative. Six years of experimentation took place before Cambridge officials recognized and sponsored Stuart's work. During this time he had developed the standardized procedures which would characterize university extension for the next 50 years: lecture, syllabus, paper work, discussion, and examination" (1:2).

As "university extension" began to grow so too did its critics from both within and without the academic community. One such critic was Charles Whilbley, a scholar, journalist, and literary critic. Whilbley felt that the academic quality of the universities, Oxford and Cambridge, would be threatened by their affiliation with extension programs. "If only extension ceased to commit its sins

in the name of Oxford and Cambridge and contrived to pay after the manner of Music Halls and other popular enterprises, none would complain of its shallowness or remember its existence" (1:13).

However, the success of extension education and the principals behind its origin prompted highly respected advocates of extension to speak out on its behalf. One such advocate was Michel Saddler, an administrator who vitalized extension at Oxford in the mid 1800's. Saddler stated: (1:12) that "an educational movement does not live and grow for 20 years and spread, as this has done, over a large part of the civilized world" he concluded "if it is a pretentious bit of humbug."

With men like Saddler leading the way the university and extension education became an inseparable combination firmly entrenched in the British system of education.

AMERICA

The first widespread movement of schooling for adults in America was the lyceum, which was imported from England during the Jacksonian period. As the lyceum scheme expanded it turned into a formal lecture circuit. Lyceum fever swept the country in the 1830's much the same as university extension would 60 years later. The popularity of lyceums began to wane as they became less educational and more commercial. "By 1865 any educational value had vanished and entertainment monopolized the podium" (3:18).

The Chautauqua Assembly, founded in 1873 by John Vincent and Lewis Miller, became the first American institution, in education, which originated and developed totally in America. Hurbut states that there were seven underlying principals which presided over the formation of Chautauqua. They were (5:37): 1) Chautauqua began in the department of religion as taught in the sunday school; 2) It was an out-of-doors school, blazing the way and setting the pace for summer schools in the open air throughout the nation and the world; 3) Although held upon a camp meeting ground it was widely different in aim and method, spirit and clientele from the old-fashioned camp meeting; 4) It maintained the sanctity of the sabbath; 5) The enterprise was supported by a fee paid upon entrance; 6) It was to . . . bring together all the churches in acquaintance and friendship; and 7) Chautauqua was not a money-making institution. If funds remained after paying the necessary expenses they were used for the improvement of the program. From these seven original principals grew a movement which encompassed the idea of ". . . education for everybody, everywhere, and in every department of knowledge, inspired by a christian faith" (5:27) and by doing so established the framework for "university extension" in America.

Herbert B. Adams, a professor of history at John Hopkins University, was the first to push the British concept of "university extension" in the U. S. In 1885 Adams stated that (3:24) "Sooner or later we shall see this movement sweeping America . . . to

revolutionize old concepts of lecturing which resulted in nothing more than a cheap variety show." Adams proved to be a man of action for that same year he, along with J. N. Larned, a librarian of the Buffalo New York Public Library, established the first extension class in America. However, Adams could not find an institution of higher education willing to partake in such a radical endeavor as "university extension". The 1890's saw the efforts of Adams start to bear fruit.

William R. Harper, the first president of the University of Chicago, was convinced that universities had a special role to play in adult education, consequently, when Chicago opened in 1892, it included, for the first time, a Division of Extension or better known as the "University Extension" as an integral part of its academic structure. Mr. Goodspeed (6:111) commented on President Harper's plan stating: It was his purpose to extend the college and university instruction to the public at large, to make the University useful to other institutions and to expand its usefulness through its own press as widely as possible. In other words, the keynote to the University of Chicago was service; service, not restricted to the students in its classrooms, but extended to all classes. However, there were problems which plagued Harper's idea from the start, the two most obvious being the staffing and curriculum of the Extension Division. The University Proper, designed using the German University as a model, and the University Extension,

designed using the English model, were in constant conflict with each other. The two species were too unrelated and even too potentially hostile to occupy the same range. "Department heads frequently complained to Harper about extension teachers, particularly those in lecture-study. Sometimes the person in question held views or advanced interests unacceptable to the head and members of his department. Fears that a particular course was not of "university calibre" were also common" (9:7). There was a general suspicion that the type of person (and the type of course) most likely to be popular and effective in extension were not representative of the corresponding academic department. It is interesting to note that of the three major facets of University Extension, lecture-study, correspondence-study, and class-study came in direct and open conflict with department heads and faculty of the University Proper.

With or without problems Harper's "radicle" idea of grafting the University Extension to the University Proper in 1892 began what was later to be known as the seven prosperous years of University Extension. These seven years provided an indication of the manner in which Americans received, developed, and altered English Extension. "Extension had adapted itself to the American scene by a diversity of institutional arrangements; it was supported by the privileged sector and it diluted the English level of standards" (1:100).

As America became more and more "urbanized" at the start of the century (1900) Extension Education began to lose its popularity. The urbanization of America caused a shift or change in values, acceptance in society was now judged by one's success in the business world. "The loss of the image of the well-rounded man, which was favorable to liberal education, considerably dampened interest and involvement of adult students in any kind of liberal education" (8:22).

The ideology behind extension would not die, however, and in the years 1905-1906 a renaissance occurred in the Extension Division at the University of Wisconsin. The governor of the state at that time, LaFollette, encouraged the university to step forth and serve the citizens of the state. With this favorable attitude emanating from the executive office of the state ". . . coupled with the Milwaukee Merchants and Manufacturers Association pressures on the legislature, produced a refurbished extension division backed by state financial aid" (8:23). Out of this endeavor grew a philosophy which would encompass the growing field of Extension Education. William Henderson stated (8:26) that "the primary function of extension work through public service is an unselfish one - a real desire on the part of educators and educational institutions to spend themselves and be spent for the public's welfare". By the year 1915 most state-supported institutions had some form of extension on their campus.

As Americans flocked to the cities an offshoot of the extension idea came into being, the Evening College. Extension Education, while continuing to grow, took a "back seat" to the more pressing need to Americanize countless millions of immigrants. Extension remained in this semi-dormant state until the 70's when declining enrollments sent university presidents scrambling to find new ways to bring in more students. Education in America is currently undergoing a drastic transition. Betts states that "higher education is in the process of shifting gears from a youth-oriented, full-time day student focus to an adult population and a life-long learning system" (7).

From this synopsis of extension some generalizations can be made.

1) Extension has its existence rooted in the needs and beliefs of adults who for whatever reason, religious, professional, or educational, wished to continue their education past the age where formal education stops.

2) The main objective of Extension Education is/was to extend the opportunity to learn to the masses and to accomplish this while not infringing upon the rights or territory of the traditional education institutions.

3) A problem that has plagued "University Education" since its conception at the Universities of Oxford and Cambridge is; who shall control the curriculum and staffing of the Extension Division, the individual departments or the Extension Division?

STUDIES

In 1968 Thomas Dahle conducted a study concerning faculty attitudes towards the Division of Continuing Education at the University of Oregon (10). Dahle distributed a questionnaire asking for demographic information and answers to a series of questions asking for their opinions in regards to the extension division. The findings from his study showed that in the matter of academic discipline areas, the hypotheses that the faculty from the Professional Schools, business and education, would be more favorable toward extension was accepted. Faculty from the Sciences tended to be less supportive. Regarding the age of faculty members a surprise was found. Dahle had hypothesized that the younger faculty members would be more receptive toward extension, however, statistical testing indicated that the older faculty members were favorable toward extension than their younger counterparts. In the area of academic rank, Dahle found, as he had hypothesized, that assistant professors were more favorable in their responses than those faculty with higher rank. This discrepancy between the age and the subsequent rank can be attributed to the fact that there is a large percentage of assistant professors age 40 and older. Concerning the primary function of the university he found that there was no significance between the faculty members who said teaching was the major function of the university and those who selected something else.

In 1970 Lee Porter conducted a study similar to that of Dahle's (11). Using Syracuse University as a target population Lee had two major goals behind his study. 1) To examine the belief that university faculty members view continuing education with disfavor and 2) To examine some attitudinal differences among faculty members toward continuing education. Porter sent out 700 questionnaires and received 455 back (64%). The questionnaire was very similar in design to that of Dahle's. The findings of Porter were; that women were more favorably disposed than men, those involved in research were more favorable than those not involved, faculty working with non-credit programs were more favorable than those in strictly credit programs and faculty members of Professional Schools were more favorable than the faculty in the Liberal Arts. Also, faculty with little or no teaching experience reacted positively toward extension while faculty with various levels of teaching experience were less favorable. However, in the area concerning compensation the more favorable faculty were those who taught extension courses as part-of-load. This more favorable rating could be contributed to greater ego involvement since they possibly feel more a part of the instructional staff than the over-load faculty.

Franklin Spikes in 1976 conducted a study about the quality of off-campus courses. While this study is of no direct interest it is interesting to note one of his findings. Spikes found that faculty members perceived no significance in the quality of on-

campus vs. off-campus courses. That which is of particular interest is the fact that the faculty participants in this study represented the College of Business Education and Professional Studies (12).

In 1974 Hartnett and Centra conducted a study to determine the relative importance of institutional vs. situational perceptions in influencing faculty perceptions of the Academic Environment. They found that the general nature of the institutional environment was perceived relatively uniformly by most members of the Academic community. Various subgroups, professors, assistant professors, and so forth, tended to perceive the institution in the same manner. Students, faculty, and administrators tended to employ an overall institutional perception when reporting their perceptions of the academic environment (13).

In the recent past numerous articles have been written concerning the faculty and administration attitudes and perceptions towards extension. One such article was written by Vernon Patton and it dealt with the problem of incentives for faculty members who participate in extension education (14). Patton listed several reasons and incentives which would encourage faculty and promote participation. However, the majority of articles while being quite descriptive and informative did not come under the category of research.

What little research that has been done in this area has shown some, or should I say has shown a considerable amount of agreement. The more pragmatic disciplines perceive education more favorably than say the Arts and Sciences. Also, members of the faculty with lesser positions, Associate Professors and the like, tended to be more receptive toward extension than their higher ranking counterparts.

Chapter 3

PRESENTATION OF DATA

Since the research done in this area has shown that there were significant differences in the way in which Extension Education is perceived by the academic units, much of the data was subdivided by Schools or Colleges within the university. The majority of the data gathered was analyzed via summations and comparisons.

Part I of the survey focused primarily on whether or not the department(s) in question had previously worked with the Division of Extension, the nature of said activity, and the time when this activity occurred.

A breakdown by Colleges/Schools revealed that the College of Natural Sciences possessed the highest response rate, 71 percent, in regards to a positive response in the area of previous work with Extension Services (Table 1).

A more in depth analysis showed that the academic departments within their particular College or School had a tendency to favor one or two of the four subdivisions of Extension Services over the others (Table 2).

Further analysis of the data revealed similarities between and among the various academic departments. An examination of the returns based on academic departments found that 76 percent

Table 1

	Number of Departments	Number of Responses	Number of Positive Responses	Percentage
School of Business	1	1	1	100
College of Education	7	6	4	55
College of Humanities and Fine Arts	7	5	3	42
College of Natural Sciences	6	6	5	71
College of Social and Behavioral Sciences	7	4	2	28

Table 2

School or College	Favored Subdivision within Extension
School of Business	Correspondence Study
College of Education	Non-credit, credit classes (off-campus)
College of Humanities and Fine Arts	Non-credit, credit classes (off-campus)
College of Natural Sciences	Credit classes
College of Social and Behavioral Sciences	Credit classes Correspondence Study

of those who responded had previous dealings with the Extension Division. However, on the question as to whether or not their particular department had worked with or through Extension Services during the past two years only 35 percent of those who responded answered in the affirmative (Table 3).

Table 3

Total Number of Responses	Cooperated with Extension	%	Cooperated with Extension past 2 years	%
22	16	76	6	35

Of the six academic departments who responded that they had not worked previously with Extension Services the most common answers

were: 1) Saw little need, 2) Staff loads were in excess, 3) Lack of knowledge in regards to the tasks and functions of the Extension Division.

Part II of the survey reported a variety of ideas and views with regards to the future usefulness of the Division of Extension and Continuing Education.

The departments within the School of Business stated the following regarding the specific subdivisions of Extension Services.

In the areas of credit classes (off-campus) Extension should continue to be the organizer and administrator of these courses and that the needs and resources which exist in the surrounding business community should be further cultivated and explored.

In the area of correspondence study it was suggested that a more careful analysis of potential course offerings needs to be made. This is due to the fact that the School of Business would prefer to offer a wider variety of correspondence courses thereby easing the problem of excess enrollment in certain classes.

However, in the area of Educational Services Publications departments within the School of Business were neither aware of its existence nor its functions.

Departments within the College of Education highlighted a variety of ways in which the Division of Extension and its subdivisions could prove useful in future endeavors.

In the area of credit classes (off-campus) Extension was seen as needing to continue to explore sites and different courses

to be offered on extension; however, more emphasis should be placed on creating a need rather than just responding to the requests of others. The department of Health and Physical Education stated that more courses could be offered off-campus in regards to certification renewals and coaching endorsements.

In the area of non-credit endeavors Extension was perceived as having the primary responsibility in the coordinating and planning of these activities but not to the extent that there is a charge for such services.

The majority of departments while offering correspondence courses felt that the Extension Division was doing a better than adequate job and should continue to do so.

No mention was made as to the usefulness of Educational Services Publications.

The academic departments of the College of Humanities and Fine Arts placed particular interest on the area of non-credit offerings.

The department of English Language and Literature considered this area the key component of Extension Services. Mention was made to the establishing, by Extension, of an effective and efficient conference center here at UNI.

The department of Music recommended the use of "seed money" to offer music camps on-campus for high school students. The seed money would be needed for two to three years until the camps became financially sound.

In the area of credit classes (off-campus) no mention was made pertaining to its usefulness some departments, the English department in particular, would like to explore the possibility of pursuing this endeavor.

The subdivision of correspondence study was seen as sufficiently meeting the needs of the respondents.

No responses were submitted in the area of Educational Services Publications.

The College of Natural Sciences and its academic departments while having the highest response rate (71%) of the Colleges nevertheless had very little to offer in the way of recommendations. Most departments felt that Extension Services was meeting their needs. However, the majority of respondents believed that Extension could best serve them by providing more assistance in planning, budgeting, and the financing of both credit and non-credit offerings.

Each respondent also alluded to the fact that Extension needs to make them aware of what has been done and what are the possibilities and provisions for using the Educational Services Publications.

The academic departments of the College of Social and Behavioral Sciences proposed numerous ways in which Extension could best serve their needs.

In the area of credit classes (off-campus) all of the respondents suggested that while there is a need for the courses which they offer faculty members were reluctant to instruct this type of course. The department of Home Economics suggested that their faculty members would be more receptive towards teaching these courses if the rate of compensation they received was equal to what the university pays adjuncts.

In the area of correspondence study overwhelming support was given to the conclusion that Extension Services should initiate, generate, and research the possibility of offering more courses. Also, attention was given to the possible use of television and newspapers for the conducting of such courses.

The subdivisions of non-credit options saw a substantial number of departments favoring the establishment of a conference center through which all departments of the university would have access and the use of Extension's expertise.

Furthermore, the department of Geography recommended that the organization of "out reach" workshops for teachers would benefit both the teachers, via knowledge gained, and the university, via public relations.

In the area of Educational Services Publications all respondents stated that this facility was underutilized. However, the department of Economics recommended that "because it takes a great deal of time to put together instructional/educational pamphlets perhaps an honorarium would provide a needed incentive."

Chapter 4

SUMMARY

This study was conducted to determine how academic departments at UNI perceived the role of the Division of Extension and Continuing Education with regards to the future developments of their respective departments.

Eighty percent of the department heads surveyed, 22 of 27, responded to the questionnaire. Of those who responded 76 percent, 16 of 22, stated that they had previously worked with Extension. However, only 6 of the 16, 35 percent, responded that they had worked with Extension in the past 2 years. Six of the respondents reported that they had no prior experiences with Extension Services.

An analysis by Colleges within the University revealed that the College of Natural Sciences had the highest number of departments responding, six of seven. Further analysis showed that the departments within the Colleges/Schools tended to place particular emphasis on one, and in some cases two, of the four subdivisions of Extension.

In general, Part II of the survey found the following:

- 1) The departments of the School of Business stressed that the areas of credit classes and correspondence study as having the potential to best address their plans.

2) Academic departments within the College of Education, while proposing a variety of ways in which the Extension Division could best serve their interests, particular focus was given to the idea that Extension should create and develop a need rather than just responding to one.

3) The departments within the College of Humanities and Fine Arts concentrated their recommendations in the area of non-credit offerings.

4) The departments of the College of Natural Sciences responded that Extension was doing an adequate job but special emphasis could be given to supplying the departments with assistance in the planning, budgeting and financing of both credit and non-credit offerings.

5) The departments of the College of Behavioral Sciences agreed that there was a need for their course offerings and suggested that increased compensation could entice faculty members to participate. Furthermore, reference was made to the establishing of a conference center by the Extension Division.

Of the respondents only two, nine percent, of the academic department heads stated that they were aware of the existence and functions of Educational Services Publications.

CONCLUSIONS

In drawing any conclusions about the study attention needs to be focused on the information obtained in Part I of the questionnaire. Over 50 percent of the academic departments at UNI has had prior affiliation with the Extension Division, however, only 35 percent responded that this affiliation took place over the past 2 years. The researcher felt that this was an interesting point because it led one to assume that either the courses/programs of the other departments had been phased out or a lack of continuity exists within the planning stages of the Extension Division.

The researcher found that each College or School, and the academic departments therein, related their perceived needs to one and in some cases two, of the four subdivisions of Extension while almost completely ignoring the others.

Changing to the specific perceptions in Part II of the questionnaire, we see some interesting developments taking shape. A substantial majority of the department heads saw Extension Services taking a more active role in regards to the implementation of future activities. This "creating of a need" rather than responding to one, suggests to the researcher that the time is right for a more aggressive and progressive approach by the Extension Division. The research has indicated that while there

is a degree of receptiveness toward Extension, care should be taken to raise the level of awareness in regards to the full range of functions and possible uses of the division specifically in the area of Educational Services Publications.

RECOMMENDATIONS

With the advent of the concept of Life Long Learning Extension Education, whether by choice or default, will be in the forefront of higher education by the closing of the decade. The department heads, faculty, student body, and the community should be made more aware of the transpirings of the Extension Division. This lack of communication could and has led to the underutilization of Extension and the maintenance of its peripheral status. Because educators are in a position of influence, their views, attitudes, and ideas they hold need to be solicited and made accessible to where they can do the most good. Further research needs to be conducted as to the usefulness of the Extension Division for by incorporating the thoughts and ideas of the faculty into the workings of Extension a unification process will occur, thus increasing the quality of the academic programs in total.

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APPENDIX

326 E. Street
Cedar Falls, IA 50613
July 7, 1981

Dear UNI Department Head:

In partial fulfillment of a Master's Degree from the University of Northern Iowa, I am writing a research paper dealing with the perceived role of Extension and Continuing Education in the context of future departmental development.

With the assistance of Dr. Glen Hansen, acting Dean of Extension Services, I have developed this questionnaire which will supply the Division of Extension and Continuing Education with valuable information concerning the mutual aims and objectives of the various academic departments at U.N.I.

Please take a few minutes now to respond to the questionnaire and return it to the Division of Extension and Continuing Education via campus mail, at your earliest possible convenience.

After the data has been recorded you can be assured the questionnaire will be destroyed and your anonymity will be guaranteed.

Thank you for your cooperation.

Sincerely,

John S. Hall

JSH:bjn

cc: Glen Hansen

Questionnaire

Directions: I would appreciate your responding to the following items by checking or filling in the appropriate answer.

Background Information

The Division of Extension and Continuing Education at UNI consists of four distinct subdivisions. They are:

- 1) Credit Classes - These include all classes (with the exception of UNICUE) conducted off-campus with the expressed purpose of granting university credit, and some independent study courses.
- 2) Non-Credit Areas - Included in this area are the non-credit courses (off-campus), workshops, and seminars which are tailored to meet the needs of both the University and the surrounding community.
- 3) Correspondence Study - This particular subdivision offers a variety of courses through the various colleges here at UNI. The classes may be taken only for credit and must be completed in a specified amount of time. The courses are basically the same as those offered to "regular students" with the instructor being solely responsible for the grading of papers the student's final grade.
- 4) Educational Services Publications - For a number of years the University of Northern Iowa has been producing publications which have a practical value for classroom application. These materials are published at cost with the only limitation being that they are submitted to and accepted by the review board.

I. Has your department previously worked with or through Extension Services?

_____ Yes

_____ No

- A) If yes, briefly describe the nature and extent of the activity(s).

B) Did this activity take place within the past 2 years.

_____ Yes

_____ No

C) If no, was/is there any particular reason for your under-utilization of Extension Services (i.e., lack of information)?

II. In what capacity could the various subdivisions of Extension Services best serve the interests and objections of your particular department in the future?

Credit Classes (Off-Campus)

Correspondence Study

Non-Credit

Educational Services Publications