

A STUDY OF THE BACKGROUNDS AND FUNCTIONS
OF SELECTED DIRECTORS OF UNIVERSITY OPERATED
RESIDENTIAL CENTERS FOR CONTINUING EDUCATION,

by

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Chapter I

INTRODUCTION

Description of the Problem Situation

The director of a residential center for continuing education has, perhaps, one of the most challenging positions in the field of adult and continuing education today. The director has responsibility for all phases of the center's operation and management. A variety of talents are used by the director to accomplish the diverse functions he must perform.

The number of residential center directors has grown significantly since the University of Minnesota appointed its first director in 1936.¹ This director administered the first facility specifically designed for the purpose of conducting adult education programs.

Between 1950 and 1970 the W. K. Kellogg Foundation provided twenty million dollars for the construction of ten residential centers for continuing education.² By 1964 one hundred and thirty conference centers were in operation.³ Jessup pointed out this tremendous growth in the number of centers when he stated that "the most spectacular development of residential educational

¹Statement by M. Alan Brown, Director, Department of Conferences, University of Minnesota, telephone interview, October 27, 1978.

²Kenneth Haygood, "Colleges and Universities," Handbook of Adult Education, ed. Robert M. Smith, George F. Akers, and J. R. Kidd (New York: Macmillan Publishing Co., Inc., 1970), p. 207.

³Haygood, p. 207.

institutions in America has been the establishment, largely since World War II, of centers for continuing education by universities and to a smaller extent by church groups."⁴ This rapid growth in the number of residential centers certainly can be attributed partially to the support of the Kellogg Foundation.

Today's residential center director has numerous functions which need to be examined and categorized. A study of these functions will identify those specific functions most common to the position and may guide those officials responsible for evaluating candidates for the position of director.

One of the problems facing university and college administrators today is the evaluation and selection of candidates for the position of director of a residential center. In May of 1977 the Director of Continuing Education for Radford College asked what educational qualifications were essential for a residential center director.⁵ This college was interested in conducting a residential continuing education program during the summer months, using one of its large dormitories as a temporary residential center.

In March of 1977 the newly appointed Dean of the Extension Division at Virginia Polytechnic Institute and State University wanted to know if business experience was an important area of

⁴Frank W. Jessup, Historical and Cultural Influences Upon The Development of Residential Centers for Continuing Education (Syracuse: Syracuse University Publications In Continuing Education, 1972), p. 21.

⁵Statement by Dr. Preston L. Durrill, Dean of the Graduate School and Director of Continuing Education, Radford College, Radford, Virginia, personal interview, May 20, 1977, in Blacksburg, Virginia.

expertise for a director to possess.⁶ The dean, who had just completed ten years of administrative responsibility, commented that today's center director may be operating in a manner similar to a commercial facility of analogous characteristics.

Dr. Linda S. Hartsock, the Executive Director of the Adult Education Association of the U. S. A., indicated a desire to secure the results of a study of the directors of residential centers. She wanted to provide this information to her association's members.⁷

The director of a residential center for continuing education is a relatively new position in the field of adult education. New career patterns are developing regarding the director's background and function. Information is needed to describe the director's sex, race, age, annual salary, fields of study, and an identification of the functions these directors perform. This study will fill a gap currently existing regarding these evolving career patterns.

Statement of the Problem

The problem investigated in this study was: What are the backgrounds and functions of selected directors of residential centers? More specifically, the following research questions were asked:

⁶Statement by Dr. William R. Van Dresser, Dean of the Extension Division, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, personal interview, March 24, 1977.

⁷Statement by Dr. Linda S. Hartsock, Executive Director of the Adult Education Association of the United States of America, telephone interview, May 6, 1977.

1. What is the sex of the directors of these selected residential centers?
2. What is their race?
3. How old are these directors?
4. What is their current annual salary?
5. Are these directors employed in faculty or nonfaculty positions?
6. Are they appointed to the director's position from within the university or from outside the university?
7. How many years have they served as a residential center director?
8. What academic degrees do they hold and in what fields of study?
9. How many formal credit courses in adult and continuing education has each director completed?
10. How much business related experience, in years, has each director completed?
11. On an annual basis, what functions do these directors perform and what percent of their time do they spend on each function?

Objectives of the Study

The objectives of the study were to describe the current status of several special categories regarding the backgrounds and functions of selected directors of residential centers. The following specific objectives applied to this research study:

1. To identify relevant demographic variables (sex, race, age, current annual salary) of these residential center directors.
2. To identify the educational preparation and background of these directors.
3. To identify the functions these directors are now performing.

Significance of the Study

This study of the backgrounds and functions of residential center directors is significant for several reasons. First, it provides current demographic data on the residential center directors of today. This information will be helpful to university administrators in comparing candidates for the position. The salary information identified will provide a basis for the setting of an equitable salary for directors. Second, the study revealed that this position is considered an administrative one and not a faculty appointment. This fact will aid those committees responsible for recruiting directors. Third, no definite pattern of professional preparation has been established. Candidates, therefore, with varied backgrounds may seek this position. Fourth, the maintenance of a financially sound budget was identified as important, therefore, management skills are required for the position. A fifth significant factor is the ability of the director to supervise a variety of employees. Finally, the study revealed that most directors are oriented toward noncredit activities. This information is significant for it predicts a concentration for those activities in which no formal credit is offered.

Definition of Terms

Three terms are defined below to provide a clear understanding of their meaning and context.

Residential Center for Continuing Education: a facility, located on a university or college campus, which contains complete services for lodging overnight guests, preparing and serving food on the premises, and providing conference rooms complete with an array of audio-visual equipment.

Residential Center Director: the top level administrator, usually located in the residential center, responsible for the program activities, lodging, food, and conference services.

Function: a special duty or performance required in the course of an individual's work. In this study it refers to the duties and responsibilities a director performs on an average weekly basis considered over a year's time.

Design of the Study

This study investigated the backgrounds and functions of the directors of residential centers for continuing education. The survey sought to identify the characteristics of these directors so that a typical description of them may be identified.

The population for this study consisted of sixty-five university centers for continuing education. These centers were identified in a study by Prisk in 1977.⁸ This list included public,

⁸Study by Dennis Prisk, Director of the Davidson Conference Center for Continuing Education, University of Southern California, 1977.

private, and religious-oriented institutions; every geographic area of the United States was represented. A list of the centers is contained in Appendix A.

Data were solicited from these center directors by a written questionnaire. A field test using three center directors was conducted; the results proved to be acceptable and the questionnaires were then distributed by mail. Each director surveyed received a cover letter and written questionnaire. Appendices C and D provide samples of the cover letter and questionnaire, respectively.

The survey instrument was of two parts. Part I asked for responses to qualifying questions. Since the Prisk study did not designate which centers were residential in nature, the following questions were asked:

1. Does the center for which you are responsible have meeting facilities?
2. Within the center's complex, are there lodging rooms for accommodating overnight guests?
3. Does the center have facilities within the complex for preparing and serving food for banquets and other food service functions?
4. Is this center located on a college or university campus?

Only those directors responding affirmatively to all four questions qualified for the entire study. If any response was negative, the respondent stopped at the end of Part I and returned the questionnaire. If all responses were affirmative, the director moved to Part II. Of the sixty-five center directors surveyed,

fifty-seven responded. Of those responding, twenty-one qualified for the entire study. Appendix B lists those centers qualifying for the entire study.

Part II sought information on demographic variables, professional preparation, and functions of directors. The first ten questions listed multiple choice alternatives. Question eleven concerned functions and requested that the respondent circle his answers. Questions twelve through fourteen were open-ended and requested that respondents write narrative responses.

The data were analyzed by grouping responses into four sections: (1) demographic, (2) professional preparation, (3) functions, and (4) open-ended questions. The data were tabulated by hand and frequency distributions and percentages were calculated.

Chapter II
REVIEW OF THE RELATED LITERATURE

Introduction

This chapter presents the current literature on the backgrounds and functions of residential center directors. First, a review of the history and development of residential centers will be presented. Second, the unique method of adult learning center facilities will be discussed. A review of the financing of residential centers will follow. Fourth, the literature on the backgrounds of directors will be presented. Next, information available on the director's functions will be discussed. Finally, conclusions about the literature will be stated.

History and Development of Residential Centers

The origin of residential centers for continuing education may be traced to the religion-oriented folk schools of the eighteenth century.¹ The three countries most influential to their development were England, Denmark, and the United States.

Residential center development in Great Britain was inspired by the desire to spread the Christian faith throughout England in the

¹Frank W. Jessup, Historical and Cultural Influences Upon The Development of Residential Centers for Continuing Education (Syracuse, New York: Publications In Continuing Education, 1972), p. 5.

early eighteenth century.² Religious leaders organized evening literacy classes to teach people to read the Bible. Adult colleges were developed at Oxford and Cambridge Universities to meet the increasing demand for teaching adults. These programs began as summer courses of four months' duration. As their popularity grew, facilities were converted so that they could be used for an entire year.³ English adult educators preferred rural settings so that participants could retreat from their everyday worldly cares and devote themselves to learning. It was common in Great Britain for a large country manor home to be renovated for the purpose of housing residential education programs.

The residential movement in England developed at a slow pace. At the end of World War II approximately thirty residential adult education colleges could be found.⁴ Richard Livingstone, Administrative Head of Oxford University prior to World War II, was impressed by what he had learned about the Danish folk high schools.⁵ He was especially enthusiastic about the Danish setting for residential education. It was written in 1946 that "residential colleges ought to be beautifully situated in rural surroundings,

²Harold J. Alford, Continuing Education In Action (New York: John Wiley and Sons, Inc., 1968), p. 14.

³Jessup, p. 15.

⁴Jessup, p. 19.

⁵Cyril O. Houle, Residential Continuing Education (Syracuse: Syracuse University Press, 1971), p. 5.

not too far from thickly populated areas, but yet secluded and not within easy reach of cinemas and dance halls."⁶

The residential education movement in Denmark began to develop in the middle of the nineteenth century.⁷ Bishop Grundtvig, generally regarded as the founder of the present-day residential adult education movement, was inspired by the Adult Colleges at Oxford and Cambridge.⁸ An extremely talented man, he was a minister, poet, historian, and philologist. Bishop Grundtvig felt that adult education needed to teach peasant proprietors and small farmers the art of adapting to changing conditions caused by external economic forces.⁹ The result was that by 1900 the residential folk high schools, as they were called, aided in bringing Denmark from impoverished serfdom to an affluent democracy.¹⁰ The later Danish folk high school placed less emphasis on patriotism, godliness, and song and more attention to general knowledge, science, and objectivity.¹¹ They developed students for careers in nursing, law enforcement, civil service, and welfare.

Kristen Kold's school at Ryslinge centered on the farming community. Opened in 1851 the school required residence so that

⁶Jessup, p. 19.

⁷Houle, p. 4.

⁸Jessup, p. 5.

⁹Jessup, p. 7.

¹⁰Alford, p. 14.

¹¹Houle, p. 4.

participants would develop a close-knit relationship.¹² Teachers came to know students as individuals in a deep personal sense.¹³ Adults brought to the school intelligence, a sense of value and meaning for education, and numerous practical experiences.

The adult education movement in the United States did not develop significantly until the 1820's.¹⁴ Josiah Holbrook, a Connecticut farmer, realized a need for adults to meet for cooperative study. He called his meeting a "lyceum," meaning meeting hall. These early sessions developed into formal lecture circuits with such prestigious men as Emerson, Thoreau, and Lowell making presentations.

Rev. John Heyl Vincent and Lewis Miller co-founded the Chautauqua Institute in 1874 for the purpose of advancing the adult education movement in the state of New York.¹⁵ Vincent, a Methodist bishop, served as Superintendent of Instruction. Miller, a manufacturer and inventor, performed the duties of Business Manager. Located in a beautiful spot near water, woods, and recreational facilities, the Institution was responsible for

¹²Jessup, p. 8.

¹³Houle, p. 10.

¹⁴James T. Carey, Forms and Forces in University Adult Education (Chicago: Center for the Study of Liberal Education for Adults, 1963), p. 16.

¹⁵Joseph E. Gould, The Chautauqua Movement: An Episode in the Continuing American Revolution (Albany: State University of New York Press, 1961), p. 4.

spreading American cultural from coast to coast.¹⁶ Chautauqua Institution represented an emanation of the Methodist Episcopal Church and for many years served as a summer assembly for Sunday school teachers.¹⁷

Although Chautauqua was primarily a non-credit adult education institution, some of its early experiments and innovations were widely adopted or adapted by higher education. The physical nature of the institution itself, that is, a permanent residential center for living and learning for adults, made it a prototype of the modern university conference center.¹⁸ William Rainey Harper, a former member of the Chautauqua staff, became the first president of The University of Chicago and established a Division of University Extension at that university.¹⁹

The Danish folk high school influence was prominent in the United States due to the efforts of Pastor Grundtvig. The son of Bishop Grundtvig of Denmark, Pastor Grundtvig's efforts led to the establishment of the University of Minnesota Center for

¹⁶Alford, p. 14.

¹⁷Jessup, p. 20.

¹⁸Peter Balsomo, Galen Drewry, and James Harrington, "A Chautauqua Pilgrimage: Going to the Source," Lifelong Learning: The Adult Years, I (April, 1978), p. 17. ¹

¹⁹Balsomo, Drewry, and Harrington, p. 17.

Continuation Study in 1936.²⁰ This facility was built specifically for the purpose of residential adult education.²¹

Generally speaking, American residential centers today are larger and more costly than European centers.²² Participants in American residential center conferences include professional men and women--"educators, physicians, surgeons, public employees of professional standing, engineers, social workers, dentists, pharmacists, lawyers,"--who are seeking to continue their professional education.²³ American centers tend to be convention-oriented and therefore use a hotel-type approach.²⁴

The W. K. Kellogg Foundation has been a primary financial source for many residential centers. It has contributed over twenty million dollars since 1950 for the development of ten residential continuing education centers on university campuses.²⁵ The Michigan State University Center is noted as one of the outstanding residential educational facilities in the United States. The other nine centers having Kellogg support are at The University

²⁰Jessup, p. 20.

²¹James J. Kafka, "Determinants of Residential Adult Education Effectiveness" (unpublished Doctoral dissertation, The University of Chicago, 1970), p. 1.

²²Jessup, p. 21.

²³Jessup, p. 21.

²⁴Jessup, p. 22.

²⁵Kenneth Haygood, "Colleges and Universities," Handbook of Adult Education, ed. Robert M. Smith, George F. Akers, and J. R. Kidd (New York: Macmillan Publishing Co., Inc., 1970), p. 207.

of Georgia, University of Nebraska, University of Oklahoma, The University of Chicago, Notre Dame University, Oxford University in England, The New England Center (located at the University of New Hampshire), Columbia University, and California State Polytechnic College.²⁶

While residential adult education developed in the European countries, it quickly moved to the United States and developed a character of its own. The Kellogg Foundation must receive much of the credit for the rapid development of residential centers in the 1950's and 1960's.

A Unique Method of Adult Learning

Residential adult education offers many opportunities for effective adult learning. Alford defines a residential center as a "self-contained adult college with auditoria and seminar rooms created especially to serve adult clientele and with comfortably appointed, tastefully decorated, modern sleeping rooms and dining facilities."²⁷ He also adds that each center is a part of a great university whose total faculty resources constitute the study environment made available to the adult learner. It must be kept in mind that the faculty of the university provide the program content so important to the success of a residential center.

²⁶Alford, p. 2.

²⁷Alford, p. 2.

Three important conditions characteristic of residential centers may make them superior to the traditional spaced-learning program.²⁸ The first is that the residential center isolates the learner from his normal outside environment. He eats, sleeps, and studies in the same complex and has little contact with his normal surroundings, allowing the residential learner to concentrate almost exclusively on the topic at hand. The second characteristic is intense exposure to program content. Because the residential learner is in an isolated environment he may direct his full attention to the material presented, thereby developing deeper concentration. A final characteristic relates to the group itself. When members of the group receive a presentation, a residential center enables them to continue their discussions over dinner or in their lodging rooms. A spaced-learning situation would normally end this discussion until the next class meeting.

The concentrated use of time for a residential center activity requires a program design which takes advantage of this feature. Since the average conference is two and a half days in length,²⁹ the schedule should flow smoothly and efficiently. One of the residential center director's principal concerns relates to time effectiveness, both for participants and for support staff.

The unique method of adult learning provided by the residential center is, perhaps, best summarized by T. W. Mahler, Director

²⁸Kafka, p. 4.

²⁹Dennis P. Prisk, "Conferencing As An Adult Learning Activity," Adult Leadership, XXV (May, 1977), p. 270.

of the Georgia Center for Continuing Education. Dr. Mahler wrote that

"the program of continuing education emerges from the interaction between the university and the adult public with the center serving as a contact point through which planning and implementation can take place. As such the center's role is multi-functional but never exclusive since it works in concert with adult organizations and agencies and relevant University of Georgia resources and structures."³⁰

The residential center does, then, serve as a contact point between the university and the citizens of the state in which it is located.

Financing Residential Centers

As compared to other traditional university facilities, residential adult education centers are still in the experimental stage. For this reason funds have been limited. The Kellogg Foundation, however, has been a financial source providing the spark for universities to venture into residential education.³¹

Financing residential adult education must be addressed because it is a crucial factor for any center's success. Carey said that "the pressure to make money or break even. . . unquestionably has a deleterious effect on adult education in general and on liberal adult education in particular."³² College and university adult education is supported by student fees, federal and state

³⁰The University of Georgia and The National Association of State Universities and Land Grant Colleges, Proceedings of the National Conference on Public Service and Extension In Institutions of Higher Education (June, 1974), p. 61.

³¹Alford, p. 2.

³²Carey, p. 79.

governments, and institutional subsidies. Innovation in residential education must come, however, from private sources such as individuals and foundations.³³

One important aspect of financing regards the faculty who present programs in the residential center. Several methods of paying for faculty instruction have been devised. In most cases faculty members receive extra compensation for their presentations.³⁴ In other cases faculty members make presentations and do not receive any financial compensation; their participation is regarded as a community service activity. The importance of attracting knowledgeable professors skilled in teaching adults cannot be overemphasized. Professors inform participants about important facts and discoveries of recent times.³⁵ In working with adult audiences, the professor discovers practical ways for practitioners to apply this new knowledge.

Backgrounds of the Director

An appropriate introduction concerning the background of a residential center director may be Professor Houle's comment that "programs of residential continuing education should be directed by men and women of stature and competence, skilled in

³³Fred Harvey Harrington, The Future of Adult Education (Washington: Jossey-Bass Publishers, 1977), p. 13.

³⁴Carey, p. 107.

³⁵Prisk, p. 270.

designing and conducting many different kinds of conferences."³⁶ He further adds that directors are regarded as "creative pioneers" with a sense of mission and eager to fulfill that mission.³⁷ Since residential adult education is a relatively new aspect of education, directors do not have a theory base of information to guide them. Directors, through necessity, have resorted to trial and error tactics.

A study conducted in 1964 was designed to develop a profile of a typical conference coordinator.³⁸ The findings stated that the typical coordinator was thirty-five years old, married, had previous general experience in education, and had been a coordinator for less than three years. Further, he earned eight thousand dollars annually, held a bachelor's degree, and had no previous experience or training in adult education. He viewed himself as an educator first, facilitator second, and administrator third. Other university officials perceived him to be an administrator first, facilitator second, and educator third.

In 1965 Deppe studied the educational characteristics of forty-five university administrators. The study indicated that only one administrator had achieved less than a bachelor's degree.

³⁶Houle, p. 51.

³⁷Houle, p. 64.

³⁸Chester W. Leathers, "Background, Professional Experience, Role Conceptions, and career Aspirations of Conference Coordinators in W. K. Kellogg Foundation Supported Centers For Continuing Education (unpublished M. A. thesis, The University of Chicago, 1964), p. 6.

Of the forty-five administrators reported, eleven had bachelor's degrees, sixteen had master's degrees, and doctorates were held by seventeen directors.³⁹ Further, Deppe found that twenty-six directors held previous positions in education and seventeen held previous positions in the field of business.⁴⁰

In a similar study published in 1963, Carey found that most university directors held degrees in the fields of business, education, or liberal arts.⁴¹ The study also reported that the majority of these directors had not received any formal training in adult education.

One aspect of the business-oriented director should be mentioned. Carey lists two types of these business-oriented styles.⁴² The first, referred to as naive, denotes the salesman personality eager to sell his product. The second classification, sophisticated, is one who skillfully merchandises a wide vision of adult education to the consuming public. The sophisticated director must perceive the adult audience in view of its needs and develop a strategy to meet those needs.

Deppe's 1965 study reports that the orientation a particular director exhibits is important to understanding his philosophy of

³⁹Donald A. Deppe, "The Conference Director As A Boundary Definer Of The University," (unpublished PhD Dissertation, The University of Chicago, 1965), p. 35.

⁴⁰Deppe, p. 35.

⁴¹Carey, p. 129.

⁴²Carey, p. 135.

operating a residential center. In this study five types of orientation were identified:⁴³

1. The client-oriented director represents the first type and indicates a director who is genuinely interested in the well-being of program participants. He seeks to obtain the best faculty instruction possible. Usually employed by a public institution, he has a low degree of selectivity among program requests.

2. The second type may be called operations-oriented. This director is interested in producing a good show. Efficiency of operation is more important to him than faculty presentations or subject content. He tends to reject program requests which do not allow sufficient lead time and becomes impatient with people who demand last minute changes.

3. The image-oriented director constitutes the third type and presents a situation whereby the director feels his center is the university. A favorable image to the public for the university is of extreme importance to him.

4. A fourth category is referred to as institution-oriented. This director constantly seeks to discover and understand the purposes and traditions of the university. He supports practically every faculty request because he feels the faculty is at the very heart of the university. More directors are believed to be in this group than in any other category.⁴⁴

⁴³Deppe, p. 93.

⁴⁴Deppe, p. 93.

5. The final category, known as problem-oriented, reflects a style which is very flexible in interpreting policy. He wants his center to be known as a problem solving source concerned with the major issues of the day and not with trivial matters. This director tends to be more highly educated and also tends to have majored in a field of education. Deppe estimated that approximately twenty percent of the directors fall in this category.⁴⁵

Functions of the Director

Several studies have explored and identified the major functions of a residential center director. While there is no consensus, each study does reveal similar findings.

Houle states that there are three functions of a residential center director.⁴⁶ The first function is teaching; a director must teach the principles of adult learning to his staff and to those faculty members presenting programs. He may be asked to lecture in graduate adult classes. The second function, training, requires activity in the areas of pre-service and in-service programs. A recent example of this function is the addition of graduate interns, who are guided by the director in supervised study of residential adult education. Research represents the final function and denotes the director's constant search for information regarding his particular area of specialty.

⁴⁵Deppe, p. 93.

⁴⁶Houle, p. 42.

Lord stressed the programming function of the director. The director must establish his style of program planning strategy and insure its implementation. One such plan requires a three phase procedure.⁴⁷ The target group phase requires a thorough identification of the problem, followed by a listing of individuals and groups who share the same problem. Next, a recruitment strategy is developed to find resources for solving the problem. Phase two deals with faculty representatives who prepare the program content. The content must be developed specifically for a particular problem. This phase also includes the setting of realistic and attainable objectives and an evaluation tool for measuring the degree of success. The final phase requires a meeting attended by the residential center programming staff, faculty resources, and target group representatives. At this point final plans are developed after receiving input from all three sources. The program is then promoted for maximum attendance.

Lord cautions that three concerns must be kept in mind.⁴⁸ First, programs must be aimed at problems people actually experience. If they are not relevant, they will not be effective. Second, program content must contribute to the solutions of the problem. If content does not relate to the previously identified need, the participants will not reach their goal. Finally, the management of the continuing

⁴⁷Charles B. Lord, "A Strategy for Program Planning," Adult Leadership, XXIV (May, 1976), p. 292.

⁴⁸Lord, p. 292.

education activity must have authority to act when, in its professional opinion, adjustments need to be made.

The director has been called a boundary definer for the programming efforts of the university.⁴⁹ Many directors feel their function is to decide who to admit or reject and what types of activities he may seek to create. The director, then, views himself as a judge of the appropriateness of a particular request. In Deppe's study, he cited one director who saw himself as the person who helps to bring together resources of the institution with problems that have been identified either by ourselves or the faculty of the institution, or by an outside organization.⁵⁰ Another director in Deppe's study stated that the conference director cannot be a boundary definer. . . unless he does in fact make decisions relative to rejections and/or generation of conference programs.⁵¹

In terms of the boundary definer function, several types have been categorized.⁵² The selective internal director discriminates among programs received from inside the university. The selective external director discriminates among programs received from outside the university. A third type, referred to as selective internal and external, is very discriminatory for all programs received. The

⁴⁹Deppe, p. 26.

⁵⁰Deppe, p. 52.

⁵¹Deppe, p. 26.

⁵²Deppe, p. 17.

more innovative directors are labeled generative internal and generative external and initiate, stimulate, and create program requests from within and outside the university, respectively.

The functions performed by residential center directors have been compared to those of a business executive.⁵³ The first of these management functions is analyzing. The product and target market must be scrutinized to insure they are compatible. The second function, planning, requires the development of an integrated marketing system designed to satisfy the needs of the target market. Organizing is the third function and dictates proper distribution of tasks among the center staff and then providing an effective motivation atmosphere for these employees. Controlling, the last function, requires evaluation feedback so that proper adjustments may be made. The aim of marketing is to know and understand the customer. In the case of the residential center, the customer is the student.⁵⁴

The director's fund raising function must not be ignored. The director must work hard to seek funds from public, private, and foundation sources. He must persuade university development officers to list adult education high on the institution's list of funding priorities.⁵⁵

⁵³William R. George, W. Wray Buchanan, and Larry R. Bramblett, "A Marketing Management Strategy," Journal of Extension, XIV (November/December, 1976), p. 13.

⁵⁴Michael Vavrek, "Marketing: It's OK-We're OK," Adult Leadership, XXV (December, 1976), p. 101.

⁵⁵Harrington, p. 13.

Summary

This review of the related literature has identified and described some of the findings reported as they related to the backgrounds and functions of directors of residential centers for continuing education. The unique nature of the adult learning taking place in a residential center requires a leader of diverse background. Since the director's functions are varied, a special type of person is required to direct a residential center. There is a need, however, to obtain up-to-date information about a director's age, sex, race, salary level, and type of appointment. Further, college and university administrators require information on the director's level of education, his functions, and his perception of the particular orientation his center possesses.

Chapter III
FINDINGS OF THE STUDY

Introduction

The findings of the study will be presented in four sections: (1) demographic data, (2) professional preparation, (3) functions, and (4) open-ended questions. Discussion of the results will follow each section.

Demographic Data

Demographic information was solicited from the directors to describe significant characteristics. These were (1) sex, (2) race, (3) age, (4) current annual salary, and (5) employment status.

There was a dominance of male directors. Only two, or 9.5% of the respondents, were female. Table 1, page 28, displays this information.

Race reflected the most dominant characteristic. All of the twenty-one directors listed Caucasian as their race.

The greatest variation of responses related to the age of these directors. The most frequent response was in the age category of fifty-one to fifty-five years of age. Five directors representing 23.9% of the sample fit this category. Only one director, or 4.8%, reported an age of twenty-five to thirty years. Seventy-six percent of the directors indicated an age of thirty-one to fifty-five years.

The current annual salary of center directors tended to be relatively high. (The American Association of University Professors

Table 1
Demographic Data

Categories	Responses	Percentage
1. Sex		
Male	19	90.5
Female	<u>2</u>	<u>9.5</u>
Total	21	100.0
2. Race		
American Indian	0	0.0
Black	0	0.0
Caucasian	21	100.0
Oriental	0	0.0
Other	<u>0</u>	<u>0.0</u>
Total	21	100.0
3. Age		
25-30	1	4.8
31-35	2	9.5
36-40	2	9.5
41-45	4	19.0
46-50	3	14.3
51-55	5	23.9
Over 55	<u>4</u>	<u>19.0</u>
Total	21	100.0

Table 1 Continued

Categories	Responses	Percentage
4. Salary		
\$10,000-15,000	1	4.8
15,001-20,000	3	14.3
20,001-25,000	5	23.9
Over \$25,000	<u>12</u>	<u>57.0</u>
Total	21	100.0
5. Employment Status		
Faculty	8	38.2
Nonfaculty	9	42.8
Other	<u>4</u>	<u>19.0</u>
Total	21	100.0

lists \$23,186 as the annual twelve month salary of university professors for the 1977-78 academic years.)¹ Fifty-seven percent of the directors sampled earned over \$25,000 annually. Only one director earned less than \$15,000 annually.

Another area of variation related to employment status. The most frequent response to this question was "nonfaculty," accounting for 42.8% of the sample. Only slightly more than one-third of the directors, 38.2%, held faculty appointments. Nineteen percent indicated an "other" category--neither faculty nor nonfaculty.

From this study the findings indicate that the typical director is male, Caucasian, and in his early fifties. His salary is relatively high, and his appointment is considered nonfaculty.

Professional Preparation

Since the center director's position is relatively new, data were solicited about the director's professional preparation.

Almost 72% of the directors were appointed from within their university. Only six of the twenty-one respondents were appointed from outside the university. Table 2 presents this data.

The dominant response for the number of years these directors have served as director was five years or less. Forty-three percent of the directors had less than six years experience as a director. Sixteen of the directors, representing 76.2%, have less than

¹Statement by H. B. Whitt, Jr., Associate Personnel Director, Virginia Polytechnic Institute and State University, personal interview, Blacksburg, Virginia, October 3, 1978.

Table 2
Professional Preparation

Categories	Responses	Percentage
1. Appointment		
Within	15	71.4
Outside	<u>6</u>	<u>28.6</u>
Total	21	100.0
2. Years of Experience		
0-5	9	42.8
6-10	7	33.4
11-15	4	19.0
Over 15	<u>1</u>	<u>4.8</u>
Total	21	100.0
3. Fields of Study		
Business/Hotel/Restaurant/ Management	8	38.1
Journalism/Speech Communications/English	5	23.5
History/Political Science	2	9.6
Philosophy	1	4.8
Biology	1	4.8
Agronomy	1	4.8
Education	1	4.8
No Degree	1	4.8
Unknown	<u>1</u>	<u>4.8</u>
Total	21	100.0

Table 2 Continued

Categories	Responses	Percentage
4. Formal Credit Courses		
1-3	4	19.0
4-6	2	9.5
Over 6	2	9.5
None	<u>13</u>	<u>62.0</u>
Total	21	100.0
5. Business Related Experience		
None	7	33.4
0-5	3	14.3
6-10	4	19.0
11-15	3	14.3
Over 15	<u>4</u>	<u>19.0</u>
Total	21	100.0

eleven year's experience as a residential center director. Only one director has fifteen or more year's experience.

In regard to fields of study, directors have training in a wide variety of disciplines. The most common response indicated the fields of business, hotel, and/or restaurant management. These disciplines accounted for 38.1% of the sample. The second most common fields, representing 23.5% of the sample, were journalism, speech, communications, and English. The remaining responses yielded no significant findings.

Sixty-two percent, or thirteen of the respondents, indicated they had no formal credit courses in adult and continuing education. Four directors indicated they had from one to three formal credit courses in adult and continuing education.

A difficult area to identify concerned the amount of business related experience each director possessed. Seven directors had no such experience, four had over fifteen years of experience, and ten had experience ranging from less than five years to fifteen years of experience. Almost 67% of the directors had some business related experience.

In the area of professional preparation, the findings indicate that a typical director was appointed from within his university, has less than six years of experience as a director, and holds degrees in business or hotel/restaurant management. He has no formal credit courses in adult and continuing education and has several years of business related experience.

Functions

The study identified a wide variety of functions performed by residential center directors. From the responses it appears that directors perform many functions; they rarely specialize in one particular area. Five functions did surface as requiring significant amounts of the director's time. Table 3, listed on page 35, provides data regarding the director's functions.

The most time consuming function reported in the study regarded the development and training of center staff. Ten directors, or 47.5%, reported spending six to ten hours a week on this function. One director reported spending a maximum of fifteen hours each week on this function.

The second most time consuming function concerned the interpretation of center policy. Ten directors, representing 47.6% of the sample, indicated they spend from six to fifteen hours each week on this function.

The planning of conferences with clients accounted for the third most time consuming function. Eight respondents, or 38%, reported spending a maximum of ten hours each week in planning educational programs with representatives of future conference groups.

The formulation of center goals and objectives appeared to be an important functional area. Every director responding reported spending time in this area. Thirty-eight percent of the directors indicated they spend a minimum of six hours and a maximum of fifteen hours each week on these goals and objectives.

Table 3
 Functions of the Director

<u>Functions</u>	<u>Hours Per Average Week</u>				
	0-5	6-10	11-15	16-20	Over 20
Supervising professional program planners	11	4	3	1	0
Formulating center goals and objectives	9	6	2	1	1
Interpreting center policy	9	7	3	1	1
Fund raising	15	0	0	0	0
Teaching non-credit courses	14	0	0	1	0
Research and personal professional development	16	3	1	0	0
Developing and training center staff	9	10	1	0	0
Managing center budget	11	2	1	2	2
Planning conferences with clients	9	8	1	0	0
Hosting university guests	16	1	0	0	1

A final significant function identified by the directors was the supervision of professional program planners. One-third of the directors estimated they spend between six and fifteen hours weekly working with professionals responsible for the planning of conferences. One director spends a maximum of twenty hours on this one area.

The management of the center budget was one function receiving varied responses. Two directors reported spending over twenty hours weekly in this area; another two directors spend from sixteen to twenty hours on the center budget. However, eleven directors reported spending less than six hours weekly on this function.

There are several functions that are reported as insignificant for residential center directors. Fund raising and teaching non-credit courses are two of them. The hosting of university guests was ranked as a function of minimal concern. Directors also indicated that research and personal professional development consumed a very small amount of their time.

Open-Ended Questions

To obtain data about how the directors perceived their role conceptions, most important functions, and center orientations, they were asked to respond to three open-ended questions.

The first questions asked the director for his conceptualization of the role of a residential center director. In their responses the directors identified four major role concepts.

The first concept, programming, represents the identification and generation of programs. Nine of the twenty-one directors felt that this role was the most important. They expressed a need to possess both educational and marketing skills for the successful accomplishment of this role.

The second most frequent response regarded the finances of the center. Several directors expressed the importance of maintaining financial viability. They indicated the importance of balancing educationally strong programs with sound business practices. The directors pointed out that their center must be financially solvent to maintain its existence.

Staff motivation identifies the third area of role conceptualization. The directors frequently expressed the need for a service oriented, well trained staff. In this regard the center staff is similar to the staff of a hotel. Staff members must realize and understand that guest satisfaction is primary to the purpose of the center. Providing the proper climate for learning in a well maintained facility ranks high on the director's list of priorities.

The final area of role conceptualization referred to the generalist role. Three directors, or 14.3%, felt that the director's role required that he be knowledgeable in programming, marketing, administration, personnel management, adult learning, and program evaluation. The formulation and control of center policies must be inherent in the director's office.

The second open-ended question asked the director to identify the one function he felt was most important. Four functions surfaced.

The function of most frequently expressed concern related to the maintenance of a financially sound budget. Five directors, or 23.9%, listed this function as their top priority. The formulation of the budget along with the promotional activities required to achieve it were expressed as extremely important.

The second most important function to the directors related to the overall operation of the entire center. They stressed the importance of a director's knowledge and competence in the areas of budget, program development, program execution, evaluation, and facility management.

A third area listed the function of tactfully communicating with a variety of guest personalities. The center serves a great variety of people; it is imperative that the director express his feelings without offending anyone. One director expressed the importance of making concessions if these adjustments would be beneficial in the long run.

The function of motivating staff received a great deal of attention from three directors. A director may function as a people developer, counselor, and trainer. Three directors felt that service to guests is an area that cannot receive too much attention.

The final question on the instrument asked each director to identify the orientation of his center. Four types of orientation were identified.

Five directors emphasized the noncredit programs they facilitated. They viewed themselves as the university's channel for all activities in the noncredit arena.

A second response regarded facilitation of campus continuing education programs in general. Many directors were oriented to bridging the gap between the world of business and industry and that of academia. Management development programs fit nicely into this type of philosophy. Also included in this area are the continuing education programs for the professions. Two directors stated that they cater to this type of group. Governmental agencies are utilizing residential continuing education programs on an increasing basis--a fact reported by several directors.

A third orientation expressed frequently was that of supporting the extension effort of the university. Directors viewed their responsibilities as contributing to the social, cultural, recreational, and educational needs of the local and state client groups. They felt that the Cooperative Extension Service provided an excellent program source in this task.

One director noted that his center was oriented toward the "high fee" conference. He expressed a need to serve groups willing to pay a fee high enough to provide quality services. He also stated that he felt his operation was a source of extra income for university faculty teaching workshops and seminars in the center.

Chapter IV
SUMMARY AND CONCLUSIONS

Summary

The backgrounds and functions of directors of university operated residential centers for continuing education are areas in which few studies have been reported. The problem investigated in this study was: What are the backgrounds and functions of selected directors of residential centers for continuing education?

The population consisted of sixty-five university continuing education centers located throughout the United States. The list, prepared in 1977, did not designate which of these centers were residential in nature. For this reason qualifying questions had to be asked to identify the residential centers. Of the sixty-five centers surveyed, fifty-eight responded and of these, twenty-one qualified for the entire study.

The survey instrument consisted of a five page questionnaire of multiple choice and open-ended items. The questions were designed to collect information concerning: (1) demographic characteristics of directors, (2) professional preparations, (3) functions performed weekly, and (4) role conceptualization and center orientation.

The questionnaire was presented in two parts. Part I asked qualifying questions, mentioned above, to determine the availability of complete facilities for meetings, food, and lodging. Further,

the director indicated his center's location--either on or off campus. In order for a director to qualify for the study, he had to respond affirmatively to all of these qualifying questions.

Part II of the questionnaire asked for specific responses related to sex, race, age, annual salary, employment status, experience as director, fields of study, business experience, and functions. Additionally, narrative responses were requested regarding role conceptualization and center orientation. The responses were tallied by hand.

The findings of the study indicated that the residential center director's demographic characteristics were typically: (1) male, (2) Caucasian, (3) fifty years of age, (4) relatively high salary, and (5) nonfaculty appointment.

The position of director of a residential center for continuing education has not established a definite pattern of professional preparation. Currently, he is (1) appointed from within the university, (2) has less than six years of experience as a director, (3) possesses a management degree, (4) has no formal credit courses in adult and continuing education, and (5) has some professional experience in business related matters.

The directors identified five functions as requiring significant amounts of their time when considered on an average weekly basis. The five, in order of significance are: (1) the development and training of center staff, (2) the interpretation of center policy, (3) the planning of conferences with clients, (4) the formulation of center goals and objectives, and (5) the supervision of professional program planners.

When asked to identify the 'directors' own concepts of their roles, four major concepts surfaced. They viewed their roles as educational programmers first, financial managers second, staff motivation trainers third, and finally as generalists who are familiar with all areas of residential center operations.

In terms of their most important function, the directors identified the maintenance of a financially sound budget as their top priority. A comprehensive knowledge of the overall operations of the center was judged as a second priority. The third most important function as identified by these directors was the ability to communicate effectively with guests in a tactful manner. The motivation of center staff also received a high ranking.

When asked to identify the orientation of his center, the facilitation of noncredit programs was judged as the most prominent. Other orientations included the facilitation of campus continuing education programs in general, the support of the university extension effort, and the hosting of "high fee" conference groups stressing quality services.

Conclusions

The conclusions of this study are presented in three areas: demographic data, educational preparation and background, and functions.

The study revealed that, demographically, ninety-two percent of the directors sampled were male and one hundred percent were Caucasian. It can be concluded that affirmative action and equal employment opportunity agencies may take a careful look at these dominating characteristics when conducting reviews. The range of

ages was well dispersed, with at least one representative listed for each category. Age, then, does not seem to be a factor for a director.

According to reports by A. A. U. P. on faculty salary averages, this study concludes that residential center directors earn salaries in excess of their university peers. A conclusion may be drawn that directors are held in high esteem by university administrators and colleagues. More than forty-two percent of the directors indicated their employment status was nonfaculty. This position, then, is considered an administrative position and not a faculty appointment.

Conclusions may be drawn concerning the director's educational preparation and background. The fact that seventy-one percent of the directors stated that they were appointed from within the university indicates a propensity to promote current university employees who have been successful in other occupational roles rather than seek employees from other universities. We can conclude that university personnel in positions related to continuing education may be considered for the position of residential center director.

There does not seem to be any specific professional preparation for this position as yet. One reason for this may be that residential centers are a relatively new concept in adult education and no definite professional preparation patterns have emerged.

The fact that most directors hold degrees in management is not surprising. Operating a self-supporting center requires management skills. Revenue must be generated to meet increasing expenses.

A factor that is surprising is that sixty-two percent of these directors surveyed have no formal credit courses in adult and

continuing education. It can be concluded that formal credit courses in adult education are not a requirement for a residential center director.

One very important discrepancy did surface concerning the questions on functions. This discrepancy related to the answers for question eleven, a multiple choice question, and question thirteen, an open-ended question.

When responding to the multiple choice questions, the directors indicated they spend most of their time, in priority order, on the following functions: (1) the development and training of center staff, (2) the interpretation of center policy, (3) the planning of conferences with clients, (4) the formulation of center goals and objectives, and (5) the supervision of professional program planners. However, when responding to question thirteen, asking for a narrative identification of the director's most important function, the most frequent response was the maintenance of a financially sound budget. While we may not expect the most important function necessarily to be the top priority in terms of the director's time, it does seem likely that the most important function identified would be in the top five priorities in regard to the amount of time spent. The management of the center budget ranked rather insignificantly on question eleven, the multiple choice question.

We may conclude that directors feel the maintenance of a financially sound budget is their most important function, but that their time is spent on other functions. These directors spend

more time on the development and training of center staff than they do on any other function. We can assume that these directors are skilled in this area and that they possess the ability to survey staff training needs and to provide in-service educational programs to meet those needs. This skill is a very definite qualification an effective director should possess.

We may also conclude that today's director must interpret frequently the policies of the center. Because each conference has many complexities, the director is forced to make judgments on lodging, food, and program inquiries that are not specifically stated in existing policies. He must react to each of these situations on an individual basis. The act of questioning policy requires a constant review of center goals and objectives. Adjustments are then made as necessary.

Further, a conclusion may be drawn that residential center directors very definitely must possess supervisory skills. They must have the ability to supervise both professional and nonprofessional staff members.

An additional discrepancy surfaced concerning another open-ended question on the director's role concept. When asked to write a narrative conceptualization of their role, the directors responded inconsistently when compared to questions eleven and thirteen which dealt with functions. The directors identified the roles of programmer, financial manager, staff developer, and generalist. While the first three of these roles were mentioned in responses to the two questions on functions, the role of generalist did not surface as a significant function.

Most directors reported an orientation for noncredit activities. We may conclude that the typical director does not deal with credit courses offered by the university for which he is employed.

The position of director of a residential center has not yet begun to develop definite career patterns. However, this study has identified their most significant demographic characteristics, the elements of their professional preparation, and the functions these directors judge as the most significant.

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APPENDIX A
LIST OF CENTERS SURVEYED

LIST OF CENTERS SURVEYED

1. Dorothy Hall Center
Tuskegee Institute
Tuskegee, Alabama 36088
2. Kellogg-West
California State Polytechnic University
3801 West Temple Avenue
Pomona, California 91768
3. Lake Arrowhead Conference Center
University of California
Lake Arrowhead, California 92352
4. Davidson Conference Center for Continuing Education
University of Southern California
Los Angeles, California 90007
5. Idyllwild Conference Center
University of Southern California
Idyllwild, California 92349
6. Conferences and Institutes
Rockwell Hall
Colorado State University
Fort Collins, Colorado 80523
7. Continuing Education Center
University of Connecticut
Storrs, Connecticut 06268
8. Center for Continuing Education
University of Delaware
Newark, Delaware 19711
9. Chinsegut Hill Conference Center
University of South Florida
Rt. 2, Box 216
Brooksville, Florida 33512
10. Georgia Center for Continuing Education
University of Georgia
Athens, Georgia 30602
11. George Williams College
Downers Grove, Illinois 60515

12. Center for Continuing Education
University of Chicago
1307 East 60th Street
Chicago, Illinois 60637
13. Conferences and Institutes
116 Illini Hall
University of Illinois
Champaign, Illinois 61820
14. Kitselman Conference Center
Ball State University
Muncie, Indiana 47306
15. Biddle Continuation Center
Indiana University
Bloomington, Indiana 47401
16. Center for Continuing Education
Notre Dame University
Notre Dame, Indiana 46556
17. Center for Conferences
University of Iowa
Iowa City, Iowa 52242
18. Adult Education Center
Washburn University of Topeka
17th and College Streets
Topeka, Kansas 66621
19. Carnahan House Conference Center
University of Kentucky
Lexington, Kentucky 40506
20. Pleasant Hall Conference Center
Louisiana State University
Baton Rouge, Louisiana 70803
21. Center of Adult Education
University College
University of Maryland
College Park, Maryland 20740
22. Osgood Hill Conference Center
Boston University
North Andover, Massachusetts 01845
23. Endicott House Conference Center
Massachusetts Institute of Technology
Dedham, Massachusetts 02026

24. Center for Continuing Education
Northeastern University
Boston, Massachusetts 02115
25. Bellemont Manor Continuing Education Center
Albion College
Albion, Michigan 49224
26. Dow Conference Center
Hillsdale College
Hillsdale, Michigan 49242
27. Kellogg Continuing Education Center
Michigan State University
East Lansing, Michigan 48824
28. Gull Lake Center for Continuing Education
3700 East Gull Lake Drive
Michigan State University
Hickory Corners, Michigan 49060
29. Management Education Center
Michigan State University
811 Square Lake Road
Troy, Michigan 48084
30. Adult Conference Center
Michigan Technological University
Houghton, Michigan 49931
31. McGregor Memorial Conference Center
Wayne State University
Detroit, Michigan 48202
32. Nolte Center for Continuing Education
University of Minnesota
Minneapolis, Minnesota 55455
33. Center for Continuation Study
University of Mississippi
University, Mississippi 38677
34. Bromwoods Conference Center
Washington University
St. Louis, Missouri 63130
35. Center for Continuing Education
University of Nebraska
Lincoln, Nebraska 68588

36. New England Center for Continuing Education
University of New Hampshire
Durham, New Hampshire 03824
37. Continuing Education Center
Rutgers University
New Brunswick, New Jersey 08903
38. Continuing Education Center
700 East Water Street
Syracuse University
Syracuse, New York 13210
39. Minnowbrook Conference Center
Syracuse University
Blue Mountain Lake, New York 12812
40. Sagamore Conference Center
Syracuse University
Raquette Lake, New York 13436
41. Center for Continuing Education
Appalachian State University
Boone, North Carolina 28607
42. Center for Continuing Education
Fayetteville State University
Fayetteville, North Carolina 28301
43. Quail Roost Conference Center
University of North Carolina
Rougemont, North Carolina 27572
44. McKimmon Center for Continuing Education
North Carolina State University
Raleigh, North Carolina 27607
45. Fawcett Center for Tomorrow
Ohio State University
Columbus, Ohio 43210
46. Oklahoma Center for Continuing Education
University of Oklahoma
Norman, Oklahoma 73069
47. Greenfield Conference Center
Temple University
Philadelphia, Pennsylvania 19122
48. Whispering Pines Conference Center
University of Rhode Island
West Greenwich, Rhode Island 02816

49. Joynes Center for Continuing Education
Winthrop College
Rock Hill, South Carolina 29733
50. Center for Continuing Education
University of South Dakota
Vermillion, South Dakota 57069
51. Thompson Conference Center
University of Texas
P. O. Box 7879
Austin, Texas 78712
52. Continuing Education Center
University of Houston
Houston, Texas 77004
53. Church Street Continuing Education Center
University of Vermont
Burlington, Vermont 05401
54. Donaldson Brown Center for Continuing Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
55. Continuing Education Center
University of Washington
Lake Wilderness, Washington 98122
56. Towers Conference Center
West Virginia University
Morgantown, West Virginia 25606
57. Continuing Education Center
Carthage College
Kenosha, Wisconsin 53140
58. Wisconsin Center
University of Wisconsin
432 North Lake Street
Madison, Wisconsin 53706
59. Kenwood Conference Center
University of Wisconsin
Milwaukee, Wisconsin 53201
60. Themis House Conference Center
Bradeis University
Waltham, Massachusetts 02154

61. Fordyce House
Saint Louis University
Saint Louis, Missouri 63103
62. Greyston Conference Center
Teachers College
Columbia University
New York, New York 10027
63. Public Affairs Conference Center
Kenyon College
Gambier, Ohio 43022
64. Continuing Education Center
Southern Methodist University
Dallas, Texas 75201
65. Trail Lake Ranch Conference Center
University of Wyoming
Dubois, Wyoming 82513

APPENDIX B
LIST OF CENTERS QUALIFYING
FOR THE STUDY

LIST OF CENTERS QUALIFYING
FOR THE STUDY

1. Idyllwild Conference Center
University of Southern California
Idyllwild, California 92349
2. Georgia Center for Continuing Education
University of Georgia
Athens, Georgia 30601
3. Center for Continuing Education
University of Chicago
Chicago, Illinois 60637
4. Kitselman Conference Center
Ball State University
Muncie, Indiana 47306
5. Biddle Continuation Center
Indiana University
Bloomington, Indiana 47401
6. Center for Continuing Education
Notre Dame University
Notre Dame, Indiana 46556
7. Center for Conferences
University of Iowa
Iowa City, Iowa 52242
8. Center of Adult Education
University of Maryland
College Park, Maryland 20742
9. Bellemont Manor Continuing Education Center
Albion College
Albion, Michigan 49224
10. Dow Conference Center
Hillsdale College
Hillsdale, Michigan 49242
11. Kellogg Continuing Education Center
Michigan State University
East Lansing, Michigan 48824
12. Center for Continuing Education
University of Nebraska
Lincoln, Nebraska 68588

13. New England Center for Continuing Education
University of New Hampshire
Durham, New Hampshire 03824
14. Continuing Education Center
Rutgers University
New Brunswick, New Jersey 08903
15. Center for Continuing Education
Appalachian State University
Boone, North Carolina 28607
16. Fawcett Center for Tomorrow
Ohio State University
Columbus, Ohio 43210
17. Oklahoma Center for Continuing Education
University of Oklahoma
Norman, Oklahoma 73069
18. Whispering Pines Conference Center
University of Rhode Island
West Greenwich, Rhode Island 02816
19. Donaldson Brown Center for Continuing Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061
20. Towers Conference Center
West Virginia University
Morgantown, West Virginia 26506
21. Wisconsin Center
University of Wisconsin
Madison, Wisconsin 53706

APPENDIX C
LETTER TO DIRECTORS



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DONALDSON BROWN CENTER FOR CONTINUING EDUCATION

February 3, 1978

Dear Director:

I am conducting a study of the backgrounds, roles, and functions of selected directors of university residential centers for continuing education. This study will complete the requirements for a Master's Degree in Adult and Continuing Education.

The enclosed questionnaire requests your assistance in providing information about you and the center for which you are responsible. I would appreciate your completing the questionnaire and returning it by February 20, 1978, in the enclosed, stamped, self-addressed envelope. If you would like to receive a copy of the results of this study, please check the appropriate place at the end of the questionnaire.

Thank you for your courtesy.

Sincerely,

Robert N. Holt
Operations Manager

mbw

Enclosure

APPENDIX D
SURVEY INSTRUMENT

V.P.I. & S.U.
COLLEGE OF EDUCATION
QUESTIONNAIRE FOR DIRECTORS OF
RESIDENTIAL CENTERS

Part I

Please respond to the following questions with a (✓) after the appropriate answer.

1. Does the center for which you are responsible have meeting facilities? yes____ no____
2. Within the center's complex, are there lodging rooms for accommodating overnight guests? yes____ no____
3. Does the center have facilities within the complex for preparing and serving food for banquets and other food service functions? yes____ no____
4. Is this center located on a college or university campus? yes____ no____

If you responded "yes" to all four questions, please proceed to Part II. If you responded "no" to one or more questions, please stop at this point and return the questionnaire in the enclosed envelope.

Part II

Please respond to the following questions with a (✓) beside the appropriate answer unless otherwise instructed.

1. What is your sex (check one)? male____ female____
2. What is your race (check one)?

1. American Indian____	4. Oriental____
2. Black____	5. Other____
3. Caucasian____	
3. What is your age (check one)?

25-30 years____	46-50 years____
31-35 years____	51-55 years____
36-40 years____	+55 years____
41-45 years____	

11. On an average weekly basis considered over a year's time, how many hours per week do you spend on the following functions:
(Please circle the appropriate response.)

<u>FUNCTION</u>	<u>HOURS PER AVERAGE WEEK</u>				
Supervising professional program planners	0-5	6-10	11-15	16-20	Over 20
Formulating center goals and objectives	0-5	6-10	11-15	16-20	Over 20
Interpreting center policy	0-5	6-10	11-15	16-20	Over 20
Fund raising	0-5	6-10	11-15	16-20	Over 20
Teaching non-credit courses	0-5	6-10	11-15	16-20	Over 20
Research and personal professional development	0-5	6-10	11-15	16-20	Over 20
Developing and training center staff	0-5	6-10	11-15	16-20	Over 20
Managing center budget	0-5	6-10	11-15	16-20	Over 20
Managing physical facilities	0-5	6-10	11-15	16-20	Over 20
Planning conferences with clients	0-5	6-10	11-15	16-20	Over 20
Hosting university guests	0-5	6-10	11-15	16-20	Over 20
Please add others:					
_____	0-5	6-10	11-15	16-20	Over 20
_____	0-5	6-10	11-15	16-20	Over 20
_____	0-5	6-10	11-15	16-20	Over 20
_____	0-5	6-10	11-15	16-20	Over 20

12. How do you conceptualize the role of a residential center director? (Please briefly describe several important roles you feel are essential to your position.)

13. Which one of your functions do you feel is the most important? Why?

14. What orientation do you feel your center has? (For example, it may be primarily a programming channel for your university. It may deal only with non-credit programs. It may serve as a focal point for all adult education aspects of your university.)

Thank you for your responses. The enclosed, stamped, self-addressed envelope is for your convenience in returning the questionnaire. All respondents will receive a copy of the results of this survey.

APPENDIX E
SECOND REQUEST LETTER



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DONALDSON BROWN CENTER FOR CONTINUING EDUCATION

March 1, 1978

Dear Director:

On February 3 I mailed to your office a questionnaire requesting information on your center for a study which will complete the requirements for a Master's Degree in Adult and Continuing Education. As of this date, we have not received your questionnaire.

We are very interested in including your center in this study. I would appreciate it if you would take about five minutes to complete the enclosed questionnaire and return it by March 10. If you have sent the questionnaire since this letter was mailed, there is no need to complete this second questionnaire.

Sincerely,

Robert N. Holt
Operations Manager

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Enclosures

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the scanned document**

A STUDY OF THE BACKGROUNDS AND
FUNCTIONS OF SELECTED DIRECTORS OF
UNIVERSITY OPERATED RESIDENTIAL CENTERS
FOR CONTINUING EDUCATION

by

Robert Nelson Holt

(ABSTRACT)

This study sought to identify backgrounds and functions of the directors of residential centers for continuing education located throughout the United States. Data were solicited from sixty-five directors. Of those center directors responding to the written questionnaire, twenty-one qualified as residential centers having lodging, food, and conference facilities. All centers studied were located on a college or university campus.

Information was collected concerning the demographic characteristics of directors, their professional preparation, the functions they perform, and the role conception they have about their position as director. Demographically, the directors were predominantly male, caucasian, approximately fifty years of age, earned relatively high salaries, and held nonfaculty appointments. While no definite career patterns have been established, it appears that residential center directors are appointed from within their university, have several years of experience as a director, possess a management degree and have no formal credit

courses in adult and continuing education. The study identified five functions of importance to residential center directors: (1) the development and training of center staff, (2) the interpretation of center policy, (3) the planning of conferences with clients, (4) the formulation of center goals and objectives, and (5) the supervision of professional program planners. In terms of their own concepts of their role as residential center director, the respondents reported their role as being an educator responsible for effective adult programs as well as a businessman utilizing sound principles and practices.

The results of this study are significant because they provide current information on residential center directors not previously reported.