

Building a Renewed Community of Practice in the Academy:

“EMBRACING THE CHALLENGE”

ID-E Berlin

International Dialogue on Education

Exploring Differences – Integrating Lifelong Learning into Universities’ Missions

October 19, 2009

Berlin, Germany



There is a Crisis!

American higher education has not kept up with the demand of the global economy.

The New Economy Index, 2007

Economic Downturn; Labor Shortages; Skills Gap; Advancing Technology; Un-skilled, Under-skilled, Poorly Educated Adult Pipeline



Opportunity in Crisis

Aggressive Emergence of Adult Students

Enrollment Increases

Student Pipeline Expansion

*Choices (Degrees, Certificates,
Professional Licensing*

Life Long Sustainability



Continuing Education in the United States

Postsecondary intended
for adult learners

Credit, non-credit, non
degree career training

Formal personal
enrichment

Seated/On-Line
Self-directed

Experiential and Problem
Solving

Note: *Traditional models exclude
basic academic education; more
contemporary models are more
inclusive*



Continuing Education in the United States

University of Madison Wisconsin – 1907

University Extension at Harvard – 1910

Empire State College – SUNY, 1969

University at Florida – 1976

To date: *Of the 62 AAU Campuses, all have some form of continuing and/or professional education*



Continuing Education

- ... all encompassing term within a broad spectrum of post-secondary learning activities and programs.
- ... recognizes forms of post-secondary learning activities within the domain include: degree credit courses by non-traditional students, non-degree career training, workforce training, formal personal enrichment courses (both on-campus and online) self-directed learning (such as through Internet interest groups, clubs or personal research activities) and experiential learning as applied to problem solving.
- ...similar to adult education, at least in being intended for adult learners, especially those beyond traditional undergraduate college or university age.

Continuing education - Wikipedia, the free encyclopedia. 15 October 2009.
<http://en.wikipedia.org/wiki/Continuing_education>



Lifelong Learning

... that lifelong function that organizes and supports learning beyond a traditional and formal degree program (Collins, O'Brien, 2003)

...focus on skill improvement and knowledge for specific occupations (Collins, O'Brien, 2003)

...maintenance of knowledge , expertise and competence of professionals throughout careers, according to a plan formulated according to needs of professional, employer, profession and society (O'Sullivan, 2003)





...In continuing education there is concerted intention to invest in human capital.



Trends in Continuing Education

- Expectations of Innovation
- Adaptation to New Demographic
- Fiscal Creativity
- Partnerships and Collaborations
- Community/Industry Alignment
- Web-Savvy Delivery
- Demand Driven
- Immediate, Realizable Connections to life/career
- Worksite Classrooms
- Used to Regulate Professional Practice (CE)
- Universities and Professional Organizations – Active Providers
- Focus on Degrees, Licensing and Certification
- Resource Leveraging

University Continuing Education Association, 2009



Impact

Continuing education informs and shapes dialogue around economic and workforce policy

Continuing education cultivates, sustains and engenders self-sufficiency



Mission Challenge

- Role Expansion
- Human Connection
- Building a Knowledge Economy
- Advancing Economic Development
- Promoting Global Competency



Building the Renewed Community of Practice: New Landscape and Strategy

New Landscape

- Resources
- Demographic
- Leadership Models
- Scholarship Integration
- Pedagogical (Design) and Methodology (Delivery)
- Choice

Strategy

- Integrated lifelong learning
- Balance Achievement
- Pathways and Pre-requisites
- Transparency
- Return on Investment



What the New Landscape Demands

- Expanding Access
- Affordability
- Knowledge Improvement
- Pipeline Preparation
- Sustaining Networks
- Level Playing Field
- Entrepreneurial Leadership
- Innovation
- Investment



The UB Story: Developing a Community of Practice

- Institutional Leadership
- UB 2020
- Faculty Engagement
- Positioning of Continuing and Professional Education
- Resource Leveraging
- Robust Partnerships
- Adaptation to External Demands



Growing Adaptation: Best Practice Model

- University at Buffalo Continuing and Professional Studies
- Combines two long standing units: Millard Fillmore College; The Educational Opportunity Center



Mission

To provide capacity for lifelong learning organized and supported by traditional frameworks of higher education yet addresses educational and training needs out of the context of a formal degree program.

Programs and services are developed to promote access to opportunity, facilitate professional knowledge, maintenance and expansion and cultivate requisite expertise and competence for professionals throughout careers.



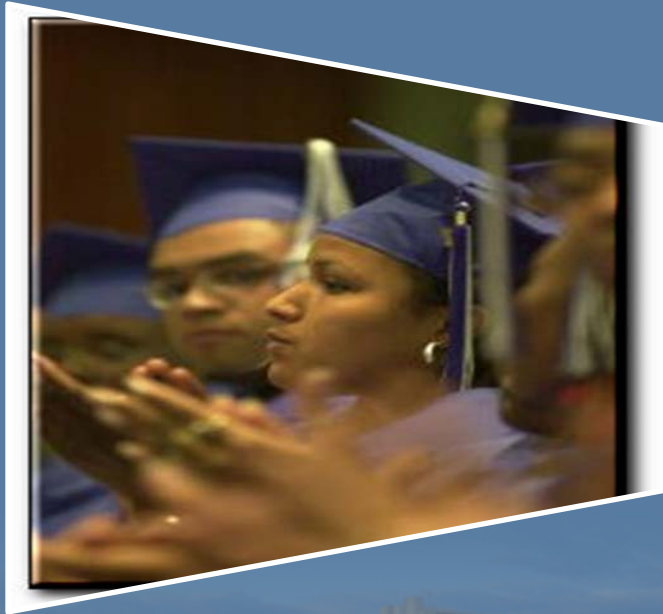
UB Continuing and Professional Studies

- Provide Capacity
- Incorporate Traditional Frameworks of Higher Education Yet Provide Delivery Outside the Context
- Promote Access
- Define Pathways to Opportunity
- Facilitate Maintenance of Professional Knowledge
- Guide development of requisite expertise and competence for adult students – throughout careers (life-long)



UB Continuing and Professional Studies

Educational Opportunity Center Goal: enhance educational opportunity that impact on higher education access and employability – self sufficiency



Millard Fillmore College Goal: Enhance educational opportunity that impacts on higher education access (degree, licensing and certification) and employability – self sufficiency



Our Adult Learner Pipeline

Growing Adult Learner Population

- Live in Poverty
- Live in Impoverished Communities
- Challenged by a Sense of Hopelessness
- Unfocused
- Non-Traditional
- Employment Experience
- Career Changers
- Unemployed
- Have Focus

Barriers, Little to No Time, Expectations



Making it Work

- Collaborative and Robust Partnerships
- Comprehensive Educational Programming
- Paradigm Shifts
- Links to Employment
- Resource Leveraging



Enrichment to UB Context

Pipeline Expansion

Increased Enrollments

Increased Opportunity for Sustainability

Faculty Engagement

Encouraged Innovation

- intellectual capital

- knowledge transfer

- scholarship

- captures the entrepreneurial spirit



What Continuing Education Offers to UB

Creates a Context for
Change

Inspires Innovation:
Knowledge Acquisition
Knowledge Transfer

Expands Campus
Boundaries

Shapes Dialogue:
Economic and
Workforce Policy

Cultivates Sustainability
Engenders Self
Sufficiency



What We Are Doing: University at Buffalo



Creating Solutions

- Robust collaborations - industry-government-academia
- Environmental Scan - Inventory of current resources - Gap Analysis
- Collaborative programming
- Shared fiscal leveraging
- Integrated, aligned efforts





CREATING ACCESS – DEFINING PATHWAYS



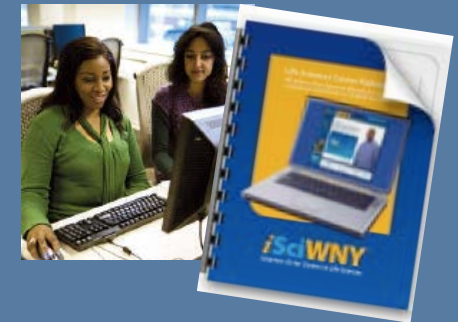
Best Practice Model

“...move from a system based on reputation to one based on performance”.
Spellings Commission, 2006





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What would it be like to work in the life sciences? What are the types of jobs in the life sciences? What education and training do I need? iSciWNY is a new program that will give you the answers to these questions and more. There is a whole world of opportunity right here in Western New York... [learn more >](#)



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Take Away

Ensure that our citizens have access to high quality and affordable learning and training throughout their lives – emphasis on creating a national strategy for life long learning (Spellings Commission, 2006)



End Notes

Affordable, Accessible, Accountable

Effective and Efficient

Rapid Response

Regulatory Reform

Seamless, Serious, Substantial,



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Danke schön

