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ABSTRACT

"Educators in the professions" is a term covering those who provide educational services to professionals and who engage in the research and development efforts necessary for the understanding and improvement of these specialized educational endeavors. An informal research effort indicated that there are probably 1,500 to 1,750 such educators in the professional schools, examination services, and professional societies of North America. These educators can fill roles on service staffs or as teachers, consultants, researchers, project developers, or administrators, among others. They must be resourceful, capable of grasping new fields of study quickly, bright, tough, politically and diplomatically astute, able to sell, and knowledgeable about education generally. Such educators find dissemination of their work difficult since they frequently seek to address two audiences at once: educators in general and noneducator professionals in their chosen specializations. These educators receive substantial benefits from their positions but also frequently find themselves regarded as secondary in status to the full professionals in their subject areas. Their teaching colleagues are usually professionals untrained in pedagogy. In the immediate future it is likely that increasing budgetary restrictions will place considerable pressure on such educators to justify their existences and meet outside demands for productivity. (PGD)

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EDUCATORS IN THE PROFESSIONS*

Philip G. Bashook

For many of you the title of my address, "'Educators' in the Professions", may appear ambiguous. In fact, I am discussing us, the "educators." Who we are. What we do. What are our current opportunities and predictions for the future? As the outgoing Vice President, I have one of those rare opportunities to speak at a scientific assembly on any subject I choose without prior peer review. Instead of giving you a presentation on my research interests I chose to speak about "educators" for a couple of reasons. First, the Division has been an important force in my professional career, and with the Division's maturation over the past seven years I thought it would be helpful to share what I have learned about our professional community. Secondly, for those of us in the health professions the trend is for cutbacks in financial support and staffing due to changing national priorities. Incidentally, I suspect all the professions will feel the same economic pinch soon. I felt it might be helpful to reflect on our successes and strengths before we invest energy in predictions. Lastly, education as a profession is evolving rapidly with our segment of professions education used as an exemplar for other educational settings. My hope is that this address might serve as a point of

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departure for discussions about "educators". I must confess I have some trepidation about what I will tell you. Statistics on "educators" are elusive. Even information on the number of settings we work in or the number of people in our field is unavailable. What I can offer is a compilation of insights and information gathered from colleagues in the Division, library reference works, and professional associations.

I contacted by telephone and letters about 75 "educators" from as many of the professions as I could identify who are members of the Division or active in professions education and asked them six questions:

1. How many "educators" work in the profession?
2. What is the history of "educators" involvement in the profession?
3. What are their current roles?
4. How are "educators" perceived by their colleagues in the profession?
5. What forces affect the "educators" current roles and opportunities?
6. What will be the future role and opportunities for "educators"?

My second survey was to professional societies such as the American Medical Association, the Council of Social Work Education, the American Veterinary Medical Association, the American Nurses' Association, and the American Dental Association. In each case the statisticians and reference librarians provided background data about the profession. Finally, library research yielded interesting statistics about

members of the professions, but no information about "educators". Particularly useful were the Compendium of Social Statistics by the United Nations and the United States Bureau of Census reports.

This presentation is organized into four sections: who we are; what we do; who are our colleagues in the professions; and predictions for the future.

WHO ARE WE?

The term "educator" or "educationist" is used frequently to describe our activities, particularly by our colleagues in the professions. The way I interpret the term: we work in a professional school or setting and devote a significant percentage of time to educational research and development activities.

Most of us have doctorates in education or psychology. Some of us, particularly in nursing education or engineering, have formal training in the profession with a professional degree and license to practice. Excluded from this definition of educators are teachers, instructors, and other faculty in the professions who may provide instruction or clinical field supervision but are not involved in educational R & D (research and development).

For some of us this is a second career. Very few started their career planning to be an educator in the professions. The most common career route for "educators" in the professions is teacher, graduate work and an advanced degree, then professions "educator".

Another common career ladder begins with career plans

outside education, then a shift directly into professions education after graduation or some years in the other career. My career path followed this route with plans to be a marine physiologist before I shifted to education and then medical education. My circuitous route to professions education required my learning two cultures: education and educational research, which I learned as a doctoral student; and the language and culture of medicine, which I learned on my first job.

Besides on-the-job training, which most of us suffer through, there are two other means of learning to be an educator in the professions: workshops and short courses organized by many in this audience, and fellowships and graduate programs. Unfortunately, there are few training sites with graduate programs for "educators" in the professions. Most often, graduate students come to us for "field experience in education" or to do their dissertation. Most graduate studies are an off-shoot of the basic graduate program in a college of education. Some of us have the enjoyable opportunity of working with graduate students due to joint appointments in an education faculty, but we train very few students compared to other graduate programs. From a manpower perspective the 15 to 25 students who annually complete graduate degrees with an emphasis in professions education contrast sharply with the 108,000 completing graduate degrees in education and the 200,000 graduates in the professions (Table 1).

Our colleagues in the faculties of education send a confusing message to graduate students. We are perceived as located in remote buildings away from the main university campus

or, like myself, in institutions separate from the university, and we have responsibilities which are hard to define and even harder to communicate to graduate students familiar with traditional academia. As a result, the education faculty members consider us outside the mainstream of traditional education. Graduate students searching for help are not really clear about how to approach our field and help is not always available from the faculty.

Nursing education is an exception to this trend. Career ladders in nursing lead either through an advanced degree in administration or nursing education. A few have entered nursing research (Ph.D. or D.Sc.N.) but these career routes are rare. Those who proceed into nursing education receive an advanced degree in nursing with emphasis on educational practice. Most of these nurses work in staff development or inservice nursing at hospitals. A few join the faculty ranks at schools of nursing. Even fewer fit the definiion of "educator" and undertake educational R & D.

Let's turn to another question. How many "educators" are there? I have had difficulty getting statistics to answer that question. Counting all the professional schools, examination services, and professional societies in North America, including Canada, the United States and Mexico, there are probably 1500 to 1750 "educators". Remember, these are people who devote a significant part of their professional time to educational R & D. Checking worldwide and thinking about the people doing educational R & D in Europe, Africa, Asia, South America, and

Australia, my estimate is another 500 to 750 "educators". Most are from Europe or the United Kingdom, a few from Australia and even fewer scattered among the 100-plus other countries. In sum, there are about 2200 to 2500 "educators" in the professions worldwide. That is, "educators" in all the professions worldwide. Not included in this guestimate are people in teacher education and business training.

What do these 2500 "educators" do in professions education? An experience I had last month at a junior high school career day goes right to the heart of the explanation. My introduction to the junior high students began with: "I teach doctors how to teach." To elaborate this idea I explained the activities I undertake and the variety of roles I must asume.

This is a list of roles many of us hold in functioning as "educators" (Figure 1).

Are We Service Staff? How many serve the administration as staff for curriculum planning, evaluation, media development, student services, faculty development, or special institutional projects? You have your foot in two doors. One door is administration as staff to institutional committees and for special projects. The other is as a colleague to faculty in the professional school, the M.D.s, R.N.s, D.D.S.s, J.D.s, etc. You work for and with the faculty. Clearly, an ambiguous position for a professional.

Are We Teachers on the Faculty? How many function in the classic manner of a faculty member--teach courses, counsel students, etc. How many have graduate students?

Are We Consultants? How many are the educator-in-residence with a consultative service? Are you the one the administration calls upon for expert opinions? In some institutions this role is an inside track to the leadership. Again, a potential conflict or special position relative to other professional faculty. What about for research methodology, do faculty seek your advice?

Are We Researchers? How many are doing research as their principal responsibility? What about R & D projects which are grant supported?

Are We Project Developers? How many create new educational projects, such as computer programs, games, teaching aids, tests? How many have been fortunate enough to put these projects in the commercial marketplace?

Are We Administrators? How many have an administrative title, such as Director, Assistant Dean, Chair, or Division Head? How many have administrative responsibilities without the title?

For How Many Is This a Secondary Role? How many are professionals first and happen to be interested and involved in educational R & D second?

Do you fit three or more categories?

If you don't, then you are fortunate to be able to concentrate on one or two essentials. The rest of us have an interesting dilemma. Let's try to imagine an "educator" (Figure 2).

My portrait of the "educator" is a person (male or female) straddling two major disciplines: education and a profession. The disciplines do not meet exactly and the educator must retain

his/her balance by keeping each foot solidly in place. The briefcase at the side of the "educator" is to symbolize the business sense that he/she must have and the ability to manage time, finances, staff, and opportunities, while juggling roles in the academic arena. The juggling act involves keeping at least four responsibilities in motion at all times: service to the institution and faculty, teaching students and faculty, doing educational research, and undertaking special projects for oneself or the institution. Staying in balance while juggling these responsibilities is tough. I submit if you are succeeding you should congratulate yourself for your success, especially in the era of Reagonomics.

All "educators" in the professions have certain characteristics which help them make these roles work for them. These are some of the special characteristics which seem to be in greater abundance among the "educators".

RESOURCEFULNESS

"Educators" find grant and contract money to undertake research and special projects. We seem to know how to squeeze a little extra from the institutional budgets or get free services from other departments. We can turn informal contacts into close colleagial relationships for research projects.

A QUICK STUDY

"Educators" must quickly grasp new fields of study to be responsive to their professional colleagues. Almost everyone here had to learn the language and culture of the profession he or she works in. It took me about six months before I felt I

was fluent in the language of medicine, and confident enough to avoid most dumb errors. I still make some of those dumb errors, but not nearly as often as then. The turning point for me occurred with an experience in a small town in Central Illinois. I was invited to give a grand rounds for the 12 medical staff of a small hospital. The average age of the physicians was 60. Picture a young kid, from the big city, with the title Assistant Professor, asked to talk about quality of care to these well established physicians from a small town. I introduced myself as a Ph.D.-type educator from the University, not a physician. My lecture took about 30 minutes followed by a 15 minute discussion in which I led the physicians through the process of defining criteria of care for admitting a patient with appendicitis. I picked appendicitis as the diagnosis because it was the easiest and probably the only one I knew at the time. I asked them to define the criteria and we discussed whether each sign or symptom was essential to the diagnosis. For example, must there be right lower quadrant pain? With or without pinpoint tenderness? What about a low grade fever? And the white count, how high? After refining the criteria two physicians came up to me and asked: "When you're at Cook County Hospital, how do you decide which of <u>your patients</u> need an appendectomy?"

Somehow because I knew the language of medicine, I must understand medicine and, ergo, I must be a member of the doctors' club. From that experience I realized "educators" must be prepared to quickly grasp new fields to function effectively.

BRIGHT AND TOUGH

We work with bright people and we must keep up in our field.

We're expected to answer complex questions about education in a concise and complete manner. Sometimes our viewpoint of education will be challenged by senior members of the faculty. We are prepared to accept their challenge and cite appropriate research literature to support our position. We don't always prevail, but with integrity intact most educators earn respect for their toughness.

POLITICIAN AND DIPLOMAT

Our knowledge of the culture of a profession is important for deciding who fits where in the professional pecking order. We know the routes for success in projects, and how to avoid the sharks. On most projects we work in collaboration with a professional colleague and must be a diplomat in sharing our knowledge of education.

GOOD AT SALES

Quite often we are expected to sell the educational ideas we espouse. We have acquired salesmanship skills like good presentations, clear and concise report writing, and persuasive arguments during discussions.

BROAD KNOWLEDGE OF EDUCATION

Lastly, "educators" must have a basic understanding of the broad field of education. Unfortunately, most of us have been self-taught. My graduate training provided minimal exposure to media design, teaching skills, and curriculum design, among others. Yet, most of us plan and run workshops and conferences, design complicated media presentations, consult on teaching methods with faculty and write grants, including preparing a

budget. In recruiting educators to the professions few of our colleagues outside the professions are expected to display the breadth of educational expertise expected of us.

With all this talent, how do we disseminate our work?

I am sure we have some activities that deserve wide publicity, but not many of us get the media coverage of politicians or our colleagues in the professions. Like most learned professionals we use presentations and publications in journals, monographs and books to display our work. The diversity of consumers of our work creates a problem. The "educator" has two audiences. We have our colleagues in the profession. We frequently publish research in a journal in the profession to address this audience, but thereby miss the wider educational research community. In these publications we usually have a co-author collaborator from the profession.

In the educational research journals we publish advances in research methodology and sometimes the acquired knowledge of the educational process. Our audience here is our fellow "educators". BUT, even these publications are not disseminated across the wider community of "educators" in the professions. Most of us tend to retain a parochial perspective looking for research tailored to the profession we work in.

We also disseminate our work by serving on committees and taskforces for our institutions. These arenas provide us opportunities to explain our work to professors and administrators from a diverse range of disciplines outside our professional community. I have only one simpleminded suggestion to improve our communication efforts: send copies of

publications and presentations to ERIC and check in ERIC when searching the literature. It's free and comprehensive for education literature. If we record our work in it, ERIC could become the communications link we need.

It's easy to identify the tangible benefits we derive from working as "educators" in the professions. Hopefully, you have experienced these perks: travel and opportunities to serve as a consultant to professional organizations and institutions, a variety of job responsibilities, a higher salary than college faculty (20%), free/courtesy professional services and flexible schedules.

The intangible benefits are harder to recognize, but certainly contribute to our job satisfaction. We have informal and frequent contact with school/institutional leadership and can influence the direction of the institution by our help and advice. We also benefit from the prestige of the profession we work in.

What about the disadvantages of being an "educator" in the professions? We work on someone else's turf and must remain sensitive to the profession's priorities. Our strongest talents - teaching and educational development - are not recognized by the professions for career advancement. We need professional colleagues to collaborate on research. We must be careful about how we function or we will retain second class status to "full fledged 'professionals'" in the professions arena.

Our field is not an established career route for graduate students. For many of us trained as academics the "educator" in

the professions was a new idea we either knew little about until recruited into the field, like myself, or gradually shifted toward without a clear career plan. There are exceptions to these routes but the image of the field is confused at best; and, as in my statement to the junior high children, we have trouble describing our role and responsibilities.

Our work is judged not by academic standards of excellence, but by productivity and timeliness. Yet, we still demand of ourselves the traditional academic excellence of our graduate days.

It's rare for us to have graduate students directly under our control. The most common situation is for students to search for an advisor and accidentally find someone who directs them to us.

What about our colleagues? What are they like? First, there are many more of them than there are "educators" (Table 2). There are over 11,000,000 professionals employed in the United States. Not counting the 4,000,000 teachers, that is almost 7,000,000 professionals and, at most, 1750 "educators" in the United States.

Our colleagues are trained in the profession but have little, if any, training in pedagogy. Typical of most of our colleagues is this statement:

> **"Every professional considers him/herself to be an educator, with all the expertise necessary to function effectively as a teacher."**

During the college years we see poor examples of lectures and graduate students as preceptors and laboratory assistants, none with expertise in teaching. We rarely have the pleasure of

learning from a gifted teacher.

During professional school our colleagues are subjected to more bad examples of teaching from role models in the profession. In advanced training programs (practicums, residencies, fellowships, internships, and field placements) our colleagues are taught by peers who have only a year or two more experience in the training programs. There is no cohesive approach to teaching. The trainees move from one setting to another. Opportunities to learn pedagogy in workshops or short courses are extremely rare. Ironically, the neophyte professional advances to become the trainer with only bad role models as a guide. The message received from these role models is:

"Knowing content means knowing how to teach."

The 25% who take an interest in improving their teaching skills become our students in workshops and tutorials. Some register for degree programs in education and join us as "educators" in the professions.

WHAT ABOUT THE FUTURE?

We are creatures of opportunity, trained as academics, expected to function in a profession which demands we provide service while we maintain our academic stature. There are forces in motion which make our future even more hazy than our past. In the United States federal trends are toward reduced budgets and manpower in the professions with our work suffering first. An oversupply of doctors, lawyers, architects, nurses, social workers, and allied health professionals means fewer training slots and fewer faculty in the professional schools where most of

us work. It is likely the economics of higher education will force us to carefully justify our efforts. In some ways we are competing head-to-head with our professional colleagues for positions, opportunities and money.

Our roles in institutions are clearly changing with some of us becoming administrators (Dean-types) while others have found niches as researchers or through in-service roles. In every case, the demands are for more expertise, more facility with the needs in the profession, and if possible, a saleable consultative service. Those with an established niche should have excellent opportunities, but the r structured roles for educators have some serious drawbacks. We will have less flexibility in our research options and more demands to service an institution's immediate needs; we will become less our own bosses and more dependent on the sources of income to sustain our careers.

I offer you three scenarios as predictors of the future (Figure 3). Each scenario assumes two to five years of decreasing demands for our services and our research opportunities. After five years all the scenarios are based on a resurgence of interest in education.

Some of our colleagues suggest this image of the near future may be a blessing in disguise. The outstanding "educators" will survive these rough times and emerge in stable and preeminent positions with little competition. The less talented and versatile will be weeded out. This scenario, I'll call it #1, predicts a resurgence of the field with the survivors becoming leaders and a strong demand for their talents but little competition. Supporting this picture are statements about the

public reassessment of the status of professionals, the introduction of more humanism (issues of ethics and psychology, among others) into the curricula, and refinement of our skills with more limited roles to focus upon. The optimists among us might find solace in this image.

The pessimists will look to the short term and see the constricting possibilities first, asking if they will even survive to enjoy the future opportunities.

This scenario is for the pessimists among us. Not only will there be fewer positions available but there will be fewer requests for our assistance. The younger educators will lose out, as will the less talented. Those who have chosen an administrative step in their career ladder should survive. The rest of us will struggle for recognition within our institutions and find few opportunities to do the research and development we enjoy. I hope the pessimists are wrong, but betting on their prediction may save some of us from surprises.

The last scenario I have to offer for discussion I would classify as the dreamer's prediction. In Scenario #3 the public demand for excellence in education leads to our emergence as the helpers for producing quality professionals. Also consistent with this viewpoint is the shift in priorities by the public from concerns about grade schools to attention to the postsecondary schools and particularly the professional schools. As a dreamer, I would hope this scenario will be a reality, but my realist heritage says, "don't bet on it".

What can we do to influence the future? I have a few

modest suggestions. First, we need to follow the lead of some of our colleagues and make ourselves indispensible to the institutions and organizations who employ us. One colleague developed a politically acceptable method for evaluating faculty teaching. He designed and implemented the system so faculty and administrators felt that it was valid, that it was under their control, and that it did what they thought was needed: provided a reasonably objective way of assessing teaching to be added to the measures for promotion. He published this effort and his colleagues in the professions recognized his educational talents and respected his political savvy. He has a niche which can provide him the necessary security for the future.

My second suggestion comes from my experience in writing grants and contracts. We have to face the economic realities of academia and devote more energies to getting research grants and contracts to support our salaries. When we can demonstrate to our colleagues in the professions that we can get money to do the R & D projects, they do and will continue to call us for help. They are being pressured, just as we are, to produce income for the institution. Our abilities at funded research are a distinct advantage no matter which scenario you select for tomorrow. Although I hate to be in competition with my friends for the limited funds available, you and I have to face the realities of devoting 30-40 percent of our time to grant writing. For grants from the federal government that works out to about a 50 cent investment for each dollar we receive.

My last suggestion concerns a strategy involving those who like the politics of organizations and associations. My past two

years as the Vice President of our Division has helped me realize how often opportunity knocks even when we don't know there is a door to open. On numerous occasions someone called me as the Divisional V.P. only because they had no idea who else to contact for entre' to the "educators" in the professions. If we turn the situation around and decide we will do the knocking on other organizations' doors, I think we will be surprised to find how frequently they open.

I suggest we begin looking for opportunities to contact and serve the associations and organizations who represent the professions we work in. Keep in mind that we are like my idealized "educator". If we shift too far to either side, we can lose our balance or drop something we are juggling. The future for us depends on keeping both feet solidly planted and our juggling act intact, at least for the next few years.

TABLE 1

U.S. GRADUATES IN THE PROFESSIONS
1982

PROFESSION	B.A.	ADV. DEGREE
ARCHITECTS	9,500	3,246
ACCOUNTANTS	43,300	3,505
CLERGY	4,000	5,496
DENTISTS		10,091
ENGINEERS	94,270	19,270
LAWYERS		36,331
NURSES	32,800	5,229
PHARMACISTS	6,600	444
PHYSICIANS		15,505
SOCIAL WORKERS	6,870	9,261
TEACHERS	108,300	106,281
VETERINARIANS		2,024
TOTAL	334,770	207,422

U.S. DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS

TABLE 2

U.S. EMPLOYED PROFESSIONALS (1983)

PROFESSION	*EMPLOYED (1983)*
ACCOUNTANTS	1,105,000
ARCHITECTS	103,000
CLERGY	293,000
DENTISTS	126,000
ENGINEERS	1,572,000
HEALTH TECHNOLOGISTS	1,111,000
LAWYERS	651,000
NURSES	1,372,000
PHARMACISTS	158,000
PHYSICIANS (M.D. & D.D.)	519,000
SOCIAL WORKERS	407,000
TEACHERS (POST SEC. 606,000)	3,971,000
VETERINARIANS	40,000
TOTAL	11,428,000

U.S. DEPT. COMMERCE, BUREAU OF THE CENSUS

FIGURE 1

ROLES OF "EDUCATORS" IN THE PROFESSIONS

- *STAFF TO ADMINISTRATION*
- *TEACHER ON THE FACULTY (TEACH STUDENTS AND FACULTY)*
- *CONSULTANTS IN EDUCATION*
- *RESEARCHERS*
- *EDUCATIONAL PRODUCT DEVELOPERS*
- *ADMINISTRATOR*

FIGURE 2

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FIGURE 3

SCENARIOS OF THE FUTURE

#1

1. OUTSTANDING "EDUCATORS" SURVIVE ROUGH TIMES
2. LESS TALENTED AND VERSATILE WEEDED OUT
3. NEW GRADUATES HAVE FEW OPPORTUNITIES
4. LESS FLEXIBILITY IN WORK OPTIONS
5. SURVIVORS HAVE MANY OPPORTUNITIES AND LITTLE COMPETITION

#2

1. MOST "EDUCATORS" MUST PROVIDE SERVICE
2. REDUCED REQUESTS FOR ASSISTANCE
3. NEW GRADUATE "EDUCATORS" LEAVE THE FIELD
4. CAREER LADDER LEADS ONLY TO ADMINISTRATION

#3

1. SLIGHT DECREASE IN OPPORTUNITIES
2. PUBLIC DEMAND FOR QUALITY PROFESSIONALS PRODUCE RESURGENCE "EDUCATORS"
3. RESTRUCTURE PUBLIC PRIORITIES TO EMPHASIZE POSTSECONDARY SCHOOLS
4. "EDUCATORS" BECOME THE ELITE IN EDUCATION