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## The Innovator- March 1974

Reynold Feldman

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UNI THE  
INNOVATOR

NEWSLETTER OF THE CENTER FOR PROGRAM DEVELOPMENT

VOLUME I, NUMBER 1

Northeastern Illinois University • Chicago, Illinois 60625

MARCH, 1974

Tradition itself cannot constitute a creative force. It always has a decadent tendency to promote formalization and repetition. What is needed to direct it into creative channels is a fresh energy which repudiates dead forms and prevents living ones from becoming static. In one sense, for a tradition to live it must constantly be destroyed. At the same time, destruction by itself clearly cannot create new cultural forms. There must be some other force which restrains destructive energy and prevents it from reducing all about it to havoc. The dialectical synthesis of tradition and antitradition is the structure of true creativeness.

Kenzo Tange,  
Katsura--Tradition and Creation  
in Japanese Architecture

(lead quotation in Samuel Gould's  
Diversity by Design, 1973)

Four years ago UNI's Center for Program Development (CPD) was approved by the Board of Governors and the Board of Higher Education to "foster, plan and coordinate programs of innovation and experimentation for the enrichment of the entire institution" (The Undergraduate Catalog 1973-74, p. 11). When I arrived last September as the Center's second director, I found five such programs currently operating under the Center's aegis: The Board of Governors B.A. Degree Program, the Kaskaskia Plan, the Program for Interdisciplinary Education, the University Without Walls, and the Women's Studies Program. Though each of these programs is distinctive, all open up new educational options to a particular clientele. Moreover, none would be possible without the understanding and cooperation of you, the faculty and staff of Northeastern. THE INNOVATOR is thus in the first place an attempt to open up a new line of communication between CPD and the rest of the UNI community so that we can better fulfill our mission.

It would be arrogant, of course, to believe that CPD is responsible for all, or even most, of the innovative activity here at Northeastern. A glance at our catalog reveals a wealth of novel experiments--Aqui Estoy, the Art Center, the Center for Inner City Studies, the English Trimester Project, the Field Centers, and the International Museum of Psychology, among others--none of which falls under the purview of CPD. In fact, the real locus of successful innovation is the classroom: if the "decadent tendency to promote formalization and repetition" occurs there, any program dependent upon such courses and their teachers will be apriori doomed to failure, no matter how innovatively they are constellated into programs. Fortunately, current feedback suggests that there are quite a few successful teachers here on campus, and even if personal styles may not be transferable, a second goal of THE INNOVATOR will be to recognize these teachers and describe some of their classroom methods and approaches in the hope that they can be shared.

Humanistic study, to be sure, suggests that man is man is man. For this reason THE INNOVATOR's third goal will be to introduce and publicize academic arrangements from other times and places. As CPD director I spend a good part of the job reading books or articles and attending meetings which bear on this general subject. Moreover, CPD has been acquiring a specialized collection of such books and articles which will be placed in reserve at the UNI Library for the benefit of anyone interested. In future issues I thus intend to give mini-book and travel reports to keep you abreast of the latest developments in nontraditional education both at home and abroad as well as to inform you of the latest additions to the special collection.

To accomplish these goals, THE INNOVATOR will henceforth be published and distributed once a month to all UNI faculty and staff. Limitation of funds prevents wholesale distribution to the student body, but copies will be regularly sent to PRINT, the Library, and the student government for their information. Although the present issue will be taken up with this introductory statement, an abbreviated director's report, and brief reports from each of the CPD program coordinators, I hope to vary both the content and structure of future issues by including thematically appropriate articles and commentaries by members of the UNI community at large. Some of the students in the BOG/BA program or the University Without Walls, moreover, are fascinating people doing fascinating things. I think it would be interesting to share their stories with you. Let me end this introduction, therefore, in the hope that this newsletter will be of some service to all of us. Meanwhile, let's hear from you. From now on you'll be hearing from us.

Yours for CPD,

Reynold Feldman  
Director

\* \* \*

It is a pleasure for me to offer my congratulations to the Center for Program Development on the occasion of the publication of its first newsletter. The growth in nontraditional opportunities at Northeastern has progressed at a substantial pace. We are looking forward to a continued increase in enrollments in nontraditional courses as one of the most important curricular initiatives in the University's future as the traditional 18-24 age group levels off. In its place we will have more opportunities to offer programs to mature students who have interrupted their education for a number of reasons. The Center for Program Development will be instrumental in achieving these goals.

James H. Mullen  
President

## Director's Report

When I started at CPD last September 1, both the directorship and the UWW coordinatorship had gone vacant for the entire summer and a good part of the spring. Consequently most of the fall trimester, both for new UWW Coordinator Ken Stetson and me, was devoted to getting our operations shipshape. My appointment to the Academic Affairs Council (of which I am secretary) has done much to keep the communications open and flowing between the Center, the Deans, and the Office of Academic Affairs. Meanwhile, a big issue during the fall term was faculty overtime reimbursement for participation in our programs, especially UWW and PIE advisement and PIE seminar teaching. (The other CPD programs make use of standard course offerings.) The CPD Advisory Committee and I both felt that an equitable system of direct personal compensation for such work in overload would be the best way. Partly through our initiative UNI faculty can already teach overload extension courses and be paid for it. We hope, meanwhile, to have a workable reimbursement system and the budget to fund it for the fall 1974 trimester.

Speaking of budget, CPD came up with a new first--a budget which is based on (1) a cost-per-student factor and (2) a projected departmental FTE figure. So if all goes well--and nontraditional programs generally need a few more guardian angels than traditional ones--we should be in a fairly good position to compensate UNI faculty for their help beginning next fall.

Another accomplishment was the recruitment of Dr. Jean Gillies, Associate Professor of Art, as Women's Studies Coordinator. Jean began this half-time assignment January 1 and, as some of you might have heard, was selected Radio Station W-A-I-T's Woman of the Day on January 31--incidentally the date on which the program opened its new Women's Center in C-524.

In the introductory statement above I mentioned the new CPD reserve collection soon to be available to all in the Library. Besides this and the completion of the faculty reimbursement model, we at CPD intend this term to:

- (1) continue improving our ongoing programs through additional research and evaluation;
- (2) improve campus-wide understanding of these programs and of nontraditional higher education generally through this newsletter, THE INNOVATOR;
- (3) gain a better idea of local faculty resources as well as constructive feedback on our programs and operations through one-to-one in-person faculty interviews (with scheduled questionnaires);
- (4) emphasize wherever possible programs and projects with direct social benefits, i.e., problem-solving activities;
- (5) emphasize wherever possible intra-group learning among students and faculty with similar interests, that is, among members of our various programs;

- (6) work for the attainment of one or more of the six grants currently applied for or in preparation; and
- (7) continue to look for new clientele, new program directions, and new combinations.

In conclusion, we at CPD are constantly aware of the budget crunch facing all higher education, both here and abroad. We are also conscious of some of the personal and social causes that may be behind this problem. We thus hope that in our search for new clientele and--to a lesser extent--new ways of dealing with old clientele, we may in some way contribute to the improvement of the human environment in Chicago and beyond. We also hope that if successful in receiving outside funding, we will be able to make some new positions available to UNI faculty members, pressed as we all are by the current hard times.

\* \* \*

#### Board of Governors B.A. Degree Program

Interest and enrollments in the Board of Governors Bachelor of Arts Program (BOG/BA) have been growing rapidly since this program began early in 1973. Of the 250 persons who have been admitted, seventeen have already graduated while several others have completed the requirements for their degree. Because full credit is given all prior college work with the possibility of further credit on evaluation for college-equivalent knowledge, the program has obvious appeal to adults whose work and family responsibilities often prevent completion of college work. The program has also had the benefit of free advertising through feature stories in several suburban newspapers as well as a recent article in the Chicago Tribune and a two-minute spot on the TV-2 News.

Most of the students in BOG/BA attend class on a part-time basis with the majority taking courses through the Extension Division. At Elgin State Hospital several hundred students are receiving college training on site, and it is expected that a large number of these students will seek to complete their degrees through the BOG/BA. About a dozen para-professionals in Chicago inner-city schools, moreover, have entered the BOG /BA and are pursuing their college program through the Center for Inner Cities Studies. Two clusters of federal employees (Federal Regional College at 300 S. Wacker and Department of Defense civilian employees at DCASR near O'Hare Airport) are now coming into the program, and promising leads for on-site specialized programs leading to the BOG Bachelor's degree are being pursued for other groups as well. The principal subject matter areas of interest expressed thus far are psychology (mental health), public administration, business/computer science, and counseling, though other possibilities do exist.

This unexpected boost that the BOG/BA program has given to existing programs at UNI, especially those that can operate flexibly to provide on-site education and training to specific groups, was one of the principal motivations

behind the recent physical move of the BOG/BA office from C-526 to the Extension Office at 3418 Bryn Mawr. If members of our faculty have contacts with adult groups that want a college training program suited to their specific needs with full recognition for the college-level knowledge and skills they have already acquired, the BOG/BA degree program offers a very adaptable vehicle for this purpose. If any faculty member is interested in exploring possibilities such as these, please contact me, the BOG/BA Coordinator, or the Director of the Extension Program, Vernon Braun (Ext. 391).

Ed Gilpatric, Ext. 378  
Coordinator  
Board of Governors/B.A. Degree Program

\* \* \*

### The Kaskaskia Plan

After an interim period of hesitancy about the future of Kaskaskia, this plan has been given a new lease on life. In essence, Kaskaskia remains what it has always been, namely, a vehicle for individualized programs of studies selected by students to meet their specific educational goals. As always, Kaskaskia students are exempted from the requirements of the core curriculum and major; but this exemption is neither the sole nor the primary purpose of Kaskaskia. In order to qualify for admission to the program, each student must develop a positive plan of studies and establish a good working relationship with a faculty member so that the student receives adequate advisement. Students who want to pursue interdisciplinary concentrations or special programs that do not have the status of major programs are especially encouraged to investigate Kaskaskia. The individual plan of studies need not be grandiose or elaborate. All that is required is that the student have a plan of studies that is reasonably related to the educational objectives he has stated and that he pursue his own plan in a responsible fashion.

For faculty members interested in developing and testing new programs, the Kaskaskia Plan provides an opportunity to do so that has been used very sparingly so far. Faculty members who have developed programs of study that lie outside any major field or which have not yet received approval as major programs could encourage students to pursue such non-major programs through Kaskaskia. For example, an interdepartmental urban studies concentration could easily be accommodated under Kaskaskia. A number of students interested in a concentration in the Information and Computer Science Program are currently pursuing this goal through Kaskaskia. This accommodation of new non-major (or "not yet major") programs through Kaskaskia is not intended to be a permanent arrangement, but rather an interim device whereby the market for new kinds of programs can be tested while they are being processed through the normal channels--in other words, a kind of programmatic research-and-development facility for trying out new curricula.

Charles Shabica, Ext. 742  
Acting Coordinator, Kaskaskia Plan

## The Program for Interdisciplinary Education

Over 50 faculty and about 500 students were involved in the offerings of the Program for Interdisciplinary Education (PIE) during the fall trimester 1973. In general terms PIE attempted to encourage students and faculty to test curricular ideas outside the regular curriculum through the development of multidisciplinary seminars or projects.

In December, as part of an intensive evaluation of all PIE programs, questionnaires were distributed to all students involved in PIE projects and seminars. In addition, faculty associated with PIE educational efforts have been asked to maintain records on students' work and the quality of their educational experiences. Preliminary analysis of the data collected indicates that PIE projects and seminars have been both intellectually stimulating and satisfying to students and faculty. In a future edition of THE INNOVATOR a more detailed accounting of the results of the evaluation will be given.

This winter twelve interdisciplinary seminars are being offered--many dealing with topics never before treated in courses at Northeastern. Although the trimester has already begun, faculty can still join a seminar group by contacting any of the chairpersons listed below. It has been the experience of faculty who have done so in the past--on either a full- or part-time basis--that the seminars provide a unique opportunity to learn about the research work and ideas of colleagues. The offerings this semester include:

- "Religious Interpretations of Love" (Rizik)
- "Life and Travel in Northern American Wilderness" (Geyer)
- "African Political, Social and Cultural Life" (Castelnuovo and Olson)
- "Technology and Buckminster Fuller" (Hudson)
- "Revolution and Revolutionary Activity in the People's Republic of China" (Dial)
- "Science and Politics" (Dobbs and E. Frederick)
- "Social and Cultural Aspects of Contemporary Film" (Maxwell and Russell)
- "Alternative Sexual Life Styles" (Olson)
- "Crises and Conflicts in the American Presidency" (Murphy and D. Frederick)
- "Career Planning" (Gallagher)
- "Examining Religious Beliefs" (Pitts)

This summer there will be several new faculty projects, for example, an interdisciplinary study of national parks sponsored by Al Forslev (Earth Science) and another on the problems of water resources in the Chicago area (Musa Qutub, Earth Science). Meanwhile, thanks for your continued interest and participation in PIE.

Jerry Olson, Ext. 8328  
Coordinator, Program for  
Interdisciplinary Education

## University Without Walls

Northeastern Illinois University's University Without Walls (UWW) program, begun in September, 1971, now has 150 students. Additionally, 57 students have graduated and 24 more have been recommended for April, 1974, graduation. UNI/UWW is a competency-based rather than a credit-hour-based program, which makes it unique on the campus and unusual within the nationwide network of 31 UWW units. Since UNI/UWW is part of the Center for Program Development (CPD), moreover, a faculty-student advisory committee determines policy for the program.

A student's individual UWW curriculum, building upon past learning and experience, is determined by the student, an on-campus faculty advisor, and an adjunct (community) advisor. The on-campus advisor acts as the campus resource person for the student, assisting and counseling where appropriate. The adjunct advisor normally assists the student with the application of learning to work situations.

The UNI/UWW unit is currently accepting only 1/5 of the students applying for the program--the result of living within limited resources. Essentially the program serves students who would not have access to formal undergraduate education. The average age of students in the program is 35, ethnic minorities represent 41% of the program's population, and 55% of the students are women.

UNI/UWW is currently developing "thematic clusters" which will serve specific target populations (e.g., inmates, drug-abuse paraprofessionals, federal employees, servicemen). Given the educational needs of the specific population of the "cluster," a specialized program is developed that calls for individual, team, and task-force learning. The academic requirements for individual students in the "cluster," however, remain the same as in the "standard" individually oriented UWW program.

CPD anticipates that some two or three of the currently proposed clusters will receive external funding beginning next academic year.

Ken Stetson, Ext. 427  
Coordinator, University Without Walls

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## Women's Studies Program

In less than three years, the Women's Studies Program of UNI has grown from a seminal idea to a program that is realizing its intended purposes of offering interdisciplinary courses, opportunities for research and investigation in women's issues, and public service.



Although courses dealing with women's rights and roles were given in 1969 through the Department of History, they were not initiated as a part of an interdisciplinary program. It was not until the fall of 1971 that the Department of Sociology prepared the groundwork for the Women's Studies Program as it now exists. During the following year (1971-2), recognition and funding of the program were sought, and in January, 1973, its place as a part of CPD was confirmed.

During its incipency and until November, 1973, all of the planning and development of the program was accomplished by the volunteer efforts of the Women's Studies Board, consisting of twelve faculty, Civil Service, and student women who believed in the importance of a means through which the students of UNI, both women and men, could examine their own identities and roles, and could begin to prepare themselves for new careers and/or life-styles.

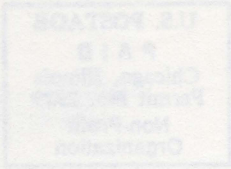
As a board, these women were instrumental in increasing the number of course offerings in Women's Studies while seeing a substantial increase in student enrollment in those courses. Further, they sponsored two annual "Women's Days" programs and inaugurated the UNI Kiddie Kollege, an educational summer program for school-age children of staff, faculty and students. The Kiddie Kollege is intended to be an annual service, and plans for the 1974 session are currently in progress.

Now that we have entered 1974, there is further indication of the stability of the Women's Studies Program with my recent appointment as coordinator. The opening of the Women's Studies Center (C-524), meanwhile, is a symbol of plans for expansion and new goals for the future. We can now also see the feasibility of cooperating with UWW in effecting a new concept of education in law-related careers for women by means of an academic/internship program based on the principle of a cluster of students working with its own coordinator and advisors. A grant proposal to finance this project has recently been submitted to the Fund for the Improvement of Postsecondary Education (FIPSE).

Other plans for this year include a presentation in May of significant papers written by students in Women's Studies courses and a Chicago-area conference of women involved in other women's studies programs (projected for October).

Our function and purpose continues to unfold as the needs of the women of UNI make themselves known to us, but as a part of the UNI community, our primary goal will always be to present opportunities for the realization of human potential and the personal growth of our young women and men.

Jean Gillies, Ext. 587  
Coordinator, Women's Studies



NORTHEASTERN ILLINOIS UNIVERSITY  
300 SOUTH UNIVERSITY AVENUE CHICAGO, ILLINOIS 60602



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Thanks for taking the time to read THE INNOVATOR.  
Watch for new features next month like PROFILES  
(short studies of students and faculty members in  
our programs); HERE, THERE, AND EVERYWHERE (news  
from ETS' "Educational Recaps"); THE LOCAL SCENE  
(notes on grassroots innovation); and THE SUN  
ALSO RISES--THINKING BIG IN LINCOLN, NEBRASKA  
(plans for an American "open university").....



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