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Reynold Feldman

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OF THE

INNOVATOR

NEWSLETTER OF THE CENTER FOR PROGRAM DEVELOPMENT

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NORTHEASTERN ILLINOIS UNIVERSITY
Chicago, Illinois 60625

SEPTEMBER/OCTOBER
1977

REPORTS OF UNI'S 1976-77 W. K. KELLOGG FACULTY FELLOWS IN NONTRADITIONAL TEACHING

(Kellogg Issue II/3)

This, the last of the second-year Kellogg issues of the INNOVATOR, contains the progress reports from the 1976-77 Kellogg Fellows. They are, in alphabetical order, Professors: Michael Belica (Instructional Media), John Cibulskis (Mathematics), Earl John Clark (English), Duke Frederick (History), Phyllis Goldblatt (Educational Foundations), Jacqueline Krump (English), James Lockwood (Secondary Education), Norman Mittman (Mathematics), Rosalyn O'Cherony (Foreign Languages), and Griff Pitts (Student Affairs). As in the parallel INNOVATOR last year, we include a picture of each Fellow as well as a paragraph of biodata. Based on this year's projects, however, reports will be arranged in the following order: 1. Research; 2. Professional Development; 3. Course Development; and 4. Program Development.

Also, it may be appropriate, before turning to the reports proper, to give our readers a brief summary of the 1976-77 Kellogg Program. To start with, there was an orientation seminar/dinner just before the New Years break. At this session the newly selected Fellows got to know each other and the project staff as well as to share plans for their intended projects.

In January, activities began in earnest, with a full schedule of seminars, field trips, and planning sessions for the national invitational conference, "Toward the Urban University," held in May as part of President William's Inauguration Week.

The seminars themselves opened on January 11 with a keynote speech by John McKnight, Professor of Communication Studies and Urban Affairs at Northwestern University. Mr. McKnight presented evidence to support the paradox that whereas funding of urban service institutions has increased, the quality and effectiveness of the services provided have continued to decrease, and with it the quality of life in the city. Although McKnight thought that one mission of an urban university would be to provide research to determine why this anomalous situation exists and how it can be reversed (if at all), he suggested that a more important function might be to provide meaningful education for citizenship. In short, he concluded, this country and its cities need more "citizens" and fewer "clients."

President and Mrs. Williams, who attended this first session, joined in the active discussion, and in many respects Professor McKnight's controversial remarks proved seminal for the remainder of the seminars, focussed as they were on the development of a truly urban university. The following sessions, then, dealt respectively with: 1) Educational Ideals and Institutional Realities: The Paradoxes in Meeting the Challenge at UNI 2) The Implications for Graduation Standards 3) The Implications for Curriculum 4) The Implications for Faculty Roles, and 5) The Implications for Student Roles.

Interspersed among the seminars were three field trips--to Alverno College in Milwaukee, to the University of Illinois at Chicago Circle and UNI's Center for Inner-City Studies, and lastly, to the Grand Valley State Colleges in Allendale, Michigan. In every case our primary interest was to see how the institution in question had shaped its delivery of education in the light of a clearly defined institutional mission.

During the Spring/Summer Terms, the Fellows worked individually or in teams in their special project areas, the reports on which comprise the bulk of this INNOVATOR.

So much, then, by way of overview. The reports that follow reflect work in progress rather than the final word. Therefore I am happy to have this opportunity to let the Fellows share with the INNOVATOR readership what they have done so far. Like you--and the Fellows themselves--I look forward to seeing the fruits of their labors later on. Meanwhile, we hope that in reading these reports you will share in our enthusiasm for the broad range of planning and development activities which the Kellogg Faculty Fellowship Program has been able to support.

Reynold Feldman
Director of Program Development
and of the
W. K. Kellogg Faculty Fellowship
Program in Nontraditional Teaching,
Editor

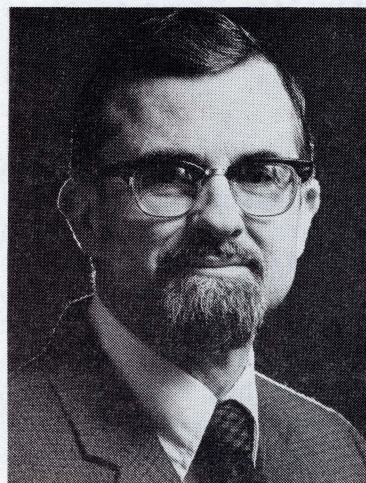
* * *

1. RESEARCH

The Kellogg Fellows



Michael Belica



James Lockwood

THE UNIVERSITY WITHOUT WALLS AND TRADITIONAL GRADUATE STUDY

by Michael J. Belica

Professor and Coordinator of Instructional Media in the College of Education since 1970, Michael J. Belica received his bachelors and masters degrees from Roosevelt University, Chicago, and the Ed.D. in Audio-Visual Communication from Indiana University, Bloomington. Although born and raised in Chicago--like many of UNI's current students he first acquired an A.A. degree--Professor Belica has taught or been a research associate at Indiana University, Roosevelt University, Louisiana State University, and the University of Notre Dame. In addition, since 1974 he has been a curriculum consultant to the American Society of Radiologic Technologists, and since 1975 he has served as an Adjunct Professor of Radiologic Sciences at the University of Health Sciences. Having published a number of research papers in his field, Professor Belica was interested in assessing how well Northeastern's U.W.W. students do (or don't do) in traditional graduate school. His study has sought to answer that question.

In conjunction with a Kellogg Faculty Fellowship, I was interested in studying the interface between nontraditional undergraduate baccalaureate programs (specifically the U.W.W. Program) and traditional graduate programs. The purpose of my study was not evaluation, but rather to identify any shortcomings that students who made the transfer from nontraditional to traditional programs might have experienced. If any academic shortcomings or deficiencies do exist, then these can hopefully be identified; and students who are anticipating graduate study can address themselves to these concerns as part of their baccalaureate course of study.

The research vehicle was a questionnaire which was sent to all U.W.W. graduates from Northeastern Illinois University. This population consisted of 219 students. To date, 59 questionnaires have been completed and returned; and 19 have been returned by the Post Office as undeliverable. At this time, we are in the process of tabulating responses and interpreting comments and the results in general of the survey instrument. Upon completion of this task, a final report will be issued.

A cursory look at the returned questionnaires already suggests a number of interesting results. For example, a great many nontraditional students have integrated traditional elements into their programs; i.e., U.W.W. students who are not required to take formal course offerings have nonetheless elected to do so. A second interesting observation was that the U.W.W. program allows students to gain expertise in areas where degrees are not readily available. However, many students have elected to pursue a course of study in areas where traditional courses of study are also available. Therefore, the only difference was not in what they selected to study, but rather the vehicle by which they studied their respective academic areas.

A final detailed report will hopefully be issued in late fall.

(The questionnaire and cover letter are appended here.)

Dear U.W.W. Graduate:

As a recent U.W.W. graduate, you are being asked to complete the enclosed questionnaire. The purpose of this questionnaire is to obtain information which may be helpful to other U.W.W. students in planning their activities leading up to their graduation. This research project is being conducted in conjunction with the Kellogg Fellowship Program and is intended to aid future U.W.W. students in making educational experience decisions and is not intended to be an evaluative instrument of the U.W.W. program. Your candid responses to the questionnaire and your prompt reply are requested in order to help present students in the U.W.W. program.

Should you desire additional information concerning the research project or if you would like a copy of the final results, please contact me at the University; and I will be most willing to comply with your request.

May I take this opportunity to thank you for your participation in this project.

Sincerely yours,

Michael J. Belica

MJB:pz
Enclosure

U.W.W. GRADUATE QUESTIONNAIRE

GENERAL INFORMATION

Title or Area of your U.W.W. degree _____
Number of years in U.W.W. program (round off to nearest 1/4) _____
Number of college credits transferred into your U.W.W. program _____
Your age _____ Did you take any college courses as part of your U.W.W. program? YES ___ NO ___ If Yes, how many courses? _____
In what areas did you take courses? _____

EMPLOYMENT INFORMATION

Upon graduation from the U.W.W. program, did you change your employment? YES ___ NO ___ If Yes, was the change in employment a direct result of your obtaining a college degree? _____ If not, please explain. _____
If you did not change employment as a result of obtaining a U.W.W. degree, did your present position change? YES ___ NO ___ Did you receive a raise in pay? YES ___ NO ___ Do you now have more responsibility? YES ___ NO ___ In general, did receiving a U.W.W. degree help you in your work situation? YES ___ NO ___

CONTINUING EDUCATION INFORMATION

Have you applied to a graduate school for admission? YES ___ NO ___ If yes, did you apply for admission as a ___ student at large (unclassified), ___ for admittance in a degree program, ___ other, explain _____

To how many graduate schools did you apply? _____ At how many were you accepted? _____ If not accepted, what reasons, if any, were given for your nonacceptance? _____

If you are either attending graduate school or have attended graduate school, do you feel your U.W.W. undergraduate experience satisfactorily prepared you for graduate school? YES ___ NO ___ If no, in what areas do you feel your undergraduate experience was lacking? _____

GENERAL COMMENTS

Looking back at your U.W.W. undergraduate experience, in terms of your academic preparation, what recommendation would you make for future students? _____

Additional comments you may wish to make _____

Thank you for your time and participation. Please return this questionnaire in the accompanying envelope at your earliest convenience.

M. J. Belica

* * *

ASSESSING THE FEASIBILITY OF AN EDUCATIONAL STUDIES PROGRAM AT UNI

by James Lockwood

Associate Professor of Secondary Education since 1973, James Lockwood comes to Northeastern from Iowa, where he received his B.A. (University of Northern Iowa) and M.S. (University of Iowa, Iowa City). For seven years he taught mathematics at Jefferson Senior High School in Cedar Rapids before attending the University of Illinois, where he took his Ph.D., his thesis being "An Analysis of Teacher Questioning in Mathematics Classrooms." Prior to coming to UNI in 1970, Professor Lockwood served as a graduate assistant at Champaign-Urbana. His research interests include micro-teaching as a strategy and the reasoning and concept formation of small children. The manuscript "Deductive Systems: Finite and Non-Euclidean Geometries," which he co-authored, has been accepted for publication by the National Council of Teachers of Mathematics. His Kellogg research project, described below, directly relates to (a) his role in developing a possible new program for the College of Education and (b) his work with UNI's Long-Range Planning Committee.

Since the early seventies there has been a decline in the need to prepare large numbers of teachers for positions in the elementary and secondary schools. Colleges of education which only a few years ago operated under overcrowded conditions as they attempted to keep pace with the demand for teachers are now experiencing a considerable drop in enrollment. This enrollment drop is providing colleges of education with the opportunity to examine and improve their existing programs while at the same time to give consideration to new programs for education students.

A new program that has been implemented at several universities is designed to prepare educators for careers in non-school settings. Such programs, frequently identified as "Educational Studies," may be interdisciplinary in scope or part of a double major. General educational principles as they apply to working with people in areas other than elementary and high schools are emphasized in these programs.

An introduction to educational-studies programs at the American Association of Colleges for Teacher Education Convention in February of 1976 resulted in my desire to examine such programs in greater detail. Because of this interest, I am now involved in the development of an educational-studies program at Northeastern Illinois University. As a member of the College Committee to Study Non-Teaching Career Education, established by the Dean of the College of Education, I will participate in the preparation of a proposal to establish a program such as educational studies.

Some of the other activities that I have been involved in include the following:

1. A visit to the Educational Studies Program at the University of Wisconsin-Milwaukee on June 15th.

I spent the day with Norman Bernier, Director, and Jim Venne, Program Development Coordinator, of the Educational Studies Program. Both men spoke openly of their experiences and made suggestions with respect to developing such a program.

2. A visit to Northeastern Illinois University by Jim Venne, Program Development Coordinator, of the Educational Studies Program at the University of Wisconsin-Milwaukee.

I made arrangements for Jim Venne to speak to the College Committee to Study Non-Teaching Career Education and to other interested members of the College of Education. Jim's presentation was especially helpful in establishing that the educational-studies program is a college-wide rather than a departmental type of program.

3. The development of a questionnaire (see appendix) to provide information that can be utilized in preparing a proposal for an educational-studies program at Northeastern Illinois University.

I have completed a questionnaire that is being sent to approximately five hundred non-school organizations to determine the level of interest in employing college graduates with an education background. One of the questions focuses specifically on possible interest in graduates with an educational-studies major. The organizations surveyed will include businesses and agencies that employ in occupational areas such as office, sales, health, social service, computer, and education.

4. The development of a proposal for an educational-studies program at Northeastern Illinois University.

The preparation of the proposal will begin shortly.

The results of the questionnaire would appear to be of major importance in the development of the proposal and its presentation to the state boards. At the present time there is little information that has been collected even by schools that have already implemented educational-studies programs. Because of this it would appear that the results of the survey will be of interest and value to the entire educational community.

-Appendix-

Dear

The College of Education at Northeastern Illinois University is interested in providing college graduates with backgrounds that will prepare them to be valuable employees in organizations such as yours. You can assist us in this task by responding to the items on the attached questionnaire. The information obtained will provide us with the knowledge to modify or develop programs so that future education graduates will be better prepared for careers in a non-school setting.

The questionnaire is designed to furnish us with information with respect to three major questions. The first question is: What characteristics do organizations such as yours value when considering college graduates as future employees? The second question is: Do you recognize any advantages in employing college graduates with teacher training backgrounds and, if so, for what types of positions? The third question is: Would the development of a new program such as the "Educational Studies Major" (described on the following page), with its broader preparation, result in graduates who have enhanced career opportunities?

The questionnaire is short and will take a limited amount of your time. Your response will be of great value to the College of Education at Northeastern Illinois University.

Thank you in advance for your interest and for completing the questionnaire.

Sincerely,

Dr. James R. Lockwood
Associate Professor of Secondary Education

JRL/cmp

EDUCATIONAL STUDIES MAJOR

Colleges of Education in several universities are developing programs to prepare educators for careers in non-school settings. Graduates from such programs are frequently referred to as "Educational Studies

Majors." This major may be interdisciplinary in scope or part of a double major. In the education component the emphasis is on general educational principles as they apply to working with people in areas other than elementary and high schools. Research methodology is stressed rather than teaching methodology; practice teaching is replaced by field work in businesses, prisons, labor organizations, government agencies, or education associations. Such non-certification programs are designed for the older student who is interested in a college program as well as for the typical college-age student.

College students with majors in educational studies will be preparing themselves for careers in a broad range of non-school settings. These careers may include positions such as curriculum developers and teachers for the training and development programs many businesses provide for their employees and administrators. Other possible areas in business where educational studies majors could be utilized include positions in sales, personnel, and counseling departments. Finally, social service agencies and other occupational areas in which meeting and working with people is an important component can provide career opportunities for the educational studies major.

Northeastern Illinois University

College of Education

Career Questionnaire

1. Type of activity your organization is involved in (for example, insurance, banking, social services): _____
2. Number of employees: _____
3. Number of employees with bachelor's or more advanced degrees: _____
4. Which of the following characteristics, if any, of college graduates do you feel result in their being desirable employees in your organization?

Place a (2) in the blank before each of the characteristics you find to be of high value in your hiring considerations, a (1) when the characteristic has some value, and a (0) when you consider the characteristic to be of no value.

___ a. Interest in people

___ i. Ability to communicate with fellow employees

___ b. Proficiency in expressing ideas verbally

___ j. Perception for detail

___ c. Receptiveness to training for job

___ k. Initiative

___ d. Ability to work effectively in groups

___ l. High level of motivation

- ___ e. Ability to communicate with clients
- ___ f. Ability to organize work
- ___ g. Ability to relate to people
- ___ h. Proficiency in expressing ideas in writing
- ___ m. Ability to understand adult development
- ___ n. Ability to solve problems
- ___ o. Ability to plan effectively
- ___ p. Ability to use materials and equipment in job situation
- ___ q. Ability to impart knowledge in an instructive, advisory, demonstrative or supervisory situation

Others

- ___ r. _____
- ___ s. _____
- ___ t. _____
- ___ u. _____
- ___ v. _____
- ___ w. _____

5. If there are particular positions in your organization for which you find college graduates with teacher preparation backgrounds to be desirable employees, please identify what these positions are. _____
6. Please identify desirable characteristics, if any, of individuals who have had teacher preparation backgrounds which may result in their being selected for employment by your organization. _____
7. Please identify undesirable characteristics, if any, of individuals who have had teacher preparation backgrounds which may result in their not being selected for employment by your organization. _____
8. Would your organization be interested in hiring employees in the future who have graduated with the type of "Educational Studies Major" briefly described on the second page of this folder?
 Yes No
 Please indicate reasons for your response. _____
9. How many of the college graduates that your organization has employed during the past three years have teacher preparation backgrounds? (Please respond with an educated guess if it is not practical to supply accurate figures.)
 - ___ a. Number with elementary school teacher preparation background
 - ___ b. Number with high school teacher preparation background Accurate figures Reasonably accurate Educated guess

=====

(Optional) If you would be interested in receiving more information about and/or providing information with respect to the desired background for an "Educational Studies Major," please supply the following information so that we can communicate with you.

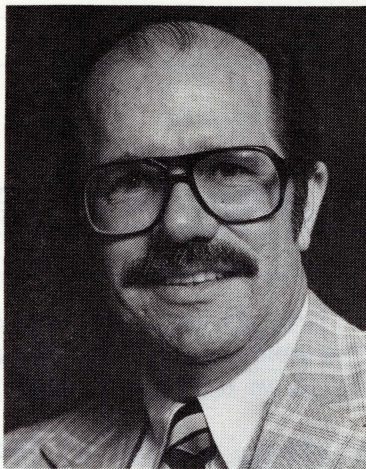
Name	Telephone
Address	

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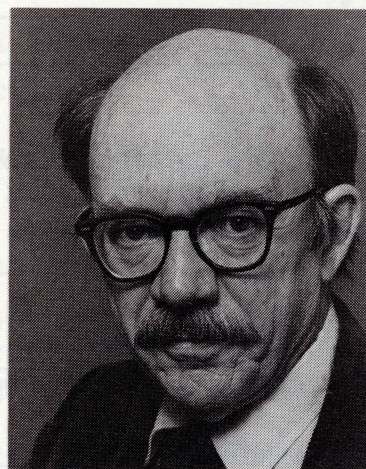
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2. PROFESSIONAL DEVELOPMENT

The Kellogg Fellows



Griff D. Pitts



Duke Frederick

A TIME FOR PERSONAL REASSESSMENT AND DEVELOPMENT

by Griff D. Pitts

Griff Pitts has been Associate Dean of Students and Professor in Student Counseling at UNI since 1967. During 1968-69 he served as Acting Dean of Students and, again, in 1974-75 as Acting Vice President for Student Affairs. Prior to Northeastern Professor Pitts was Director of Counseling and Placement Services at West Virginia State College; Supervisor of Educational Assistance Programs at Onward Neighborhood House; an editor at Scott, Foresman; and a junior and senior high school teacher and counselor as well as an assistant

principal. Professor Pitts, who has been an active educational consultant to the proprietary sector in postsecondary education, received his B.A. from Pepperdine University, Los Angeles; his M.A. from Arizona State University; and his Ph.D. in Counselor Education from Northwestern. In 1975 he was honored to be chosen as a Visiting Scholar at Northwestern University--a position in which he could serve during his sabbatical leave from Northeastern in 1975-76. His Kellogg Fellowship this year, meanwhile, has given him the opportunity to reflect on his career to date in the context of current developments and possible new directions here at Northeastern.

After eight years at UNI, I was granted a six-months' sabbatical leave for academic year 1975-76. From September, 1976 till March, 1976, I was a Visiting Scholar at Northwestern University. The sabbatical leave provided me with the opportunity to use the resources of that entire University--its libraries, its schools and colleges and their faculty, its Center for the Teaching Professions (a Kellogg Foundation program), and other cooperating institutions. Though the designation Visiting Scholar is a University appointment, I am most grateful to Dean B. J. Chandler and Associate Dean B. Claude Mathis of Northwestern's School of Education for their nominating me.

The Visiting Scholar program provided the opportunity for me to attend classes, lectures, and seminars. I was particularly interested in studies at the Garrett-Evangelical Theological Seminary and at the Rehabilitation Institute of Chicago (both Northwestern affiliates).

The sabbatical allowed me the privilege to begin reviewing my own career as a faculty member and to look at typical career patterns, as well as issues related to mid-career change, adjustment and "re-tooling." It provided me with what Mathis would call a significant intervention point in my career pattern. He says:

A typical life-long faculty member moves from graduate student status to an instructorship, junior and senior professorships, and perhaps in and out of administration. A variety of intervention points for faculty development activities are available as this pattern unfolds. In addition to the time dimension, activities may be tailored for particular faculty roles including teaching, scholarship, and service. Finally, activities may deal with particular settings including the home campus, the community, and professional associations.

The Kellogg Fellowship for academic year 1976-77 was another significant intervention point in my development as a faculty member. The Kellogg Year (1976-77) was for me an integral phase of my own career development and came at a time when I introspectively surveyed mid-career and attempted to assess and analyze and do some life-planning, all of which career development specialists are suggesting as important these days.

Among the highlights of the Kellogg year were the Dissemination Workshop held back in October, 1976. The Kellogg Fellows of 1975-76 summarized their year and opened ours. That conference also included the first official address of President Williams in which he stated, "We are engaged in reconciliation, to retain standards and to make higher education accessible to all." Other high points were visits to Alverno College and the University of Illinois at Chicago Circle, as well as to our own Center for Inner City Studies.

In May of 1977 the Kellogg Fellows participated in another conference, "Toward the Urban University." Our Associate Director of the Kellogg Fellows Program, Barbara Hursh, may have been responding to the President's statement made at the earlier conference when she summarized her vision of the path to our becoming a distinctive urban university by saying that "we will simply have to choose how far we will attempt to go toward one goal or the other."

However important these previously cited factors might be in the effectiveness of the Kellogg Fellows program, the single most important aspect of the program was the seminar. Here we became a collegium of scholars. We interacted; we expressed our ideas and concerns for higher education and for this particular institution. We met as colleagues to communicate ideas, not as a committee to complete a task. It is my opinion that these seminars in some form should be made available to more of the faculty. We are an urban commuter institution, and our faculty are as widely diverse and dispersed as our student population. Our coming together has to be programmed, or it simply will not happen.

The Kellogg Fellowship allowed me to pursue the research and writing of an individual project. "The Unfolding of Student Affairs Programs in an Urban Commuter Institution" is yet in progress.

Finally, the Kellogg Fellowship has allowed me time to continue community service and professional association activities which are important both in faculty development and in self-fulfillment. Among these are my involvement as

- a member of the Board of Trustees of a church in the Northeastern neighborhood
- a member of the Board of Directors of Oak Therapeutic School, also in the Northeastern neighborhood
- a member and Treasurer of the Board of Northwestern's School of Education Alumni Association
- co-chairperson of Northeastern's 1976 Alumni Weekend
- a recently elected member of the Board of Directors of the Association of Christian Marriage Counselors
- an organizer and President of the American Association of Christian Counselors.

During the time of these past two years, the study of career patterns, mid-career assessment, faculty development, etc., was not merely an intellectual pursuit; for me it was also the "in and out of administration" of my career pattern. The reality and impact of intervention points should be reviewed by all who are concerned with faculty development.

* * *

REVIVING THE FACULTY SEMINARS

by Duke Frederick

Duke Frederick came to the University of Chicago on the G.I. Bill after World War II. (During the War he had served with the Quartermaster's Corps in Hawaii, Okinawa, and Korea.) With a masters and Ph.D. from the University of Chicago, Professor Frederick has been associated with this institution and its predecessors since 1956, before which time he taught for two years at General Beadle State Teachers College in Madison, South Dakota. In fact, his long affiliation with UNI gave rise to one of his Kellogg projects-- "Early Times at Northeastern: A Memoir." (Soon to be available in the Book Nook.) Since 1968 Professor Frederick has been Professor of History. His special interests, in which he has published, are the history of the American South and the Civil War. In his report he tells of his efforts to revive the Faculty Seminars Program, so successful during Northeastern's early days.

My original Kellogg proposal was to seek to revive the Faculty Seminar which flourished some years ago. The purpose of the revival was to encourage communication within the faculty, and to keep faculty aware of the scholarly activities of their colleagues. As a possible corollary of the seminar, I also thought of exploring the idea of an in-house journal.

As it has developed, other faculty members, notably Professor Ely M. Liebow, of the English Department, have been thinking along similar lines. Professor Liebow and Professor June Sochen, of the History Department, have discussed the revival of the seminar with me this past summer, and we have made plans of a tentative nature to go ahead.

Originally we hoped to have the first session of the seminar during the summer, but decided to postpone it until the fall, believing we were likely to have greater success during a regular trimester.

We have since held the first session on October 12, 1977, from 12:00 Noon to 2:00 P.M., in the Commuter Center (Heritage Room). It was a luncheon affair, and the speaker was Professor June Sochen (History), who spoke on "Images of Women in Film." The session was well attended, and the responses from colleagues have been heartening. We shall shortly schedule additional seminars.

While I was a Kellogg Fellow I also wrote a piece called "Early Times at Northeastern: A Memoir." This is to be published some time this fall by the university. While this was not a part of my Kellogg proposal, I regard it as a project that was stimulated in part by the fact that I was a Kellogg Fellow.

* * *

3. COURSE DEVELOPMENT

The Kellogg Fellows



Earl John Clark



Jacqueline Krump

TWO INTERDISCIPLINARY APPROACHES TO SHAKESPEARE

by Earl John Clark

Earl John Clark joined the English Department at Northeastern Illinois University in 1965 after teaching at Loyola University for fifteen years. A specialist in the literature of the English Renaissance, his dissertation concerned the critical theories of Edmund Spenser. In recent years Professor Clark has turned his attention to Shakespeare and has taught twenty-four sections of the Bard on the undergraduate and graduate levels since arriving at UNI. He attended both world Shakespeare congresses, participating as a panelist at the second one, and accepted an invitation to the biennial Shakespeare Conference in Stratford-upon-Avon last year. He is a member of the Shakespeare Association of America and the International Shakespeare Society. The Kellogg fellowship gave him an opportunity to think of means to vitalize the study of Shakespeare at our institution. He became chairman of the English Department in July, 1977.

I propose two interdisciplinary, nontraditional courses in Shakespeare study.

As familiar to the Shakespearean fraternity as the proverbial "town and gown" controversy is the gulf between "page" persons and "stage" persons. A "page" person will dwell upon the meaning and possible interpretation of a word which will be skimmed over in a tenth of a second by a "stage" man. Conversely, "stage" people's concern for pace, tone of voice, stage movement, and the relationship of actors to one another on a stage are points which are rarely considered by "page" experts. A few Shakespeareans like the great Harley Granville-Barker and contemporaries like John Russell Brown (U. of Birmingham),

Daniel Seltzer (Princeton), Ian Kott (SUNY), and Bernard Beckerman (Columbia) have succeeded in combining "page" and "stage" interests and accomplishments, but for the most part the study of Shakespeare is divided into a study of the text and the performance of a play.

This division fails to realize the totality of the work. The "page" men must realize that the text under hand is primarily a vehicle for production, that he is approaching the work in a perverse, backward manner. And the "stage" person should realize that a Shakespeare play is more than lines to be recited and problems of production to be solved. Sometimes one wonders if an actor has much concern for the "meaning" of a line as long as it "plays" well. Joseph Papp, who has worked very hard to bring Shakespeare to modern audiences in free or inexpensive performances in New York, reports with dismay that he knows of actors who don't even read the whole play as they prepare their individual roles.

Considering a Shakespeare play, then, as both a text to be understood and a play to be performed incorporates the expertise of a literary critic and a performing artist--or one person with both talents. I humbly confess that my training was almost exclusively directed to the "page." In the past two years I have begun to rectify this imbalance by performing in two community-theatre productions of Shakespeare. (Unfortunately not many community theatre groups are interested in doing Shakespeare. Neil Simon is a better financial bet.) I have found even this little experience valuable in forwarding my understanding of the complete Shakespeare.

I therefore propose an interdisciplinary, nontraditional, and innovative course in the study of one Shakespeare play, probably but not necessarily a comedy. The course would be taught by myself as the literary interpreter and by a member of the Speech and Performing Arts Department. The object of the course would be a study combining "page" and "stage" aspects of the play under discussion. Questions of text, meaning, interpretation, significance, and historical import would be the province of the literary critic, but the performing artist could temper these by considerations of playing. And questions of performance would be supplemented by the knowledge of playing conditions and conventions in Elizabethan times. Readings in thoughtful productions include In the Green Room, the rehearsals of Tyrone Guthrie in Minneapolis, and Sir John Gielgud's production of King Lear. The students would benefit from the combined approach which would put Shakespeare where he belongs--in the theatre. The "final examination" would be a performance of the play by students and faculty.

A second interdisciplinary course would seek to combine the interests and expertise of disparate disciplines: psychology, history, linguistics, and literature. Psychological analysis of Shakespeare's characters--and of Shakespeare himself as the creator of the characters--has contributed significant studies in 20th-century criticism, ranging from the seminal study of Ernest Jones (Hamlet and Oedipus) to the monumental (675 pages) study of Hamlet by psychiatrist Eissler to contemporary Americans such as Norman Holland and C. L. Barber. The validity of psychoanalyzing a character in a play--let alone the creator of the character--should be explored. A recent book by Leslie Fiedler concluding that Shakespeare hated and was afraid of women stirred considerable response. Students could profit from an examination of such analyses by an expert psychologist.

Another aspect of this course would center on the history plays. Shakespeare wrote ten plays about British kings as he dramatized the bloody Wars of the Roses, their antecedents, and their aftermath. He also wrote well-known plays about Roman figures (Julius Caesar, Marc Antony, Coriolanus) and the medieval king of Scotland, Macbeth. As a dramatist Shakespeare was concerned with

condensing and heightening the relative dry dust of Holinshed and Plutarch. A professional historian could examine plays and "correct" Shakespeare's history. Of more importance, a comparison of "fact" and "fiction" could reveal Shakespeare's techniques of selection, condensation, and heightening and provide an insight into his playwriting techniques.

Lastly, a study of Shakespeare's English could provide valuable insights into pronunciation, pitch, and rhythm. Shakespeare was born in the Midlands; his father was a native of Lancashire. It is consequently doubtful that Shakespeare was speaking and writing a London dialect, whatever that is. A linguist could examine Shakespeare's language with a view to arriving at a firm knowledge of the sound of the prose and verse of this acknowledged master.

* * *

A RESEARCH COURSE IN WRITING BY CHICAGO WOMEN

by Jacqueline Krump

Herself a Chicago woman and a graduate of Chicago Teachers College--UNI's originating institution--Jacqueline Krump has been a Professor of English at Northeastern since 1965. Her special interest is the Victorian period, with her doctoral work at Northwestern on "The Clergyman in the Victorian Novel." She has since published articles on Browning and Thackeray as well as on child guidance. Besides her B.E. from Chicago Teachers, Professor Krump holds a second bachelors, in philosophy, from Loyola of Chicago as well as her M.A. and Ph.D. in English from Northwestern. After having taught in the Chicago public schools and Chicago Teachers College South (now Chicago State University), she came to Chicago Teachers College North as chairperson of English and Speech in 1954. She has served in a variety of teaching and administrative capacities at UNI and its antecedent institutions since that time. Her Kellogg Fellowship has now given her the opportunity to develop a Women's Studies-related course for the English Department.

My special project is a highly practical one--the preparation and presentation of a course called "Research in Writing by Chicago Women." So that it could be offered without waiting for the hierarchy of approvals required for a new catalog listing, it was placed under the general title, English 449, Studies in American Literature: Varies. It is cross-listed under Women's Studies.

The course is designed to provide students with the opportunity of doing original research on writing by local women, a field of investigation that is largely untapped. Publications are not excluded, but the stress is on unpublished materials--diaries, journals, letters, other personal papers; the papers of social, cultural, civic or economic organizations; literary manuscripts; oral histories and other records. The material is thus not limited to the purely literary but includes various kinds of writing expressing women's experience.

The first part of the course will prepare the student by dealing with background material on Chicago history, particularly Chicago literary history. Emphasis is on the period of the so-called Chicago Renaissance in literature from about 1890-1930. The first part of the course will also include some instruction in the special techniques of research needed and some exercises in research, with oral reports by the students describing their findings and the methods employed.

The questions about women's role and status as writers will be explored. Feminist critics have questioned not only the bias against women writers but the very standards by which literature is judged, and have raised the possibility of redefining the literary canon. Issues of this kind are pertinent in an exploration of undiscovered or forgotten writing.

Another "women's issue" is that of comparing writing about the ordinary experience of women with literary accounts of women's characters and lives--a testing of stereotyped characters and received views against the actual records provided by women themselves.

In the second half of the term each student will undertake an individual research project chosen after consultation with the instructor. Progress reports will be made to the class and a paper (in most cases, though other presentations are possible) will be the final activity.

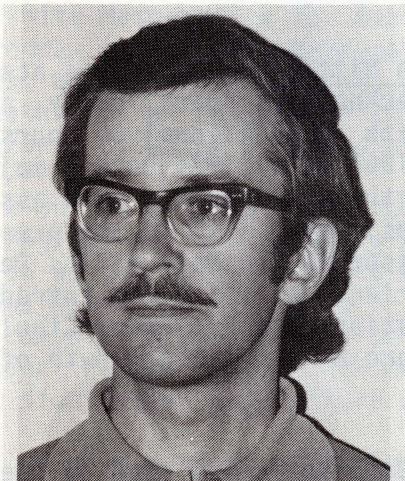
The course should achieve a number of goals. It will acquaint students with some regional literature and literary history. It will give training and experience in original research. It will encourage thought about the relationship between literature and life. It will invite fresh appraisals and assessments on the part of students. In short, it should give the stimulus that innovative work is expected to provide.

The students will hear two or more visiting instructors early in the term and will be working with research libraries at such centers as Newberry, Circle Campus, Chicago Historical Museum and Northwestern.

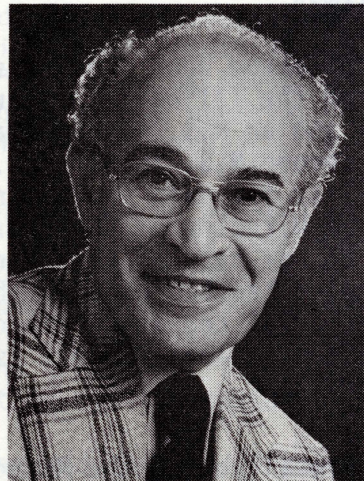
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IV. PROGRAM DEVELOPMENT

The Kellogg Fellows



John M. Cibulskis



Norman Mittman



Phyllis Goldblatt



Rosalyn O'Cherony

A COMPUTER-MANAGED REMEDIAL MATHEMATICS PROGRAM

by John Cibulskis and Norman Mittman

John Cibulskis is an Associate Professor of Mathematics, whose specialty is computer methods in lattice theory. With B.S., M.S., and Ph.D. in Mathematics, all from the Illinois Institute of Technology, Professor Cibulskis has been at Northeastern for the past eleven years, with an intervening year (1967-68) as an Assistant Professor of Mathematics at Marquette University in Milwaukee. His long-standing interest in CAI (computer-assisted instruction) was of course central to his team project with Professor Mittman.

Norman Mittman

Like his colleague John Cibulskis, Norman Mittman received his academic degrees from the Illinois Institute of Technology, specifically, a B.S. in Physics and an M.S. in Mathematics, with an additional 30 hours towards a second M.S. in Physics. From 1961 until 1974 he had major responsibility for data processing at Northeastern and in 1970 assumed the title of Director of Computer Services. From 1970 to the present, moreover, he has been an Assistant Professor in the Mathematics Department, where he has had considerable experience teaching the introductory and remedial courses. His collaboration with Professor Cibulskis in the present Kellogg Project is therefore a natural outgrowth of these interests.

Over the past several years, the Mathematics Department has come to the realization of a very definite need for remedial instruction in arithmetic skills and basic algebra. There seem to be three factors contributing to this increase in need: 1) The changing student profile, with many "older" students returning to work on college degrees. In their case, it may have been 10-20 years since they took their high school mathematics. 2) The increase in the number of students

with "inner-city" deficiencies. 3) The changing needs of the "soft" sciences: their increased use of mathematics, and the high school's failure to take this into account. As a consequence, students intending to major in these areas frequently (usually) come to us with a maximum of one year of high school algebra, which was taken at least four years earlier. This background is not sufficient for success in most college programs.

The Mathematics Department, having recognized this need, introduced the course "Intermediate Algebra" in September, 1975, in an attempt to close the gap. Besides three hours a week in a large lecture setting, the course provided for each student to have two hours a week with a faculty member or a graduate assistant in a small group session. With this "personalized" contact and with the availability of student-aide tutors, many students were very successful and were able to complete the additional mathematics required for their majors. Our experience in teaching this course has shown that the students have quite diverse backgrounds and that the "lock step" one-semester course cannot meet every need. Consequently, our obligation to these students is clear. We must actively make available to all students the means by which they can succeed. The success of students in this course encourages us to expand the effort and to improve the method of "delivering" this service.

The plan is to convert our present course in "Intermediate Algebra" (at least partially) into a self-paced, modular program, along the lines of the Keller Method, which has had widespread success. Through thorough pre-testing, we can determine the student's weaknesses and strengths, and thereby construct an individual plan of study directed explicitly towards each student's particular needs.

The student would begin his study where he needs to begin: be it with a refresher in basic arithmetic skills, or perhaps at a point midway through our current course. A well-motivated student might be able to complete the program in a relatively short period of time. A student with many deficiencies would be allowed more than one term to complete the course. In any case, he would exit the course at the same point: the termination point of our Intermediate Algebra course. Upon completion of the program, the student would be adequately prepared to enter into any of the following courses in Mathematics: Math 104: College Algebra; Math 106: Precalculus Mathematics for Non-Mathematics Majors; Math 110: Finite Mathematics for Business and Social Sciences; or courses in his major program (other than Mathematics) which require mathematical preparation. By this means, we are setting out to "certify" students as having attained a certain basic mathematical competence which has been judged necessary for the pursuit of a variety of major programs at the university level.

We began work on the project under the auspices of the W. K. Kellogg Faculty Fellowship Program, and the planning phase is now virtually complete. However, implementation of the entire project will require considerably more time. Computer programs have been completed to create and maintain the question data banks. Still other computer programs must be developed to administer the quizzes and keep the student records. Although much of the groundwork for this task has been completed, a significant expenditure of effort is still necessary.

The programs which manage the creation, editing and storage of textual material and question banks, and record student progress will be applicable to other disciplines. The techniques for branching the student through the course might have to be altered for other disciplines.

The exact mode in which the student will interact with the system depends on the type of equipment that the university will make available. Completion of the

project depends on the economic resources that are to be allocated. Currently, there is some limited released time for further development of the project, but there is no commitment of funds to implement the project.

There are two possible modes in which we might operate. The first mode seems to be practical for a limit of 200 students per term. The second mode includes features in addition to the first and can probably handle up to 500 students per term.

In Mode 1, the students would take all their quizzes "on-line." That is, the student would be seated at a computer terminal with some scratch paper and a pencil, and would communicate directly with the computer while taking the quiz. The computer would ask him questions, check his answers, record his progress and guide him to the next step in his studies. Thus, the student could take his quizzes at any hour of any day that a terminal is available. The program would thus be available to students who could participate only in the evening hours or on Saturday-Sunday.

In Mode 2, most students would take their quizzes "off-line." That is, the computer would prepare a quiz for the student to take. The student would take the quiz, recording his answers on a sheet which an on-line optical scanner could read. He would then, almost immediately, receive an analysis of his quiz performance by the computer, together with instructions for further study. In addition, the system would still have the capability for students to take quizzes "on line" at hours when student aides were not available to run the optical scanning equipment.

While working on the general problem of underpreparation in high school mathematics, we came upon literature about a psychological problem, "Math Anxiety." Many students do not succeed in mathematics because of this problem, and many avoid mathematics courses entirely. As time permits, work on identifying and alleviating math anxiety might become a different phase of this project, which would benefit our students. At a recent workshop on math skill, we met many educators who have started to work in this area.

An Addendum by John M. Cibulskis

1. What is PSI?

The initials PSI stand for Personalized System of Instruction. This is a method of instruction which was introduced by F. S. Keller.* Many variations of the initial method have been proposed and implemented over a wide range of disciplines at a large number of schools with a generally high level of success.

The features common to these programs seem to be the following:

- a) Modularized: The material for the course is broken up into a series of relatively short pieces. This is primarily a motivational technique in that the student can feel that progress is being made as he progresses from module to module.
- b) Self-paced: Each student enters into the module string where he needs to start, and proceeds through the modules at his own pace. This is to account for individual differences in learning speeds. A student who requires more time to grasp a concept has it available; a student who can

*F. S. Keller, "Goodbye, Teacher...", Journal of Applied Behavioral Analysis, 1(1968), pp. 79-89.

learn the concept quickly (or already understands it) can proceed quickly to new material.

- c) Mastery required: Before a student is allowed to pass on to the next module, he must first have demonstrated mastery (at some level) of the current material. The intent here is to prevent a "snow-balling" effect of lack of comprehension in a sequential learning stream. That is, if understanding material in module "A" is necessary for proper understanding of material in module "B," and so on, then if a student is allowed to progress from one module to another without mastery, his lack of comprehension will be cumulative so that he will be exhibiting total lack of comprehension by the time he studies the final modules.
 - d) Repetition of quizzes: If mastery is to be required, then provision must be made for the student to take the quizzes (in different forms) over and over again until he demonstrates sufficient understanding to allow him to proceed to the next module.
2. Problems of PSI. There are three specific, easily identified problems in the administration of PSI.
- a) Availability of quiz-givers and graders: If a student is to be allowed to proceed at his own pace, he should be able to take the quiz on the module whenever he feels that he is ready to do so. The grading should be done immediately so as to provide quick feedback and guidance for re-study.
 - b) Availability of alternate quizzes: If a student is to be allowed to re-take quizzes over and over again for the same module, many alternate forms of the quizzes must be available.
 - c) Record keeping: With each student progressing at his own pace, taking quizzes whenever he desires, the record keeping becomes formidable. Not only must records be kept of the current module of each student, but one must also record which forms of the alternate quizzes for the current module have already been administered so as to avoid repetition.
3. ICAN, a computer system for management of PSI courses. A computer system for the management of PSI courses is currently under development at Northeastern Illinois University and is expected to be put into service beginning in September of 1978. The design of this system has been partially funded through a grant from the Kellogg Foundation.

Although ICAN is being developed to serve a very specific instructional need (developmental mathematics at the university level), it will nevertheless be a general-purpose system able to handle any number of courses and students simultaneously without interference. A wide range of options are being built into the system to allow for variation of the basic pattern.

To begin with, the basic problems mentioned above will be dealt with in the following manner: The record-keeping problem is self-evident. In addition, though, much more information will be kept than is really necessary so as to provide data for an in-depth study of the effectiveness of the system.

The problem of availability of quiz-givers and graders is being solved by allowing the students to take the quizzes on-line. Thus, they may take their quizzes at any time that a terminal is available for their use. The

computer will administer the quiz, grade it, provide diagnostic feedback, and maintain the student's record, all without the need of human supervision.

Finally, the availability of alternate quiz forms is being handled in the following way. One central bank of questions will be kept for each course (different courses may share the same bank). In addition, for each module there will be a quiz-description. A quiz-description will tell the system how to create a quiz out of the question bank. The principal form for a quiz will consist of a number of levels (corresponding to one question asked of the student) together with a list of questions (possible variations) for each level. The system will then generate a quiz for the student by choosing (as it has been instructed) one question from each level. Even with random choice of questions, the amount of overlap from quiz to quiz will be negligible.

The system will also have the capability of administering placement exams. On the basis of the student's performance it could then choose a starting point for the student and also flag future modules for possible skipping. Administration of final exams will also be possible. Placement exams and finals can be generated just like module quizzes if desired. If requested, it could compute a final grade based on the student's performance.

* * *

A PROPOSED UNDERGRADUATE PROGRAM IN INTERNATIONAL AND INTERCULTURAL STUDIES

by Edris Frederick,* Phyllis Goldblatt,
and Rosalyn O'Cherony

An Associate Professor in Educational Foundations at UNI since 1973, Phyllis Goldblatt received her B.A. from the University of Michigan, an M.A. from Teachers College, Columbia University, and a Ph.D. from the University of Chicago. Her thesis topic, relevant to her current Kellogg interest, was "Education in Relation to Social and Economic Change in Mexico." Prior to becoming an Assistant Professor of Education at UNI in 1970, Professor Goldblatt taught for seven years in the Chicago and suburban Glencoe public school systems.

As Professor of Foreign Languages specializing in Spanish, Rosalyn O'Cherony began her career in the United States Foreign Service. She served at the American Embassy in Havana (1945-1953) in the area of cultural, educational, and scientific exchange. Other activities in Havana included the establishment of a school referral agency which helped to place Cuban students desiring to pursue studies in the United States. She also gained considerable experience as a teacher of English as a Second Language. After taking up residence in Chicago in 1965 she completed an M.A. and a Ph.D. at Northwestern University, taught at Von Steuben High School, and joined the UNI faculty in 1961. She has been the recipient of both

*Professor Frederick, a 1975-76 Kellogg Fellow, is pictured on p. 3 of the INNOVATOR III, no. 5 (Sept./Oct., 1976), and her biographical sketch is printed on p. 13 of the same issue.

Fulbright and Ford Foundation Fellowships. Her current Kellogg Fellowship has enabled her to do exploratory work with Kellogg Fellows Edris Frederick and Phyllis Goldblatt on the development of an undergraduate program in international/intercultural studies.

During this year there was considerable discussion on campus concerning the identification of a clear direction for our urban university. The path our project took was in part inspired by these conversations. The aim of a university education has traditionally included "liberating" the student from parochialism and ethnocentrism and enabling him/her to participate in wider world views. The results however have been limited. The study of traditional humanistic material from literature and history seems to have brought mainly a deepened national consciousness. The customary approach to the world was primarily in terms of nation states and sovereign interests. In addition there was an almost exclusive concentration on the Western world.

The members of our committee were drawn together by a common commitment to the goal of designing an undergraduate experience that would promote a global perspective. The creative new form of this experience would include a study of the attitudes, values, behaviors and expectations of diverse cultural groups.

One of the members is from the Foreign Language Department, another from Educational Foundations, and the third is a former Kellogg Fellow from Political Science.* The plan was to be interdisciplinary, teamtaught and to include participation by both colleges.

Our activities during the time released for planning included the following:

A. Conferences:

1. SIETAR (Society for Intercultural Education, Training and Research), February, 1977; Chicago.
2. "Teacher Education Conference: Educating Culturally Sensitive Teachers for a Multicultural Society," sponsored by the State Board of Education, Illinois Office of Education, June, 1977; Chicago.
3. "Cross-Cultural Training Workshops for Multicultural Environments: Leadership and Facilitative Skill Development in Education, Counseling, Health, Business, Social Service," The Stanford Institute for Applied Intercultural Communication, Stanford, California; August, 1977.
4. "Assessment Workshop for College Teachers," Alverno College, Milwaukee, Wisconsin; June, 1977.
5. CISE (Consortium for International Studies Education), Colorado Springs, Colorado; July, 1977.

- B. Correspondence and meetings with faculty of universities planning or implementing programs in international and intercultural studies (including University of Pittsburgh, Stanford, and SIU) as well as an intensive review of college catalogues describing comparable programs and course offerings.

*Edris Frederick, Kellogg Fellow 1975-76, is an active participant in this project. Barbara Hursh served as consultant. The authors of the report, however, take full responsibility for this written version of our discussion.

- C. Library research on higher education and the fields of study related to our curricular design,
- D. Frequent meetings of the committee, seminar style, discussing articles, books, materials, and educational process.

We have distilled from these experiences ideas that might be adapted to our university. They have been incorporated in this report.

We live in a time of an increasing sense of group identity--a tendency to act by making demands in the name of the group. This new pluralism means community groups defined by race, ethnicity, social class, region, religion, and sex have been insisting that their lifestyles, value systems, and needs be acknowledged.

Another dominant concern in our national life is the sobering consideration of finite natural resources in the face of increasing global demands. To what extent does the undergraduate experience at UNI enable students to know about, appreciate, and draw upon the diverse cultures he/she is living among in our "cosmopolitan" city? Does this experience enable him/her to look beyond the local reference group and recognize the "relevant universe" as the world?

It was our conjecture that the typical student enters UNI directed toward the goal of being prepared for a job in an efficient and time-saving manner. The student is a commuter and most likely has a part-time job. He/she is on campus to fulfill class and study assignments. His/her informal interaction with people of different cultures is limited. It is this student the program is designed to benefit. To be an effective citizen in a complex society requires awareness of the interplay of worldwide forces. Through this instructional and experiential program the student may acquire the world views that would enhance his competence and comfort in a world of diversity, ambiguity and change.

International studies are varied and have undergone changes over time. In the past, institutions and nation states have been emphasized. In addition, some of the cultural concerns of the anthropologist have been incorporated into the programs. We have derived the following description for our purposes:

1. It is a study of the thought, institutions, techniques, and ways of life of other peoples.
2. It utilizes a comparative or cross-cultural approach.
3. It fosters an international perspective by diminishing the nationalistic content and presenting the world as a global system.
4. It considers the transfer of institutions, ideas, or materials from one society to another.
5. It emphasizes international content in the academic disciplines.
6. It provides students with a "perceptual map" for relating their everyday lives to international social, economic, and political processes.

Intercultural studies can be confined to domestic experience or include international interaction. According to Walsh, "[it] is the process by which one looks beyond his own culture and attempts to understand and appreciate how

persons of other cultures interpret the life of man and things of nature, and why they view them as they do."*

The goals include:

1. Knowledge: looking at cultural content as value systems, behavioral patterns, communication styles, customs, traditions, and mores which determine the perspectives and expectations in that culture.
2. Attitudes: a) changing misjudgments of people of one culture toward those of another and developing personal attitudes of acceptance of the values and differences of others;
b) improving the knowledge of self in interacting with others;
3. Skills: a) language learning;
b) analytic skills and mental capabilities to more accurately understand another culture;
c) learning intercultural communication patterns.

A glance at the UNI catalogue will assure the reader that there is lively interest and serious attention paid to international and intercultural matters both through course offerings and informal activities. This proposed program is unique in several ways.

1. It would be interdisciplinary, to provide a multi-dimensional view of the topics.
2. It includes the College of Education as well as the College of Arts and Sciences.
3. The courses offered would be planned in an integrated and sequential way-- tied together by leading concepts and designed to bring the student to a greater depth of understanding.
4. A student would be able to learn about his own reference group as well as other cultures.
5. Academic study would be linked to field experience.
6. The objectives include attention to the interrelationships of knowledge, attitudes and interaction skills.

The minor would include 24 credit hours**:9 credits in core courses, 6 credits in an area of concentration, and 9 credits in seminars and field experience. Core courses would use a topical and comparative approach, and draw upon an integration of disciplines from the social sciences (including education), the humanities, and the natural sciences.

Possible topics might be:

1. human geography in historical perspective;
2. formal and informal education in the socialization process;
3. cultural expression through universal languages: math, music, and art;

* Walsh, John E., Intercultural Education in the Community of Man, Honolulu: The University Press of Hawaii, 1973, p. 13.

** The program was designed as a minor for illustrative purposes. Other possible options are a major, a basic program, or a special cluster of electives leading to a certificate.

4. cultural determinants of world views and racial and ethnic identity;
5. political, economic, and religious systems in cross-cultural perspective;
6. technology and social policy.

The student would then study in greater depth either:

1. two discrete cultural groups in relation to each other, or
2. one discrete cultural group in relation to its host culture.

These groups could be chosen from Latin America, Asia, Russia, Eastern Europe, Western Europe, Africa, Black or Ethnic Studies.

Two seminars would accompany the field experience. One would include field research skills, cross-cultural comparisons, and intercultural communication. Another seminar would be held simultaneously with the fieldwork.

Possible experiences might include:

1. working with agencies in Chicago that are engaged in activities on an international basis;
2. experiences with culture groups in the city;
3. participation in intercultural/international activities on campus;
4. study abroad.

Now that Kellogg sponsorship of the project is drawing to a close, we recommend that:

1. This report be put in the form of a grant proposal and submitted to appropriate agencies.
2. One Kellogg position for next year be earmarked for a candidate interested in carrying this project further.
3. Faculty members who want to develop the approach outlined above hold seminars to develop core courses and explore ways of "internationalizing" the approach to their discipline. One important decision of this committee would be whether the program should be a "minor" or whether other curricular options be available to students as well.
4. Relationships be established between the UNI community and those agencies engaged in international-related activities in the community.
5. Plans be made to contact local employers to identify the specific skills they are looking for in graduates with an "international studies" background.
6. On-campus activities be planned, some with curricular goals of increasing knowledge and concern about international affairs and others for "affective" purposes of increasing interest.

What are the implications of the proposed minor in International and Intercultural Studies for the College of Education?

1. Building upon the concepts outlined in the foregoing plan, an advanced or special program in the College of Education should be given priority. It

would concentrate on areas of concern to teachers, administrators, and community members in schools with culturally diverse populations. Such topics as the influence of culture on cognitive processes, learning styles, classroom dynamics, curriculum development, multi-ethnic instructional skills and testing would be included.

2. Since the program would involve both colleges, members of the College of Education would participate in team-teaching the courses and in arranging and supervising the field experiences and on-campus programs.
3. Teacher workshops could be organized on an annual basis to provide an overview of current problems in topics related to international and intercultural issues and of interest to elementary and secondary school social studies teachers, curriculum directors, and substantive experts in the field.
4. Governmental and non-governmental agencies involved in international education activities might be explored to expand awareness of career opportunities for students.

What are the implications of the plan for the Foreign Language Department? The Foreign Language Department welcomes the challenge to further serve the UNI students in their quest for a liberal education that will both fulfil them personally and enhance their career prospects. The study of a foreign language is an integrating, unifying component in the achievement of a deep understanding of a second culture, and it can enable the student to internalize the knowledge presented in the courses of the proposed International and Intercultural Studies program. As the concept of cultural pluralism becomes more widely accepted in the United States, there will be increasing opportunities to use a foreign language locally in both professional and social settings.

The Foreign Language faculty, comprised as it is of representatives from a variety of ethnic, racial, and cultural groups, has been active in promoting study-abroad programs and local field experiences in multicultural settings.

For the past several years the Foreign Language Department has been developing specialized instructional materials, especially in Spanish, to serve students pursuing programs in bilingual education, business and management, music, psychology, and health-related fields. There have been in-service conversation courses offered for primary and secondary teachers, social workers, and a variety of other community and government employees. In answer to a plea from professionals in other disciplines for more manageable units of foreign language instruction, it is conceivable that the next Foreign Language curriculum development, borrowing from the design of the successful materials published by the Consortium for International Studies Education (CISE), might be the production of a number of individual learning packages, each relating to a limited topic and designed to fill the special needs of students in the proposed programs. An example of the type of instructional unit envisioned would be a learning package designed to enable a student planning an internship in a local legal aid center to communicate in Spanish with clients, co-workers and people in the community. It is believed that there would be a large market for such foreign language instructional material.

An Addendum on the Planning of an International/Intercultural Program

The University's Center for Program Development received a grant from the Kellogg Foundation for a two-year period, 1975-1977, for faculty development. For 1975-76, ten faculty members were chosen as Kellogg Fellows. The Kellogg Fellows were given release time to work on innovative programs and some funds for travel.

Edris Frederick, one of the Fellows, and Barbara Hursh, Coordinator of the Interdisciplinary Education Program of the Center, were able to attend the CISE workshop on International Studies at Colorado Springs in the summer of 1976. They were encouraged to find that similar institutions had international programs, that these institutions had received federal funding, and that there was a great deal of interest throughout the country in international studies. In addition, the idea that international studies could be linked to intercultural studies made good sense for a university like Northeastern, located in Chicago, a major city famous for its ethnic groups. When the Kellogg Fellows were chosen for 1976-77, two of the Fellows, Rosalyn O'Cherony and Phyllis Goldblatt had an interest in planning an international/intercultural program and joined Ms. Frederick and Ms. Hursh in continuing to plan a program for Northeastern.

October, 1976, Ms. Hursh and Ms. Frederick met with Mr. Morales, Vice-President for Student Affairs, and Ronald Wendell, Financial Aid Officer, to secure information on the availability of financial aid for students who would want to participate in international programs.

June, 1976, Ms. Hursh and Ms. Frederick met with Harry White (English), Robert Zegger, (History) and Jean Gillies (Art) to look into the possibility of a study tour to Europe in May, 1977. There had been occasional study tours sponsored by faculty--to Asia in 1970 with Paul Welty, to Hawaii in 1976 with Reynold Feldman (CPD Director), and to Europe in 1974 with White and Leo Segedin (Art). However, this tour in May, 1977 was to be preceded by courses offering up to 12 credits in History, Social Science methods, English and Art. Meetings were held with the various interested faculty to plan the program and with Dean Hudson of the College of Arts and Sciences to discuss funding. Two faculty members received full pay for the May-June term for accompanying the tour, and two received full pay plus other duties during the term.

In May, 1977, Ms. Frederick attended the Conference on International Education sponsored by AASCU in Washington, D.C.

In April, 1977, Ms. Frederick, Ms. Goldblatt, and Ms. O'Cherony began to plan a more cohesive international/intercultural program. Various conferences were attended by this group during the summer.

In June, 1977, Ms. Frederick and Ms. Goldblatt met with Joe Braun, Assistant to the Vice-President for Academic Affairs, to discuss the program. Later in June, they met with Ronald Williams, University President, to inform him of the planning and to enlist his support. In October 1976, Mr. Williams had proclaimed "United Nations Day" on campus when a special program was held evaluating the United Nations. At a week-long Inaugural Celebration in May, 1977, various university officials had spoken of the university's commitment to an urban mission. It was felt that the international/intercultural program could fit within this mission and enhance it.

For 1978, the number of Kellogg Fellows will be reduced, but there will be an attempt to secure one who can join the planning group.

Other faculty were contacted who were teaching courses within this area. Barbara Winston, Chairperson of the Geography Department, widely known at UNI for her interest in global education, was invited to join the group in fall 1977.

Finally, plans were made to more closely involve the 100 or so foreign students with the International Visitors Center in Chicago and with the on-campus programs sponsored by such groups as the Political Science Club and the Asian Affairs Club.

-Appendix-

Northeastern Illinois University
International/Intercultural Faculty/Staff Survey

October 17, 1977

Dear Colleague,

As an outgrowth of our Kellogg Faculty Fellowships, we have undertaken the preliminary planning of a series of curricular and co-curricular options in the area of international/intercultural studies. We hope to design a program which will (a) provide a valuable curriculum option for students, (b) enhance Northeastern's stature in the community by relating to cultural diversity, (c) bring together existing international/intercultural options by involving all faculty who are interested or who have expertise, and (d) be worthy of external funding which we will seek in November.

We know that there are great human resources in the faculty and staff at Northeastern. Thus, we are very interested in knowing who among you is a native of a particular culture or country, has visited or lived in another country or ethnic region of the United States, has studied a particular area or culture, or has been involved in international or global studies programs.

Will you help our planning effort by filling out the attached questionnaire right away--or by October 22 at the latest? Please return in the enclosed envelope. If you do, we will keep you informed of our plans and hopes, and call on you for your help.

Sincerely,

Edris Frederick, Political Science

Phyllis Goldblatt, Educational Foundations

Rosalyn O'Cherony, Foreign Language

Northeastern Illinois University
International/Intercultural Faculty/Staff Survey

Name _____ Home Address _____

Dept. _____
City _____ Zip _____

Ofc.# _____ Ext. _____ Home Telephone _____

Primary Areas of Expertise: _____
Language(s) _____
speak _____

Cross-cultural experience/interests/
studies: _____
read _____
some knowledge _____

International/Intercultural courses
or programs you have been involved in: _____
Native Country: U.S.A.
Other: _____
please specify

Cultural or Ethnic Heritage(s) _____

International/Intercultural activi-
ties, research or organizations
you have been or are involved in: _____
Sense of identity with heritage(s):
strong _____ weak _____

Capabilities in arts/skills of another
culture (dance, music, food, dress,
art, craft, etc.): _____

Countries visited/dates: _____
International/Intercultural Goals for the
University: _____

Residence abroad/dates: _____
International/Intercultural Goals for
majors in your Department: _____

Extra space available on other side.

Please mail to I/I Program, % CPD,
in the enclosed envelope by October 22,
1977.

SEE QUESTIONS ON THE NEXT PAGE

1. Do you favor the development of interdisciplinary curricular options in I/I studies? yes maybe no
2. Do you want to be involved in planning? yes maybe no
3. Would you want to be involved in teaching courses in the program? yes maybe no
4. Would you be interested in participating in international study tours? yes maybe no
5. Would you be interested in participating in faculty exchanges abroad or teaching UNI students abroad? yes maybe no

Other suggestions:

* * *

NEXT...

November/December: "Forum III: The Way We Were--The Search for a Usable Institutional Past"

Photographs in this issue were taken by
Richard Sato and John Cibulskis.