Information on fiscal year 1983-1984 awards made through the Fund for the Improvement of Postsecondary Education is provided. A list of recipients of new and continuation comprehensive program awards and final year dissemination awards is presented, along with new Mina Shaughnessy Scholars. For each new and continuation recipient, a statement of the scope of the program is provided, along with the address, phone number, and name of the project director. An explanation of the Mina Shaughnessy Scholar program is included, along with the credentials of the individual recipients. Thirteen awards were made in 1983 under the scholars program, which is designed to support practitioners with extensive and unusual experience in improving teaching and learning at the postsecondary level. Most of the Shaughnessy Scholars are writing books or articles, some are producing media-related materials, and some are lecturing. (SW)
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October 14, 1983
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American Heart Association
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Cornell University
Council on Postsecondary Accreditation; State Higher Education Executive
Officer's Association
Cultural Education Collaborative, Inc.
CUNY/State Island
Dance Notation Bureau
Dartmouth College
Davidson College
Delaware, University of
Delaware, University of
Detroit Educational Television Foundation
District 1199 Cultural Center, Inc., National Union of Hospital and
Health Care Employees
Eastern Michigan University
Education Commission of the States
Foothill Community College District
The Franklin Institute
The Hastings Center
Hostos Community College
Illinois, University of
Illinois, University of Chicago Circle
The Institute for Research in History
Institutional Development and Economic Affairs Service, Inc. (IDEAS)
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Kentucky, University of
Lafayette College
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North Dakota, University of
Ohio State University
Ohio University
Oregon State University
Pacific Lutheran University
Rio Salado Community College
St. Andrews Presbyterian College
St. Augustine College
St. Louis Community College
St. Mary's Dominican College
Samuel Merritt Hospital
Sinte Gleska College
Solidaridad Humana, Inc.
Southeastern Massachusetts University
Southern California, University of
Southern Regional Education Board
Stephens College
SUNY-Oswego
Vanderbilt University
Vassar College
Virginia Commonwealth University
Wayne State University
Wellesley College
Wisconsin, University of, Stevens Point

Final Year Dissemination Awards
Fiscal Year 1983-84

Beaver College
California, University of, Santa Barbara
Columbia University, Teachers College
Educational Testing Service
The Feminist Press
Learner's Compass
Montana, University of
Vanderbilt Medical Center
Washington State Board for Community College Education
Washington State University
WGBH Educational Foundation
Wheaton College

New Nina Shaughnessy Scholars
Fiscal Year 1983-84

J. Herman Blake and Ronald W. Saufley
Jean Lind Brenkman
Rita Charon
Audrey C. Cohen
Carolyn Pope Edwards
Thomas W. Haaney and Aimee L. Horton
Jack Himmelstein and Howard Lasnick
Patrick J. Hill
John R. Jungck
Frances A. Rosamond
Larry K. Quinsland
Carol Schneider, Ski Helenski, Marilyn Stocker and Gerald E. Twaddell
Lynda Shaffer
American Council on the Teaching of Foreign Languages (Mt)

Establishes a model regional center for proficiency testing and education in foreign languages. The center will offer training in oral proficiency interview and rating techniques at the host institution (University of Pennsylvania) and surrounding institutions. (3 year grant)

American University (DC)

Prepares faculty to teach in ways that do not discriminate against women in classroom interaction. The project is based on research done on sex equity at both elementary and secondary levels. (2 year grant)

Appalshop, Inc. (Ky)

Assesses the need and possibilities for a comprehensive program at Appalshop, a regional media center, that could include curriculum development, workshops, internships and a photography and audiovisual reference center. (1 year grant)

University of Arizona (Az)

Establishes a 3-year pilot program with two Tucson area high schools to test approaches ensuring adequate math preparation for college work. Project tracks students' progress from mid-9th through mid-12th grade and uses the combined efforts of math and science teachers, counselors, and career guidance specialists, university faculty and professionals from several local high technology industries. (3 year grant)

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Project Director:
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Project Director:
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Director, Film History
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Project Director:
Elias Toubassi/
David Gay, Associate Professor
Department of Mathematics
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Atlanta University (GA)

Develops a model program in women's studies incorporating a geographical, international, racial and class base through an increased and broadened theoretical base. Graduate faculty from five colleges at the graduate level will be involved as well as faculty from 4-historically black institutions' under-graduate programs.
(2 year grant)

Bay Area Community College TV Consortium (CA)

Coordinates for the first time a series of telecourses leading to an A.A. degree. Participating community colleges will certify completion of the program, which will be accessible through broadcast and cable TV, narrowcast delivery to industries, and on tape at libraries.
(3 year grant)

Baylor College of Medicine (TX)

Works extensively with the Houston School District to upgrade the teaching of the life sciences. Summer institutes are followed by a full year of activity on a school-by-school basis.
(3 year grant)

Boston College (MA)

Provides workers employed in changing industries, seminars and counseling to increase their knowledge and preparation about economic and structural shifts in the economy. Will prepare industrial and regional profiles and an educational directory specifying schools and retraining programs available in the area.
(3 year grant)

Bradford College (MA)

Implements its curriculum plan for a Practical Liberal Arts Education. Support is provided for faculty to develop a core general education program, liberal arts minors in practical skill/knowledge areas, and student and faculty internships directed at applying theory in work situations.
(2 year grant)
Bryn Mawr College (PA)

Develops related introductory courses for freshmen teaching composition and computer programming. The program will develop approaches which use and compare similar structural strategies.
(2 year grant)

Burlington College (VT)

Sets up a National Service Scholarship Program in which foundations and corporations provide student aid funds for students who then earn the dollars through work in nonprofit community agencies.
(3 year grant)

California Postsecondary Education Commission (CA)

Improves remedial education in California public higher education by developing program evaluation models for each segment; using those criteria to identify exemplary remedial programs; and disseminating the evaluation models and the descriptions of exemplary programs.
(2 year grant)

California, University of, Irvine (CA)

Integrates basic principles of learning theory, current research on composing, and the strategies of the National Writing Project in a developmental approach to fostering critical thinking skills through writing. Three activities: curriculum development, pilot testing and dissemination are directed at K-University students and faculty.
(3 year grant)

California, University of, San Francisco (CA)

Develops and teaches a multidisciplinary, multicultural series of courses on women's role in health care. The project will serve graduate students in the health professions, the social sciences and community practitioners in order to bridge the gap between conventional graduate and continuing professional education.
(3 year grant)
California, University of, Santa Barbara (CA)

Creates 10 research training teams of graduate and undergraduate minority students working with faculty mentors. Expected outcomes include more minority students in extramural research projects, more highly developed research skills in early graduate careers, and exposure of undergraduates to the excitement of research and alternative career options. (3 year grant)

Chicago, University of (IL)

Supports curricular innovation in the context of a more supportive and stimulating institutional framework for advanced graduate education in the humanities and social sciences. A pilot project would create workshops in two departments to provide regular faculty-student meetings as a basis for launching dissertation study and as a forum on substantive issues. (2 year grant)

Clayton Junior College (GA)

Develops an outcomes-focused, assessment-based general education program. Activities include: curriculum and instructional strategies that focus on the outcomes; comprehensive assessment and a center for assessment and program evaluation; articulation of high school and college with regard to competences of critical thinking and communications. (3 year grant)

Colorado Commission of Higher Education (CO)

Works with colleges and universities to help them learn how to use U.S. Census data in program planning. The project will do data analyses, run workshops and follow-up with trainees. (2 year grant)
Colorado State University (CO)
Teaches macroeconomics using VISICALC software as a classroom lecture, complementary activity. Students will role-play a variety of decisions through which they will develop understanding of economic principles.
(1 year grant)

Compact for Lifelong Educational Opportunities (CLEO) (PA)
Develops several versions of an Educational Maintenance Organization (EMO). Like its health counterpart, an EMO will involve a variety of educational services pre-paid by employers or groups of employers.
(2 year grant)

Dominican College of San Rafael (CA)
Develops a series of ongoing faculty-student-staff Student Development study groups which will lead to a comprehensive integrated student development plan. These study groups will attempt to integrate student development theory and to apply theory to practice in teaching, learning and administration.
(3 year grant)

Duke University (NC)
Launches a Master of Arts in Liberal Studies program integrating the natural sciences into the core curriculum. The grant will support curriculum development and promote evaluation of new courses.
(2 year grant)

Educational Access Inc. (VA)
Visits high schools to determine why minority high school seniors are applying at reduced rates for admission to postsecondary institutions. The project will then publish a readable booklet designed to clear up misconceptions held by high school counselors and students.
(3 year grant)
Florida International University  (FL)

Devolps an educational program for nurses designed to address the multicultural and multi-ethnic needs of south Florida. Seminars will be incorporated in undergraduate curriculum for nurses and faculty and offered in continuing education. (3 year grant)

Georgia, University of  (GA)

Devlops an approach to teaching basic writing based on oral communications, and stressing "social perspective," rhetorical invention and structure and planning. Courses will be developed with regular students at the University of Georgia, with foreign students in the American Language Program, and at Augusta State College and Fort Valley State College. (2 year grant)

Great Lakes Colleges Association  (MI)

Helps junior faculty adjust to careers at liberal arts colleges. There will be workshops for new faculty with selected senior faculty and administrators, a consortium-wide mentor system, and information provided on topics like student and adult development and ways of combining research and teaching. (3 year grant)

Harvard (Gutman Library)  (MA)

Develops a national inventory of microcomputer uses in education and an inventory of the uses of other electronic technologies. The data base will aid faculty, administrators, equipment vendors, curriculum designers and others who wish to understand how technology is being used in their field, or in their region. (2 year grant)

Higher Education Strategic Planning Institute  (DC)

Tests the application of a corporate strategic planning data base to postsecondary institutional problems. The Institute plans to create a postsecondary data base and consulting service in the second year of the project. (3 year grant)
Idaho, University of (ID)

Extends verbal, mathematical, and computer literacy training to rural adults. The courses, taught by peer instructors, will help people qualify for new types of jobs. (3 year grant)

Illinois, University of (IL)

Develops a flexible computerized medical textbook in pathology. This "living text" will be continually updated and also can be used as a continuing education system and information bank. (3 year grant)

Indiana University Foundation (IN)

Incorporates modules on international education into 13 liberal arts and methodology courses for preservice teachers. The project will conduct faculty seminars, use experiential learning and student teaching assignments to strengthen students' understanding of international issues. (3 year grant)

Kansas State University (KS)

Improves rural postsecondary education via a multi-phased project in which a statistical description of rural learners will be produced; a description of exemplary rural postsecondary programs will be completed; professional development opportunities for practitioners will be created; and a conference will be presented. (2 year grant)

Kansas State University (KS)

Combines University resources in gerontology with the expertise and network of the Western Kansas Community Services Consortiums. Six member community colleges will develop a curriculum in gerontology for rural areas. The model addresses issues of rural education, regional differences, community leadership, variable formats and the need for cooperative resource exchange, utilization, and dissemination. (3 year grant)
Kansas, University of (KS)

Implements a 2-year training program in language and culture for professional students desiring careers in the international marketplace. The program would begin with a Spanish concentration, using placements in Mexico for engineering students.
(3 year grant)

League for Innovation in the Community College (TX)

Creates an Institute for Executive Development for top level women administrators in community colleges to prepare leaders who can function as organizational change agents. There will be skill-building projects at two levels: an expansion of the Leaders for the 80's project for midmanagers to include regional or state workshops and training for sex equity coordinators and other state level leaders.
(2 year grant)

Long Island University, The Brooklyn Center (NY)

Disseminates a successful model for re-training math teachers and develops and disseminates a similar program for science teachers.
(3 year grant)

Maryland, University of (MD)

Develops a computer program to simulate phenomena in optics. The program can be used for junior high to graduate school.
(1 year grant)

Massachusetts, University of (MA)

Evaluates, modifies and disseminates a training program for graduate assistants who will teach a workshop-style course promoting cognitive development in reasoning and mathematics. The TA's will teach a new course which has had unusual success at the pilot stage in preparing students with poor math backgrounds to benefit from college level instruction.
(2 year grant)
University of Massachusetts Medical Center  
(NA)

Establishes a regional clinical evaluation center for assessing and ensuring the competence of physicians. The project would be an adaptation of a program at the University of Arizona using non-physician out-patients as instructors.  
(2 year grant)

Mathematical Association of America  
(DC)

Develops and disseminates six applied mathematics learning modules based on problems provided by industry. Each module consists of an introductory video cassette, a teacher resource book, a microcomputer software package on diskette, and a sum-up video cassette revealing an industrial solution to the problem.  
(3 year grant)

Middlebury College, Bread Loaf School of English  
(VT)

Offers an intensive summer residential program for rural secondary English teachers followed by a year-long research project. In a subsequent summer, teachers will analyze and interpret their results.  
(2 year grant)

Middle Cities Education Association  
(MI)

Develops a series of professional development inservice workshops to enhance the role of the school principal as an instructional leader. Principals come from school districts with 3,000 to 20,000 students.  
(2 year grant)

Michigan State University  
(MI)

Produces diagnostic tests to reveal student misconceptions about science subject matter which inhibit learning of course content. A series of six single topic modules containing descriptions of common student misconceptions of the topic, diagnostic tests, and instructional materials will be produced and disseminated.  
(1 year grant)
**Milwaukee Technical College**

Develops a new curriculum in automated manufacturing, electrical design and information management, through faculty and software development. The college recently received large amounts of equipment from corporations and the state.
(3 year grant)

**Mississippi Valley State University** (MS)

Conducts weekly seminars that will assist in the development of critical and analytical skills by disadvantaged students. The content will include weekly discussions of recent research or review papers with quantitative data in graphic and tabular forms as well as follow up discussions with students to provide feedback about their comprehension of topics discussed.
(3 year grant)

**National Association of Private Industry Councils** (DC)

Selects five Private Industry Councils (PICs) to develop collaborative relationships with postsecondary educational institutions. The National Institute for Work and Learning will assist in conducting workshops and writing materials.
(2 year grant)

**National Council on the Aging, Inc.** (DC)

Develops an educational program for working women (ages range from 20-40+) to help them face the problems of aging in the future. Volunteer leaders will field test 6 curricular units in workplaces and community sites.
(2 year grant)

**National Society for Internships and Experiential Education** (NC)

Helps colleges that are attempting to continue their experiential education programs as budgets become constrained. Provides intensive on-site consultation to colleges that demonstrate commitment to the concept. Simultaneously studies the process of institutionalization in order to share results with other colleges at regional and national meetings.
(2 year grant)
New England Board of Higher Education (MA)

Works with state legislators in the six New England states to devise more appropriate financing approaches for higher education. Regional briefings and state seminars will be held. An advisory council of 13 legislators will direct the project.
(3 year grant)

New Jersey Department of Higher Education (NJ)

Provides leadership training and administrative skills to Hispanic faculty and administrators currently employed by colleges and universities in New Jersey, New York and Pennsylvania. Sixty Hispanics will participate each year in a training program involving a summer institute and a follow-up internship.
(3 year grant)

New Jersey Institute of Technology (NJ)

Stimulates postsecondary education nationally through the creation of a data base of innovations supported by various government and private foundations (including FIPSE) through electronic conferencing to promote continual discussion and learning about the innovations.
(2 year grant)

New York, City University of Queens College (CUNY) (NY)

Trains college students to become ESL and literacy tutors for adult immigrants and illiterate English speakers. These ESL teacher trainees will serve as interns in community agencies.
(3 year grant)

Organization of American Historians (IN)

Organizes a project to revitalize graduate training in history. Regional visiting teams of historians will work with departments as well as with businesses and other institutions, to spur changes in curriculum and pedagogy.
(1 year grant)

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Project Director: Joan Hoff-Wilson
Executive Secretary
Organization of American Historians
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Bloomington, Indiana 47401
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Parents' Campaign for Handicapped Children and Youth (DC)

Develops a guidebook for making postsecondary education accessible to the adult learning disabled; creates regional networks of practitioners; offers technical assistance and referrals; cooperates with other national associations to promote adoption of standards of good practice at the postsecondary level. (2 year grant)

Fertala Community College District (CA)

Develops a 2-year curriculum for remedial students who presently would not be able to progress from remedial programs to an academic or vocational area. The curriculum will integrate reading, writing and mathematics skills with content courses in life sciences, physical sciences, social sciences, and humanities. (3 year grant)

Portland Community College (OR)

Creates a small business development center which will provide education, experience and guidance to new and developing small business entrepreneurs. In addition the center will become the cornerstone of the redevelopment of Northeast Portland that will improve economic conditions and create new jobs. (3 year grant)

Reed College (OR)

Develops a computer-based system for correcting written work in French. Corrections will be made for syntax, declension, gender, verb forms and spelling, together with grammatical principles governing the corrections. (1 year grant)

Rutgers University - Douglass College (NJ)

Creates a "Junior year in Women's Studies" program at Douglass for students matriculating at other institutions. Provides access for students to women's studies resources not available at their home institutions. (3 year grant)
San Diego State University (CA)

Retrains scientifically educated adults who have been dislocated or who need upgraded skills. In cooperation with local industry, faculty will design modules in electronics, biotechnology, microelectronics science, and chemical and physical analysis. (3 year grant).

San Francisco State University (CA)

Trains a cadre of 20 4th through 12th grade teachers to become computer curriculum developers and trainers of other teachers. Teachers will attend summer institutes and classes during the academic year. (2 year grant)

Seton Hall University (NJ)

Trains 2 and 4 year college English faculty to teach and develop technical writing courses. Specialists from industry will join faculty from several institutions in offering 4-week summer institutes plus follow-up meetings. (2 year grant)

Southern Illinois University (IL)

Develops computer simulations of environmental phenomena that are too distant, large, or slow-moving for direct observation. Graduate students will learn how to design and use modules. (2 year grant)

University of the State of New York (NY)

Gathers, analyzes and disseminates information about access for minorities in postsecondary education. The College Entrance Examination Board will publish a quarterly newsletter and annual summary report, and the American Council on Education will hold a 1-day convocation in conjunction with its annual meeting. (2 year grant)
SUNY, Empire State College  (NY)

Prepares and conducts an M.A. program for working adults in three areas: labor and policy studies; business and policy studies; and cultural affairs and policy studies. The new degree is designed to provide a more non-traditional mode of study, and to share resources across a large university system. (3 year grant)

Total Action Against Poverty in Roanoke Valley, Inc.  (VA)

Implements a College Option Orientation program which helps low income minority students better understand their postsecondary options so that they may select appropriate high school course-work; make appropriate selections of colleges to attend; and have more realistic expectations about attending colleges in the first place. A community action agency joins forces with Roanoke College and local public schools and is supported by the State Council of Higher Education. (3 year grant)

Towson State University  (MD)

Systemically integrates scholarship on women into the introductory liberal arts curriculum at a medium-sized public university. Faculty from eight disciplines will revise, offer and evaluate 13 courses. (3 year grant)

Union College  (NE)

Develops an institute to train computer science faculty from small liberal arts colleges in improved teaching methods and in techniques to better meet student needs. (3 year grant)
Wayne State University  (MI)

Implements plans for establishing coalitions of colleges and cable companies for course delivery in seven locations. The first three coalitions will provide cash and services to the next four to help them get started. (3 year grant)

West Chester State College  (PA)

Retools retired scientists as science and mathematics teachers. Course work includes 32 credits and an internship. The state Department of Education guarantees certification. (3 year grant)

Western Interstate Commission for Higher Education (WICHE)  (CO)

Helps to improve 2-year 4-year articulation through pilot projects in four states. With WICHE's assistance all four states will develop an on-line computer system to provide information about courses, transfer credits and programs. Institutions in each state will also undertake an additional project to address weaknesses in their state's present system.

Westfield State College  (MA)

Faculty at the college and three high schools will collaborate in developing a curriculum to improve reading ability of high school students. The project will identify non-fiction reading materials which both build on student experiences and encourage more logical and abstract thinking. (2 year grant)

West Virginia Institute of Technology  (WV)

Develops literacy education for rural adult workers. This project builds on current on-site educational programs for union members. (2 year grant)
Whittier College (CA)
Develops 37 paired courses as part of a new liberal education curriculum demonstrating the interrelatedness of knowledge and overcoming the compartmentalization of the undergraduate curriculum. The courses would be in areas dealing with western civilization, non-western civilization, and "contemporary society and the individual."
(3 year grant)

Woodrow Wilson National Fellowship Foundation (NJ)
Conducts summer institutes for college faculty involved with preservice teacher education to upgrade understanding and knowledge about global issues. Faculty prepare curricular units and the best will be published in a handbook.
(3 year grant)

Xavier University/Louisiana (LA)
Adopts a successful program to improve critical thinking skills in the sciences for use in Humanities courses at a historically Black College.
(3 year grant)
Accrediting Commission for Community and Junior Colleges (CA)

Develops a joint approach for accrediting and evaluating community colleges by State agencies and accreditation associations. (termination date: 8/31/84)

University of Alaska/Anchorage (AK)

Develops a system to deliver educational programs that can produce leadership skills to remote, isolated Alaskan natives using telecommunications technology. (termination date: 9/14/84)

Alverno College (WI)

Convenes four networks of college instructors to consider how critical thinking and problem-solving should be defined and taught within the disciplines of Chemistry, English, Psychology and History. (termination date: 7/30/85)

American Association of Physics Teachers (IL)

Works with girls throughout different levels of their schooling to prepare them for mathematics and science fields at the postsecondary level. College faculty works with high school counselors, science teachers and parents. (termination date: 10/31/84)
American Council on Education (DC)

Helps colleges adapt their programs and procedures to adult students. The ACE Commission on Higher Education and the Adult Learner will develop an institutional self-assessment and planning guide for use by college presidents. (termination date: 8/31/84)

American Heart Association (TX)

Develops a model curriculum and master's degree program for the professional development of managers of national voluntary agencies. (termination date: 10/31/84)

American Indian Science and Engineering Society (CO)

Stimulates the interest of Native American high school students in careers in the sciences by conducting local science fairs in the Rocky Mountain states. Trains a local school site coordinator and involves parents and teachers in order to promote interest in science. (termination date: 7/14/85)

American Political Science Association (DC)

Develops curriculum materials about women's contributions to politics and government for inclusion in the basic introductory political science course for college students. (termination date: 1/31/84)

University of Arizona (AZ)

Trains rural school teachers to encourage more young women to enter the fields of science and mathematics. Develops curricular materials appropriate to the culture of the Southwest. (termination date: 7/31/85)
Associated Colleges of the St. Lawrence Valley. (NY)

Implements a faculty-sharing project among the four member colleges (Clarkson College, St. Lawrence University, SUNY-Potsdam, and SUNY Agricultural and Technical College at Canton). Various kinds of appointments would result to meet curricular needs in cost-effective way.
(termination date: 8/14/85)

Atlanta University. (GA)

Creates a computer-literacy program for 40 minority postsecondary institutions through development of a course of instruction for majors and others.
(termination date: 8/31/84)

Bellevue Community College. (WA)

Improves instruction in five subfields of biology including genetics, botany, and zoology by creatively using the videodisc to demonstrate laboratory experiments and visual phenomena. The disc provides an inexpensive way to store this material and will ultimately replace slide collections which require costly maintenance.
(termination date: 8/31/84)

Boys Harbor, Inc. (NY)

Prepares minority high school students for entering postsecondary science programs through a program of academic training, counseling, and career orientation.
(termination date: 9/1/84)

Bronx Community College. (NY)

Establishes an interdisciplinary approach to teaching basic math skills. Math anxiety workshops, block scheduling, remedial reading and freshmen orientation will be used.
(termination date: 8/31/84)

Brown University. (RI)

Develops six new courses based on contemporary issues. Faculty will work with students in designing the new courses which will combine perspectives from several disciplines.
(termination date: 8/30/84)
University of California/Irvine (CA)

Assists minority students to complete successfully their graduate education through establishing relationships with faculty mentors.
(termination date: 8/31/84)

University of California-Irvine (CA)

Develops a set of 14 computer-aided instruction programs in problem-solving, formal reasoning, math skills and physics concepts. The teaching strategy is based on recent research into difficulties students have had in learning physics.
(termination date: 6/29/85)

University of California, Lawrence Hall of Science (CA)

Improves math skills of minority parents and their children through classes for both. The project also informs parents and children about careers in math and science.
(termination date: 8/31/84)

Carleton College (MN)

Develops a Women's Studies concentration with a core of five new courses; three courses look at theoretical bases for English, Philosophy, Anthropology; and two are capstone seminars. Visiting scholars will run faculty seminars, teach courses, provide student internships and the culminating symposium.
(termination date: 10/23/84)

Castleton State College (VT)

Trains faculty to teach basic skills as part of their regular teaching load at a small rural college serving large numbers of economically and educationally disadvantaged students. Newly trained faculty will retrain other faculty in turn.
(termination date: 8/31/85)

College Entrance Examination Board (NY)

Develops survey instruments and methods which colleges can use to determine available financial resources for adults within their local area. This approach will be demonstrated in three colleges.
(termination date: 9/30/84)
Community Women's Education Program  (PA)

Provides technical education for poor, neighborhood women to increase their computer, statistical, and mathematical literacy in an effort to remove barriers to employment and further education. (termination date: 9/30/84)

University of Colorado  (CO)

Provides for statewide development of a program to infuse gender-neutral materials into public school curriculum via research and preparation of nonsexist material by women's studies and education students. (termination date: 7/31/84)

Conference of Small Private Colleges  (NJ)

Encourages greater use of corporate tuition benefit support programs. Activities include a survey of the 1000 largest companies, publication of a directory of their tuition benefit plans, bimonthly newsletters, and regional workshops. (termination date: 5/31/84)

Cornell University  (NY)

Develops four to six courses for pre-med or pre-law undergraduates that explore social and ethical dilemmas of health care. Humanities faculty who develop the courses will undertake a residency at the Guthrie Clinic for clinical health care experience. (termination date: 8/31/84)

Council on Postsecondary Accreditation; State Higher Education Executive Officer's Association  (DC/VA)

Develops model standards, procedures, and laws so that telecourse production and delivery can be appropriately and equitably regulated by states and accreditors. Task forces with members from a variety of relevant organizations will analyze problems and devise new policies. (termination date: 5/31/84)

Cultural Education Collaborative, Inc.  (MA)

Creates a study of 10 cultural institutions and 10 community organizations to design and develop cable television programs which will serve the communities' education needs. (termination date: 6/30/84)
CUNY/Staten Island (NY)

Develops a professional nursing career ladder program for para-professional health care workers in urban municipal hospitals. Involves collaboration of colleges, health and hospital corporations, and unions representing health care providers. (termination date: 8/31/84)

Dance Notation Bureau (NY)

Creates new curricula materials for college-level dance majors. Materials will be developed and tested at five universities: City University of New York, University of California–Los Angeles, Arizona State University, University of Iowa and Ohio State University. (termination date: 8/31/84)

Dartmouth College (NH)

Seeks to "recapture" potential science and engineering students (especially women and minorities) by developing a two-course sequence in science concepts modeled after Dartmouth's highly successful Finite Mathematics course. Course will include labs and problem-solving exercises to demonstrate the relevance and importance of science, engineering, and technology. (termination date: 6/30/85)

Davidson College (NC)

Demonstrates how data on the intellectual development of lower division students can be used to strengthen advising, and college counseling in high schools. Davidson is the lead institution of a consortium of colleges and high schools working in this area. (termination date: 8/30/84)

University of Delaware (DE)

Designs and implements a computer assisted academic advisement program using the PLATO system. Five modules will be designed to assist students to explore academic options, to design individualized programs, and to learn about curriculum requirements and general academic regulations. (termination date: 6/30/84)

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Project Director: Jill Beck
Education Director
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(212) 736-4350

Project Director: Dwight Lahr
Associate Dean
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Project Director: John V. Griffith
Dean of Admissions
Davidson College
Davidson, North Carolina 28011
(704) 892-2000

Project Director: Peter Rees
Associate Dean
Office of the Dean
College of Arts and Sciences
University of Delaware
Newark, Delaware 19711
(302) 738-2351
University of Delaware (DE)
Develops research apprenticeship opportunities for its undergraduates and expands course offerings in particular research skills.
(termination date: 7/31/84)

Detroit Educational Television Foundation (MI)
Uses cable stations and public television, working with a number of area colleges and universities in Detroit, to make a large number of telecourses available to students via home broadcast. Expanded course opportunities should enable more students to complete a degree.
(termination date: 7/31/84)

District 1199 Cultural Center, Inc., National Union of Hospital and Health Care Employees (NY)
Educates union delegates and members about the content of their work: the health care system and health care issues in the United States. Topics include health care costs and problem-solving skills.
(termination date: 8/31/84)

Eastern Michigan University (MI)
Expands the university's program to place students in foreign business firms and universities to improve their foreign language ability, and foreign professional and cultural knowledge as tools in international business. The expanded program includes women, minorities, and economically disadvantaged students.
(termination date: 8/31/84)

Education Commission of the States (CO)
Evaluates and disseminates state budget reforms that increase the cost-effectiveness of public higher education. The reforms to be studied increase local budgetary flexibility. This project will be carried out in tandem with a grant to Vanderbilt University.
(termination date: 8/31/84)
Foothill Community College District (CA)
Coordinates the efforts of two consortiums representing 30 colleges to provide college courses to adults via the mass media and at sites accessible to them. The courses will be tailored to the needs of the adult learners. (termination date: 8/31/84)

The Franklin Institute (PA)
Provides inservice training for middle and high school teachers in the areas of new technology. Teachers will develop new curricula materials for classroom use examining the nature of new technologies, their potential impact upon society and adaptation issues. (termination date: 8/31/84)

The Hastings Center (NY)
Improves the teaching of applied ethics in the undergraduate professional study of journalism and nursing. The state of applied ethics teaching will be examined and refined, workshops for 60 teachers will be held, and professional networks will be developed. (termination date: 9/30/84)

Hostos Community College (NY)
Develops a model English-as-a-second language program for native Spanish speaking students. The project will analyze the effectiveness of increasing expressive language ability in the development of writing skills. Writing will be improved in a range of content courses by using peer writing groups and expressive writing strategies. (termination date: 7/31/84)

University of Illinois (IL)
Develops a core curriculum and textbooks in Afro-American Studies for use throughout postsecondary education. (termination date: 8/20/84)
University of Illinois at Chicago Circle (IL)

Fosters the development of multicultural Women's Studies courses by bringing together 20 teachers to be trained by more experienced scholars in a 3-week summer institute. Results of the institute will be transmitted to other instructors through the National Women's Studies Association. (termination date: 7/19/84)

The Institute for Research in History (NY)

Develops pilot programs with 12 humanities departments which restructure the position of adjunct faculty. Includes the development of an adjunct talent bank. (termination date: 8/31/84)

Institutional Development and Economic Affairs Service, Inc. (IDEAS) (CO)

Adapts the Foxfire experiential learning methodology to enable students to develop informed judgments about border issues and U.S.-Mexican relations, and to communicate their findings in print and broadcast media. The project serves four postsecondary institutions along the U.S.-Mexican border with large numbers of Hispanic students. (termination date: 8/31/84)

University of Iowa (IA)

Develops computer-based courses in chemistry, biology, physics, and psychology. The courses are developed by a national committee of authors and will be disseminated by CONDUIT and publishers, working together. (termination date: 9/30/85)

University of Kentucky (KY)

Revises the music theory curriculum to provide more flexibility in approaches to student learning and uses of faculty. The project uses computers and audio cassettes to individualize the learning process. (termination date: 6/30/84)
Lafayette College (PA)
Develops a series of interdisciplinary, team-taught senior colloquia to be required of all B.A. candidates. The series synthesizes knowledge and confronts issues from philosophical perspectives.
(termination date: 8/31/84)

LaGuardia Community College (NY)
Develops comprehensive information on writing assessment to provide information about writing tests to test users and developers and to stimulate further research.
(termination date: 8/14/84)

Langston University (OK)
Develops a journalism program to increase the number of Black graduates in print and electronic journalism. Components will include a writing lab, a news bureau service, a senior internship program, and use of adjunct professional faculty and industry contacts.
(termination date: 7/31/85)

Lehman College (CUNY) (NY)
Works with New York City high school teachers to improve writing instruction so students can graduate from high school with effective writing skills.
(termination date: 7/31/84)

Lesley College (MA)
Develops a new curriculum for young working adults and extends the experience of residential postsecondary education through weekend programs for adult students who cannot afford to attend college full-time.
(termination date: 8/31/84)

Long Beach Community College District (CA)
Improves placement examinations and their use in designing instruction. English department faculty would develop new methods of assessment, aided by UCLA's Center for the Study of Evaluation.
(termination date: 8/31/84)
Malcolm-King: Harlem College Extension (NY)

Creates a consortium of community-based, free-standing educational institutions in the Mid-Atlantic region. These institutions will work together to strengthen institutional management and cost-effectiveness through joint staff development, management analyses, shared staffing, etc.
(termination date: 9/30/84)

Marshall University (WV)

Provides undergraduate students in political science with opportunities for research and participation in their own learning, and publication of a document useful to citizens exercising their democratic responsibilities.
(termination date: 8/31/84)

Massachusetts Institute of Technology (MA)

Provides information and services to make it easier for Boston area college adult education centers and libraries to obtain, produce or distribute telecommunications programming through a variety of media (cable, broadcast, videodisc, etc.). Metropolitan Educational Cultural Communications Association (MECCA) will provide training, negotiate network distribution agreements of various types, and collaborate in production.
(termination date: 7/14/85)

University of Michigan (MI)

Addresses the problem of unemployment by preparing workers to take advantage of retraining opportunities. Develops an intensive program using study circles to provide support, counseling, information and career redirection in a changing economy. The model will be tested in the second year in Indiana and Minnesota.
(termination date: 7/31/84)

University of Minnesota (MN)

Develops an integrated, computer-assisted system for teaching composition. The program will help students through the whole process of composing: elaboration of the initial ideas, clarifying the intended audience, etc. and will be used in a variety of upper-division composition courses.
(termination date: 6/30/85)

University of Minnesota, Morris (MN)

Links two existing consortia (including 15 post-secondary institutions) with libraries, telecommunications providers, and community education programs in the public school system to provide services to rural adult learners.
(termination date: 7/31/84)

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Project Director:
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Project Director:
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Project Director:
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Project Director:
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University of Minnesota Technical College (MN)

Develops competency-based learning units to help agricultural students from nonfarm backgrounds to learn about fundamental agricultural techniques, practices, and concepts. (termination date: 6/31/84)

Monroe Community College (NY)

Designs, implements, and evaluates an interdisciplinary curriculum which will emphasize an interrelationship of the natural environment, social structure, technology, and human values. This will become an A.S. degree concentration. (termination date: 8/31/85)

Museums Collaborative, Inc. (NY)

Establishes a midcareer training program for museum educators to enable them to create more effective educational programs at their institutions and thereby reach a more diverse audience than is now the case. (termination date: 8/31/84)

Nassau Community College (NY)

Trains faculty members to serve as consultants to academic departments undergoing self-evaluation aimed at program change. (termination date: 9/30/84)

Nassau City Board of Cooperative Education (NY)

Establishes a complete program of career, vocational, and educational counseling and assistance for women offenders. Participants begin career paths while in jail that will continue with support after release from incarceration. (termination date: 8/31/84)
National Council on the Aging, Inc. (DC)

Improves the quality of nontraditional educational programming in community-based group programs for the elderly. A goals inventory instrument will be developed and tested in 40 sites followed by implementtion guidelines.
(termination date: 6/18/84)

National Hispanic Center/BABEL (CA)

Helps Hispanic high school juniors and seniors prepare for and enroll in science programs in college through counseling, tutoring, instruction, and other supports.
(termination date: 9/30/84)

National Hispanic Center/BABEL (CA)

Offers science education to Hispanic students, starting in ninth grade and continuing into college at the University of California, Berkeley in the Professional Development Program. Combines faculty development, outreach to parents, and a math/science honors program in three school districts.
(termination date: 9/30/85)

National Institute for Work and Learning (DC/SC)

Tests the use of interactive technology for skill acquisition and career development of urban minority youth and adults. Builds on a collaboration between educational institutions, school districts, training agencies and area employers.
(termination date: 6/30/84)

National University Consortium for Telecommunications in Teaching (MD)

Uses a multi-institutional process for creating a telecourse on adult development, by enabling experts on diverse aspects of the subject to come together for intensive course development. The project will also produce a study guide, support materials, and a pilot T.V. program for the course.
(termination date: 5/30/84)
Native American Education Service (IL)

Integrates tribal perspectives and history into the conventional academic disciplines. NAES will provide a basic general education curriculum in the six core seminars which make up 1/3 of the 8A requirement of this Antioch University affiliate. (termination date: 7/31/84)

New Hampshire College and University Council (NH)

Establishes regional consortiums of employers to cooperate with postsecondary educational institutions in providing education for adults who want to learn skills to get jobs or to advance in their organizations. (termination date: 8/14/84)

New Jersey Community College Telecommunications Consortium (NJ)

Convenes faculty from 15 New Jersey community colleges in a series of workshops to develop more effective teaching strategies for improving the use of telecourses and associated support services. (termination date: 7/31/84)

New Jersey Department of Higher Education, Educational Opportunity Fund (NJ)

Establishes an institute to train educational opportunity staff and faculty members in three States to work effectively in remedial programs for nontraditional students. (termination date: 7/31/84)

University of New Mexico (NM)

Continues the development of an administrative and financial structure for a statewide telecommunications network. Also delivers continuing education courses in engineering and nursing, and undergraduate courses to off-campus sites including prisons via telecommunications technology. (termination date: 8/31/84)
Northern New Mexico Community College  (NM)

Strengthens and integrates an international component of a Southwest studies program at the college.
(termination date: 9/30/84)

University of North Dakota  (ND)

Links the university with high schools in six North Dakota and Minnesota school districts to improve the academic skills of students headed for postsecondary education. There will be conferences and workshops as well as direct assistance and demonstration projects.
(termination date: 7/31/85)

Ohio State University  (OH)

Supports faculty from seven colleges and universities in upgrading knowledge and courses in computer science. The faculty will take advanced courses at Ohio State and develop courses for their home institutions, which otherwise cannot attract computer specialists.
(termination date: 9/30/85)

Ohio University  (OH)

Prepares university faculty for implementation of courses to help students synthesize previous learning and to clarify values. The synthesis effort is part of Ohio University's new general education program.
(termination date: 8/31/84)

Oregon State University  (OR)

Establishes a revolving loan fund for instructional development and faculty development projects. Individuals and departments will submit project proposals to a university review committee. The loan fund will emphasize projects that will improve teaching effectiveness and reduce instructional costs.
(termination date: 7/31/85)
Pacific Lutheran University (WA)
Develops international modules for infusion into core courses and upper-level courses in the Business major at six institutions: Pacific Lutheran University, Seattle University, Idaho State University, Willamette University, Eastern Washington University, and the University of Portland. Also develops a joint degree program in Business and International Studies. (termination date: 6/30/85)

Rio Salado Community College (AZ)
Designs a 1-year A.A. degree curriculum in two technical areas within the electronics industry. Learners will be chiefly adult women and minorities at Motorola. (termination date: 6/30/84)

St. Andrews Presbyterian College (NC)
Designs, implements, evaluates and disseminates a two-course senior level component in "Human Choices and Global Issues." Grant will provide consultant services to faculty as they develop interactive teaching strategies (case studies, simulations, role playing) for the two courses, and provides for a dissemination seminar in 1984 for a group of regional colleges. (termination date: 6/30/84)

St. Augustine College (IL)
Develops a 2-year nonsectarian college comprehensive support program for Hispanic students who need help with language proficiency and cultural adjustment. Provides intensive counseling, basic skills instruction, and faculty development especially to aid students who are recent immigrants. (termination date: 6/30/85)

St. Louis Community College (MO)
Assists unemployed workers in St. Louis with basic skills instruction, short seminars, family counseling, and job training. Workers may elect to pursue an A.A. degree. (termination date: 8/31/84)
St. Mary's Dominican College (LA)
Helps faculty and students prepare for the increasing number of minority students attending the college. The project fosters changes in faculty and student attitudes, in instructional strategies, and in course content.
(termination date: 8/31/84)

Samuel Merritt Hospital (CA)
Develops a hospital-based BSN program in conjunction with St. Mary's College. Program provides flexible entry for students based on past educational experience.
(termination date: 7/31/85)

Sinte Gleska College (SD)
Establishes an associate of arts' program in Lakota arts and fine arts to help preserve and enhance local Sioux art and to educate people to work in reservation schools.
(termination date: 8/31/84)

Solidaridad Humana, Inc. (NY)
Provides assessment, preparation for college, and initial college-level instruction for Hispanic population that has low retention and graduation rates in postsecondary institutions.
(termination date: 9/14/84)

Southeastern Massachusetts University (MA)
Replicates a high school/college articulation model for gifted and talented students at 12 colleges and universities. Will also provide information for national dissemination.
(termination date: 8/31/84)

University of Southern California (CA)
Provides leadership and management training for Hispanic staff members of community colleges.
(termination date: 8/31/84)
Southern Regional Education Board (GA)

Will provide technical assistance to three predominantly black colleges and universities to help them improve the administration of student financial aid programs.
(termination date: 8/31/84)

Stephens College (MO)

Develops a Senior Colloquium to help women face choices at the completion of the B.A., but prior to graduation. Involves faculty across disciplines in the development and teaching of the course which will be conducted in 10-12 sections a year in small groups of 20 students.
(termination date: 8/31/85)

SUNY-Oswego (NY)

Develops five interdisciplinary courses with teams composed of faculty and upper-level honors students. Courses will focus on ethical or intellectual problems that require an integrated approach.
(termination date: 8/31/84)

Vanderbilt University (TN)

Helps states develop fiscal incentives for improving the quality of higher education. Activities include developing and disseminating materials and case studies, sharing ideas through seminars for policymakers, and providing technical assistance to implement new budgeting procedures. The project will be carried out in tandem with a grant to the Education Commission of the States.
(termination date: 8/30/84)

Vassar College (NY)

Develops computer literacy among students and faculty at the college. Students and faculty will learn to work with computers and use them for regular academic courses.
(termination date: 8/31/84)
Virginia Commonwealth University  (VA)

Infuses Black perspectives throughout the curriculum. Seminars would be offered to a total of 124 faculty.
(termination date: 12/31/84)

Wayne State University  (MI)

Surveys technical and professional writing needs by working with an advisory group of area business and industry representatives. Result will be development of a sequence of technical and professional writing courses that fit within a liberal arts program.
(termination date: 7/31/84)

Wellesley College  (MA)

Establishes a series of workshops and consulting activities which introduce new scholarship on Black women into the curriculum of 12 historically Black colleges. These workshops will focus on research in the humanities and social sciences and include nationally known minority scholars.
(termination date: 8/31/84)

University of Wisconsin/Stevens Point  (WI)

Develops a weekend degree program leading to an A.A. Degree. Program includes courses in tribal administration, cultural preservation and community leadership and service.
(termination date: 7/31/85)
Twelve awards have been made in 1983 under the Dissemination Program, which was inaugurated in 1980. This competition is open to Comprehensive Program grantees presently in their final year of funding to increase the impact of their grants. The support which this program can provide is limited to not more than $8,000 per award. Attached is a brief description of all twelve awards made this year.

The Fund initiated this competition primarily because grantees in their last year of funding are often in a position of having greater opportunities to disseminate information about their projects than they had originally anticipated. A recent evaluation of the Fund substantiated that project directors effectively disseminate materials from their projects. However, some projects can benefit from additional support for dissemination activities, particularly when those funds can cover outreach activities not originally planned or budgeted. Thus the purpose of this program is to take advantage of those opportunities which otherwise might be lost.

Examples of possible dissemination strategies include workshops, conferences, publications, films or videotapes, travel for the purpose of presentations or consultations, systematic responses to inquiries, and forming networks with other projects.

These activities are directed at institutions and audiences beyond those currently involved in the project. All proposers are encouraged to consider carefully what ideas about practices they want to disseminate and techniques most appropriate for their audience. Often these monies are used in concert with other activities, such as producing a videotape for a conference already planned.

Each year approximately half the eligible Comprehensive projects submit dissemination proposals. The proposals are reviewed by an external panel, the Fund staff member who monitors the project, and the Fund Director. Proposal review is primarily in terms of the dissemination opportunity itself, but focuses also upon the significance of the proposed project, the feasibility of carrying out the project successfully, and the availability of alternative funding. Reviewers do not pass judgment on the relative success of funded projects, but base their decisions on what information would be valuable to others.

Over the past four years, forty-six projects have received dissemination grants for activities ranging from workshops at national conferences to development of a computerized resource sharing network. This year forty-six of the eighty-seven project directors applied for a dissemination grant. This year's twelve grantees and their projects are identified below:

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August 1983

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

THE 1983 DISSEMINATION AWARDS PROGRAM
1983 FINAL YEAR DISSEMINATION AWARDS

Beaver College

Will expand and adapt curricular materials used in their program on critical thinking and problem solving as processes of collaborative learning, so that other institutions can make use of them. In addition, they will explore developing a substantial book on problem solving which would draw on work done by a consortium of projects working on similar curricular applications.

University of California, Santa Barbara

Will prepare a practical manual on how to establish and run a cost-effective multidisciplinary postsecondary microcomputer laboratory. They will also provide on-site technical assistance on a cost-sharing basis to those institutions using the manual.

Columbia University, Teachers College

Will assist other institutions to learn problem-solving and third-party approaches to academic collective bargaining. Interested higher education institutions will send teams to a workshop.

Educational Testing Service

Will conduct four regional conference workshops for directors of intervention programs which attempt to increase the numbers of Blacks admitted to medical schools. Special materials will be developed for use by these program directors.

The Feminist Press

Will extend their project on mainstreaming women's and minority studies in American literature courses (Reconstructing American Literature), by contacting 15,000 faculty members and soliciting advice and involvement. The project is working toward a major new anthology of American literature.

Learner's Compass

Disseminates materials and approaches for assisting unemployed workers. Shares approaches for community wide strategies with labor unions, worker councils, and social service agencies through regional workshops.
University of Montana

Will prepare a booklet that will describe the project's efforts for designing legal education for the future. In addition, the proposer will provide on-site technical assistance to law schools interested in designing legal education programs for the future.

Vanderbilt Medical Center

Proposes to produce two video tapes which disseminate information about the project. One tape will be a short informational piece in rural health problems and the need for increased medical intervention. The other will focus on the specific activities of the project by following one medical student.

Washington State Board for Community College Education

Will disseminate information about the structure, procedures, and resources of a successful Learning Assistance Support System throughout four states in the Northwest. Dissemination activities will include presentations at regional conferences, technical assistance to colleges and universities, and distribution of project summaries and the project's user manual.

Washington State University

Will distribute a model for rural outreach, focusing on educational information, building confidence, and coordinating services at colleges and universities to facilitate reentry. Dissemination will be national, regional and local through four-hour workshops, one-day training sessions, and presentations at professional meetings and classes.

WGBH Educational Foundation

Will provide through the broadcast of a Vietnam television series a rare opportunity to observe innovative practices that are possible with the new telecourse materials developed with a previous FIPSE grant. Case studies will be developed at eight institutions that will be using the telecourse materials in a variety of ways. These case studies will provide developing conclusions about useful practices that complement video materials.

Wheaton College

Will hold a national training conference on the integration of women's studies throughout the liberal arts curriculum. Teams of educators representing over 30 institutions around the country will be prepared to initiate such activities on their own campuses.
Thirteen awards have been made in 1983 under the Mina Shaughnessy Scholars Program, which was inaugurated in 1981 with three years' partial funding by the Carnegie Corporation of New York to meet a purpose not addressed by any other public or private scholarship or fellowship program. The Shaughnessy program is designed to support practitioners who have extensive and unusual experience in improving teaching and learning at the postsecondary level. Attached are lists of all 46 awards made during the first three years.

Mina Shaughnessy was director of writing programs at the City University of New York and a member of the FIPSE National Board. Her most important work examined the hidden patterns of student thought which, although logical, nevertheless produce writing errors. The result was a major book, *Errors and Expectations*, produced with the help of a Carnegie grant. She was an inspiring and innovative teacher who undertook landmark research which showed that even poorly prepared students are notunteachable.

Shaughnessy Awards are inspired by her purposes. The unique purpose of these awards is to enable innovative practitioners to share their understandings of improvements and the conditions of their success. Shaughnessy Awards thus are not specialized research grants, but enable educational practitioners to analyze the significant lessons gleaned from their own experience and to communicate their ideas about effective learning.

In selecting winners from among this year's 600 applicants, outside readers and FIPSE staff made first phase selections of 90 proposals to advance in the competition. A panel of distinguished educators chaired by Dr. John M. Bevan of the Charleston Higher Education Consortium provided the next phase of evaluation, recommending and ranking a finalist group of 30. Telephone interviews and consultation with applicant references followed to narrow the pool to the 13 winners.

The number of applications has increased from 430 in 1981 to 490 in 1982 to 600 in 1983. The substantive range is becoming steadily broader. While a major group of proposals continues to focus on instruction in writing, the subject of Mina Shaughnessy's own work, the portfolio reflects the increasing number of significant proposals in a variety of other disciplines and professional fields. Most Shaughnessy Scholars are writing books or articles; some are producing media-related materials and some will be lecturing.
J. Herman Blake and Ronald W. Saufley (University of California, Santa Cruz), the founding provost and assistant to the provost of the University's Oakes College, are interpreting the success of Oakes College in helping "new" students to succeed in a rigorous academic setting.

Jean Lind Brenkman (Madison Area Technical College), with teaching experience at five different institutions, is developing a writing curriculum based on forms of discourse in different cultural groups.

Rita Charon (Columbia-Presbyterian Medical Center), a medical school professor, is examining the relevance for medical education of apprenticeship education in such fields as documentary film making.

Audrey C. Cohen (College for Human Services), drawing on nearly twenty years as the founder and president of the College for Human Services, is analyzing the unique, performance-based curriculum model of the College.

Carolyn Pope Edwards (University of Massachusetts, Amherst), the Director of the University's Human Development Laboratory School, is applying recent findings about social cognition in young children to teacher education.

Thomas W. Heaney and Aimee I. Horton (Northern Illinois University), based on their experiences at a variety of colleges in the Chicago area, are writing about efforts to educate the "hardest-to-reach" poor.

Jack Himmelstein and Howard Lesnick (Center for Law and Human Values), drawing on their experiences teaching law at Columbia University and the University of Pennsylvania and developing a new curriculum for the City University of New York Law School at Queens College, are describing versions of legal education which move beyond reliance on an exclusively adversarial norm.

Patrick J. Hill (The Evergreen State College), the founding director of the Federated Learning Communities at the State University of New York at Stony Brook and new provost at the Evergreen State College, is reflecting on the building of academic communities at Stony Brook, Earlham, and Evergreen.

John R. Jungck (Beloit College), drawing on teaching experiences at three colleges, is developing curricular materials to encourage problem-solving in particular subject areas, in this case genetics.
Francis A. Rosamond (Cornell University), based on her teaching experiences at several universities and high schools and the establishment of a math center at Cornell, is broadening concepts of learning mathematics by listening to the mathematics questions posed by women.

Larry K. Quinsland (The Association for Quality Education), a professor at the National Technological Institute for the Deaf at the Rochester Institute of Technology, is elaborating ways to use experiential learning in teaching deaf students.

Carol Schneider, Ski Helenak, Marilyn Stocker, and Gerald E. Twaddell (University of Chicago), participants in the 16-college Consortium for Quality in Nontraditional Education, are describing key elements of quality educational programs for adult learners.

Lynda Shaffer (Tufts University), drawing on experience as a member of a faculty team which developed an interdisciplinary world history course, is writing a history text which broadens the focus beyond Europe and which treats global themes such as trade.