

'76-'77

notre dame report

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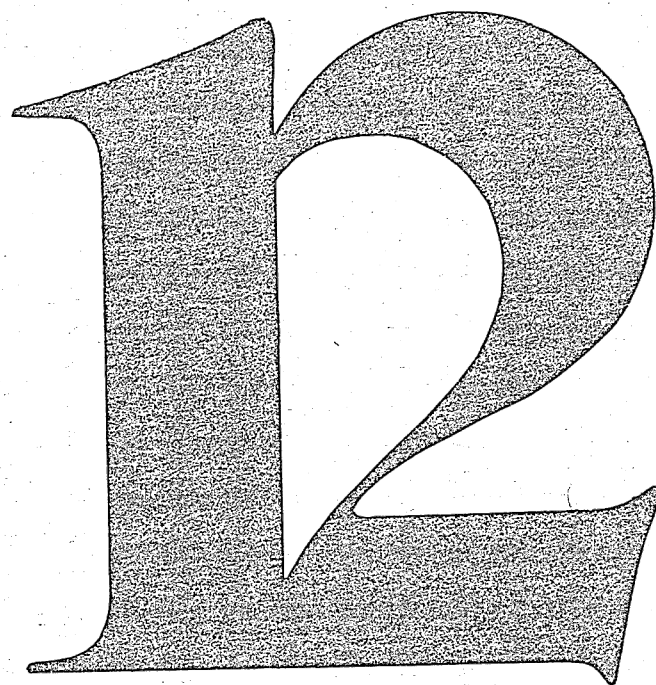
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the university

Chapel Choir Record

The Notre Dame Chapel Choir has cut its first record, "Song of Sunday," giving the general public its initial opportunity to hear the Notre Dame Mass and Vespers. The mixed choral ensemble of some 60 students was founded four years ago by Prof. Sue Seid-Martin, its current director, and it sings each Sunday at 10:45 a.m. Mass and 7:15 p.m. Vespers in Sacred Heart Church. All of the sacred music in the album has been written by David Clark Isele, assistant professor of music.

"Song of Sunday" is available at \$5 from the Notre Dame Hammes Bookstore or through the University's Department of Music in Crowley Hall. Mail orders are \$1 more for postage and handling.

Enrollment Report

Spring semester enrollment figures at Notre Dame have reached 8,556, the highest number for any comparable period in the school's history. A total of 8,507 were registered a year ago and 8,540 in the previous record semester of 1975.

Undergraduate enrollment is 6,786, an increase of 40 students over last year, and Law School is 449, an increase of 37. The graduate program in business administration reports six additional students and other post-baccalaureate programs are down 34 to 1,150.

Enrollment in the College of Arts and Letters is down 84 from last year's 1,917, down 31 in the College of Business Administration from last year's 1,480, up 73 to 878 in the College of Engineering, and up 16 to 938 in the College of Science. There are 1,686 students in the Freshman Year of Studies, up 65 from last year.

Memorial Library Hours Mid-semester Vacation

Memorial Library hours for the mid-semester holiday, March 11-19 will be:

1st and 2nd Floors

Open: Monday - Saturday, 8 a.m. - 5 p.m.

Closed: Sunday, March 13.

Tower

Open: Monday - Saturday, 8 a.m. - 10 p.m.

Sunday, 1 p.m. - 10 p.m.

The Research Libraries will be open Monday through Friday, 8 a.m.-Noon, 1 p.m. - 5 p.m. They will be closed on Saturdays and Sundays.

All Libraries will return to their regular schedules on Sunday, March 20.

Day Care Center

The Early Childhood Development Center at St. Mary's will begin registering children for the 1977-78 academic year during the months of March, April and May. The center serves only families affiliated to the St. Mary's/Notre Dame community, offering both full-time and part-time developmental programs for children ages three through six. For further information, contact Terri Kosik at 284-4150.

Vol. 6, No. 12

March 4, 1977

Notre Dame Report is an official publication published fortnightly during the school year, monthly in summer, by the University of Notre Dame, Department of Information Services.

Second-class postage paid at Notre Dame, Indiana.

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Art Show Extension

Indiana's severe winter is forcing the Notre Dame exhibit of Indiana art, "Mirages of Memory: 200 Years of Indiana Art," to be extended until March 20.

faculty notes

Appointments

Peri E. Arnold, associate professor of government and international studies, was appointed chairman for the Department of Government and International Studies effective Sept. 1, it was announced by Dean Isabel Charles of the College of Arts and Letters. He will succeed George A. Brinkley, Jr., acting chairman, who will return to full-time teaching activities.

In a realignment of duties within the administration of the College of Business Administration, Yusaku Furuhashi, professor of marketing and former acting dean becomes associate dean for faculty development and curriculum, while Vincent R. Raymond, associate dean of the college since 1973, continues in that position with responsibility for student personnel and administrative services. John R. Malone, associate dean and founding director of the M.B.A. program will leave his administrative position and return to teaching as a marketing professor. The present post of assistant dean is being discontinued.

Honors

Msgr. John J. Egan, special assistant to the President, has been named chairman of a task force for a new research project entitled "Mediating Structures and Public Policy" established by the American Enterprise Institute for Public Policy Research. The three-year study will investigate new methods of delivery of vital services in health care, education and child care, welfare and social services and criminal justice as well as housing and zoning.

Alan T. Huckleberry, associate professor of mathematics, has been appointed a member of the Analysis Panel of the Undergraduate Mathematics and its Applications Project, a National Science Foundation supported project through the Educational Development Corporation.

David C. Leege, director of the Center for the Study of Man and professor of government and international studies, has been appointed a consultant to the Division of Advanced Productivity Research and Technology, National Science Foundation. He also serves on the editorial advisory board for the Sage Professional Papers, American Politics Series.

Donald C. Sniegowski, associate professor of English, has been named by the Lilly Endowment, Inc., of Indianapolis to receive a 1977-78 Faculty Open Fellowship. The highly competitive award honors Indiana professors for achievements in innovative work-study and research programs.

Anthony M. Trozzolo, Huisking professor of chemistry, was elected to a three-year term as a member of the Council of the Gordon Research Conferences.

Activities

Sr. Elaine DesRosiers, director of educational media, presented a workshop on "The Environment of Worship" sponsored by the Department of Liturgy, Diocese of Memphis, on Feb. 12 in Memphis, Tenn.

Richard W. Fessenden, professor of chemistry and senior scientist in the radiation laboratory, presented a seminar entitled "Time-Resolved ESR Studies" at Argonne National Laboratories, Chemistry Division, on Feb. 10.

Michael J. Francis, professor of government and international studies, presented a paper entitled "Military Assistance as Influence: Some Observations" to a military policy symposium on "Inter-American Security and the United States" sponsored by the United States Army War College's Strategic Studies Institute, Jan. 20-22 in Carlisle Barracks, Pa.

V. Paul Kenney, professor of physics, gave an invited talk, "Multi-Hadron Production at Fermilab Energies," at the Annual Meeting of the American Physical Society in Chicago on Feb. 7.

David C. Leege, director of the Center for the Study of Man and professor of government and international studies, served as a delegate to the founding convention of the Association of Evangelical Lutheran Churches in Chicago, Dec. 3-4.

John W. Lucey, associate professor of aerospace and mechanical engineering, presented the lecture "Energy Supplies-Past, Present, Future" at a meeting of the Optimist Club, Elkhart, Ind., Feb. 10.

Kenneth E. Moore, associate professor of sociology and anthropology, participated in a Jewish Ethnology symposium and gave a paper entitled "The Spanish Diaspora" at the national meeting of the American Anthropological Association held in Washington, D.C. in Nov.

Dean A. Porter, director of the Art Gallery, gave a lecture entitled "John Grandisson, Bishop of Exeter and Art Patron" on Feb. 2 at the Indianapolis Museum of Art.

Bruce I. Rose, assistant professor of mathematics, presented one-hour lectures on "Rings Which Admit Elimination of Quantifiers" for the Departments of Mathematics at Stanford University on Dec. 13 and the University of Colorado on Dec. 17.

Boleslaw B. Szczesniak, professor emeritus of history, was on a research trip to the Vatican Archives from Dec. 5 to Jan. 20. He visited the University of Warsaw and gave two lectures on the "Waning Nation of Ainu in Northern Japan." He read a paper at the Convention of Orientalists, sponsored by the Polish Academy of Sciences, "Accession Ceremonies in Japan and Their Shintoistic Character." He continued research on the project "Russian Penetration into the Mediterranean from 1693 to the Present."

Evelyn Eaton Whitehead, assistant professor of theology, delivered a paper, "Field Education as a Model of Contextual Education," at the invitational conference on Contextual Education for Ministry sponsored by the Claremont School of Theology in California on Jan. 17-18.

Charles K. Wilber, professor and chairman of economics, was one of the principal speakers at the Institute of International and Public Affairs at San Antonio, Tex. on Feb. 18. His topic was "The Third World Dependency, Imperialism and International Equity."

Correction: NDR #11

Activities: for David Clark Isele, should read, assistant professor of music and director of the Notre Dame Chorale; not Glee Club, since it was the Chorale which went on the January tour.

office of advanced studies

Notes for Principal Investigators

National Institutes of Health Research Training Grants from NIH

Principal investigators are reminded that applications for National Research Service Award Institutional Grants are due at the National Institutes of Health by April 1, 1977. The objective of this NIH program is to enhance research training opportunities in biomedical and behavioral areas, at either the pre- or postdoctoral levels.

The institutes which accept proposals are: National Agency on Aging; National Institute of Allergy and Infectious Diseases; National Institute of Child Health and Human Development; Center for Research for Mothers and Children; National Institute of Arthritis, Metabolism and Digestive Diseases; National Cancer Institute; Center for Population Research; National Institute of Dental Research; National Institute of Environmental Health Sciences; National Eye Institute; National Institute of General Medical Sciences; National Heart, Lung and Blood Institute; National Institute of Neurological and Communicative Disorders and Stroke; and Division of Research Resources.

National Science Foundation International Science Studies (ISS) Program

The National Science Foundation recently established a new program, the International Science Studies Program.

The principal goal of the International Science Studies program is to develop a body of critical information about the mechanisms, problems, and benefits of international science activities. Through this program,

a limited number of studies, workshops, or conferences concerned with research, science education, science administration, and science organization in various regions and countries will be supported. It is anticipated that these efforts will contribute to the intellectual and scholarly resources in the field of international science.

The research, conferences, workshops, and other activities supported by ISS will encompass four broad topics: 1) program planning, whether of new international scientific activities of the U.S. government or existing activities, 2) evaluation studies of U.S. international scientific and technological activities, 3) surveys of the status of international scientific and technological cooperation, and 4) activities to promote regional and international scientific and technological cooperation.

ISS will support studies which concentrate on specific policies or topics, as well as those with more general methodological or conceptual concerns. ISS awards are to be directed at activities which are policy and action-oriented, including the provision of procedures for disseminating research results.

Information Circulars

Business and Professional Women's Foundation BPW Career Advancement Scholarships, Clairol Loving Care Scholarships, Florence Morse Scholarships

No. FY77-66

The Business and Professional Women's Foundation administers three scholarship programs for job-related continuing education of mature women.

BPW Career Advancement Scholarships

Awarded to women at least 25 years of age, who are U.S. citizens.

Clairol Loving Care Scholarships

Awarded to women at least 30 years of age, who are U.S. citizens.

Florence Morse Scholarships

Awarded to women at least 25 years of age, who are U.S. citizens and are in their junior or senior year of a business school accredited by the American Assembly of Collegiate Schools of Business.

Criteria for Applying:

The applicant must:

- * Need financial assistance to upgrade skills or complete education for career advancement.
- * Be undertaking training to be completed within 24 months.
- * Have a definite plan to use the desired training in a practical and immediate way to improve chances for advancement, to train for a new career field, or to enter or re-enter the job market.
- * Furnish information and costs on a specific course of study at an accredited school, including the qualifications of the applicant.
- * Be officially accepted into the course of study.

These scholarships do not include:

- * Study at the doctoral level.
- * Correspondence courses.
- * Study in a foreign country.

Scholarships range from \$100 to \$1,000 for one year; the average award is between \$200 and \$500.

Deadline: The Selection Committee meets in June and November. The deadline for the June meeting is May 1; the deadline for the November meeting is October 1.

For application forms and any inquiries about the program, contact the Office of Advanced Studies, Extension 7378, or write to:

Scholarship Director
BPW Foundation
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036

National Science Foundation Improved Understanding and More Productive Use of Scientific and Technical Information

No. FY77-67

The Division of Science Information of the National Science Foundation intends to provide approximately \$800,000 for support of research relating to the dissemination and use of scientific and technical information. Proposals will be considered in four categories. Separate proposals must be submitted if support is desired for research in more than one category.

The Division of Science Information (DSI) administers the Foundation's program of Science Information activities. These activities are intended to help U.S. scientists, engineers, and others obtain and use the results of worldwide scientific research. The Program's ultimate goal is to enhance the contribution to the national welfare from investment in R&D through increasing the effective use of scientific and technical information (STI). To this end, DSI sponsors a variety of projects to enhance the usefulness and utilization of STI. Projects are selected, in large part, to stimulate innovation and entrepreneurial activity that may result in more efficient communication systems and more useful information services.

Proposals will be accepted for consideration in four categories chosen for special emphasis at this time. Each proposal must be limited to one of these categories. However, an organization may submit separate proposals in any number of categories.

The four categories are: (1) Innovations in Engineering Publications; (2) The Use of STI and The Effectiveness of Scientists and Engineers; (3) Improved STI Communication Among Scientists and Engineers Engaged in Interdisciplinary or Applied Research/Engineering Activities; and (4) Economics of Information.

The closing date for receipt of proposals is April 15, 1977.

National Endowment for the Humanities Fellowships for Independent Study and Research

No. FY77-68

Fellowships for Independent Study and Research are for scholars, teachers, and other interpreters of the humanities who have made or demonstrated promise of making significant contributions to humanistic thought and knowledge. Applications may come from college and university faculty members and from others who work in the humanities; they may come from persons with broad humanistic interests and from scholars working in specialties. The work undertaken with a fellowship may lie within the Fellow's special interest, or it may be work in some other field that will help him understand his own field better and enlarge his competence.

Applicants must have completed their professional training, but may otherwise be at any stage of their careers. Persons who have entered their professions without advanced degrees are eligible to apply, but degree candidates and persons seeking support for work leading toward degrees are not.

Fellows must devote full time to their fellowship studies. They may not hold other major fellowships or grants during tenure, except sabbaticals and other grants from their own institutions.

The scope of Endowment support includes, but is not limited to, the study of the following: history, philosophy, languages, linguistics, literature, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences that employ historical or philosophical approaches. This last category includes cultural anthropology, sociology, political theory, international relations, and other subjects concerned with questions of value and not with quantitative matters. The Endowment continues its interest in studies of the relationships between human values and science and technology.

The application deadline is June 1, 1977.

U.S. Office of Education Opportunities Abroad for Teachers

No. FY77-69

GENERAL INFORMATION

Opportunities are available for elementary and secondary teachers, college instructors and assistant professors to attend seminars or to teach abroad under the Mutual Educational and Cultural Exchange Act of 1961.

Eligibility Requirements.

1) U.S. citizenship 2) bachelor's degree 3) three years of full-time teaching experience for teaching positions and two years of experience for seminars.

TEACHING ABROAD FOR AN ACADEMIC YEAR

Interchanges. Under this arrangement American and foreign teachers exchange teaching positions. In exchanges with Canada and the United Kingdom each teacher continues to receive a salary from his home institution. In exchanges with Germany and New Zealand, the American teacher obtains a leave of absence with pay and receives a maintenance allowance in the currency of the host country. The U.S. school accepts a foreign teacher in exchange and pays the teacher a salary based on his qualifications and the local salary schedule.

One-Way Assignments. Under this arrangement the American teacher obtains a leave of absence without pay and receives a maintenance allowance which may be paid wholly or partially in the currency of the host country.

A grant to teach abroad usually includes round-trip transportation for the grantee. Teachers going to the United Kingdom and to Canada pay their own travel expenses.

SEMINARS

It is expected that seminars will be held for teachers of 1) German in Germany, 2) world/Asian history in India and Pakistan, and 3) the classics in Italy. Grants provide round-trip transportation; grantees are responsible for their own maintenance expenses in Germany and Italy. Participants in seminars may not be accompanied by dependents.

Application Procedure.

Applications must be submitted by November 1 for the following academic year. The announcement of opportunities and application forms can be obtained in September from the:

Teacher Exchange Section
Division of International Education
U.S. Office of Education
Washington, D.C. 20202

Current Publications And Other Scholarly Works

ARTS AND LETTERS HUMANISTIC AND SOCIAL STUDIES

Art

- Porter, Dean A.
D.A. Porter. 1976. Exhibition of water-colors and woodcuts. Radecki Art Galleries, South Bend, Indiana.

Economics

- Worland, Stephen T.
S.T. Worland. 1976. Mechanistic analogy and Smith on exchange. Review of Social Economy 34(3):245-257.

History

- Shaw, Yu-ming
Y.M. Shaw. 1976. Review of J.K. Fairbank, ed. The Missionary Enterprise in China and America. American Historical Review 81(4):934-936.
Y.M. Shaw. 1976. T'ien Wen. Convergence 1:34.

Modern and Classical Languages

- Rubulis, Aleksis
A. Rubulis. 1977. Filologe pret inženieriem. Laiks 29(9):3.
A. Rubulis. 1977. Kristus karavirs sargposteni. Aglonas Vestis ½-148/149:3-4.

Music

- Bamber, Dennis
D. Bamber. 1977. The saxophone-too young to go steady. Saxophone Service 2-3.

Psychology

- Banikiotes, Paul G.
P.G. Banikiotes and D.M. Daher. 1976. Interpersonal attraction and rewarding aspects of disclosure content and level. Journal of Personality and Social Psychology 33:492-496.
P.G. Banikiotes and D.M. Daher. 1976. Measurement of self-disclosure: Note on format and content of items. Psychological Reports 38:1255-1256.
Borkowski, John G.
J.G. Borkowski, S. Levers, and T.M. Gruenenfelder. 1976. Transfer of mediational strategies in children: The role of activity and awareness during strategy acquisition. Child Development 47(3):779-786.

- C. Catino, S.I. Taub, and John G. Borkowski. 1977. Mediation in children and the elderly as a function of memory capabilities. Journal of Genetic Psychology 30:35-47.

SCIENCE

Biology

- Rai, Karamjit S.
M.A. Zaman and K.S. Rai. 1977. Identification of chromosomes involved in six radiation-induced translocations in Collinsia heterophylla: A search for the "Pseudo-supernumerary" chromosome. Cytologia 42:49-51.

Chemistry

- Freeman, Jeremiah P.
J.P. Freeman and R.C. Grabiak. 1976. Heterocyclic N-oxides as synthetic intermediates. 5. Synthesis of 5-aminopyridazine 1-oxides. Journal of Organic Chemistry 41(25):3970-3974.
J.P. Freeman and J.F. Lorenc. 1977. Novel substitution reactions of 4-chloro-4H-pyrazole derivatives. Journal of Organic Chemistry 42:177-178.
Helman, W. Phillip
*J.L. Magee and W.P. Helman. 1977. Energy loss of electrons in random motion. Journal of Chemical Physics 66(1):310-318.
Magee, John L.
*J.L. Magee and W.P. Helman. 1977. Energy loss of electrons in random motion. Journal of Chemical Physics 66(1):310-318.
Martinez-Carrion, Marino
B. Boettcher and M. Martinez-Carrion. 1976. Itemizing enzyme ligand interactions in native and half-active hybrid aspartate transaminase to probe site-site relationships. Biochemistry 15(25):5657-5664.
Pasto, Daniel J.
D.J. Pasto. 1976. Reinvestigation of the thermal rearrangement of alkenylidene-cyclopropanes. Journal of Organic Chemistry 41(25):4012-4016.

*Under the Radiation Laboratory

Earth Sciences

- Gutschick, Raymond C.
C.A. Sandberg and R.C. Gutschick. 1977. Paleotectonic, Biostratigraphic, and Economic Significance of Osagean to Early Meramecian Starved Basin in Utah. U.S. Geological Survey Open-File Report 77-121. 16 pp.

Mathematics

- C.H. Lee and W.D. McGlinn. 1976. Uniqueness of perturbation of a Reissner-Nordstrom black hole. Journal of Mathematical Physics 17:2159-2165.
- Poirier, John A.
C.A. Rey, J.A. Poirier, A.J. Lennox, V. Srinivasan, W.F. Baker, D.P. Eartly, S.M. Pruss, and A.A. Wehmann. 1977. The slope of forward elastic π +p elastic scattering from 4.4 to 6.0 GeV/c. Physical Review D15:59.
- Rey, Charles A.
C.A. Rey, J.A. Poirier, A.J. Lennox, V. Srinivasan, W.F. Baker, D.P. Eartly, S.M. Pruss, and A.A. Wehmann. 1977. The slope of forward elastic π +p elastic scattering from 4.4 to 6.0 GeV/c. Physical Review D15:59.
- Srinivasan, Vatsala
C.A. Rey, J.A. Poirier, A.J. Lennox, V. Srinivasan, W.F. Baker, D.P. Eartly, S.M. Pruss, and A.A. Wehmann. 1977. The slope of forward elastic π +p elastic scattering from 4.4 to 6.0 GeV/c. Physical Review D15:59.
- Hahn, Alexander J.
A.J. Hahn. 1976. Cayley algebras and the automorphisms $PO_8^*(V)$ and $P\Omega_8(V)$. American Journal of Mathematics 98:953-987.
- O'Meara, O. Timothy
O.T. O'Meara. 1976. Hilbert's eleventh problem: The arithmetic theory of quadratic forms. Proceedings of Symposia in Pure Mathematics 28:379-400.
- Palm, Andrew C.
A.C. Palm. 1976. Integral representation formulas on strictly pseudoconvex domains in Stein manifolds. Duke Mathematical Journal 43(1):41-62.

Physics

- Bose, Samir K.
S.K. Bose and W.D. McGlinn. 1976. Baryon interactions in SU(4). Physical Review D14:3167-3173.
- Johnson, Walter R.
K.T. Cheng and W.R. Johnson, Self-energy corrections to the K-electron binding in heavy and superheavy atoms. Physical Review A14:1943-1948.
- Marshalek, Eugene R.
J. Krumlinde and E.R. Marshalek. 1977. RPA at high spin and conservation laws. Nuclear Physics A275:395.
- McGlinn, William D.
S.K. Bose and W.D. McGlinn. 1976. Baryon interactions in SU(4). Physical Review D14:3167-3173.

ENGINEERING

Aerospace and Mechanical Engineering

- Atassi, Hafiz
H. Atassi and M.E. Goldstein. 1976. Unsteady aerodynamic forces acting on loaded two-dimensional blades in nonuniform incompressible flows. Revue Francaise de Mecanique 47-56.
- Huang, Nai-Chien
N.C. Huang. 1977. On the flexure of elastic two-filament yarns. Textile Research Journal 47(1):73-76.

Memorial Library

- Blantz, CSC, Thomas E.
T.E. Blantz, CSC. 1976. Father Haas and labor disputes. Pages 241-244 in, R. Trisco, ed. Catholics in America. National Conference of Catholic Bishops, Washington.

Closing Dates for Selected Sponsored Programs

Proposals must be submitted to the Office of Research and Sponsored Programs ten days prior to the deadline dated listed below.

Agency	Programs	Application Closing Dates
Administration on Aging	Dissertation Research Grant Program	March 31, 1977
Council for European Studies	Postdoctoral Program	April 10, 1977
Eleutherian Mills Historical Library	Council on Research in Economic History	April 15, 1977

documentation

Minutes of the 172nd Meeting of the Graduate Council November 17, 1976

The 172nd Meeting of the Graduate Council was called to order at 3:30 p.m., Wednesday, Nov. 17, 1976, in Room 121, Hayes-Healy Center. Not present were: Rev. Robert Austgen (excused), Peri Arnold (excused), Rev. Thomas Blantz and Morton Fuchs. Associate Dean Jerger represented Dean Hogan.

I. Approval of the Minutes of the Previous Meeting.

The Minutes of the 171st Meeting, Oct. 25, 1976 were unanimously approved as amended in paragraph 2, page 2 to include the phrase "that this is a normal situation in academic libraries and Notre Dame's experience is better than some university libraries where only 20% of the budget is allotted for books;" as recommended by the University Librarian.

II. Final Report on the Graduate Physics Review.

Walter Gajda (electrical engineering), chairman of the Graduate Physics Review Committee, summarized the final report of his committee on the entire physics review. This report, Report D, was prepared by Professors Gajda and Thomas Fehlner (chemistry), Science Division Representative on the Review Committee, from the external reports (Reports B) and the Physics Department Response (Report C), prepared by Walter Miller, physics chairman. Miller was present at the invitation of the Office for Advanced Studies.

In his summary, Gajda noted that the site visitors concurred that facilities and staff in physics were very good to excellent. They also concurred that the department could be considered overstaffed and overtenured relative to its present teaching load. Among the graduate students, the visitors found some dissatisfaction with the quality of some of the teaching and among the staff some dissatisfaction with the quality of intra-departmental communications, particularly between experimental groups, and even more so, between these and the theorists generally. As to the program, the external reviewers raised no serious questions.

In the departmental response (Report C), Miller pointed to the transfer several years back of two semesters of core physics for engineers from the physics department to the engineering college. More than any other factor, this transfer disturbed the student-teacher or teacher-credit hour ratio which to that point was not exceptional. Indeed, with the reviewers, the department feels that this curricular shift was not in the best interests of the engineering students. Meanwhile, faculty size in physics has fallen to a present 26 from an earlier high of 34. Its current teaching and research loads are, Miller claims, roughly equivalent to those of departments in peer institutions. Any further attrition in the experimental groups (low energy, nuclear and solid state physics) would drop them below the "critical mass" required to maintain research and to attract external support. The department, while concurring with the external reviewers that a relatively large theoretical group (all tenured) did exist, countered that this is neither exceptional compared to some other peer departments nor necessarily arbitrary. Indeed, Miller pointed out that his predecessor as chairman had for several years

received blanket funding for theoretical physics research, covering the whole theoretical staff. On this point, Dean Bernard Waldman reminded the council of varying funding styles of which some support only experimentalists while others support experimentalists along with appropriate theorists. The latter style is not the case at Notre Dame. Finally, Miller noted in passing that numbered among the department's most successful teachers are some of the theorists.

Departmental response to student criticism of teaching quality was largely one of surprise. The department noted that the average evaluation of the physics teaching staff by their students was higher than that of the college and University. The failure of the evaluation instrument to disclose the discontent with teaching quality stated in the external reports evoked some questions from council members as to the reliability of that instrument taken at face value - a sentiment shared if not expressed by the department as it proposes to widen student staff communications by increasing student representation on the Departmental Course Assignment Committee.

To counter excessive stratification within the department, the department is reviewing expanded involvement of graduate students in the ongoing procedures of the department and more frequent meetings, both formal and informal, of students and staff as well as of the various experimental and theoretical contingents within the staff.

The council chairman thanked the Physics Review Committee for their comprehensive report and congratulated the physics department for its continuing response to the issues raised in the external review reports. Motions to accept both the Departmental Response and the Gajda-Fehlner Physics Review Final Report were passed unanimously.

III. Comments of the Chairman.

1. The chairman called on the secretary to report on the present state of the up-coming Graduate Bulletin now that all departments and programs have submitted their copy. In particular, it was noted that the questions of style and format were being negotiated among the responsible offices in view of criticisms of these features in the 1975-77 bulletin.

2. Chairman Gordon pointed out that again this year he had requested by letter to the department chairmen estimates of need before preparing the graduate student support allocations for next year. In addition to the request for estimates, he sought current information on the status of the "market place" for graduates, and on the number of first year students that the department planned to support.

3. The chairman gave additional data on graduate enrollment for 1976-77, and he noted that in the current Department of Health, Education and Welfare 10-year survey of doctoral conferrals (1964-65; 1973-74), Notre Dame, with 1064, is 77th on the list.

4. The renovation of the Graduate Commons has been completed and an appropriate celebration for its formal opening is planned. Chairman Gordon informed the council that the new facility will be called the Wilson Commons, honoring Father Jerome J. Wilson for his many years of detailed work in the University and particularly for his support of graduate housing and the development of the Commons.

IV. Other Business.

Admission of the following regular faculty to the graduate faculty was announced.

Professors C.J. Kowalski (Chemistry); G.M. Bernstein, S. Gernes and S. Golden (English); N. Hatch, C.E. Moore, and Y. Shaw (History); A.C. Palm (Mathematics); and Rev. J.E. Kelly, C.S.C. (Sociology-Anthropology).

In view of recurrent comments in the external reviews and by way of assuring the most up-to-date available data on the library holdings and services for departments yet to be reviewed, the University Librarian requested that departmental review committees seek out their professional library liaison for assistance in setting up the library component of the site visit and review documents.

There being no other business, the meeting was adjourned at 4:50 p.m.

John J. FitzGerald
Secretary

Report D

Summary of the External Evaluation of the Graduate Program in Physics

The external evaluation of the graduate program of the Department of Physics was carried out in the manner specified by the Office of Advanced Studies. The external members of the review committee were Prof. Morton Hamermesh (University of Minnesota), Prof. H.E. Rorschach (Rice University), and Prof. D.J. Zaffarano (Iowa State University) and their visit occurred on March 22-23, 1976. Prof. Sperry Darden served as department liaison and the undersigned constituted the other committee members.

The external reviewers met with departmental faculty in different ways. Research summaries and tours of the major experimental facilities were conducted by groups of faculty involved in those activities. In addition, the external reviewers met with the full professors as one group and with the members of other ranks in a separate group. Two periods were set aside for meetings with graduate students and there were separate meetings with the department chairman, dean of the College of Science and the provost.

The entire review process ran smoothly and the external reviewers felt they had sufficient time to pursue avenues of inquiry. They found the previsit document prepared by the physics department thorough and informative. Their only concrete suggestion towards improving the process was that meetings with graduate students be scheduled as early in the review as possible as they felt the students were fruitful sources of important issues. The department also found the review process worthwhile although there was some concern expressed about the lack of productivity at one of the evening meals.

There was general agreement between the reviewers that the faculty of the physics department is very good and the research facilities are excellent. They were impressed with the level of research activities and all commented quite favorably upon the experimental facilities available. Hamermesh was a bit reserved in his comments on the faculty judging them "competent," while Rorschach stated that "the Notre Dame faculty is of high quality... they're capable of setting the kind of example that is required to attract students to physics."

Without question, the major issue raised by the external reviewers centered on the relative size and distribution of the departmental faculty vis-a-vis its graduate and undergraduate course loads and level of external research work. Rorschach states bluntly that, "there is little doubt in my mind that the department is now overstaffed and overtenured." Hamermesh states that, "the department has expanded too far in size for the student population it serves." Zaffarano devoted the majority of his report to the "care and feeding of graduate students" but indirectly focused on the imbalance between faculty and student populations. Several issues are intertwined in these important observations. The National Science Foundation Development Grant allowed the department to expand its faculty significantly and the onset of high tenure ratios has locked the faculty into position.

The department does not accept the reviewers' judgment concerning the faculty size. A significant issue here concerns the service course load change which occurred when two semesters of core physics were transferred to the College of Engineering several years ago when a decision was made to institute a core engineering program. The departmental response focuses on this large loss in student contact hours as the single most important factor in the department appearing to be too large for its activity load. The department and external reviewers do not feel that this curricular shift was in the best interests of the engineering students.

Even with this loss of undergraduate hours in the transfer of mechanics from physics to engineering, the department points out that its faculty size has been reduced from a high of 34 to a present 26. They argue, in opposition to the reviewers, that their teaching loads and sponsored research levels are roughly equivalent to those of departments in peer institutions.

The department further argues (and the reviewers concur) that it will lose "critical mass" in each of its important experimental research areas (low energy, nuclear and solid state) if any of these groups were to undergo additional attrition. If any of these groups lose additional people, their ability to compete for external research support will be significantly impaired. The disparate group of theoreticians within the department are independent but are one hundred per cent tenured and do not offer any possibilities for faculty contraction.

The progressive decrease in graduate student population is reported stopped and the number of first-year graduate students will double in 1977 over 1976. However, the department anticipates that total graduate student enrollment will remain constant. It is noted that the previous reductions in graduate student populations were, in part, a response to the poor job market for Ph.D.'s in physics. As conditions are improving, more students are sought and admitted to the program.

In addition, the department also indicated that it has added interdisciplinary courses and courses aimed specifically towards non-science students (astronomy and relativity) in efforts to increase its service course load.

There was some graduate student dissatisfaction expressed to the external reviewers concerning the quality of teaching in some courses. The department frankly admits surprise in response to these comments. The average course-instructor evaluation ratings in graduate courses, over the past five semesters, have been above both departmental and University averages. The department hopes to remedy this lack of communication by having graduate student representation on the Departmental Course Assignment Committee. In addition, these remarks indicate a need for the department leadership to reach out for graduate student communications through more informal channels. Such surprises concerning the quality of instruction would not occur if such communication was ongoing within the department.

The reviewers also encountered dissatisfactions respecting communication between various groups within the department (the chairman and his advisory committee, the tenured faculty, the untenured faculty and the graduate students). The department responds that stratification within the faculty is minimal in each research group and that serious attention is being given to improving communications via more frequent faculty meetings and informal faculty luncheons. The liaison committees involving graduate students are believed to be adequate to allow student inclusion to the ongoing procedures of the department.

Significant interaction between the three experimental groups and the theoreticians within the physics department does not exist. All reviewers deplored this situation, as does the departmental response. There is no administrative remedy to this problem; although the departmental leadership should, to the extent possible with tenured faculty members, encourage interactions between the experimentalists and the theoreticians. It is evident that the reviewers see great advantages to the department if such cooperation could be induced. Persuasion by the chairman is one possible route as well as the use of some summer support to induce theoreticians to cooperate. The departmental response further asserts that the theoretical component is not disproportionately large in comparison with other schools.

There is a consensus judgment that research in the department is adequate although more funding would be desirable. No one argues with this and the department has expended significant efforts in keeping its research funding at present levels. The research assistantship problem is becoming severe because the National Science Foundation had suggested that these be drastically reduced when grant levels contracted a few years ago.

The department agrees with the reviewers that increased stipends would be desirable and that the dropping of the foreign language requirement should be pursued. There is also agreement that the average number of years in completing the Ph.D. requirements is decreasing here as it is at other schools.

The reviewers argue that the developing of interdepartmental cooperation in research and teaching should be encouraged. The solid state groups in electrical engineering and physics are mentioned as natural allies who do not at present work together in either research or joint offering of courses. The department did not explicitly respond to this suggestion, although it does argue that an increase in the physics solid state program (as suggested by one reviewer) would have deleterious effects on the other experimental groups because an increase in solid state faculty could only be obtained in the short run by attrition in another group.

In summary, the review process was beneficial to the department. The quality of the graduate program was not seriously questioned by the reviewers. The major issue raised concerns the size of the physics faculty relative to its research and teaching missions. The department responds that its teaching loads, graduate student populations and research support are not inconsistent with levels at peer institutions although improvements in all areas are desirable and are being actively sought.

Respectfully submitted,

W.J. Gajda, Jr., Chairman
Thomas Fehlner

Minutes of the 173rd Meeting of the Graduate Council December 14, 1976

The 173rd meeting of the Graduate Council was called to order at 3:30 p.m., Tuesday, Dec. 14, 1976, in Room 206, Center for Continuing Education. Not present were: Walter Gajda, Albin Szewczyk and Bernard Waldman. Edward Jerger represented the Engineering Dean.

I. Approval of the Minutes of the Previous Meeting

The minutes of the 172nd meeting, Nov. 17, 1976, were unanimously approved as distributed.

II. Report D: Final Report on the Graduate Sociology-Anthropology Quinquennial Review

Prof. Kenneth Sayre, chairman of the Review Committee, commented on his committee's final report on the completed Sociology-Anthropology Review. A copy of Prof. Sayre's and Father Blantz' Report D is appended. Sayre prefaced his comments with an acknowledgment of the impressive impartiality with which the three external reviewers completed the arduous site visit and collected their findings in a joint report. Between the time of their visit and the delivery of their report, however, he sensed a moderation in the optimism with which they expected the department to surmount the not inconsiderable strains which have developed in its recent history: results, apparently, of frustrated expectations stemming from an earlier rapid expansion which could not be sustained after the nineteen seventies drop in external funding.

As to the content and procedure of the Sayre-Blantz Final Review Committee Report, Sayre noted that the authors had elected, in the interest of objectivity, to juxtapose correlative issues and responses in the external (Report B) and departmental (Report C) reports. In this way, they believed that they were able to minimize personal interpretations while, at the same time, providing the reader clear access to the unexpressed implications of the major positions taken in both reports.

Of these positions in the external report, Sayre focused, in particular, on those concerned with the current state of external research funding in the department and its impact on the staff's professional standing as well as on the performance of its graduated Ph.D.'s; on those bearing on the department's considerable efforts to restructure its curriculum into well-defined and limited core and area concentrations and its innovative team teaching experiment - changes calculated to assure the most productive use of existing research and teaching resources; those suggesting such additional opportunities for expanding graduate student research skills as would result from associating with one or more community based training-research programs like the Indiana University sample survey program in Indianapolis.

To each of these items in the external report, Sayre and Blantz in their final review report juxtaposed the response or non-response of the department in its response-report to the external reviewers' report.

Having thus pointed out the method and some of the content of his review committee's Final Report on the Graduate Sociology-Anthropology Quinquennial Review, Sayre concludes, as did both the external review report and the departmental response, with a consideration of the arguments, pro and con, for maintaining a combined sociology and anthropology department.

Chairman Gordon at this point called upon Leo Despres, Sociology-Anthropology Department chairman, and Andrew Weigert, departmental liaison to the Review Committee, for their comments on the overall review and the resulting reports. Both, in turn, addressed the question of the continuance or eventual discontinuance of a combined sociology-anthropology department. By way of putting his argument into perspective, Despres noted that as a consequence of sustained pre-review efforts to deal with a growing fragmentation of the department into competing "caucases", a modus vivendi has currently been achieved in which, at the undergraduate level, the department provides an autonomous anthropology and an autonomous sociology major but, at the graduate level, a single sociology graduate program. To this graduate master and doctoral sociology program, the departmental anthropology component provided such anthropology courses as the graduate faculty and chairman deem appropriate and desirable. For the moment, this accommodation of professional competencies and interests on both sides is working.

The chances of its continuance are good according to Weigert who pointed out that it came to pass in part as a result of an honest confrontation of the departmental tensions leading to fragmentation. This confrontation disclosed that beyond the manageable disciplinary differences at the heart of these relatively long-standing departmental tensions were accumulated political and historical differences permeating and distorting the professional or disciplinary difference. Sorting these out and concentrating on the basic anthropology-sociology difference made possible the current promising accommodation sketched by Despres and reinforced by Weigert.

Concluding his comments, Despres stressed that for fiscal, if for no other, reasons the external reviewers' recommended two-year time line for resolving the internal strains in the combined department before opting for separate departments is impractical. For in the current state of academic anthropology, it would take ten or more years to develop the staff and research resources needed for a separate viable graduate anthropology department. In these circumstances, the local option is not between a combined department versus separate anthropology and sociology departments at the end of two years as recommended by the external reviewers but rather for a combined sociology-anthropology or no anthropology program as indicated by the fiscal realities of a separated anthropology department. Neither Despres nor Weigert expressed the least doubt but that the current continued efforts of the department would confirm the present structure of autonomous undergraduate majors and graduate sociology program with an available anthropology input as needed in the four new substantive area divisions of the graduate sociology program.

Sayre's summary of his committee's final report along with the Despres-Weigert interventions evoked an extended discussion among the council members eventuating in a unanimous approval of seconded motions to accept both the Sayre-Blantz Review Committee Report (Report D) and the Departmental Response (Report C) to the Joint External Reviewers' Report (Report B).

III. Graduate Degree Candidacy Applications

The list of the Academic Year 1976-77 Degree Candidacy Applications was distributed to and approved by the council.

IV. Comments of the Chairman

Because of the extended discussion of the completed sociology quinquennial review, Gordon limited his comments to alerting the council to a projected national ranking of graduate departments under the auspices of the Conference Board of Associated Research Councils - an organization comprising the American Council of Learned Societies, the American Council on Education, the National Research Council, and the Social Science Research Council. This will be the first national ranking of graduate schools since the 1969 Roose-Andersen rating under the auspices of the American Council on Education. Our own extensive graduate program review should, in Chairman Gordon's view, be immensely helpful in our response to the new multi-dimensional national rating.

Gordon again reminded members that allocations of graduate support for next year cannot be completed until he has received the recommendations from the department which he had invited in an earlier letter.

Again he expressed the appreciation of the council and the Advanced Studies Office for the unflagging support and cooperation of the faculties and deans of all the colleges in the quinquennial graduate program reviews.

At 5:20 p.m., a seconded motion to adjourn was unanimously approved.

John J. FitzGerald
Secretary

Report of the University Review Committee for the Graduate Sociology-Anthropology Program

Site visitors participating in the external review of the graduate sociology-anthropology program on March 25-26, 1976, were Professors Joseph Casagrande (Illinois), Joel Smith (Duke) and John Useem (Michigan State). Internal members of the committee were Professors Kenneth Sayre (Chairman), Andrew Weigert (Liaison) and Rev. Thomas Blantz, C.S.C.

Casagrande, Smith and Useem were provided copies of the Departmental Report prior to arrival on campus, and received three statements by individual members of the Sociology-Anthropology faculty after arrival. These individual statements indicated problems perceived by their authors regarding the uneasy relationship between the two disciplines within the department as currently constituted. In view of the fact that both disciplines were eminently represented by members of the visiting group, it is significant that the three visitors requested unanimously that they be allowed to submit a joint report expressing a consensus on all topics discussed. The response of the department to the external reviewers' report was authored by a committee, including both sociologists and anthropologists, under the chairmanship of Prof. Andrew Weigert. The present final report of the review process summarizes and compares these latter two documents.

In the introduction of their report, the external reviewers indicate their general assessment of the strengths and weaknesses of Notre Dame's Department of Sociology and Anthropology (hereafter 'department') with respect to the graduate training it offers. Although the department is not known as outstanding, it is respected as one of several promising newcomers to the field. Several members have published work in specialized fields that has been well received professionally. Although the department is underfunded with respect to external research support, its members are competent to secure outside resources. Among its Ph.D. recipients, moreover, a small number have performed creditably in their subsequent careers. On the other hand, although the past years of growth have engendered high expectations for the department, the norms and polity for fulfilling these expectations have not evolved. At present, the reviewers believe there is a genuine concern within the University administration and within the department itself to move the department in a constructive direction more congruent with earlier expectations.

In its response, the departmental committee agrees with this general assessment, with particular reactions to the reviewers' remarks about the career performance of its Ph.D.'s and about underfunding by external sources. The low "creditability" rating of most of its products, the committee suggests, is due to a model of competence stressing research and publication, with inadequate recognition to the roles of "generalist" and of administrator which its Ph.D.'s have played in smaller colleges and universities. The problem of underfunding, in turn, is traced to the "great expectations gap" of the 1960's between high aspirations and ineffective norms on which to base rewards.

The departmental response agrees with the further observation of the external reviewers that the department needs additional space and more graduate assistantships.

In the second section of their report, entitled "The Curriculum and the Faculty," the external reviewers express enthusiasm for recent actions of the department to organize its efforts around a few areas of specialization--ethnic, family-population, medical and deviance--in addition to the more standard areas of theory, methods, social organization and social psychology. Within the first four, the reviewers judge the area of deviance to be weak enough to require either upgrading or elimination, while with regard to the second group they find particular weaknesses in the handling of methodology and statistics.

In its response, the department expresses disagreement with the strength of the reviewers' negative assessment of its offerings, while agreeing that methodology, if understood "in the broad theoretical and empirical sense," is a "central component of intellectual training." Concerning its alleged weakness in methodology and statistics, the department notes that it has already added a course (the particular area of which is unspecified), and that it requires its Ph.D. students to take one year of each subject. Further, it already has made plans to replace the area of deviance with one in developmental sociology, and it has provided for an additional seminar oriented toward research to be given if one of its areas receives research support.

A particular recommendation of the reviewers for improving the department's curriculum is the addition of a course in comparative studies as an option to social organization or social psychology. The recommendation to add comparative studies to the program is repeated in a later section of the reviewers' report dealing with the question of whether the department should be split. In neither context does the department indicate a specific response to this recommendation.

Continuing the topic of "Curriculum and Faculty," the reviewers cite the need for much improvement in "professionally meaningful interaction with role models and like-minded peers," in the recognition of which need the department concurs. A recommendation of the reviewers to which the department does not explicitly respond, however, was that it pursue the possibility of entering into a community-based training and research program with another institution (such as Indiana University, Indianapolis) which has such a program already in operation. The perceived need to which the reviewers were addressing this recommendation was for more opportunities for graduate students to gain experience in the conduct of empirical investigation. In view of this concern, it is both remarkable and regrettable that the reviewers were not provided opportunity to visit either the Center for the Study of Man in Contemporary Society or the Social Science Training Laboratory.

Focusing next upon the uses of faculty in instruction, the reviewers observe critically that the team-teaching format recently adopted by the department ("a bold and imaginative innovation") provides no way to offer instruction on special topics of central interest to advanced graduate students, and that (in part as a consequence) too much faculty time is spent giving individual reading courses. Apropos of the latter point, the reviewers take the opportunity to remark generally that faculty members often spend an inordinate amount of time (often during the summer, when they are not recompensed) directing the work of advanced graduate students, recommending that provisions be made to provide either credit or additional remuneration for such work. In response to the first criticism, the department indicates that specialized research-oriented seminars could be introduced upon sufficient demand from faculty or graduate students. In response to the second, it suggests (without details) that additional time spent with summer thesis supervision and reading courses be taken into account in evaluating the individual's Faculty Service Report.

A separate section of the external review addresses the topic of interdisciplinary work, with the recommendations that the department develop closer ties with professional schools in the University, and that the administration encourage lateral cooperation of this type in a positive fashion. The department's response is to concur strongly with both suggestions, and to detail various respects in which such cooperation could be initiated.

In its final section under the general heading "Curriculum and Faculty," the external reviewers' report draws together a number of observations about the graduate program from the students' viewpoint, gathered during one hour's meeting with the graduate students. "Given the institution of a new program, the change of departmental leadership, the tension between faculty members, the great importance of undergraduate instruction at Notre Dame, and other factors," the reviewers remark, "it is perhaps inevitable that the graduate student program and the students' sense of involvement in it (have) suffered." Apparent in the comments of several students is a need for greater depth and clearer sequence among course offerings. Nonetheless, the reviewers found no indication of low morale, and no signs that the tensions within the department in themselves have had much impact on the graduate students. Beyond these qualitative remarks, the reviewers make the constructive suggestion that there should be an organization to convey student viewpoints to the department, which moreover could be provided funds to bring in outside speakers, and that former students be consulted regarding other possible modifications of the present graduate program in light of their subsequent experiences.

Finally, the reviewers record their good impression of the students with whom they talked, and their impression that these students merit the "relatively handsome support that the University provides them." The departmental response agrees with reviewers' perceptions as being essentially accurate, reemphasizing the need for a social space in which students could interact among themselves and with faculty.

The penultimate section of the external reviewers' report is addressed to the uncomfortable question "One Department or Two?" Their remarks on this issue are judicious and irenic, and provide a perspective for future evaluation of the uneasy relationship between the two disciplines represented in this department. In the 1930's, the reviewers point out, there was a trend for sociology departments to add anthropologists to teach a few courses

and then gradually to develop graduate programs integrating the two fields. Subsequently, two autonomous graduate programs usually were established within the same administrative unit, with eventual separation into two distinct departments. Currently (1974), of 110 departments offering advanced degrees, only 23 have combined sociology-anthropology programs. Some of the tension and anxiety among the sociologists in Notre Dame's department, they think, stem from concern that this sequence of events might be in process here. In the reviewers' words, "they envision the anthropology segment being assigned ever larger ratios of the limited total resources available to the department and, in the end, separating and, thereby, leaving sociology less well-developed than it otherwise might have been."

The reviewers' recommendation in response to this particular concern is that decision-making on matters touching the professional interests of the faculty be explicitly formalized, and that an orderly plan for the future staffing of the two disciplines be developed within the department. While the department response takes issue with the implication that the main source of tension among its faculty is a polarization between anthropologists and sociologists, it agrees that formalization of decision-making, along with sensitive and imaginative leadership, offers the best hopes of keeping tension at a minimum during the period ahead.

Whether Notre Dame should follow the pattern of two autonomous departments, however, depends upon the balance of advantages and disadvantages within this particular university setting. Among the advantages of staying together are reported to be intellectual stimulation, dialogue, interdisciplinary exchange, collaborative research possibilities, in addition to the fact that a majority of the department (anthropologists as well as sociologists) currently do not favor splitting up. Another advantage indicated by implication is that two departments would require additional funding, not likely to be forthcoming in a time of severely curtailed resources.

The advantages of two departments are the disadvantages of one. Among these are an end to a conspicuous source of interdisciplinary conflict, convergence of the two groups of scholars with the model organizational patterns of their peers across the country, and a greater responsiveness to the interests of their undergraduate majors (the anthropologists among which were seen to be much more professionally oriented than the sociologists). With the exception of the point regarding the undergraduate majors, which it deems of little merit in a review of the graduate program, the departmental committee appears to accept this analysis of relative advantages and disadvantages.

On balance, the inclination of the external reviewers is to favor another trial period for the combined department. Nonetheless, they are emphatic in their recommendation that should "there be no crucial improvement in perhaps the next two years, despite attempts to overcome the present troubles, then it would not be premature to move decisively toward appraising the alternative of separating." The department's favorable response to this suggestion is equally specific. Since a split at the present time would weaken both programs in the absence of increased financial support, the department concurs that "an additional period of time for activating and assessing the potential benefits of a joint department is reasonable." However, if "a reasonable period of time were not to witness the emergence of significant payoff, then the administration would be well advised to look into the possibility of creating two departments, each of which can stand alone professionally and bring credit to the commitment of the University to a strong social science program."

In the concluding section entitled "Coping with Conflict and Change," the reviewers offer several suggestions for improving what they perceive to be the department's impaired standing within the University. The most specific suggestion is that the department assign funds to enable selected faculty members to become intimately acquainted with funding agencies which support the social sciences, thus probably increasing the flow of research money into local projects. Somewhat less specific, but no less important in their estimation, is a recommended program of sabbaticals and post-doctoral training opportunities to enable faculty members to develop and to maintain their professional careers. The final recommendation is that the University and the department together "devote an extra measure of time and effort in this transitional period to sharing with the newer generation their vision of Notre Dame's future and the place of sociology and anthropology" in that vision. With all three recommendations the departmental committee concurs.

Rev. Thomas Blantz, C.S.C.
Kenneth Sayre, Chairman

Faculty Senate Journal

January 20, 1977

At 7:35 p.m. the chairman, Prof. James Danehy, called the meeting to order in Room 202 of the Center for Continuing Education and requested Prof. William Biles to offer a prayer. The Journal for December 9 was approved, and Prof. Bobby Farrow reported that expenditures for the previous month had totaled \$93.00, leaving \$1,411 (74.3% of the budget) in the treasury.

Danehy then reported on correspondence: A letter from Capt. King Pfeiffer announcing his election to the senate for a term ending in May, 1979; a letter from the provost acknowledging the senate's study of examination scheduling policies; a second letter from Father Burtchaeil concerning the senate's motion to extend the right of voting by proxy to faculty members of the Academic Council; a third letter from the provost on the subject of governance, to be further discussed by the senate as an item of new business; a letter from Edmund Stephan, announcing a resolution passed by the Board of Trustees which affirms the consonance existing between the AAUP Statement of Principles on Academic Freedom and Tenure and Notre Dame's Academic Manual, "without prejudice to those points on which we have found it wise to differ"; letters from Senator Birch Bayh and Congressman John Brademas on the subject of a government proposal to tax the scholarships offered to children of faculty members, a proposal which has now been withdrawn by the Internal Revenue Service; and a letter from Danehy to Burtchaeil, asking whether he would respond to the senate's request that retirement benefits be extended to widows and widowers of deceased faculty, and whether the \$7,000 guaranteed base income for retired faculty in 1975 had been raised in 1976.

Because of the absence of Prof. James Robinson, Irwin Press, and Robert Kerby, there were no reports from the standing committees. Biles, however, stated that his *ad hoc* Committee on Examinations had held two meetings and that it was formulating separate questionnaires for the teaching faculty, including some teaching assistants, and for the students, including those living off-campus. Prof. Julian Pleasants asked whether the surveys would sample opinion concerning the effect of evening examinations on attendance at public gatherings, to which Biles replied that the questions would focus instead on the best time to conduct valid examinations. The committee, he added, believed that morning exams interfered with extracurricular activities as much as did evening exams. But Prof. Norman Haaser suggested that the new policy might affect certain activities more than others, and Prof. Kenneth Goodpaster joined Pleasants in asking that an item be included to elicit respondents' views on this matter. Biles said that every precaution would be taken to insure the objectivity of the surveys. In response to an observation by Prof. Robert Anthony, who noted his own difficulty in giving a morning exam and then teaching a class on the same subject, Biles also reported that a sheet would be attached to the questionnaire so that those surveyed could add their own comments; and in reply to a query from Prof. James Dougherty, he stated that the surveys would allow respondents to consider a number of alternatives, including in-class examinations. Danehy suggested that students be asked how many evening exams they had taken during the previous year, as the change in policy had been made on the assumption that a large number of these had been given. Biles replied that such a question could be formulated and thanked the senators for their comments.

The senate then considered the first of two resolutions proposed by the Student Affairs Committee:

a. WHEREAS paragraph 11.3 of the Academic Manual currently reads:

"A student may drop courses at his own discretion during the first seven class days of the semester. After this period the student must have the approval of the dean. A student who withdraws from class without the permission of the dean will fail the course. A course may be dropped up to one week after the distribution of mid-semester deficiency reports, but the dean's approval will not be granted if the student's remaining course load falls below the full-time course load for a degree-seeking student. A course may be dropped after this deadline only in cases of serious physical or mental illness. Courses dropped after this period will be posted on the academic record with the grade of 'W.'"

BE IT RESOLVED that the concluding sentence of the current text be amended to read:

"Courses dropped after the first seven class days of the semester will be posted on the academic record with the grade of 'W.'"

Prof. Sheridan McCabe suggested that the new wording of the paragraph was ambiguous, and Haaser and Anthony, seconded by Prof. Morris Wagner, moved that the concluding sentence begin: "Courses dropped with permission as specified above." But Dougherty and others argued that this phrasing was redundant, and the amendment was defeated.

On the subject of the original resolution, there was considerable debate. Rev. Charles Sheedy noted that it had no direct bearing on the problem of grade inflation and that it might penalize students unfairly; Prof. Paul Kenney, agreeing, expressed concern that it might inhibit interdisciplinary study; and Prof. Raymond Schoen added that if a student drops any classes, he must increase his course load in subsequent semesters, and that such information is already noted on the transcript. But Prof. Thomas Patrick argued that it is dishonest not to record the grade of "W"; Prof. Robert Rodes supported the resolution on the basis of his experience as a member of the admissions committee of the Law School; and Rev. James McGrath said that students are given too long a time to decide whether or not they want to drop a course. Prof. Richard Lamanna stated that more information was needed as to the magnitude of the problem, and Kenney, seconded by Dougherty, moved that the resolution be returned without prejudice to the committee. The motion was passed without dissent.

The senate then debated the second resolution:

- b. WHEREAS paragraph 18.1 of the Academic Manual, which describes the point value and meaning of letter grades, currently reads, in part:

"The grading system employed is as follows:

<u>Letter Grade</u>	<u>Value</u>	<u>Legend</u>
A	4	Outstanding
A-	3.5	Excellent
B	3	Very Good
B-	2.5	Good
C	2	Acceptable (lowest passing grade for graduate students).
D	1	Passing (zero quality points for graduate students; lowest passing grade for undergraduate students).
F	0	Failure

BE IT RESOLVED that the word definition for "B-" be changed from "Good" to "Average."

Goodpaster, seconded by Biles, proposed that the definition of "B" should consequently be changed from "Very Good" to "Good"; but Profs. Phillip Sloan and Kenney argued that this would only create further semantic difficulties, and the amendment was defeated.

Replying to a question by Prof. Hafiz Atassi, Biles explained that the purpose of the resolution was to lower the average grade from "B" to "B-." Pleasants, however, said that he believed students ought not to be penalized in this manner, but that perhaps the only way to maintain "B" as the true average grade was to designate "B-" as the theoretical average. There was also some discussion of the meaning of the term "average": Prof. Rufus Rauch argued that whereas the other definitions of grades are qualitative, "average" is quantitative; and Prof. Karl Kronstein observed that the term might be used in both a qualitative and a quantitative sense. Danehy and Haaser noted that 2.5 is close to the numerical average of all letter grades, assuming a normal distribution; but Lamanna and Schoen replied that unless a professor grades on a "curve," such a distribution is rare. Biles, seconded by Atassi, moved to return the resolution to the committee so that it might be established whether the actual intention was to lower the mean grade to 2.5. The motion was passed without dissent.

The meeting was recessed at 8:56 p.m. and reconvened at 9:06 p.m.

Danehy announced that Kerby had submitted his resignation as chairman of the Student Affairs Committee, though not as a member of the senate. Calling for the election of a new chairman, he accepted Biles proposal that the committee submit its own recommendation, subject to approval by the senate.

Danehy then asked for comments on a letter from the provost, a reply to the senate's charge that the administration had failed to consult the faculty in the matters of issuing mid-semester grades to freshman, changing the examination scheduling policy, and instituting the use of faculty annual report forms. "Consultation," Burtchaeil had written, "has been the normal style of proceeding"; but whereas "in matters of faculty welfare the senate is the first and practically the unique group consulted, other groups in their roles must be similarly respected." McGrath stated that the provost had "done his homework" and that the letter was acceptable in substance despite its acerbic tone. Prof. Sarah Daugherty, however, argued that it did raise substantive issues, the first being that the administrators' conferences with each other, and with certain committees, cannot be equated with consultation of the faculty; and the second being that the role of the senate is not limited to "matters of faculty welfare," a fact which the administration itself had emphasized in its meeting last year with the Executive Committee. Kenney, agreeing, noted that the senate is the only organization representing the faculty as such and urged the Executive Committee to respond to the provost's arguments. Danehy then read a letter which he had written to Father Theodore Hesburgh, expressing the hope that a compromise could be reached through amicable discussion and requesting a meeting of the committee and the administration during the week of Jan. 27-Feb. 4.

Rodes, arguing that the senate had not been allowed to deal with substantive issues and that it had been treated as merely one constituency among others, offered the following resolution, which was seconded by Pleasants:

Resolved that the role of the senate as delineated in the provost's letter of December 14, 1976, is unacceptable to the senate, and that if this is the considered view of the administration the senate should disband.

But Profs. Paul Conway, Biles, Goodpaster, and Kenney argued that such a resolution might be premature and that the faculty has little alternative but to work through the senate; and Daugherty, seconded by Conway, moved that the resolution be tabled until the administration had the opportunity to respond to Danehy's letter. Prof. James Dougherty asked whether the proposal might be reconsidered at the senate's February meeting, and the chairman replied affirmatively. The motion that it be tabled was passed with four negative votes.

After Daugherty noted a brief addition to the Journal of December 9, the meeting was adjourned at 9:40 p.m.

Those absent but not excused: Paul Bosco, modern and classical languages; Roberta Chesnut, theology; John Connaughton, law; Michael Francis, government and international studies; Thomas Kapacinskis, theology; Carole Moore, history; Claude Pomerleau, government and international studies; Arthur Quigley, electrical engineering; Ronald Weber, American Studies.

Respectfully submitted,

Sarah B. Daugherty
Secretary

Special Notice

The Committee to Review the Director of Libraries was appointed by the provost on Sept. 25, 1976. After meeting twice weekly except during vacation periods, the committee has completed its evaluation and has delivered its report to the provost on Feb. 25, 1977.

Michael J. Crowe
James P. Danehy
Maureen L. Gleason
Joseph H. Huebner
Theodore B. Ivanus
Madonna Kolbenschlager, H.M.

L. Franklin Long
John J. Philippsen
Thomas J. Schlereth
John J. Uhran, Jr. (Chairman)
James L. Wittenbach

Spring Semester 1977 Final Examination Schedule

- I. LAST CLASS DAY--is Monday, May 9, 1977. Examinations begin at 8:00 a.m. Wednesday, May 11, 1977 and continue through to 12:30 p.m. Tuesday, May 17, 1977. (Tuesday, May 10 is a study day and no examinations may be scheduled.) No examinations are to be scheduled on Sunday, May 15.
- II. REGULATIONS FOR FINAL EXAMS--Two hour finals must be given on the assigned examination dates for undergraduate courses. Changes in the hour, date or place of an examination as assigned by the Office of the Registrar are not permitted. Unless a course is designated as a departmental, the examination in each section of the class must be given at the hour designated.
- III. MAY GRADUATES--Names of eligible students will be provided to the faculty. These students take their final examinations at the regularly scheduled time. If a graduating student has a "B" average in the class, that student may be exempt from the final examination at the discretion of the instructor.
- IV. DEPARTMENTAL AND FRESHMAN EXAMINATIONS--All freshmen courses are examined at a departmental time increment. The authorized departmental examinations are:

DEPARTMENT & COURSE NUMBER	EXAMINATION TIME	DATE OF EXAMINATION
ACCT 222	7:30 - 9:30 p.m.	Friday, May 13
ACCT 334	7:30 - 9:30 p.m.	Friday, May 13
ACCT 477	7:30 - 9:30 p.m.	Friday, May 13
ANTH 109	1:45 - 3:45 p.m.	Saturday, May 14
ARCH 251	10:30 a.m. - 12:30 p.m.	Tuesday, May 17
BA 235	7:30 - 9:30 p.m.	Wednesday, May 11
BIOL 102	1:45 - 3:45 p.m.	Wednesday, May 11
BIOL 104	8:00 - 10:00 a.m.	Wednesday, May 11
CHEM 116	1:45 - 3:45 p.m.	Wednesday, May 11
CHEM 116L	8:00 - 10:00 a.m.	Saturday, May 14
CHEM 224L	7:30 - 9:30 p.m.	Saturday, May 14
EASC 102, 112, 122	1:45 - 3:45 p.m.	Wednesday, May 11
EASC 142	1:45 - 3:45 p.m.	Monday, May 16
ECON 102, 121	10:30 a.m. - 12:30 p.m.	Monday, May 16
ECON 224	7:30 - 9:30 p.m.	Saturday, May 14
EG 120, 121	1:45 - 3:45 p.m.	Monday, May 16
EG 126	10:30 a.m. - 12:30 p.m.	Tuesday, May 17
EG 236	7:30 - 9:30 p.m.	Thursday, May 12
EG 328	7:30 - 9:30 p.m.	Wednesday, May 11
ENGL 109	1:45 - 3:45 p.m.	Thursday, May 12
ENGL 114	10:30 a.m. - 12:30 p.m.	Monday, May 16
FIN 231	7:30 - 9:30 p.m.	Monday, May 16
FIN 360	7:30 - 9:30 p.m.	Wednesday, May 11
FIN 372	7:30 - 9:30 p.m.	Monday, May 16
FS 180	1:45 - 3:45 p.m.	Thursday, May 12
GP 191	10:30 a.m. - 12:30 p.m.	Wednesday, May 11
GOVT 141	1:45 - 3:45 p.m.	Saturday, May 14
HIST 110, 112, 116	1:45 - 3:45 p.m.	Saturday, May 14
HUM 186	1:45 - 3:45 p.m.	Thursday, May 12
MARK 231	7:30 - 9:30 p.m.	Thursday, May 12
MATH all 100's	1:45 - 3:45 p.m.	Friday, May 13
MATH 202, 204, 208, 210, 225, 226	10:30 a.m. - 12:30 p.m.	Friday, May 13
MGT 231	10:30 a.m. - 12:30 p.m.	Tuesday, May 17
MGT 464	1:45 - 3:45 p.m.	Thursday, May 12
MODERN LANGUAGES 100 Series	1:45 - 3:45 p.m.	Monday, May 16
MLFR 242, 242AF	1:45 - 3:45 p.m.	Monday, May 16
MLSP 242, 252	1:45 - 3:45 p.m.	Monday, May 16
PHIL 101	8:00 - 10:00 a.m.	Thursday, May 12
PHYS 112, 202	1:45 - 3:45 p.m.	Wednesday, May 11
PHYS 126, 142	1:45 - 3:45 p.m.	Monday, May 16
PHYS 210	1:45 - 3:45 p.m.	Friday, May 13
PHYS 222	7:30 - 9:30 p.m.	Monday, May 16
PSY 111	1:45 - 3:45 p.m.	Saturday, May 14
ROTC (FY)	8:00 - 10:00 a.m.	Monday, May 16
SOC 111, 111B, 114	1:45 - 3:45 p.m.	Saturday, May 14
THEO 100 Series	8:00 - 10:00 a.m.	Tuesday, May 17
UNSC 102, 112B	1:45 - 3:45 p.m.	Wednesday, May 11

- V. NON-DEPARTMENTAL CLASS EXAMINATIONS--Class exams meet in the same classroom used during the semester at the following time increments. Please note the exact starting time for each examination since these hours differ from the starting hours of the classes. 75 or 90 minute classes are to be examined at the time which corresponds to the starting time of a 50 minute class held at the same hour, i.e. 9TT11 will be examined at the same time as 9TTF, etc.

<u>CLASSES</u> <u>MEETING AT:</u>	<u>WILL BE</u> <u>EXAMINED AT:</u>	<u>DATE:</u>	<u>CLASSES</u> <u>MEETING AT:</u>	<u>WILL BE</u> <u>EXAMINED AT:</u>	<u>DATE:</u>
8:00 a.m. MON.*	8:00 a.m. TUES.	May 17	8:00 a.m. TUES.**	10:30 a.m. FRI.	May 13 (SMC)
9:05 a.m. MON.	8:00 a.m. WED.	May 11	9:05 a.m. TUES.	10:30 a.m. SAT.	May 14
10:10 a.m. MON.	8:00 a.m. THURS.	May 12	10:10 a.m. TUES.	10:30 a.m. MON.	May 16
11:15 a.m. MON.	8:00 a.m. FRI.	May 13	11:15 a.m. TUES.	10:30 a.m. MON.	May 16
12:00 p.m. MON.	8:00 a.m. SAT.	May 14			
1:15 p.m. MON.	4:15 p.m. FRI.	May 13	1:15 p.m. TUES.	10:30 a.m. TUES.	May 17
2:20 p.m. MON.	4:15 p.m. SAT.	May 14	2:20 p.m. TUES.	10:30 a.m. WED.	May 11
3:25 p.m. MON.	4:15 p.m. WED.	May 11	3:25 p.m. TUES.	8:00 a.m. MON.	May 16
4:30 p.m. MON.	4:15 p.m. THURS.	May 12	4:30 p.m. TUES.	10:30 a.m. THURS.	May 12
5:35 p.m. MON.	4:15 p.m. MON.	May 16			

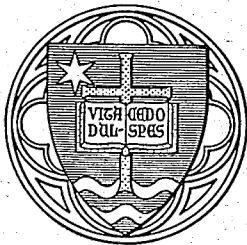
* Monday - includes classes which meet for the first or only time each week on either MON. or WED. or FRI.

** Tuesday - includes classes which meet for the first or only time each week on either TUES. or THURS.

Spring Semester 1977 Final Examination Schedule

	Wednesday May 11	Thursday May 12	Friday May 13	Saturday May 14	Monday May 16	Tuesday May 17
8:00 a.m. to 10:00 a.m.	9MWF 9MW11 9M 9W 9F BIOL 104	10MWF 10MW12 10M 10W 10F PHIL 101	11MWF 11M 11W 11F	12MWF 12M 12W 12F CHEM 116L	3TU 3TH FY ROTC	8MWF 8MW10 8M 8W 8F THEO 100 Series
10:30 a.m. to 12:30 p.m.	2TT4 2TU 2TH GP 191	4TT6 4TU 4TH SMC: Hist 104 (63 & 64)	MATH 202, 204, 208, 210, 225, 226 SMC: Phil 110 (63 & 64) 8TT10 8TU 8TH	9TT11 9TU 9TH	10TT12 ENGL 114 10TU 10TH ECON 102, 11TU 121 11TH	1TT3 EG 126 1TU ARCH 251 1TH MGT 231
1:45 p.m. to 3:45 p.m.	BIOL 102 CHEM 116 EASC 102, 112 122 PHYS 112, 202 UNSC 102, 112B SMC: Buec 202 Phil 110 (61 & 62)	FS 180 ENGL 109 HUM 186 MGT 464 SMC: Buec 207, 208 Hist 104 (61 & 62) Hist 202 (63 & 64)	MATH 100 Series PHYS 210 SMC: Enlt 101 Enlt 103 (66 & 67) Hust 324	GOVT 141 HIST 110, 112, 116 PSY 111 ANTH 109 SOC 111, 111B, 114 SMC: Enlt 203 (61 & 62) Enlt 254	MODERN AND CLASSICAL LANGUAGES 100 Series MLFR 242, 242AF MLSP 242, 252 EG 120, 121 PHYS 126, 142 EASC 142 SMC: Bues 251, 252	
4:15 p.m. to 6:15 p.m.	3MWF 3M 3W 3F	4MWF 4M 4W 4F	1MWF 1M 1W 1F	2MWF 2M 2W 2F	5MWF 5M 5W 5F SMC: R1st, 101, 131	
7:30 p.m. to 9:30 p.m.	EG 328 BA 235 FIN 360 SMC: Chem 232 Hust 464 Soc 153 (61 & 64)	MARK 231 EG 236 SMC: Bio 104 Chem 162, 218	ACCT 222 ACCT 334 ACCT 477 SMC: M1fr 112 (61, 62, 64, 65) M1it 102 (61, 63) Enlt 409	ECON 224 CHEM 224L SMC: Enlt 457 Govt 151, 152	FIN 231 FIN 372 PHYS 222 SMC: R1st 251	

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An official publication of the University of Notre Dame,
Department of Information Services. Individual copies are
available in the Notre Dame Hammes Bookstore at 30 cents
each. Mail subscriptions are \$6 per year. Back copies
are available through the mail at 50 cents each.

Valerie Zurblis, Editor
Printing and Publications Office, 415 Administration Building
Notre Dame, Indiana 46556
219:283-1234
