

'76-'77

# notre dame report

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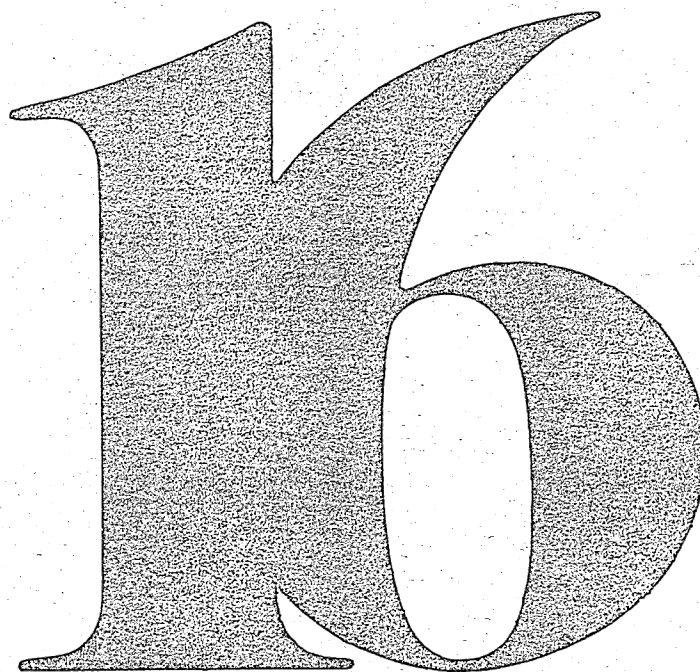
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# the university

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## Buildings to be Renamed

The University's Board of Trustees has decided that sometime in the future the 14-story Notre Dame library, built in 1963, will be named after Rev. Theodore M. Hesburgh, C.S.C., president of the University since 1952, and that the Athletic and Convocation Center, a multiuse facility dedicated in 1968, will be named after Rev. Edmund P. Joyce, C.S.C., executive vice president since 1952. The announcement of the board's action was made by its chairman Edmund A. Stephan, a Chicago attorney, at a campus banquet on April 15 launching Notre Dame's \$130 million development campaign.

## Shuster Memorial Mass

A memorial mass for George N. Shuster will be said at 10 a.m. Saturday, May 14, in Alumni Hall Chapel. Rev. Daniel O'Neil, C.S.C., will be celebrant, and Rev. Thomas McDonough, C.S.C., will preach. Father Hesburgh will say a brief prayer at graveside following the Mass, and members of the congregation will be invited to the Shuster home for lunch. Friends and associates of the late director of the Center of Man, University trustee and Laetare Medalist are welcome to attend the liturgy.

## Sorin Award

The Edward Frederick Sorin Award of Notre Dame's Alumni Association will be presented to Edmund A. Stephan, the first lay chairman of the University's Board of Trustees. The Chicago attorney will receive the award from Robert E. Dowd of Cleveland, national president, during the Reunion Banquet scheduled for June 4 on the campus.

A 1933 magna cum laude graduate of Notre Dame, Stephan was elected in 1967 to head the reorganized board of trustees on the occasion of the changeover to lay governance. He has been a member of the board since 1960, and received an honorary doctor of laws degree from the University in 1967. Since 1945, he has been a member of the law firm of Mayer, Brown & Platt in Chicago. He is also a member of the board of directors of the Brunswick Corp., Amphenol-Borg Electronics Corp., Stephan Chemical Co., Thor Power Tool Co., Ekco Co., and John Sexton and Co. He is director of St. Francis Hospital, past president of the Legal Club of Chicago, and a frequent contributor to legal periodicals.

Named for the founder of the University, the Sorin Award is presented annually to an alumnus for distinguished service to Notre Dame and for leadership in his profession. Previous winners have included Rev. Theodore M. Hesburgh, C.S.C., president of the University; former president Rev. John J. Cavanaugh, C.S.C.; the late Archbishop Paul J. Hallinan of Atlanta; James E. Armstrong, the first director of the alumni group; and J. Arthur Haley, director of public relations at Notre Dame for 44 years.

## Commencement Honorary Degree Recipients

Three human rights advocates and two U.S. political figures will join President Jimmy Carter and others in being honored at Notre Dame's graduate exercises May 22. President Carter will give the commencement address and receive an honorary doctor of laws degree. The three outspoken critics of human rights violations who will receive honorary doctor of laws degrees are Paul Cardinal Arns, Archbishop of San Paulo, Brazil; Stephen Cardinal Kim, Archbishop of Seoul, Korea; and Bishop Donal Lamont of Umtali, Rhodesia. The political figures are Speaker of the House Thomas P. O'Neill, Jr. who will receive an honorary degree, and Mike Mansfield, who recently retired from the U.S. Senate after serving as leader of the upper house longer than anyone in history. Mansfield will receive Notre Dame's Laetare Medal given annually to an outstanding American Catholic.

The complete list of honorary degree recipients at the University's 132nd commencement is as follows: Arthur F. Burns, head of the Federal Reserve Board, doctor of laws; Catherine B. Cleary, chairman of the board and chief executive officer of the First Wisconsin Trust Company, doctor of laws; Prof. Jean-Baptiste Duroselle, holder of the Chair of Contemporary History at the Sorbonne, doctor of laws; Dr. Robert H. Ebert, dean of the Harvard faculty of medicine, doctor of science; Archbishop Jean Jadot, Apostolic Delegate in the United States, doctor of law; Reginald H. Jones, chairman of the board and chief executive officer of the General Electric Company, doctor of engineering; Philip B. Kurland, professor of law at the University of Chicago, doctor of law; Percy A. Pierre, dean of Engineering at Howard University, doctor of engineering; and Kurt Waldheim, Secretary General of the United Nations, doctor of law.

## Memorial Library Hours

Memorial Library hours for Wednesday, May 18 through Sunday, June 19 will be:

### 1st and 2nd Floors

Monday - Saturday	8 a.m. - 5 p.m.
Sundays	Closed

### 4th through 13th Floors

Monday - Saturday	8 a.m. - 10 p.m.
Sunday	1 p.m. - 10 p.m.

Memorial Library Building will be closed: May 30 (Memorial Day)

The Research Libraries will be open Monday through Friday 8 a.m. - Noon and 1 p.m. - 5 p.m. They will be closed Saturdays and Sundays and on May 30.

All Libraries will return to their Summer Session schedule on Monday, June 20.

# faculty notes

## Appointments

E. Carleton Fisher has been named executive director of the National Consortium for Graduate Degrees for Minorities in Engineering announced Joseph C. Hogan, president and chairman of the board of directors, and dean of the College of Engineering. Fisher succeeds Stuart T. McComas, professor of aerospace and mechanical engineering who has served as temporary executive director since the organization was formed in May 1976.

## Honors

New officers of the Notre Dame chapter of Sigma Xi, the Scientific Research Society of North America, were installed at the 25th annual initiation and recognition ceremony on April 22 at the Morris Inn. Harvey A. Bender, professor of biology, succeeded James P. Kohn, professor of chemical engineering, as president. John W. Lucey, associate professor of aerospace and mechanical engineering, became president-elect. William Dawson, associate professor of psychology, was named secretary and William D. Shepard, professor of physics, was named treasurer.

Salvatore J. Bella, Jesse Jones professor of management, has been appointed to the Advisory Board of the Forever Learning Institute, a school for older adults, Fort Wayne - South Bend Diocese.

Jay P. Dolan, assistant professor of history, was recently elected to the Executive Council of the American Society of Church History for a three-year term.

Rev. Theodore M. Hesburgh, C.S.C., president of the University, was named most influential leader in education and third in religion among the nation's leaders in both education and religion, according to U.S. News and World Report's annual survey. He also received the C. Albert Koob Award of the National Catholic Educational Association (NCEA) on April 12 at the organization's annual convention in San Francisco.

Thomas Gaiton Marullo, assistant professor of modern and classical languages, is one of nine assistant professors nationally to have been selected as a participant in the Junior Faculty Exchange to the Soviet Union by the International Research and Exchanges Board (IREX). He will pursue research in early nineteenth-century Russian literature for ten months in state and university libraries in Leningrad, Moscow, and Yaroslavl.

James W. Pattillo, Peat, Marwick, Mitchell professor of accountancy, was appointed to 3-year term on Board of Regents of The Institute of Management Accounting which administers the uniform national examination for the Management Accounting Certificate.

Brother Leo V. Ryan, C.S.V., dean of the College of Business Administration, has been appointed to the Committee on International Relations, American Assembly of Collegiate Schools of Business (AACSB) for a two-year term ending in 1979. He has also been appointed to the Advisory Board of the National Nonprofit Management Association (NNMA).

Thomas J. Schlereth, assistant professor of American studies, has been selected as a Winterthur Fellow by the Henry Francis Du Pont Library and Museum in Wilmington, Del.

James I. Taylor, chairman and professor of civil engineering, was installed as vice president of the Education Division at the annual convention of the American Road and Transportation Builders Association (ARTBA) in Bal Harbour, Fla., March 15-19. He also served on the Transportation Safety Advisory Council which met during the meeting.

John A. Weber, associate professor of marketing, has been appointed to serve on the Constitution Revision Committee of the Academy of International Business. He also was selected as one of six academic representatives to participate in the conference "Technology Transfer: The Future of Regulation" jointly sponsored by the Council of the Americas, the Pan American Union, and the Fund for Multinational Management Education, held in Washington, D.C., March 16-18.

Robert W. Williamson, chairman and associate professor of accountancy, has been named chairman of the sub-committee on Insurance Costs of the American Accounting Association Committee on Cost Accounting Standards. Kenneth W. Milani, assistant professor of accountancy, was appointed a member of the sub-committee.

## Activities

Dennis Bamber, adjunct instructor of music, performed a concert at Central Missouri State University, Warrenburg, Kan., with the Eugene Rousseau Saxophone Quartet for a regional meeting of the World Saxophone Congress on March 24. On March 25 he also gave a clinic on contemporary techniques for the saxophone.

Salvatore J. Bella, Jesse Jones professor of management, conducted a seminar on "Effective Communication" for the Elkhart Industrial Club in Elkhart, Ind., on March 19.

Gene M. Bernstein, assistant professor of English, delivered a paper entitled "Keat's 'Ode on a Grecian Urn': Individuation and the Mandala," at the Conference on Jungian and Archetypal Psychology at Notre Dame on April 1.

Robert Betchov, professor of aerospace and mechanical engineering, presented an invited lecture at the School of Aerospace Engineering, Purdue University, entitled "Modeling Turbulent Flows on a Minicomputer" on April 19.

William E. Biles, associate professor of aerospace and mechanical engineering, attended the 8th Annual Pittsburgh Modeling and Simulation Conference in Pittsburgh, Pa., April 20-21, and presented a paper titled "Optimization of Multiple Response Simulation Models." He participated in a panel discussion on Simulation Methodology. Professor Biles also attended the National Material Handling Forum in Chicago, Ill., April 18-19 and presented two sessions on "Computer Simulation of Material Handling System."

Katharina J. Blackstead, assistant head of acquisitions, Memorial Library, coordinated the Indiana Cooperative Library Services Authority Workshop on Serials: A MARC Format on April 21 and 22 in the Rare Book Room of the Memorial Library.

Yu-Chi Chang, associate professor of management, presented a paper entitled "A Note On The Derivation Of The Wishart Density Function" at the Eighth Annual Conference of the Southwest Region of the American Institute for Decision Sciences on March 25 at New Orleans.

Byung T. Cho, associate professor of management, was an invited discussant on "The Future Direction of the Introductory Business Statistics Course in the Business Curriculum" at the Midwest Business Administration meetings held in St. Louis, Mo., March 31-April 2.

Paul F. Conway, associate professor of finance, was a discussant for the paper entitled "Further Evidence on the Accuracy of Analysts' Earnings Forecasts: A Comparison Among Analysts", at the Southwestern Finance Association Meeting, New Orleans, on March 24.

James M. Daschbach, professor of aerospace and mechanical engineering, presented an invited lecture entitled "Conjunctivities: Executives, Conjunctives and Palliatives," at a meeting of the Indiana Hospital Association, Indianapolis, on April 15. He also presented the lecture "Statistical Quality Control Made Simple" at a one-day seminar program sponsored by the American Society for Metals on April 21, at the Ramada Inn, South Bend.

Fabio B. Dasilva, associate professor of sociology and anthropology, presented several papers. On March 7 he spoke on "Attitude: A Phenomenological Analysis" at the Illinois Sociological Association annual meeting in Chicago. His topic on March 25 was "A Methodology for Semiological Sociological Inquiry: Reflections on Roland Barthes" at the Southern Sociological Association annual meeting in Atlanta, and on April 15 he presented a talk entitled "Phenomenology, Critical Theory, and Satre's Progressive-Regressive Method" at the Midwestern Sociological Association annual meeting at Minneapolis.

David Dodge, associate professor of sociology and anthropology, attended a workshop sponsored by the American Sociological Association concerning "Faculty Teaching Development" and Teaching Graduate Students to Teach in Higher Education" Feb. 10-15. He also led a mini-seminar on Feb. 12 entitled "Art of Constructing Examinations and the Functions and Means of Grading Students" in Detroit, Mich.

Msgr. John J. Egan, special assistant to the president, spoke on "Psychological Dimension of Desegregation" at Ursuline College, Cleveland, on April 21.

Moiria Marti Geoffrion, assistant professor of art, had an exhibition of recent sculpture and prints at the Corvallis Art Center, Corvallis, Ore., during March and April.

E.A. Goerner, professor of government and international studies, lectured on "The Just Man: The Hero of Selfhood vs. the Political Saint" in conjunction with showings of the film adaptation of Robert Bolt's play "A Man for All Seasons" at three centers in North Carolina on Feb. 13, 14 and 15. The programs were funded by the North Carolina Committee for the Humanities on a grant from the National Endowment for the Humanities.

John A. Halloran, assistant professor of finance, presented a paper "An Empirical Analysis of the Effect of Mortgage Form on Borrower and Lender Risk" at the annual meeting of the Midwest Finance Association, St. Louis, Mo., on April 1.

Patrick Horsbrugh, professor of architecture, gave a talk in the architecture building auditorium on "Heavy Is the Hand of Natural Retribution" on April 13. It was part of the student-organized "Environmental Education Seminar" at Notre Dame.

Alan T. Huckleberry, associate professor in mathematics, gave three invited addresses at Tulane University. On March 14 he spoke "On the Possibility of Fiberings of a Bounded Domain." He talked on "Constructions of  $\Theta$ -Series for Quasiabelian Varieties" on March 16, and on March 17 his speech was "Function Fields of Complex Manifolds Satisfying Curvature Conditions."

C.P. Kartha, assistant professor of management, delivered a paper entitled "3<sup>n</sup>-P Fractional Factorials with Blocking" at the Western AIDS Conference of the American Institute of Decision Sciences in Phoenix on April 17.

V. Paul Kenney, professor of physics, delivered a lecture entitled "Is There Energy in Your Future?" at the 25th annual initiation and recognition ceremony of the Notre Dame Chapter of Sigma Xi, the Scientific Research Society of North America, on April 22 at the Morris Inn.

Kenneth R. Lauer, professor of civil engineering, participated in a team evaluation of courses available from the Portland Cement Association on April 12 and 13. The evaluation was carried out under the American Council of Education.

John Matthias, associate professor of English, had a reading during the Cambridge International Poetry Festival in England, April 14-20.

Edward Mayo, associate professor of marketing, made a presentation titled "The Psychology of Automobile Traveling--1977" to the Travel South-USA Conference in Nashville, Tenn. on March 29.

Kenneth W. Milani, assistant professor of accountancy, and James L. Wittenbach, associate professor of accountancy, have made several appearances on local television shows discussing the Notre Dame Tax Assistance Program (TAP) which is sponsored by the Department of Accountancy and College of Business Administration. On March 14, Milani and Wittenbach were guests on "Patchwork" (Channel 34).

Thomas M. Patrick, assistant professor of finance, presented a paper "Factors Affecting the Division of Local Government Expenditures Among Types of Services in Kentucky" at the Eastern Economic Association meetings in Hartford, Conn. on April 16.

James W. Pattillo, Peat, Marwick, Mitchell professor of accountancy, gave paper on "Zero-Base Budgeting--A New Technique for Control" to the faculty and students at Southern Illinois University at Carbondale on March 18.

William B. Roberts, assistant professor of aerospace and mechanical engineering, was invited to present a talk concerning recent supersonic testing at Notre Dame to the 47th Semi-Annual Meeting of the Supersonic Tunnel Association, Hawthorne, Calif., April 7-8. The talk was entitled "Visualization and Measurement Techniques for Transonic and Supersonic Flow Through Axial Compressor Cascades Without the Use of Intrusive Probes."

Mary Edith Scovill, assistant professor of economics, spoke on "The Impact of the Tax Structure on Women" at a South Bend AAUW Conference on February 12. The conference was on "Women and Finance".

C. Joseph Sequin, chairman and associate professor of management, organized a two-day conference for members of Amusement and Music Operators Association in Denver, Colo., March 11-12. He also presented a paper entitled "Management by Objectives and Results: A Total Management System for Improving Performance" at the conference.

William P. Sexton, associate professor of management, gave the keynote address, "Developing Shared Leadership in the Catholic Hospitals," at the annual meeting of the New England Conference of the Catholic Hospital Association in Boston on March 27.

Herbert E. Sim, chairman and professor of finance and business economics, conducted a seminar for local government officials on the topic "Local Government Budget Preparation" in Fort Wayne, Ind. on March-17. The seminar was sponsored by Georgetown University's Academy in the Public Service.

James R. Stock, assistant professor of marketing, presented a talk entitled "Marketing Strategy for Success and Survival" to the Michiana Club of Printing House Craftsmen, at the Morris Inn, March 16.

James I. Taylor, chairman and professor of civil engineering, served on a Transportation Research Board special panel to review federally coordinated research projects in the area of "Improved Traffic Safety and Capacity on Two-Lane Rural Roads", March 21-22, in Washington, D.C.

Laurence R. Taylor, assistant professor of mathematics, gave an invited address at a special session on Homotopy Theory at the 745th meeting of the American Mathematical Society held at Northwestern University, Evanston, Ill., April 15-16. The title of his talk was "A Bordism Spectral Sequence."

Anthony M. Trozzolo, Huisking professor of chemistry, presented a departmental seminar on "Solid-State Photochromism" at Carlton College, Northfield, Minn., on April 4, and at Mankato State University, Mankato, Minn., April 5. He also presented a lecture entitled "Cyclic Photochemistry" at the University of Minnesota, Minneapolis, on April 6.

John J. Uhran, Jr., associate professor of electrical engineering and William I. Davisson, professor of economics, recently completed a two-week tour for the NSF Chautauqua Program, March 6-18. Four two-day seminars were given at Clark College, Atlanta, Ga.; University of Maryland, College Park, Md.; Hampshire College, Amherst, Mass.; and Syracuse University, Syracuse, N.Y. The subject of these seminars was "Modeling and Simulation via Systems Dynamics Techniques."

Bruce Williams, assistant professor of mathematics, spoke on "Tangential Homotopy Equivalences of Manifolds," at the Northwestern University Conference on "Geometric Applications of Homotopy Theory," on March 23. The address was based on joint work with Laurence R. Taylor, assistant professor of mathematics and IB Madsen of Aarhus University, Denmark.

Stephen T. Worland, associate professor of economics, presented a paper entitled: "The Community, the Market and Social Economics" at the annual meeting of the Southwestern Social Science Association, Dallas, Tex., on March 31.

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# office of advanced studies

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## Notes for Principal Investigators

### Guidelines for Preparing Project Descriptions and Informed Consent Statements for Projects Involving Human Subjects

Within the past two years, government regulations concerning projects involving human subjects have been revised. In turn, the University has had to modify its policy statement on the protection of human subjects to establish a general assurance of compliance with the Department of Health, Education, and Welfare. The University Committee on the Protection of Human Subjects is charged with the responsibility of implementing this policy statement and it wishes to aid faculty members as much as possible with a set of guidelines toward easing their burden in writing project descriptions which will be in compliance with the policy. By working together, the faculty and Committee will be doing much to uphold one of Notre Dame's principal concerns, i.e., concern for individuals.

1. Principal investigators should refer to the University's policy statement on the protection of human subjects and the Committee's review checklist before writing the formal project description. (Copies of these documents are available in the Office of Advanced Studies-Division of Research and Sponsored Programs, Extension 7378.)

2. An abstract should precede the formal description of the project. It should avoid scientific jargon as much as possible and include reference numbers referring to pages in the formal description.
3. The project description should be complete without leaving too much to conjecture for both the Committee and the prospective sponsor.
4. Project descriptions should be sufficiently complete to review without referring to any prior or original submission to the Committee.
5. The Committee should not be expected to be knowledgeable about standard questionnaires to be used in the project. Samples of these questionnaires should be included in the project description package.
6. If special procedures are to be used, examples should be cited in the description.
7. The project description should state clearly which of the three options for informed consent is to be used in the project. For the regular informed consent statement and the "short form," sample copies of the entire statement, written or oral, should be included in the project description package. If modification of the first two options is required, arguments for the modification should be specified clearly.
8. The informed consent statement should incorporate all the elements of informed consent and be written in clear laymen's language in such a way that there is



mutual understanding between the subject and principal investigator on the objectives, risks, procedures, and assurance of confidentiality.

9. All informed consent documents should be labeled as such, prepared in multiple copies, and a copy provided the subject or his/her legally authorized representative.
10. Where children are involved, it is well to acquire the consent and signature of both parents, if at all possible.
11. If risk is mentioned at all, it is incumbent on the principal investigator to assess the risks, describe its frequency and severity in terms of current information, and describe the safeguards to be taken, in both the project description and informed consent statement. It is not enough to mention that risks are minimal.
12. A general assurance of confidentiality with some specifics on methods should be specified clearly in the project description and in the informed consent statement.
13. The informed consent statement, written or oral, should not include exculpatory language through which the subject is made to waive, or to appear to waive, any of his/her rights, including any release of the University or its agents from liability for negligence.
14. The Committee needs ten copies of the project description and related materials for its distribution.
15. Project descriptions should be submitted to the Committee at least ten working days prior to a Committee meeting to allow for a review that each project deserves.

*Phyllis M. Webb*

Phyllis M. Webb, Chairperson  
University Committee on the Protection  
of Human Subjects

## Information Circulars

### International Sugar Research Foundation, Inc., Research Proposals

No. FY77-90

The International Sugar Research Foundation is now accepting research proposals related to the utilization of sucrose.

A primary objective is to increase the benefits which sucrose provides to society by: Establishing its correct place in the diet of normal and diseased humans, identifying its optimal role in food preparation and production; and finding new outlets for it and its derivatives as useful chemical products.

Research programs which have generally been of interest to the Selection Committee are listed in order of priority below:

1. Public Health studies relating to causal factors involved in human disease, particularly in so far as sugar consumption might be involved, including means of minimizing any unfavorable effects of sugar consumption and maximizing its benefits. For example:

- \* Verification of previous investigations whose results indicate a possible link between sucrose consumption and certain diseases.

- \* Determination of whether a normal amount of sugar in the diet is related to moderate overweight of 10-15 lbs. Examination of other factors such as exercise, genetics, and general composition of the diet.

- \* Examination of the effects of sugar on blood pressure.

- \* Collection of data on the diet and dietary habits of adolescents and analysis with regard to blood lipid levels, especially cholesterol.

- \* Dental caries prevention studies.

- \* Examination of the role of sucrose in physical and mental development and with regard to brain chemistry and mental alertness, physical stamina and dexterity.

- \* Examination of dietary sucrose with regard to cardiovascular disease and maturity onset diabetes.

- \* An acute intervention study to determine if a high sucrose diet results in rat kidney damage.

- \* Inclusion of sucrose in the protocol of an ongoing or planned major investigation relating to diet and health.



2. Technology related to the improvement of sugar-containing processed foods, the use of sugar or its derivatives in the preparation of intermediate moisture foods, or experimental demonstrations of better food quality of those foods using sucrose or invert sugar in comparison with other sweeteners. For example:

\* Comparative studies of sucrose and sweeteners derived from hydrolyzed starch in respect to their organoleptic properties, shelf-life characteristics and such effects on various processed foods or beverages and the application of sucrose in modern food technological studies.

3. Development of products resulting from research using sucrose or its derivatives as raw materials in industrial or other applications, such as agricultural chemicals. The interest in this field has been greatly enhanced by the shortage of certain widely used industrial chemicals and their rising prices.

4. By-product utilization

\* The use of sugar or sugar by-products in a broader aspect of fermentation.

Within the last few years, the International Sugar Research Foundation has approved projects ranging from \$5,000 to \$25,000 in yearly cost. There is, however, no official ceiling on project costs. Projects are generally approved for one year only, with possible extension to succeeding years as progress and circumstances warrant.

Deadline:

A Summary Application must be forwarded before July 31, 1977.

Application forms are available in the Office of Advanced Studies-Division of Research and Sponsored Programs, Extension 7378, or write to the following:

International Sugar Research Foundation  
7316 Wisconsin Avenue, Suite 400  
Bethesda, Maryland 20014

### The Helen Hay Whitney Foundation Research Fellowships

No. FY77-91

Fellowships are available from the Helen Hay Whitney Foundation to any properly qualified person up to the age of 35, holding the M.D., Ph.D., or equivalent degree. Candidates seeking beginning postdoctoral training in basic biomedical research are eligible to apply. Unless specifically directed towards an unrelated disease process, essentially all of the basic biomedical sciences are considered relevant to the Foundation's interest in connective tissue and its diseases. Fellowship to non-citizens are tenable only in the United States.

Fellowships are normally awarded for three years.

The Stipend is \$10,000 per year, plus \$500 annual increment, plus \$500 for each dependent. Allowance is made in the amount of \$750 for each year of professional prefellowship experience. The number of years so accepted is at the discretion of the Foundation.

Applications from candidates in North America for fellowships to begin in July, 1978, must be postmarked on or before August 15, 1977.

For further information write to the following address:

The Helen Hay Whitney Foundation  
1230 York Avenue  
New York, New York 10021

### National Endowment for the Humanities Language and Literature Program

No. FY77-92

The National Endowment for the Humanities recently announced a new program to provide translations from foreign languages into English of major works in the humanities. This program is designed to make annotated translations available to the general reading public as well as to scholars.

Texts from any discipline relevant to scholarship in the humanities are eligible. Although projects for translations from all languages are eligible, the Humanities Endowment's Division of Research Grants, which administers the program, has learned of particularly pressing needs for translations from the Chinese and from the major Islamic languages, such as Arabic, Persian, and Turkish.

### Fulbright-Hays Awards Abroad University Teaching—Advanced Research

No. FY77-93

The purpose of the Fulbright-Hays program is "to enable the government of the United States to increase mutual understanding between the people of the United States and the people of other countries." Grants are made to U.S. Citizens and foreign nationals for a variety of educational activities, primarily university teaching, advanced research, graduate study, and teaching in elementary and secondary schools.

A limited number of awards with little or no restriction as to field are offered in the following countries (travel only grants indicated by an asterisk):

FOR LECTURING: African countries (except medical science), Australia, Belgium-Luxembourg, Ecuador\*, France, Germany, India\*, Italy\*, Korea (except science), Netherlands\*, New Zealand, Norway, Pakistan, Peru (social sciences), Poland, Sweden\*, U.S.S.R., United Kingdom, Yugoslavia\*.

FOR RESEARCH: American Republics, Australia, Austria\*, Belgium-Luxembourg, Finland, France, Germany, Greece, Iceland, India, Italy\*, Korea (except science), Netherlands\*, New Zealand, Norway, Peru (social sciences), Romania, Sweden\*, United Kingdom, Uruguay, Yugoslavia\*.

FOR YOUNGER SCHOLARS: Australia, Bahamas, Brazil, Chad, China, Colombia, France, Germany, Iceland, Ivory Coast, Japan, Philippines, Poland, Portugal, Romania, Spain, United Kingdom, Uruguay, Yugoslavia.

- ACCOUNTING: Africa, Ireland, Israel, Turkey
- AMERICAN HISTORY: Afghanistan, Australia, China, Denmark, France, Ghana, Guatemala, India, Israel, Italy, Japan, Kenya, Netherlands, New Zealand, Singapore, Spain, Sweden, U.S.S.R.
- AMERICAN LITERATURE: Argentina, Australia, Brazil, Bulgaria, Cameroon, Czechoslovakia, Egypt, Finland, France, Gabon, Ghana, Greece, Hungary, Iceland, India, Indonesia, Iran, Ireland, Italy, Jordan, Kenya, Madagascar, Malta, Morocco, Netherlands, New Zealand, Niger, Norway, Pakistan, Poland, Portugal, Romania, Senegal, Spain, Togo, Tunisia, Turkey, U.S.S.R., Yugoslavia, Zaire
- AMERICAN STUDIES: Asia/Pacific, Australia, Austria, Colombia, Denmark, Egypt, France, Germany, India, Indonesia, Iran, Italy, Ivory Coast, Japan, Madagascar, Netherlands, New Zealand, Niger, Norway, Philippines, Portugal, Singapore, Spain, Thailand, Togo, United Kingdom, Zaire
- ANTHROPOLOGY: Australia, Denmark, Ecuador, Iran, Italy, Japan, Korea, Malaysia, Netherlands, Pakistan, Peru, Syria, U.S.S.R., Uruguay
- ARCHAEOLOGY: Ecuador, Peru
- ARCHITECTURE: Australia, Nigeria, U.S.S.R.
- AREA STUDIES: Asia/Pacific, China, Israel, Italy, Japan, Korea, Malaysia, Philippines, Sweden, Yugoslavia
- ARTS (FINE & APPLIED): Australia, Burma, Ecuador, Ireland, Japan, Korea, Malaysia, Mexico, Norway, Pakistan, Peru, Philippines, United Kingdom
- BIOCHEMISTRY: Denmark, Sudan
- BIOLOGY: Africa, Australia, Austria, Cameroon, Colombia, Denmark, Iceland, India, Ireland, Israel, Jordan, Lesotho, Near East/South Asia, Nepal, Netherlands, Senegal, Sudan, Turkey, U.S.S.R.
- BOTANY: Australia, Austria, Ireland, Senegal, Trinidad-Tobago, Turkey, U.S.S.R.
- BUSINESS ADMINISTRATION: Afghanistan, Africa, Algeria, Burma, Chad, Colombia, Ecuador, India, Iran, Israel, Ivory Coast, Lesotho, Liberia, Morocco, Near East/South Asia, Nepal, New Zealand,

- Nigeria, Pakistan, Poland, Tanzania, Turkey, U.S.S.R., Yugoslavia, Zaire, Zambia
- CHEMISTRY: Africa, Australia, Cameroon, Colombia, Denmark, Liberia, Netherlands, Portugal, Trinidad-Tobago, U.S.S.R., Uruguay
- CLASSICS: Australia
- COMPUTER SCIENCE: Ghana, Ireland, Thailand, Zaire
- ECOLOGY: Australia, Nepal
- ECONOMICS: Afghanistan, Africa, Algeria, Asia/Pacific, Australia, Belgium-Luxembourg, Chad, China, Colombia, Ecuador, Finland, Guatemala, Guyana, India, Ireland, Israel, Italy, Ivory Coast, Japan, Korea, Liberia, Mexico, Near East/South Asia, Nepal, Netherlands, Nigeria, Pakistan, Peru, Poland, Romania, Senegal, Sudan, Swaziland, Sweden, Tanzania, U.S.S.R., Uruguay, Yugoslavia, Zaire
- EDUCATION: Australia, Burma, Cyprus, Ecuador, Fiji, Ghana, India, Iran, Israel, Italy, Korea, Netherlands, Nigeria, Peru, Philippines, Portugal, Sri Lanka
- ENGINEERING: Africa, Argentina, Australia, Burma, Central African Empire, Colombia, Denmark, Finland, Ireland, Israel, Italy, Liberia, Near East/South Asia, New Zealand, Nigeria, Norway, Portugal, Sudan, Syria, Turkey, U.S.S.R., Yugoslavia
- ENGLISH AS A FOREIGN LANGUAGE: Bahamas, Burma, Burundi, Central African Empire, Chad, China, Colombia, Czechoslovakia, Ecuador, France, Gabon, Morocco, Nigeria, Pakistan, Poland, Romania, Togo, U.S.S.R., Yugoslavia, Zaire
- ENGLISH LITERATURE: Ireland
- ENVIRONMENTAL STUDIES: Australia, Iran, Italy, Japan, Near East/South Asia, Netherlands, New Zealand, Portugal, Turkey
- GEOLOGY: Australia, Ivory Coast, New Zealand, Norway, Pakistan, Senegal, U.S.S.R., Uruguay
- HISTORY (NON-U.S.): Australia, Guatemala, India
- HUMANITIES: Germany, Italy, Korea
- LAW: Afghanistan, Austria, Belgium-Luxembourg, China, France, Japan, Kenya, Korea, Near East/South Asia, Netherlands, Norway, Surinam, United Kingdom
- LIBRARY/ARCHIVAL SCIENCE: Argentina, Brazil, Colombia, Ecuador, Egypt
- LINGUISTICS/PHILOLOGY: Australia, Burma, Burundi, Cameroon, Central African Empire, Chad, China, Colombia, Denmark, Ecuador, Finland, France, Italy, Korea, Niger, Norway, Pakistan, Poland, Romania, Tunisia, U.S.S.R.
- LITERATURE (NON-U.S.): Australia
- MARINE SCIENCE: Fiji, Ireland
- MATHEMATICS: Colombia, Denmark, Ireland, Jordan, Liberia, Malawi, Peru, Thailand, U.S.S.R.
- MEDICINE: Australia, Belgium-Luxembourg, Burma, Denmark, Iceland, Israel, Near East/South Asia, Netherlands, New Zealand, Norway, Uruguay
- MICROBIOLOGY: Denmark, Nepal, Netherlands, Sudan

- MUSIC: Australia, Japan, Korea, Mexico, Nigeria, Peru, Philippines, United Kingdom
- OCEANOGRAPHY: U.S.S.R.
- PACIFIC STUDIES: Japan
- PHILOSOPHY: Finland, Norway, Sri Lanka, United Kingdom
- PHOTOGRAPHY: Peru
- PHYSICS: Africa, Austria, Cameroon, Colombia, Denmark, Netherlands, New Zealand, Portugal, U.S.S.R., Yugoslavia
- POLITICAL SCIENCE: Algeria, Asia/Pacific, Australia, Denmark, France, Greece, India, Iran, Italy, Ivory Coast, Japan, Korea, Mexico, Netherlands, Norway, Peru, Sierra Leone, Singapore, Turkey
- PSYCHOLOGY: China, Finland, Ghana, Greece, Ireland, Israel, Italy, Korea, Malaysia, Nigeria, Norway, Peru, Sri Lanka, U.S.S.R.
- PUBLIC ADMINISTRATION: Africa, Algeria, China, India, Iran, Ivory Coast, Korea, Nigeria, Philippines, Trinidad-Tobago
- RELIGION: Ireland
- SCIENCE EDUCATION: Cyprus, Denmark, Israel
- SOCIAL SCIENCES: Asia/Pacific, Australia, Germany, Greece, Italy, Korea, Netherlands, Norway, Peru, Tanzania, United Kingdom
- SOCIAL WORK: China, Iran, Israel, Norway
- SOCIOLOGY: Algeria, Asia/Pacific, Australia, Austria, China, France, Greece, India, Iran, Israel, Italy, Japan, Korea, Malaysia, Netherlands, Norway, Peru, Philippines, Sierra Leone, Sri Lanka, Zambia
- STATISTICS: Ethiopia, India, Jordan, Nigeria, Thailand, U.S.S.R.
- THEATER ARTS: Austria, Norway
- ZOOLOGY: Ireland

**Deadline:**

June 1, 1977 - American Republics, Australia, New Zealand  
 July 1, 1977 - Africa, Asia, Europe

For further information contact the Office of Advanced Studies, Extension 7378.

## Consortium for Graduate Study in Management Fellowships for Minorities

No. FY77-94

**Type of Fellowships:**

Graduate fellowships for minority students interested in management careers in business.

**Purpose:**

To hasten the entry of minorities into management positions in business.

**Eligibility:**

Black, Chicano, Puerto Rican, Cuban, and Indian Americans with baccalaureate degrees. The undergraduate degree need not be in business, economics, or any other field in which the student plans to make his career.

**Financial Data:**

The fellowship includes full tuition plus a stipend of \$2,000 for the first year and \$1,000 for the second year. Loans are also available for students who establish need in excess of the stipend. Amount of support per award: \$7,500-\$10,000.

**Duration:**

Fellowships are awarded for a maximum of four semesters.

**Deadline:**

Applications may be submitted at any time.

**For Further Information Contact the Following:**

Consortium for Graduate Study in Management  
 101 North Skinker Boulevard  
 Box 1132  
 St. Louis, Missouri 63130

## Golden State Minority Foundation Aid to Minority Students

No. FY77-95

**Areas of Interest:**

Projects, programs, and activities designed to strengthen the educational, economic, social, and physical well-being of poor disadvantaged members of ethnic minorities, with special emphasis on business career development and health services and health education.

**Type:**

Scholarships to qualifying minority students pursuing careers in business administration, life insurance, and health and medical services; grants to educational institutional providing programs of assistance for such students.

**Purpose:**

To provide financial assistance to black and other minority group students who need such assistance to complete educational or professional training programs.

**Eligibility:**

Candidates may be nominated by individuals, schools, or agencies. The recipient of a scholarship may perform his stated program at any accredited institution, agency, industry, corporation, or organization of his choice. Grants are awarded to appropriate institutions or agencies for projects of interest to the Foundation.

**Application Information:**

Each applicant is required to provide the Foundation with transcripts of academic work completed and with academic references testifying to his or her intellectual ability, educational attainment, and academic promise.

For Further Information, Contact the Following:

Mr. Francis A. Kornegay, Chairman  
Golden State Minority Foundation  
1999 West Adams Boulevard  
Los Angeles, California 90018

## Current Publications And Other Scholarly Works

### ARTS AND LETTERS HUMANISTIC AND SOCIAL STUDIES

#### American Studies

- Schlereth, Thomas J.  
T.J. Schlereth. 1977. Christianity in America. Catholic Mind 75(1312):11-27.  
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#### Economics

- Jameson, Kenneth P.  
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Wilber, Charles K.  
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#### English

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Hasley, Louis L.  
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#### History

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Y.-M. Shaw. 1977. The flux of U.S.-Chinese and U.S.-Korean relations in the 1970's. Issues and Studies 13(2):54-65.

### SCIENCE

#### Biology

- Crovello, Theodore J.  
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#### Chemistry

- Castellino, Francis J.  
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#### Mathematics

- Vuckovic, Vladeta  
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#### Physics

- Biswas, Nripendra N.  
N.N. Biswas. 1977. Large  $-p_T\pi^0$  production in hadronic reactions in terms of the parton model. Physical Review D15:1420-1422.

### LAW

- Postlewaite, Philip F.  
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Shaffer, Thomas L.  
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T.L. Shaffer and R. Redmount. 1977. Lawyers, Law Students, and People. Shepard's Division, McGraw-Hill Book Co. 252 pp.

### RADIATION LABORATORY

- Chipman, Daniel M.  
D.M. Chipman. 1977. Localization in exchange perturbation theory. Journal of Chemical Physics 66(5):1830-1834.  
Scaiano, Juan C.  
J.C. Scaiano. 1977. Trapping by di-tert-butyl selenoketone of the biradicals produced in the photochemistry of phenyl alkyl ketones. A kinetic study. Journal of the American Chemical Society 99(5):1494-1498.

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## Closing Dates for Selected Sponsored Programs

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

Agency	Programs	Application Closing Dates	
Council for International Exchange of Scholars	University Lecturing and Advanced Research in the American Republics, Australia, and New Zealand for 1978-79 under the Fulbright-Hays Act	June	1, 1977
Department of Labor	Manpower-Related Doctoral Dissertation Grants	June	1, 1977
National Foundation for the Humanities	Education Programs (consultants)	June	15, 1977
National Endowment for the Humanities	Fellowships for Independent Study and Research	June	1, 1977
National Endowment for the Humanities	Public Programs	June	3, 1977
National Endowment for the Humanities	Research Programs	June	1, 1977
National Institute for Architectural Education	Lloyd Warren Fellowship	June	1, 1977
National Science Foundation	Antarctic Research Proposals	June	1, 1977
National Science Foundation	U.S.-Latin American Cooperative Science Program Proposals	June	1, 1977
National Science Foundation	U.S.-Japan Cooperative Science Program	June	1, 1977
Social and Rehabilitation Service	Rehabilitation Research and Demonstrations	June	1, 1977

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## Report of the Committee to Evaluate Coeducation

### INTRODUCTION

The University of Notre Dame admitted its first regular full-time undergraduate women students in the fall of 1972. Now in its fifth year of coeducation, the University has formed a Committee to Evaluate Coeducation. In September 1976 the provost gave to the committee a three-fold charge.

An Advisory Committee for Coeducation was formed in 1972 and asked for its counsel concerning the introduction of coeducation to a university with a 130-year male history. The document of that committee has come to be identified as the Malits Report in association with the name of Sister Elena Malits, C.S.C., who chaired the group. The first charge given the Evaluation Committee was to examine the Malits Report, comparing what it anticipated and recommended with Notre Dame's experience.

Secondly, the Evaluation Committee was directed to learn from the University community in its various constituencies what the experience of coeducation has been in its first five years.

Finally, the Evaluation Committee was enjoined to make recommendations concerning the male-female proportions of the undergraduate enrollment. The University had fixed an interim goal of 1,500 women among 6,700 undergraduates for 1976-77 anticipating that a committee such as this would offer its opinion based on the experience of the first five years of coeducation.

Perhaps the simplest portion of our task was that involving the Malits Report. The Advisory Committee for Coeducation did a yeoman's task in a scant six weeks. Their foresight and recommendations paved the way both for coeducation itself and for the work of the current committee. The impact of their advice will be examined under each of the appropriate subheadings.

Three major areas constituted the concern of the Malits committee: counseling and administration, orientation and residence halls. Their direction in these areas guided the immediate and practical preparation for the advent of women undergraduates.

In order to learn about coeducation as it has actualized, and thereby respond to its second charge, the Evaluation Committee defined 16 topics for inquiry. In pairs, committee members researched these topics and developed subcommittee reports which were reviewed and acted upon by the entire committee. The research consisted both in gathering data and in communicating with a wide variety of persons.

So that the base of inquiry might be as broad as possible, three separate questionnaires were developed for members of the faculty, Notre Dame students and Saint Mary's students. With the assistance of the Advisory Council for Women Students, written interviews were solicited from more than 100 undergraduate women. Finally, an invitation was issued to the entire Notre Dame community for individuals to submit written statements or to meet personally with the committee.

A questionnaire response was asked of the 60 women appointed to the teaching and research faculty and to the special professional faculty so as to have full benefit of their particular insights. Thirty-two (53 per cent) responded. Ninety-four of the 142 (62 per

cent) randomly selected men faculty completed a questionnaire. From among the undergraduate men and women, 300 of each were randomly chosen to receive a questionnaire. Sixty-one per cent of both groups (184 men and 183 women) responded.

The third request made of the Evaluation Committee called for a recommendation on proportion of men and women undergraduates to be admitted to the University. Admissions, as one of the 16 topics scrutinized by a subcommittee, has a separate section in this report. Nevertheless, the committee found that the question of future admissions was integral to many of its other considerations and therefore reserved final deliberation on that topic until after others had been considered.

## I. ACADEMIC EXPERIENCE

Educating men and women together is at the heart of coeducation. Its establishment at the University of Notre Dame is grounded in the recognition that men and women have much to learn from one another. The university setting that best allows the pursuit of truth is a diversified one. It is a microcosm that reflects the world from which it should invite its students and to which they will return. In that microcosm learning is stimulated by the very persons who pursue it--men and women--faculty and students. Consequently, foremost among the concerns of this committee was a measurement of the quality of learning as affected by coeducation.

Accompanying the University's decision for coeducation was its decision to keep intact the majors offered by the departments. The quality and academic interests of the women students seem to support the fact that their educational needs are well served by existent majors. There have been notable shifts in the number of majors within some departments over the last five years. In some cases the shift seems to correlate with the admission of women, but it is difficult to separate out such factors as change in the economy, in market patterns and in educational trends.

Significant expansions have occurred in the departments of American studies, psychology, accounting, finance, marketing, architecture and biology and in the preprofessional programs. The number of majors has declined in the departments of history and aerospace engineering. In the departments of art, English, government, sociology, chemistry and mathematics, a decline in the number of male students has been compensated for by an increase in the number of female students.

A pattern emerges as one compares enrollment statistics of men and women within the four colleges over the past five years. A large percentage of the women are within the College of Arts and Letters, although a recent decline there is perceptible. The proportion of men in that college has steadily decreased. The numbers of both men and women in the colleges of business administration and engineering has continued to increase, while in the College of Science the proportions are quite parallel and constant.

The following table indicates the percentage of total men and the percentage of total women undergraduates who affiliate with each of the undergraduate colleges by choosing their majors within them:

	1971-72		1972-73		1973-74		1974-75		1975-76		1976-77	
	% Total		% Total		% Total		% Total		% Total		% Total	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
	(6,439)	(6,357)	(365)	(5,980)	(816)	(5,670)	(1,122)	(5,507)	(1,340)	(5,365)	(1,529)	
AL	47.0	44.0	52.5	39.0	56.0	36.5	58.6	33.4	54.0	30.8	50.9	
BA	20.3	22.5	26.7	25.7	20.4	29.0	17.0	30.8	20.6	30.3	21.4	
EG	15.6	15.2	6.7	16.0	6.0	17.0	6.7	18.0	7.0	19.9	8.9	
SC	17.1	18.3	14.2	19.0	17.0	18.0	17.8	17.9	18.4	19.0	19.0	
	100.0											



Using as a base the current full-time undergraduate enrollment within each of the four colleges, the proportion of men and women students in each is as follows:

	<u># Men</u>	<u>% Men</u>	<u># Women</u>	<u>% Women</u>	<u>Total</u>
AL	1235	68.4	570	31.6	1805
BA	1205	83.2	243	16.8	1448
EG	783	89.6	91	10.4	874
SC	726	78.0	206	22.0	932

The Evaluation Committee commends to the administration the monitoring of the above trends as a basis for future planning.

So as to gain some sense of the academic achievements of undergraduate women, the Evaluation Committee reviewed mean GPA's from the past four semesters. Within Freshman Year and within three of the four colleges, the GPA's of the women slightly exceed those of the men. The women's university average for the four semesters exceeds that of the men by 0.153 points.

Average of men GPA's in the four semesters from spring 1975 through fall 1976:

	<u>Women</u>	<u>Men</u>
AL	3.154	3.014
BA	3.101	2.876
EG	3.007	2.872
SC	3.096	3.101
FY	3.033	2.884
UNIV.	3.096	2.943

While statistics of achievement may well reflect something of the educational atmosphere, they cannot fully represent the quality of the academic experience. In an attempt to discern the most effective atmosphere for learning, students were asked about the composition of classes in which they are most comfortable and participate most fully. The presence of both men and women in a class is important to 44 per cent of the men and 55 per cent of the women. Another 53 per cent of the men and 44 per cent of the women indicated they could be comfortable in either situation. Less than 3 per cent of the men and 1 per cent of the women expressed preference for a class composition of their own sex.

When asked if the number of women in a class affected their active participation, 16 per cent of the men and 17 per cent of the women said that it did. If the number of women is quite small, 5 per cent of the men and 13 per cent of the women claim that they participate to a lesser degree. The faculty views it more negatively. Over 32 per cent of them judge that women students participate in such a class less freely. However, only 11 per cent of the faculty believe that in those circumstances women achieve at a level below their capabilities.

The Evaluation Committee reviewed the composition of every class offered during the fall and spring semesters of 1976-77 and note with concern that classes still exist in which no women, or only one or two women, are enrolled. At the present level of female enrollment, little can be done to increase the number of women in single section courses. However, there is a great variance in the balance of multiple section courses, and that can be partially remedied. The committee recommends that the registrar together with administrators representing the undergraduate colleges devise a system to distribute more evenly the enrollment of women in multiple section courses, particularly in seminar-type courses.

The faculty were asked to judge their effectiveness in teaching as related to the male-female composition of a class. Less than 3 per cent of both men and women faculty find themselves most effective when teaching either all men or all women. Queried about whether they modify content, style, examples and humor for a class of men and women as

compared to a class of all men, about 90 per cent of the faculty indicated they do not. There were two exceptions. Twenty-five per cent of the women faculty would modify the examples and nearly 20 per cent of the content of their courses if they taught all men.

The committee registers grave concern about a situation revealed through the students' questionnaire responses and their written and oral comments. Whereas less than 10 per cent of the men students indicated they had been caused discomfort in a class because of their masculine identity, nearly 50 per cent of the women students have experienced a class in which the professor has caused them discomfort because of their being female. Although aware that the time of transition is an awkward time, the committee nevertheless feels bound to recommend that all of us Notre Dame men and women--students, faculty and administrators alike--design our attitudes and comments in accord with true human respect and concern for one another.

On the other hand, many sources brought to the attention of the committee various examples of men and women seeking truth together. In formal and informal ways, in classrooms, in both designed and spontaneous discussions, in sharing preparations for common activities and projects, and in being open to new discovery, Notre Dame men and women have begun to experience what it means to be co-educated.

## II. WOMEN FACULTY AND ADMINISTRATION

The earlier suggestion that the raison d'être of coeducation entails a more fitting educational environment and a more equitable extension of the Notre Dame opportunity has its analogue in the rationale for women faculty and administrators. Notre Dame needs them and they need the opportunity to come to Notre Dame.

As its first general recommendation, the Malits Report states: "It is the strong conviction of this committee that Notre Dame's decision to admit undergraduate women necessitates employing professional women in increasing numbers on every level and in each department of the University...For the welfare of all its students and in order to uphold the University's tradition of excellence in education and social relevancy, the committee recommends that Notre Dame significantly increase the number of qualified women on the faculty and include them in all administrative ranks."

While faculty statistics can be calculated in a number of ways, the following five-year account includes all women, full and part-time, in all four faculty categories as of the fall of each year:

	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>1976-77</u>
Teaching and Research Faculty	25	44	39	44	51
Special Professional Faculty	6	7	6	6	10
Special Research Faculty	0	0	0	0	0
Library Faculty	<u>17</u>	<u>21</u>	<u>19</u>	<u>15</u>	<u>15</u>
Total Women Faculty	48	72	64	65	76
Total Faculty	728	731	733	747	758
Women (% of Total)	6.6%	9.8%	8.7%	8.7%	10%

Progress since 1972 is undeniable, yet slow. To further clarify the situation for Notre Dame in its fifth year of coeducation, the percentages of women in faculty ranks are compared to those of universities of similar history, to neighboring Saint Mary's and to the national average. The parallel figures among the three universities which have adopted coeducation within the decade are notable:

	All Institutions of Higher Learning	Notre Dame	Yale	Princeton	Women's Colleges	Saint Mary's
Professor	10%	1%	{ 2%	1%	42%	45%
Assoc. Prof.	17%	4%		5%	50%	52%
Asst. Prof.	28%	15%	{ 20%	24%	56%	49%
Inst./Lect.	45%	22%		26%	67%	71%

	All Institutions of Higher Learning	Notre Dame	Yale	Princeton	Women's Colleges	Saint Mary's
All Faculty	22%	10%	12%	10%	56%	44%
Beginning of Coeducation		1972	1970	1969		

The interaction of faculty women with men and women students is as vital a part of coeducation as is the interaction of faculty men with women and men students. The chart which follows is a striking commentary on the uneven possibilities for those interactions. Possibility for interaction is expressed as a faculty-to-student ratio in each of the four colleges. For example, in the College of Arts and Letters there is a male professor for every six students; there is a female professor for every 48 students.

	Majors			Women Faculty		Men Faculty	
	Men	Women	Total	Number	Faculty- Student Ratio	Number	Faculty- Student Ratio
AL	1239	594	1883	39	1:48	296	1:6
BA	1205	244	1449	2	1:725	55	1:26
EG	787	91	888	2	1:444	92	1:10
SC	731	207	938	5	1:188	152	1:6

Uneven as the male and female faculty-student ratios are among the colleges, they mark a greater unevenness among the departments, half of which have no women faculty at all. According to the Affirmative Action Committee, which monitors the results of departmental efforts to search for and appoint women faculty, various factors explain the differing success rates. The majority of department heads in the College of Arts and Letters affirm the increasing availability of women. Departments within the colleges of science, business administration and engineering report a serious problem with availability in specialities within their department, salary requirements, competition with other institutions, and the caliber of qualifications among available women.

Judging the qualifications of professional women is indeed the responsibility of their colleagues. Yet a number of departments have had little or no practice in making such judgments. With only four tenured women at the University, committees on appointments and promotions (CAP) on which only the tenured serve, are virtually all male. Informal incorporation of women colleagues in the process of interviewing other women might well ease the situation and could facilitate the evaluation by a CAP.

Difficulty in retaining women faculty becomes apparent when viewing the numbers and percentages of the men and women who, over the last five years, have left the full-time teaching and research faculty:

	1972-73		1973-74		1974-75		1975-76		1976-77	
	M	W	M	W	M	W	M	W	M	W
Full-time Faculty	603	15	584	26	573	28	575	29	566	35
Outgoing Faculty	62	6	56	3	51	10	51	8	59	5
% Outgoing	10.3	40.0	9.6	11.5	8.9	35.7	8.9	27.6	10.4	14.3

The average turnover rate for men is 10 per cent; for women, 26 per cent. While some of the attrition for both men and women was at departmental initiative, a portion was also at the initiative of the individuals. Of the present faculty asked by questionnaire whether they considered themselves to have a professional future at Notre Dame, 86 per cent of the men and 68 per cent of the women responded affirmatively. The significantly different percentages of men and women who seem unsure of their future at Notre Dame are remarkably close to the turnover rates indicated above.

The Evaluation Committee felt that some of its most pressing questions had to do with bringing qualified professional women to Notre Dame and keeping them here. The women currently on the faculty were asked to identify the difficulties, the strengths and the needs related to their association with the University. Observations which were sought from the men faculty mainly concerned the needs of their present colleagues who are women and the desirability of additional female associates in the future.

Permeating the comments of many women faculty was the motif of "breaking into" the all-male tradition at Notre Dame. That process can cause them a sense of isolation, frustration, even anger. Some feel a lack of male support for themselves as persons and as professionals. There are male colleagues who seem neither to take them seriously as professional equals nor to appreciate the vicissitudes of their position. Accordingly, a number of women expressed a sense of insecurity about their professional situation.

The social milieu offers particular difficulties to a single woman since most social events are geared to couple and family situations. It may be difficult for the husband of the married faculty woman to be integrated into Notre Dame groups since the approach is the reverse of the usual. Women responsible for child care often experience difficulty in coordinating that with both teaching and research.

A problem often repeated concerned the burden of committee work borne by some faculty women. Since "every committee needs at least one woman," those involved can be overburdened with service commitments. This can be an injustice and a detriment to their professional development. This is one of the problematic conditions that more easily lends itself to solution and so the committee recommends that department heads and administrators in their appointments and requests; that faculty members in their elections; that women faculty in their acceptance of obligations, make a strong effort to distribute more equitably the burdens of service.

Clearly delineated among the faculty women's positive experience at Notre Dame was their experience of their male colleagues. The women described them as "professionally outstanding and congenial." This item was indicated by more than half of the responding women faculty, as was the frustrating difficulty of "breaking into" the male traditions and environment. Perhaps these are not contradictory observations. The resentment about professional inequity was described in terms of "subtle," "institutional," "departmental" rather than in individual terms, while their male colleagues were described as "personally supportive."

Among other strengths identified by the women faculty were Notre Dame's reputation for and commitment to excellence and Judeo-Christian values. The faculty women find their students cooperative and academically superior. The women enjoy the academic freedom and intellectual opportunity. They find both their personal and their professional development keenly challenged and encouraged, and they delight in their unique contribution to "normalizing" this traditionally male University.

Both men and women among the faculty responding to the Evaluation Committee affirmed that women faculty, as part of this community in transition, have some evident needs. Primarily they need wholehearted acceptance as professionals and as persons. This includes their need for recognition of their intellectual equality. Many men and women recognize the needs among women faculty for collegial encouragement and for the opportunity to meet, share with and be supported by other faculty women.

Men and women across the campus need to recognize sexism as a real issue. There needs to be a reduction in male-dominated areas. "Male preserves" exist in some departments, colleges and activities, less by design than by a lack of consciousness. Particular and frequent mention was made of the athletic preserve. Women faculty need additional access to the facilities in the Athletic and Convocation Center. A recommendation speaks to this need in Section XIII.

Above all there needs to be a significant increase in the number of full-time women faculty. That increase is supported by 70 per cent of the men faculty and 94 per cent of the women faculty. Women need female colleagues; students need women as role models, counselors and talented teachers; men need interaction with women colleagues; the University needs assistance in outgrowing its all-male image.

This committee commends the efforts of all those who have played any part in enriching Notre Dame with its adult women. It calls for continued and strengthened efforts and recommends:

- a. that departments and colleges solicit help from their female members in an effort to learn how best to gain, support and retain women as their colleagues;
- b. that the provost spearhead a meeting among deans, department heads and the Affirmative Action Committee to consider what more can be done to bring women colleagues to Notre Dame;
- c. that for the same end deans and department heads subsequently meet with their various faculties.

This committee further goes on record as saying that any cessation in the effort to find and keep capable women once the Affirmative Action "quota" has been achieved is to misunderstand the undertaking.

#### Women in Administration

The Malits subcommittee on counseling and administration made two specific recommendations pertaining to women in administrative positions: The one called for a qualified woman to coordinate matters pertaining to coeducation under the title of "associate provost or a vice president for special projects." By its second recommendation the Malits group suggested the immediate appointment of a "special assistant to the provost" so that the planning for coeducation could be coordinated during the summer of 1972 and its beginning supervised in the fall.

The present assistant provost was appointed as assistant to the provost in September 1972 and filled a position created in response to these two recommendations. She continues to be responsible for the well-being of coeducation and in that capacity interacts with numerous offices in both academic and student affairs.

According to the Malits proposal one of the tasks of the "special assistant to the provost" would be to study the question of the best placement for a woman within the structure of the office for Student Affairs and make recommendations accordingly.

In the second year of coeducation, the vice president of student affairs appointed a woman as assistant dean of students. She subsequently became director of student and staff development, and in that position works with residence hall staffs as well as with students. Worthwhile programs, attributable to the director of student development, have benefited men and women students. Still, the Malits recommendation was not carried out and no woman has been party to the decision-making in student affairs. The Evaluation Committee judges that the need remains and so recommends that the vice president of student affairs appoint a woman to a policy-making position.

The Malits committee anticipated that a high percentage of women undergraduates would be students within the College of Arts and Letters. Recognizing that all transfer students, sophomores and many upperclassmen are advised by the assistant deans, the committee recommended "that an additional assistant dean of arts and letters, preferably a woman, be hired to relieve the pressure of numbers, provide additional insight into opportunities for women, and serve as an accessible and sensitive academic counselor for both men and women."

Such an assistant dean was appointed and the woman who initially filled that appointment has become dean of the College of Arts and Letters. The dean and her three assistant deans do indeed contact and work with a large number of women undergraduates.

### III. ACADEMIC GUIDANCE

After examining the procedures for academic guidance of freshmen, majors within the four colleges, and transfer students, the Malits committee anticipated little need to adjust those procedures for women students. However, they did note among administrators, faculty and students a tone of dissatisfaction with the effects of those procedures and so encouraged their reassessment. The Malits Report specifically recommended "that academic counselors inform themselves and become more aware of the expanding role of women in professional careers."

Detecting a general inadequacy in the orientation of transfer students, the Malits committee advised "that women transfer students, as well as men, be provided with detailed information concerning advising procedures in their particular colleges." Finally, as noted in the previous section, the committee recommended "an additional assistant dean of arts and letters serve as an accessible and sensitive academic counselor for both men and women."

In the light of the Malits Report, as well as in an assessment of the present situation, the Evaluation Committee has examined academic counseling for women under the same three headings.

#### Guidance in Freshman Year

The guidance needs of freshman men and women differ only slightly. Needs for information and advice in planning their academic programs and careers are met in identical ways for freshman men and women. Similar guidance is offered them in adjusting to a new environment and in striving to perform according to their academic potential.

Each freshman is assigned to a guidance team for direction, assistance and counseling. Each team includes both men and women advisors, and opportunity is provided for each freshman to participate in a guidance program with either a man or a woman or both. These advisors in concert with the residence hall staffs provide considerable assistance to students in this year of adjustment, as is evidenced by fewer than five freshman men and women having withdrawn during each of the past four years.

Course teachers, advisors in the Freshman Year of Studies, and the Freshman Learning Resource Center offer academic guidance and support beyond what is usual at many American universities and colleges. Again, as an indication of success, less than 1 per cent of all freshmen have experienced academic dismissal from Notre Dame during each of the past four years.

Students are apparently cognizant of the quality of academic guidance received during their freshman year. Among the students questioned, over 60 per cent of them judged that guidance as excellent or good, with half that number (31 per cent) giving it the higher ranking. More women than men gave positive evaluations for their freshman year guidance (66 per cent vs. 60 per cent).

#### Guidance within the Colleges

For upperclass students academic guidance is provided within the college of their major. Typically each student has access to counseling from the dean's office, the department office, and his or her personal academic advisors. The Evaluation Committee's impressions in this regard parallel those of the 1972 committee. Effective academic counseling is uneven in the upper class years.

If the initiative is the student's, the most negative situation is one in which he or she seeks only a post facto approval of course selections at registration time. At its best, guidance can develop into a stimulating exchange between an advisor and a student who seeks out such guidance.

When the initiative is the advisor's, the extent of the guidance is dependent on that faculty member's time and interest in the task. Among the men and women faculty consulted, over 90 per cent reported that in varying degrees they are involved in the academic counseling of both men and women students. In the students' view, the results range from excellent to poor. Eight per cent of the faculty see themselves as equally effective whether offering guidance to men or women; 15 per cent see themselves as most effective when counseling a student of their own sex.

Within the dean's or departmental offices, administrators are both available for and dedicated to the task of guiding students. Students' needs in this context are often problematic, but it is at this level that some of the best academic counseling is available.

In response to the questionnaire, students rated the quality of their academic guidance for each of their years at Notre Dame. The high rankings accorded the freshman year were reduced substantially for subsequent years. Close to 15 per cent of both men and women found academic guidance excellent in the sophomore, junior and senior years. An average of 34 per cent of them judged it good in the sophomore years. There was significant difference in the percentages of men and women who evaluated as "good" the guidance received during the junior and senior years. Junior year was so judged by 29 per cent of the men and 41 per cent of the women; senior year by 32 per cent of the men and 51 per cent of the women. The committee believes improvement is needed in the total situation and recommends that the colleges and departments find ways to improve the academic guidance for students in the upper classes.

The Evaluation Committee suggests as a possible vehicle for improvement workshops organized by the deans' office for all academic advisors within their colleges. A recommendation will be offered in Section V which will include this suggestion.

#### Guidance of Transfer Students

The concern of the Malits Committee for the academic guidance of transfer students was no doubt focused because two-thirds of the original group of Notre Dame women were transferring from other colleges and universities. In the existing situation, the Evaluation Committee found course selection and registration to be but one facet of the unevenly met needs of these students--men as well as women--when new to the University.

In the past few years the registrar has coordinated an academic orientation for transfer students. Since 1973 student government has been independently spearheading an increasingly effective student orientation, but in the fall of 1976 their orientation for transfers was

not held. The aspects involved in an effective orientation warrant coordination from a central office. The committee is suggesting the Admissions Office because its personnel communicate with both the students and their deans, and because the demands of opening the academic year do not place undue burden on that office.

Concerning the academic guidance of transfer students, but addressing broader needs, the committee recommends that the Office of Admissions serve as the coordinating agent for a thorough orientation program for the men and women transferring to the University.

#### IV. PERSONAL COUNSELING

Experience gained with women from Saint Mary's College during several years preceding co-education allowed the staff of Psychological Services a sense of confidence that called for no immediate change in response to coeducation. The Malits committee agreed, but both they and the staff anticipated a need for eventual expansion. The prediction was predicated not only on an anticipated increase in the number of Notre Dame women, but also on evidence from other universities that women students tend to use psychological services more than men. The committee recommended that "facilities and staff of the Psychological Services be increased as circumstances require."

Psychological Services has increased both its facilities and its staff since that time. In the 1971-72 academic year, the staff consisted of three men who were psychologists and a woman who was a psychiatrist. Today the staff consists of three male psychologists, two women (one involved in therapy and the other in alcohol counseling) and one male psychiatrist who serves as a consultant.

The evidence that college women tend to use psychological services more than men has not been borne out at Notre Dame. During the 1975-76 academic year, 421 students sought help at Psychological Services. Of these, 353 were males and 68 females. These figures represent 6.5 per cent of the total male enrollment and 5 per cent of the total female enrollment and are similar to those noted throughout the years of coeducation.

The organization of the Counseling Center provides a professional staff who supervise graduate students engaged in the guidance and counseling of undergraduates. Currently the staff consists of three men and one woman (part-time) together with 12 graduate students (seven women and five men). During the fall semester of 1976, they devoted 567 hours to student contact. Of the 75 students who sought assistance from the Counseling Center, 16 (1 per cent of the total female enrollment) were women, and 59 were men (1 per cent of their total enrollment). Among the students who responded to the questionnaire, 5 per cent of the men and 8 per cent of the women had been served at some time by the Counseling Center.

In addition to individual counseling services of the center, outreach programs are included. At the time of the Malits study such programs had begun to operate in the residence halls. The Malits committee supported the concept of such programs and recommended "that rectors and students meet with the Counseling Center staff to develop programs in the halls involving both men and women, or some for women only, as the women themselves so desire."

Over the past several years the Counseling Center has developed a variety of outreach programs though most occur at the center rather than in the halls. During the past semester seven programs were offered concerning such areas as anxiety management, assertiveness training, job interview techniques, life planning, and marriage. These programs involved about 100 students of whom a third were women.

As would be expected, Notre Dame students seek personal counseling from many different persons. The student questionnaire sought to identify those whom students would seek when experiencing personal problems. With a friend as their first choice, they next indicated their resident assistant, rector and professor. They consistently ranked among their lowest choices the two centers formally established to serve their personal counseling needs. This is cause for some concern.

Widespread confusion is apparent concerning the separate services provided by the Counseling Center and Psychological Services. Students view the first as geared to personal development, while they see the focus of Psychological Services as geared to crisis intervention. On the other hand, the staffs of the Counseling Center and of Psychological Services view the services they offer to students as quite similar. A number of people associated with one or the other center believe that consolidation of Psychological Services and the Counseling Center might eliminate some of the confusion and strengthen the effectiveness of service. The Evaluation Committee claims no competence to make such a professional judgment but it does recommend that the University undertake a feasibility study to determine the desirability of consolidating Psychological Services and the Counseling Center.



Basic to many of the inquiries of this committee is the conviction that the college years are developmental in nature. Every Notre Dame man and woman has the challenge to mature individually and in relationship with other men and women. This should be a particular hallmark of coeducational experience. At least in theory, both counseling services are designed and equipped to facilitate that process of maturation, yet less than 10 per cent of our students take advantage of those services.

Thus it seems fitting that while maintaining the capability to assist those in difficulty, both centers should put greater emphasis on developmental programs for students. The committee urges that programs of a developmental nature have as high priority at the Counseling Center and Psychological Services as do individual counseling services; and that such programs be expanded so as to serve more students.

While more will be said in the next section concerning particular counseling needs in the area of integrating family and career involvement, it rightly belongs in a consideration of personal counseling. It is a need of many students and the University must find ways to respond to that need.

#### V. PLACEMENT AND CAREER COUNSELING

As in the case of Psychological Services, the prospect of a Notre Dame-Saint Mary's merger had led the Placement Bureau to include Saint Mary's students in its services and thereby to gain experience in working with women. In 1972, as in 1977, the emphasis of the bureau was on placement rather than on career counseling. The Malits committee had a sense of satisfaction with the placement services for women but they made a recommendation to "increase the present staff to include a professionally qualified person with experience in career counseling to help organize and supervise a program of career counseling for both men and women."

This advice has not been heeded. The director of placement indicates that some progress toward it has been made this year with the part-time assignment of a hall rector to the Placement Office. Her responsibilities include some availability for career counseling, but the majority of her time involves the placement aspects of the bureau.

Input from all sectors of the University alerted the Evaluation Committee to the fact that the career guidance needs of our women students are not adequately met. Similar though not identical needs exist among our men students.

Two circumstances distinguish the career guidance needs of today's students. Careers and professions, once entered by few women, are increasingly available to and entered by women. That new availability challenges both men and women to find ways to integrate the responsibilities of family and career.

Career decisions are not made in a single moment but arrived at over a period of time. Assistance is needed by men and women alike in better understanding their personal values, in gathering and evaluating information, in assessing resources, in measuring risks, and in making and implementing decisions.

Many persons and offices of the University are, from their own vantage point, aware of and attempting to meet some of these needs. According to the student questionnaire, over 90 per cent indicate they would seek out faculty members for career guidance. The same percentage of the faculty counsel students in that regard. Other sources of assistance which the students indicated were (in the order listed) a student in a given major, their departmental counselor, a graduate student, the Placement Bureau, and the deans' office.

It is the impression of the Evaluation Committee that there is an increasing awareness of the need for career guidance among departmental advisors and those in the offices of the deans and of the department heads. We believe there is also an increasing effort on the part of individuals to meet those needs, but that they cannot be met effectively in isolation. The committee recommends that the college deans assist departments in planning guidance workshops for their faculty. The workshops could include current information on pertinent careers, preparation needed for such careers, and guidance methodology.

In the Freshman Year of Studies two efforts have been made to respond to career guidance needs. Academic and career interest inventories and guidance tests are administered to all freshmen. Some of the instruments are for both men and women while others are designed especially for women. National norms are used for comparison, and norms for Notre Dame are being developed. The Freshman Learning Resource Center contains literature concerning careers as well as a collection of video tapes prepared by Notre Dame colleges and departments on academic programs and related careers. Both the library and the video tapes give special attention to the careers and concerns of women. By arrangement these materials are also available to students other than freshmen.

The cooperative effort between the Notre Dame Placement Bureau and the Career Development Center of Saint Mary's College was expanded in the fall of 1976. The dual availability of recruitment interviews was extended, a placement manual was published cooperatively, and workshops and seminars were commonly scheduled.

A series of six evening seminars offered to both Saint Mary's and Notre Dame students included several seminars on career planning. The committee applauds the cooperative efforts between Notre Dame and Saint Mary's concerning placement and career development and recommends that efforts be continued and expanded.

No single agency can meet the breadth and depth of the guidance needed for the integration of choices and responsibilities involving career and family. Nonetheless, a centralized and single-minded organization could coordinate and facilitate the many existing efforts as well as add an expertise that appears to be lacking on the campus. The committee recommends that an Office of Career Development be organized and funded, and that such an office be cooperative with but not a part of the Placement Bureau.

#### VI. MINORITY GROUP WOMEN

Recognizing that no one campus agency is specifically charged with the welfare of all minority group students, the Malits committee made a "diffused recommendation that counseling and advising staffs as well as all departments of student affairs take note of the manifest sensitivity toward the situation of minority group women on the Notre Dame campus." They further suggested "that the woman filling the position of an associate provost or a vice president of special projects might also be responsible for the special needs of all minority groups on campus."

The woman appointed to be assistant to the provost, and later assistant provost was not given specific responsibility for the special needs of all minority group students on campus.

In the academic counseling system of the four colleges there are no special provisions for working with minority group women. Particular efforts are made, however, in each of the colleges to notify the women of unique educational career job opportunities and to assist them in pursuing those opportunities. The academic performance of minority group women is reflected in a range similar to that of all women at the University.

From the start of coeducation at Notre Dame, a black woman has been a counselor on the staff of the Freshman Year of Studies and includes in her responsibilities the special needs and interests of women from minority groups. Indications are that her efforts are effective and appreciated.

When an associate director of admissions was appointed in 1974, his responsibilities were defined so as to allot the major portion of his time to seeking out prospective minority students. His student contacts also form the basis for subsequent counseling opportunities.

The University's commitment to the enrollment of minority women is no less than its commitment to enroll minority men. Nevertheless, stringent restrictions on the total number of women admitted to the University can and do negatively affect the number of minority women who might otherwise matriculate at Notre Dame.

The above situation notwithstanding, the Office of Admissions has made substantial efforts to seek out and to admit minority women. National agency resources have been used to assist in identifying prospective women and although now depleted, funds have been allocated to meet extra costs of these recruiting efforts. The committee recommends that the Office of Admissions continue and expand its efforts to seek out qualified minority students and that the University allocate on a continuing basis funds necessary to establish special recruitment programs.

One major problem negates many of the efforts of the Office of Admissions. Adequate scholarship and financial aid is not available for minority women who are accepted. This limitation virtually precludes a significant increase of their proportion in the Notre Dame student body. It is therefore recommended that the University's commitment to increasing minority representation in its student body be supported by a substantial effort to increase scholarship and financial aid resources designated for that purpose.

In general there are few staff and faculty of minority background with whom the students of Notre Dame can identify. With only a 6 per cent representation among the student body, minority students have a special need for a system of support and encouragement. There seems to be an added shortcoming for women minority students who lack role models and counselors from among both women and minority members. While the lack exists through the University, it seems particularly acute in student affairs where, despite the urgings of the Malits committee, there is no one from the minority groups. The recommendation of the Evaluation Committee is that the Office of Student Affairs appoint a minority member to one of its regular positions; also, that special efforts be made to appoint some minority members to head staff positions in the residence halls.

#### VII. SAINT MARY'S - NOTRE DAME RELATIONS

The Malits Report addressed what it called "the important and perhaps delicate issue of the relationship of Notre Dame and the Saint Mary's women" and made two recommendations, one very general and the other quite specific. After noting that Saint Mary's women would continue to be present on the Notre Dame campus in classes and social situations, and acknowledging the importance of providing opportunities for forming friendships between Notre Dame and Saint Mary's students, the report stated: "For these and many other reasons sensitive persons can surmise, the committee regards it imperative that the University take positive steps to insure and promote contact, communication, and cooperation between Notre Dame and Saint Mary's women."

The report also mentioned "the desirability of making athletic facilities on the Notre Dame campus accessible to women from Saint Mary's College as a natural way of encouraging friendship and sharing among women living on both campuses." The fact that Notre Dame facilities have not been made accessible to Saint Mary's will be commented on in Section XIII.

The coexchange program with Saint Mary's, begun some years before coeducation at Notre Dame, has continued through to the present. The patterns in coexchange courses have changed since the advent of coeducation at Notre Dame, showing a fairly consistent downward trend in the flow of students in both directions. The following numbers represent the enrollment of students from each institution in courses of the other institution. They do not indicate the actual number of individuals taking such courses, since some individual students take more than one course.

	Spr 1971	Spr 1974	Fall 1975	Spr 1976	Fall 1976	Spr 1977
<u>SMC at ND</u>	1596	489	339	461	408	514
<u>ND AT SMC</u>	1839	1120	791	934	709	739

It should be noted that coexchange figures can be somewhat misleading. Registration in the Cooperative Department of Speech and Drama courses is not included, though this is one of the places where students from both institutions meet and do much sharing. Theology and religious studies are included in the coexchange figures, but because of the particular agreement between those two departments, some courses are cross-listed, so in fact students may be taking a course on the opposite campus though registered in a course listed in their own institution's catalogue. Nonetheless, the overall picture of the coexchange program is not greatly altered by these facts.

Information gleaned from the questionnaire indicates that during this semester nearly a third of the Saint Mary's women take a class on the Notre Dame campus, while little more than 10 per cent of the Notre Dame students go to the Saint Mary's campus for a class. Ultimately the mixing of students from the two campuses appears to affect about 40 per cent of the Notre Dame student body and 90 per cent of the Saint Mary's women.

Their mutual presence in class is evidently not a guarantee that personal associations among them will evolve. There is strong evidence from the questionnaire to suggest that Saint Mary's women and Notre Dame men come to know one another through association in classes to a far greater extent than do the two groups of women. Nonetheless, the opportunity exists and both student bodies agree that coexchange classes are important in fostering good relationships between them.

Students from both institutions say that even though they might like to take courses on the other campus, practical difficulties often discourage them. While the institutions allow for a coexchange program, certain departments may not encourage students to take courses at the other institution, or in fact, simply have a program so structured that it is not feasible. Much depends on academic advisors. More depends on the kind of treatment received at the institution, in the department or in the courses themselves. Students from both institutions complain that course enrollment policies within certain departments deter them from taking courses they want to take in the other institution.

The committee is troubled by the problem in the program and by its decline. We recommend that a thorough study be undertaken in cooperation with Saint Mary's to examine the present academic coexchange program in order

- a) to ascertain where and under what condition it does or does not work effectively;
- b) to make recommendations to promote maximum interchange and educational benefits for students and faculty; and that along with appropriate persons at Notre Dame and Saint Mary's to carry out such a study, consideration be given to contracting outside facilitators to expedite the task.

Both Notre Dame and Saint Mary's appreciate the benefits their students will gain in forming friendships as a result of studying, undertaking projects and socializing together. Some questionnaire items aimed at determining the nonacademic factors which favor good relationships between the two sets of students. Both named bars, joint extracurricular activities such as band, class projects, and the Observer, participation in the foreign programs and coexchange meals as well as lectures, films and other programs at both Notre Dame and Saint Mary's.

What jeopardizes their relationships? High on the list of both groups of women are the stereotypes which are shared three ways among both groups of women and the Notre Dame men. All three groups laid blame on the lack of common activities, transportation between the two campuses, and the visitation hours at Saint Mary's.

The three-way stereotypes were revealed by the questionnaires to be real indeed, though not as blatant as many believe. Their obvious inability to describe some of one another's characteristics is often related to their lack of knowing one another.

A number of programs for Notre Dame and Saint Mary's students in general, and women in particular, have been initiated in the past several years. One venture designed especially to bring together women at the two institutions, SMAND (Saint Mary's and Notre Dame), was initiated by women administrative officers at both Notre Dame and Saint Mary's and lasted for two years, 1973-1975. The purpose was to break down barriers by bringing together representatives from women's halls on each campus to plan various activities together. SMAND effected freshmen orientation programs, sports cooperation, co-ex meal ticket plans and clubs, but was never able to develop the kind of wider-ranging programs for women that it had originally anticipated. Some of the activities of SMAND were taken over by other student groups, and SMAND eventually disbanded.

In the last two years more cooperative programs among students seem to have developed. The Hall Presidents Councils of both institutions have met several times each semester. Both groups find these meetings useful and mutually beneficial.

The senior, junior and sophomore class officers work together on many events. Particularly in the past two years there has been a growing pattern of cooperation in freshman orientation programs and in continuing freshman contacts throughout the year.

Student governments at both institutions are in contact on all issues of mutual concern. Some of the richest seeding grounds for cooperation between Notre Dame and Saint Mary's students are volunteer organizations. Clearly the foreign programs also provide an occasion for interaction. Friendships formed abroad between Saint Mary's and Notre Dame students tend to continue upon return.

Agreeing with the student perception that much more is possible, the committee recommends that some agency under student affairs in both institutions be established to promote and coordinate cooperative efforts in all nonacademic areas of student life; that such agencies be given funds, moral support and publicity to accomplish their aims.

## VIII. RESIDENCE HALL LIFE

The practical aspects of residence hall living for undergraduate women at the University of Notre Dame caused the Malits committee to offer a number of recommendations. Most were accepted and followed. Their implementation is summarized here.

During the summer of 1972 letters of welcome and information were sent to the 365 incoming women students. Two women, already graduate students at Notre Dame, were chosen by the Office of Student Affairs to serve as rectors of Badin and Walsh Halls. Other graduate women were selected as assistant rectors and resident assistants (RA's) for the first year. Since that time most RA's have been women in their senior year. Before the opening of the academic year, student affairs sponsored an orientation program for all hall staff members of the University. Throughout the first year of coeducation there were a number of formal programs for all rectors as well as opportunities for informal exchange among themselves. The two women rectors met frequently with the assistant to the provost to discuss and offer suggestions for the nonacademic needs of women undergraduates.

Badin and Walsh Halls had undergone physical alterations that were necessary but not extravagant. Male undergraduates offered assistance as the women set up their own hall governments. From the beginning, hall regulations applied to women as they did to men.

Because the transfer women accounted for 240 of the first 365 women students, the University included them in plans for on-campus accommodations. Only South Bend residents were permitted off-campus residence. In subsequent years upperclass women have been permitted to reside off campus. On-campus housing can no longer be guaranteed to women transfer students.

In retrospect it is evident that some of the Malits recommendations related to residence halls did not gain the University's assent. Recognizing that the mutual interaction and influence of men and women is basic to coeducation, the Malits committee suggested that consideration be given to hiring married couples as rectors and to appointing some women on the staffs of the men's halls and vice versa. The committee also asked that thought be given to possible alternatives for residence grouping. Further they called for a thorough study of the advisability of coeducational residence halls, with emphasis on ethical, educational, psychological and functional aspects of such a living arrangement.

To the best knowledge of the Evaluation Committee, none of these issues has been officially studied, although aspects of them have been discussed by various groups--rectors, students, Student Life Council, Hall Presidents' Council, residents of individual halls, housing, student affairs, and the counseling services. Later in this section the Evaluation Committee also turns its attention to these topics.

The Malits committee foresaw the disruption of the stay-hall system that could be caused by opening entire halls to newly assigned women, mostly freshmen. A further recommendation called for examining the problem. Although the Housing Office has made efforts to rectify the situation which indeed did occur, the imbalance of classes in some of the women's halls denies the residents the benefits of stay-hall. The Evaluation Committee recommends that a study be made and plans be drawn up by the director of housing to insure a better proportion of classes in the women's halls.

At present nearly 90 per cent of the women enrolled at the University occupy six residence halls: Badin, Breen-Phillips, Farley, Lewis, Lyons and Walsh. The proportion of women who choose to live off campus has been slowly increasing but remains at a percentage level which is about half that of the men. Among the on campus women there is general satisfaction concerning the halls in which they reside.

When asked to specify which aspects of residence hall life most contribute to their overall education and to their personal development, the women, as the men, ranked friendships a strong first. Other aspects which drew high rankings were the community atmosphere that develops within a hall, the spirit that builds within a section, and the stay-hall system.

Some dissatisfaction surfaced. Both men and women loudly lament the limited social space. Both were rather negative concerning their hall governments and the opportunities for counseling in the halls. There was strong dissatisfaction among the men with the laundry arrangements, and less than complete satisfaction among the women.

Students who have experienced both off- and on-campus living claim that campus living is more conducive to a community atmosphere (70 per cent of the women) and to a sense of security, while off-campus living results in an improved social atmosphere and in the development of one's independence.

#### Hall Staffs

The men and women who serve as rectors, assistant rectors and RA's are central to the educative function of residence halls. The majority see themselves as both educators and ministers within a Christian milieu and thus conceive of their position at the University in terms that go beyond simple employment. Many have expressed a desire for programs which would better enable them to fulfill their responsibilities. The Evaluation Committee encourages the Office of Student Affairs to continue to search out and select competent rectors, assistant rectors and resident assistants of high caliber and Christian dedication, and recommends that staff programs be developed to support their service.

At present in the women's halls there are four religious women and eight lay women in headstaff positions who work with 31 resident assistants. The men's halls have 21 priests, six brothers and seven laymen in headstaff positions, and 93 resident assistants. In a university where a search for and a strengthening of values is implicit, it is desirable that adults serve as role models and "sounding boards" for students. This committee judges that the need for diversity among those adults is intensified by the Christian and coeducational dimensions of Notre Dame. In order to provide opportunity for greater interaction, we recommend that student affairs increase the numbers of adult men and women--religious and lay, single and married--who reside in and are formally associated with the residence hall.

In the Notre Dame tradition, the priest has been the central figure in the hall, thereby assuming the roles of both rector and priest. When in more recent history religious brothers became rectors in some men's halls, the two roles were necessarily separated since the rector's ministerial role lacked ordination. The liturgical role of a woman rector is even more limited. In both cases, it is necessary that priests from outside the halls be invited to celebrate the Eucharist and the sacrament of Penance. By present arrangement, each hall is responsible for locating the priests and developing its own liturgical program. In order to solidify the ministerial aspect of his or her role, it is important to involve the nonpriest rector in that program, but there are talented people on this campus who can offer effective assistance (e.g. graduate students in liturgy programs). Accordingly the committee recommends that the Office of Student Affairs coordinate occasional meetings of nonpriest rectors who wish to concern themselves with the liturgical life in their halls and the personnel of Campus Ministry.

There are some events which are designed for particular groups of students (e.g. Freshman Orientation, Junior Parents' Weekend, Commencement) and in connection with which the Eucharist is publicly celebrated. Particular care is given to gather the priest-rectors as concelebrants of the Mass--a powerful and symbolic gesture. For those numerous students whose rector stands at the altar there is an additional identification with what occurs at that altar. For the men students whose rector is not a priest, and for all women students, that symbolism is missing. We recommend that Campus Ministry find appropriate ways to visibly include all rectors in such public ceremonies.

#### Facilities for Interaction

The interaction of students with students is an essential component of education. The academic and residential components of university life require that both structured and spontaneous interaction be possible. The Evaluation Committee's sample of University opinion revealed the widely held conviction that facilities, and therefore opportunities for men and women to come together in informal ways are simply inadequate. No such additional facilities have been provided during the years of coeducation. With men and women undergraduates, the University has need to realign its available space and provide additional space that allows its students to intermingle in a variety of circumstances.

Within the residence halls men and women may open their rooms to one another during about half the hours of the day. The size of lounges and other common spaces varies from one hall to another. Whether or not some portion of common space, designated a "24-hour area," is excluded from parietal hours also varies from hall to hall. In many halls the present allocation and use of space fails to maximize the possibilities for social interaction. The committee recommends that individual halls review, and where warranted, study further what rearrangement or development of space is possible in order to encourage a better social or study atmosphere in the hall.

Adherence to Indiana law prohibits the University's allowing the public use of alcohol on campus by students under the legal age of 21. As an earlier section made reference, local bars constitute a major location for social interaction. This committee believes the campus a more appropriate location for those of age and so recommends that common rooms in residence halls, as well as social space on campus, be made available to those students of legal age who properly plan and take responsibility for parties at which alcohol could be served.

On-campus facilities which allow students to gather outside the residence halls are not numerous, nor have they been substantially altered to meet the needs of the more varied student body. The dining halls, the library, LaFortune, Rockne Memorial, the Athletic and Convocation Center, the new Crossroads Park, and the campus proper do qualify, but of these many have rather specialized uses. Some renovations in LaFortune Student Center have improved its general usage and further remodeling is under consideration. The committee favors imaginative remodeling of LaFortune but is convinced it does not have the possibilities for a truly student-oriented facility which offers a variety of activities and so recommends that high priority be given to the building of an adequate and centrally located student center.

Many agree that an improved student center and the betterment of social space within the halls would substantially address the issue of men and women sharing leisure and study time. Many are also of the opinion that a coeducational residence hall could make contributions to this purpose. Reference has already been made to a recommendation of the Malits committee which called for a thorough study of coeducational housing and its possible benefits for Notre Dame students.

Such a study has not been made and the Evaluation Committee recognizes that the demands of its current task preclude its delving into the issue of coeducational residence halls to an extent sufficient to satisfy the intent of the Malits recommendation. Nonetheless the committee gave intense consideration to the matter in order to be able to articulate its position.

The Evaluation Committee's position on this topic is not a unanimous one. The majority of this committee believes that a coresidential dormitory (as an optional residential arrangement at Notre Dame) could make valuable contribution to the development of the men and women living there. The term "coresidential" is chosen with care to describe the concept which the majority of the committee support. In such a dormitory the living areas would be separate for women and men and would be governed by the regulations of parietal hours. Student residents would be determined by a selection process for which only juniors and seniors would be eligible. The hall staff would necessarily include men and women.

There is a consensus among the Evaluation Committee in their support of all-male and all-female residence halls as Notre Dame's primary model. The opportunities for interaction among women and among men are as important to the development of students as the opportunities for interaction between the two groups. Coming to a full sense of one's womanhood--or manhood--requires time and privacy with other women--or men--as does the development of deep and enduring friendships among one's own. The Evaluation Committee sees this to be particularly true in the first years of college, but many students prefer and can profit by it for the entire four years.

Yet, no single model can serve the needs of all. There are students who may best learn the arts of interaction when relaxed residential arrangements not only allow but actually cause the natural mingling of men and women. With coresidential living, hall-government, common projects and social events create the need for women and men to deal with one another. Ordinary areas that are common to both (e.g. laundry rooms, food sales, mailboxes) simplify and ease their coming together, making knowledge of one another and friendship more accessible. The committee's concept of coresidential living also allows for privacy.

The entire Evaluation Committee recognizes the potential benefits of such a living arrangement and is willing to go on record as saying so. It is the position of the majority of this committee that coresidential housing (as defined) should be included among optional arrangements for residence at Notre Dame. This majority hopes for the availability of that option for the 1978-79 academic year.



Our position has not been reached easily. It is being articulated only after members of the Evaluation Committee have struggled with issues both sensitive and complex. We are aware that a similar struggle will go on among other constituencies of the University as they consider this issue. We believe that there is value in that struggle and so recommend that in response to the positions of the Malits committee and of this Evaluation Committee, the President appoint a new committee to thoroughly consider all aspects of coresidential housing, and, if feasible, to plan for its implementation in 1978-79.

#### IX. SECURITY

As appendices to their own report, the Malits committee submitted security reports from the director of security and the assistant dean of students. The reports were largely concerned with security measures for the two residence halls for women.

On the basis of the two reports, the doors of Badin and Walsh were equipped with a detex system and/or alarm locks. Arrangements were made with neighboring men's halls and with the security office in the event of emergency. Security personnel assisted in some of the in-service training of the hall staffs.

Two suggestions were not followed: a receptionist during visiting hours and provisions for escorting male visitors into and from the hall. Both recommendations proved impractical and unnecessary.

The reports also dealt with setting and publishing visiting hours for the women's halls. From the beginning of coeducation those hours were identical for men's and women's halls.

Currently the provisions for the security of the six residence halls for women are similar. Regular entrances are open from 11 a.m. until evening. At a reasonable evening hour decided by each hall staff, the doors are secured and detex cards or keys are used by the residents. A phone outside the main entrance allows a visitor to contact a student. When visitation hours are over, security personnel set locks on all doors except the one designated for use during the night hours. Over 77 per cent of the women responding to the questionnaire designated the detex system as a helpful security measure.

Seventy-one per cent of the women indicated as the second most helpful security measure the services offered by the women security guards. These guards are responsible for the general safety of the hall residents through the night hours. Women rectors and their staffs strongly support this arrangement and express gratitude for the contribution to hall security made by these women. However, because the women security guards are relatively new to Notre Dame and because rectors and security women themselves have some dissatisfaction concerning the guards' working schedules, this committee recommends that the dean of students meet with the director of security and the women security guards in order to review the general incorporation of the security women into the Department of Security.

Clearly, the need for security extends to the entire campus. As one protective measure, security guards at the two entrance gates control automobile traffic onto campus. Ordinarily students are not permitted to drive onto campus. Some women complain that this kind of access control in the late evening hours, especially during inclement weather, can cause them inconvenience, and even danger if it results in their walking alone across the campus. The committee recommends that the dean of students arrange for a study to be made, with student input, to determine a system that, while maintaining control, will allow women and their dates to drive to the dormitories during late hours and in inclement weather.

Another security provision, a walking escort service, was introduced with the beginning of coeducation. It is designed to prevent women from walking alone or in small groups at late hours. The service is available on request to all women on this campus, including staff and faculty. The Security Department claims their personnel respond to most requests within 15 minutes. Nevertheless, half of the women students answering the questionnaire do not find the service helpful. The inaccessibility of a phone in some areas of the campus would limit a woman's ability to use the service. For that reason, and also because of poor lighting in some fringe areas of the campus, it is recommended that the Office of Business Affairs give consideration to installing emergency phone service at certain peripheral locations, such as parking lots and the western edge of the campus.

A great deal has been done to improve campus lighting since coeducation was begun. Despite that effort women responding to the questionnaire list inadequate lighting as the leading reason for their not feeling safe. Some places do still present a danger at night because of poor lighting. Among the critical locations obviously needing improvement are the courtyard to the south of St. Edward's, the area to the north of Rockne and the west of Lyons, and the St. Mary's Lake Road. Other areas become dangerous periodically because days and weeks sometimes elapse before burned out or broken bulbs are replaced in the lighting fixtures. The committee recommends that the executive administrator of the physical plant seek consultation in determining the lighting needs of the campus; that he oversee the completion of adequate lighting of the campus; and that security daily and systematically report to maintenance any lighting fixtures in need of replacement or repair.

Over the past five years, the women rectors have offered some programs on safety for the students within their hall. The Security Department has worked with the rectors and their staffs and has provided programs of its own. For the past two years the freshman orientation program has included a special session for women which concerns safety. Despite those efforts only 60 per cent of the women answering the questionnaire find the various programs sufficiently helpful. The committee therefore recommends that the director of educational media work with the dean of students and an officer designated by the director of security to develop a media presentation concerning the security of Notre Dame women.

Among the women student respondents to the questionnaire, 75 per cent generally feel safe on the Notre Dame campus. It is of concern that one-fourth of the women evidently do not have a sense of safety. This is despite the fact that crimes against women on the Notre Dame campus have been rare and so seems to call for serious attention. The committee recommends that student affairs engage an outside consultant to evaluate current measures taken to provide security for women and to suggest improvements.

#### X. CAMPUS MINISTRY

The Malits committee recognized that Campus Ministry would need to have the responsibility for liturgical celebrations in the women's halls. The committee also felt that the natural orientation of Campus Ministry toward both men and women students called for the inclusion of women on their staff. Plans did exist at the time for adding a woman to the staff, plans which the committee strongly supported. The Malits committee also recommended expanding the staff on a volunteer basis by securing the services of women in the graduate school, especially in theology and religious education.

While Campus Ministry has assisted the women's halls in the development of liturgical life, the rectors as religious leaders in their halls have the responsibility for planning liturgical events and for contacting priests willing to assist them. A recommendation has already been made in Section VIII which provides that Campus Ministry work closely with the women's hall staffs and lend their expertise in strengthening liturgical programs. That recommendation could also result in a strengthened working relationship between the two staffs, facilitating the effective ministering of both.

Since the inception of coeducation, the Campus Ministry staff has increased from one to seven. The woman who was appointed in 1972 is the only woman among those seven. Not only is the presence of women on their staff important from the standpoint of increased numbers of women students, but also because of the need for vital interaction of men and women in ministry with men and women students. The committee recommends that Campus Ministry add more qualified women to its staff.

Campus Ministry has not formally utilized the resources of women graduate students as was recommended by the Malits group. As the appointments of women rectors and assistant rectors have actualized, a number of those women have been attracted from the ranks of graduate students, or, once here, have chosen to pursue graduate studies, often on a part-time basis. Appropriately, women rectors and assistant rectors perceive their positions as largely ministerial, and approach their services from that perspective. Results from their questionnaire show that the students see the hall staff, particularly the rector and the RA, as people to whom they can turn. The students rank Campus Ministry less highly in this regard.

A third Malits recommendation in this area encouraged "the Notre Dame Campus Ministry to maintain close ties with the Campus Ministry of Saint Mary's College in view of enriching its understanding of ministry to women and benefitting from the experience of the women and men who function in it there." The Notre Dame and Saint Mary's Campus Ministry staffs do meet informally once a year, but there has been no cooperative effort formalized between the two groups. There still is reason to implement this suggestion, particularly since the Notre Dame staff has only one woman.

Properly, there are a number of offices on campus whose main goal is the growth and development of students. While each set of people exists because of their unique approach to that goal, some concerns are common to all. It would seem especially useful for Campus Ministry, Psychological Services, and the Counseling Center to join forces in developing programs concerning human relations. A recommendation to this effect will be offered in Section XII which concerns Sexuality Education.

#### XI. MEDICAL SERVICES

In the spring of 1972 plans already existed for renovating an area on the second floor of the Infirmary so as to accommodate women students as patients. The staff perceived themselves prepared to provide for the medical needs of all students either personally or by referral. Nonetheless, the Malits committee recommended "that the services of a part-time gynecologist be secured before September" of 1972.

The building was renovated as planned and experience suggests that the facilities are adequate for women inpatients. Since that time two rooms on the first floor have been renovated to provide more privacy during the initial screening of all patients.

The services of a part-time gynecologist were secured in the fall of 1976. During the first four years of coeducation, arrangements existed for referring Notre Dame women to South Bend gynecologists and for these doctors offering preferential appointments. Among the women responding to the questionnaire, more than half were still unaware that a gynecologist is now on the Infirmary staff, and less than 30 per cent had scheduled an appointment with him.

In addition to the gynecologist, the staff at the Infirmary consists of a full-time physician, a part-time orthopedic surgeon, and a consulting psychiatrist. In July a second full-time physician will be added to the staff. During any given week 19 registered nurses are on the Infirmary schedule. From July 1975 to June 1976, 41 per cent of the women students and 46 per cent of the men students visited the clinic.

A portion of the questionnaire asked the students to evaluate the general Infirmary services, the services of the doctors and of the nurses. The committee feels it lacks sufficient information to interpret the results, but simply states them here in the belief that the Infirmary staff will want to pursue their meaning. The evaluation for each of the three services was consistently higher among the men than among the women. Over 70 per cent of the men ranked each service as good or excellent; only between 40 and 50 per cent of the women did so.

While good medical care is available to student patients, little is done in the area of health education. The medical staff is aware of the educational needs which concern health problems particularly prevalent among college students, and hopes to develop both a student handbook and a series of programs in that regard. The committee endorses those plans and recommends that the Infirmary staff develop a health education program to be implemented through the residence halls for Notre Dame men and women.

A health education program would of course broaden the services already offered and would provide additional support to the professional staff's desire to change the title "Infirmary" to "Student Health Services." "Infirmary" tends to indicate a facility for the infirm. "Student Health Services" more realistically applies to a broader scope of services such as those of physicians, psychologists, pharmacists, laboratory technicians, nurses--more of which are utilized by outpatients than by inpatients. The committee recommends that the medical facilities be renamed "Student Health Services" and the building so marked externally to allow for easy identification.

During the discussions between the women rectors and a subcommittee, a topic was raised concerning individual health problems of some residents. The rectors have close association with and responsibility for the students in their halls. Some physical conditions (e.g. epilepsy or diabetes) can trigger an emergency situation which, for the safety of the student, demands quick recognition and proper responses. Depending on an individual student to inform his or her rector of a physical condition with a potential for emergency can deprive a rector of the knowledge needed to act responsibly. The committee recommends that the Infirmary develop a procedure whereby all rectors would be made aware of any students in their halls who have a serious health problem.

## XII. SEXUALITY EDUCATION

In its report the Malits committee stated its strong belief in "a need for comprehensive programs concerned with sexuality and responsible sexual behavior. The committee regards such a task as multidimensional, demanding the attention and professional assistance of many departments and agencies of the University, Saint Mary's College, and the South Bend community." They recommended "that appropriate resources such as Campus Ministry, psychological counseling, and medical services, the theology department and other interested academic departments be utilized to deal realistically with the educative and practical aspects of human sexuality."

There are relatively few course offerings or programs that befit the task described by the Malits group. A few courses that concern human sexuality are offered each semester by the departments of theology and sociology and anthropology. In the present semester, and in the one preceding, an average of about 100 Notre Dame women and 325 men were enrolled in these courses. In addition various programs that focus on issues of human relations and human sexuality have been offered by both the Counseling Center and Campus Ministry. Their offerings seem to have been favorably received but have involved only a small percentage of the student body. According to the men and women answering the questionnaire 15 per cent have participated in any such class or program. Sixty per cent of them see the need for additional offerings and involvement. It is also the unanimous judgment of this committee that such a need exists.

The University, through its commitment to Catholic tradition, its rules governing visitation, and its articulated belief that sexual intercourse belongs rightly within marriage, speaks strongly to a particular value concerning human sexuality. The University expects its students to respect this value; the expectation assumes that students hold the same value. Given the influences of a changing society it is doubtful that the University does enough to help develop an understanding and appreciation of that value among its students.

Human sexuality is at times too narrowly conceived. It is integral to the total development of every man and woman. Misunderstanding this dimension of sexuality can make it a negative, even destructive, force in the development of an individual. Understanding and integrating one's sexuality as a positive and creative force is essential in the healthy maturation of an individual. Such a positive and total understanding can be one of the major benefits of conjointly educating men and women at a place such as Notre Dame. The committee believes that in this respect much stronger and more deliberate effort is imperative and so recommends:

- a) that an ad hoc committee, interdisciplinary in nature and appointed by the dean of arts and letters, develop a new curricular program which concerns human sexuality; that the program be presented to the Curriculum Committee of the College of Arts and Letters for approval.
- b) that a variety of programs be developed cooperatively but offered independently by Campus Ministry, Psychological Services and the Counseling Center; that these programs be available to both the campus at large and individual residence halls.

Essential to a developing man or woman is interaction with other men and women--both with one's contemporaries and with older adults. This very fact, of course, is basic to coeducation, and assumes that the relationships among women and men extend to genuine friendships as well as include acquaintanceships and dating relationships. Recommendations which are particularly pertinent to this point are in other sections of this report and concern increased social space and coeducational housing (Section VIII), and the proportions of men and women students (Section XV).

Equally important in a student's development toward manhood or womanhood is the opportunity to observe and interact with men and women who give evidence of the principles which govern their lives. This issue was addressed in the recommendations (Section VIII) concerning the importance of the University's providing a variety of role models and selecting men and women who themselves are sensitive, caring, well-integrated human beings.

## XIII. ATHLETICS

With the introduction of coeducation the Department of Physical Education made known its intention to encourage women students' participation in sports and in physical education classes. The department accepted the recommendation of the Malits committee "that classes in physical education be required for women as they are for men," and thus in 1972 Notre Dame physical education classes were opened to men and women and were in fortuitous anticipation of the requirements of 86.34 of Title IX of the Education Amendments of 1972. Two women instructors are presently members of the physical education staff.

In response to an obvious need some facilities in the Rockne Memorial and in the Athletic and Convocation Center (ACC) were renovated to accommodate women. Additionally, the Malits committee recommended "that as the need arises, women be hired to help organize and coordinate the various athletic programs in which women will participate." As of this writing the two women in physical education allocate a portion of their time to organize and coordinate athletic programs for women. One oversees nonvarsity athletics and does some coaching; the other is the varsity tennis coach.

The third position of the Malits committee which concerned athletics underscored the desirability of making Notre Dame athletic facilities accessible to the women of Saint Mary's College as a means of encouraging and sharing friendships among the women of both campuses. The policy of the Rockne Memorial and the ACC excludes use of the facilities by Saint Mary's students. By exception a 7 a.m. basketball practice session was scheduled this year in the ACC. The committee urges a relaxation of that policy of exclusion.

During the five years of coeducation there has been a gradual evolution of women's participation in sports. No athletic teams for women existed during the first year. As the display of interest and participation increased, club teams emerged. This emergence drew the same support from the nonvarsity athletic office as had traditionally been offered to men's nonvarsity teams. Club sports for women were established in basketball, tennis, fencing, golf, field hockey, crew, sailing and skiing. In 1970 tennis and fencing were accorded varsity status.

Over the course of five years the development of women's athletics has been somewhat random. This is evidenced by the absence of teams in sports such as volleyball and swimming, traditionally popular with women, and ranking racquetball among the four leading recreational sports in which Notre Dame women participate. The explanation is perhaps associated with the lack of women coaches at the University. By tradition club sport coaches are volunteers, often from among the faculty and staff. With so few women in the professional ranks at Notre Dame the availability of women coaches is extremely limited. The need for coaching and leadership in developing women's athletic programs could well be met by hiring a director of women's athletics whose duties would include administration and coaching. Such a move would also free the present part-time position of coordinator of women's athletics for additional coaching responsibility. The committee recommends that a woman be hired as the assistant director of athletics and be given the primary responsibility for the women's athletic program.

As is both customary and proper, women's club teams have been granted varsity status only as the team record demonstrates serious effort and substantial achievement. Progress is somewhat constrained by the limited number of women coaches and by the brief history of women's sports at Notre Dame. Without compromising standards, the advancement to varsity status needs to be fostered as a means of encouraging the entire program. The committee recommends that during this time of transition the athletic department help provide coaches for women's club teams and that they offer grants-in-aid for women's varsity teams.

In anticipation of a developing sports program for women students, the committee recommends that as needed a woman be added to the Sports Information Office; a woman trainer be hired, and present locker facilities be expanded. In response to the needs expressed by the women faculty and on their behalf (Section II), the committee recommends that the Athletic Department provide for women faculty additional access to the ACC.

Over 40 per cent of the women answering the questionnaire indicated that they do not find adequate the athletic opportunities for women at Notre Dame. When asked to indicate in which additional offerings they have interest, the highest priority went to ballet, modern dance and social dance. Considerable interest was also registered in gymnastics, bowling and yoga. The committee recommends that curricular and extracurricular offerings in dance be increased.

#### XIV. ALUMNI ASSOCIATION

When considering the impact of coeducation on the alumni, the Malits committee concerned themselves with facilitating the alumni's understanding and acceptance of it. The committee called upon the alumni to "foster intelligent discussion" concerning the issues and implications of a coeducational Notre Dame. The committee offered their assistance and recommended that local clubs invite women as resource persons into those discussions.

In the spring of 1972 the Alumni Association selected "Coeducation at Notre Dame" as the topic for the presentations and discussions of Universal Notre Dame Night. Women administrators and rectors were among the speakers assigned to the local clubs. When distances allowed, men and women students accompanied speakers in the springs of 1973 and 1974. The assistant provost has presented updates on coeducation to both the Alumni Board and the Alumni Senate in their annual on-campus meetings.

Considerable evidence attests to a growth among alumni in understanding and appreciating the presence of women undergraduates at Notre Dame. Interaction among Notre Dame alumni themselves and with current students--often their own sons and daughters--may well be responsible for their basically positive attitude. In an extensive survey of alumni undertaken in 1976, 63 per cent of the respondents indicated their support for coeducation at their alma mater.

Approximately 600 women have now been awarded undergraduate degrees and are numbered among nearly 60,000 Notre Dame alumni. As is true of all graduates of the University, they have been invited to formal affiliation with the Alumni Office and to membership in their local Notre Dame Club.

Active inclusion of alumnae in the local clubs is in some instances long overdue. Graduate degrees have been earned by women religious since the 1940's and by lay women since the 1960's. Over the past several decades most clubs have offered polite inclusion to the alumnae in their area, but the involvement has not been integral. The need for alumnae involvement is now highlighted by the increasing numbers of women earning baccalaureate and advanced degrees. The committee recommends that the Alumni Association communicate to the local Notre Dame Clubs the need to initiate or continue efforts to welcome alumnae and to encourage their active participation.

While a few local clubs have made special efforts to include alumnae in club activities, it has been without official direction or encouragement from the Alumni Association. The executive director recognizes that such direction is timely. The recent election of an alumna to the association's Board of Directors is also opportune. It is the recommendation of the committee that the Alumni Association consider the necessary adaptations which recognize the increasing numbers of alumnae and offer leadership in this regard.

#### XV. ADMISSIONS

The Malits committee made two recommendations which concerned the area of admissions. In the first they suggested that when additional admissions personnel was needed a woman counselor be employed. In the summer of 1972 the Office of Admissions did employ a woman counselor. The present staff has four counselors, two women and two men.

Admission of women undergraduates beyond 1972 was an issue too complex for resolution in the brief time the Malits committee had to work. They recommended "that the University study the patterns for increasing admissions of women in various traditionally male institutions and weigh the evidence regarding which policies would be the most beneficial to the whole University community."

Several components of the administration studied the patterns as suggested. Annual enrollment goals for women students were established with increments toward a five-year goal of 1,500 undergraduate women in the 1976-77 academic year. That interim enrollment goal was accompanied by plans for establishing in the same academic year a committee to evaluate the first five years of coeducation and to offer suggestions for the future. This committee has now been specifically asked for a recommendation concerned with the future admissions of undergraduate women.

The question of future admissions can be considered only in an historical perspective. Although women have been among the transfer students admitted in each of the past five years, the accompanying summary concerns the admissions and enrollment of incoming freshmen.

YEAR	# OF APPLICANTS			% OF TOTAL POOL	
	Men	Women	(Total)	Men	Women
1972	4425	1134	( 5559)	79.6	20.4
1973	3640	933	( 4573)	79.6	20.4
1974	4172	1342	( 5514)	75.7	24.3
1975	4641	1584	( 6225)	74.6	25.4
1976	4617	1692	( 6309)	73.2	26.8

YEAR	# OF APPLICANTS OFFERED ACCEPTANCES		% OF APPLICANT GROUP (BY SEX) OFFERED ACCEPTANCES	
	Men	Women	Men	Women
1972	2792	203	63.1	17.9
1973	2404	655	66.0	70.2
1974	2278	568	54.6	42.3
1975	2337	499	50.4	31.5
1976	2240	573	48.5	33.9

YEAR	# IN ENTERING CLASS			% OF ENTERING CLASS	
	Men	Women	(Total)	Men	Women
1972	1486	125	( 1611)	92.2	7.8
1973	1366	417	( 1783)	76.7	23.3
1974	1319	380	( 1699)	77.6	22.4
1975	1308	331	( 1639)	79.8	20.2
1976	1327	371	( 1698)	78.2	21.8

YEAR	# ENROLLED IN ENTERING CLASS		% OF GROUP (BY SEX) ENROLLING AFTER ACCEPTANCE	
	Men	Women	Men	Women
1972	1486	125	53.2	61.6
1973	1366	417	56.8	63.7
1974	1319	380	57.9	66.9
1975	1308	331	56.0	66.3
1976	1327	371	59.2	64.7

These data, particularly those since 1973\* point out several facts:

1. the number of women applying for freshman admission has steadily increased;
2. the proportion of women applicants in the total pool has steadily increased;
3. while the number of men applicants has increased since 1973, the 1975 and 1976 experiences show signs of a stabilization of that number;
4. although the number of men applicants has increased, the proportion of men in the total applicant pool has decreased;
5. 1972 excepted, the proportion of women in Notre Dame's freshman classes has been designed to be relatively stable;
6. the percentage of men and women offered acceptances from their respective applicant groups has declined;
7. the percentage of men enrolling, once an offer of acceptance has been made, has increased since the introduction of coeducation;
8. the percentage of women enrolling, once an offer of acceptance has been made, has remained substantially higher than that of men.

A comparison of men and women applicants for freshman admission suggests that while the pool of women applicants is smaller than the pool of men, the proportion of women who present outstanding academic credentials is significantly greater. Admissions personnel

\*1972 data are difficult, if not impossible, to interpret since the majority of applicants submitted credentials with the initial impression that the University of Notre Dame and Saint Mary's College were to become a unified institution.



then find themselves in a difficult position. Because of a quota, they have had to refuse admission to some women who have better credentials than do some men who have been offered admission. This observation does not call into question the caliber of students admitted. Facts attest that all are well-qualified. The concern is for those refused admission. The greater concentration of high quality applicants is in the female pool. In 1976, 66 per cent of that pool was refused admission as compared with 51 per cent of those in the male pool.

For the Evaluation Committee the inescapable and primary issue in sex-based quotas for admission into Notre Dame is one of justice. We offer no criticism for the controlled increase in the total population of women undergraduates over the past five years. The procedure was a wise one which permitted the University community a gradual adjustment to new demands as well as the possibility of profiting by experience as it accumulated. The admission statistics presented here represent one facet of that experience and are an essential basis for the position of this committee concerning admissions in the future.

At the same time the Evaluation Committee acknowledges the benefits of quotas during the initial phase of coeducation, we register serious concern about the injustice inherent in continuing an admissions policy based on quotas rather than on qualifications. Yale's and Princeton's decisions to open their traditionally male universities to women preceded Notre Dame's by two and three years. The experience of both universities has paralleled Notre Dame's in a number of respects, including that of admissions. They, too, have been confronted with the dilemma caused by a sex-related admissions policy. Both decided against such a quota system, Yale in 1972 and Princeton in 1974.

Princeton adopted an "equal access" admissions policy after an admitted struggle. In a letter to the Evaluation Committee, William G. Bowen, president of Princeton, summarized his position and therein summarizes what has come to be that of this committee:

"...I should say that in my mind the moral issue of discriminatory admission, or establishment of quotas, is a very important consideration. For many of us, the aversion to arbitrary quotas was very strong. Even if the legal considerations had not been compelling, which they were, there was a widely shared feeling that it was hard to justify admitting one student rather than another more qualified student, simply on the grounds of sex.

"It seems to me that, for any educational institution, the quality of its educational program is directly related to the quality of its students. Coeducation has been an unqualified success at Princeton. Our women students excel in, and make significant contributions to, our academic program, athletics, and extracurricular activities. The presence of these outstanding students has enriched every phase of university life, and we feel that a policy of equal access will enable us to continue to admit the most talented and highly qualified students who are interested in Princeton."

In the Evaluation Committee's understanding, an equal access policy is not one which would artificially force a male-female ration of 50-50. That would simply reverse the injustice of a quota policy from women to men, since significantly greater numbers of men apply to Notre Dame. An imbalance in the numbers of men and women applicants has also been the experience of institutions which, having first admitted women during the past decade under a quota system, now do so under a policy of equal access.

This committee understands equal access in admissions to be a process of selection whereby all students are judged on their qualifications without regard to their sex. The committee recommends that the University work toward an admissions policy of equal access for men and women.

A comparison of academic qualifications of male and female applicant pools in 1974, 1975 and 1976 indicates that, without sex-based quotas for admission, Notre Dame would have enrolled 36 per cent, 43 per cent and 41 per cent of women in each respective freshman class. The projected overall undergraduate enrollment would now be 40 per cent women and 60 per cent men. While such a projection would at best be a conjecture (and at worst wholly imprecise), Notre Dame's brief historical experience suggests that a 60-40 ratio would indeed result from an equal access admissions policy. Peer institutions, with slightly longer experience and with policies of equal access, do have a 60-40 male-female ratio in their undergraduate populations.

The concerns expressed in connection with the committee recommendation for equal access are serious ones. Among them:

1. What effect will an increase of women undergraduates have on the enrollment in the four colleges and in their component departments?
2. To what extent will the alumnae give the financial support so essential from the graduates of a private university?
3. Will the proportions of men and women among the applicants for admission stabilize as has been the experience at peer institutions?
4. How will an increase of women on the Notre Dame campus affect
  - a. the future of student enrollment at Saint Mary's College?
  - b. the Saint Mary's-Notre Dame relationship?
5. What arrangements must be made for housing as the proportion of undergraduate women increases?

A gradual implementation of an equal access policy would require the continuance of sex-related quotas for a time but would allow injustice to diminish as quotas for women increased. Such a stance would provide for monitoring the system as it approached equilibrium and for making decisions in light of the pool which equal access encourages. Implementing this approach over a four- or five-year period could bring us close to a 60-40 ratio.

In 1973 the report of the Committee on University Priorities (COUP) recommended stabilizing the undergraduate enrollment at 6,600. Compelling reasons supported their position: an optimal student-teacher ratio, an uncertain applicant pool, limited financial aid for students and private institutions, and costly expansion required for increasing residential capacity. The COUP committee urged increased selectivity of students rather than increased enrollment, but allowed that certain changes might undermine the solidity of that advice. An increased availability of state and federal monies could result in an increased budget. They saw that the turn to coeducation, improved academic quality, and a new enthusiasm for values as a component of education could draw increasing numbers of quality students. That such factors have attracted excellent students is confirmed by the contents of this report. That phenomenon is one of the causes of this committee's recommending that the University re-examine the rationale for stabilizing the undergraduate enrollment at 6,600. Raising that figure to 7,100 or 7,200, and thereby increasing the subpopulations of men and women, would deal with some (but by no means all) of the difficulties related to an equal access policy.

It was pointed out by the COUP report that 1,500 Notre Dame women in combination with more than 1,700 Saint Mary's women would reflect in the Notre Dame community the 3:5 national ratio of university women to men. Inherent in that observation is the presupposition of a healthy coexchange program and a great deal more interaction than seems to be occurring. As indicated in Section VII, there is a decreased participation in coexchange classes by both campuses. Granting more intercampus mingling in the social sphere than in the academic, the committee nonetheless disagrees with the claim that one can legitimately claim as full participants a segment of the community whose separate affiliation at Saint Mary's necessitates only partial participation at Notre Dame.

Whereas the Evaluation Committee begrudges the inclusion of Saint Mary's when Notre Dame refers to a 3:5 ratio of women to men, it also objects keenly to adopting a policy such as equal access without considering its impact on Saint Mary's. The committee is committed to the well-being of Saint Mary's College and respects the history and tradition uniting it and Notre Dame. That consideration caused the committee concern as to whether expanding the number of women at Notre Dame would subtract from the Saint Mary's enrollment or otherwise adversely affect them.

To answer the first part of the question the committee studied the 1976 admissions data. Among the 2,700 women applicants to both schools (1,700 Notre Dame/900 Saint Mary's) a total of 181 women applied to both institutions. From this group, 26 were offered acceptance by both Notre Dame and Saint Mary's College; and an additional 146 were accepted at Saint Mary's College. Of the 26 dual acceptances, 23 enrolled at Notre Dame, one enrolled at Saint Mary's College, and two cancelled their enrollment at both schools. These data seem to indicate fairly separable applicant pools for the two schools and to allay fears that an increase of women enrolling at Notre Dame would mean a decrease at Saint Mary's.

In connection with this topic Saint Mary's president, John M. Duggan, acted as a consultant to the Evaluation Committee. While emphasizing the importance of interaction between the two student bodies, Duggan negated any difficulties that might be caused Saint Mary's by increasing the number of women at Notre Dame unless in combination with Saint Mary's, the women outnumbered the Notre Dame men. The 1,800 women presently at Saint Mary's represent their capacity enrollment. That number of Saint Mary's women in combination with 2,400 Notre Dame women and 4,200 Notre Dame men would result in a Notre Dame-Saint Mary's community having a 1:1 ratio of women to men and in a Notre Dame student body of 6,600 composed of 36 per cent women and 64 per cent men.

All three questionnaires sought faculty and student opinion in this matter. Sixty-seven per cent of Notre Dame faculty men believe that the number of undergraduate women should be increased; among the women faculty 97 per cent agree. In the opinion of Notre Dame students 78 per cent of the men and 63 per cent of the women support increasing the number; 18 per cent of the Saint Mary's women favor that prospect. Percentages of the Notre Dame faculty and students who favor an increased number of women undergraduates are similar to the percentages persuaded that the admission of women undergraduates should be based on qualifications (equal access) rather than quotas. Some discrepancies in the two sets of percentages indicate that both faculty and students fail to understand that more women would necessarily be admitted under a policy of equal access. Among Notre Dame students 67 per cent of the men and 69 per cent of the women favor equal access. Among the faculty the concept was supported by 60 per cent of the men and 93 per cent of the women.

The committee would be remiss if it failed to convey that the consideration of the admissions question was thorough and intense. We recognize that as a private, formerly all-male institution, Notre Dame is exempt from the regulations of Title IX of the Education Amendments of 1972 which prohibit sex discrimination in admissions. We are also cognizant that adoption of the Equal Rights Amendment to the U. S. Constitution might well negate that exemption. Nevertheless, in the committee's view, principle rather than legal requirement is at the heart of the issue.

A distinction is drawn by the committee between "equal access" and "increasing the number of women." We realize that the latter will result from adopting the former, but merely striving to increase the number of women undergraduates does not necessarily ensure adherence to the moral principle underlying equal access. It is that principle which this committee unanimously endorses.

#### XVI. THE COEDUCATIONAL EXPERIENCE

Beyond what has already been detailed, the Evaluation Committee has attempted to discern some sense of the climate of coeducation at Notre Dame. What has been the overall experience of these five years? How have women and men and the University itself been affected? The answers to these questions are difficult to objectify. Actually, the oral and written interview questions asked of faculty and students were designed for responses of considerable latitude. Nevertheless, in making human judgments about events, situations, and the reactions of various persons, the committee has been impressed by frequently repeated and undeniable patterns. In its attempt to articulate the climate, the concluding section also serves as a partial summary.

Although many have participated in the experience of coeducation, the Evaluation Committee found, as essential to its task, a special need to appreciate that experience from the vantage point of the women involved. Both faculty and undergraduate women were asked to detail it. There is remarkable analogy between the student experience as presented here and that of the women faculty as presented in Section II.

##### Experience of Women Undergraduates

One of the women undergraduates remarked that she has had "many painful as well as rewarding experiences" during her years here. That combination is acknowledged by the majority of her peers.

Foremost among positive experiences described by the women is that of academic achievement. They have a sense of success both because of their admission to a university of high repute and because, in the company of talented men students, they have done so well.

Realization of their part in an historical transition at Notre Dame is a source of delight and of achievement for many women. Their being present in the early years of coeducation has allowed not only a participation in that transition, but also the opportunity for contribution to it. An educative force is in process in which the women find themselves making vital contributions to the people of the University. The learning process has to do with both men and women coming to a more complete understanding of themselves and of one another, and thereby relating more maturely with one another.

From a set of rather negative experiences, a positive experience has emerged in the lives of many. In learning to handle some of the difficult situations enumerated below, the women have gained an ability which they believe should serve them well in the future. They attest to a new self-sufficiency, a knack for handling discrimination, and a foundation for competitively entering a man's world of business and profession.

In conjunction with describing the experiences they have found difficult, many women, particularly those in the upper classes, show an appreciation for time as a factor of transition and comment on the improvement that has been effected. Despite that, no doubt exists concerning some areas of major discomfort for a number of women students. For example, they consider a continuance of the male ethos as a basic problem. They describe a residual machismo which supports the development of the male ego far more specifically than that of the female ego. In the context of that ethos some women expressed the impression that their presence is permitted but not essential, that they are "women in a men's university."

Such an impression necessarily results in feelings of estrangement and self-consciousness. It is in those terms that a variety of the women's experiences can be described. For one, estrangement is at the root of some women's resentment of the exclusively masculine nouns in the Notre Dame Victory March. The student questionnaire asked for a reaction to rephrasing the two sections referring to "sons" so as to include "daughters." While half the women students favor doing so, the 50 per cent opposed are joined by 88 per cent of the men students. In principle the Evaluation Committee could support such a change, but judges it untimely in the face of such opposition.

Notre Dame's male history in combination with societal influences contributes to several other headings under which the unpleasant experiences of the women seem to fall. Sexism has been evidenced in subtle as well as in not-so-subtle ways. On one hand some male faculty and administrators have manifested a lack of awareness that the student body is no longer all male, and on the other hand some have given such contrived attention as to embarrass the women. More overtly some women have been subjected to crude remarks and jokes and to crass pranks aimed at them as sex objects.

At Notre Dame significant emphasis is placed on academic preparation for career and profession. That preparation is approached with seriousness and success by the majority of women undergraduates. When others question their seriousness, not in the light of their ability but because of female-associated expectations, the women know anger and frustration. Their own questions about combining marriage, motherhood and career grow more urgent as a result, as does their need for answers to those questions.

Finally there is a certain awkwardness of experience which the women students have known. One described what she called the "strange mix" of coeducation at Notre Dame. Many students who have gone to all-male or all-female high schools (each about a third) come together on a traditionally male campus where a certain bias still exists and the men outnumber the women 4 to 1. With a built-in lack of male-female experience, many men and women students remain uncomfortable with one another.

#### Development of Women Undergraduates

When over a hundred women students were asked how the University had contributed to their development as women, an overwhelming number answered that while no direct support system existed, the University had furthered their development as persons and indirectly enabled their development as women.

The milieu, the unique situation, and the people at Notre Dame were preeminent causes for what one of the women termed "the discovery of my own womanhood." She suggested that the present combination of circumstances forced her to question herself about and eventually to become comfortable with her womanhood.

In the same vein the Notre Dame milieu was credited by many female students as occasioning their gaining confidence "as a woman." By successfully entering the man's realm and struggling for recognition they grew in independence, gained appreciation for their gifts and came to a recognition of their worth.

Others gave credit to an atmosphere where values are questioned and either changed or verified; where one is freed to grow in the environs of Christian care and concern; and where spiritual and moral guidance are readily available.

Although their numbers are relatively few, the adult women on campus have had a weighty influence on the development of women students through teaching, counseling and friendship. The mutual support and the bonds of friendship among women students is also of great value. With equal frequency, their healthy relationships with men students and faculty were cited as a help in their development as women.

One questionnaire response adds perspective to the experiences of the women undergraduates. When asked whether they are generally comfortable with being a woman at the University of Notre Dame, 93 per cent answered affirmatively.

#### Identification of Needs

Faculty and students were invited to identify any unique needs which Notre Dame undergraduate women experience at the present time. It is perhaps telling that among the men faculty half declined to answer that question. Their explanations for doing so would seem to indicate either their lack of awareness of special needs, or their belief that none should exist.

Two needs universally presented (often passionately) but students and faculty alike had to do with increases in the numbers of women. The one concerned more women faculty and administrators to serve as role models, counselors and friends of students and as colleagues of faculty. The second need concerned an increase among women students, not only for their own companionship, but also for further normalizing the entire venture of coeducation.

A series of comments pertained to the psychological needs of our undergraduate women. Frequently mentioned by all groups of respondents was the need for career guidance, not only from an informational standpoint, but also in the broader context of personal clarification and integration. The roles of women are clearly in a process of change in society at large and at this University in particular. Such a change creates confusion in those whom it involves both directly and indirectly. There exists, then, among women and men students a need to clarify and to cope with their responsibilities in this regard. Course content as well as a variety of programs and counseling opportunities were suggested as means of meeting this need.

#### Impact of Coeducation

Men faculty whose experience at Notre Dame antedates the introduction of coeducation were asked to identify and react to changes associated with it. Their responses were overwhelmingly positive. The negative changes suggested by a few were single items not mentioned by others.

The changes concern three principal areas: the academic, the general campus atmosphere, and the women themselves. The men faculty see the academic quality of Notre Dame students either stabilized or strengthened with the admission of women. Most judge the intellectual atmosphere to have become more serious and more competitive. A number indicated that their own teaching has become more exciting and challenging.

In describing the environment associated with coeducation, the adjectives abounded: less artificial, less homogeneous, healthier, more human, more normal, more humane, wholesome, mature, open-minded, friendly, relaxed, more democratic, more Christian. They saw the change to have resulted in increased morale, civility, courtesy, and religious and moral concern. A more diversified student body provides an experience for men and women more properly preparatory for societal living. A number of the faculty believe the social dimension has been considerably improved.

Undergraduate women have found a ready reception and respect among these faculty who knew Notre Dame before the women came. Their mentors find them outstanding students whose academic abilities deserve respect. The women have brought to the classroom an entirely new dimension which thereby offers all students a breadth and diversity of concept and, in the view of one, an "increased depth, sensitivity, and intensity of understanding."

The faculty give credit to the women students for a changing of attitudes, especially among the men students. In the judgment of the faculty the stereotypic image and expectations of the female are giving way among the undergraduate men to a recognition of the gifts and abilities of the individual women they know.

Some faculty commented that the women have introduced a new mode of Notre Dame tradition and spirit without compromising the old. These faculty suggest that the women bring a "new brand of enthusiasm" and are part of the "loyal camaraderie" well-known to Notre Dame.

#### Conclusion

In the introductory remarks this committee stated that it discovered the extent of its evaluative task to be nearly as broad as the University itself. That discovery seems to be verified by the content and length of this report. Segments of the report taken in

Segments of the report taken in isolation from the rest could suggest that the coeducational endeavor at Notre Dame is either without problems or without solutions. The committee believes neither to be the case. It is the intention of our recommendations to recognize both the existence of problems and the feasibility of solutions. The total report aims to reflect the sense of the committee--and of the majority of persons who accepted invitations for input--that although still struggling, coeducation is a burgeoning venture of the University, and has a health and strength that augurs its well-being.

Numerous and diverse, the recommendations address what is proper to a variety of departments. The committee foresees that it will be advantageous for one person to assume long-term responsibility for the implementation of those recommendations accepted by the President and the Board of Trustees. It is finally recommended that the assistant provost be charged with the ultimate responsibility for the recommendations of this report; and that she communicate frequently with those who hold primary responsibility for their implementation.

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## Letter From the Provost

April 26, 1977

To: The Members of the Faculty

No decisions bear more heavily upon the academic excellence of the University than those regarding the appointments to the faculty, and rank and tenure. No decisions marshal the judgments and the participation of so many constituents: the students whose evaluations are sought and considered, the full departmental faculties who elect the committees on appointments and promotions, the senior faculty who sit on these committees, and the various administrators--chairmen, deans, and provost--who, from their level of responsibility, assess and then pass on the departmental recommendations to the president. In fact, and by right, faculty appointments are the most serious actions taken at Notre Dame.

Our procedures, prescribed by the Academic Manual, are particular to Notre Dame. Every institution follows its own tradition and rules, so that there is really no single paradigm or model that is typical across the country. Still, our own system does have some features which are distinctive. Tenure decisions here are made entirely within the professional community, whereas in most institutions they must be submitted to the Board of Trustees. Initial and most decisive deliberations here originate in a regularly constituted committee of peer-elected faculty, whereas in many universities the committee of first instance is an appointed, ad hoc group not necessarily restricted to departmental faculty. Also, at most institutions there is faculty review at the college or university level, whereas at Notre Dame, though faculty review is stronger at the departmental level, it is absent at higher levels.

For several years now I have inclined to the view that faculty review at the level just below presidential decision would be an improvement in our procedures. There are numerous advantages to such a change. For one thing, it would supplement the judgment of close faculty colleagues with that of others who, more at a distance, would be unlikely to be influenced by any but professional considerations. Also, the recommendations

of chairmen and deans, which are and should be very telling in the appointments process, would be laid under the scrutiny of faculty. Further still, the responsibility for raising standards of excellence in weaker departments would be shared by the faculty and not fall so exclusively on administrators. This arrangement seemed better than an appeals committee, which some have proposed, since appeals are less likely to be lodged or to be justified if faculty have participated at the university level in the first place.

Traditionally the provost is advised in his own judgment by the deans, the vice-president for advanced studies, the assistant and the associate provost. I have developed a deep respect for the wisdom of this group, for they bring to the task an unmatched familiarity with all the University's operations. Also, there is something very healthy in requiring each dean to submit the recommendations and standards of his or her college to the others. After studying the procedures of other universities for several years, I thought it best, not to replace this group, but to augment it. This was possible because, during the last revision of the Academic Manual, the Academic Council adopted a recommendation from the Faculty Senate that the provost be authorized to choose his advisors in the appointments process; formerly the group mentioned above had been specified ex officio.

Consequently, this spring I asked the following faculty to advise me:

John Borkowski, professor of psychology  
Fernand Dutilleul, professor of law  
Kraemer Luks, professor of chemical engineering  
Kenneth Sayre, professor of philosophy  
Lee Tavis, Smith professor of business administration  
Anthony Trozzolo, Huisking professor of chemistry

These were scholar-teachers who had been acknowledged to embody and represent the highest level of academic excellence, and they also represented different colleges and methodologies.

They were given access to the complete file in every case involving promotion to the ranks of associate professor or professor, tenure, or termination. They participated fully in our discussion. At the end, I asked faculty and administrators to vote by houses, the faculty at their own suggestion voting first so as to be both more independent and more influential. After we had evaluated scores of proposals, I was pleased to note that in only three cases did the faculty and administration groups come down on opposite sides of a case. In those cases I took the advice of the faculty group; in all others I followed the consensus of both groups.

It is my intention to repeat this process next year, and I report it to you at this time, hoping that this widening of faculty participation in personnel decision-making will be judged appropriate by you, as it has been by the faculty who were good enough to serve.

James T. Burtchae II, C.S.C.  
Provost



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## notre dame report



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