

'78-'79

notre dame report

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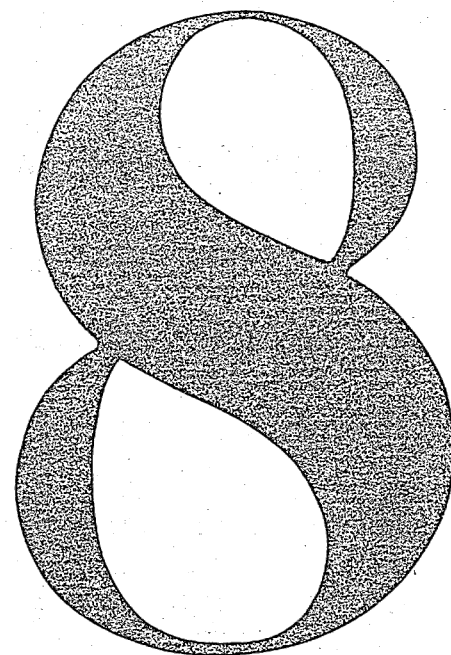
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the university

ND Policy on Government Intelligence Agencies

The Academic Council has adopted a policy which specifically brings relationships between its faculty members and government intelligence agencies under the University's standard guidelines for research and outside activities. The purpose of the policy, which covers all government intelligence units, foreign or domestic, is to insure disclosure of any relationships between such agencies and members of the Notre Dame community. Individual members of the community are free to "enter into direct or indirect consulting arrangements" as long as they report such relationships in the same manner as they would outside activities rendered to any organization or industry.

In proposing the adoption of such a policy some months ago, Notre Dame's President Rev. Theodore M. Hesburgh, C.S.C., said the University had no past history of covert intelligence activities but wanted to forestall future problems (see Documentation).

Campaign for ND' Gifts

Notre Dame has announced a \$200,000 grant from the Pew Memorial Trust of Philadelphia toward construction of Stepan Chemistry Hall, a chemical research facility. The University previously announced a \$1.5 million grant from the Stepan Chemical Company of Northfield, Ill., to begin construction of the structure, which will cost an estimated \$6 million and is currently planned to be located next to Nieuwland Science Hall on campus.

The Pew Memorial Trust was established as the Pew Memorial Foundation in 1948 in memory of the late Joseph N. Pew, founder of the Sun Oil Company, and his wife, Mary Anderson Pew, by their four living children.

Publications Series Competition

Jay P. Dolan, director of the Center for the Study of American Catholicism at Notre Dame, has set a deadline of Sept. 1, 1979, for the next competition in their annual publication series. The author of the winning manuscript will receive \$500, and the book will be published by Notre Dame Press.

To be eligible for publication, manuscripts must pertain to the study of the American Catholic experience, and unrevised dissertations will not normally be considered.

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Black Cultural Arts Festival Plans Announced

Preliminary planning has been completed for the annual Black Cultural Arts Festival at Notre Dame, Feb. 25 to March 3. Focusing on the theme, "The Evolution of a Tradition," the weeklong event will include major talks by Benjamin Hooks, executive director of the NAACP; Rev. Jesse Jackson, founder and director of People United to Save Humanity (PUSH); Wilma Rudolph, winner of three gold medals in track at the 1960 Olympics, and Broadway star Vinnie Burrows will present a dramatic performance. Notre Dame's president, Rev. Theodore M. Hesburgh, C.S.C., will join festival participants and Bob Brown, United States; Roosevelt Williams, Caribbean and Lamine Jalinnga, Africa, in a discussion of current civil and human rights campaigns around the world.

Art Gallery Exhibits

"Contemporary Prints", an exhibition of prints including the works of Jasper Johns, Robert Indiana, Robert Rauschenberg and Edward Ruscha, will be shown at the Art Gallery, Jan. 15-Feb. 28. Also on display will be sculpture and drawings by Rev. James Flanigan, C.S.C., chairman and professor of Notre Dame's Art Department. This exhibit will be in the art gallery Jan. 21-Feb. 18.

faculty notes

Appointments

Joan Aldous, Kenan professor of sociology, has been appointed to the Committee on Academic Freedom and Tenure, Notre Dame Chapter, American Association of University Professors (AAUP).

Bernard Dobranski, professor of law, has been appointed to the Affirmative Action Committee, Notre Dame Chapter, American Association of University Professors (AAUP).

James L. Wittenbach, associate professor of accountancy, has been awarded the Peat, Marwick, Mitchell Associate Professorship of Accountancy for a period of two years at Notre Dame.

Honors

Harvey A. Bender, professor of biology, has been asked to help organize an Indiana conference on present potential and future challenges for human genetics instruction by the Center for Education in Human and Medical Genetics to be held in May 1979.

Carl T. Berkhout, curator of the Medieval Institute, was elected to the Executive Committee of the Michigan Consortium for Medieval and Early Modern Studies at a meeting held at the University of Michigan, Ann Arbor, on Dec. 2.

John G. Borkowski, professor of psychology, has been elected a Fellow of the American Psychological Association.

John R. Lloyd, professor of aerospace and mechanical engineering, received the Melville Medal from the Heat Transfer Division of the American Society of Mechanical Engineers, for the Outstanding Paper of 1977 published in the Journal of Heat Transfer entitled "A Theoretical and Experimental Study of Radiation-Convection Interaction in a Diffusion Flame" and co-authored with Donald E. Negrelli and Jerome L. Novotny, a former professor of the department who died in 1974.

Thomas J. Mueller, professor of aerospace and mechanical engineering, has been reappointed as a member of the Technical Committee of the American Institute of Aeronautics and Astronautics commencing Jan. 1, 1979.

Konrad Schaum, chairman and professor of modern and classical languages, was elected president of the Catholic Commission on Intellectual and Cultural Affairs for the academic year 1979-80 during their annual meeting at Wellesley College on Oct. 28.

Thomas L. Shaffer, professor of law, has been appointed to the Fiduciary Accounting Standards Project and the Editorial Board of the American College of Probate Counsel.

James I. Taylor, chairman and professor of civil engineering, has been appointed chairman of an eight-member panel established by the National Research Council, Transportation Research Board to review and make recommendations regarding the implementation of a new multi-year project research program of the U.S. Department of Transportation, Federal Highway Administration. The research program is entitled "Evaluation of Highway Safety Program Effectiveness."

Activities

John G. Borkowski, professor of psychology, presented a paper in collaboration with John Belmont and Earl Butterfield on "Training Retarded People to Generalize Memorization Methods Across Memory Task" at a conference on Practical Aspects of Memory Research in Cardiff (Wales) on Sept. 11. On Nov. 10, he presented a paper with John Cavanaugh entitled, "In Search of Metamemory-memory Connections" at the meetings of the Psychonomic Society in San Antonio.

John Connaughton, assistant professor of law, lectured on "The Private Practice of Law" at Windmoor House, South Bend, on Nov. 20.

George B. Craig, Clark professor of biology, gave a paper on "Protozoa for Biological Control of Mosquitoes"; served on the Evaluation of Awards Committee, and was chairman of the Committee on Outstanding Teaching Recognition (chaired the paper session) at the annual meeting of the Entomological Society of America, Nov. 26-30 in Houston.

Thomas P. Fehlner, professor of chemistry, presented a lecture entitled "Molecular and Electronic Structure of Metallocarboranes--Models for Metal Clusters" to the Chemistry Department of the University of Montreal, Quebec, Canada on Dec. 5.

Morton Fuchs, professor of biology, was an organizer and speaker in a symposium on Endocrine Development in Insects at the annual meeting of the Entomological Society of America, Nov. 26-30 in Houston.

Astrik L. Gabriel, director of the Folsom Ambrosiana Collection, was invited to give a lecture on Nov. 21 at the University of Wisconsin-Madison, on the "German Students at the University of Paris During the XVth Century."

Sonia Gernes, assistant professor of English, conducted workshops on Sept. 11 and 18 as part of "Poetry in the Palm of Your Hand", an Indiana Humanities Council project with the deaf and teachers of the deaf in the Michiana area. On Nov. 18 she moderated a poetry reading at the project's two-day conference.

Richard Hunter, adjunct instructor in management, presented a paper on "Legal Aspects of the Dental Practice" to the North East Denting Conference held at the Center for Continuing Education on Nov. 16.

David Clark Isele, director of the Glee Club and assistant professor of music, directed the Notre Dame Glee Club in concerts in Indiana, Illinois, Ohio, Canada and Michigan during the annual fall tour, Nov. 17-27. One feature of the program was a new work composed by Isele, Sing Praise, for a cappella men's chorus.

David J. Lodouneur, assistant professor of modern and classical languages, delivered a paper entitled "Reconstructing Zealot Ideology" at the Duquesne History Forum, Pittsburgh, Oct. 18. He also participated in a panel discussion concerned with Roman Imperialism at the conference.

Thomas V. Merluzzi and John T. Cacioppo, assistant professors of psychology, along with Carol Glass, presented "The Effects of Sex of Partner on the Anticipatory Cognitions of Socially Anxious Men" at the meeting of the Association for the Advancement of Behavior Therapy, Chicago, in November.

Philip R. Moots, director of the Center for Constitutional Studies, spoke at Scottsdale, Ariz., Nov. 29-30 to the American Association of Presidents of Independent Colleges and Universities, about "The Sloan Commission Study, A Progress Report."

Mark E. Nadel, assistant professor of mathematics, gave an invited talk on "Perspectives in Abstract Logic" at the Midwest Model Theory Seminar, University of Illinois at Chicago Circle on Nov. 18.

Irwin Press, associate professor of sociology and anthropology, served as a member of the consulting panel of the Yucatec Maya Film Project, at the American Museum of Natural History, New York City, Oct. 6-9. He also served as discussant at a special symposium on the film project during the annual meeting of the American Anthropological Association in Los Angeles on Nov. 16.

W. Robert Schedit, associate professor of chemistry, gave invited talks at Rice University in Houston, Oct. 9; Texas Tech University in Lubbock, Oct. 11; University of Texas in Austin, Nov. 12; and the University of Houston in Houston, Oct. 13. The seminars were entitled "Iron Porphyrin Stereochemistry: New Tricks from an 'Old Dog'".

Albin A. Szewczyk, chairman and professor of aerospace and mechanical engineering, presented a paper entitled "A Study of the Interaction of High Turbulence and Shear on the Flow Around Bluff Bodies," at the American Physical Society meeting held in Los Angeles, Nov. 19-22.

Penny VanEsterik, assistant professor of sociology and anthropology, presented a paper with John VanEsterik, entitled "Maximizing Returns: The Distribution of Monk's Robes in Two Festive Ceremonies of Central Thailand," at the American Anthropology Association annual meetings in Los Angeles, Nov. 16.

Peter Walshe, professor of government and international studies, lectured on South Africa and Western Foreign Policy at the Catholic Institute for International Relations, Southern Africa Conference in London, Oct. 25-27. He also contributed to Indiana University's conference on Missions in Africa held in Indianapolis, Dec. 1-2.

office of advanced studies

Monthly Summary

Awards Received

IN THE MONTH OF NOVEMBER, 1978

Department or Office	Principal	Short title	Sponsor	Dollars Months
AWARDS FOR RESEARCH				
Electrical Eng.	Melsa, Cohn	Design and development of a speech coding algorithm	Def. Commun. Agency	161,508 12
Biology	Morgan	Monitor movement of salmon in the St. Joseph River	Ind. Dept. Nat. Resources	500 2 wk
Law	Le	Comparative study of French and American legal ethics	Dana Corp. Fdn.	15,000 19
Biology	Crovello	Survey and management recommendation for rare vascular plant species	U.S. Forest Serv.	6,000 13
Biology	Thorson, Zodda	Research grant - Indiana Academy of Science	Ind. Acad. Sci.	325 9
Microbiology - Lobund Lab.	Pleasant, Madsen, Westmann	Characterization of nutritionally defined gnotobiote	Natl. Inst. Health	89,976 12
Chemistry	Miller	Synthesis of ferrichrome and related iron chelates	Natl. Inst. Health	59,098 12
Chemistry	Castellino	Blood coagulation protein-metal ion	Natl. Inst. Health	77,598 12
Physics	Marshalek, Shanley	Theoretical studies of nuclear structure and reactions	Natl. Sci. Fdn.	30,275 24
Biology	Saz	Intermediary metabolism of helminths	Natl. Inst. Health	91,327 12
AWARDS FOR EDUCATIONAL PROGRAMS				
Psychology	Kline, Falk	Gerontology training program Part II: Social	REAL Serv.	4,201 12
SERVICE PROGRAMS				
Cent. Past. Soc. Min.	Dwyer	Center for Human Development	---	7,657 --
Cent. Past. Soc. Min.	Gallen	Notre Dame Center for Pastoral Liturgy	---	5,593 --
Cent. Past. Soc. Min.	Pelton	Notre Dame Institute for Clergy Education	---	1,869 --

Proposals Submitted

IN THE MONTH OF NOVEMBER, 1978

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Physics	Poirier	Research in elementary particle physics	Natl. Sci. Fdtn.	309,455 24
Electrical Eng.	Sain	Alternatives for jet engine control	Natl. Aero. Space Admin.	52,632 17
Mod. Class. Lang.	LeMay	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 9
Psychology	Santos	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 12
Art	Stevens	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 12
Govt. Internatl. Stud.	Walshe	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 10
Architecture	Featherstone	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 4½
Management	Houck	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 12
Music	Maloney	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 9
Economics	Bonello	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 9
Philosophy	Gutting	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 12
Physics	Shilts	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	3,500 10
Gen. Prog. Lib. Stud.	Lyon	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 9
Law	Shaffer	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 9
Sociology Anthropology	Scott	Lilly Endowment faculty open fellowship 1979-80	Lilly Endow., Inc.	20,000 9
Chemistry	Castellino	Structure-function studies on plasminogen and plasmin	Natl. Inst. Health	68,077 12
Cent. Study Man	Van Esterik	Symbolic and subsistence value of milk in Southeast Asia	(private fdtn.)	24,889 14
Metal. Eng. Mat. Sci.	Kargol, Fiore	Hydrogen behavior in coated and uncoated low alloy steels	U.S. Army	37,392 12
Electrical Eng.	Ajmera, Hayes	Surface studies: Phase II	Wheelabrator-Frye Inc.	10,963 6
Aerospace Mech. Eng.	Huang	Investigation of problems in textile mechanics	Natl. Sci. Fdtn.	124,090 36
Aerospace Mech. Eng.	Ariman, McComas	Efficiency and pressure drop in dust collection by fabric filters	Gen. Motors Tech. Cent.	17,485 9
Electrical Eng.	Fogel	A set theoretic approach to stochastic - adaptive control	Natl. Sci. Fdtn.	96,007 24
Microbiology - Lobund Lab.	Burleson	Effect of interferons and prostaglandins on tumor metastasis	Elsa U. Pardee Fdtn.	10,000 12
Aerospace Mech. Eng.	Batill, Brach, Nelson	Impact of unsteady aerodynamic loads on highway vehicle stability and safety	U.S. Dept. Transportation	124,898 24
Microbiology - Lobund Lab.	Wostmann, Webb, Pleasants	Role of enteric antigen in age-related immune changes	Nat. Inst. Health	6,000 12
Biology	Duman	The role of thermal hysteresis proteins in insects	Natl. Sci. Fdtn.	122,055 24
Aerospace Mech. Eng.	Lloyd, Yang, Szewczyk	Aircraft cabin fire safety in survivable accidents	U.S. Dept. Transportation	208,176 36
Aerospace Mech. Eng.	Jolles	Stress intensity factors of cracks originating at fastener holes	Engineering Fdtn.	16,350 12
Physics	Darden	Study of nuclei using polarized beams	Natl. Sci. Fdtn.	11,002 24
Economics	Skurski	Retailing and economic development, the Soviet experience	Natl. Counc. Sov. East Eur. Res.	49,200 18

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR FACILITIES AND EQUIPMENT				
Memorial Library	Miller	College library resources program	U.S. Off. Educ.	5,000 12
Chemistry	Freeman	Purchase of a 60 MHz nuclear magnetic resonance spectrometer	Natl. Sci. Fdn.	28,495 12
PROPOSALS FOR EDUCATIONAL PROGRAMS				
Cent. Study Man	Santos	Mental health outreach training to serve the elderly	Natl. Inst. Health	17,450 12
Cent. Study Man	Samora	Institutional grant and fellowship program	U.S. Off. Educ.	277,551 12
Metal. Eng. Mat. Sci.	Kuczynski, Miller	International conference on sintering and related phenomena	U.S. Army	17,959 12
Urban Studies	Broden, Smith	Upward bound	U.S. Off. Educ.	227,509 12
College Eng.	Berry, Yang, Brach	A design clinic program in engineering (NSF CAUSE Program)	Natl. Sci. Fdn.	305,229 36

Summary of Awards Received and Proposals Submitted

IN THE MONTH OF NOVEMBER, 1978

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	4	\$ 289,176	6	\$ 242,431	10	\$ 531,607
Facilities and Equipment	-	- - -	-	- - -	-	- - -
Educational Programs	1	4,201	-	- - -	1	4,201
Service Programs	-	- - -	3	15,119	3	15,119
Total	5	\$ 293,377	9	\$ 257,550	14	\$ 550,927

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	8	\$ 704,274	22	\$ 827,897	30	\$ 1,532,171
Facilities and Equipment	-	- - -	2	33,495	2	33,495
Educational Programs	4	540,469	1	305,229	5	845,698
Service Programs	-	- - -	-	- - -	-	- - -
Total	12	\$ 1,244,743	25	\$ 1,166,621	37	\$ 2,411,364

documentation

Minutes of the Academic Council Meeting December 12, 1978

Rev. Theodore M. Hesburgh, C.S.C., opened the meeting by asking Timothy O'Meara to say a few words to the Academic Council about some of his current activities as provost. O'Meara described his systematic department visitation program designed to give him firsthand information on the academic state of the institution. His visits, which include interviews with chairmen as well as question and answer sessions with department faculty, have already been concluded in the College of Business Administration and the College of Arts and Letters.

The council moved to these items of business:

Item I: Executive Committee of the Academic Council

In accord with the Academic Manual, Article IV, Section 3, Subsection (a), the council elected five members and Father Hesburgh appointed three members to the Executive Committee.

As a result of these actions the Executive Committee of the Academic Council for this year is as follows:

Ex Officio:

Timothy O'Meara
Provost, Chairman
Rev. Ferdinand L. Brown, C.S.C.
Associate Provost

Elected:

Isabel Charles
Dean, College of Arts and Letters
Philip Gleason
Professor of History
Robert E. Gordon
Vice President for Advanced Studies
Gerald L. Jones
Professor of Physics
David T. Link
Dean, Law School

Appointed:

James M. Daschbach
Professor of Aerospace and Mechanical Engineering
Richard F. Gobbie
Academic Commissioner, Student Government
Edward R. Trubac
Associate Professor of Finance

Item II: A Policy on Relationships Between the University of Notre Dame Community and Government Intelligence Agencies

This topic was introduced at the meeting of the Academic Council on April 10, 1978. At that time Father Hesburgh noted that while evidence of Central Intelligence Agency activity at Notre Dame was minimal compared to that reported on other campuses, the adoption of guidelines at Harvard University a year ago and the pending Bayh Federal legislation (S.2525) made it appropriate for the University to discuss the issue. Father Hesburgh closed a brief discussion by appointing a subcommittee of the Academic Council's Executive Committee to consider the Harvard guidelines and report back to the fall council. David T. Link was asked to chair the committee with Robert E. Gordon and Thomas A. Werge as members; it was suggested the committee use David C. Leeger as a consultant. At this present meeting Link presented a proposed policy statement to the council. He stated the committee had altered the Harvard statement: to coordinate it with University policy on research, consulting and outside activities; expand it beyond the CIA to cover all United States intelligence agencies; include some ethical considerations; remove individual cases and examples.

A brief discussion included a friendly amendment to expand the policy to cover all government agencies, not just United States agencies. This was accepted.

The proposed policy as presented and amended was moved and accepted without dissent. The policy as approved is attached to these minutes.

Respectfully submitted,

(Rev.) Ferdinand L. Brown, C.S.C.
Secretary to the Academic Council

**The University Policy on Relationships between the
University of Notre Dame Community and
Government Intelligence Agencies**

A. The University of Notre Dame may enter into research contracts with a government intelligence agency provided that such contracts conform with Notre Dame's normal rules governing contracting with outside sponsors, including the policy on classified research. Additionally, the existence of such a contract is to be made public by University officials in accord with the usual procedures.

B. Individual members of the Notre Dame community may enter into direct or indirect consulting arrangements for a government intelligence agency to provide research and analytical services provided that the individual shall report on the University "Memorandum For Proposed Outside Activities" the existence of such an arrangement to the dean of his or her faculty, who should then inform the provost and the vice president for advanced studies. Any member of the Notre Dame community who has an ongoing or occasional relationship with an intelligence agency as a recruiter should report that fact and the details of such relationship in writing to the dean of the appropriate faculty who should inform the provost of the University and appropriate placement offices within the University.

C. Members of the Notre Dame community should not undertake intelligence operations for an intelligence agency, nor should they participate in propaganda activities if the activities involve lending their names and positions to gain public acceptance for materials they know to be misleading or untrue. No member of the Notre Dame community should assist any government intelligence agency in obtaining the unwitting services of another member of the Notre Dame community.

D. With regard to any activity contained within the above guidelines, each member of the Notre Dame community should carefully evaluate the consequence of these activities for himself or his or her colleagues.

E. Questions concerning the interpretation and application of these guidelines should be discussed initially with the dean of the appropriate faculty and, if necessary, with the provost or vice president for advanced studies or a member of the staff of either of these offices.

Faculty Senate Journal

November 6, 1978

At 7:38 p.m. the chairman, Prof. Vincent P. DeSantis, called the meeting to order in Room 202 of the Center for Continuing Education and asked Prof. Phillip Sloan to offer the prayer. DeSantis next announced that the two Faculty Senate vacancies from the College of Arts and Letters had been filled by Prof. Paul Anderer (modern and classical languages) and Prof. Donald Kline (psychology), and that Prof. John J. Lyon had just submitted his resignation from the senate. The journal for Sept. 12, 1978 was approved as submitted by the secretary. Following a brief recess, the journal for Oct. 9, 1978 was likewise approved with no changes.

In presenting the Chairman's Report, DeSantis announced that a subcommittee of the senate's executive committee had met with Timothy O'Meara, provost, on the following topics: 1) that of the possibility of the Chairman of the Faculty Senate sitting on the Executive Committee of the Academic Council when matters from the senate are presented before the Academic Council; 2) the possibility of placing a senate observer on the search committee for a new dean for the College of Science, and 3) possible senate participation in the subcommittee of the Budget Priorities Committee which has been formed to study fringe benefits and social security. In regard to the second topic, DeSantis noted that the provost had restricted the role of the senate observer to nonvoting and nonparticipatory but free to make observations on search committee procedures. DeSantis invited reactions as to the value of a senate observer under the conditions thus specified.

In order to clarify the third issue, DeSantis explained that the subcommittee of the Budget Priorities Committee (BPC) was headed by Prof. Herbert E. Sim and charged with the study of the existing five per cent step rate retirement plan and the formulation of subsequent recommendations. Several senators requested further clarification of the proposed senate interaction with the subcommittee, Prof. Kenneth E. Goodpaster leading off the questioning with an inquiry regarding the degree of allowed senate participation in this investigation and advisory process. DeSantis explained that the senator involved would again be a non-voting observer, and if the senate viewed this as unsatisfactory, the provost might once again be approached with an alternate proposal.

Prof. William Phillip Helman requested that the senators meeting with the provost be identified; DeSantis complied by naming himself, Prof. Robert L. Irvine and Prof. Paul F. Conway.

A discussion centering around the inquiries of the University's present retirement plan followed, with Conway stressing the need to protect those faculty members whose salaries are at the lower end of the spectrum, as well as the need for faculty input into the retirement policy analysis process. Prof. Mitchell Jolles expressed concern that the collective opinion of the senate be represented to the BPC subcommittee; DeSantis, Conway and Irvine assured him that this would be done insofar as possible.

Prof. Arvind Varma concluded the discussion by voicing an ongoing senate plea: that the senate be routinely consulted by the administration when policies of critical concern to the faculty at large are being formulated.

A ten minute break for coffee followed (8:30 p.m.).

Calling the meeting back to order at 8:40 p.m., DeSantis turned the floor over to Prof. Michael J. Francis, chairman of the Committee on Administration. Francis reported that his committee had met and had decided to investigate the following:

- a. Affirmative Action: the committee would meet with the University administration for a clear explanation of the present policy. The committee also would meet with Committee W of the American Association of University Professors (AAUP) to discuss affirmative concerns.
- b. The Academic Ombudsman: the committee would look into the possibility of reviving the plan.
- c. Budget Priorities Difficulties: the committee would talk with faculty members and attempt to isolate problem areas.
- d. Senate Observer Status on Search Committees: the committee would attempt to define the value of a nonparticipating senate observer on University recruitment committees.

Reporting for the Faculty Affairs Committee (FAC), Irvine noted that the FAC had had two poorly attended meetings thus far and invited a more enthusiastic response. The question of faculty salaries, Irvine continued, would be tabled pending the availability of more information, but the committee's work in the identification of those factors which both hinder and reinforce excellence at the University was progressing satisfactorily. The following letter was sent on Oct. 19, 1978, to 12 members of the faculty (two from business, two from law, two from science, three from arts and letters and three from engineering):

The Faculty Affairs Committee of the Faculty Senate would like to define those factors which must be considered in the development of a University that is distinguished in teaching, research and scholarly publication. We would like to understand those factors which both hinder and reinforce excellence at the University of Notre Dame. In order to focus upon those matters which we feel are of immediate concern, we ask you to respond to each of the following questions:

- (1) Do you feel that policies made at the University level limit the degree of excellence possible in even the best of our departments?
- (2) Do you feel that there are limits placed on excellence because of constraints established at the college level?
- (3) Do you feel that your department is aware of the opportunities available to the faculty?

Any drive towards excellence must be made with a full understanding of the vehicle used for transport. Your input will help us define the vehicle. Please respond to matters which you feel should be addressed but go beyond the questions suggested above.

Your participation in this matter is appreciated. Please direct your response to the undersigned at the Department of Civil Engineering. I will contact you during the fall break to see if I can be of any service in the preparation of an early response.

Yours very truly,

Robert L. Irvine, Chairman
Faculty Affairs Committee
Faculty Senate

Irvine reported satisfaction with the response, to date, from the faculty members, four of whom were department chairmen, four professors, four associate professors and four assistant professors. Two of the 12 faculty members were women. When all responses were received, Irvine continued, the data would be synthesized and campus-wide questionnaires formulated.

Irvine further reported that the Executive Committee of the Faculty Senate and the provost had developed the following eight schools as a new "peer group" category: Brown, Johns Hopkins, Duke, Northwestern, Princeton, Fordham, Indiana and the University of Southern California.

Much discussion of the new peer group followed, a great deal of it centering around the best method(s) to employ in obtaining salary information for future comparative statistics.

Prof. Albert H. LeMay pointed out once again the need to clear up all existing confusion regarding the difference between salary vs. the total compensation concept before comparative data is gathered.

Irvine suggested that perhaps the provost could expedite data gathering by directing the University's deans to contact peer group deans; the chairmen of the boards of trustees might also be willing to exchange the required data if requested to do so.

Much confusion was expressed regarding Notre Dame's potential willingness to share salary information, and resulting implications were likewise drawn. Various possible reciprocal agreements between the peer group institutions were suggested.

Varma expressed his concern that course loads be investigated in conjunction with salary information. Irvine supported the combined course load/salary analysis concept.

Lastly, Irvine commented on his own perception of the provost's view of a senate observer on a search committee, stating that he felt that the provost would welcome a senate position paper on search committees in general, and that such an observer could, by asking questions--yet not directing the committee in any way--provide much input. Francis supported Irvine's positive reaction to a senate observer on search committees by agreeing to record, in generalities, his experiences on search committees. Conway confirmed the fact that he felt that the provost would welcome a senate paper regarding the role of search committees in the recruitment process.

Reporting for the Committee on Student Affairs, LeMay expressed the committee's concern and interest in all students, the administration-oriented and student-oriented offices and organizations on campus, and the issues of in loco parentis, student rights, student voice in governance, parietals, social space, overcrowding on campus, off campus housing, coeducational dormitories and alcoholic beverages on campus. LeMay also read a memorandum to him from Renee Leuchten of Campus Ministry which stated the administration had accepted the proposal for faculty co-exchange tickets whereby students may take their professors to lunch in the campus dining halls, and that the program would be initiated on a three-week trial basis beginning Oct. 30.

Sloan commented the overcrowding problem would be explored shortly. LeMay invited participation from all interested faculty members.

Conway inquired as to whether the honesty committee had been investigated. LeMay responded in the affirmative, but stated that no action had as yet been taken.

Under old business, the question of what to do regarding a senate observer on the search committee for a new dean for the College of Science was deliberated. After a brief discussion, Irvine moved that the Faculty Senate send an observer to the search committee for a new dean for the College of Science. The motion was seconded by Katharina J. Blackstead and was passed unanimously.

DeSantis next called for volunteers or nominations for the observer position.

Varma, seconded by Conway, moved that the senate appoint Irvine.

Conway then suggested an alternative approach, that of giving the Committee on Administration the blanket authority of placing an observer on the search committee; Varma withdrew his motion.

Conway, seconded by Irvine, then moved to give the Committee on Administration the authority to appoint an observer to the search committee in question. The motion passed unanimously.

Again, under old business, Prof. Joan Aldous moved that, at the end of each Faculty Senate Journal published in the Notre Dame Report, a statement to the effect that the journal was edited be appended.

Jolles ruled the motion out of order because, as a change in senate bylaws, it would first require submission to the executive committee.

Goodpaster questioned Jolles' interpretation that the motion would indeed change the bylaws, to which Jolles replied that since the bylaws list the specific information required for inclusion in the journal and the motion was adding to that information, the bylaws were clearly affected.

Prof. Emerson G. Funk argued that the motion specified the statement be placed after the journal and that therefore the bylaws were not affected.

Jolles countered that, by proposing to place the statement after the journal, the risk was being incurred of possibly having to vote on the statement time after time, and that he would therefore recommend a change in the bylaws in the interest of saving time in the future.

DeSantis then ruled that a motion regarding an editing statement be submitted to the executive committee for consideration at its December meeting. There was no opposition to the ruling.

Under new business, brief mention was made of the new retirement law and its effect on retiring faculty from 1979-1982. To insure faculty protection, the question was referred to the FAC for study and action.

The meeting was adjourned at 9:45 p.m.

Those absent but not excused: Donald N. Barrett, sociology; Francis Castellino, chemistry; John Connaughton, law; Archie McAlpin, emeritus earth science; Sr. Margaret Suerth, freshman year; Lee A. Tavis, financial and business economics; Kerry J. Thomas, chemistry; Ronald H. Weber, American studies.

Respectfully submitted,

Katharine J. Blackstead
Secretary

Minutes of the 185th Meeting of the Graduate Council September 27, 1978

(Approved at the 186th meeting of the Graduate Council, Dec. 11, 1978)

The chairman, Robert Gordon, called the meeting to order at 3:30 p.m. in Room 121, Hayes-Healy Center. All the members were present except Bro. Leo V. Ryan, C.S.V. (excused), Charles W. Allen (excused), Thomas A. Werge (excused), and Morton S. Fuchs. Also attending at the invitation of the Graduate Council were Vaughn McKim and Charles K. Wilber, University Review Committee chairman and division representative, respectively; Ellen B. Ryan, chairman of psychology, and Thomas L. Whitman, graduate director of psychology.

I. MINUTES OF THE 183rd AND 184th MEETINGS

The chairman introduced the minutes of the two previous meetings, accompanied by the Report on the Rating of Graduate Education and Research issues by Graduate Council members and a summary of this report. The minutes were approved by the council.

II. FINAL REPORT ON THE REVIEW OF THE GRADUATE PROGRAM IN PSYCHOLOGY

The chairman welcomed McKim, Wilber, Ryan and Whitman to the meeting. He asked McKim to present the highlights of the University Review Committee's Final Report (Report D). McKim reminded the council that the Department of Psychology had been established only in 1965. Over a brief period, it had grown considerably, but its growth had coincided with a declining academic job market. In 1976, the department had to make further readjustment with the merger of the counseling program. The department, recently, had attempted to restructure its doctoral program into three distinctive divisions--Experimental, Developmental and Counseling Psychology. The external reviewers had commended this effort and urged the department to press ahead and develop a unified and integral doctoral program. To provide greater focus and direction to this reorganization, the reviewers had recommended that senior faculty be recruited in the areas of counseling and development. McKim concluded with the observation that he had sensed some lack of involvement on the part of the faculty and students in the department's effort to prepare for the review process. He cited the apparent absence of any explicit material prepared by graduate students or faculty other than the officers of the department in the review documents (Reports A and C) as evidence of this lack of involvement as well as some of the remarks made by members of the department in their meetings with the reviewers. Wilber, who was then asked to comment on the review, noted that the external reviewers had stressed the importance of continuity in the departmental leadership at this point.

The chairman next invited Ryan to respond. Ryan wished to confine her response to the major points of the Final Report. She stated that the graduate program in psychology was a relatively new program, only in its ninth year at the time of the review, and in its second year since the merger of the counseling program. The department had moved toward a three-track doctoral program, and agreed to establish a planning committee, whose responsibility would be to develop a broad and more unified doctoral program. While recognizing that the shrinking academic job market had had some impact on the direction the department had taken in recent years, she believed that other influences also had contributed to the change. While the merger of the counseling program had been in doubt, Ryan admitted there had been some resistance in the department to this solution. But since the merger had taken place, the issue no longer had a negative effect on the everyday activities of the department.

John G. Borkowski, who followed Ryan, praised McKim and Wilber for their excellent report. He concurred with what Ryan had said earlier in regard to the influence of the job market on the direction of the department. He defended the present core program as an attempt to provide a broad base in psychology to all students in the department, and believed that this was better than to try, through the core program, to satisfy various specialization needs. In response to McKim's concluding remark that there seemed to be some lack of faculty and student involvement in the department's internal review efforts, Borkowski related the elaborate steps the department had taken to get the faculty and students involved in the preparation of both departmental reports (A and C).

Borkowski and Ryan took turns to describe various recruitment plans to attract applicants in psychology. Whitman commented on the student attrition rate in the department, which he considered to be rather small. Ryan also added that the situation had improved of late, as the department brought in more qualified students who could meet the required standard. One council member suggested greater programmatic linkage between the department and other academic units in the University. Ryan said some cooperation had already taken place, but what was needed now was an established policy to promote further linkage. Borkowski drew attention to the physical isolation of the department, and added that in light of the faculty's current commitments, he doubted that there would be a major development in this direction in the future, unless conditions changed significantly.

One council member brought up the question of student support. Ryan recognized low stipends in the academic year to be a problem, but considered the lack of summer session support a more serious problem to the department. The chairman thought that while money was a factor, visibility of the program was more important. To increase this visibility various suggestions were made, including bringing more speakers and applicants to the campus, recruiting senior faculty to provide more depth in some areas, and updating the information on the program offered by the department.

(Separate motions to accept the Final Report (Report D) and the Departmental Response (Report C) were introduced and carried without dissent.

III. ADMISSION OF NEW GRADUATE FACULTY

The council approved the following members for admission to the graduate faculty:

Charles Craypo, associate professor of economics
James A. Kargol, assistant professor of metallurgical engineering and materials science
Thomas H. Kosel, assistant professor of metallurgical engineering and materials science

IV. CHAIRMAN'S REMARKS

The chairman informed the council that more reliable data concerning this year's enrollment would be available by mid-October when the Graduate Office completed the enrollment report for the Council of Graduate Schools. He presented the following figures taken from the computer print-out supplied by the Registrar's Office on Sept. 21:

	<u>1978-79</u>	<u>1977-78</u>
Total Graduate School enrollment:	1,236	1,241
Humanities	433	476
Social sciences	270	271
Science	247	207
Engineering	157	172
Total graduate divisions	1,107	1,126
Other	129	115

The increase in the science enrollment was due to the new National Science Foundation (NSF) program in earth science for high school teachers in this area. Otherwise there was a slight drop in the enrollment in the other graduate divisions. The chairman reported that the number of degrees awarded had also dropped in the last seven years. The number of Ph.D.s decreased from 138 in FY 1971 to 91 last year; the number of master's degrees from 524 to 308. The chairman reminded the council that we did not measure success by the size of the enrollment or the number of degrees awarded. He stated that our goal was to improve both the program and the quality of graduate students. We should encourage more interdisciplinary studies and make more cognate minors available to our students. According to a study carried out this summer, using GRE scores and GPAs, the average graduate student in 1977-78 appeared to be better qualified than his counterparts in the two previous years. The same indicators showed the quality of our first-year graduate students had consistently improved since 1975.

The chairman next informed the council that the Registrar's Office had recommended that the Graduate School Bulletin be published annually, instead of biennially as in the past. The advantages of this recommendation were obvious and, in implementing it, we should try to make the operation as painless as possible.

The chairman concluded his remarks with a brief announcement of the Zahm Research Travel Program, notice of which would be published in the next issue of the Notre Dame Report.

Rev. Robert J. Austgen, C.S.C., reported that the election of the two student representatives on the Graduate Council would be held the following week.

The meeting was adjourned at 4:50 p.m.

Chau T.M.Le
Secretary

Report D Review of the Graduate Program in Psychology

A Report on the External Review of the Department of Psychology's Graduate Programs

Introduction

The external review of the graduate program of the Department of Psychology took place on March 12-14, 1978. The three-person review team which visited the campus consisted of Profs. John O. Crites, a counseling psychologist from the University of Maryland; Hayne W. Reese, a developmental specialist at the University of West Virginia, and Janet T. Spence, an experimental psychologist from the University of Texas at Austin. The members of the team submitted individual written reports in April and May, and the department's formal Response to the External Review Reports was completed in June.

In setting the stage for this report on the review itself, there are a number of background considerations which deserve some preliminary attention. To begin with, it is worth keeping in mind that the Psychology Department is the newest of the University's major departments, having been established only in 1965. Graduate students were admitted for the first time in the fall of 1969. In the 12 years of the department's existence prior to the review, it grew from an initial two faculty members and eight undergraduate majors to its present size of 21 faculty, 140 undergraduate majors, and a full-time graduate student enrollment of nearly 80. Given this brief period of extremely rapid growth and development, it is scarcely surprising to find one of the reviewers commenting that, "the department has had a prolonged adolescent period with the usual adolescent struggle for identity." Compounding such normal growing pains, however, has been the effect on the department in very recent years of a number of factors outside of its immediate control.

One such factor of major importance is what a reviewer refers to as "the collapse of the academic job market" in psychology over the last several years, going on to note that "graduate experimental programs at even the most prestigious, research-oriented institutions are decreasing the size of their enrollments, and even with retrenchment, are finding it increasingly difficult to place their students." The import of these developments for the Notre Dame department has been, and continues to be, considerable for reasons that need to be made clear.

When a graduate program in psychology was launched at Notre Dame, it was conceived in the context of a still small department which already had a substantial commitment to quality undergraduate education, including an emphasis on undergraduate involvement in research. The faculty recruited by the department in its formative years had been intentionally recruited, therefore, both for their research orientation and for their competence in one or another of the traditional areas of specialization in experimental psychology inasmuch as these areas were foundational to the discipline. The graduate program of the department was thus originally planned as one to be built around the small set of traditionally recognized areas of specialization in experimental psychology. But of course the potential clientele for such a program has consisted precisely of that group of students for whom the job market is now becoming increasingly bleak, i.e., those desiring to prepare themselves for careers devoted to academic research and teaching. It is from this perspective that one reviewer hazarded the opinion that "history, in the form of the collapse of the academic job market, has overcome the department and its mission as originally envisaged."

Of course, the shrinking academic job market is a fact of life with which graduate departments in a host of fields are being forced to come to terms. However, a second train of related events more or less unique to the discipline of psychology also has begun to make itself felt at the departmental level. Concomitant with the declining job market for academic psychologists oriented toward traditional, hard-science experimental research, has been the emergence of new, or more favorable, employment opportunities for research psychologists with specialized training in the areas of cognition and development, and for psychologists with skills in such cognate applied areas as mental retardation and gerontology. Equally important are the facts that application pressure from students seeking training in these specializations has remained strong, and that substantial amounts of money are becoming available nationally to support training programs and faculty research, particularly in the applied areas mentioned above. No young department such as Notre Dame's, faced with finding new ways to strengthen and broaden its pool of qualified applicants and to diversify its sources of funding, could be expected to remain oblivious to such trends.

The third factor impinging on the direction and structure of the department in recent years was the decision of the University to incorporate into the Psychology Department the program in counseling psychology originally established as a part of the now disbanded Graduate Department of Education. The events surrounding the merger, which took place officially in the Spring of 1976, have quite understandably occupied a great deal of the time and energies of all parties involved. Nor was it accomplished without creating certain tensions and strains, the sources of which are, again, by no means difficult to understand. As one reviewer reflected, somewhat wistfully, "faculty and students in...counseling program(s) have professional interests and value systems which, while not in any sense antithetical to research goals, applied or basic, are not always easy to reconcile with the latter. Nor, for reasons of time, interest and temperament do such interests necessarily coexist easily within the same individual."

With the department's early period of almost explosive growth now behind it, and the merger with the counseling program an accomplished fact, a period of consolidation and reflection on future goals would clearly seem to have been in order whether or not the external review had been scheduled last spring. Moreover, the shifting forces in the academic marketplace and the discipline, alluded to previously, would appear to add a genuine note of urgency to the task. In short, it seems that the department is in the midst of a fairly critical period in its development, in the sense that decisions made now about the structure and direction its graduate programs should take are likely to have a major bearing on their viability and vitality in the decade ahead.

In this light, the timing of the external review appears to have been propitious. The reviewers arrived with an understandable concern to learn how recent events in the department were being assimilated, and how it was preparing to cope with the confluence of factors having a bearing on its future. A continuing emphasis on general issues pertaining to planning, goals and direction is manifested in all the reports submitted by the reviewers. Thus, to the extent that their advice and concrete recommendations serve as catalyst to the department's own reflections on these matters, the review will have served a valuable function.

The General Assessment of the Reviewers

Without exception the reports submitted by the reviewers are affirmative in tone. Though each seeks to highlight perceived problems or weaknesses, the general thrust of the recommendations offered is strongly to support a number of changes in emphasis and organization which the administration of the department has already begun to set in motion. One reviewer captures the overriding sentiment expressed directly or indirectly by them all when he writes: "Despite the problems created by rapid change, the department is in the process of transforming its graduate program and should be encouraged to keep up or accelerate the momentum that has already been generated."

The central focus of this process of transformation in the last two to three years has been the restructuring of the doctoral program into three distinctive divisions. One, in Counseling Psychology, represents the primary legacy of the merger. The other two divisions, in Experimental Psychology and Developmental-Aging, were fashioned from the resources of the "old" psychology department graduate program. This was accomplished by grouping the existing faculty into two broad areas of concentration in terms of the primary research interests and area of specialized training each represents, the idea being to create two clusters of specializations that would make sense from a disciplinary point of view. Thus, the developmental program is comprised of faculty specializing in various aspects of child psychology, cognitive development, aging and mental retardation. The faculty of the experimental program are those with primary interests in learning, perception and social psychology. In one sense, these program areas already have functional significance in the life of the department. For example, prospective graduate students are being recruited and admitted in one or another of the three programs. In addition, sources of graduate funding differ among the programs, and the types of research and/or practicum experiences available to students is largely determined by their program affiliation in the department. Nevertheless, at the level of departmental organization and operation the relations among and the internal structure of the various programs remain as yet largely undefined.

Without exception, the reviewers endorsed the department's decision to restructure its doctoral program along the lines just described. A reviewer puts the common judgement of the group aptly in writing that "given the size of the department and the facilities available, the apparent intention to limit the number of programs to three (Counseling, Developmental, Experimental) is indeed shrewd, because if each program is made systematic and cohesive, each can have the critical mass of staff and facilities to achieve excellence." At the same time, each of the reviewers went on to offer ideas about how the department's intentions might be more fully and satisfactorily realized, and to record their perceptions of the relative strengths and weaknesses of the three programs at the present moment. The main points of emphasis in their reports can thus be summarized accordingly.

COMMENTS AND RECOMMENDATIONS ABOUT THE STRUCTURE AND DIRECTION OF THE DEPARTMENT

The Counseling Program. The reviewers concur in the judgment that the decision to merge the counseling program with the department was a wise one. Moreover, all seemed to have formed relatively favorable attitudes toward the program as it currently functions, as the following remarks indicate. "The Counseling Program is currently the most genuine program in the department. The students are presented with a unified curriculum and training goals. The faculty forms a cohesive group...The quality of professional training appears to be high... (Spence)." "The Counseling Program (is) an intact, homogeneous one, with an established staff and strong students. There is no question that it is the most viable program in the department (Crites)."

With an eye toward ways in which the present program might be further strengthened, two reviewers recommended that an additional senior faculty member be hired in the counseling area. One contended that while the program is a solid, recognized one, it is presently "of slightly less than top rank in the field. A nationally recognized counseling psychologist at the senior level would greatly increase the prestige of the program" thereby enhancing its ability to attract outside funding and high-quality students. The other reviewer emphasized that in accommodating itself to the strong research orientation of the rest of the department, the counseling group needs to place somewhat greater emphasis on the research training of its students. "The addition of a senior faculty member with strong research interests and fewer responsibilities for professional supervision will help." The only note of concern expressed about the curriculum of the counseling program was that voiced by the reviewer whose own background is in counseling. He noted with surprise what he perceived to be the minimal emphasis in the program on the area of career counseling and career psychology. "These are unique to Counseling Psychology, and any program of training in this field should have courses in (these areas)."

Though clearly aware that the merger of the counseling program into the department had created some tensions and morale problems for faculty members on both sides, the reviewers appeared to be unanimous in maintaining that the benefits gained far outweighed the costs. First, the fact that counseling students in the merged department receive most of their basic science and methodology training from the faculty of the "old" department, strengthens the program substantially by exposing the students to faculty with ranges of expertise not available to the same degree in the counseling faculty. This division of labor enables each group to concentrate on what it does best in educating the large group of graduate students in the department who are affiliated with the counseling program. Second, the rather sizeable group of quite able graduate students who have been attracted to the Notre Dame department because of the counseling program offer a blessing in disguise to the faculty of the "old" premerger department. Approximately half of the present graduate students in the department are counseling students, and they were selected from a much larger applicant pool than is available to the other programs. What this means in pragmatic terms is that many faculty throughout the department benefit from the presence of counseling students in their graduate courses. This, in turn, enables the other programs to remain quite selective in accepting students from their much smaller applicant pools without the risk of seriously decreasing the overall size of the graduate student population in the department. The effect of both factors taken together is to give the department needed time to continue the restructuring of its other programs without jeopardizing the ongoing activities of the department at the level of graduate training.

The Experimental Program. The faculty members in the department whose primary or exclusive affiliation at the graduate level is with the experimental program presently find themselves in what can only be described as an ironic position. On the one hand, their contributions are essential to the graduate program as a whole in that they, quite rightly, staff the majority of courses in the graduate core curriculum serving students in all three programs. They also continue to be mainstays in the demanding undergraduate program of the department. At the same time, however, the experimental doctoral program, narrowly construed, has never attracted a large number of graduate students and is being hampered increasingly in this regard by the extremely unfavorable job market for its students.

One reviewer went so far as to suggest that "serious consideration will have to be given to the feasibility of continuing a doctoral program in Experimental Psychology." But the more general attitude of the reviewers seemed to be that a small program in experimental is viable provided student quality can be maintained (the departmental response argues that it is), and that there be a deemphasis on the numerous specialties advertised in the program in favor of an increased stress on a more broadly focused education in general experimental psychology. The rationale given for the latter recommendation was two-fold. On the one hand, the reviewers were somewhat skeptical of the department's claims to be able to offer genuine specializations in experimental psychology given the small size of the relevant faculty. On the other hand they suggested, in a more positive vein, that in view of the likelihood that graduates of the program would take positions in undergraduate institutions rather than in research-oriented graduate departments, an emphasis on more broadly based skills would be most appropriate. All the reviewers responded with encouragement to the chairman's report that the experimental faculty was beginning to explore actively the feasibility of building into the program a more pronounced emphasis on the applied dimensions of the field. The long range goal would be to enable at least some advanced experimental students to compete successfully for careers outside the academic world.

The Developmental Program. At the heart of the department's reorganizational efforts at the graduate level is its attempt to mobilize available resources into a genuine "third force" in the department, in the form of a coherent doctoral program in developmental psychology. The reviewers were most supportive of this aim, but seemingly a bit nonplussed to learn just how inchoate was its realization at present. One reviewer, after detailing his reasons for holding this program to be the most heterogeneous of the three, concluded with the remark that, "in fact (it) seems to be called a program more for convenience than for any substantive reason... There appears to be no developmental faculty as such." A second reviewer suggested, somewhat more temperately, that "it is more accurate to describe this specialty area as a program in the making, rather than a realization."

In fact, the program presently consists of a loose collection of faculty members and students whose professional interests center around one or another of three distinct foci: child-developmental, mental retardation or aging. The program as presently constituted emphasizes specialized training in the latter two areas. But, in the opinion of the reviewers, only the faculty members involved in the mental retardation area have put together anything resembling a unified and coherent program of graduate training. Inasmuch as interaction among the groups with respect to curriculum development and program planning seems to have been almost entirely informal prior to the visitation by the review team, the remark by one of the reviewers that what the so-called developmental faculty have in common is little more than "a willingness to train students in applied areas of research" does not

appear to be altogether inapropos. It must be said immediately, however, that in view of the recent structural changes in the discipline noted in the introduction to this report, and the historical evolution of the department locally, the present, somewhat fluid, situation in the developmental program can be made readily intelligible.

The existing areas of specialization in the program seem to have come into being largely as a result of independent initiatives on the part of a number of individual faculty members, working sometimes singly and sometimes together. In each case the immediate aims were no doubt manifold, e.g., to develop personal programs of research and related curricular offerings likely to be attractive to good students in the department, and to enable the faculty members in question either to establish or to move into more viable and productive "niches" for themselves as research psychologists in the context of a discipline undergoing substantial changes in theoretical orientation, research emphases, and patterns of funding. From the outset the administration of the department has been quite supportive of these developments for rather obvious reasons. However, it has been only the very recent events of the merger and the rapid deterioration of the academic job market which have precipitated the more self-conscious effort now in progress to fashion these previously rather independent lines of development into a unified doctoral program.

The rationale for this more recent effort would appear to be well-grounded, for the benefits which could accrue to the department from success in this venture are not to be underestimated. The creation of an authentic doctoral program in cognitive-developmental psychology would provide many of the faculty from the premerger department with the opportunity to participate fully in a viable and attractive graduate program capable of holding its own with the already successful counseling program. The natural, and indeed inevitable, connection between applied and basic dimensions in such a program should be especially attractive to prospective students concerned not to foreclose career opportunities outside the traditional academic marketplace. Moreover, it should give the department increasingly effective leverage in the pursuit of extra-mural funding to support advanced students and faculty working in applied areas. Finally, in committing itself to the idea of creating two distinct, though complementary, doctoral programs from the resources of the premerger departmental faculty, the department would seem to be making a very positive effort to put the tensions and dislocations generated by the merger behind it. To the extent that a three-track structural reorganization of the graduate program takes root and thrives, any tendency toward disruptive polarization between the "old" department faculty and the counseling group should be reduced substantially.

It is with such considerations in mind that the reviewers urged the department to utilize the momentum for change generated by the merger to press ahead with the transformation of the graduate program. Because of the pivotal role played by the developmental program in the overall configuration of specializations toward which the department seems to be moving, the reviewers were particularly sensitive to what they perceived as present lacunae in it. For the same reason, they urgently recommended that the developmental faculty begin at once to work together in a much more formalized way to develop an integrated curriculum and specified goals for their students. Towards meeting the need to give the program a "strong intellectual center it now lacks" the reviewers spoke in support of the idea of utilizing the department's first endowed chair to bring in a senior person broadly trained in the life-span developmental area, and with a strong research background. Such an individual, in the words of one reviewer, "could be expected to provide the intellectual and administrative leadership necessary to make the program a reality."

Departmental Governance and Program Coordination. In accord with their recommendation that the department continue to work toward the creation of three unified programs of graduate study staffed by three (overlapping) faculties, one of the reviewers noted that "a more complex structure (of departmental governance) appears to be evolving which is probably both necessary and desirable." In particular, it was proposed that each of the three specialty areas should have a faculty program director with primary responsibility for coordinating curriculum planning and other program related activities. At the broader level of departmental policy making, the reviewers endorsed the idea of constituting a standing committee of the department to work closely with the chairman in the tasks of overall planning for the graduate program, of fostering the development of the various divisions, and of strengthening interrelations among them at the level of curricular planning and research collaboration.

According to the official Departmental Response, the faculty have already reached in principle agreement on the value of forming a committee "to guide the department in long-range planning," likely to consist of the chairman, the graduate and undergraduate directors and three elected divisional representatives. A final decision on the composition and functioning of the committee is to be made this fall. Given the central role in all

of the reviewers' reports allotted to concerns pertaining to the overall direction and structure of the department, this development would appear to be an auspicious one. At the same time, the reviewers were unanimous in expressing the conviction that the department will continue to require strong and effective leadership from its chairman to see it successfully through what continues to be a quite sensitive period in its development.

COMMENTS AND RECOMMENDATIONS PERTAINING TO FACULTY, STUDENTS, CURRICULUM AND RELATED MATTERS

Though it should be abundantly clear that the reports of the external reviewers exhibited a singular preoccupation with broad issues of policy in regard to the department's graduate programs, they did not wholly neglect more conventional categories of evaluation. In this section of the report the reviewers' comments on a number of such matters will be summarized briefly.

The Faculty. The reviewers evaluated the faculty overall as being a generally strong one. "Although there are certain weaknesses, the psychology faculty--including counseling--are for the most part well-trained, well-motivated and productive." One reviewer indicated that the research productivity of the faculty at all ranks exhibited some marked unevenness, but went on to add that in light of what he perceived to be heavy teaching loads and a heavy commitment to undergraduate teaching and research supervision, the relative level of productivity throughout the department was quite good. The assistant professors of the department were singled out for special praise in one report, its author declaring that they were, on the whole, "an impressive group of young scholars who obtained their training at outstanding institutions and were active in setting up their own research programs, courses and involvement with graduate students." On the debit side, all expressed some concern that the department was a bit too "light" at the full professor level. The reviewers' explicit rationales for recommending that additional senior appointments be made in both the counseling and developmental areas have been discussed already.

The Students. The graduate students of the department were described in one report as being, "as good as one finds in most universities." Another noted that "as a group their credentials..were more than adequate, and a number of the students were outstanding." The reviewer with a counseling psychology background evaluated the students of that program as "of high calibre...carefully selected for potential success." Student morale appeared to the reviewers to be satisfactory on the whole, with the majority of minor complaints and anxieties voiced by the students being of the sort "common to their peers at other institutions..." One exception, student concern about the department's core curriculum, will be discussed below.

The Curriculum. In addition to the general comments about curricular matters made by the reviewers in the course of their remarks about each of the three graduate training programs, only one additional item seems to have caught their attention. The department employs a core curriculum concept to introduce students in all the programs to the basic science side of the discipline and to provide a common fund of knowledge to serve as a basis for the students' subsequent, more specialized, training. None of the reviewers took issue with the appropriateness of this educational model, but interaction with graduate students in the department seemed to have sensitized them to some possible shortcomings of the way in which it is working in practice.

The concerns expressed by the students were of two sorts. First, it was claimed that the number of core and methodology courses presently required of first-year students was too great in view of the very heavy work load most of them involve. As a consequence, many felt that the requirements had seriously interfered with their early involvement in research (also required by the department) and had prevented them from beginning to take desired courses in their respective fields of concentration. The second matter of concern, primarily for the counseling and developmental students, was a strongly perceived need for more assistance from the faculty in helping them to integrate and apply the material covered in core and methodology courses to their areas of special interest. One reviewer, for example, noted that the counseling students he spoke with "were particularly distressed by the expectation that they were to conduct independent research with but little or no instruction in the application of statistics and in the conceptualization of design." No doubt some of these problems, whether genuine or merely apparent, simply reflect the transitional status in which all of the department's graduate programs find themselves. But they were of sufficient potential concern to elicit from the reviewers some specific reactions.

With respect to the problems of the core curriculum load, it was suggested that the department might be well advised to consider either a slight reduction in the number of requirements or the option of permitting students to fulfill the present requirements over a longer time span. (The Departmental Response indicates that both alternatives

are now being actively discussed). The problems of integration and application would appear to be less tangible ones, though not of lesser importance for that reason. With respect to this set of issues the reviewers, while acknowledging that faculty members affiliated with the experimental division must have primary responsibility for the majority of core courses, nevertheless suggested that team teaching approaches, guest lectures by other faculty members, or even the preparation of appropriate reading lists were all techniques worthy of being explored to address student concerns. The important, substantive point would seem to be that for the foreseeable future the large majority of students fulfilling general departmental requirements will be ones whose eventual areas of concentration will be well-removed from many of the domains of expertise being surveyed in the core curriculum. Those responsible for teaching these courses therefore must find effective ways of accommodating themselves to this reality, or face the possibility that students will increasingly come to view these requirements merely as intellectual hurdles to be surmounted rather than as vital components in their graduate educational experience.

Teacher Training. The reviewers urge the department to continue its search for additional and more effective ways to provide teaching experience for those of its graduate students who desire it. "Since teaching ability and experiences are being increasingly emphasized by academic employers, allowing graduate students to team teach lower division courses with faculty members or to lead discussion sections appended to the introductory lecture course would be highly desirable." An additional benefit that could result from the implementation of this suggestion would be a reduction, or at least a shifting, in the kind of faculty workload normally associated with the teaching of large, lower division courses. Since teaching loads in the department are considered by both the faculty and reviewers to be somewhat heavy by comparison with those in comparable, research-oriented departments elsewhere, these recommendations would seem to deserve particularly close attention.

Facilities and Support. Without exception, the reviewers appear to have been impressed by both the quality and spaciousness of the physical facilities available to the department and the counseling center. In the area of financial support, the only major reservations expressed concerned the limited amounts and types of support available to graduate students. The recent emphasis on its graduate training programs in developmental and counseling psychology should soon enable the department to compete with increasing effectiveness for some of the federal training grants now available to support graduate students working in these areas. However, at least one reviewer voiced an important word of caution in this regard. "The cutbacks in federal funds for training grants and research grants appear to be continuing, and therefore it is unrealistic to rely on federal funds to support graduate programs in psychology. Instead support must come increasingly from the University itself (including endowments raised by administrative officers)."

The search for endowment specifically earmarked for graduate student support certainly never seems to have been given a high priority at this University. However, needs for additional graduate student support are by no means unique to the Psychology Department at Notre Dame. It would be, therefore, a gratifying outcome of this review if the provost and the vice president for advanced studies were to take this recommendation as an occasion to carefully reexamine University policies and priorities on this matter.

The Departmental Response

In its official response to the external review reports, the department has sought to emphasize the degree of consistency which obtains between "the department's overall self-perceptions" and the reviewers' collective judgments. Certainly with respect to the major recommendations of the reviewers, the response strikes an affirmative and responsive tone. It is noted, for example, that the faculty of each of the three graduate divisions have already begun to seek ways to further formalize and unify their programs. At the level of departmental governance it already has been mentioned that the department expresses a determination to press ahead with the establishment of a department-wide planning committee including representatives from each of the graduate divisions. In regard to concerns about the core curriculum, the response indicates that modifications along the lines suggested by the reviewers are under study. With respect to the idea of seeking to strengthen the department through new senior-level appointments, it is reported that "the search for a research oriented senior appointment in Counseling is underway."

With regard, however, to the recommendation to utilize the department's first chair to hire a developmental psychologist capable of bringing intellectual and administrative leadership to this nascent program area, the response takes a somewhat more ambivalent stance, pointing out that the long-range needs of the Experimental Division must also be weighed in reaching this decision. Insofar as there is genuine disagreement here,

its resolution must hinge on judgments about how important the early realization of a truly integrated developmental program is for the continuing vitality of the department's graduate level endeavors outside the counseling area.

Concluding Remarks

In our opinion, the external review of the Psychology Department was scheduled at a most appropriate time. Perceiving that the graduate program of the department is, of necessity, undergoing a major transformation, the reviewers offered numerous suggestions which should prove useful to the department in the course of its own reflections. The reviewers themselves struck us as being "savvy" professionals, well-selected to embody the ranges of expertise needed to enable them to offer useful counsel to the department.

On the whole, the reviewers seem to have been favorably impressed both with the way in which the department had risen to the challenge of recent events and with the directions for its future it has begun to chart. One of the reviewers ably summarized a pervasive theme in all the reports in writing that "the shift of the doctoral programs from a purely academic to an applied emphasis and the incorporation of the professional counseling program into the department should insure the continued viability of the overall program by attracting well-qualified students who will be able to find post-doctoral positions commensurate with their training." We are therefore inclined to endorse the judgment expressed by Borkowski and Ryan when they write in the response of the department that "with strong, broad-based departmental leadership and continued support from the University, the future of graduate education in psychology at Notre Dame is promising."

Vaughn R. McKim (Department of Philosophy)
Chairman, University Internal Review Committee

Charles K. Wilber (Department of Economics)
Divisional Representative

Faculty Committee for University Libraries Minutes November 20, 1978

(The minutes of this committee's meetings will be carried in Notre Dame Report from now on).

Present: Harvey A. Bender, Michael J. Crowe (chairman), Vincent P. DeSantis, Madonna Kolbenschlag (for Thomas J. Schlereth), John W. Lucey, John R. Malone and Robert C. Miller.

Crowe announced that Schlereth would be unable to attend meetings for the balance of the current semester. After communicating with Schlereth, Crowe requested Kolbenschlag to serve as his temporary replacement since she is familiar with the committee (having served as a member for three years) and she is also in American studies. Bender asked if there were any procedures or by-laws written that would establish membership on the committee in the event of incapacity of an elected member; when he was told there were no such procedures, he recommended that some be written. A letter which Crowe proposed sending to Schlereth was read and approved.

A discussion then took place regarding the format of the minutes, with differing views expressed on the extent of the minutes and as to how the names (and identification) of those in attendance or absent should be listed. DeSantis favored a fuller account and more details in the minutes, but the committee took no action along these lines. The above presentation reflects the final consensus.

The minutes of the Nov. 6 meeting were then approved unanimously as drafted.

Lucey's Proposal

Since Lucey was not present at the beginning of the meeting, discussion of his proposal was again postponed until the next meeting.

Old Business

Miller distributed copies of the internal data gathering form which has been given to library liaison officers. He stated that some of the requested data can and will be retrieved from the computer, but not all required data are available from that source.

Crowe's draft letter of Nov. 14 to faculty members involved in book ordering was presented. He suggested that this letter, or some other instrument, would elicit feedback of users from which meaningful data for the FCUL could be obtained. Various comments on the proposal were made. In lieu of the proposed letter, Miller recommended the establishment of a questionnaire which would be tightly structured, yet open-ended, and would be sent to all faculty. After some discussion Miller agreed to present at the next meeting a draft of such a questionnaire. Miller noted that a commitment should also be made by the committee to survey the student population as well as the faculty.

A discussion took place as to the appropriate timing and substance of an invitation to the provost to meet with the committee. DeSantis stated that he does not at present favor membership for the director of libraries on either the Dean's Committee or the Budget Priorities Committee, except when library matters are being discussed, and would not support such membership in a meeting with the provost. Miller feels that membership on the Budget Priorities Committee is important as the libraries are a major academic cost center encompassing all academic phases of the University, whereas most directors represent units which are subject-specific and not necessarily University-wide in scope. Kolbensschlag recalled that it was the intention of the committee that prepared the Committee on University Priorities (COUP) Report that the libraries be represented on the Budget Priorities Committee.

It was finally motioned that an invitation be issued to the provost to attend the first meeting after the holidays. All agreed. The request to the provost for publication of the minutes of the faculty committee's meetings will be sent forward.

New Business

Crowe read excerpts of a letter from a member of the Executive Committee of the Task Force on Goals and Objectives for the University Libraries in which objection was made to the changes made by Miller and the committee in the published Statement of Mission and Goals and Objectives for the University Libraries. Miller recommended that receipt of the letter be acknowledged, but that nothing further be done. This was agreed upon.

The meeting adjourned at 5:40 p.m.

New Life Insurance Rates

The University's group life insurance rates are developed based on the number of claims the insurance company anticipates it will pay out each year. Last year the claims paid out were more than the premiums paid in by the employees and the University. Therefore, Great West Life Assurance Company has determined that a rate increase will be necessary effective Feb. 1, 1979. We believe that the rate increase is moderate as compared with the losses over the past year.

Classification	Old Rates (per thousand)	New Rates (per thousand)
39 years of age and under	.20	.25
40-44 years of age	.30	.35
45-49 years of age	.40	.45
50-54 years of age	.50	.55
55-64 years of age	.78	.87
65 years of age and over	2.47	No Change

These new rates will be reflected in the deductions which occur in your paycheck in the month of January.

If you have a question concerning your coverage or your beneficiary designation, please contact the Coordinator of Employee Benefits, 2221.

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DR. JOSEPH C. HOGAN, DEAN
COLLEGE OF ENGINEERING
NOTRE DAME IN 46556

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