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FACULTY NEWSNOTES

Edited by Debbie Gough

September 25, 1981

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OFFICE OF THE PROVOST

WASC Steering Committee Task Force Information:

The following groups will be preparing reports and documentation which will be included in the Self-Study Report which will be completed by June, 1982 in preparation for WASC and NLN visits in the fall of 1982.

Task Force I (Standard I): Purpose - This group will examine the goals and mission of USD and involve students in their study.

Liaison:

Dr. Patricia Watson

Group Members:

Dr. John Donnelly, Chair, Philosophy Department

Dr. Larry Hinman, Associate Professor of Philosophy

Dr. Kathleen Dugan, Associate Professor of Religious Studies

Dr. Gary Macy, Assistant Professor of Religious Studies

Dr. Joanne Dempsey, Assistant Professor of English

Dr. Bart Thurber, Assistant Professor of English

Fr. Larry Dolan, Director of Campus Ministry

Task Force II (Standard II): Governance and Administration

Task Force IIA - Governing Board - will examine Board of Trustees policy and how Trustees function and contribute to the operation of the University.

Liaison:

Sr. Maureen Cronin

Group Members:

Dr. Author E. Hughes, President

Mr. Richard Woltman, Chair, Academic Affairs Committee of the Board

Dr. Anita Figueredo, Member, Academic Affairs Committee of the Board

Mr. Peter Hughes, Chair, Student Affairs Committee of the Board

Dr. Edmund Keeney, Chair, University Relations Committee of the Board

Msgr. I. Brent Eagen, Secretary of the Board

Task Force IIB - Institutional Role of the Administration

Liaison: Sr. Maureen Cronin Group Members: University Cabinet

Task Force IIC - Faculty - the faculty role in institutional governance will be examined by this Task Force.

Liaison: Sr. Maureen Cronin Group Members:
 Dr. Edward Kujawa (Chair), Assistant Professor,
 Education and Member of
 Executive Committee of the
 University Senate
 Dr. Eugene Labovitz, Associate Professor, Sociology
 Mrs. Phoebe Lee, Professor of Nursing
 Dr. Michael Navin, Professor of Law
 Dr. Angelo Orona, Associate Professor, Anthropology
 Dr. Eugene Rathswohl, Assistant Professor, Business
 Fr. Norbert Rigali, Professor of Religious Studies

Task Force IID - The student role in institutional governance will be examined.

Liaison: Sr. Maureen Cronin Group Members:
 Associate Dean Thomas Cosgrove (Chair), Student
 Affairs
 Mr. Vince Guilin, Associated Students President
 Mr. Joseph Laub, Associated Students Vice President
 Ms. Katie Trotter, Associated Students Secretary
 of Justice
 Mr. Steve Welch, Associated Students Social
 Chairman
 Ms. Carolyn Emme, Associated Students Secretary
 of Communications

Task Force III and Task Force IV (Standard III and Standard IV): Curricular and Faculty and Staff considerations will be examined in the various schools by the following Task Forces:

<u>Liaison:</u> School of Education	<u>Group Members:</u>	
Dr. DeForest Strunk	Dean Edward DeRoche	
	Dr. Robert Infantino	} Teacher Ed.
	Dr. Ed Kujawa	
	Dr. Rosalie Rhoads	} Special Ed.
	Dr. Robert Nelson	
	Dr. Phil Hwang	} Counselor Ed.
	Dr. Jack Morrison	
	Dr. Joe Rost	} Educational Admin.
	Dr. Bill Foster	
	Dr. Pat Lowry	} Doctoral Program
	Dr. Sue Zgliczynski	

Liaisons: College of Arts
and Sciences

Associate Dean James Hottois

Dr. Patricia Feulner, Chair,
Anthropology/Sociology

Dr. Louis Burnett, Assistant Prof.,
Biology

Prof. John Chambers, Associate
Professor, Political Science

Group Members:

Department Chairs and Dean Joseph Pusateri

Liaison: School of Business
Dr. Phil Hunsaker

Group Members:

Associate Dean Robert O'Neil

Professor Ethel Sykes

Assistant Dean Kathy Waller

Liaison: School of Nursing
Prof. Phoebe Lee

Group Members:

Dean Irene Palmer

Associate Professor Patricia Roth

Note: Dean Brandes, Graduate and Continuing Education, will be involved with all Task Forces in reviewing graduate programs and summer and Intersession courses.

Academic Services: Dr. Patricia Watson will request data from individuals in Admissions, Financial Aid, the Educational Development Center, Career Counseling and Placement, and the Registrar's office and will prepare the narrative herself.

Non-academic Personnel: Mrs. Lorraine Watson will assume responsibility for developing information on non-academic personnel.

Task Force V (Standard V): Library and Other Learning Resources

Liaison:
Mrs. Holleman

Group Members:

David Tiedemann, Director, Media Center

Janet Murphy } Public Services, Circulation,
Devin Milner } Reference, and Periodicals

Marjo Gray }

Mary Tiedemann, Technical Services

Marilyn Ramsey, Acquisitions

Norma Moriarty, Secretary

Faculty Handbook Page:

Attached at the back of these Newsnotes is a corrected page (page 2 of
Facilities Scheduling) for your Faculty Handbook.

Task Force VI (Standard VI): Student ServicesLiaison:

Associate Dean
Tom Cosgrove

Group Members:

Sr. Tim Malone, Campus Ministry
Mr. John Martin, Athletics and Recreation
Mr. Skip Walsh, Director of Residence Life
Ms. Barbara Schmitz, Assistant Director of Student Activities
Ms. Gaye Soroka, Special Projects Coordinator
Mr. Vince Guilin, Associated Students President
Ms. Jessica Watson, Associated Students Secretary of Student Services
Ms. Bonnie Kieta, President, Commuters' Club
Ms. Anitra Polk, President, Black Student Union
Mr. Mark Tunney, Secretary of Athletics, Resident Assistant
Dr. Charles Ross, Health Center

Task Force VII (Standard VII): Physical ResourcesLiaison:

Mr. Tom Van Zant

Group Members:

Mr. John Zeterberg, Director of Physical Plant

Task Force VIII (Standard VIII): Financial ResourcesLiaison:

Mr. Tom Van Zant

Group Members:

Mr. Jim Pehl, Chief Accountant
Mr. Roberto Martinez, Assistant Controller

Task Force IX (Standard IX): Special Educational ProgramsLiaison:

Dean Ray Brandes

Group Members:

Ms. Sue Sullivan, Director of Graduate Career Programs
Ms. Martha Clark, Graduate Career Programs
Sr. Annette Bourret, Coordinator of Graduate Admissions
Mr. Mal Rafferty, Director of Continuing Education
Ms. Anita Welker, Continuing Education
Mr. Maxwell, EOP
Dr. Gil Oddo, Director, Guadalajara Program
Sr. Helen McHugh, Oxford Program
Mr. Rick Hagan, Director of Housing
Mr. John Trifiletti, Resident Director

Faculty Handbook Page:

Attached at the back of these Newsnotes is a corrected page (page 2 of Facilities Scheduling) for your Faculty Handbook.

NSF Chautauqua Short Courses for College Teachers of Undergraduates:

Attached to these Newsnotes are several pages describing the 1981-1982 NSF Chautauqua Short Courses for the Western Circuit. Copies of the course descriptions for the Santa Ana location, which is within easy traveling distance of USD, are also attached. Copies of the application form for the program and of the full explanatory booklet are available in the office of the Dean of the College of Arts and Sciences for those faculty who wish more information.

Resident Housing Statistics:

Vice President for Student Affairs Tom Burke's office reports the following housing statistics for this fall semester. For comparison, statistics for the fall of 1977, 1978, 1979, and 1980 are also listed.

	Resident Students				
	<u>1977</u>	<u>1978</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
DeSales (Men)	220	220	207	224	215
Camino-Founders (Women)	286	283	293	286	267
Mission Housing Complex					
San Antonio de Padua					102
Santa Anita Missions					114
San Dimas A					241
San Dimas B					334
Total:	221	233	485	486	791
Padre Trail/Oakwood (1980)	35	58	-	121	-
Graduate Center	84	80	70	73	69
Total Undergraduates	762	874	985	1117	1275
Total Graduate	84	37	70	73	67
Total Residents	846	911	1055	1190	1342

<u>Undergraduates</u>	<u>Freshmen</u>			<u>Transfers</u>			<u>Returning</u>		
	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>	<u>1979</u>	<u>1980</u>	<u>1981</u>
Women	301	335	323	49	62	96	253	310	369
Men	210	206	209	44	59	82	128	145	196
	511	541	532	93	121	178	381	455	565

SCHOOL OF BUSINESS ADMINISTRATION

Profile of Fall, 1981 Entering MBA Class:

The following information on the fall, 1981 entering MBA class may be of interest to the University Community.

Fall, 1981 Entering MBA Class

6.

Total: 126

Average Age: 27

Sex: Female - 44 (35%)

GPA: 3.13

Male - 82 (65%)

GMAT: 504

Part-time - 70 (56%)

Full-time - 56 (44%)

Degree Distribution:

Ph. D.	2
M. A. /M. S. /M. S. W.	10
B. A. /B. S. /B. B. A.	126

Undergraduate Majors:

Accounting	11
Biology	3
Business Administration	34
Chemistry	3
Economics	7
Education	5
Engineering	16
English	7
Food Technology	1
Foreign Language	3
Geography	1
Geology	1
Government	1
History	7
Journalism	1
Law	3
Management Science	2
Math	1
Music	1
Pharmacology	2
Philosophy	2
Political Science	2
Psychology	7
Sociology	2
Social Work	2
Zoology	1
Total:	126

Undergraduate Institutions:

1 or 2 from 61 institutions

3 or more from the following:

Iowa State University	3	UC, Santa Barbara	6
San Diego State University	14	University of Colorado	4
SUNY	3	USD	8
UCSD	6	U. S. Naval Academy	3

VARIA

Professor Phoebe Lee, School of Nursing, will be teaching a one-week course on Educational and Clinical Career Ladders for a NAACOG Conference to be held on a cruise to Acapulco, Mexico and return, October 24-31, 1981.

Dr. Richard Phillips, Environmental Studies, was the featured speaker at the September 23 meeting of the San Diego Association of Geologists. His subject was "The Natural Stability of the Coastal Wetlands Environment in Southern California."

During the summer, Dr. Lawrence Hinman, Department of Philosophy, had three articles accepted for publication: a paper on epistemological relativism, "Can a Form of Life Be Wrong?", has been accepted at Philosophy, the journal of the Royal Institute of Philosophy in England; "'Is' Presupposes 'Ought'," a critique of John Searle's proposed derivation of 'ought' from 'is,' will appear in Philosophical Studies next year; a study of Nietzsche's claims about the fundamentally metaphorical character of language, "Nietzsche, Metaphor, and Truth," has been accepted at Philosophy and Phenomenological Research.

John Sansone, Assistant Director of Financial Aid, has been appointed the Independent College's Segmental Representative to the Executive Council of the California Student Financial Aid Administrators Association. Some 58 Independent Schools are members of that Association which seeks to promote Financial Aid Practices, Procedures and Funding for all of California's students.

Kathy Frisbie, Financial Aid Counselor, who coordinates the Federal Guaranteed Student Loan and Basic Educational Opportunity Grant Programs for some 1500 of USD's students, has been accepted to membership on the Board of Trustees of the San Diego County Citizens Scholarship Foundation. Sister Annette Bourret is President of that organization which each year provides "Dollars for Scholars" for students planning to attend San Diego Colleges and Universities. This year 11 of USD's students are recipients of those awards.

Professor Irving Parker, English Department, is the official consultant for the English Composition section of the CLEP (College Level Examination Program) Guide to be published in June, 1982 by Harcourt, Brace and Jovanovich.

Dr. Joseph Rost, Director of the Educational Administration Program, gave a presentation at the National Conference of Professors of Educational Administration in Seattle on August 17, 1981. The title of the presentation was: "The Political Model." He serves as Chair of the Politics of Education Interest Group, and he was re-elected Chair of the Site Selection Committee for 1981-1982.

Professor John Chambers, Political Science Department, attended the 35th Annual Conference of members of the Middle East Institute in Washington, D. C. on September 25-27. The Soviet occupation of Afghanistan, the security of the Gulf, the Iran-Iraq war, Syrian Missile crisis and Libya's invasion of Chad were the events and issues discussed.

On September 12, 1981, Professor Grant Morris spoke in San Francisco at an American Society of Law and Medicine sponsored conference on the right of mental patients to refuse mental health treatment. Professor Morris' speech was entitled, "Dr. Szasz or Dr. Seuss: Whose Right to Refuse Mental Health Treatment?"

Ellen Cook, Associate Professor at the School of Business, attended the National Meetings of the American Accounting Association in Chicago during August. There she helped inaugurate a new special interest section, "Accounting, Behavior and Organization." Dr. Cook will edit the section in the newsletter. Also, Dr. Cook was appointed to the Education Subcommittee of the special section for International Accounting.

Dr. Carol Baker, Biology Department, has been elected corresponding secretary for the Altrusa Club of San Diego. Altrusa, an international service club for professional women and women holding executive positions in business, is the oldest such club in San Diego, organized in 1929.

Program Changes for 1981-82

In the 1981-82 Chautauqua Program there will be no support for participants. Participants or their institutions pay the costs of lodging, travel, meals, and incidental expenses.

Also, in 1981-82 courses will be offered in two formats. See below.

Overview of the College Teacher Program

The NSF Chautauqua Short Courses are an annual series of forums throughout the U.S. in which scholars at the frontiers of various sciences meet with undergraduate college teachers of science¹ intensively for several days. The forums provide an opportunity for invited scholars to communicate new knowledge, new advances, and new concepts and techniques directly to college teachers, and in ways that are immediately beneficial to their teaching. The primary aim is to enable undergraduate teachers in the sciences to keep their teaching up-to-date and relevant to today's world.

The program is a cooperative enterprise which involves the *college teachers* who participate with the encouragement of their *home institutions*; the various *scholars* who teach the short courses (course directors); the twelve *Regional Field Centers* that are responsible for regional publicity, selection of participants, and hosting the short courses; the *American Association for the Advancement of Science (AAAS)*, which develops the program of courses and together with the *Support Field Center* (University of Georgia) jointly administers national aspects of the program; and the *National Science Foundation*, which provides overall support.

A Program Advisory Group of leading educators in the sciences provides guidance in the development of the program of short courses each year. A list of persons who have served as part of the Program Advisory Group over the years appears on page 15.

The AAAS Office of Science Education welcomes suggestions for future courses and course directors.

Format

In 1981-82, courses will be offered in two formats:² (1) *Two-session format*: the course director meets with 25 college teachers for a total of four days—two days in the fall and two days in the spring. Between the fall and spring session participants work on projects related to the course. The interim projects provide them with a structure for incorporating new knowledge, concepts or techniques in their teaching with minimum delay. (2) *Single-session format*: the course director meets with 25 college teachers for three successive days.

From year to year there is an attempt to rotate courses to different regions of the country.

Eligibility and Selection

In general, teachers of undergraduate students in degree-granting institutions of higher education in the United States whose teaching responsibilities are in the natural and social sciences, mathematics and engineering (see footnote 1) are eligible for participation. In some interdisciplinary courses, a few teachers in other fields will be admitted when this would enhance the effectiveness of the course.

Qualified teachers may apply to any field center. Each class is limited

to 25 participants. Applications are accepted for two-session courses only if the applicant intends to attend both sessions and to complete an interim project.

Participants are selected by the field center directors. In general, criteria used by the field center directors are: whether the applicant satisfies the listed prerequisites of the course; and the potential benefit of the course to the applicant—either directly in his or her own teaching, by direct influence on the teaching of his or her colleagues, or by involvement in improving the undergraduate science curriculum at the applicant's institution. In interdisciplinary courses an effort is made to select applicants who represent a wide range of disciplines.

In selecting individuals for participation and otherwise in the administration of this program AAAS and the cooperating field centers will not discriminate on the ground of race, creed, sex, color, or national origin of any applicant or participant.

Support for Participants

In the 1981-82 Chautauqua Program there will be no support for participants. Participants or their institutions pay the costs of lodging, travel, meals, and incidental expenses. The University of Georgia, through a contract with NSF, provides course directors with an allowance of \$15 per participant for instructional materials.

Application Forms

See page 13 of this announcement. For additional application forms, please make copies of the one in this announcement.

Deadline

You should apply as early as possible. Field centers make their selections about four weeks prior to the beginning of the course. The selection process will begin in October for single sessions in the fall and for two-session courses that begin in the fall. For single-session spring courses, selection will begin in January. However, applications will be considered on a space-available basis until the start of the course.

Handicapped Participants

Handicapped participants in need of special services or accommodations should inform the field center directors as early as possible so that there is sufficient lead time to make arrangements. See item 23 on the application form.

Special Sites

Course number 5, "Historical Foundations of Modern Science—DUANE ROLLER," will be conducted only at the University of Oklahoma. Dr. Roller's home institution and site of the university's History of Science Collections. Applications for this course should be sent to Dr. Robert Yager at the University of Iowa field center.

Course number 13, "Ecology and Evolution in the Tropics—JOHN KRICHER," will be conducted only at Ossabaw Island, Georgia (a semi-tropical island south of Savannah), under the joint sponsorship of the University of Texas and University of Georgia field centers. Applications for this course may be sent to either of the two field centers (but not to both).

Courses 14 and 24 are scheduled at regional field centers on mainland U.S.A. (for mainland faculty) and also at the University of Puerto Rico, Rio Piedras, for faculty from Puerto Rico and the Virgin Islands. Applicants from Puerto Rico and the Virgin Islands should send their applications directly to Dr. Manuel Gomez, Director, Resource Center for Science and Engineering of Puerto Rico, University of Puerto Rico, Rio Piedras, Puerto Rico 00931. Telephone: 765-9695.

Schedule of Classes

The schedules of the 55 classes are given on pages 4 and 5.

¹The word "science" is used as a general term referring to the following disciplines: the mathematical, physical, biological, medical (but not clinical), engineering, and social sciences, psychology, and the history and philosophy of science; also included are interdisciplinary fields.

²See class schedules on pages 4-5. Classes typically meet from 9 to 5 each day, with local variations at the different field centers on exact starting/ending times.

Field Centers

Western Circuit

- OGC—Oregon Graduate Center for Study and Research.** Nicholas J. Eror. Department of Materials Science. 19600 N.W. Walker Road. Beaverton. Oregon 97006. Tel: (503) 645-1121.
- ANA—Santa Ana College.** David Dobos. Division of Social Science. 17th at Bristol. Santa Ana. California 92706. Tel: (714) 667-3279.
- UUT—University of Utah.** E. Allan Davis. Department of Mathematics. Salt Lake City. Utah 84112. Tel: (801) 581-5809.
- TXA—University of Texas at Austin.** James P. Barufaldi. Science Education Center. EDB 340. Austin. Texas 78712. Tel: (512) 471-7354.

Central Circuit

- UIA—University of Iowa.** Robert E. Yager. Science Education Center. 450 Physics Building. Iowa City. Iowa 52240. Tel: (319) 353-4921.
- PAR—Parkland College.** Delores C. Schoen. Life Science Division. 2400 W. Bradley Avenue. Champaign. Illinois 61820. Tel: (217) 351-2465.
- DAY—University of Dayton.** George K. Miner. Chautauqua Field Center. Department of Physics. Dayton. Ohio 45469. Tel: (513) 229-2327.
- CBC—Christian Brothers College.** John Edward Doody. Division of Science and Mathematics. 650 East Parkway South. Memphis. Tennessee 38104. Tel: (901) 278-0100. ext. 290.

Eastern Circuit

- UGA—University of Georgia.** W. R. Zeitler. Department of Science Education. Athens. Georgia 30602. Tel: (404) 542-1763.
- TUCC—Temple University.** Leonard Muldower. Chautauqua Short Course Program. Barton Hall BA-407. Philadelphia. Pennsylvania 19122. Tel: (215) 787-7668. *Courses will be conducted at Temple University Center City (TUCC).*
- POL—Polytechnic Institute of New York.** Bernard J. Bulkin. Polytechnic/Westchester. 456 North Street. White Plains. New York 10605. Tel: (914) 949-1775.
- HAM—Hampshire College.** Arthur H. Westing/Jim Matlack. Chautauqua Program/CA. Amherst. Massachusetts 01002. Tel: (413) 549-4600. ext. 562.

Support Center

University of Georgia. W. R. Zeitler. Department of Science Education. Athens. Georgia 30602. Tel: (404) 542-1763.

Development Center

American Association for the Advancement of Science. Joseph M. Dasbach. Office of Science Education. 1776 Massachusetts Avenue. N.W. Washington. D.C. 20036. Tel: (202) 467-4464.

16. **Genetics and Society: A Dynamic Interaction**
ROBERT F. MURRAY, JR. Howard University
17. **Ethical Issues in Death and Dying**
THOMAS L. BEAUCHAMP, Kennedy Institute, Georgetown University
18. **Arms Uncontrolled: Causes and Remedies of the Arms Race**
EVERETT MENDELSON, Harvard University
19. **Soft Energy Paths: How to Enjoy the Inevitable**
AMORY LOVINS and L. HUNTER LOVINS, Friends of the Earth
20. **Energy and Society**
GEORGE TSONGAS, Portland State University
21. **Science, the Media, and the Public**
SHARON DUNWOODY, University of Wisconsin, and
CAROL ROGERS, Office of Communications, AAAS
22. **Cognition and Teaching**
RUTH DAY, Duke University
23. **Patterns of Problem Solving**
MOSHE RUBINSTEIN, UCLA
24. **Combinatorial Problem-Solving in the Mathematical Sciences**
ALAN TUCKER, SUNY, Stony Brook
25. **Calculus for Non-Majors in the Physical Sciences**
ROBERT ROSENBAUM, Wesleyan University
26. **Computers as an Aid in Learning Science**
ALFRED M. BORK, University of California, Irvine
27. **Microcomputer Interfacing in the Undergraduate Laboratory**
ALBERT S. WOODHULL, Hampshire College
28. **Microcomputers in the Laboratory**
ROBERT TINKER, Technical Education Research Centers
29. **A Laboratory Lecture Approach to Microcomputer Education**
DAVID G. LARSEN and PAUL E. FIELD, Virginia Polytechnic Institute
- 30a. **Introduction to Microcomputers and Microprocessors**
ROGER CAMP, Iowa State University
- 30b. **Introduction to Microcomputers and Microprocessors**
ROGER CAMP, Iowa State University

OGC	ANA	UUT	TXA
			22-24 Nov
		4-6 Mar	
		4-6 Mar	
	7-9 Dec	11-13 Mar	
22-24 Mar	16-17 Nov 25-26 Mar		
		25-27 Mar	

* Course will be conducted at the University of Puerto Rico, Rio Piedras. Applications from Puerto Rico and the Virgin Islands should be sent to Dr. Manuel Gomez, Director, Resource Center for Science and Engineering in Puerto Rico, University of Puerto Rico, Rio Piedras, Puerto Rico 00931.

10. The Evolution of Life on a Dynamic Earth
JAMES W. VALENTINE, Department of
 Geological Sciences, University of California,
 Santa Barbara

•OGC
 •ANA

The history of life can be interpreted as a history of organism-environment interaction. The earth's environmental history has long been inferred *ad hoc*, event by event. With the acceptance of plate tectonics much of that history can now be interpreted as a natural sequence of change resulting from processes within a dynamic earth. Furthermore, the spectacular recent explosion in macroevolutionary studies has served to provide theoretical underpinnings for the environmental interpretation of evolutionary trends.

This course will evaluate events and trends in the marine fossil record and in environmental history and explore processes that can relate them, in the light of current hypotheses of diversification and extinction. Events include the origin of phyla, changing taxonomic patterns, and the causes and significance of "background" and mass extinctions. These evaluations will be extended into the terrestrial realm.

Background reference: J. W. Valentine, "The Evolution of Multicellular Organisms," *Scientific American*, April 1979.

For college teachers of: biology, ecology, evolution, anthropology, historical geology and paleontology. **Prerequisites:** no special prerequisites.

Dr. Valentine works on the major patterns recorded by fossils, patterns of origination of taxa, of extinction, and of diversity, and on their interpretation in terms of underlying ecological and evolutionary processes. He is author or coauthor of three books on evolution and the fossil record.

14. Ecology of Terrestrial Microcommunities

DANIEL L. DINDAL, SUNY College of
 Environmental Science and Forestry,
 Syracuse, New York

•UGA
 •ANA
 •TXA
 •TUCC

Note: UGA and the University of Puerto Rico are cosponsoring the single session of this course scheduled in Puerto Rico.

Terrestrial environments comprise numerous, distinct microhabitats each supporting an array of organisms or a *microcommunity*. Microcommunities are dominated by microorganisms and invertebrates; among these are specialized symbionts and decomposer organisms which are represented in practically all microsites. The particular species composition, structure and function of the microcommunities, differ and are very characteristic depending upon the spatial configuration and nature of the immediate energy source related to each specific microhabitat. Unique adaptations and interspecific relationships link similar microcommunities together through time and space. Dynamic microcommunities, as components of larger vegetative communities, impart certain important characteristics that influence the evolution of macrocommunities of which they are a part.

Studies of microcommunities, therefore, provide not only insight into community ecology and evolution, but they also permit the exploration of guilds of unique organisms and offer a more complete understanding of vitally important processes such as decomposition of natural wastes, heterotrophy, symbiosis and other natural population interactions. In addition, microcommunities are, because of their limited size and relative distinctiveness, convenient units for study. Usually entire microcommunities can be collected for extraction, identification and analysis, or they may be further observed and manipulated in living microcosms.

The course will be devoted to the following topics: microcommunity concept and quantification of microcommunities, introduction to taxonomy of terrestrial invertebrates, and specific microcommunities, such as litter, fecal and carrion microcommunities.

For college teachers of: biology, ecology, invertebrate zoology, entomology and soils. **Prerequisites:** knowledge of ecological principles.

Dr. Dindal is a professor of soil ecology. His degrees include two in science education, one in agriculture and his Ph.D. in ecology. He organized a teaching-research program in soil ecology at his institution, where he also held six soil microcommunities conferences. He received the SUNY Chancellor's Award for Excellence in College Teaching. His research emphasis has been on microcommunity structure related to natural succession and land-use practices.

15. Immunobiology: Evolutionary, Developmental and Molecular Perspectives
RICHARD A. GOLDSBY, Department of
 Chemistry, University of Maryland

•OGC
 •ANA
 •TUCC
 •CBC

Recombinant DNA, population genetics, cell hybridization, differentiation and mechanisms of intercellular communication are all important threads in the fabric of modern biology. The vertebrate immune system provides more examples of incisive and illuminating studies in these areas than any other single physiological system. Additionally, such important issues of current medical practice as transplantation and the rejection of tumors can be viewed as practical problems in immunobiology.

During this course the following topics will be discussed with particular attention being given to showing their relationship to basic biological principles:

1. The structure and evolution of antibody molecules.
2. Cloning the antibody gene: voiding the one-gene, one-polypeptide dogma.
3. Cell cooperation and the immune response: many cells collaborate to mount an immune response.
4. The biology of tissue transplantation.
5. Population genetics: the genetics of race and races as seen through the immune system.
6. Immune surveillance and cancer.
7. Immortalizing cells of the immune system by somatic cell hybridization: the construction of cellular factories for the production of unlimited quantities of specific antibodies.

In addition to formal presentations on these topics, reprints and detailed bibliographies will be provided.

For college teachers of: the life sciences, particularly cell biology, genetics, developmental biology, microbiology and biochemistry. **Prerequisites:** none.

Dr. Goldsby is professor of chemistry in the Division of Life Sciences at the University of Maryland at College Park. His present research involves the application of somatic cell genetics to the study of the immune system. He has taught at Yale University where he was visiting professor of genetics. Recent books authored or edited by Dr. Goldsby include Race and Races and Biology.

23. Patterns of Problem Solving
MOSHE F. RUBINSTEIN, Engineering
Systems Department, University of
California-Los Angeles

•ANA
 •UUT

Note: At Santa Ana College Dr. Rubinstein will teach the course jointly with Kenneth Pfeiffer, lecturer in the Department of Psychology and School of Engineering and Applied Science, UCLA.

"Patterns of Problem Solving" is based in a campus-wide course at UCLA which has attracted students from over 30 disciplines at all levels of the university. Over 1,200 students complete the program at UCLA each year. Similar courses have been created in other universities.

The objectives of the course are to: (a) provide a learning experience which crosses boundary lines between disciplines and is useful in traditional fields of endeavor; (b) provide a foundation for attitudes and skills productive in dealing with complex problems from the representation stage to creative solution in the context of human values; and (c) present an approach for developing an interdisciplinary program that can serve all students.

The following seven major topics from the book *Patterns of Problem Solving* by Moshe F. Rubinstein (Prentice-Hall, 1975) will be treated: Guides to Problem Solving, Language and Communication, Probability and the Will to Doubt, Models and Modeling, Decision-Making Models, Dynamic Systems Models and "Selecting the Best Possible," and Values and Models of Behavior.

For college teachers of: all eligible disciplines. More than 30 fields were represented by the participants in the past program. The more diverse the background of the group the better. **Prerequisites:** high school mathematics.

Dr. Rubinstein is professor of engineering and applied science and author of several books and many publications and reports in the areas of structural systems, dynamic response, problem solving and decision theory. His latest book is *Patterns of Problem Solving*. Professor Rubinstein is former chairman of the UCLA Engineering Systems Department and is past winner of the UCLA Distinguished Teaching Award.

26. Computers as an Aid in Learning Science
ALFRED M. BORK, Educational Technology
Center, Department of Physics, University of
California, Irvine

•OGC
 ••ANA

This workshop will introduce the computer as a medium for interactive learning in science. The emphasis will be on the design of computer course materials.

At the beginning the course director and participants will discuss three topics: (1) the possible modes of computer uses in undergraduate science teaching; (2) relevant developments in higher education; and (3) principles of instructional design. Next we will examine, directly from computer displays, course materials in physics currently in use at Irvine. The emphasis will be on course materials which illustrate a variety of instructional uses in college science teaching and on the elements of display on the computer terminal.

After that participants will collaborate to produce a small segment of a science course in the computer-assisted learning mode. Alternate strategies of authoring course materials will also be considered.

For college teachers of: science and mathematics. **Prerequisites:** interest in improving undergraduate learning and teaching.

Dr. Bork develops production systems for computer-assisted learning materials, particularly graphic dialogs. He is a series editor for *CONDUIT* and serves as an editor of *THE Journal*. He was the AAPT Millikan Award Lecturer in summer 1978. He directs the Educational Technology Center.

- D. Notices of all scheduled events are sent in writing by the Secretary of Special Events to the offices of Physical Plant, Security, Public Relations, Food Service, the switchboard, the portry and the Sports Center (when involved) two weeks prior to the event.

IV. Specific Guidelines for Scheduling

Priorities have been established for the following rooms:

A. Board Room

1. Will be used for faculty dining from 10:00 AM - 2:00 PM
2. Available for campus sponsored events prior to 10:00 AM and after 2:00 PM

Note: The room is NOT to be scheduled on a regular or long-term basis for classes or meetings of outside groups.

The room is NOT to be scheduled for regular academic classes on a long-term basis.

B. President's Dining Room

1. Office of the President
2. Administration and Faculty sponsored events

C. French Parlor

1. Administration and Faculty sponsored receptions
2. Music recitals sponsored by USD Music Department
3. Faculty sponsored exhibits
4. Non-university groups approved by the President.

Note: NO luncheons or dinners are to be held in this room without specific approval of the President of the University upon recommendation of the Director of Special Events.

D. School of Nursing Facilities

Although scheduled through Special Events, use of the School of Nursing facilities requires approval of the Dean. Special Events will obtain this approval before scheduling any room in the School of Nursing.