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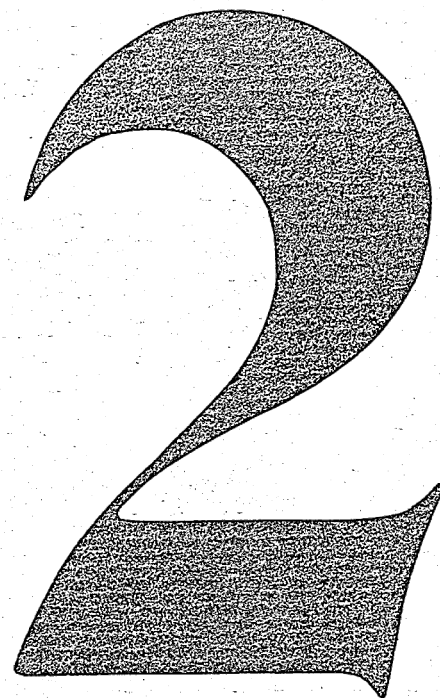
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the university

Official announcements

Rev. James T. Burtchae II C.S.C., provost, has released a statement on the University's policies and procedures concerning faculty appointments, promotions and tenure. The full text of this statement can be found under the documentation section. □

There will be a meeting of the University of Notre Dame faculty in Washington Hall on Wednesday, October 20, at 4:30 p.m. Rev. Theodore M. Hesburgh, President, will address the faculty at this time. All are asked to make every effort to be present. Members of St. Mary's faculty are also cordially invited to attend this meeting. □

Woodrow Wilson Foundation

The Woodrow Wilson National Fellowship Foundation has announced the temporary suspension of its annual competition. According to H. Ronald Rouse, national director of the Woodrow Wilson Fellowship Foundation, the action was taken because of the uncertain prospects of securing sufficient funds for the support of graduate students in 1972-73. Funds currently available to the Foundation for first year graduate fellowships are being used to support over 200 fellows during the 1971-72 academic year.

During the coming year trustees and officers of the Foundation plan to design and seek funds for a new fellowship program. Working in cooperation with representatives of the academic world, the group will take into account recent developments in graduate education and in the teaching profession.

The number of Woodrow Wilson fellows selected each year has been declining since 1967 when the Ford Foundation, which had been providing funds for 1,000 fellowships, greatly reduced its support.

The Wilson Fellowships are only one of a number of programs throughout the country which have suffered from the recent decline in fellowship support, explained Rouse. The U.S. Government, which in 1967 supported nearly 11,000 fellowships for beginning graduate students, has reduced or eliminated several programs. It will provide only about 1,500 new

fellowships for 1972-73. Many state governments have also reduced the amount of support they provide, while programs financed by corporations and private foundations have been discontinued.

Other foundation programs will be continued during 1971-72 and 1972-73. These include the Dissertation Fellowships, the Martin Luther King Jr. Fellowships, the Graduate Information and Counseling Service for Black Veterans, the Teaching and Administrative Internships and the National Humanities Series. To support its programs, the Woodrow Wilson National Fellowship Foundation receives grants from other foundations and contributions from individuals, including over 2,000 former Woodrow Wilson Fellows.

N.S.F. fellowship programs

The National Science Foundation of the United States and the National Center for Scientific Research of France, in order to develop scientific and technical cooperation between France and the U.S., will jointly sponsor and administer a program for the exchange of young scientists during 1972 and 1973.

The N.S.F. and the C.N.R.S. will each offer six exchange awards for study or work in the mathematical physical, chemical, engineering and biological sciences, exclusive of the medical sciences. Awards will not be made in the social sciences or in education or business fields. These awards may be used in the institutions requested by the candidates for a period of five to 15 months. Complete information can be obtained from the Office of the Assistant Vice President for Advanced studies. □

The N.S.F. has also announced two fellowship programs for 1971-72. The first, Nato 9-12 months Postdoctoral Fellowships in science, is intended for citizens or nationals of the United States in Mathematics, physical, biological, engineering, and social sciences and the history and/or philosophy of science. Applicants should have received their doctorates within the past five years.

The second program, Nato 1-3 month Senior Fellowships in science for 1971-72, is designed for staff members in the same fields. Further information on these programs may be obtained from the Graduate School.

Committee on the Humanities

The Fourth Annual Workshop of the Notre Dame Committee on the Humanities was held July 30 through August 1. The workshop's primary purpose was to organize and lay initial plans for the utilization of a planning grant from the National Endowment for the Humanities received by the College of Arts and Letters last spring. The grant provides assistance to the College for a year's study of the liberal arts and their future at Notre Dame.

The planning year will be under the general direction of Dr. Frederick J. Crosson, dean of the College of Arts and Letters. He will be assisted by a steering committee under the chairmanship of Professor A. Robert Caponigri and to be known as the Dean's Committee for Collegiate Development.

The workshop also outlined plans for a subcommittee structure under the dean's committee and for involving all interested faculty and students of the University in the study and deliberation of the year of planning.

Quality-of-Life Study

Deans and chairmen looking for material of use in recruiting faculty members might be interested in the recent "Quality-of-Life Study" by Indiana University at South Bend, the result of research to provide urban dwellers with some objective criteria by which to measure the quality of life in their communities.

The South Bend area ranked roughly in the middle of 16 communities studied, receiving good grades in such areas as voter participation, infant mortality rates and enrollment in higher education, and poor marks in such areas as the ratio of physicians to the population and the availability of public entertainment.

The communities studied ranged from 250,000 to 350,000 in population. Implicit in the survey is the growing advantage of living in medium-sized communities vis a vis large, metropolitan areas. Copies of the news release on the survey and a single copy of the full report are available in the Information Services Office.

faculty notes

Terence Cardinal Cooke, archbishop of New York, and Rev. Theodore M. Hesburgh C.S.C., President of the University, were among the dignitaries who took part in dedication ceremonies for the new \$3.6 million O'Shaughnessy Educational Center at the College of St. Thomas in St. Paul, Minn. Dignitaries attending the dedication of the classroom, faculty and special purposes building included federal and state government officials, bishops, priests and religious leaders from all areas of the United States. □

Rev. James T. Burtchaell C.S.C., provost of the University of Notre Dame, will address the general session of the 1971 Catholic Press Association Midwest Regional Conference in Fort Wayne, Ind., Thursday, October 7. The topic of Father Burtchaell's talk will be "What Catholic College Students Are Like Today."

The invitation to speak at the C.P.A. conference came as a result of Father Burtchaell's article, "Notre Dame: How Catholic Is It," which appeared in the Summer, 1971 issue of Insight: Notre Dame and for which several reprint permission requests have been received. □

University appointments

Richard M. Lynch, comptroller, has announced the appointment of Richard W. Clemens as director of current funds-restricted, a newly established position within the Comptroller's Office. The new position includes fiscal responsibility for the sponsored research and programs, as well as endowed and contributed financial aid for students.

Non-university appointments

Rev. Thomas E. Chambers C.S.C., director of student residence, has been elected to the board of trustees of Ursuline College, Cleveland, Ohio.

Dr. Ernest L. Eliel, professor of chemistry, has been appointed William Rand Kenan Jr. Professor of Chemistry at the University of North Carolina, effective July 1, 1972.

Rev. William B. Friend, associate director of the Office for Educational Research, has been named superintendent of Catholic schools in Mobile, Ala.

Dr. Robert L. Ackerman, newly appointed assistant dean of students, is located in Room 322 of the Administration Building, telephone extension 6144.

Arthur N. Pears, director of security, has moved his office from the third floor of the Administration Building to the Security Office in the Fire Station. His telephone extension is 8967.

Necrology

Rev. Elias Denissoff, 78, former professor of philosophy at Notre Dame, died September 7 in La Grange, Ill., of a heart attack while swimming. Father Denissoff was secretary to the prime minister until the Bolshevik revolution of 1917. He came to the United States in 1948, joining the Notre Dame philosophy department at that time.

events

Campus lectures

Dr. Earl L. Muetterties, associate director of Research for the Central Research Laboratory of E.I. du Pont de Nemours & Company, Wilmington, Del., will be the first lecturer in the Reilly Lectureships in Chemistry for 1971-72. Dr. Muetterties will speak October 11, 13 and 15 at 4:30 p.m. in Room 123 of Nieuwland Science Hall. The three lectures will cover the areas of pheromones--chemical communication within the species (October 11), dynamic stereochemistry (October 13) and molecular permutation groups--analysis of mechanistic problems (October 15).□

Professor Prodromos Dagtoglou, professor of law at the University of Regensburg in West Germany, will present a lecture on "Modern Problems of German Federalism" October 14 at 7 p.m. in the Library Auditorium. Professor Dagtoglou's talk will be co-sponsored by the Notre Dame International Law Society and the International Studies Institute.□

Athletic and Convocation Center

The annual Eucharistic Hour, sponsored by the Deanery Council of Catholic Men, will be held Sunday, October 10 in the A.C.C. The program will begin at 2:15 p.m. with a concert of sacred music, followed by a celebrated Mass beginning at 3 p.m. Richard J. Sullivan, registrar, is chairman of the facilities and planning committee. Members of his committee include Cyril A. DeVliegher, manager of events at the A.C.C. and Frank Nagy of the A.C.C. staff. Professor Leo M. Corbaci, dean of administration and head of the committee the past three years, is serving as advisor. All faculty

and staff members, as well as Notre Dame and St. Mary's students, are invited to attend.

ND-SMC Theatre

"The Dutchess of Malfi," a Renaissance tragedy by John Webster, and the first production of the Notre Dame-St. Mary's Theatre for the 1971-72 season, will be performed October 15, 16, 21, 22 and 23 at 8:30 p.m. in O'Laughlin Auditorium on the St. Mary's campus. Fred W. Syburg, associate professor of communication arts is director. Tickets for faculty, staff and students are \$1.50. Reservations can be made by phoning 284-4141.

Art gallery exhibits

Ceramics by Ted Schoenemann, Notre Dame alumnus, through October 24.

"An Impressionist View on Paper," an extraordinary group of 19th Century graphics from the Lessing Rosenwald collection of the National Gallery, Washington, D.C., October 7 through December 12.

Saint Mary's concert

Arthur Lawrence, assistant professor of music at St. Mary's, will present a concert of harpsichord music October 12 at 8 p.m. in the lobby of O'Laughlin Auditorium. Professor Lawrence was formerly music director for Sacred Heart Church and presently directs the University Chorus and the Collegium Musicum. He is also dean of the St. Joseph Valley Chapter of the American Guild of Organists.

office of advanced studies

N.S.F. 1972 engineering research grants program

DIVISION OF RESEARCH AND SPONSORED PROGRAMS

(No. FY 72-9)

A new option that helps young engineering faculty members conduct their research with private industry, units of government, or profit or nonprofit research organizations is part of the revised Engineering Initiation Research Program of the National Science Foundation. For the ninth year, the Foundation, through its Division of Engineering, plans to award engineering research initiation grants in 1972. Guidelines for the revised program have just been issued. The grants, awarded on a competitive basis, are for the initiation of research projects in any area of engineering by faculty members who have recently received their doctorate, have begun teaching careers, and have had no substantial research support.

The 1972 program has been divided into Option A and Option B. Option A continues the program as it has existed. Option B (added this year) provides opportunities for engineering research outside the academic environment. Research outside of the academic environment offers advantages that may include the use of unusual equipment and facilities, the services of highly specialized technicians, access to otherwise unavailable data as well as the increased awareness and sensitivity to current engineering problems, and close contact with practicing professionals.

Under both Options A and B, the investigator will devote at least one-fourth time during the academic year at his home institution and full time (2 months) during each of the two summer terms to the research. Under both programs, funds may be used to defray such costs as expendable supplies, travel, publication costs, permanent equipment, computer time, graduate student support, and the investigator's salary.

The maximum Foundation grant under Option A may not exceed \$16,000, including indirect costs. These grants are not renewable, but recipients are eligible to apply for continued support under the Foundation's regular program for research grants. Under Option B, grants may be awarded up to \$20,000 which includes up to \$4,000 for associated relocation costs. Also, the Foundation will consider requests for a one-year supplemental grant for investigators developing an active and successful research program related to their nonacademic experience. The budget for the supplementary year is limited to \$20,000.

The deadline for the submission of proposals is December 1. Awards will be announced about March 15, 1972. Each applicant will be permitted to submit only one proposal, either under Option A or under Option B. Application materials will soon be available in the Office of the Dean of Engineering and the Office of Research and Sponsored Programs.

National Endowment for the Humanities

DUE DATES FOR 1971-72 PROPOSALS

(No. FY 72-10)

<u>Grant Programs</u>	<u>Proposal Due Date</u>	<u>Grant Award Date</u>
Education project and planning	November 1, 1971 and March 15, 1972	March, 1972 and September, 1972
Education development	January 1, 1972 and July 1, 1972	March, 1972 and March, 1973
National dissemination	November 1, 1971 and April 1, 1972	Within four months of application
Research project	November 15, 1971, May 8, 1972, and November 20, 1972	Within five or six months of application
Fellowships and summer stipends for younger humanists	October 25, 1971	March, 1972
Guided study fellowship	January 10, 1972	March, 1972

U.S. Office of Education: Economist research grants

BASIC RESEARCH PROGRAM-MULTIDISCIPLINARY

(No. FY 72-11)

To encourage economists to increase their involvement in basic research related to educational theory and practice, the National Center for Educational Research and Development (NCERD) has announced procedures for special competition in a multi-disciplinary program. This competition is in part a successor to an earlier NCERD grant program offered in cooperation with the Committee on Basic Research in Education (COBRE) of the National Academy of Sciences and the National Academy of Education.

Dimensions of the Multidisciplinary Basic Research Program

The special competition for economists marks the beginning of a planned 5-year effort to attract researchers representing a broad range of disciplines. In order that additional disciplines may be phased into the Program each year, special attention in specific areas, such as economics, will be limited to no more than three years, after which support will continue to be available from the regular unsolicited basic research program of the Office of Education.

Economic Studies of Relevance to Education

NCERD asked a number of respected economists to enumerate some research questions which are of mutual interest to the discipline and to education. The following questions they identified illustrate--but do not delimit--the scope of the program.

What traits determine productive performance, and to what extent does schooling foster or impede the development of those traits? How may we best measure efficiency in consumer buying as a function of education, or gauge the effects of education upon birth rate? What characteristics of an individual, his background, schools attended, and the economic

environment into which he enters as an adult affect the return to schooling, and how do these characteristics interact? What part do the schools play in enabling individuals to acquire capacities to learn, and to adapt to changing technologies and production organizations? How does learning in formal and in informal settings affect propensities toward innovative behavior, readiness to incur risks, and productivity?

What factors influence the parameters of individual decisions about education and career choices? On what information are such choices based? What are the costs of information, and how do they affect behavior?

What mechanisms signal shortages and surpluses in educational institutions? How do the processes of resource allocation in education compare to teachers, researchers, and administrators compatible with those of students, and how do these objectives affect the magnitude and utilization of resources for educational institutions? How may the efficiency of educational processes at the micro level be assessed? What are the effects of alternative educational systems and of alternative financing schemes upon the personal distribution of wealth?

Funding Categories

To ensure that both established and emerging scientists will be supported, proposals will be assessed in two grant categories:

.Major Research Grants - All economists may apply for one of these. About four or five grants, averaging \$50,000, are anticipated.

.Stimulation Grants - These will be provided to attract the young scientist to a career in educationally relevant basic research within his own discipline. Grants will be limited to \$10,000 in direct costs, plus overhead. Competition is open to economists who have received their doctorates since October 1, 1966. Those who have completed all of the requirements for the doctorate prior to October 1, 1971, but who have not received the degree, are eligible to submit proposals, but they must provide documentary evidence of this fact. A total of 15 to 20 grants is anticipated.

Time Schedule

Prospectuses for projects must be postmarked on or before November 6, 1971. Those subsequently invited to submit a formal proposal will be given a specified time in which to develop it. Awards are expected to be announced in March 1972. Approved projects must begin no later than June 15, 1972.

Additional information regarding prospectus format and mailing is available in the Office for Advanced Studies-Division of Research and Sponsored Programs.

U.S. Office of Education: Anthropologist grants

BASIC RESEARCH PROGRAM-MULTIDISCIPLINARY

(No. FY 72-12)

To encourage anthropologists to increase their involvement in basic research related to educational theory and practice, the National Center for Educational Research and Development (NCERD) has announced procedures for special competition in a multidisciplinary program. This competition is in part a successor to an earlier NCERD grant program offered in cooperation with the Committee on Basic Research in Education (COBRE) of the National Academy of Sciences and the National Academy of Education.

Dimensions of the Multidisciplinary Basic Research Program

The special competition for anthropologists marks the beginning of a planned five-year effort to attract researchers from a broad range of disciplines. So that additional disciplines may be phased into the program each year, special attention in specific areas, such as anthropology, will be limited to no more than three years, after which support will continue to be available through the regular unsolicited basic research program of the Office of Education.

Anthropological Studies of Relevance to Education

Because pure anthropological studies vary in their relevance to educational theory, NCERD asked a number of respected anthropologists to describe areas of research which are of mutual interest to the discipline and to education. The areas that they identified illustrate--but do not delimit--the scope of the program: The influence of parents upon formal and informal learning; differences among ethnic, social, and linguistic groups in their responses to formal education; the influence of cultural factors which have shaped the existing models of cognition and learning; the relationship between educational institutions and the cultures they serve; the description of educational institutions as cultures; the cross-cultural determinants of innovation; and the relationships among pre-natal care, nutrition, child-rearing practices, and educational outcomes.

Again, these areas of concern are intended only to illustrate, not to prescribe

Funding Categories

To ensure that both established and emerging scientists are supported, proposals will be assessed in two grant categories:

- Major Research Grants - a category open to all anthropologists. About four or five grants, averaging \$50,000, are anticipated.

- Stimulation Grants - a special category to attract the young scientist to a career in educationally relevant basic research within his own discipline. Grants are limited to \$10,000 in direct costs, plus overhead. Competition is open to anthropologists who have received their doctorates since October 1, 1966. Those who have completed all of the requirements for the doctorate prior to October 1, 1971, but have not received the degree, are eligible for consideration but must provide documentary evidence of this "all but degree" status. A total of 15 to 20 grants is anticipated.

Additional information regarding prospectus format and mailing is available in the Office of Advanced Studies-Division of Research and Sponsored Programs.

N.S.F. research applied to national needs (RANN)

(No. FY 72-13)

The following provides additional information on the National Science Foundation program on Research Applied to National Needs, which was described in Information Circular No. FY 71-19.

For purposes of managing research programs addressed to major national problems, the Foundation has organized components of its coordinated and problem-focused research into a Directorate of Research Applications. The program activities in this Directorate include Research Applied to National Needs (RANN) and the Intergovernmental Science Programs (ISP). RANN includes Weather Modification, Earthquake Engineering, the research projects formerly funded under Interdisciplinary Research Relevant to Problems of Our Society (IRRPOS), and a number of projects previously included in the Scientific Research Project Support Program.

Foundation authority to support research directly related to problems of society and the environment was enhanced by the provisions of amendments to the NSF Act enacted in 1968. This expanded authority, coupled with experience previously gained from problem-oriented research, has led the Foundation to engage more directly in focusing research on selected environmental and social problems and on the potential impact of future technological development.

General support for fundamental research in all fields of science continues through the divisions of the NSF Research Directorate. The emphasis on problem-orientation is the key feature which distinguishes the RANN programs from the more general research support programs of NSF. This reflects the commitment of the Foundation to play an important role in providing the knowledge necessary to help respond to major national needs while sustaining efforts in the quest for fundamental knowledge on all aspects of nature.

RANN Mission and Objectives

RANN consists of an array of specific programs focused on objectives related to particular national needs, complemented by a generalized program of exploratory research. Research proposals will be evaluated in the context of the operating plans for these programs.

Activities supported by RANN will seek to increase understanding of social and environmental problems and their underlying causes, and to identify opportunities and means for applying advanced technology for the benefit of society. The scope of a problem to be investigated may require the combined efforts of physical, biological, engineering, and social scientists, as well as significant contributions from non-scientists. Whether the research mode is interdisciplinary or in a specialized field, the key factor governing eligibility for support under RANN--in addition to scientific merit--is the potential national impact of the anticipated results and their relevance to a particular national need.

RANN is not intended to provide generalized institutional or educational support, and such activities will be supported only to the extent that they are required for effective progress on the particular national need being addressed.

RANN Program Elements

The titles and primary objectives of the RANN program elements are:

- (1) Environmental Systems and Resources--to develop an improved understanding of environmental systems and to develop the knowledge required to permit more effective efforts to prevent environmental degradation, to develop national resources wisely, and to accommodate man's activities to environmental constraints.
- (2) Social Systems and Human Resources--to develop an improved understanding of social systems and social data that will help increase the effectiveness of efforts to deal with major societal problems and more effectively realize the potential of individual citizens in their various roles and social units.
- (3) Advanced Technology Applications--to develop the knowledge base for new or improved technologies to enhance economic productivity, to exploit the potential contribution to the nation of advances in science and technology, and to stimulate technological applications that will contribute to the solution of major national problems and thereby improve the quality of life.
- (4) Exploratory Research and Problem Assessment--to develop a better understanding of research needs related to major national problems and the potential contribution of science and technology in solving those problems, to initiate research in emerging problem areas, and to develop improved methods for assessing or predicting the impact of new technologies on man and the environment.

Information on suggested problem areas for the four Program Elements and guidelines for proposal preparation are available in the Office of Advanced Studies-Division of Research and Sponsored Programs.

U.S. Office of Education: 1972-73 grants

GRANTS FOR EDUCATIONAL PROJECTS ABROAD IN FOREIGN LANGUAGES, AREA STUDIES, AND WORLD AFFAIRS

(No. FY 72-14)

Types of Projects

Comparative education studies
Centers for advanced language study
Curriculum development
Doctoral dissertation research
Faculty team projects or individual research
Field internships for graduate students in professional schools

Interdisciplinary group research
Linguistic research
Translation of academic materials
Teaching materials acquisition and preparation
Seminars for teachers or administrators

Interinstitutional cooperative research abroad - Comparative and cross-cultural studies on educational problems and methods undertaken by U.S. educational institutions in cooperation with appropriate institutions in other countries. The subject of the research under this program must clearly reflect research needed to improve American education within the official priorities that guide Office of Education research efforts.

Participants

Colleges or universities; consortiums
Nonprofit educational organizations
State departments of education; school systems
Individual faculty members, teachers, or college or university students may apply through their institutions

Locations

Selected countries where U.S.-owned foreign currencies are expected to be available

India	Tunisia
Pakistan	United Arab Republic
Guinea	Poland
Morocco	Yugoslavia

NOTE: All projects must be politically acceptable to the host country. An applicant having any doubt regarding the acceptability of a project should submit at least one alternative project.

Grants may pay for

Administrative services abroad
Instructional materials and supplies abroad
Living costs abroad
Travel, to, from, or within the overseas country
Tuition and other academic fees abroad

Due dates for proposal and award announcement

October 15, 1971, for

*Doctoral dissertation research
*Faculty research
*Group projects

December 1, 1971, for

*Comparative education studies
*Linguistic research
*Interinstitutional cooperative research
*Teaching materials preparation
*Translation of academic materials

Results of competition for grants will be announced by early spring 1972.

Application forms and additional information

Request application forms and additional information (be sure to specify the nature of your project) from:

Chief, Fellowships and Overseas Projects Branch
Institute of International Studies
Office of Education
Washington, D.C. 20202
Telephone: (202) 962-6035

Members of the faculty are requested to keep the Office of Advanced Studies - Division of Research and Sponsored Programs informed with copies of inquiries to the U.S. Office of Education.

FACULTY RESEARCH FUND

The University Committee on Research and Sponsored Programs announces the availability of \$9000 to be used as "seed" money in support of scholarly investigation of a new or novel idea. The fund will be distributed in small grants from \$500 to \$2500.

Any member of the Faculty who has a new or novel idea, and who desires to explore its viability by means of a trial experiment or pilot investigation, should submit a brief proposal (one or two pages of text) with a simple budget, describing the proposed work. Such proposals should be submitted by December 15 to Dr. Robert E. Gordon, Office of Advanced Studies, 314 Administration Building, Campus.

All submitted proposals will be reviewed by the Subcommittee on Faculty Research Grants. The Subcommittee will arrange the proposals in order of merit. The proposals will be funded in order of priority to the limit of available funds.

It is important to note that these funds are not to be used as additional revenue for on-going research, nor for support of scholarly activity that may be funded elsewhere. The support is provided to permit a faculty member to develop an idea to the point at which he may prepare a formal enlarged proposal for submission to an appropriate outside agency to support a full scale investigation.

Under the University Committee on Research and Sponsored Programs, (Professor Lawrence Lee, Chairman), the Subcommittee on Faculty Research Grants has the following membership:

Prof. Cornelius P. Browne - Physics
Prof. Robert E. Burns - History
Prof. James P. Kohn - Chemical Engineering
Prof. David T. Link - Law
Prof. William T. Liu - Sociology and Anthropology
Prof. Stuart T. McComas - Aerospace-Mechanical Engineering
Prof. Wilhelm F. Stoll - Mathematics
Prof. Joseph A. Tihen - Biology

Professor William Liu serves as Chairman. Preliminary inquiries regarding these grants may be made of members of the subcommittee in the appropriate disciplines, or of the Office of Advanced Studies.

THE GRADUATE SCHOOL

Announcement of NSF Graduate Fellowships for Academic Year 1972-73. Applications are obtainable from The Fellowship Office, National Research Council, 2101 Constitution Avenue, N. W., Washington, D. C. 20418.

Fellowships are awarded only to U.S. citizens, for periods of three years, for advanced study in the mathematical, physical, medical, biological, engineering and social sciences, and in the history and philosophy of science.

Completed applications are due by November 29, 1971. Successful applicants will be notified on March 15, 1972.

Additional information is available from the Graduate School, Room 316 Administration Building.

documentation

October 1, 1971

To Deans and Departmental Chairmen

Dear Colleagues:

The Faculty Manual shares out to the faculty and to all of you and to us differing responsibilities in formulating decisions on appointments, promotions, and tenure. This obliges each of us to bring his best judgment to bear. Since every recommendation eventually finds its way to this office before going to the president, I thought it would be helpful to formulate for your information the University administration's present convictions and position in these matters. Any time is a good time for a university to reconsider its policies and procedures for the recruitment and retention of faculty. The strains which presently bear upon us turn option into necessity, however. Consequently, after thorough consultation with all of you, and with the approval of Father Hesburgh, I should like to communicate to you, and to all colleagues in teaching and research at Notre Dame, the positions which the administration believes it should adopt in these matters. What follows applies particularly to the Teaching-and-Research Faculty.

FACULTY APPOINTMENTS

Our general practice has been to fill most faculty vacancies with young teachers who have just finished their studies. After a certain period of apprenticeship here, many have been drawn away to other universities that were able to offer more generous salaries than Notre Dame. Others, also offered appointments elsewhere, have formed strong attachments to this school and have chosen to remain permanently. As a result, the large majority of our senior faculty came here when they were young men, and often have spent the better part of their careers at Notre Dame. Several advantages accrue from this arrangement. It is economical for a department to replace older teachers with younger: the salary differential can thus be distributed to the senior faculty by way of better raises. We have created a senior faculty that through longevity is extraordinarily loyal to the school and sensitive to its special gifts. We are able to resruit some vary brilliant teachers and researchers while they are yet young, whereas they become more costly and competitive after gaining distinction in their fields. But there are also disadvantages. We have repeatedly selected and trained junior faculty, only to lose them to other schools just when they began to ripen. We have appointed some who never lived up to their promise. Our departments sometime stagnate for want of the presence of mature and accomplished teacher-scholars who have developed in alternative traditions.

Today a further disadvantage shows itself. In the past, the high attrition rate of young faculty created a certain carelessness in the awarding of promotion and tenure. But Notre Dame is now able to offer salaries which compare more favorably with other schools. Also, there seem to be many excellent scholars who sense what our school stands for and desire to take a share in it. We find that we are increasingly able to interest and attract teachers of the highest ability and the best training. The number and proportion of the tenured members are yet many years away from retirement.

Consequently we feel that the administration should be guided by the following purposes and policies, and call upon the faculty to share them with us.

Departments are encouraged to seek at least some of their new faculty from among those who have already distinguished themselves elsewhere, making most thorough inquiry into their past performance. Thus recruitment should not be exclusively from graduate schools.

Further, tenure must be awarded only with great care. Each department will be expected to maintain its faculty such that no more than two-thirds and no less than one-half of the regular faculty are tenured. A few departments could not quickly come within these bounds without substantial harm to the excellent team of faculty already assembled. Since the purpose of this limit is to strengthen the future, not to undermine the present, chairmen who believe their departments require lead time will agree with their deans on a suitable timetable designed to attain this goal.

Further, tenure will be awarded on performance, not on promise. The purpose of the probationary period is to allow one's colleagues to verify whether or not one is indeed ready to be accepted as a lifetime coworker. Conferral of tenure is taken to mean that no better person can be secured for the position.

Further, ordinarily tenure will not be awarded to an assistant professor who is not also promoted.

Further, custom prescribes an ordinary probationary period of three or six years in the various faculty ranks. Departments may propose faculty for earlier advancement if persuaded that extraordinary qualifications provide special reasons for it.

FACULTY QUALIFICATIONS

The Faculty Manual enumerates the qualities required for the various faculty ranks. It is impossible, though, to set down on paper the manifold endowment one looks for in oneself and one's colleagues in such a way as to eliminate all personal discretion and even occasional prejudice from the decision-making process. Still, some things can be said about the values and suppositions of those who share in the process at its later stages, so that those who assess and recommend colleagues in departments and colleges will be more adequately informed.

What one seeks in a faculty member can roughly be characterized under three rubrics: teaching ability, excellence in scholarship (as displayed in published and unpublished research), and educative contributions to the Notre Dame community and to the public interest. In any faculty member, particularly one proposed for tenure or high rank, we would expect to find all three qualities. However the first--teaching ability--we consider absolutely indispensable, and most important of all. We are prepared on rare occasions to award tenure or promotion to the rank of professor to a faculty member who is undistinguished in either scholarship or service, but his performance as a teacher must be nothing short of spectacular to compensate for these deficiencies. On the other hand, we cannot see our way open to making these awards to faculty who are poor teachers, no matter how outstanding may be their scholarship or service. In saying this, we do take note that in some disciplines research work is such a team effort that it is a direct constituent of the teaching process; faculty in these areas may do more teaching in the laboratory than in the lecture room, and would be assessed accordingly. But our priority is clearly upon teaching.

Further, we continue to construe the rank of associate professor, not simply as a mid-way station along the route to professorship, but as a career rank in its own right. It requires high proficiency in teaching, notable achievement in scholarship, and generous service. On the other hand, one advances to a professorship, not through longevity, but by even further and consistent excellence.

Further, though a decision regarding rank or tenure is fraught with many imponderables and subtleties, we shall look with great care at the results of the regular evaluations by students of their teachers and courses. Ordinarily the absence of favorable judgement by the students will derogate from a recommendation by the department; or rather we would expect that it would already have influenced the departmental judgment. That our present instrument for teacher-course evaluation may be made even more reliable, a university-wide faculty committee is improving it and adapting it to the different needs of the various colleges.

Further, we sense the need to have a more thorough estimate of the published work, or its equivalent, of faculty proposed for tenure or promotion. This responsibility rests with the chairman of the department, and it will be his prerogative to employ the various means available to him to assess the evidence of scholarship of a colleague under

consideration. Whatever methods the departmental chairman chooses to employ--and these could vary with each department--all internal and/or external reports should be signed and should be available to the committee on appointments and promotions and to all others who participate in the decision.

PROCEDURES

It is sometimes said that our present procedures for appointments, promotions, and tenure do not allow for adequate consideration of the views of the departmental committee. The chairman of the department does bear great responsibility here, which may occasionally obscure the influence the committee on appointments and promotions should have.

Consequently, the deliberations of the committee on appointments and promotions should be drawn up as minutes and initialed by each member and forwarded to the dean with any recommendation. The vote of the committee should be specifically recorded by name, with members voting according to a four-value scale: strongly approve, mildly approve, mildly disapprove, strongly disapprove.

Further, for the sake of a more thorough record, the chairman should inform well in advance every faculty member who will be considered for promotion, re-appointment, termination, tenure, emeritus appointment, etc., and should ask him to submit in writing to the committee whatever evidence he chooses on his own behalf.

Further, committee members who dissent from the recommendation are always free to file directly with the dean any further statement they may care to make.

Further, committee members should always remember that their deliberations are to be held in strict confidence.

PROBATIONARY PERIOD

Our present policy as defined by the Faculty Manual and contracts is to finalize and communicate all decisions regarding faculty appointments before December 1 (except for instructors, whose notification date is March 1). This works considerable hardship on faculty whose contracts are not renewed, since it affords scant time to seek an appointment at other schools.

In addition, our present limit on full-time non-tenured service is six years for assistant professors, three years for associate professors and professors. Because of our December notification date, this really allows only five and two years, respectively, for an estimate to be made. Sometimes we may find ourselves forced to terminate a faculty member who may be on the brink of completing some painstaking and scholarly achievement.

Consequently, the administration will propose to the Academic Council that the Faculty Manual be revised to allow a probationary period of seven years for assistant professors (including any time at the rank of instructor), and four years for associate professors and professors, with a notification date one full year in advance of termination. This will accord with the recommendations of the AAUP, save that it does not take into account service at other institutions. The only resulting difference is that an experienced teacher who is appointed here as an assistant professor will in all cases have the full probationary period of seven years available to him.

FACULTY QUOTAS AND LEAVES OF ABSENCE

Everyone senses the imperative need now for responsible planning that will allow us to husband our resources to best advantage. If during days of rapid growth and unexpected lavishness we acquired any haphazard habits, we cannot afford them today.

Consequently, each department will have a set number of faculty positions. This quota, to be determined in consultation with the deans, will not reflect any model or predetermined ideal. It will be based upon the present staff, the trends and predictions regarding teaching loads, graduate enrollment, the number of majors, etc. Since the unification with Saint Mary's College introduces new variables difficult to ascertain, and since trends vary from year to year, the departmental quotas will probably have to be reviewed from year to year.

Further, departments will have a set number of leaves of absence which the University will support each year, plus a limit upon total leaves of absence with outside funding

(but not upon those granted for reasons of sickness). By instituting planned supported leaves, we hope to take another modest step towards affording more regular opportunities for faculty to refresh themselves, free of the burdens of the classroom. The quota will not be uniform, for we are persuaded the need is more justified in those departments that have displayed most commitment to research. Also, due account should be taken of the unequal availability of outside funds in the various disciplines, an inequity the University must partially offset with its own resources. In limiting leaves with outside support we wish only to ensure against a discontinuity of tutelage for students who come to a department only to find their teachers excessively absent.

Further, we do not intend to fix an accurate number of tenured positions in each department, as is done in many universities, lest younger faculty feel that their future at Notre Dame is foreclosed even before they begin. The controls we have chosen (from one-half to two-thirds tenured) have sufficient flexibility to protect a department from impaction, yet to keep it from being stifled by its own controls. We believe every faculty should include junior members judiciously selected and assessed. There should be no presumption that any junior member will simply slide into tenure; indeed, many who come as instructors or assistant professors will not eventually be invited into tenure. Still, while allowing for this regular turnover throughout a probationary period, the permanent faculty can identify and select the most qualified for senior appointments. Thus the untenured faculty constitutes the prime source (but not the only one) for the tenured faculty.

The foregoing represent our present mind on that paramount responsibility: the creation of an excellent faculty. None of the foregoing pre-empts the authority of the Academic Council or of the Faculty Manual. On the contrary, it represents those policies and convictions which the Manual obliges administrators to articulate conscientiously, and consistently to apply. We are persuaded that policies put to paper are more firmly made, and more honestly critical than a haphazard expediency.

Devotedly,

James Burtchael, C.S.C.

(Rev.) James T. Burtchael, C.S.C.
Provost

editorial committee

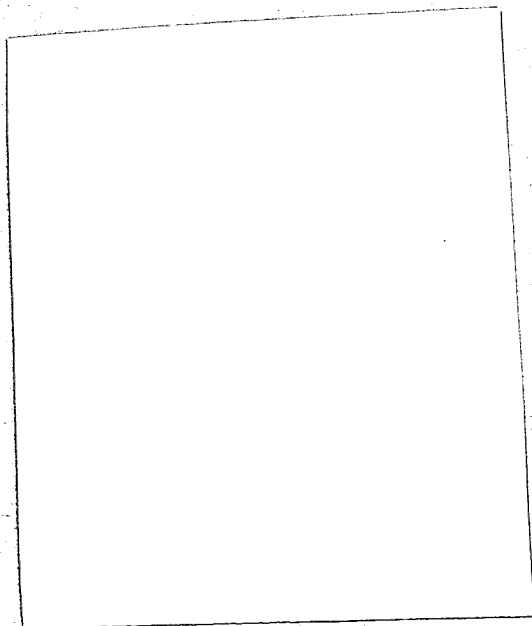
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