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January 17, 1975

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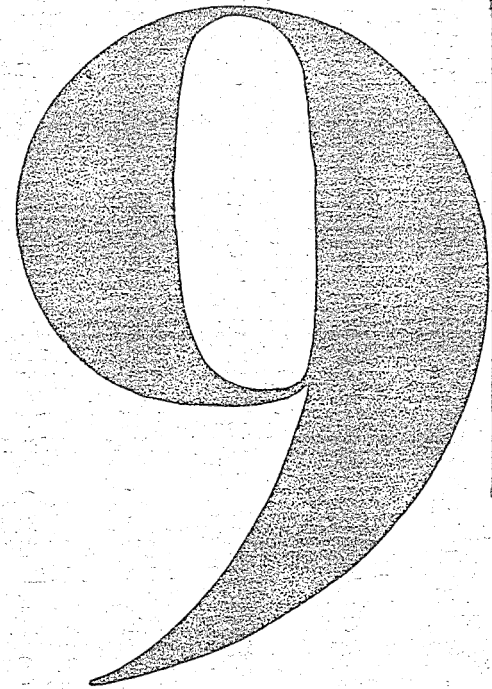
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the university

Worship seminar

International authorities in Jewish and Jewish-Christian worship will participate in a University of Notre Dame seminar opening January 23 and continuing through April 17. The 13-session program is sponsored by the Center for the Study of Judaism and Christianity in the Department of Theology and is open to the public.

Visiting speakers will be designated Rosenstiel Fellows. A schedule of speakers and their topics follows:

January 23

Lecture: The First Canonization of Jewish Liturgy. Sidney Hoenig, Yeshiva University. 7:30 p.m. in Memorial Library Auditorium.

January 24

Seminar led by Dr. Hoenig. 9:30 a.m. in Memorial Library Lounge.

February 6

Lecture: Worship, Feasts, and Ceremonies in the Early Jewish-Christian Church. George Buchanan, Wesley Theological Seminary. 7:30 p.m. in Room 212, Computing Center (South of the Memorial Library).

February 7

Seminar led by Dr. Buchanan. 9:30 a.m. in Memorial Library Lounge.

February 20

Lecture: The Fixing of the Synagogue Service. Lawrence A. Hoffman, Hebrew Union College, New York. 7:30 p.m. in Room 212, Computing Center.

February 21

Seminar led by Dr. Hoffman. 9:30 a.m. in Memorial Library Lounge.

March 4

Lecture: The Liturgy of the New Year and the Day of Atonement. Hayyim Kieval, Temple Israel, Albany, New York. 7:30 p.m. in Room 212, Computing Center.

March 5

Seminar led by Dr. Kieval. 9:30 a.m. in the Memorial Library, Room G95.

March 13

Lecture: Formal Liturgy and Personal Devotion in Judaism. Arthur Green, University of Pennsylvania. 7:30 p.m. in Memorial Library Auditorium.

March 14

Seminar led by Rabbi Green. 9:30 a.m. in Memorial Library Lounge.

April 10

Lecture: The Hasidic Doctrine of Self-Annihilation and Its Application in the Life of Prayer. Louis Jacobs, New London Synagogue, London, England. 7:30 p.m. in Room 212, Computing Center.

April 11

Seminar led by Rabbi Jacobs. 9:30 a.m. in Memorial Library Lounge.

April 17

Lecture-Demonstration: Hasidic Celebration. Rabbi Shlomo Carlebach. 7:30 p.m. in Washington Hall.

Professor Josephine M. Ford and William G. Storey of the Department of Theology are directing the program.

Memorial Library hours

Schedule when classes are in session:

Monday - Saturday 8 a.m. - 11:45 p.m.
Sunday 1 p.m. - 11:45 p.m.

In effect:

Tuesday, January 14 - Friday, March 21;
Monday, March 31 - Tuesday, May 6.

Schedule for final examination week:

Monday - Saturday 8 a.m. - 12:45 a.m.
Sunday 1 p.m. - 12:45 a.m.

In effect:

Wednesday, May 7 - Thursday, May 15.

Schedule when classes are not in session:

1st and 2nd Floors

Monday - Saturday 8 a.m. - 5 p.m.
Sunday closed

4th through 13th Floors (Tower)

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

In effect:

Saturday, March 22 - Sunday, March 30;
Friday, May 16 - Sunday, June 22.

The Memorial Library Building will be closed:

March 28 (Good Friday)
March 20 (Easter Sunday)
May 26 (Memorial Day)

faculty notes

University appointments

Sister Elaine DesRosiers, O.P., of Watertown, Massachusetts, a specialist in closed circuit and broadcast television, has been appointed director of educational media, a newly created position at the University.

Non-university appointments

Harvey A. Bender, professor of biology has been appointed to the Study Group on the Nature and Extent of Research Involving Living Fetuses. He also was appointed an at-large member of the Yale University Task Force on Genetics and Reproduction.

Robert E. Gordon, vice president for advanced studies, has been elected vice president and president-elect of the American Institute of Biological Sciences (AIBS) and to the executive committee of the board of directors of the Nutrition Today Society.

Robert E. Rodes, professor of law, has been named to the Governmental Relations Committee of the Association of American Law Schools.

Thomas L. Shaffer, dean of the Law School, has been elected to the executive committee of the Association of American Law Schools at an annual meeting in San Francisco. He also was named to a second term on the board of advisors to the Journal of Legal Education.

Miscellany

Rev. Robert L. Kerby, assistant professor of history, was invited to deliver and discuss a paper entitled "The American Byzantine Church: History and Prospects" at a symposium for Carpatho-Russian priests at Notre Dame on November 11-13.

Kenneth W. Milani, assistant professor of accountancy, participated in a businessmen-faculty seminar December 22 in Chicago on "Corporate Social Responsibility." On November 19, he served as a member of a four-person panel which discussed "Flexible Budgeting" at a Professional Development Meeting sponsored by the Michiana Chapter of the National Association of Accountants.

Timothy O'Meara, professor of mathematics, delivered a lecture on "The Isomorphisms of Linear Groups" to the Mathematics Colloquium of the University of Ottawa on October 31 and to the Mathematics Colloquium of McMaster University, Hamilton, Ontario, on November 1.

Albin A. Szewczyk, professor of aerospace and mechanical engineering, attended the Fluid Dynamics Division Annual Meeting of the American Physical Society at California Institute of Technology, Pasadena, California on November 25-26 and presented a paper co-authored with Robert Betchoy, professor in the same department, entitled "Numerical Simulation of Isotropic Turbulence with Viscosity." An abstract of a paper by Victor Nee, professor of aerospace and mechanical engineering, with F.B. Cheung, entitled "A Phenomenological Theory of Heat Transfer in Turbulent Shear Flows" was published in the proceedings of the same meeting.

Rev. Robert Taft, S.J., visiting associate professor of liturgy, conducted a symposium for Carpatho-Russian priests at Notre Dame on November 11-13. He discussed Uniatism, liturgical reform and oriental spirituality.

Erhard M. Winkler, professor of earth sciences, organized and chaired the Symposium on Preservation of Stone at the annual meeting of the Geological Society of America held November 18-20 in Miami Beach, Florida. He also presented a paper, "The Basis for Stone Preservation: A Geologist's View."

Necrology

Patrick F. Crowley, Chicago attorney and co-recipient with his wife of the 1966 Laetare Medal awarded by the University, died November 20 at the age of 63. He had served on the Law School Advisory Council since 1962.

Roger J. Kiley, senior U.S. Court of Appeals judge, former all-American football player at Notre Dame and member of the Law School Advisory Council since 1955 died December 7 at the age of 73.

Arthur L. Schipper, associate professor of biology at Notre Dame from 1948 to 1957 and former editor of the American Midland Naturalist died October 11. He was a biologist at the National Cancer Institute at the time of his death.

office of advanced studies

Special Notice

Faculty Research Fund

The University Committee on Research and Sponsored Programs announces the availability of \$15,000 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 \$2,500.

Any member of the Teaching and Research Faculty who has a new or novel idea, and who desires to explore its viability by means of a trial experiment or pilot investigation with a view toward developing an expanded proposal for submission to an outside sponsor, should participate.

A brief proposal (one to three pages of text) with a simple budget, describing the proposed work should be submitted by March 1 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 this fund is intended to assist faculty who need "a start" in organized research. It is not to be used as additional revenue for on-going research, nor for support of scholarly activity that may be or has been funded via an outside sponsor, The O'Brien Fund, the Biomedical Sciences Support Grant Fund, or similar programs. The fund is not intended for subvention of non-research type activities such as conventions, publication costs of books, domestic and international travel to scientific or technical conferences, etc.

The support is provided to permit a faculty member to develop an idea to the point at which he or she may prepare a formal enlarged proposal for submission to an appropriate

outside agency to support a full scale investigation. Indeed the final report of the successful applicants to this fund must take the form of a formal proposal.

Under the University Committee on Research and Sponsored Programs (Professor John J. Kennedy, Department of Marketing, chairman) the Subcommittee on Faculty Research Grants has the following membership:

Prof. David T. Link
Prof. Cornelius P. Browne
Prof. James P. Kohn
Prof. William B. Berry
Prof. Robert E. Burns
Prof. John W. Houck

Professor David T. Link serves as chairman. Preliminary inquiries regarding these grants may be made of members of the subcommittee in the appropriate discipline, or of the Office of Advanced Studies.

The Faculty Research Fund is made available from income earned on Endowment C.

Notes for Principal Investigators

Surplus Property Regulations — Dollar Limitation

To insure equitable distribution of excess Government personal property, grantees may be authorized to acquire property under each NSF project grant up to a total acquisition cost equal to the dollar value of that particular grant. Any request for excess property which causes the total to exceed the value of the grant will require additional justification. A higher percentage of excess property requested under a particular grant by a grantee must be approved by an administrative level in the Foundation which is higher than the program manager who normally administers the grant. The Foundation will give full consideration to all factors in determining whether to approve transfers of excess property above the dollar value of a given grant.

Grantees are therefore urged to be selective in their requests for excess government personal property, to limit quantities of each item where possible, and to avoid stockpiling items for future use.

Number of Copies of Proposals

Heretofore, the Office of Advanced Studies - Division of Research and Sponsored Programs (RSP) has been requesting three copies each of the proposal and internal budget for its use. Until further notice, RSP requests that only two copies of the proposal and one copy of the internal budget be submitted for its use. This is in addition to the number of copies of proposals required by the prospective sponsor.

For projects involving human subjects in the research protocol, RSP requests eight additional copies for its distribution to members of the University Committee on the Protection of Human Subjects.

Department of Health, Education and Welfare (DHEW) Research Projects Involving Human Subjects

Principal investigators are reminded that, as of July 1, 1975, University review and approval of projects involving human subjects must be completed and certified prior to submission of proposals to DHEW. After this date, the required certification on human subjects must accompany the proposal upon submission to the sponsoring agency. At the present time, the certification may be submitted no later than thirty days following the due date for which the proposal was submitted. To meet the current requirement and the requirement as of July 1, 1975, the University Committee on the Protection of Human Subjects has changed its time of meeting from the last Wednesday of each month to the second Wednesday. Since the due date for proposals to NIH and NIMH is usually the first day of the month, it is important that principal investigators who anticipate using human subjects in their research protocol have their proposals reach the Office of Advanced Studies - Division of Research and Sponsored Programs no later than the first day of the month preceding the month of the submission due date, preferably earlier.

For additional information on requirements for the protection of human subjects, refer to NDR, 1974-75, No. 1, page 6.

Information Circular

American Heart Association Louis N. Katz Basic Science Research Prize for Young Investigators

No. FY75-57

The purpose of the Louis N. Katz Basic Science Research Prize for Young Investigators is to encourage investigators under age 36 who are beginning careers in research to continue in the field of basic science. Candidates must be working in basic science, basic medical sciences, and such related fields as engineering, mathematics, behavioral science, physics, chemistry, and biology.

The prize will be awarded on the merit of a manuscript based on independent investigations pertinent to cardiovascular phenomena. The manuscript must be unpublished and not submitted for publication prior to May 1, 1975. The prize consists of a certificate and cash award of \$1,500. The recipient will present his research results before the Council on Basic Science of the American Heart Association. The award will be made during the Annual Meeting of the American Heart Association in Anaheim, California, November, 1975.

How to apply:

Application is to be made directly by the candidate; date of birth should be clearly noted, and an original and 10 copies of the following must be included:

- * Bibliography.
- * Statement in support of the application from a major research director or advisor certifying the originality and independence of the work.
- * Complete unpublished manuscript based on independent research, including illustrative materials; which must not exceed 8½ by 11 inches.

Only one manuscript per author will be considered. No limits are set on the length of the manuscript, but brevity commensurate with clarity and completeness is urged.

There are no citizenship requirements.

The awardee will be encouraged to submit his manuscript for consideration for publication in Circulation Research but will be free to publish it in another journal of his choice.

Submit applications to:

Roslyn Kirschenbaum
Administrative Secretary
Section on Scientific Councils
American Heart Association
44 East 23 Street
New York, New York 10010

For further information contact the Office of Advanced Studies - Division of Research and Sponsored Programs, Extension 7378.

SCIENCE

Biology

Current Publications And Other Scholarly Works

ARTS AND LETTERS
HUMANISTIC AND SOCIAL STUDIES

Psychology

- Borkowski, John G.
J.G. Borkowski and P.B. Wanschura. 1974. Mediation processes in the retarded. Pages 1-54 in, N.R. Ellis, ed. International Review of Research in Mental Retardation. Academic Press, New York.
- Dawson, William E.
W.E. Dawson. 1974. Assessment of ratio scales of opinion produced by sensory modality matching. Pages 49-59 in, H. Moskowitz, B. Scharf, and J.C. Stevens, eds. Sensation and Measurement. Reidel Publishing Co., Dordrecht, Holland.
- Ryan, Ellen B.
E.M. Brennan, E.B. Ryan, and W.E. Dawson. 1975. Scaling of apparent accentedness by magnitude estimation and sensory modality matching. Journal of Psycholinguistic Research 4(1):27-36.

BUSINESS ADMINISTRATION

Accountancy

- Williamson, Robert W.
R.W. Williamson. Decentralization in real life. Management Accounting 61(4):6.
- Wittenbach, James L.
J.L. Wittenbach and S.J. Mayer. 1974. A flowchart of the charitable contribution rules. Journal of Accountancy 138(5):63-67.

Management

- Houck, John W.
J.W. Houck. 1974. From the infinite to the finite. Review of Politics 36(1):198-200.

ENGINEERING

Aerospace and Mechanical Engineering

- Lee, Lawrence H.N.
C.M. Ni and L.H.N. Lee. 1974. Dynamic behavior of inelastic cylindrical shells at finite deformation. International Journal of Non-Linear Mechanics 9(1):193-207.

- Crovello, Theodore J.
T.J. Crovello. 1974. Analysis of character variation in systematics. Pages 451-484 in, C.R. Bell et al, eds. Handbook of Vascular Plant Systematics. Harper and Row, New York.
- Duman, John G.
J.G. Duman and A.L. DeVaries. 1974. Freezing resistance in winter flounder Psuedopleuronectes americanus. Nature 247(5438):237-238.
- J.G. Duman and A.L. DeVaries. 1974. The effects of temperature and photoperiod on antifreeze production in cold water fishes. Journal of Experimental Zoology 190(1):89-97.

Chemistry

- Carberry, James J.
J.J. Carberry and H. Heineman. 1974. Catalysis Reviews-Science and Engineering. Marcel Dekker, Inc., New York. 279pp.
- J.J. Carberry and T.G. Smith. 1974. Optimization of non-isothermal, non-adiabatic fixed bed catalytic reactor. Pages 362-375 in, Advances in Chemistry Series. No. 133. Chemical Reaction Engineering - II. American Chemical Society, Washington, D.C.
- Castellino, Francis J.
J.M. Sodetz, W.T. Brockway, K.G. Mann, and F.J. Castellino. 1974. The mechanism of activation of rabbit plasminogen by urokinase. Lack of a preactivation peptide. Biochemical and Biophysical Research Communications. 60(2):729-736.
- Hamill, William H.
*T. Huang and W.H. Hamill. 1974. Lamine-science probe analysis of ionic states of cyclopentane, cyclohexane, and n-hexane solids under low-energy electron impact. Journal of Physical Chemistry 78(21):2081-2085.
- *T. Haug and W.H. Hamill. 1974. Characteristic energy loss, luminescence, and luminescence excitation spectra of methane and other alkane solids under low-energy electron impact. Journal of Physical Chemistry 78(21):2077-2080.
- *T. Huang and W.H. Hamill. 1974. Characteristic energy losses, luminescence spectra, and their lifetimes for RbI and KI under low energy electron impact. Journal of Chemical Physics 61(8):3144-3151.
- Hentz, Robert R.
*L.M. Perkey, Farhataziz, and R.R. Hentz. Trapped electrons in C₂H₅OD glasses γ -irradiated at 4°K. Journal of Chemical Physics 61(7):2979-2980.
- Magee, John L.
*J.-T.J. Huang and J.L. Magee. 1974. On transmission of low-energy electrons in alkane thin films. Journal of Chemical Physics 61(7):2736-2739.

Pasto, Daniel J.

Mathematics

D.J. Pasto and J.K. Borchardt. 1974. Stereochemical aspects of the reaction of Z-phenyl-substituted alkenylidenecyclopropanes with chlorosulfonyl isocyanate. Journal of the American Chemical Society 96:6937-6943.

Chapin, Jr., E. William
E.W. Chapin, Jr. 1974. Set-valued set theory: Part one. Notre Dame Journal of Formal Logic 15(4):619-634.

Physics

D.J. Pasto and J.K. Borchardt. 1974. Stereochemical aspects of the cycloaddition of alkenylidenecyclopropanes with 4-phenyl-1,2,4-triazoline-3,5-dione. Evidence in support of a concerted cycloaddition pathway. Journal of the American Chemical Society 96:6944-6948.

Funk, Emerson G.
E.G. Funk, D.R. Zolnowski, M.C. Madden, R.A. Belt, and J.W. Mihelich. 1974. Decay of ^{173}Hf and measurement of the half-life of the 128.3-keV State in ^{173}Lu . Physical Review C10:2015-2033.

Thomas, J. Kerry

Jones, Gerald L.
G.L. Jones. 1974. Singularity in the vapor pressure of ^4He near the λ point. Physica 76:181-185.

*S. Cheng, J.K. Thomas, and C.F. Kulpa. 1974. Dynamics of pyrene fluorescence in Escherichia coli membrane vesicles. Biochemistry 13(6):1135-1139.

Poirier, John A.
J.P. Prukop, O.R. Sander, J.A. Poirier, C.A. Rey, A.J. Lennox, B.C.-j. Chen, N.N. Biswas, N.M. Cason, V.P. Kenney, W.D. Shephard, R.D. Klem, and I. Spirn. 1974. $\pi^+\pi^+\pi^+\pi^+$ scattering below 0.7 GeV from $\pi^+\pi^+\pi^+\pi^+$ at 5 GeV/c. Physical Review D10:2055-2069.

*A. Kira and J.K. Thomas. 1974. Formation of ions and excited states in the pulse radiolysis of benzonitrile. Journal of Physical Chemistry 78(21):2094-2098.

*M. Grätzel and J.K. Thomas. 1974. Laser photoionization in micellar solutions. The fate of photoelectrons. Journal of Physical Chemistry 78(22):2248-2254.

*S. Cheng and J.K. Thomas. 1974. Dynamics of pyrene fluorescence in phospholipid dispersions. Radiation Research 60:268-279.

*Under the Radiation Laboratory

Closing Dates for Selected Sponsored Programs

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

<u>Agency</u>	<u>Programs</u>	<u>Application Closing Dates</u>
Atomic Energy Commission	Student Research Participation at AEC Laboratories	February 28, 1975
National Science Foundation	Special Foreign Currency Programs	February 28, 1975

documentation

Report from the Academic Administration

Report from the Academic Administration (Adapted from remarks made at a meeting of the Academic Council on December 5, 1974.)

I. Accountability

Decision-making at the University is allotted to individuals and to groups. All of us in both of those fashions have responsibilities which we exercise, and it seems good that individuals who have responsibility for issues which touch upon many others should from time to time have both the opportunity and the obligation to explain how matters have gone, and to give an account of their opinions and the reasons that underlie their policies. When I was a faculty member of the Student Life Council I argued for several years running that both the vice president for student affairs and the student body president ought to be required once or twice a year to be prepared to answer questions that S.L.C. members had about student affairs or student government. That practice was eventually instituted, but now I suppose it has died out. In any case, this is my attempt to review before an admittedly captive audience, matters that otherwise do not receive systematic presentation.

II. Committee on University Priorities

This has been a year of great reports. The past twelve months have seen the publication of three which have been of common interest to all of us. The Report of the Committee on University Priorities came out last winter, the report of the Committee on the Course of Study was published this fall, and the report of the evaluation team of the North Central Association, written last spring, was made public this fall. I'd like to touch on several of the many issues in each of these which deserve special comment.

The part of the COUP report that received most notice was the portion that seemed to the committee to deserve most emphatic placement in the report, dealing with the Catholic character of the University. The debate continues and is likely to develop for a good long while. At a time when increasing numbers of institutions which began with similar traditions to ours have forfeited those traditions, it probably is an opportune time for us to ask explicitly whether we wish to continue our religious commitment, and if so, pragmatically how that should be done.

Another very important statement in the COUP report had to do with the dependence of the University upon endowment for its continued future. Roughly speaking, tuition and fees provide about one-third of our annual income. Virtually all of our expenses are rising at inflationary rates beyond what we are accustomed to, and yet the other sources of income that the University draws upon cannot be increased to that extent. Some of them, in fact, yield fixed income. It is unreasonable to expect that tuition could be raised at rates three times that of annual inflation to keep us from bankruptcy. At a time like this it becomes all the more important that an institution such as ours care very carefully for its endowment. Several notable successes have been achieved in that regard. Finally the beginnings of a decent library endowment have been provided. Father Hesburgh has announced that a coalescence of endowment funds is now available, its market value being roughly one million dollars, and it is our hope and our endeavor that benefactors of the Univer-

sity will see fit to contribute to this fund over the years. The inadequacy of budgetary funds available for the acquisition of books and serials makes it absolutely necessary, if we are to retain our position as a research university, for us to have a source of funding there which has an escalator power built into it, allowing it to keep pace with the inflationary costs of publishing. Publishing is another one of those economic sectors which has experienced extraordinary inflation even in anticipation of the present world phenomenon. Because of this we have seen our buying power in books and serials diminish annually for the last four or five years.

Another very great improvement was the establishment of a number of endowed chairs. Faculty feelings toward endowed chairs are understandably ambiguous. I should like to point out what seems to be the value of having these endowments. We know that in every department of the University it is not often our practice to offer appointments to senior faculty from other institutions. One compelling reason was that it was difficult for a department to summon up a salary that would be competitive for a person who was already very well established at a very good institution. Therefore we were left with the constant necessity of appointing scholars who were at the beginning of their career, hoping that over the years we would have attracted among them enough very excellent men and women that when those who remained with us reached their mature years we would have a faculty with a proper balance of excellent senior and junior persons. But the unexpected does occur, and departments have sometimes been unable to fill gaps in their senior ranks. The existence of endowed chairs does make it possible, more often than before, to have the option of a junior or a senior appointment. On a given occasion it may not be wise to make a senior appointment from outside. But previously that option was foreclosed, and it can only be an improvement institutionally for us to have both options.

It is our hope that virtually all professorial positions will eventually be supported by endowed funds. That will have a secondary effect which is I think another clear advantage of endowed chairs. They relieve the operating budget of the escalating compensation burden of the most highly paid faculty. That allows the funds no longer needed for those positions to be used to support the positions at lower ranks at a rate of higher annual increase than hitherto without these endowments. Thus there is a positive effect at all ranks, senior and junior.

In 1954 the University initiated a campaign to bring distinguished professors into the various departments. It became known that there was a certain portion of the faculty that resented the fact that outsiders were being invited onto our campus at salaries noticeably higher than those given to people who had given virtually their lifetime's career to Notre Dame. The same feelings are easily aroused by the existence of endowed chairs, though perhaps more at the beginning than when these chairs become more numerous and spread around all of our departments. I think that these are understandable feelings, yet perhaps not reflecting enough of the fullest judgment. If one views the personal acknowledgement and financial support of one's comrades as a very high priority, then one tends almost always to want to see those professorial appointments go to insiders. If one views the opportunity to strengthen the senior, scholarly component of a departmental faculty for the benefit of the students as a good thing and has this as a high priority, then one would often favor using the position to attract a new outsider. If one thinks that both are high priorities, as I hope most of us do, then one is pulled in several directions at once. In any case it seems clear that we shall not survive financially nor academically without putting a very considerable portion of our faculty appointments on the firm base of endowment.

Another very strong emphasis of the priorities report had to do with teaching. It is my hope within the next year to organize a task force, composed mostly of faculty, which will begin to take some positive steps towards fulfillment of the suggestions made by the report. We know that a very large portion of those who get graduate degrees at Notre Dame are destined to be members of the teaching profession, and we also know that in most of our departments, though not all, they receive a training which almost totally ignores their professional destiny. There is no apprenticeship, or tutelage, or critique--no supervised initiation into teaching which should reasonably form part of any Ph.D. program intended for scholars who are going to work in the profession of teaching. Some departments have taken excellent initiative here, and we could already accomplish a great deal merely if their experience were shared with fellow departments around the University. But even beyond this we probably could bring more imagination and initiative to bear, and raise the standards all around.

Also, while we as a group are, I think it fair to say, chary and hesitant about the value of using audio-visual media in our teaching, part of that probably is an irrespon-

sible attitude and comes from lack of experience and exposure, as well as from the fact that there are few excellent teachers in the country who have managed with competence to employ these media. For some years we have been looking for someone with both competence and imagination who could be of service to the faculty, to encourage and support the use of the media. I am pleased that just a few weeks ago we finally were able to appoint a woman who will be coming to us from Boston next year to be the director of educational media. She is completing her doctoral studies at Boston University, has one of her previous degrees from Notre Dame, has considerable experience herself as a teacher and, I believe, the ability to make any one of us want to learn more about how to use these media. It may be that economically as well as educationally there are going to be some advantages in this for departments and for individual scholars. If those advantages can be exploited by just a small addition of professional ability, then her appointment should make a difference for us all.

Also, I should like there to be available a team of faculty who were generally agreed to be particularly successful in their teaching, a team whose services would be corporately available to any teacher who wished to ask for their critique. I would envision that any faculty member could ask this peer team to do a review of his or her courses. One might imagine three or four times during the semester several faculty colleagues on this team would sit in, unannounced, on the course. A few times the class would be videotaped. At the end of the semester this team would sit down with the teacher and offer its review of how effective they think the course materials have been, the teacher's classroom presentation, and the interchange between teacher and students. In other words, we would have available to us something which is almost entirely unavailable: peer comment on our most important professional activity here. I do not envision it as forming any part of the appointments and promotions review process. I imagine it as a voluntary service available upon request, having as its goal the improvement of teaching.

Lastly, a word about the comments of the COUP report on advanced studies. Here I must repeat what I said last year. It is my belief that you would not have to do a great deal to make some significant improvements in any graduate school in the country because there has been considerably less creative thinking about graduate education than about undergraduate studies. Notre Dame lacks and will continue to lack some of the vast resources which the largest and strongest graduate schools in the country have and are going to continue to have. We have been particularly fortunate, particularly in some areas where over the course of time we have built up in depth the resources of personnel, research tradition, and library and laboratory resources which are necessary for a good program. But one is justified in believing that over the entire Graduate School range we should be able, if we put our minds to it, to make some distinct improvements. It seems nationally agreed that the number of the students seeking Ph.D.'s in our country is going to subside over the next decade. It seems also true, unfortunately, that the shrinkage will not take place in the poorer schools. Indeed, some of the younger and less scholarly state schools are being competitively financed by their legislatures and are determined to distinguish themselves in graduate education. They are offering attractive subsidies to prospective students, drawing them away from maturer and more serious graduate schools. We have a Graduate School of considerable maturity, although this differs from department to department, and I should like to encourage the Graduate Council to dedicate itself to a very serious review of how, with our graduate program of modest size but some very particular advantages, we can exploit those advantages, even in competition with schools whose resources generally exceed our own.

III. North Central Report

The North Central Report takes the form of a statement by an evaluation team, ten persons in number, to the North Central Association's Commission on Institutions of Higher Education. Some of us have taken part in these evaluations teams. An evaluation report forms the basis for the decision by the commission about whether to accredit, and to what extent. A draft of the statement is previously sent to the president of the institution for his comments, and is eventually sent to him in final form for the record. To my knowledge these are generally not published. But when we received ours, those of us who had seen a good number of them felt it was the best we had seen. Admittedly it represents the evaluative remarks of ten people who have spent three days on a campus with which they are not initially familiar, but they have visited other campuses and acquired a certain corporate sensitivity to this task. Evaluators have access to virtually all of the records of the university, except personal files. While the report contained some matters with which we disagreed, still it seemed of benefit to the campus community to make publicly available a statement of what our scholarly peers thought of our campus after visiting it.

One view expressed in the report with which Father Hesburgh and I both took issue was its evaluation of graduate studies at Notre Dame. As an institution we were faintly phrased:

The quality of graduate students attracted to Notre Dame has, by institutional self-admission, never equalled that of undergraduates. Institutional priorities, financial resources, library holdings, and other such factors reinforce the secondary role of graduate studies at South Bend. This is not to say that graduate programs and graduate students fail to measure up to acceptable standards for a doctoral institution. They are certainly adequate, but not superior. The University does have some noteworthy special resources for the support of its graduate programs, among them the materials assembled in the Civil Rights Center, the interdisciplinary Center for the Study of Man, the Lo-bund Institute for microbiology, the Medieval Institute, a Radiation Laboratory, and a Social Science Training and Research Laboratory.

Ironically there is no mention of the departments which traditionally have offered our strongest graduate programs. We believe that in some respects graduate students receive preferential treatment here, at least in a number of departments. This is generally not at the expense of undergraduates. It involves a personal dedication from professors who, unlike many peers elsewhere, actually stay on campus a good part of the year. I agree with Father Hesburgh that the committee was unsuccessful in discerning the high dedication to research which many faculty are able to communicate effectively to their graduate students.

IV. Committee on the Course of Study

The last report, which is going to form the substance of most of our second semester's meetings, is that of the Committee on the Course of Study, chaired by Dean Crosson. Let me offer a few opinions on portions of that document, even at the risk of disagreeing occasionally with the committee. At the outset there is a recommendation that the possibility be studied of a merger between the College of Arts and Letters and the College of Science. This is a project dear to some but not to others. It will provide one of the longer debates on our floor next semester. The council follows its own mind well enough, I believe, to allow me to say that I disagree with that proposal. Were there to be any rearrangement of colleges it would more reasonably involve a dismemberment of our largest college than an addition to it. Also, the recommendation misreads the strategic and singular importance of the Academic Council, where all colleges with their disciplinary and methodological diversities have to come to terms with one another. The experience of this council over the years reflects how difficult that is, and yet how necessary.

One of the recommendations very curiously has drawn forth immediate and negative response. It is the proposal that there be a seminar on responsibility for all seniors, the suggestion being that all faculty would take a part in this. The student reaction, as reflected or distorted in the press, was apparently quite negative. The Faculty Senate has also taken a very dim view of the proposal. I am not sure from the record whether any group has attended very carefully to what exactly was recommended. What they fear is not at all what is being proposed. I see some merit in the suggestion, but there has been a helter-skelter accretion of seminars at different points in the educational curriculum and this probably would be the best time to sit down and ask what is the specific function of seminars as contrasted with classes, and at what point are they most strategically introduced into the curriculum. The strongest advantage of the seminar on responsibility seems to me to be the participation by all faculty. It is clearly stated that not all faculty are professionally expert on this subject in a way that, say, a professor of ethics might be. But this is not the point. All faculty are professional persons, many of our graduates are going to be, and there are questions regarding the integration of personal responsibility in one's career on which senior and junior scholars might well have intelligent conversations. We have virtually no formalized opportunity for faculty to speak to faculty about highly intellectual matters around here. Many of us complain that we spend more time talking to students about matters of the mind than to our colleagues. The seminar would certainly require some formalized conversations between the faculty who would lead, or at least initiate, these seminars, and this might be a very welcome thing.

The committee also recommends mini-courses, which may be a way to resolve a number of incongruities, problems and pressures that we have felt. Universities which follow the quarter system and must more frequently during the year institute an entirely new set of courses have worn down their faculty and their students by having short and more numerous courses. One can see a difference between that and what is proposed, which

strikes me as a very good option for allowing us to treat of matters which are not nearly so extensive as to merit a semester course. We are most of us capable of stretching out matters to any given length, but we might in fact do better to compress some courses, and I hope that that experiment is made available to us.

The committee also took a favorable stand towards advanced placement and credit by examination. Here there is need for extended debate, for it raises some very large issues about what the Notre Dame University experience is supposed to be. Personally I do not favor shortening the undergraduate experience from four to three years and would oppose these measures if that were their intent. It has been my feeling that education on either side of the undergraduate years had more water to be squeezed out of it than the undergraduate years. The repeated testimony of our graduates is that a very great business of growth had been theirs here and that they would not have shared some of that time with any other endeavor. I would like to see us admit more students after the junior year of high school. The senior year in many high schools is a travesty, involving total termination of whatever serious intellectual activity may have invested the prior three years. I would also favor encouraging more students to leave here for a spell after they had been at Notre Dame for one or two years. This would bring them to their baccalaureate at the same age. Much would be gained and little lost, particularly for the more brilliant and precocious students, by trading off the senior year in high school for a year spent away from higher learning: a year of travel, of work, or of social service somewhere, but some break in the terribly long and otherwise unbroken trek from kindergarten to the Ph.D. The prospect of such a leave of absence has been already under study by several of our faculty. Fathers Donald McNeill, Claude Pomerleau, and Thomas Stella have been devising a program of social service involvement for students who wish to take a year off in certain centers in Latin America where there are capable and experienced on-the-spot supervisors. The intention is not to reproduce the Peace Corps experience; it is unambiguously understood that the program is for the students' benefit. It will give students an experience comparable to but perhaps even superior to what we now provide in our sophomore year programs of study abroad. We shall begin next year with perhaps only a dozen or fifteen students. But their experience should help us to develop the program for larger numbers as we go on.

V. Agenda of Academic Council

Our agenda in the course of this year is probably richer in matters of educational policy than it has been for many years. The Freshman Year curriculum issue dealt with more than curriculum, as it really dealt with the role of the first undergraduate year here. We dealt with the problems of a unit preparing students for four other units, and the Council went on record as providing a certain subsidiary autonomy for the Freshman Year of Studies under the scrutiny of a committee of faculty and students drawn from the colleges. Also, we went on record encouraging the mental and emotional freedom of the freshmen to explore academic options and to feel as uncommitted as desirable until a college choice comes naturally and maturely.

At our last meeting we took a step which I think surprised some members; a year ago one would have doubted that the council would agree to allow regular part-time faculty appointments. It was an important policy decision made on well-debated grounds.

Next meeting we shall discuss two major curricular changes proposed in the College of Arts and Letters and recommended by the College Council there: the collegiate sequences, which are basically interdisciplinary degree programs, and the one-two-one program which allows a student to do studies in his major department during the middle years rather than the latter years of the undergraduate period, reserving the senior year for synthesis studies. Once again, I expect that the issues raised are going to be questions of educational policy. Also we shall be initiating a discussion of the matter of academic honesty in student work. A committee has been at work for some months, as an outcome of the Vasta committee's proposal, drafting an enactment for this council that will once again clarify what has been unresolved for some years: how the University intends to provide for and to protect honesty in students' intellectual work. The issue of honesty can hardly fail to raise issues of academic importance. A little later in the year we shall bring to the floor a proposal to make some modifications in our preprofessional program. A University committee filed its report on preprofessional studies several years ago, and we have slowly and cautiously been preparing some practical recommendations on the strength of their findings and further studies of the problem. Lastly, the Committee on the Course of Study Report is going to get us into questions of principle even larger than its practical recommendations.

VI. Co-Education

Let me now turn to the matter of coeducation. It is my belief that coeducation after three years has been more successful than we had any right to expect. The female students who have come to join our undergraduate student body are extraordinarily capable. Even more valuable than the social improvement in community life here has been the academic enrichment resulting from coeducation. We have for some years been aiming at an interim goal of 1500 undergraduate women. That would provide, between Notre Dame and Saint Mary's combined, about 3000 women and 5000 men. As has been said before, this represents the ratio between women and men in higher education in the United States. When we have reached the 1500 point then we shall have had enough experience to be able to estimate the flow of applications from women and men to Notre Dame, our prospective future relationships with Saint Mary's College, the impact that these women have had upon our various academic programs (which has not been entirely what we expected). Only at that point shall we feel that it is a responsible time to look into the future to see whether we wish to stabilize, to diminish, or to increase the proportion of women here.

This does raise the issue of our ongoing cooperation with Saint Mary's College. Saint Mary's is very pleased with its freshman year enrollment. Through vigorous recruiting efforts it has managed to attract a record number of good applicants and to enroll a very large freshman class. This goes contrary to everyone's forecasts a few years ago when it was expected that all single-sex undergraduate schools would soon founder. The future for any educational institution is chancy enough to keep us from being arrogant about it, but it can only be well received on this campus that the Saint Mary's enrollment appears to be very firm and promising. It will be a welcome thing for all concerned when a permanent appointment to the presidency is made, since Saint Mary's has had a turnover of leadership in the last few years that has naturally made it difficult for both institutions to make long-range commitments or to engage in long-range planning. There were a few sore moments in the aftermath of our merger discussions, but I think those have largely healed. Dr. Henry, the recent president of Saint Mary's, began very understandably with a cautious attitude towards an institution across the road which was so much larger than his. That, I am pleased to say, grew into an extremely cooperative and congenial relationship. Dr. Hickey is continuing this relationship, and what has been for all practical purposes a sort of a stasis in our coeducational relations, will probably find days of change and renegotiation beginning, perhaps, next year. I have no idea what those changes should be or will be, but I believe we shall probably be in more active discussions again about how we might better collaborate. The Co-Exchange program continues uneventfully on. Students on both campuses take advantage of it. Saint Mary's was kind enough to agree to collaborate with us on calendar determination and we shall find it possible in a number of other ways to work even more harmoniously in the future.

VIII Affirmative Action

Next a word about affirmative action, which has elicited diverse judgments around the campus community. I do not intend at this time to review how many women or members of ethnic minorities we have as students, faculty and administrators, but to discuss what I see as a deep theoretical conflict that is nowhere near resolution and which is probably going to have to be resolved before the educational community has some peace in this matter.

Several years ago, Kingman Brewster, the president of Yale University, made an elaborate statement on affirmative action to his faculty. Just this fall Derek Bok, president of Harvard University, made affirmative action a central point in his address to the Associated Harvard Alumni. These have both been published and I should like to share with you a portion of the Bok statement. It is in practically all respects congruent with the Brewster statement at Yale, and together these two educators have articulated what is emerging as one very strong position on this issue. President Bok says as follows:

Perhaps the most controversial problem of all concerns the hiring of women in the Faculty of Arts and Sciences, particularly at tenure levels. Women are understandably suspicious of an institution that would appoint only a single woman to a tenured post as late as five years ago. At the same time, the hue and cry over appointing more women professors has led to equally understandable fears on the part of faculty members that pressure will be exerted to appoint less qualified professors simply because they are women.

Fortunately, there is a clear way out of this controversy if we are strong enough to follow it. On the one hand, we have devised procedures to insure a vigorous search for women as well as minority candidates for faculty positions, and we have constructed safeguards to minimize the risk of discrimination in appointments decisions. We advertise for faculty openings, we make specific inquiries for names of promising women candidates, we place women on our ad hoc committees to review each permanent appointment. At the same time, we insist that the final decision for each appointment be made strictly on the abilities of the candidates for the job in question. These practices do not weaken the quality of our faculty and staff. They strengthen it by insuring that the ablest candidates are not overlooked or cast aside for irrelevant, discriminatory reasons.

In President Bok's view, then, affirmative action is to occur during the phase of faculty recruitment, but should cease during the appointment phase. There is a contrasting view for which as background I shall offer you an extract from a recent letter of Mr. Howard Glickstein, director of our Center for Civil Rights, to Dr. Miro Todorovich of the Bronx Community College:

Many of those who oppose affirmative action efforts argue that such efforts will upset systems that have been run strictly on the basis of merit and competence. They suggest that in the past the rule has been "may the best man (and I use the word intentionally) win" and that advocates of affirmative action are intent on destroying this principle. Aside from the fact that in so many instances the only ones allowed to demonstrate their "merit" were white males, I do not believe that even within that limited category merit and competence were generally the decisive factors. We paid lip service to merit and competence but so many hiring decisions are made on the basis of extraneous factors. If there were some foolproof litmus test for determining merit, perhaps I would be fearful of tampering with the system. But the rules have been so rubbery in the past that I become a bit suspicious when a new rigidity is demanded as women and minorities appear at the gates.

Nor, I suspect, do we agree on who is "competent" to be a teacher. I have known all too many persons, as I am sure you have, with a string of degrees who did not have the vaguest idea of what he or she was doing in the classroom. The conventional badges of accomplishment in terms of certificates, diplomas and degrees are not necessarily what we should be looking for to provide the best teachers for young Americans. Perhaps our efforts to insure that women and minorities have greater access to academic positions will force us to reevaluate our standards for determining competence.

We still have a long road to travel to achieve "an environment where merit can prevail." It is plain to me that we cannot achieve such an environment merely by requiring nondiscrimination. Such a policy was first imposed on government contractors in 1941 yet today--over 30 years later--we see daily examples of extensive patterns of discrimination. It is not mere whim that motivates those who advocate strong affirmative action programs. Rather it is a realization that other approaches to equal opportunity--approaches that have been given fair chances to prove themselves--have not worked...

In the late fifties and early sixties, those who advocated the enfranchisement of black citizens, and the desegregation of schools and places of public accommodations were told by Southerners that they were embarked on a program that would destroy the fabric of Southern society and would result in chaos and disorder. Governor Wallace, in fact, warned that any effort to desegregate places of public accommodation would require the use of all the troops the country had--including our forces in Europe and Asia. These dire warnings did not come true and the society is a lot better for the dramatic changes that have taken place in the South. Similarly, I do not think our present programs to open up academic positions to women and minorities threaten academic integrity. Rather, if you accept the definition of "integrity" as "the state of being whole, entire or undiminished," I do not see how we can claim to have academic integrity, how we can claim to be "whole," until all segments of our population are fairly represented in a profession that has such a basic and fundamental impact on the lives of young Americans.

Mr. Glickstein's concern is to afford even-handed opportunity of access to the academic profession for women and ethnic minorities. His argument is interesting, however, even for those who maintain that at a university like Notre Dame this duty is not the strongest basis for affirmative action. Women and minorities should be included in our company, not so much because they claim it as their right, but because we need them. On this

view, contrasting with the Brewster-Bok statements, it is of positive, educational value to have an integrated academic community, and thus it is inappropriate to exclude these considerations at the time of appointments. If an institution asserts that it is educationally desirable to have more women and minorities, how is it not hypocritical to say that these are irrelevant considerations when decisions are actually being made?

One can discern, even among those who sincerely support affirmative action, a divergence of principle that needs public airing and resolution. Are sex and race proper considerations by academics responsible for faculty and administrative appointments in institutions admittedly anxious to relieve personnel imbalances within these categories? I offer the question for your thought and discussion.

A related question, also subject to continued debate here, has been the consideration of religion in faculty and administration personnel decisions. The Committee on University Priorities last year recommended that articulate belief was a quality necessary to our faculty, and that it should therefore be a positive consideration--neither determinative nor ignored--in the appointment process. Much debate has issued from that COUP statement, and I have no intention to elaborate on it today. There was, however, an exchange of correspondence on the question between Dr. Julian Pleasants, associate professor of microbiology, and myself, which I should like to enter into the public record for the consideration of all who continue to think and speak of this topic:

March 2, 1974

Dear Father Jim:

As you have heard by now, the College of Science Council, at its meeting of Feb. 11, was very much concerned about the interpretation of one section from the COUP report, the one reading: "If the University is to have a Catholic character, it is obvious that all who play a role in recruitment should exercise care to attract and appoint from among the most competent scholars and scientists available those who are articulate believers."

Since that meeting, several of my colleagues in the life sciences have talked with me about the interpretation which I placed on that section during the meeting, an interpretation based on my own satisfying experience here. They felt it was an interpretation they could live with, and they thought I should write to you about it, because the other two possible interpretations which came up at the meeting seemed to them, and to me, to be either morally or intellectually unacceptable. The first of these unacceptable interpretations was that the statement was merely window dressing for the alumni, that even if the statement were accepted by the Board of Trustees, there would in fact be no change in the present policy of following the recommendations made, on the basis of professional competence, by the departmental committees on appointments and promotions. If indeed the University placed such a hypocritical interpretation on the statement, neither prospective nor junior faculty could have any confidence in the intentions of the University. Senior faculty talking with prospective faculty could not honestly tell them what the section means.

The other unacceptable interpretation was that the section literally means what it says, that articulate believers are to be given preference in recruiting and appointing (and promoting?). This might have a measure of palatability if it meant preference for an articulate Catholic when the choice is among candidates equally competent in their scientific disciplines. But this interpretation still places an impossible burden on A and P committees, who cannot make an evaluation of religious belief. If the religious evaluation is to be made by some member(s) of the administration, this form of preferment would be feasible but would still seem, in this time of short job supply, to place a financial premium on possible religious hypocrisy. It would tend to poison the atmosphere of confidence that we now have in the freedom and integrity of one another's religious convictions.

The alternate interpretation of the section which I gave at the meeting was that Notre Dame aim at having a majority of articulate Catholics on its faculty by being the kind of place where articulate Catholics would prefer to be. This achieves the goal not by the University's preferring Catholics, but by Catholics' preferring Notre Dame. This possibility seemed to be borne out by data presented by others at the meeting, that over half of recent applicants for science faculty positions had been Catholic, even though they had no reason to expect that their religion would even be considered in their appointment.

My own experience at Notre Dame would also support the hypothesis that many articulate Catholics would want to come here because it was a good place to be such. Notre Dame has provided me with many opportunities both to listen to articulate Catholics and to express my own religious views in areas connected with my biological background, such as life, death, and reproduction. These were more opportunities than I could have had anywhere else.

However, as walls between disciplines have built up over the years, it would be harder for newcomers to the Notre Dame faculty, whether Catholic or non-Catholic to find opportunities to be articulate about their convictions. I once asked one of our biology professors from India if any group at Notre Dame had ever asked him to describe his religious position. None ever had, though he had been invited to talk to a number of groups downtown. I believe we need some actual structuring of dialog to make it clear that articulation of one's religious (or irreligious) beliefs is welcomed here. What is the use of giving preference to articulate believers if there is not in fact an opportunity for them to be such? And if you provide them plenty of opportunity to be such, will you in fact need to give them preference in appointing? It is true that there are some possibilities of dialog in class, but not very much in some disciplines, and it would seem a lot less forced if there were a public atmosphere of dialog between religious and scientific (or other) disciplines.

If there were such an atmosphere, then Notre Dame would be selecting for articulate believers, while not selecting against non-Catholics (to put it in evolutionist's terms). Such an atmosphere would increase the number of applications from individuals who were both Catholic and professionally competent. This would increase the chance that Catholics would be chosen by A and P committees selecting entirely on the basis of professional competence. This seems to me to be the safest way to avoid on the one hand hypocrisy by the administration, and on the other hand, hypocrisy by the individual faculty member. I am open to other suggestions, and I feel that you will be open to mine. For that reason, I hope you will find this helpful. I believe that the section in question is going to need rephrasing as well as re-interpretation before it gets buried in a general acceptance of the report by the Board of Trustees.

Sincerely yours,

Julian Pleasants

March 9, 1974

Dear Julian:

I appreciate your letter of March 2, for there had been talk of the extensive discussion within your College Council of the statement on the Catholic character of the University by the Committee on University Priorities, and this provides a welcome opportunity to clarify again what the committee intended to be as plain as a pikestaff.

You have advanced three possible interpretations. The first is that our statement is an insincere overture intended to beguile our alumni and other supporters into believing that "all who play a role in recruitment (will) exercise care to attract and appoint from among the most competent scholars and scientists available those who are articulate believers," while in fact we would ignore this principle in our internal practice. I know that such an interpretation, which seems to be current among some of your colleagues, is entirely alien to the convictions and the meaning of the committee, and is hardly calculated to please a group that considers itself to be honorable. Those acquainted with the deans and myself should know that in our share of the recruitment and appointment process, we intend to honor this charge from the committee, and to execute it faithfully.

Your third interpretation (if you allow me to skip, for the moment) is that we refer, not to a process of preferment from within the University, but to a self-selective attitude among prospective faculty that would assure Notre Dame a predominance of applicants with the religious commitments we welcome. It is true that the committee hopes scholarly believers (or, believing scholars . . .) will be attracted to Notre Dame. But that this alone will assure us of our continued Catholic character is not the case, nor was this the meaning of our statement. It is not improper, I believe, to state that in this regard the committee was in agreement with my inaugural sermon of September, 1972 and was of the opinion that, precisely because the old currents of self-selectivity were changing and could no longer assure us of a predominately Catholic or Christian faculty, a new and energetic internal effort had become necessary.

Your second interpretation is that the committee means what it says. This is the correct interpretation, plain on the face of it, yet difficult for many to accept.

There is a variety of qualities which the University seeks in its faculty. These include teaching competence, scholarly research, personal concern for student development, participation in collective deliberations, compatibility with colleagues, articulate Catholic or Christian faith, appropriate representation by gender, age, and ethnic groups, conformity of specialized disciplinary interests to the University and departmental needs, etc. These are mostly incommensurable. While they are not all to be realized in any single faculty member, the series of appointments in any department must, over the course of time, honor them all and give them a properly balanced embodiment. The Committee is insisting that in a University of Notre Dame's distinctive undertakings, these are all professional qualifications. It is entirely unacceptable for the faculty who hold primary responsibility for recruitment and appointment, the committees on appointments, tenure, and promotions, to claim that some of these considerations lie beyond their purview. If these are valuable for the University of Notre Dame, then they must be evaluated by the faculty in every department. It is not an intolerable burden for a responsible group of faculty in any academic department to inquire into any of the characteristics upon which Notre Dame depends for its survival.

It is the case that we urge departments to prefer Catholics, just as we have urged them to prefer Blacks, Chicanos, women and Holy Cross religious. No one of these considerations is commanding, in the sense that it would override any or all of the numerous considerations that we hold before us, but they must all be given their due weight in appointments taken serially, and if they are not embodied in the faculty, then it is clear that the ATP committee and chairman have repudiated some of the academic needs that sustain the University. I am no more worried that our colleagues will be deceived by religious hypocrisy than by hollow research publications; and I have seen a great deal more of the latter.

The entire burden of our statement, Julian, was that the academic needs of the University are more extensive than mere scholarly competence in various disciplines, and that the responsibility for supplying these needs must lodge in the area of primary jurisdiction: the department. Our second point was that our religious needs among the faculty will no longer be provided for if we remain in a passive mode; thus the chairmen and ATP committees will have to make it their business to seek, recruit, and appoint scholars who are believers. I trust that my remarks here are faithful to the mind of the committee, which ranked this as the second of all priorities to be achieved. They defend values which have been prominent in your own life and career, Julian, and which would therefore be, I hope, the more acceptable to you.

Devotedly,

James T. Burtchaell, C.S.C.
Provost

VIII Faculty Compensation

Our report to the national AAUP for inclusion in the Annual Survey on the Economic Status of the Profession has just been filed, and I should like to pass on to you the salient information on faculty compensation at Notre Dame this year:

On October 9, 1974, Father Hesburgh announced at the President's Faculty Meeting that a special cost-of-living supplement would be paid from a fund residue remaining in last year's operating funds:

I am pleased to announce that a supplement of \$600 will be added to the compensation of all regular, full-time, faculty who continue on appointment here from last year. This will apply to those on leave of absence supported by University-controlled funds, but not to emeriti. Part-time faculty will receive a pro-rated supplement. It will be paid in two equal installments, with the salary payments for November and for March. It is not as much as we should like to be able to make available, yet more than we thought we could. Because it comes from last year's excess of income over expenditures, it cannot be incorporated into the salary base (and therefore will not appear in our entry in the national AAUP compensation report), but it will result in a realistic income rise of about nine-percent this year, and as budget meetings for next year begin it will be our urgent mandate to provide for significant cost-of-living increases for all of the faculty, administrators, and staff who serve at this place.

Since this supplement does not come from this year's operating income, it was not judged appropriate to reckon it into our AAUP figures. It does represent a real compensation gain, though, and for your information I shall include in my report a second figure in each category for this year, the figure in parentheses including the supplement.

Most briefly and summarily, this year's compensation averages are as follows. The average nine-month salary at all ranks is \$16,558 (\$17,093). The average nine-month compensation (salary plus benefits) is \$19,094 (\$19,635). Compared with last year, this represents an average increase of 5.8% (9.2%) in salary and 5.2% (8.2%) in compensation. The foregoing data understate the compensation increases of individual faculty members, who benefit not only by a general rise in the scales, but by rises within the scales through seniority and promotion. Thus the AAUP report inquires into the salary increases of "continuing faculty," those who remain here from last year. The average salary increase this year for continuing faculty is 6.4% (10.1%). The average twelve-month compensation for Notre Dame faculty this year, including summer earnings at the University, stands at \$21,030 (\$21,557), compared with \$20,102 in 1973-74 and \$19,523 in 1972-73. Compared with last year, this represents an increase of 4.6% (7.2%). This figure is subject to the variability of Summer Session enrollment and faculty research grants.

Table I

	AVERAGE SALARIES PER A.A.U.P. REPORTS					
	1974-75	1974-75	1973-74	1972-73	1971-72	1970-71
Professor	(\$21,708)	\$21,137	\$20,111	\$19,409	\$19,109	\$18,126
% increase	(7.9)	5.1	3.6	1.6	5.4	
Associate Professor	(\$16,843)	\$16,267	\$15,460	\$15,014	\$14,658	\$13,965
% increase	(8.9)	5.2	3.0	2.4	5.0	
Assistant Professor	(\$13,664)	\$13,186	\$12,616	\$12,388	\$12,209	\$11,572
% increase	(8.3)	4.5	1.8	1.5	5.5	
Instructor	(\$11,145)	\$10,745	\$10,164	\$ 9,853	\$ 9,170	\$ 8,371
% increase	(9.7)	5.7	3.2	7.4	9.5	
All Ranks	(\$17,093)	\$16,558	\$15,654	\$15,323	\$14,873	\$14,172
% increase	(9.2)	5.8	2.2	3.0	4.9	

	AVERAGE COMPENSATION PER A.A.U.P. REPORTS					
Professor	(\$25,028)	\$24,457	\$23,461	\$22,438	\$21,497	\$20,304
% increase	(6.7)	4.2	4.6	4.4	5.9	
Associate Professor	(\$19,450)	\$18,873	\$18,063	\$17,398	\$16,389	\$15,519
% increase	(7.7)	4.5	3.8	6.2	5.6	
Assistant Professor	(\$15,551)	\$15,058	\$14,421	\$14,180	\$13,263	\$12,624
% increase	(7.8)	4.4	1.7	6.9	5.1	
Instructor	(\$12,477)	\$12,053	\$11,441	\$11,201	\$ 9,842	\$ 8,906
% increase	(9.1)	5.3	2.1	13.8	10.5	
All Ranks	(\$19,635)	\$19,094	\$18,148	\$17,673	\$16,515	\$15,700
% increase	(8.2)	5.2	2.7	7.0	5.2	

In brief, these figures reveal an improvement this year which justifies Father Hesburgh's statement to the faculty: "This increase compares reasonably well with what other universities are able to give, but poorly in the face of rising prices." Practically every breadwinner this year has seen his or her family's real buying power decrease. Neither our profession nor our institution is an exception to that universal experience, but our most urgent concern in these most difficult of years for budgeting has been to give first priority to faculty compensation. Next summer's comparative AAUP survey will indicate how our efforts stand among our peers.

At this point I should like to introduce a mild caveat regarding the longstanding custom of listing the Big Ten universities as our peers in comparative studies of our compensation. There is justification in this, since, first, these institutions are, like ourselves, midwestern research universities with both undergraduate and graduate studies

in a wide variety of disciplines, and second, they compete with us for scholars of similar training and abilities. There is also, however, some unrealism in the comparison. The Big Ten, and the legislatures which fund them, are never going to allow their compensation scales to be matched by any but the best-endowed independent institutions, if for no other reason than that higher pay is the strongest and sometimes the sole advantage these state institutions have to offer in competition with institutions like Notre Dame, which are known to have other, non-fiscal attractions for scholars. It is reasonable, then, to continue comparing our compensation with the Big Ten averages, only if one knows that this gap between us is never likely to disappear, and is destined to be an ongoing trade-off for our profession which earns its income by scholarship, but esteems scholarship as a way of living, not just a source of income.

As I explained at some length last year, we are at the present time operating on the policy in agreement with the leadership of the local AAUP chapter and with Senate reports, that for the time being most compensation increases should be devoted to salary raises rather than to expansion of fringe benefits. This we expect to continue, at least through the season of unseasonable inflation. About several fringe benefits, however, I have something of interest to report.

Our Blue Cross-Blue Shield health insurance, since medical and hospital claims have been moderate, has allowed our group some very desirable benefit improvements which went into effect July 1, 1974 as follows:

A. Hospital Benefits

1. Days of Hospitalization per Confinement

<u>Previous</u>	<u>Present</u>
120 days	365 days

2. TB, Mental and Nervous Disorders

<u>Previous</u>	<u>Present</u>
120 days	365 days

B. Physician Services

1. Obstetrical Allowance

<u>Previous</u>	<u>Present</u>
\$100.00 for Normal Delivery None	Full Usual & Customary Charges Full Charges for Pre- and Post-Natal Services

2. In Hospital Visits by Physicians

<u>Previous</u>	<u>Present</u>
\$15.00 first day \$10.00 second day \$ 4.00 next 8 days \$ 3.00 each additional day 120 days maximum	Full Usual & Customary Charges for up to 365 days

3. Consultation and Prolonged Detention Charges

<u>Previous</u>	<u>Present</u>
None	Full Usual & Customary Charges

There has also been an improvement in the terms of the Educational Grant for faculty children attending Notre Dame. Henceforth this benefit will be available for the children of tenured faculty should they suffer death or total disability, or should they retire after 25 or more years of service at the University.

Both of these represent changes in benefits available. There is, besides, a benefit which the University has offered over the years, yet never published. At the death of a serving faculty member the University pays the surviving spouse a Faculty Widow's Benefit as follows:

- Thirty per cent of the faculty member's annual salary as of the date of death, plus
- a) \$100 for each full year of service, provided the faculty member has worked no more than ten full years.

- b) \$125 for each full year of service, provided the faculty member has started his eleventh year of work and has not worked more than 25 full years.
- c) \$150 for each full year of service, provided the faculty member has started his twenty-sixth year of work and has not worked more than 50 years.

Widows of faculty members who were employed over 50 full years will be paid one full year's salary.

The fund will be made available only if the widow survives and to her alone.

The year is to be computed from July 1 to June 30. For bonus computations, six months or less is to be computed as one-half year; over six months is to be computed as one year.

In no case will more than one full year's salary be paid.

These changes in fringe benefits will be incorporated into the Faculty Handbook next autumn, but are currently operative.

One more comment on benefits. There has been repeated discussion about the propriety of our policy on TIAA-CREF. It has been for a long time the recommendation of TIAA-CREF that participating schools, which have many options, follow what is called the Step Plan, and that the Step Plan be coordinated with the level of the Social Security base. The Social Security base, as you know, in January is going from \$13,200 to \$14,100. There has been some very forceful argument that Notre Dame ought either to discontinue the Step Plan or to arrest it at some point lower than what the ever-rising Social Security base is. The effective difference is, I believe, fairly simple to grasp. If we continue on the Step Plan, which still continues to be recommended by TIAA-CREF (even though it puts less money in their hands), more money is available for salaries. If we were either to go off the Step Plan, or to arrest it, or even to back it up to some former level, then a larger portion of total compensation would go towards retirement benefits. It has been our decision for the last few years that salary is more important compensation than retirement benefits or payments towards that for at least the present. This is not to compromise or to pre-judge the future. Yale University, interestingly enough, this year came back onto the Step Plan, feeling that it was devoting a disproportionate amount of compensation to retirement benefits and preferring to dedicate those dollars to salary. There is no permanent wisdom on this subject that I know of, and it will be subject to annual discussion and deliberation.

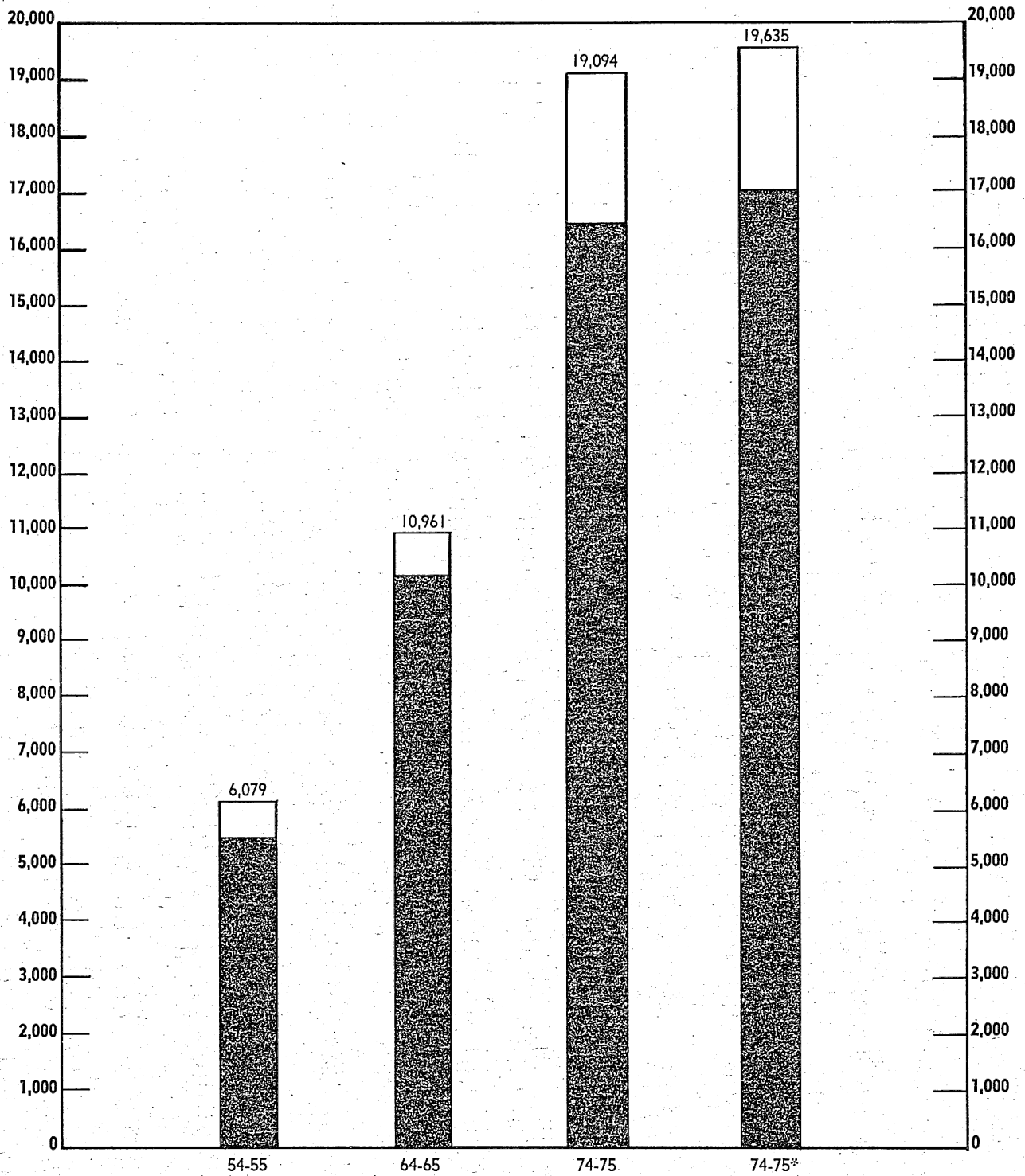
IX Community Service

Lastly, and most briefly, I want to note something too often left unnoted. Notre Dame students are often heralded for their remarkable involvement in social contributions to the South Bend and St. Joseph County areas. It is almost never pointed out how involved our faculty are in local service. I do not make the point that this is convertible with academic excellence, but it is surely a matter for some notice and for some pride. The United Way campaign in the county relies very heavily on administrators and faculty at this University. In fact the chairman of the area of United Way's campaign this year which brought in more than 50% of all contributions was Frank Kelly of our own Development Office. Others here are members of the board of United Way. Also, faculty members are involved with students in an encouraging and sometimes supervisory role in many programs. The Neighborhood Study Help Program has always had faculty involvement. In collaboration with Associates Investment Company a source of funding for new, small businesses called a MESBIC has been set up by Notre Dame in this community and it is going to provide a source of capital wherewith many people, particularly in ethnic minorities, can begin businesses. Public legal aid, not only in this county, but also in Michigan, has involved constant involvement by Notre Dame law students. We are the center for the Midwest Council of La Raza, which is a coalition of Hispanic groups. We have faculty involvement there, with an effect extending over the northern Midwest. Sister Marita's day school is a most remarkable institution downtown and has always enjoyed faculty support. Some of you may have even read Shakespeare on its behalf without knowing why. Neighborhood development through the exploitation of federal funds and in the creation of community units around South Bend has been led by Notre Dame faculty. Several years ago the hospitals in the area had a fund drive for expansion (HEP). Notre Dame people, once again, were prominently involved. The Big Brothers program in South Bend, and so many others where we point to our students at work, often were inspired by, supported by, and carried on with involvement by Notre Dame faculty, and I think that once in a while this ought to be noticed and complimented.

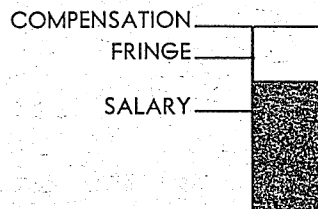
This concludes my comments for this year. Before undertaking to respond to whatever questions you may have, I would once more put on record my conviction that there is no university where we strive to achieve so much--with values and ambitions which sometimes appear to pull us in contrary directions, yet really are functions of the greatness of the Notre Dame endeavor. It is good to serve here.

James T. Burchae11, C.S.C.
Provost

Figure 1



AVERAGE FACULTY SALARY
AND COMPENSATION — N.D.



* INCLUDES COST-OF-LIVING SUPPLEMENT

Figure II

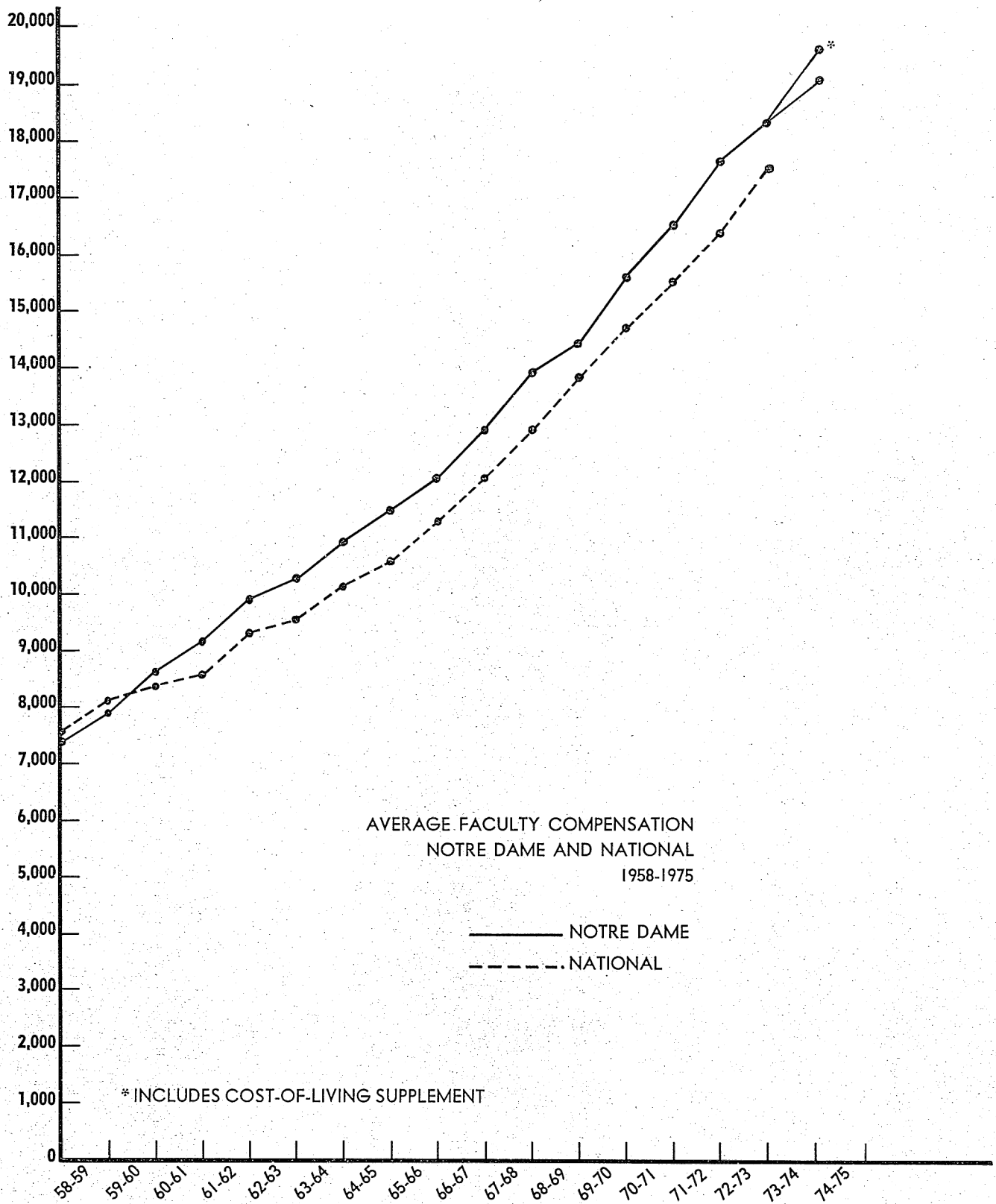


Figure III

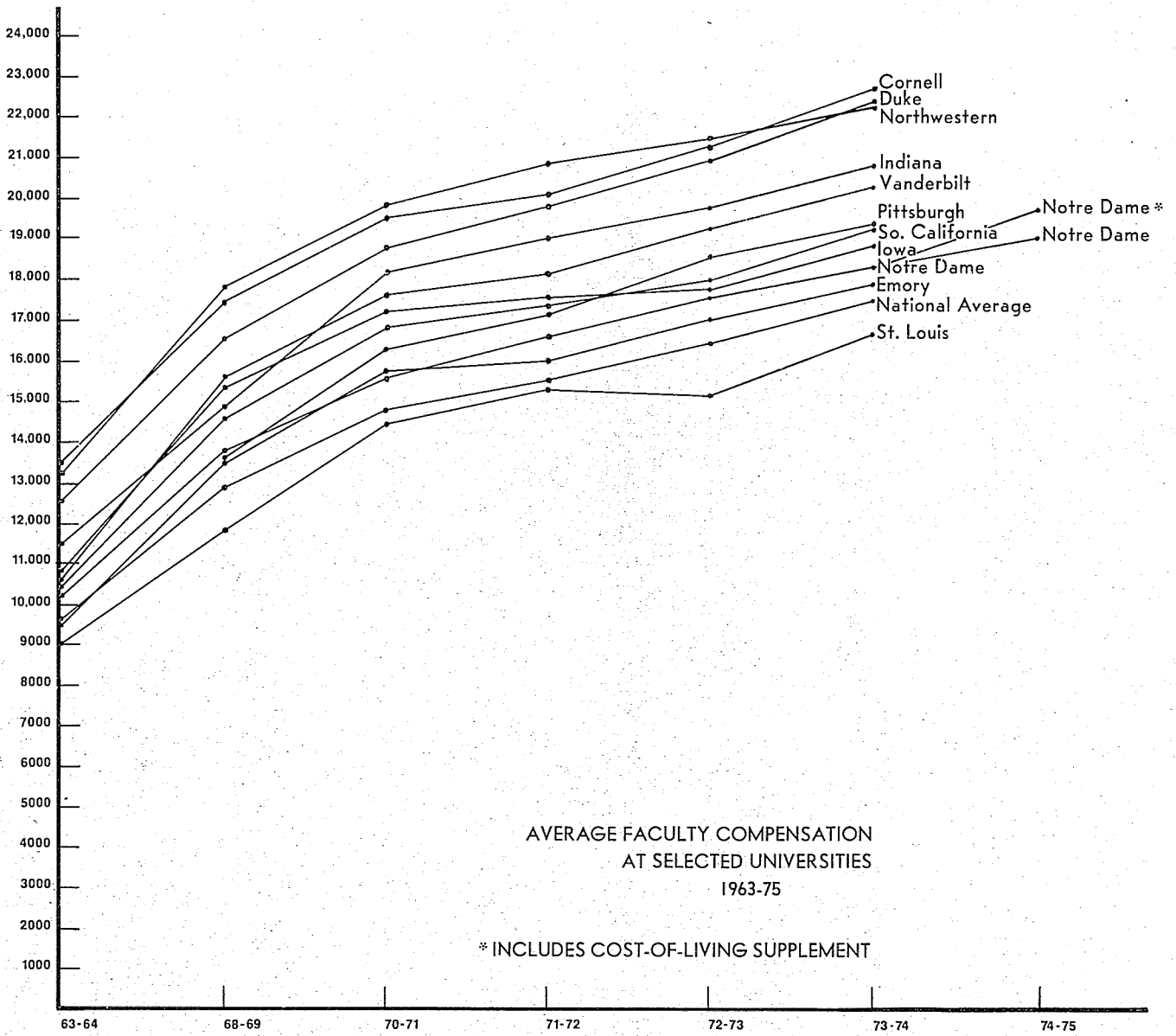
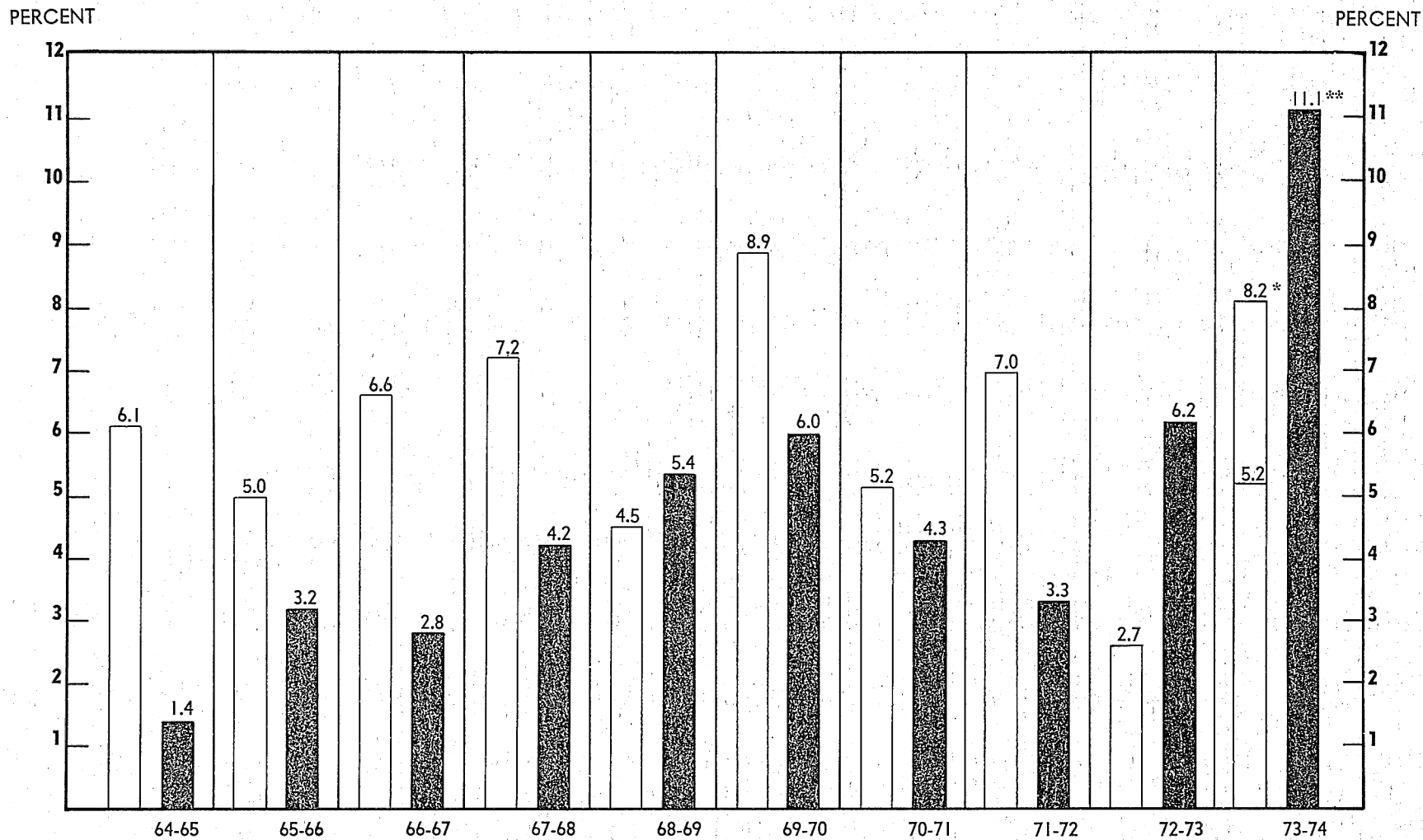


Figure IV



1963-1964 to 1973-1974
 COMPARISON OF NOTRE DAME FACULTY COMPENSATION
 GROWTH AND CONSUMER PRICE INDEX

SOURCES-COMPENSATION: A.A.U.P. REPORTS TABLE I
 CPI: BUREAU OF LABOR STATISTICS

KEY

NOTRE DAME ANNUAL
 COMPENSATION INCREASE 

CONSUMER PRICE INDEX
 ANNUAL INCREASE 

* INCLUDES COST-OF-LIVING SUPPLEMENT

** ESTIMATED FIGURE

Highlights of the 1973-74 Annual Report

The financial statements as of June 30, 1974, are reported to you in accordance with the new guidelines established by the American Institute of Certified Public Accounts (AICPA) in its publication entitled "Audits of Colleges and Universities." This audit guide was prepared by the AICPA's Committee on College and University Accounting and Auditing. The Committee acknowledges in the Preface to the Audit Guide the generous cooperation and assistance provided by the National Association of College and University Business Officers (NACUBO). The prior publication controlling accounting and auditing for universities and colleges was the "College and University Business Administration Manual." Much of the material in the new Audit Guide is presented as it appears in the Manual. However, the new Audit Guide now requires certain changes in University and college accounting and reporting. The university which does not follow the recommended guidelines will receive a qualified report from public accounting firms.

All of the readers of this annual report, by this time, should be aware that Fund Accounting is used for colleges and universities. This means that instead of one balance sheet being reported, six or seven usually are presented, one for each fund group maintained. Examples are Current Fund, Student Loan Fund, Plant Fund, Endowment Fund and several others.

The new Audit Guide emphasized the following point most strongly: "The statement of current funds revenues, expenditures and other changes is a statement unique to educational and similar institutions. It is a statement of financial activities of current funds revenues by source, current funds expenditures by function and all other changes in current funds. It does not purport to present the results of operations or the net income or loss for the period as would a statement of revenues and expenses. The net increases or decreases reported on this statement should be the same as the amounts reported as net changes in unrestricted and restricted current funds in the statement of changes in fund balances."

The first major change of the AICPA Audit Guide is the requirement to distinguish and report the balances of funds which are Externally Restricted vs. Internally Designated within each fund group. Our statement this year complies with this requirement. Much work on the part of the staff was required to make this segregation in all the funds but considerably more time had to be devoted to the Endowment Fund in order to distinguish True Endowment (designated by donors) from Quasi Endowment (funds functioning as endowment which have been designated as such by the governing board of the University).

Another change mandated by the AICPA Audit Guide is the recording of all unrestricted gifts, bequests and grants as revenue to Current Funds Unrestricted. For many years it has been normal University policy to credit all unrestricted gifts to Unexpended Plant Funds since the cash requirement for new plant construction was substantial. Today the emphasis has shifted to the need for Renewals and Replacements of aging plant, a Plant Fund subcategory suggested by the AICPA Audit Guide. Thus, the unrestricted gifts for fiscal 1974 are shown as a transfer from Current Funds Unrestricted to Plant Fund--Renewals and Replacements. This allocation will be reviewed each year based upon a reasonable current amount available for this purpose.

The above transfer becomes all the more essential because the new Audit Guide requires that depreciation not be recorded in the Statement of Current Funds Revenues, Expenditures and Other Changes, nor in the Statement of Changes in Current Funds Unrestricted Balances. Depreciation allowances, however, may be reported in the Statement of Financial Condition--Plant Fund and in the Statement of Changes in Plant Fund balances under the subsection Investment in Plant. Provision for funded depreciation reserves on certain auxiliary enterprise facilities is shown as a transfer from Current Funds Unrestricted to Plant Funds. In 1973-74 the transfer amounted to \$466,395.

Another change required by the Audit Guide is that all income on endowment funds must be recorded and reported as revenues in the funds to which the earnings apply. Earnings may be reinvested at the will of the donor; otherwise, reinvestment of earnings must be shown by a transfer entry. It should be noted that the Audit Guide supports the current practice of not including capital gains or losses in endowment income.

A final regulation that might be mentioned is that Current Funds Restricted must contain only funds externally restricted. This has the effect of placing a number of transient funds in the category of Quasi Endowment.

Because of the various changes in financial reporting described above, we decided with the concurrence of Ernst & Ernst that it would be inexpedient to provide a comparison with the figures of the preceding fiscal year. We shall resume comparisons next year, however.

Now for some comments on the financial results for the year 1973-74. While the growth in all University funds amounted to \$6,388,100 in the year ending June 30, 1974, this marked a noticeable decline from the growth of \$10,104,000 in the preceding year.

On the other hand, we were pleasantly surprised with the results of the transactions reflected in Current Funds Unrestricted. Had we used the same reporting methods as in prior years we would have shown an excess of revenues over expenditures of \$1,245,300, an increase of \$906,300 over 1972-73. This is largely explained by an enrollment overflow and the meteoric rise in short-term interest rates during the current year. The windfall of approximately one million dollars was divided between a faculty salary reserve and the nonacademic Employees' Retirement Fund.

As we look to the future we have to be seriously concerned by the constantly rising cost of education, exacerbated at the moment by a virulent inflation. As a private university we are highly dependent upon revenues from tuition and fees yet we are concerned about pricing many able young men and women out of a Notre Dame education. All of this points to the necessity of increasing the number of benefactions, both for general endowment and scholarships.

Jerome J. Wilson, C.S.C.
Vice President, Business Affairs

Expenditures and Transfers	Current Fund Operations	\$ 56,610,770
In Operations	Instruction	\$ 15,525,908
	Sponsored Programs	\$ 6,436,348
	Libraries	\$ 1,753,837
	Physical Plant	\$ 2,306,562
Resources	Total Operations	\$ 56,707,934
For Operations	Student Tuition and Fees	\$ 21,817,605
	Sponsored Programs	\$ 6,436,248
	Endowment Income Used	\$ 1,497,619
Student Aid	Scholarships, Fellowships, Grants	\$ 4,514,347
Gifts	Total	\$ 4,965,469
	Unrestricted	\$ 1,537,332
Financial	Endowment at market	\$ 78,950,092
	Investment in physical plant - carrying value	\$ 77,316,058
	Physical Plant at insured replacement value	\$196,248,000
Statistics	Enrollment - undergraduate	6816
	Enrollment - graduate	1770
	Degrees awarded - bachelor	1708
	Degrees awarded - advanced	788
	Tuition - undergraduate	\$2615
	Tuition - graduate	\$2415
	Faculty	745

Cable Vision Invitation to University

Valley Cable Vision has enlarged its locally originated television programming on Cable Channel 2 and has invited participation from area educational institutions. Jay Kane in the Department of Information Services will coordinate the University's effort. (Cable Channel 2 should not be confused with UHF educational television station WNIT/Channel 34. Cable 2 is available only to the 34,000 Valley Cable Vision subscribers and has hitherto showed viewers slow pan shots of time and temperature dials.)

Valley Cable Vision will supply the airtime (locally originated programming is currently put on only in evening hours) and can make available a small studio at its broadcast office at 1815 E. Pennsylvania Avenue, although Dean Hofman's new taping studio and the University's modest audiovisual facilities would allow us to tape material on campus. Cable Channel 2 now broadcasts only in black and white, 30-minute programs are preferred, and the station uses three-quarter inch videocassettes. The University will have to supply the program content, including interviewers, and the tape. Cable Channel 2 welcomes virtually any subject matter, knowing that the appeal for most programming will be to a relatively small viewing audience. What its invitation prefigures is the "local access" cable channel of the future.

Information Services has three requests of the faculty:

- 1) Please bring to the attention of Kane (7367) any tapes which now exist on campus which might be suitable for viewing on Cable Channel 2. For one purpose or another, videotapes have been made by faculty on subjects as diverse as liturgy and unified science, and Cable 2 could be an outlet for viewing. If these programs exist in some other form (half-inch, reel-to-reel, for example) they can be copied in three-quarter inch videocassettes.
- 2) Cable 2 now provides us a ready outlet for tapes of lectures, seminars and symposia held on campus, especially those intended to stimulate public discussion and promote public understanding of specific issues. Faculty can build into grant proposals the modest costs of videotaping (estimates of which can be obtained from Audiovisual) and assure grantors that the tapes will be shown on local cable television. The Center for Continuing Education is generally well adapted to such taping.
- 3) Information Services welcomes ideas from faculty on the content of videotapes it might originate, keeping in mind that taping will normally have to be done in a studio situation. We will do separate audio tracks on such occasions so that we will also have a tape to offer radio stations as public service programming. For simple interview-situation tapes, any cost would be borne by Information Services.

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