

'76-'77

notre dame report

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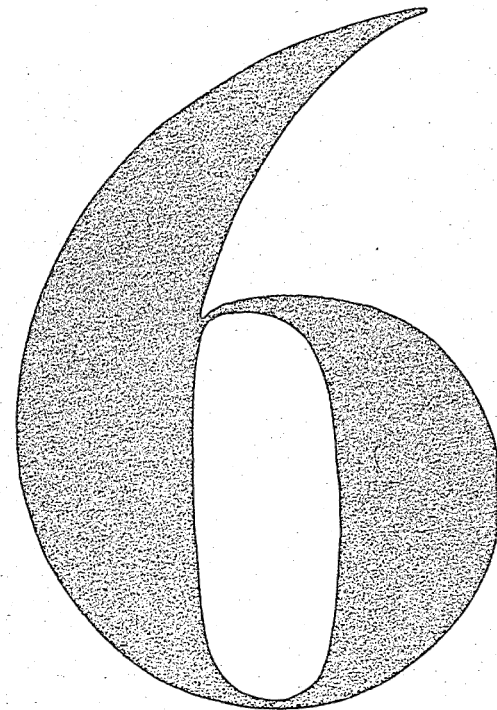
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the university

New Trustees

Three persons, two of them women, have been named to the Board of Trustees at the University of Notre Dame. The new trustees are Ernestine M. Carmichael, chairman of the board of FBT Bancorp, Inc., South Bend, Ind., Edmond R. Haggar, chairman of the board of the Haggar Company, Dallas, Tex., and Martha E. Peterson, president of Beloit (Wis.) College.

Mrs. Carmichael is the daughter of Ernest Morris, a former trustee, and his wife, Ella, longtime benefactors of the University, and the widow of Dr. Oliver C. Carmichael, Jr., a Notre Dame trustee who died Aug. 3, 1976. She attended Saint Mary's College and has been a member of the College of Arts and Letters Advisory Council at Notre Dame since 1972. Haggar received the B.S. degree in business administration from Notre Dame in 1938 and was appointed to the University's Business Administration Advisory Council in 1967. Ten times the recipient of honorary degrees, Peterson received the doctorate in 1959 from the University of Kansas. From 1957 to 1975, she was president of Barnard College in New York City. The additions bring the total number of Notre Dame trustees to 42.

Schedule of Masses

Daily Mass

Alumni Hall
10:30 p.m. Mon-Thur

Badin Hall
11:00 p.m. Tues & Thur
Evening Prayer:
5:15 p.m. Mon-Sat
Night Prayer:
11:00 p.m. Mon, Wed, Fri

Breen-Phillips Hall
10:30 p.m. Tues-Thur

Cavanaugh Hall
5:15 p.m. Mon-Sat
11:00 p.m. Mon-Fri
(followed by Night Prayer)

Dillon Hall
7:30 a.m. Mon-Sat
11:00 p.m. Mon-Fri

Farley Hall
11:00 p.m. Mon & Wed

Fisher Hall
10:00 p.m. Mon-Thur

Flanner Hall
10:30 p.m. Mon-Thur

Grace Hall
11:00 p.m. Mon-Thur

Sunday Mass

11:00 a.m. (chapel)
11:00 p.m. (lounge)

10:00 p.m. Sunday

10:30 p.m. Sunday

7:00 p.m. Saturday
11:00 a.m. Sunday

Saturday midnight
11:00 a.m. Sunday

5:00 p.m. Saturday

9:30 p.m. Sunday

Saturday midnight

Saturday midnight
10:30 p.m. Sunday

Daily Mass

Holy Cross Hall

11:00 p.m. Mon-Fri

Howard Hall

11:00 p.m. Mon-Fri

Kennan-Stanford Hall

5:10 p.m. Mon-Fri

11:00 p.m. Mon-Thur

Sunday Mass

Saturday midnight

Saturday midnight

5:00 p.m. Saturday

Saturday midnight

11:00 a.m. Sunday (Urchins)

5:00 p.m. Sunday

Lewis Hall

10:30 p.m. Mon, Wed, Sat

11:00 a.m. Sunday

10:00 p.m. Sunday

Lyons Hall

10:30 p.m. Tues & Thur

11:00 p.m. Sunday

Pre-Christmas Payroll

The University traditionally distributes December faculty payroll checks prior to Christmas. Faculty checks will be distributed this year on Dec. 22.

faculty notes

Honors

Thomas P. Bergin, dean of continuing education, has been named chairman of the charter and bylaws committee of the National University Extension Association.

Robert A. Leader, professor of art, received the Outstanding Service Award of the U.S. Air Force Nov. 11 at Notre Dame. Col. Norman E. Muller, professor of aerospace studies, made the presentation on behalf of Major General James A. Brickel, commandant of the Air Force ROTC.

Michael K. Sain, professor of electrical engineering, has been named to the Editorial Board for the Journal for Interdisciplinary Modeling and Simulation, to be published quarterly beginning in January 1977.

Eugene Ulrich, assistant professor of theology and director of Collegiate Theology Program, has been reappointed treasurer of the International Organization for Septuagint and Cognate Studies for 1976-78.

Activities

Hafiz Atassi, associate professor of aerospace and mechanical engineering, presented a paper entitled "Unsteady Forces Acting on Turbomachine Blades in Non-uniform Flows" at the Symposium of the International Union of Theoretical and Applied Mechanics in Paris, Oct. 17-25. He also presented a seminar at Von Karman Institute for Fluid Dynamics, Brussels, Belgium on Oct. 26, entitled "Effect of Loading on the Unsteady Aerodynamics of Turbomachine Blades." On Oct. 28, he presented a seminar at Cambridge University, Cambridge, England entitled "New Developments in Unsteady Airfoil Theory."

Gene M. Bernstein, assistant professor of English, gave a lecture entitled "Sitting Bull as Grecian Urn: History and the Film Medium in 'Buffalo Bill and the Indians, or, Sitting Bull's History Lesson,'" at Indiana State University's Bicentennial Conference on "Fictions and Facts: Dramatic License and the American Past," on Oct. 13.

Nathan O. Hatch, assistant professor of history, presented a paper "Civil Religion in Early America," to a meeting of the Social Science History Association at the University of Pennsylvania on Oct. 30.

Thomas Jemielity, associate professor of English, delivered a paper, "Johnson, Pennant, and the Journey," at the America: Exploration and Travel Program held at Illinois State University Oct. 14-16.

A. Murty Kanury, associate professor of aerospace and mechanical engineering, presented a seminar for the Department of Chemical Engineering at Notre Dame on Nov. 17 entitled "Kinetics of Cellulose Combustion as Influenced by Diffusional Parameters."

Haim Levanon, visiting associate professor of chemistry, presented a paper entitled "Optical Perturbation ESR Spectroscopy Principles and Application" at Brandeis University, Boston, on Nov. 9 and at Cornell University, Ithaca, New York, on Nov. 12.

John J. McDonald, associate professor of English, attended a symposium on Nathaniel Hawthorne at Bowdoin College, Oct. 8-9 and acted as respondent to a paper presented by Prof. Hyatt Waggoner of Brown University announcing the discovery of the manuscript of a Hawthorne notebook lost since the 1860's. Professor McDonald also chaired a plenary session of the Hawthorne symposium.

Professor Thomas J. Mueller, Associate Professor John R. Lloyd and Adjunct Associate Professor Eldred MacDonell of the Department of Aerospace and Mechanical Engineering lectured to the Michiana Division of the Society of Automotive Engineers on Nov. 15 at Notre Dame on the subject "Design and Evaluation of Prosthetic Heart Valves."

Timothy O'Meara, Kenna Professor of Mathematics, participated in meetings of the Advisory Panel for the Mathematical Sciences of the National Science Foundation on Oct. 28-29 in Washington, D.C.

Barth Pollak, professor of mathematics, gave the invited address titled, "A Glimpse of Algebraic Number Theory" for the Indiana section of the Mathematical Association of America on Nov. 6, at Manchester College, North Manchester, Indiana.

Brother Leo V. Ryan, C.S.V., dean of the College of Business Administration, presented a series of seven lectures Nov. 1-2 during an in-service program for secondary school personnel at the University of San Francisco. The lectures were repeated Nov. 3-4 at the St. Joseph Campus, Loyola Marymont University. Both series were sponsored by the Institute for Catholic Educational Leadership at the University of San Francisco.

Michael K. Sain, professor of electrical engineering, organized and chaired a special invited session on "Jet Engine Control" at the Joint Automatic Control Conference of the American Automatic Control Council, Purdue University, July 28.

John Santos, professor of psychology, served as a moderator and took part in a panel discussion at the 29th Annual Meeting of the Gerontological Society in New York City, Oct. 13-17. The panel was entitled "Working with Your Friendly Commission and Area Agencies on Aging Views of Consulting Gerontologists Who Have Been There."

Eugene Ulrich, assistant professor of theology and director of the Collegiate Theology Program, delivered a paper entitled "The Evidence of 4QSam^a for the Problem of a Proto-Lucianic Resension" at the Society of Biblical Literature Convention in St. Louis, Oct. 29.

Evelyn Eaton Whitehead, assistant professor of theology, presented a paper "Religious Images of Aging: An Examination of Themes in Contemporary Christian Thought" at the Fall Conference of the National Endowment for the Humanities Research Design Project: Human Values and Aging in New York City on Oct. 14.

James D. Whitehead, assistant professor of theology, conducted a workshop "Religious Uses of the Imagination" at the Jesuit School of Theology in Cambridge, Massachusetts, on Oct. 15-16.

Charles K. Wilber, professor of economics, presented a paper, "The Role of Population in Western Development Theory" at the Conference on Values, Population and Development of the Institute of Society, Ethics and the Life Sciences, Oct. 6.

Bruce Williams, assistant professor of mathematics, gave an invited address on "Kahler Geometry and the Cohomology of Lie Groups" for the Mathematics Colloquium at Indiana University-Purdue University, Indianapolis, on Nov. 4.

Deaths

Rev. Raymond C. Switalski, C.S.C., former chaplain for Holy Cross Brothers in Columba Hall, died Nov. 18 in South Bend.

office of advanced studies

Information Circulars

The Graduate School and University
Center of the City University of New York
Andrew W. Mellon Post-Doctoral
Fellowships in the Humanities 1977-78

No. FY77-43

Under a grant from the Andrew W. Mellon Foundation, The Graduate School and University Center of The City University of New York will award ten Post-Doctoral Fellowships of \$12,000 each for the academic year 1977-78.

Humanist scholars who have received the Ph.D. degree no earlier than 1974 are invited to apply. The awards are for one year and are not renewable.

Each candidate will need to submit the following material:

A completed application form.
A brief curriculum vitae.
A synopsis of his/her dissertation.
A detailed statement on the proposed research project for the following year.
Three letters of reference.
Copies of works, published or in progress.

Deadline:

The deadline for applications is January 20, 1977.

Requests for applications should be sent to:

The Andrew W. Mellon Fellowships Committee
Room 1503
The City University Graduate School
33 West 42nd Street
New York, New York 10036

National Science Foundation
National Research and Resource Facility
for Sub-Micron Structures

No. FY77-44

As part of its mission to foster long-range research in Engineering at American universities, particularly in areas which are of fundamental importance to a wide range of future developments in Science and Engineering, the National Science Foundation intends to establish a National Research and Resource Facility for Sub-Micron Structures. Proposals are being solicited from qualified institutions that wish to serve as host for the facility.

The Foundation's objectives in establishing this facility are:

1. To foster research on methods for building sub-micron structures and to encourage expansion of the science base needed for sub-micron engineering;
2. To provide a facility where research workers with different types of science or engineering background and from many different institutions can build experimental structures, devices and systems needed in research which involves sub-micron dimensions;
3. To establish a center of expertise in sub-micron structures design which will serve as an information resource for the research community.

Research at the proposed national facility would be concerned with development of techniques for building structures of sub-micron dimensions. Permanent or visiting staff at the Center would also carry on research on new experimental or analytical techniques needed for sub-micron engineering and related fundamental problems. Research may also be directed towards achieving basic understanding of poorly understood methods which have already achieved some success in the construction of sub-micron devices.

In addition to the work on techniques for making ultra-small structures, the facility would be used in support of research of high quality directly concerned with the areas of engineering and science which require such structures. That research would be carried on by staff members of the national facility, by guest workers, i.e., faculty and graduate students from various universities and possibly from industry, or by other researchers from the host institution. When dimensions of the order of the wavelength of visible light--or smaller dimensions--are involved in the design of an experimental component or system, the resources of the facility should be helpful. Device or systems research that would utilize the central facility would involve exploitation of new structural properties arising from the sub-micron size and would include studies of ultimate limitations of small size based on device physics.

The deadline for the submission of proposals is January 15, 1977.

Institute on Human Values in Medicine Post-Doctoral Fellowships Medicine-Humanities-Human Values

No. FY77-45

What are Institute Fellowships?

The Institute on Human Values in Medicine seeks to promote interdisciplinary study in projects related to the role of the humanities in medical education. Health professionals wishing to explore a humanistic discipline, and humanists seeking experience in a medical setting, are especially invited to apply. While many fellowships have been used for faculty training, some have been awarded for research and study of important topics in the interdisciplinary field of human values in medicine.

Who is eligible?

An applicant should have an earned doctorate in the humanities or the medical sciences and a minimum of two years teaching and/or clinical experience in the field of the doctorate. The doctoral requirement may be waived for individuals with special experience and in areas of the health professions where a doctorate is not ordinarily required. A limited number of fellowships are available to students.

What are the terms?

The Fellowships are available for variable periods of time, usually not exceeding six months. In the first three Fellowship periods, the awards ranged from \$1,000-\$8,000, and the average grant was under \$3,000. Applicants are encouraged to seek partial support from their own institutions.

The studies may be conducted at a university, medical center or other appropriate setting. The choice of location is determined by the applicant, who must provide confirmation of the planned program of study.

Dates when Fellowships begin and end may be arranged at the mutual convenience of Fellows and their respective host institutions. However, FUNDS FOR FELLOWSHIPS CANNOT BE COMMITTED BEYOND DECEMBER 31, 1977.

How to Apply

Application forms are required. Applications must be received at the Institute office by February 15, 1977. Application forms and additional information may be obtained by writing the Director of Programs.

Address

Institute on Human Values in Medicine
723 Witherspoon Building
Philadelphia, Pennsylvania 19107
(Telephone: 215-735-1551)

Current Publications And Other Scholarly Works

ARTS AND LETTERS HUMANISTIC AND SOCIAL STUDIES

American Studies

- Schlereth, Thomas J.
T.J. Schlereth. 1976. American intellectual history. The Review of Politics 38(3):441-446.

Art

- Geoffrion, Moira Marti
M.M. Geoffrion. 1975. 12 sculptures. One-women show. Little Theatre Gallery, St. Mary's College, Notre Dame, Indiana.

Economics

- Kim, Kwan-Suk
Y.C. Chang, K.S. Kim, and W.T. Liu. 1976. The socio-economic determinants of gasoline conservation measures: Rationing or higher prices? Pages 423-426 in, Proceedings of the Midwest AIDS Conference. May 6-8, Detroit.
Worland, Stephen T.
S.T. Worland. 1976. The economic social contract review of James Buchanan, The Limits of Liberty. The Review of Politics 38(3):466-470.

English

- Bernstein, Gene M.
G.M. Bernstein. 1976. Structuralism and romantic mythmaking. Pages 99-116 in, Phenomenology, Structuralism, Semiology. Bucknell Review. Bucknell University, Lewisburg, Pennsylvania.
Lordi, Robert J.
R.J. Lordi. 1976. Brutus and Hotspur. Shakespeare Quarterly 27:177-185.

General Program of Liberal Studies

- Tillman, M. Katherine
M.K. Tillman. 1976. Dilthey and Husserl. Journal of the British Society for Phenomenology 7(2):123-130.

Government and International Studies

- Kommers, Donald P.
W. Miller and D.P. Kommers. 1976. International Human Rights: A Bibliography 1970-1976. Center for Civil Rights, University of Notre Dame, Notre Dame, Indiana. ix + 118 pp.

Music

- Isele, David C.
D.C. Isele. 1976. Macedon Fanfares. Hinshaw Music, Inc. 6pp.
D.C. Isele. 1976. Zorgaimdum. Hinshaw Music, Inc. 14 pp.
D.C. Isele. 1976. Heraldings. Hinshaw Music, Inc. 10 pp.
D.C. Isele. 1976. Modentum. Hinshaw Music, Inc. 14 pp.
D.C. Isele. 1976. Recitative, Interlogue, and Torque. Hinshaw Music, Inc. 15 pp.
D.C. Isele. 1976. Prologue and Conjugation. Hinshaw Music, Inc. 7 pp.
D.C. Isele. 1976. Sacred Heart Mass. G.I.A. Publications, Chicago. 12 pp.

Philosophy

- Evans, Joseph W.
J.W. Evans and Leo R. Ward, eds. 1976. The Social and Political Philosophy of Jacques Maritain: Selected Readings. University of Notre Dame Press, Notre Dame, Indiana.

Sociology and Anthropology

- O'Neill, Carl W.
C.W. O'Neill. 1976. Dreams, Culture, and the Individual. Chandler and Sharp Publishers, Inc., San Francisco, California. xi + 88 pp.

SCIENCE

Biology

- Fioravanti, Carmen F.
C.F. Fioravanti and H.J. Saz. 1976. Pyridine nucleotide transhydrogenases of parasitic helminths. Archives of Biochemistry and Biophysics 175:21-30.
Fuchs, Morton S.
W.F. Fong and M.S. Fuchs. 1976. Studies on the mode of action of ecdysterone in adult females Aedes aegypti. Molecular and Cellular Endocrinology 4:341-351.
Rai, Karamjit S.
G. Matthew and K.S. Rai. 1976. Fine structure of the malpighian tubule in Aedes aegypti. Annals of the Entomological Society of America 69(4): 659-661.
G. Matthew and K.S. Rai. 1976. Ring canals in the ovarian follicles of Aedes aegypti. Annals of the Entomological Society of America 69(4):662-665.

- Saz, Howard J.
C.F. Fioravanti and H.J. Saz. 1976. Pyridine nucleotide transhydrogenases of parasitic helminths. Archives of Biochemistry and Biophysics 175:21-30.
- Tweedell, Kenyon S.
K.S. Tweedell. 1976. Utilization of ^3H -thymidine triphosphate by developing stages of *Pectinaria gouldii*. Biological Bulletin 151:260-271.

Chemistry

- Bentley, John
J. Bentley, J.L. Fraites, and D.H. Winicur. 1976. Low-energy elastic and electronic-energy exchange scattering of He^ by Kr. 1976. Journal of Chemical Physics 65(2):653-657.
- Castellino, Francis J.
B.N. Violand and F.J. Castellino. 1976. Mechanism of the urokinase-catalyzed activation of human plasminogen. Journal of Biological Chemistry 251(13):3906-3912.
- G.E. Siefing, Jr. and F.J. Castellino. 1976. Interaction of streptokinase with plasminogen. Isolation and characterization of a streptokinase degradation product. Journal of Biological Chemistry 251(13):3913-3920.
- Fessenden, Richard W.
*K.M. Bansal and R.W. Fessenden. 1976. On the oxidizing radical, formed by reaction of eaq^- and SF_6 . Journal of Physical Chemistry 80(16):1743-1745.
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- Freeman, Jeremiah P.
J.P. Freeman and R.C. Grabiak. 1976. Heterocyclic N-oxides as synthetic intermediates. 4. Reaction of benzyne with 1,3,4-oxadiazin-6-one 4-oxides and related compounds. Journal of Organic Chemistry 41(15):2531-2535.
- Hong, Hwei-kwan
*H.K. Hong. 1976. Reply to comment on Green's functions in the theories of radiationless transitions, complex molecular spectra and resonant Raman cross sections. Chemical Physics 15:152-153.
- Kozak, John J.
*R. Davidson and J.J. Kozak. 1976. Exact dynamics of a model for a three-level atom. Journal of Mathematical Physics 17(9):1692-1702.

- Scheidt, W. Robert
J.F. Kirner, W.Dow, and W.R. Scheidt. 1976. Molecular stereochemistry of two intermediate-spin complexes. Iron (II) phthalocyanine and manganese (II) phthalocyanine. Inorganic Chemistry 15(7):1685-1690.
- Schuler, Robert H.
*R.H. Schuler, P. Neta, H. Zemel, and R.W. Fessenden. 1976. Conversion of hydroxyphenyl to phenoxyl radicals: A radiolytic study of the reduction of bromophenols in aqueous solution. Journal of the American Chemical Society 98(13):3825-3831.
- Winicur, Daniel H.
J. Bentley, J.L. Fraites, and D.H. Winicur. 1976. Low-energy elastic and electronic-energy exchange scattering of He^ by Kr. 1976. Journal of Chemical Physics 65(2):653-657.

* Under the Radiation Laboratory

Earth Sciences

- Gutschick, Raymond C.
R.C. Gutschick. 1976. Review of M.D. Picard, Grit and Clay. Geoexploration 14:67-72.

Mathematics

- Howard, Alan
A. Howard and Y. Matsushima. 1976. Weakly ample vector bundles and submanifolds of complex tori. Pages 65-104 in, Proceedings of the Conference. Rencontre sur l'analyse complexe a plusieurs variables et les systemes surdetermines, University of Montreal.
- Matsushima, Yozo
Y. Matsushima. 1976. Heisenberg groups and holomorphic vector bundles over a complex torus. Nagoya Mathematical Journal 61:161-195.
- A. Howard and Y. Matsushima. 1976. Weakly ample vector bundles and submanifolds of complex tori. Pages 65-104 in, Proceedings of the Conference. Rencontre sur l'analyse complexe a plusieurs variables et les systemes surdetermines, University of Montreal.

Physics

- Bishop, James M
N.N. Biswas, J.M. Bishop, N.M. Cason, V.P. Kenney, W.D. Shephard, Notre Dame-Duke-I.P.P. Canada Collaboration. 1976. Direct evidence for the Bose-Einstein effect in inclusive two-particle reaction correlations. Physical Review Letters 37:175-178.

- J.W. Lamsa et al., Duke-Notre Dame (J.M. Bishop, N.N. Biswas, N.M. Cason, E.D. Fokitis, V.P. Kenney, and W.D. Shephard)-I.P.P. Canada Collaboration. 1976. Observation of a universal charge-exchange dependence across rapidity gaps in 200 GeV/c π p interactions. Physical Review Letters 37:73-79.
- G. Levman et al., P.P.I. Canada-Duke-Notre Dame (J.M. Bishop, N.N. Biswas, N.M. Cason, E.D. Fokitis, V.P. Kenney, and W.D. Shephard) Collaboration. 1976. π p charge-transfer cross sections at 205 GeV/c, and an apparent universality of the charge-transfer spectrum. Physical Review D14:711-715.
- N.N. Biswas. 1976. New method for determining $\pi^0\pi^0$ correlation and its application in π^+p reactions at 18.5 GeV/c. Physical Review D14:708-710.
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- Cason, Neal M.
- N.N. Biswas, J.M. Bishop, N.M. Cason, V.P. Kenney, W.D. Shephard, Notre Dame-Duke-I.P.P. Canada Collaboration. 1976. Direct evidence for the Bose-Einstein effect in inclusive two-particle reaction correlations. Physical Review Letters 37:175-178.
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- Darden, Sperry E.
- W.A. Yoh, S.E. Darden, and S. Sen. A study of the $^{70,72,74,76}\text{Ge}(d,p)^{71,73,75,77}\text{Ge}$ reactions using polarized deuterons. Nuclear Physics A263:419-444.
- Kenney, V. Paul
- N.N. Biswas, J.M. Bishop, N.M. Cason, V.P. Kenney, W.D. Shephard, Notre Dame-Duke-I.P.P. Canada Collaboration. 1976. Direct evidence for the Bose-Einstein effect in inclusive two-particle reaction correlations. Physical Review Letters 37:175-178.
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- G. Levman et al., P.P.I. Canada-Duke-Notre Dame (J.M. Bishop, N.N. Biswas, N.M. Cason, E.D. Fokitis, V.P. Kenney, and W.D. Shephard). Collaboration. 1976. π p charge-transfer cross sections at 205 GeV/c, and an apparent universality of the charge-transfer spectrum. Physical Review D14:711-715.
- Khorana, Brij M.
- K.F. Hwang and B.M. Khorana. 1976. Lambda transition of liquid helium as a thermometric fixed point. Metrologia 12:61-63.
- Marshalek, Eugene R.
- E.R. Marshalek. 1976. Large-amplitude collective motion in the Lipkin model. Physical Review C14:342-344.
- Shephard, William D.
- N.N. Biswas, J.M. Bishop, N.M. Cason, V.P. Kenney, W.D. Shephard, Notre Dame-Duke-I.P.P. Canada Collaboration. 1976. Direct evidence for the Bose-Einstein effect in inclusive two-particle reaction correlations. Physical Review Letters 37:175-178.
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ENGINEERING

Aerospace and Mechanical Engineering

Atassi, Hafiz

H. Atassi. 1976. Effect of loading and rotor wake characteristics on the acoustic field of stator blades. 3rd AIAA Aero-Acoustics Conference, Palo Alto, California, July 20-23. AIAA Paper No. 76-566. 6 pp.

Brach, Raymond M.

B.Z.M. Naveh and R.M. Brach. 1976. On the dynamic response of missiles with varying roll rates. AIAA Journal 14(1):9-10.

Electrical Engineering

Leake, R. Jeffrey

M.K. Sain, R.J. Leake, R. Basso, R. Gejji, A. Maloney, and V. Seshadri. 1976. Pages 133-142 in, Proceedings 1976 Joint Automatic Control Conference. The American Society of Mechanical Engineers, New York.

Sain, Michael K.

M.K. Sain, R.J. Leake, R. Basso, R. Gejji, A. Maloney, and V. Seshadri. 1976. Pages 133-142, in, Proceedings 1976 Joint Automatic Control Conference. The American Society of Mechanical Engineers, New York.

BUSINESS ADMINISTRATION

Accountancy

Milani, Ken

K. Milani and J.L. Wittenbach. 1976. Student and faculty reaction to certain techniques used in teaching federal income tax courses. In, Collected Papers of the 1976 Annual Meeting, Midwest Region, American Accounting Association.

Pattillo, James W.

J.W. Pattillo. 1976. The Concept of Materiality in Financial Reporting. Financial Executives Research Foundation. 161 pp.

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documentation

Faculty Senate Journal

October 7, 1976

At 7:34 p.m. the chairman, Prof. James Danehy, called the meeting to order in Room 202 of the Center for Continuing Education and asked Prof. Julian Pleasants to offer a prayer. The minutes of the meeting of Sept. 7 were approved, Mrs. Katharina Blackstead having noted the senate's request that retirement benefits be extended to "widowers" as well as to widows of faculty members.

Prof. Bobby Farrow then gave the treasurer's report, stating that as of Sept. 1, the senate's budget had a balance of \$1834.96. He added that \$450 of this sum had been allocated as rent for the facilities provided by the CCE.

In his chairman's report, Danehy announced the resignations of five senators: Miss Antonie Baker (library) and Professors Joseph Bauer (law), Morton Fuchs (biology), John Huber (pre-professional studies), and Leslie Martin (English). He said that Prof. John Connaughton (law) would replace Bauer and that Prof. Phillip Sloan (general program) would replace Martin, but that the other positions were still vacant. He also noted the absence of any ex officio senator from the College of Science, expressing the hope that one would be appointed before the next meeting.

Speaking for the Executive Committee, Prof. Irwin Press reported on its meeting with the faculty and deans who are members of the Budget Priorities Committee (BPC). He stated that because this group includes the deans, it is not merely a faculty sub-committee; that its members appeared to have been inundated with figures; and that they had discussed previous budgets, but had not been involved in top-level decision-making or in the determination of priorities. He added, however, that the BPC and this subcommittee had needed time to become familiar with the budget and that they might well be open to suggestions in the future. Danehy agreed, stating that although the faculty had not been able to elect its own representatives to the BPC, its present members had expressed their interest in receiving recommendations from the senate. Prof. James Robinson observed that there was no agreement, in the course of the meeting, on the subject of priorities, but that the senate might suggest ways in which the faculty's goals could be realized by the fund drive that is now being planned.

Danehy then gave an account of the meeting of the Executive Committee with Fathers Theodore Hesburgh, James Burtchaeil, Ferdinand Brown and Prof. Robert Gordon. Emphasizing the participants' mutual desire to solve problems through informal discussion, he noted that there were four items on the agenda: two progress reports on the senate's studies of grading practices and the Course and Teacher Evaluation, and more substantive exchanges concerning the BPC and the Catholic character of the university. But because the discussion of the two reports was lengthier than anticipated, there was not time to deal with the last of these items. Concerning the BPC, said Danehy, the senators had voiced their dissatisfaction with the appointment of faculty members to the committee, to which Hesburgh had replied that he had no objection to their being elected but that he hoped the present members would continue to serve in view of the considerable time spent in briefing them. On the subject of priorities, Hesburgh had given a detailed statement of the case for increasing the endowment; but Danehy noted that this did not preclude the senate's arguing for other priorities, either directly or through the BPC. It had been unanimously agreed, he said, that the Executive Committee should meet again with the administration in two or three months.

Prof. James Cushing inquired whether the general tone of the meeting had differed from that of last year's discussion. Press replied that this meeting was more "bland" and less specific. Robinson said that in his opinion, the most important subject was the distribution of funds between the faculty and the endowment; and Prof. William Biles noted Hesburgh's statement that the enlargement of the latter did not rule out the possibility of more funds for faculty resources. As an example, Prof. Paul Conway cited the endowed chairs, which release funds for salaries. Conway added; however, that the members of the Executive Committee disagreed as to the probability of faculty representatives' being elected to the BPC; and in response to a question from Pleasants, he joined Press, Biles, Robinson, and Farrow in asserting that at present the BPC reviews budgets instead of determining priorities.

Reporting for the Committee on Administration, Robinson said that it had met the previous week and had agreed to study several issues: the teaching and learning situation at Notre Dame relative to that at other universities; the salary scales of the various colleges and their relation to one another; the report of the provost review committee (on which no action had been taken pending a statement by Hesburgh to the Academic Council); and the possibility of the faculty's giving an award to the "administrator of the year." Another item on the agenda which had not yet been discussed, he said, was the new policy of issuing mid-semester grades to freshmen.

Press reported that the Committee on Faculty Affairs had held several meetings concerned mainly with the issue of appointments and promotions. Again, he invited suggestions from other senators. He also stated that he and Danehy had met with Thomas Hamilton, Harry Kevorkian, and Bazil O'Hagan on the subject of WNDU and that his committee would also examine the policies and practices of WSND. Because the question of faculty discounts had a relatively low priority, he said, his committee had not dealt with it as yet.

Farrow then spoke at length on his subcommittee's study of the Teacher and Course Evaluation (TCE). He explained that as the result of a printing error on the computer forms, the report had been delayed, but that meanwhile, the subcommittee was investigating two related questions. One was the students' attitude toward the TCE; in informal conferences, some had expressed their lack of confidence in it or their belief that it was unimportant. Farrow said that he had therefore written a questionnaire, to be filled out by students in a number of large sections, which would measure their opinions of the TCE. Furthermore, he continued, he wished to gauge faculty attitudes as well, and he had thus written a second questionnaire to be completed by all teachers. Having distributed the two surveys to the senators, he asked for their opinions and suggestions.

There followed a discussion in which a number of senators raised questions about the surveys. Kerby asked whether freshmen's responses would be tabulated and also inquired whether faculty should be polled concerning all the items surveyed by the TCE; Pleasants wondered whether including two items on the faculty questionnaire--one concerning the use of the TCE as a tool and the other concerning the pressure exerted by committees on appointments and promotions--did not amount to question-begging; Prof. Paul Kenney said that some of the items on the student questionnaire might also be considered tactless; Prof. Richard Lamanna suggested that the faculty might also be questioned on the administration's use of the TCE; Prof. Phillip Sloan asked whether there should not be a place for additional comments by the faculty; and Prof. Hafiz Atassi recommended the inclusion of graduate students in the survey. To these queries, Farrow replied that freshmen and graduate students presented special problems and were thus excluded from the sample; that he had attempted to make the questionnaires as brief as possible; that Burtchaeil had said that the administration does not examine the ratings of individual teachers; and that some of the more sensitive items on the questionnaire were designed to obtain needed information. Several senators also made suggestions which Farrow said might be adopted. These included Cushing's comment, in response to an observation by Prof. Barth Pollak, that students should be instructed not to relate their responses to the class in which the survey was distributed; Kerby's suggestion that faculty be polled on the validity of some of the more subjective items on the TCE, such as "fairness" and "interest in students"; Pollak's idea that students' responses be correlated with their grade point averages; and Conway's, that they be correlated with their respective colleges. Cushing moved, seconded by Kerby, that Farrow and his subcommittee be charged with making the needed changes, and the motion was passed unanimously.

The meeting was recessed at 8:41 p.m. and reconvened at 8:51 p.m.

Speaking for the Committee on Student Affairs, Kerby said that its report on grade inflation was being duplicated and that it would be distributed by mail to the senators before the November meeting.

Turning to unfinished business, the senate considered the motion made at its September meeting that the Board of Trustees be requested to endorse the AAUP Statement on Academic Freedom and Tenure. Cushing noted that the trustees had already accepted the AAUP Statement on Governance. Prof. Kenneth Goodpaster then asked for clarification of one of the Interpretive Comments of 1970, namely: "Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 Statement, and we do not now endorse such a departure." To this, Robinson responded that the comment effectively repealed the original exemption. The motion was passed unanimously.

Prof. Claude Pomerleau, having distributed a statement written by himself and Prof. Robert Rhodes, argued in favor of the senate's sponsoring the Third World Relief Fund Drive. He said that in requesting to be sponsored, the group hoped primarily to gain legitimacy. Pleasants asked why the Fund needed to be legitimized, and Robinson replied that the senate should be pleased with such recognition. Danehy reminded the senate that at its previous meeting, several persons had spoken against the precedent which might be set by such a measure. The question was called and the motion defeated, only nine votes having been cast in favor of sponsorship.

As an item of new business, the issue of the confusion and difficulty caused by the new examination schedules was raised by Kerby. He then introduced the following motion, seconded by Prof. Emerson Funk and others:

Be it solved that the Academic Council revoke the examination scheduling policy announced by the provost on April 6, 1976, until the council solicits and receives endorsement of the said policy from a majority of the teaching faculty.

Professors Funk, Pleasants, Thomas Patrick, and Norman Haaser all spoke of the conflicts caused by the elimination of evening exams, Haaser observing that the administration had created major problems in its effort to solve minor or non-existent ones. Danehy reported that six department chairmen had not replied to his request for information on exams, but that judging from the twenty-nine answers which he had received, the original issue seemed less serious than the provost had thought. Economics, he said, was the only Arts and Letters department that had given evening exams, to which Prof. Paul Bosco added that Modern Languages had done the same.

Kerby asked whether anyone could suggest changes in the motion he had offered. There were numerous suggestions: Press said that only faculty in the departments affected by the policy ought to be polled; Atassi and Goodpaster asked for information on students' preferences (to which Funk replied that in an informal poll in several large elementary physics courses last year about 80 per cent of the students preferred evening exams to 8 a.m. exams); Robinson noted that a study of the issue could be conducted by the senate; Pleasants said that the current policy might be allowed to continue on an experimental basis; Conway argued that "revoke" should be changed to "suspend"; and Cushing proposed that the Academic Council be asked to obtain the responses of students and faculty. In the course of the discussion, Prof. Rudolph Bottei reported that there was also a movement to end evening classes, and Prof. Ronald Weber noted that department chairmen had been instructed not to schedule these in the spring semester.

The original motion having been withdrawn, Kerby, seconded by Funk, offered a revised version:

Be it resolved that the Academic Council suspend the examination scheduling policy announced by the provost on April 6, 1976, until it completes a comprehensive factual study of affected faculty and student reaction to the said policy.

The motion was passed unanimously.

Observing that the senate ought not to be concerned solely with faculty welfare, Atassi, seconded by Biles, moved that the senate

- (i) include on its agenda for this academic year a full study of academic excellence at Notre Dame;
- (ii) constitute a committee and instruct it to carry out a preliminary study, including a survey of the faculty, on academic excellence at Notre Dame;
- (iii) report its findings on academic excellence at Notre Dame to the administration, faculty, and students of this university; and
- (iv) support the implementation of measures to further academic excellence at Notre Dame

Both Biles and Atassi argued that the stature of the senate would be increased by this measure. But Robinson, Goodpaster, Kerby, Conway, and Danehy responded that a more specific proposal was needed if it were to be effectively implemented. Prof. Don Vogl commented that the North Central Evaluation might have some bearing on the issue. Withdrawing his motion, Atassi offered to prepare a more detailed proposal for the December meeting.

The meeting was adjourned at 9:44 p.m.

Those absent but not excused were: Robert Anthony, physics; Roberta Chesnut, theology; Brian Crumlish, architecture; Michael Francis government and international studies; Thomas Kapacinskis, theology; Sheridan McCabe, psychology and counseling center; Rev. Charles Sheedy, theology.

Respectfully submitted,

Sarah B. Daugherty
Secretary

United Way Campaign

The Notre Dame suggested campaign goal of \$64,200 has not been reached to date. However, pledges are still coming in and we should be respectably close to that goal if those of you who have not forwarded your pledge, do so.

A special note of thanks to those who have assisted me with the campaign and to all of you who have contributed so generously.

William B. Berry
Notre Dame United Way
Campaign Chairman

Summary

Faculty (368)	\$35,181.74
Administration (146)	8,704.54
Staff (477)	6,540.04
Retirees	593.00
Students	2,596.33
C.S.C.	1,035.00
Campus Ministry	700.00
Graduate Students	193.44
WNDU	1,224.56
Special	630.00

To Date TOTAL	<u>\$57,398.65</u>
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Minutes of the 170th Meeting of the Graduate Council May 5, 1976

The 170th meeting of the Graduate Council was called to order at 3:30 p.m., Wednesday, May 5, 1976 in Room 121, Hayes-Healy Center. Not present was Prof. Roger Breehauer (Chemistry, on leave). Associate Dean Edward Jerger represented Dean Joseph Hogan (Engineering). Franklin Long represented David Sparks (Library).

I. Approval of the Minutes of the Previous Meeting

The minutes of the 169th meeting, April 12, 1976, were unanimously approved as distributed.

II. Report of the Review Committee for the Graduate English Program.

Prof. Frank Bonello, Chairman of the University Review Committee for Graduate English, presented a summary of his committee's report on the graduate English review. A copy of the report prepared by Professors Bonello and Gary Gutting is appended to these minutes. Professors Edward Vasta and John McDonald, department liaison to the English Review Committee, were the guests of the council for this final report on the now completed First English Quinquennial Review. Bonello's summary evoked an extended discussion between council members and the English Department representatives present.

1. The question was raised whether the written departmental response ("Report C") to an external reviewer report ("Report B") should include a plan or strategy for implementing the departmentally accepted recommendations of the external report.

In response a distinction was drawn between the formulation of a plan or strategy for appropriate response action (this indeed should be included in a departmental written response, i.e. ("Report C"), and the implementation of such a plan. The implementation phase was generally recognized to involve a time and circumstances extending well beyond those of Report C and accordingly not includable in it.

2. By way of explicating further his department's response to the English external reviewers' reports, as well as some written comments on them, Professor Vasta articulated his department's current performance in terms of what he took to be its three primary "resources" or "principles" of controllable change, namely,

2.1 The performance of individual faculty members.

2.2 The performance of the department as a whole.

2.3 The performance of the University administration.

As to 2.1, he noted that English faculty members are, as recognized by all the reviewers, dedicated to the academic ideal of the scholar teacher. Hence, any claimed inadequacy in their performance as scholars and teachers probably stems from circumstances not entirely within their individual control.

As to 2.2, he noted that the number of unfilled vacancies in the English department continues to grow with a correspondingly larger burden on the remaining staff. He agreed with the external reviews' suggestion that the volume and quality of the department's publications and visibility are not up to what might be expected from its capabilities. Though all the reviewers differed in their assessment of the department's record of published scholarship, none, in Vasta's view, supported the comment that it is "meager and insignificant". A diminishing staff with a correspondingly expanding teaching load is not, in Vasta's view, without discernible bearing on the scholarly publication record and visibility of the department as a whole.

By way of providing some perspective to this phase of the discussion, Dean Isabel Charles commented that the English Department receives approximately one-sixth of the Arts and Letters College's total budget. The total annual student credit hours taught by the department, however, has diminished by almost a fifth over the last five years and considerably more than a fifth over the last decade. This reduction, to be sure, stemmed in considerable part from changes in the English share of University curricula mandated by College or University Councils - agencies as much of administrative as of departmental management.

2.3 Turning to the University Administration's impact on the current state of the Graduate English program, Vasta stressed most particularly the effect of the administration's teaching load policy on the scholarly productivity of his department. As he construed this policy, it would allow no unfunded reduction in the normative 12 hour teaching load beyond a general three hour reduction to nine hours for scholarly research. Any further reduction to six hours, the generally recognized maxima for scholars engaged in productive research, would be allowed only if the reduction were externally funded. Thus, in the English Department, in the absence of outside funding, any reduction of one professor's normal nine hour load to six hours to encourage his scholarly productivity could only be at the expense of a compensating increase of another professor's normal nine hour load to twelve hours.

If indeed, as it seemed to Vasta, this is the only option available to the English Department within the University's teaching load policy, it is self-defeating since any benefit for a given professor would be possible only at the expense of another.

A spirited discussion of this interpretation of the administration's teaching load policy ensued. The policy, it was noted, has been publicly stated in the NDR #11, 1971-72, pp. 179-180. There a review of measures for controlling faculty size is presented in the larger context of a review of measures for controlling expanding costs to maintain University solvency.

The claim that this policy equitably permits only a uniform nine hour per week teaching load in departments like English with little if any outside funding is at variance not only with the published text but also with existing practice in several departments of the University.

The point was made that this uniform nine hour load interpretation seems to rest on assumptions of equal scholarly interest, energy, performance, support and success within a faculty. Such assumptions are certainly not asserted and are definitely not implied in the cited policy statement.

It was noted by Professor Gordon, that the policy reflects the administration's concern that each department deploy its available resources according to a realistic and definite program to meet its obligations. Further, he noted that differential teaching loads, where utilized to protect active scholars in the department, was a specific provision in the policy.

The council's extended discussion of Professor Vasta's interpretation of the administration's teaching load policy and its effects on the scholarly output of his faculty concluded with a general recognition that the policy is indeed sufficiently flexible to allow other interpretations fully consonant with the fullest development of scholarly commitments of teachers and departments alike.

III. Report of the Vice President

The Vice President for Advanced Studies announced:

1. The election to the Graduate Council of Professors John G. Borkowski and Morton S. Fuchs to succeed Professors Robert H. Vasoli and Roger K. Bretthauer as elected representatives from the social science divisions of the Graduate College. As elected representatives they will serve three year terms from September 1976 to June 1979. Gordon expressed both his own and the council's gratitude to Professors Bretthauer and Vasoli for their constructive contributions to the work of the council.

2. Rev. William A. Botzum, C.S.C., Professors John E. Derwent and Kenneth R. Lauer complete with this meeting their terms as appointed members of the council. No less than their elected colleagues, they too have served the council well during the more numerous and demanding sessions of this first quinquennial graduate review period. Their successors have yet to be appointed.

3. With the retirement from the council of Margaret Grounds, out-going president of the Graduate Student Union, the graduates lose an articulate, forceful spokesman on the council and the council a sagacious representative of student interests.

4. Current admissions statistics as of April 30, according to Gordon, indicate an increase of some 225 more applicants over this time last year. Of a total of 1667 applications on April 30, 1976, 39% had been rejected, 36% accepted and 25% remain undecided. Of the 36% accepted, 31% have confirmed, 29% declined and 40% have yet to respond.

5. The Vice President noted that OAS had lately sent a memo detailing the format and schedule for an entirely revised 1977-79 Graduate Bulletin. He urged council members to urge their graduate departments or programs to reflect in their bulletin copy the repeated urgings by our external reviewers to consolidate our resources, in part by concentrating our course offerings and, in part, by increasing minors in cognate programs.

6. Recalling the understandable concern of our graduate women last year when they had to vacate Lewis Hall, Gordon announced that the new town house residences are ahead of schedule and would be ready for occupancy in the fall. Grounds has been enormously helpful in enlisting graduate student assistance in fixing up the Common Room adjacent to the Fides House.

To the deans, department chairmen and council members for their unstinting cooperation in the external review program, Gordon expressed his special thanks. Their participation had eased the scheduling and programming of the otherwise arduous site visits.

The council concluded its year's business with a unanimously approved motion to adjourn at 5:10 p.m.

John J. FitzGerald
Secretary

Appendix

External Evaluation of the Graduate Program in English

Introduction

The external evaluation of the graduate program in English proceeded in the manner prescribed by the Office of Advanced Studies and employed in the several evaluations already completed. The initial step involved the preparation of materials by the department which are made available to the external evaluators prior to their site visit. In this instance these materials included such things as faculty vitas and course descriptions, as well as separate reports by the department's chairman, director of graduate studies, committee on graduate studies, and graduate student advisory committee. Equipped with these materials the external evaluators--Professors Hazard Adams (University of California-Irvine), A. Walton Litz (Princeton University), and Arlin Turner (Duke University)--visited the campus on Oct. 22-24, 1975. While on campus the external evaluators met with various groups from the department including tenured faculty, non-tenured faculty, departmental administrators, graduate students, and undergraduate students as well as university administrators including the provost, the vice-president and the assistant-vice-president for instruction from the Office of Advanced Studies, and the dean of the College of Arts and Letters. Subsequent to the site visit each of the external evaluators, in a departure from the procedure of previous evaluations, submitted separate reports. Each report presented an extensive discussion of the graduate program and concluded with a set of specific recommendations. Finally, a written response to the external evaluators was prepared by the department. This response was authorized by a three member faculty committee consisting of Professors Paul E. Beichner, C.S.C., Joseph Brennan, and Walter Davis. In preparing this response discussions were held with both faculty and graduate students and the final document was approved by the departmental faculty.

This report, prepared by the undersigned with the assistance of Prof. John McDonald (who served as departmental liason), in a summary of the comments made by the external evaluators and the departmental response to those comments. Our summary is organized around the following major topics: (i) the structure of the graduate program, (ii) the graduate students, (iii) the faculty, (iv) physical facilities and services, and (v) administrative concerns. In each of these sections we present the thoughts of the external evaluators and the departmental response. At the end of this report we have included several of our own observations.

Structure of the Graduate Program

Three elements in the current structure of the Ph.D. program are of major concern to each of the external evaluators: (i) the course work and candidacy examinations completed by the typical graduate student, (ii) the foreign language requirement, and (iii) the courses offered by the department. With respect to the first of these elements, the external evaluators each believe that "excessive specialization" exists; that is, the typical graduate student is not being exposed to an adequate cross-section of historical periods and genres. Having said this each of the evaluators points out the harmful effects of such "excessive specialization," the reasons why it obtains, and what might be done to eliminate it. If the student has gone through too narrow a program the student will be hampered in current and future teaching and research activities. If the student faces narrow candidacy examinations and takes courses which, to a large extent, are viewed as a means to passing candidacy examinations, the course selection will be very specialized. The evaluators offer different recommendations on what might be done, specifically, to eliminate the "excessive specialization." These include the creation of more general candidacy examinations, broader representation on doctoral committees, institution of a requirement that a student take courses in one or two areas which are not to be included in his or her candidacy examinations, establish a single advisory committee for all first year students which would assess each student's undergraduate background and suggest a broad program of study, and the institution of more general courses to be taken during the first year of graduate study. To repeat, the external evaluators agree that current procedures for advising students and candidacy examinations yield "excessive specialization" but offer alternative suggestions on the appropriate mechanisms that might be used to achieve less specialization.

The departmental response agrees with the criticisms concerning "excessive specialization," noting that "a more general preparation" is needed both to insure the quality of the Ph.D. education and to give graduates a better opportunity to find jobs in the currently restricted market. Accordingly the response states, "it seems expedient that the department mandate a rethinking and restructuring of our program as soon as possible." The response also accepts the major recommendations of the evaluators on this matter and points out that almost all of them were anticipated by the department's own internal review.

The second element of concern to the external evaluators is the foreign language requirement. At present one foreign language is required but the external evaluators perceived that there was some support from both students and faculty to require two foreign languages. On the question of whether one or two languages ought to be required, two of the evaluators favor the one foreign language requirement but with some modifications. One of these evaluators suggests that it be "more literary" and that it should be "administered by the department, not ETS or some other department." The other supporter of the one foreign language requirement recommends that the requirement should be reviewed with an "eye toward integration of it with the work graduate students actually do and the research needs they will actually have." The third evaluator seemed to support the two foreign language requirement, stating that if the research M.A. requires one foreign language, "Perhaps the Ph.D. would in logic require a second, which whenever feasible be chosen to support the dissertation research."

The departmental response agrees on the advisability of reconsidering the Ph.D. language requirement but does not comment on which direction of change might be most appropriate.

The third and final element in the discussion of the structure of the Ph.D. program is the course offerings. The general tenor of these remarks suggest that a better selection of course offerings might be made available to graduate students. To one evaluator this means a "larger range of courses at the graduate level." To another this means several different things including the creation of an "Introduction to Graduate Study course" and an opportunity for graduate students with weak backgrounds to take a general survey course currently taught at the undergraduate level. To the third this means the combining of several 500 level courses. He also points out that the effort to improve the graduate program will require some revisions of the undergraduate program; i.e. greater use of courses that are open to both graduate and undergraduate students. These comments and suggestions are, of course, all related to the concern of the external evaluators with excessive specialization. But the evaluators feel that other concerns bear on this issue. These include greater coordination of the graduate and undergraduate programs, maintaining reasonable class size, and more effective use of the faculty and faculty time.

The departmental response generally supports these recommendations. However, there is some hesitation to revise undergraduate offerings if this means introducing formal course or area requirements for the undergraduate major. Also, comment is made on the need to exercise control over the number and qualifications of undergraduates admitted to classes with graduate students.

Each of the external evaluators also makes comments on the M.A. program. The basic thrust of these remarks is that the department should review this area of graduate education at the same time it re-examines the Ph.D. program and should consider the following specific items: (i) equalizing the amount of work required for the different M.A. degrees; (ii) establishing a character and focus in the M.A. examinations, and (iii) defining more precisely the meaning of the M.A. degree for those students who are pursuing the Ph.D. degree. One evaluator also suggests that given the success of the M.A. "teacher preparation" program during the summer session, this program might also be offered during the regular academic year.

The departmental response notes the need to reconsider the nature of the M.A. examinations but makes no further comment about the M.A. program.

The Students

On matters relating directly to the graduate students, the remarks of the external evaluators center on the quality of students, their number and the process by which they are selected, the effectiveness of teaching assistants, and stipends. With respect to quality one evaluator states that test score data indicate that "in general the quality is good." This same evaluator also says: "The record of student activity in publishing is impressive." Another evaluator says that he is "impressed by the enthusiasm and intelligence of the graduate students I met" but that many of them "do not have strong backgrounds in literature."

On numbers, one evaluator suggests that current conditions imply a small graduate enrollment but in the process of achieving this objective quality could be improved. As a corollary to this the evaluator says that students should select with reference to quality rather than field.

All three external evaluators also reacted favorably to the teaching activities of the graduate students. As one evaluator put it: "The undergraduates we interviewed were strong in praising the teaching assistants, mentioning their enthusiasm and energy..." Another evaluator expresses his view in much the same way: "The teaching assistants are enthusiastic and hardworking. This teaching effectiveness is partly explained by the teaching program, a six-credit one-year course entitled "Seminar in Teaching" which is required of all first year assistants. This program also receives the praise of the evaluators. However, one did suggest that the assistants might find the program too long and that it might be shortened without reducing the effectiveness of graduate assistant teaching. The evaluators agree that the current teaching load for these assistants, one course per semester, was the maximum load that should be imposed. To attempt to increase the load to two courses per semester would reduce teaching effectiveness and at the same time detract from the performance of the graduate assistants in their own course work. As a final item bearing on teaching effectiveness, each of the evaluators state that the current office space for teaching assistants makes their activities very difficult. We will return to this point in a subsequent section of this report.

Current stipend levels are perceived by the external evaluators as reasonable. This is not to say that the external evaluators did not make recommendations for change. Two of the evaluators support a "graduate pay-scale for teaching assistants, to reward long and conscientious work." One of these evaluators also recommended that "a few 'extra-special' fellowships" be created and used to attract outstanding graduate students.

The departmental response basically accepts these comments and recommendations. The response states that the selection of graduate students has always been based on quality and never with reference to field and any appearances to the contrary are accidental.

The Faculty

With respect to the faculty the remarks of the external evaluators may be classified into two major categories: the quality of the current faculty and the actions which might be taken to improve quality. Before taking up these points we will review several other matters including the spirit of the faculty and its teaching and service activities.

On the matter of spirit, one evaluator's comments are quite favorable, stating that there was mutual respect and concern between all segments of the faculty. Another echoes these same sentiments. On teaching, one evaluator finds that: "The Notre Dame English Department contains many talented and dedicated teachers..." On service, another evaluator states: "The English faculty has served the University well; obviously, in administrative and committee assignments."

The basic measure of the quality of the faculty is scholarship. Using this criterion, the evaluators are in less than complete agreement. At the favorable end of the spectrum one evaluator states: "a number of its members have commendable lists of publications, some of them extending over two or three decades. Several of the younger members are building up creditable bibliographies and can be expected to produce major work later on." At the opposite end of the spectrum another evaluator states: "With a few notable exceptions the recent scholarly productivity of the faculty--at both senior and junior levels--is not impressive. It is impressive neither in bulk nor in quality and nature... One cannot escape the sense of a certain amount of trivia in the departmental bibliography as a whole." The third evaluator might be characterized as taking the middle ground: "The quality is uneven from field to field..." This evaluator also states: "Reading through the vitas, one misses long-range scholarly projects and a sense of focused research and writing." Even in the case of the most critical evaluators, he does not attribute this perceived lack of scholarship to a lack of ability on the part of the faculty: "... the department contains intelligent people of considerable pedagogical talents and scholarly capability."

Besides these reflections on the quality and quantity of scholarship, the evaluators make a number of suggestions which would improve scholarly output and, thereby, the prestige and quality of the graduate program. To some extent these suggestions are logical extensions of thoughts on why scholarly output has not been all it should be. For the sake of brevity we will simply summarize the recommendations for improvement.

- (i) The department should fill the University endowed chair available to it and do so quickly and with a distinguished person.
- (ii) The department should maintain standards for hiring and promotion at the "highest possible level." In hiring young faculty, it should only appoint persons with Ph.D. in hand. The department should consider "outstanding appointments at the middle level."
- (iii) The department should take actions which will encourage research and travel for scholarly purposes including the selective use of release time and research funds and establish a more formal procedure for the granting of leaves. In particular the department should make adjustments in the teaching responsibility of those faculty members who bear heavy loads in the graduate program, especially dissertation supervision.
- (iv) The department should make more effective use of available resources such as materials in the Medieval Institute and the program in Dublin.
- (v) The department should attempt to develop a widely shared sense of direction and that faculty members, individually and collectively, should take a longer range view of their research activity.

Although the department's response expresses reservations about some of the specific criticisms of its scholarship, it admits that the department does have a less than satisfactory publication record and hence is deficient in visibility and prestige. The response agrees with the evaluator's recommendation for scholarly improvement, placing the special emphasis on the need "to make our demands for quality publications in all promotion decisions explicit and understood by all faculty members" and the need to stimulate research with released time, travel funds, and supported leaves. Regarding the latter, the response notes that improvement in this area must come largely from the University administration and strongly supports the suggestion of one evaluator that the administration set up a policy of regular supported leaves. However, it is also stated that the department has "not always used the research-leave opportunities which were available."

As to the matter of hiring faculty who have not completed their Ph.D.'s, the response suggests that the evaluators may have misunderstood the department's policy. It points out that the appointments and promotions committee has always made its recommendations on the assumption that the candidate would have the Ph.D. when joining the department. At the same time the committee has placed more emphasis on "qualifications alone, rather than paper credentials" in its hiring decisions.

Physical Facilities and Services

Each of the external evaluators remarked on the physical facilities and services available to the department. On the favorable side one evaluator states that resources available for typing, dictation, and computer work are among the finest he has seen. This same evaluator says that library holdings and present purchasing policies seem "reasonable" but cautioned that the emphasis on modern British and American literature could lead to future problems.

Negative comments are made by all three external evaluators on the office facilities available to graduate teaching assistants and faculty members. For the former, limited space seems to be the critical problem with only six desks available for all the teaching assistants. This arrangement leads one evaluator to comment "I do not believe that anywhere in my career I have seen worse physical space for teaching assistants." The other evaluators agree, and consequently, all three recommend that better office facilities be provided the teaching assistants.

On faculty offices, the criticisms are directed not at limited space but at their current arrangement. Specifically, the department chairman's office is in the building but down the hall from the offices of the director of graduate and undergraduate studies, and the remaining faculty offices are all in another building. The point is that these various offices should have a central location enabling graduate students and faculty easy access to one another. The evaluators also suggest that a "common room" should be a part of these centrally located offices. This room could enable the faculty to meet conveniently and informally. As an additional point one evaluator is distressed by the nature of the faculty offices in the basement of the Memorial Library. These offices are "more conducive to the life of an anchorite than a professor."

The departmental response strongly supports the evaluators' recommendation for improved physical facilities. It lays special emphasis on the need for an immediate improvement of the office arrangements for teaching assistants, suggesting that the soon to be vacated music wing of O'Shaughnessy Hall be considered for this purpose. The departmental response also states that a common room is "an immediate goal with a high priority." On the matter of the library, the departmental response "urges the administration to consider vast re-funding of the library as a primary objective for the continued intellectual health of the University at large."

Administrative Concerns

In this section we include the comments of the external evaluators on departmental administration, tenure and promotion, and the relationship between the department and other segments of the University including the Office for Advanced Studies and the University administration.

Two of the external evaluators commend Professor Vasta, current chairman of the department, for his stewardship. One of these also comments favorably on Prof. Edward Kline, current director of graduate studies; "obviously doing a good job under difficult circumstances." This same evaluator compliments Prof. Donald Sniegowski for his work with the teacher program for graduate assistants and his service as director of undergraduate studies.

On the matter of administrative procedures within the department, the evaluators are less impressed. We have already included their comments on the advising of graduate students and need not repeat them here. The evaluators, one in particular, raise some questions concerning the powers of the department chairman who seems to have full control over budgetary matters as well as decisions regarding leaves. This apparent power can lead to a number of problems, some of which may be real while others may be imaginary. These considerations lead to the three specific recommendations by this evaluator: (i) senior faculty should be given the right of consultation on budgetary matters, (ii) promotion and merit increases for members in a given faculty rank should be voted on by all faculty members above that rank, and (iii) the administration investigate the possibility of creating a college-level committee which would allocate research and travel funds as well as research leave. The other evaluators have several suggestions which proceed along similar lines. A final comment on departmental money matters concerns the Ward-Phillips Lectures. All three evaluators state that these lectures, which generated high visibility for the department and excellent exposure for graduate students, should be funded on a long term basis. One evaluator goes so far as to suggest a policy where the funds would be "clearly earmarked by the University administration."

While acknowledging the evaluators' concerns about department budget administration, the departmental response says that "the present system should not be changed because it is working." It does recommend that, to relieve the chairman of pressure, the budget be given in two parts, one for salaries and one for travel, lectures, etc. With regard to the Ward-Phillips lectures, the response agrees on their great value and notes that the department is seeking long-term funds to support the series, including sources outside the University. To promote the effort for outside funding the lectures have the expanded title of "The Boundaries of Literature" and will "serve as an interdisciplinary focus for the entire University as well as speak to the department's interest."

The question of tenure and promotion is discussed in some detail by each of the evaluators. All three evaluators agree that both the requirements as well as the procedures surrounding tenure and promotion are not adequately understood by the faculty. As a consequence each of the evaluators makes recommendations to redress this confusion. For the sake of precision we will quote the recommendations of each of the evaluators in this area.

The first recommends:

University policy and procedures for hiring and promotion should be clarified, and communicated to all levels of the department. Outside referees should be used to insure quality and consistency of judgement.

The second offers a set of three recommendations:

The department should make clear its responsibility in tenure decisions.

The administrative officers of the University should communicate frequently and directly (in meetings) with the English faculty on matters of personnel and other policies.

The department should make extremely clear to prospective employees the criteria for tenure and the prospective employer's expectation of it. I am not talking about the ample document available to faculty but about the facts of academic life in the 1970s and probably the 1980s.

The third evaluator recommends:

That thought be given to procedures for decisions on tenure and promotion, in an effort to avoid confusion in the minds of faculty and students in the department.

In commenting on tenure and promotion the evaluators do not attempt to assess the appropriateness of recent decisions but stress the necessity that common criteria be employed by the department and the administration. They do not suggest that the confidentiality of the deliberation be eliminated but that the criteria and procedures be fully understood by the entire department.

The departmental response states that the external evaluators received little advance information on the issues of recent negative tenure decisions and what they learned during their site visit was based on "talks with individual department members." As a result, it is claimed, "their reports are marred by the frequent misinformation and misconstructions." Of one evaluator, the response comments that he makes a false accusation "without real knowledge of the situation." Having said this, the response acknowledges the "crying need" for measures to prevent the spread of misinformation regarding tenure decisions and states that the department is initiating debate on the evaluators' recommendations for improving the situation. The departmental response also "urges the administration to implement accountability for its decisions down to the department to the committee." On the suggestion for outside evaluations, the response indicates that this suggestion has already been incorporated into appointment and promotion procedures.

As far as interactions between the department and the rest of the University are concerned several points are raised by the evaluators which have not been included in remarks thus far. One concerns the question of course load for faculty members as interpreted by the administration. Here we may quote one evaluator who puts it rather strongly:

For the administration to hold to the fiction of a 12 hour load (thereby claiming that a reduction to nine has already occurred) is ridiculous. Nine hours is already a heavy load for a professor of English in a major university who has to take serious responsibility for graduate work. This is a matter that ought to be taken care of, and in the process administrative talk about 12 hour loads ought to cease.

The department response emphatically supports the evaluators here and goes on to suggest that a "more realistic" teaching load policy would significantly improve the scholarly output of the department.

In another area one evaluator suggests that the English Department may be at some disadvantage because of the lack of a program in comparative literature and a graduate program in foreign languages. This same evaluator also suggests that work in other departments of the humanities might be incorporated into a student's major field. A second evaluator makes suggestions along similar lines.

As a final point we should note that one evaluator mentions tension between the Office of Advanced Studies and the department. Here the departmental complaint was that actions by that office are "arbitrary." The external evaluator, however, did not offer any specific recommendations except to say that such complaints are common elsewhere and usually warranted.

Conclusions

As observers of the evaluation process we may offer several of our own conclusions. The first of these is that the evaluation of the graduate program in English has been an extremely effective one in the sense that a number of issues have been raised and which both the external evaluators and the department agree demand action. It might be worth adding that the effectiveness of the evaluation has several sources including the department's own critical stance in preparing its internal review documents, the department's openness and frankness with the external evaluators during their site visit, the perceptiveness of the evaluators themselves, and the fact that the external evaluators each submitted separate reports. Of these several sources the most important may be the department's internal review documents for, as the departmental response states, "The main recommendations, on which outside reviewers agreed, were in these documents themselves, explicitly stated or implied."

This is, of course, not to say that there was complete agreement between the external evaluators themselves or between the external evaluators and the department. This is the second observation we wish to make. As for the external evaluators themselves they do tend to agree on areas of concern but reach less agreement on actions to correct problems. This is to be expected with separate evaluations. More important are areas of disagreement between the evaluators and department. Fortunately there are few of these, but one is worthy of special mention. With respect to tenure and promotion decisions the departmental response states that the external evaluators reports are "marred by frequent misinformation and misconstruction." But is this the case, and we do not say it is, then the source of the misinformation and misconstructions is the department itself. Indeed, the departmental response implies this, for it states that what external evaluators learned on this matter was "based on talks with individual faculty members." If this was the case then either all the members of the faculty with whom this matter was discussed were misinformed or the external evaluators were receiving conflicting information from various individuals or all three evaluators continuously misinterpreted consistent and accurate information. The last of these seems highly unlikely and, thus, we conclude with the essential point agreed to by the evaluators and the departmental response: the policies and procedures for hiring, tenure, and promotion need to be clarified and adequately understood by the department faculty.

A third observation we wish to make is that a number of problems and recommendations involve more than the department. Indeed this evaluation, and to an extent the prior evaluations, seem to require a response from the University administration. After all, what can a department by itself do about recommendations for more office space for teaching assistants, changes in budget procedures, and meetings between faculty and University administrators. Perhaps the Office of Advanced Studies and the Graduate Council might explore mechanisms by which responses could be obtained from those within the University whose decisions affect departmental policies and incorporate these responses into the review process.

As a final observation we might comment on the overall process and usefulness of this particular evaluation to the department itself. Here we can use no better words than those contained in the departmental response:

Although the documents produced will be referred to and used for some years to come, the intangible benefits of the exercise to the department and individuals in terms of communication, discussion, self evaluation, co-operation and motivation to move forward are easier to feel than to record.

Respectfully,

Frank J. Bonello
Department of Economics

Gary M. Gutting
Department of Philosophy

Additions and Corrections: NDR #4

Editors note: Following are corrections and additions to Notre Dame Report #4 which have been brought to the editor's attention. May we suggest that you either remove these pages and insert them in Notre Dame #4 or make the appropriate corrections in that issue. All page numbers listed below refer to Notre Dame Report #4.

I. University Administration

- p. 74--Add: (before Dean of Administration listing)
Center for Pastoral and Social Ministry
Msgr. John J. Egan
Special Assistant to the President; Director
Rev. John J. Gallen, S.J.
Director of the Murphy Center for Liturgical Research
Rev. Vincent Dwyer, O.S.C.O.
Director of the Center for Human Development
Rev. Robert S. Pelton, C.S.C.
Director of the Notre Dame Institute for Clergy Education
Peggy Roach
Director, Religious Leaders Program

II. Academic Department Chairmen and Program Directors

- p. 77--John G. Borkowski should be listed as chairman rather than acting chairman of the Department of Psychology.

III. University Committees

- p. 81--Academic Council Professional Specialist Faculty. Add: W. Philip Helman, term ending 1978.
Academic Council, Student Representatives. Add: Mary Conklin, Graduate School.

p. 82--Substitute for Black Student Affairs Committee, the following listing:

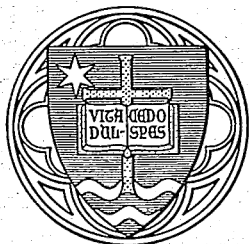
James B. Stewart, Director, Black Studies Program, Chairman
Peter Cannon, Junior, College of Arts and Letters
Angie Chamblee, Freshman Year of Studies
Morton S. Fuchs, Professor of Biology
Bernadette Merluzzi, Minority Student Affairs Counselor
Francis Peay, Athletic Department
Andrew Ransom, Senior, College of Arts and Letters
Reginald Reed, Junior, College of Business Administration
Richard Ryans, Sophomore, College of Business Administration
Daniel Saracino, Associate Director of Admissions
Joseph Scott, Associate Professor of Sociology and Anthropology
Valda Staton, Freshman, Freshman Year of Studies
Jerome Thornton, Assistant Professor of English
Belinda White, Junior, College of Business Administration

p. 88--Faculty Senate. Add: Brother Frank Drury, C.S.C., Assistant Librarian, Life Sciences Library.

IV. Faculty of the University, Academic Year 1976-77

- p. 94--Add: JOSE ANADON, Assistant Professor of Modern and Classical Languages. B.A., Albion College, 1968; M.A., Univ. of Michigan, 1970; Ph.D., *ibid.*, 1974. (1975)
- p. 94--Adam S. Arnold joined the Notre Dame faculty in 1957, not 1975.
- p. 94--Add: MARGARET M. BARNUM, Staff Professional Specialist in the Psychological Services Center. R.N., Mercy Hospital, Denver, 1942; B.S. Nursing Ed., Loretto Heights College, 1943; Assoc. Degree in Alcohol Rec. Counseling, Highland Community College, Detroit, 1975. (1975)
- p. 94--Paul C. Bartholomew is deceased.
- p. 94--Add: LAWRENCE M. BASKIR, Faculty Fellow and Director of the Clemency Project. B.A., Princeton University, 1959; LL.B., Harvard Univ., 1962. (1975)
- p. 96--Dino S. Cervigni. Add: Ph.D., Indiana Univ., 1975.
- p. 97--The listing for Abner Chapmen of the Department of Military Science should read Major Abner B. Chapman, III, rather than Captain Abner B. Chapman, III.
- p. 98--Fernand Dutille should be listed as Professor, rather than Associate Professor, of Law.
- p. 99--Add: KATHLEEN L. FARMANN, Law Librarian and Assistant to the Dean of the Law School. A.B., Trinity College, 1941; LL.B., Catholic Univ. of America, 1945; M.L.L., Univ. of Washington, 1957. (1966)
- p.101--Mary Kathryn Jurusik. Add: M.A., Univ. of Notre Dame, 1976.
- p.105--Add: MICHAEL MOND, Assistant Professional Specialist in the Psychological Services Center. B.A., Indiana Univ., 1968; M.S., Univ. of Wisconsin, 1971; Ph.D., *ibid.*, 1975. (1975)
- p.106--Add: MARY ANITA PELZER, Staff Librarian, Law School. B.A., Ball State Univ., 1969; M.L.A., Indiana Univ., 1973. (1976)
- p.107--Add: WILLIAM B. ROBERTS, Assistant Professor of Aerospace and Mechanical Engineering. B.M.E., Univ. of Santa Clara, 1966; M.S., New York Univ., 1968; Dipl., von Karman Institute, 1970; D.Sc., Univ. of Brussels, 1973. (1976)
- p.109--Add: WILLIAM A. STRAUSS, Faculty Fellow of the Clemency Project. B.A., Harvard College, 1969; M.P.P., Harvard University, 1973; J.D., Harvard Law School, 1973. (1975)
- p.110--Robert P. Vecchio should be listed as Assistant Professor rather than Instructor of Management.
- p.112--Francis A. Yeandel is Assistant Dean of the College of Engineering and Assistant Professional Specialist in Management, rather than Assistant Professor of Management.

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