

'76-'77

notre dame report

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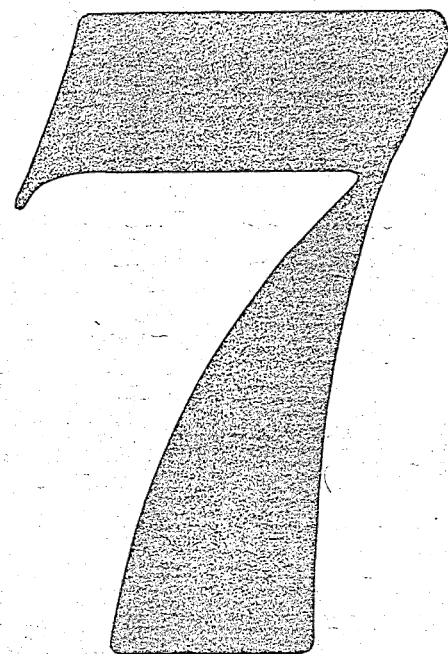
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the university

NEH Fellowships

Two Notre Dame faculty members have been awarded fellowships from the National Endowment for the Humanities. Valued at \$20,000, the awards were presented to Ralph M. McInerny, professor of philosophy, and Eugene C. Ulrich, assistant professor of theology. McInerny plans to spend a major part of his year in the Vatican Library where he will complete research on "The Role of Boethius in the History of the Humanities." Ulrich, director of the Collegiate Theology Program, will be joined by Frank M. Cross of Harvard University in editing a new book on the Qumran Scrolls, I-II Samuel. McInerny and Ulrich were among 179 scholars chosen from among 1,719 applicants to receive the fellowships.

Library Hours Christmas Vacation

Memorial Library hours during Christmas Vacation will be:

Wednesday, Dec. 22 - Monday, Jan. 17
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.

Memorial Library Building will be closed:

Dec. 24 - Dec. 27 (Christmas weekend)
Dec. 31 - Jan. 2 (New Years weekend)

The Research Libraries will be open Monday through Friday 8 a.m. until noon and 1 p.m. until 5 p.m. They will also be closed the same days as the Memorial Library will be closed as indicated above.

All libraries will return to their regular schedules on Tuesday, Jan. 18.

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Schedule of Masses

The schedule of masses in Notre Dame Report #6 was incomplete. The correct listing follows:

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

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

Lewis Hall

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

Lyons Hall

10:30 p.m. Tues & 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

Saturday midnight

Saturday midnight

5:00 p.m. Saturday

Saturday midnight

11:00 a.m. Sunday (Urchins)

5:00 p.m. Sunday

11:00 a.m. Sunday

10:00 p.m. Sunday

11:00 p.m. Sunday

Daily Mass

Morrissey Hall

11:00 p.m. Mon-Thur

8:00 a.m. First Fridays

Pangborn Hall

10:00 p.m. Mon-Thur

St. Edward's Hall

10:30 p.m. Mon-Thur

St. Joseph's Hall

Sorin Hall

10:30 p.m. Mon & Wed

(rector's office)

Walsh Hall

10:30 p.m. Tues

(rector's office)

8:30 a.m. Thur

(rector's office)

Zahn Hall

10:30 p.m. Mon-Fri

Sunday Mass

5:00 p.m. Saturday

11:00 p.m. Sunday

11:30 p.m. Saturday

5:00 p.m. Sunday

10:30 p.m. Sunday

10:00 p.m. Sunday

4:15 p.m. Sunday (chapel)

10:30 p.m. Sunday (chapel)

Saturday midnight

Sacred Heart Crypt

6:30 a.m. &

7:15 a.m. Mon-Sat

5:30 p.m. Mon-Fri

Confessions

Before the Masses

6:00 a.m., 7:15 a.m.,

8:30 a.m., 9:45 a.m.,

11:00 a.m., 12:15 p.m.

Before the Masses

Sacred Heart Main Church

11:30 a.m. Mon-Sat

5:15 p.m. Mon-Fri

Confessions

11:15 a.m. Mon-Sat

5:00 p.m. Mon-Fri

7:00 p.m. Mon-Sat

5:15 p.m. Saturday,

9:30 a.m., 10:45 a.m.,

12:15 p.m. Sunday

Vespers--Sunday at 7:15 p.m. in the Lady Chapel.

Episcopal Mass--Thursday at 4:15 p.m. in Grace Hall Chapel.

faculty notes

Appointments

Thomas F. Broden, director of the Institute for Urban Studies and professor of law, has been appointed as the equal employment opportunity officer for academic personnel.

Kieran Ryan, C.S.C., assistant vice president for business affairs, has been designated as equal employment opportunity officer staff personnel.

Honors

Astrik L. Gabriel, director of the Frank M. Folsom Ambrosiana Microfilm and Photographic Collection, was honored Nov. 29 at a reception in Chicago opening an exhibit of 105 illuminated manuscripts and master drawings, 9th through 17th century, drawn from the collection in Notre Dame's Memorial Library. The exhibit in the Sears Bank and Trust Company will be open until Jan. 28. This spring, the Notre Dame Art Gallery will exhibit the same materials.

Edward A. Kline, associate professor of English, was appointed to membership of the Steering Committee of the Museum Exchange for Computer Systems Help of the Smithsonian Institution, Washington, D.C., in November.

Marino Martinez-Carrion, professor of chemistry, has been elected president of the St. Joseph Valley Section of the American Chemical Society for 1977-78.

David E. Sparks, director of libraries at the University of Notre Dame, has been named to a state advisory committee planning the integration of library services in Indiana.

Anthony M. Trozzolo, Huisking Professor of Chemistry, has been named editor of Chemical Reviews, a journal of American Chemical Society. He was also appointed to the editorial advisory board of Accounts of Chemical Research. Additionally, he was re-elected to the National Council of the American Chemical Society as a representative of the division of organic chemistry.

Activities

The following papers were presented by faculty members of the department of psychology at the Seventeenth Annual Meeting of the Psychonomic Society on Nov. 11-13, in St. Louis:

Associate Professor D. Chris Anderson and Assistant Professor Charles R. Crowell: "Goal Shock (GS) Can Retard Extinction of Shock-Escape Alley Running: The Role of GS During Acquisition, Delayed GS, and Goalbox Confinement"; John G. Borkowski, chairman and professor: "On the Successful Transfer of Rehearsal Strategies: Effort vs. Form"; Associate Professor William E. Dawson: "Inverse Cross-Modality Matching and 'the Psychophysical Law.'"

Hafiz Atassi, associate professor of aerospace and mechanical engineering, presented an invited lecture at a Joint Air Force, Navy and NASA Conference on Aeroelastic Stability of Fan and Compressor Bladed Systems on Nov. 17, entitled, "European, Japanese and Russian Programs on Aeroelasticity in Turbomachines."

Thomas P. Cullinane, assistant professor of aerospace and mechanical engineering, chaired a session on Facilities Planning and Design at the 1976 American Institute of Industrial Engineers Systems Engineering Conference, Boston, Massachusetts, Dec. 1-3.

Astrik L. Gabriel, director of the Frank M. Folsom Ambrosiana Microfilm and Photographic Collection, delivered an invited "Cornell University Lecture" Nov. 16 at Cornell, entitled "A Pictorial History of Medieval Student Life."

Robert L. Kerby, associate professor of history, served as commentator for three papers dealing with aspects of American Military History at the Great Plains Historical Conference, University of Wisconsin, Oct. 20-23.

Edward A. Kline, associate professor of English, was chairman of the discussion sections on Sir Gawain and the Green Knight and on Old English Poetry and Prose at the Third Ohio Conference on Medieval and Renaissance Studies, Cleveland, Ohio, Oct. 11-13.

James Kritzeck, professor of history, gave an "Overview of Christian-Muslim Dialogue" at a meeting of church leaders at the headquarters of the National Council of Churches in New York City on Dec. 1.

David C. Leege, director of the Center for the Study of Man in Contemporary Society and professor of government and international studies, delivered a paper entitled "What Reviewers Look for in a Evaluating a Basic Research Proposal: An Experiential View from NSF" to the annual meeting of the American Political Science Association in Chicago, Sept. 2-6. He also served as a discussant in the conference "Changing American Life Styles: Developing Theological Perspectives" held at Valparaiso University, Oct. 20-23.

Marino Martinez-Carrion, professor of chemistry, presented an invited seminar entitled "Ligand Interactions with Isolated and Membrane-bound Acetylcholine Receptors" at the Department of Chemistry, University of Wisconsin, Milwaukee, Nov. 22.

E.E. Morris, assistant professor of aerospace and mechanical engineering, presented a paper at the winter meeting of the American Nuclear Society held in Washington, D.C., Nov. 15-19, entitled "Comparison of Multigroup and Point-Energy Transport Calculations in Sodium."

V.W. Nee, professor of aerospace and mechanical engineering, presented a paper at the meeting of the American Physical Society, Eugene, Oregon, Nov. 22-24, entitled "Turbulence Response to Continuous Energy Supply."

Thomas J. Schlereth, assistant professor of American Studies, delivered the keynote address, "Christianity in America: A Lively Experiment? A Righteous Empire? A Pilgrim People of God?" at the Bicentennial Week-of-Work, Saint Francis School of Pastoral Ministry, Milwaukee, Wisconsin, Oct. 25. On Oct. 28, he gave a lecture, "A Long and Intimate Friendship: Orestes Brownson and Notre Dame," at the Brownson Centennial Conference at Notre Dame.

Robert H. Schuler, director of the radiation laboratory and professor of chemistry, participated in the 71st Council Meeting of the Radiation Research Society held in Washington, D.C. on Nov. 22. Schuler is past president of the Radiation Research Society.

A.A. Szewczyk, professor of aerospace and mechanical engineering, presented two papers at the meeting of the American Physical Society, Eugene, Oregon, Nov. 21-24, entitled "Numerical Studies of Taylor-Green Vortices," (co-authored with Robert Betchov, professor of aerospace and mechanical engineering) and "Low Turbulence Shear Flows Past Finite Rectangular Cylinder."

Anthony M. Trozzolo, Huisking Professor of Chemistry, presented a lecture entitled "Cyclic Photochemistry" at the University of Chicago, on Nov. 19.

Penny Van Esterik, assistant professor of sociology and anthropology, presented a paper entitled "Lactation, Nutrition, and Changing Cultural Values: Infant feeding practices in rural and urban Thailand," at the Canadian Council of Southeast Asian Studies, York University, Toronto, Nov. 4-6.

Additions and Corrections: NDR #4

The following corrections and additions to Notre Dame Report #4 were received after deadline for listing of corrections in NDR #6:

- p. 77--College of Arts and Letters, Program Directors. Add: Thomas Jemielity, Ph.D., Committee on Academic Progress.
- p. 82, 83, 87 and 89--The name Brother Leo V. Ryan should be followed by the designation "C.S.V." rather than as listed. On p. 83 Brother Ryan's name should be included in the membership listing for the Center for Continuing Education Visitation Committee.
- p. 94--Add: BETTY ALBERT, Staff Professional Specialist in Psychological Services. B.S., Ohio Univ., 1968; M.S.W., Univ. of Georgia, 1975. (1976)
- p. 94--Margaret Barnum. Change to Margaret Cronin.
- p. 96--Frank N.M. Brown, professor emeritus of aerospace and mechanical engineering, is deceased.
- p.106--Ettore A. Peretti is no longer acting chairman of the Department of Metallurgical Engineering.
- p.112--Francis A. Yeandel is Assistant Dean of the College of Business Administration.

office of advanced studies

Special Notice

Faculty Research Fund (FRF) Program for 1976-77

Faculty Research Fund (FRF) Program
for 1976-77

The University Committee on Research and Sponsored Programs announces that the University has made the sum of \$15,000 available for support of faculty projects which give promise of excellence in their fields of scholarship but which have not yet been developed in a form eligible for support by Federal or private agencies and foundations. Awards will be made on the basis of a competition open to all members of the full time faculty (teaching and research). Proposals may describe scholarly projects in any area: research; education; artistic creation, performance; or production; library and museum development; development of physical facilities for teaching or research; and public or community service. The Faculty Research Fund is a "seed grant" program. Seed grant is difficult to define, but includes projects with the following sorts of goals:

- (1) "proof of concept" projects to articulate or define the conceptual framework of a scholarly project, or to show that a given approach to education merits serious consideration,
- (2) "problem formulation" projects to determine and specify the form of a solvable problem,
- (3) "exploratory" projects to investigate alternative methods or sources of information relevant to the solution of an already identified problem,
- (4) "pilot" projects to obtain the preliminary data necessary to qualify a nearly mature project for outside support.

Eligibility and Amount of Awards

Projects initiated by any member of the full time teaching and research faculty are eligible except for (1) continuation of projects previously supported by ('hard') money from Federal or private sources outside the University; (2) transition from a project supported by outside funds to a closely related successor.

Award amounts are subject to the following restrictions: (1) Faculty who have received outside support at the postdoctoral level or beyond within the previous seven years are not eligible for more than \$500 support in the NDSGP; (2) No faculty member is eligible for more than \$2,500 support from University-wide competitions (FRF, O'Brien Fund), in any seven year period. Additional "seed grant" support by Departments, Colleges, or Schools within the University, -- e.g., pre-tenure sabbaticals -- will not limit eligibility or maximum awards from the FRF.

Proposal Format

Each proposal must include the following information.

- (1) A full vita, including an itemization of all previous support from campus and off-campus sources (for all faculty involved in the project).
- (2) A proposal narrative which describes the purposes of the project and the means and materials to be used in pursuing those purposes.
- (3) The identification of a program, agency or foundation which may plausibly support a mature form of the seed project described in the proposal.
- (4) To the extent possible, proposals to the FRF should follow the format required by the program, agency, or foundation mentioned in Item No. 3.

(5) Budget restriction. 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.

(6) Budget. Proposals must include a completed "Internal Budget" in standard University of Notre Dame form. Proposals must include completed and signed copies of multi-leaf University "Form for Routing Proposals." Where possible, proposals should include budgets in the form required by the appropriate rates for all salary items and indirect costs at the rate of 10% of direct costs.

(7) Face page and abstract. Each proposal must include a standard University of Notre Dame face page or the equivalent information in a form required by the agency mentioned in answer to 3. Each proposal must be accompanied by an abstract of from 100 to 200 words, summarizing the project and its potential significance in language intelligible to academic reviewers not in the Department, discipline or field of the project.

(8) Length and number of copies. Proposal narratives should not exceed ten double spaced pages in length. Authors are responsible for delivery of seven copies of the complete proposal to the Office of Advanced Studies by the deadline.

(9) Deadline. Proposals must be submitted to the Office of Advanced Studies no later than 5 p.m., February 1, 1977. Announcement of awards will be made in the first issue of Notre Dame Report whose deadline falls after February 28, 1977. Projects may begin after March 7, 1977. Final reports are due no later than April 30, 1978.

Conditions of award

In accepting an award from the FRF program, a member of the faculty agrees to submit a final report to the Vice President for Advanced Studies no later than the date specified above. This report will normally take the form of a proposal requesting continued support of the project by an off-campus program, agency or foundation.

Criteria for the evaluation of seed projects

- (1) The importance of the project in its field.
- (2) The promise of quality in the applicant's work.
- (3) Demonstrated awareness of relevant scholarship and necessary resources.
- (4) Clarity, sufficiency, and practicality of the research design, project plan of work, or project agency. To the degree appropriate in a "seed project," does the proposal tend to identify a solvable problem and the best means of reaching its solution?
- (5) Completeness, specificity, and reasonableness of budget.
- (6) Fertility. Is it likely that support of this seed project will result in the submission of a final report in the form of a well-qualified proposal to an off-campus source of continued monetary support?

Review Committee for FRF: Morton Fuchs, Biology; John Kozak, Chemistry; James Melsa, Electrical Engineering; Edward Trubac, Finance and Business Economics; Carl O'Neill, Anthropology/Sociology; Edward Manier, Philosophy, (Chairman).

Closing Dates for Selected Sponsored Programs

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

<u>Agency</u>	<u>Programs</u>	<u>Application Closing Dates</u>
American Council of Learned Societies	Grants-in-Aid	January 17, 1977
University of Edinburgh	Research Fellowships at the Institute for Advanced Studies in the Humanities	January 31, 1977

documentation

Minutes of the Academic Council Meeting December 2, 1976

The Academic Council met on Thursday, Dec. 2, 1976. These were the items of business.

Item I: Standing Committee on the Academic Manual.

Father Burtchaell noted that the Executive Committee that prepared for this meeting consisted of the members of the Executive Committee of last year who are still on the council. This is the usual procedure in preparing for the first meeting of the year. This committee appointed Fernand Dutile as a member of the standing committee to replace Robert Williamson whose term on the council has expired.

The Standing Committee on the Academic Manual is as follows:

Gerald L. Jones, chairman
Cornelius F. Delaney
Fernand N. Dutile

Item II: The Executive Committee of the Academic Council.

The council elected five members to its Executive Committee, and Father Hesburgh appointed three members and two observers.

The Executive Committee is as follows:

Ex officio:

Rev. James T. Burchaell, C.S.C., chairman
Rev. Ferdinand L. Brown, C.S.C.

Elected:

John G. Borkowski
Isabel Charles
Frederick J. Crosson
Gerald L. Jones
O. Timothy O'Meara

Appointed:

Fernand N. Dutile
Brother Leo V. Ryan, C.S.V.
Albin A. Szewczyk

Observers:

Robert E. Gordon
Patricia E. Tack

Item III: Provost Review Committee.

Father Hesburgh read to the council the procedural preamble to the confidential report of the committee to review the provost. (This preamble appears elsewhere in this issue of the Notre Dame Report. See p.189.)

Father Hesburgh further commented that the report from this committee was extremely complete and objectively done pointing out the strengths and weaknesses of the provost as provost. It was the unanimous recommendation of the committee that the provost continue in office and Father Hesburgh has so recommended.

Father Hesburgh said he had discussed with Father Burtchaell his strengths and weaknesses as mentioned in the report. Other than members of the committee only two persons have seen the report and they are the chairman of the board and Father Hesburgh.

Father Hesburgh stated the University is, due to Father Burtchaell's efforts, a better University and said he wished to offer to Father Burtchaell words of gratitude and high praise.

Item IV: Senate Proposal for Revision of the Academic Manual Regarding Membership of the Faculty Senate.

At its meeting of Feb. 4, 1976, the senate unanimously passed a proposal to revise the Academic Manual as it relates to membership of the senate. According to this proposal the number of members would be increased to 52 and would include two emeriti. The two emeritus senators to be elected by retired members of the faculty.

In Sept. 1976, the senate approved another proposed revision that would include the ROTC staff in the membership of the Faculty Senate.

These two proposals were sent to the Standing Committee which combined them into a new proposed first paragraph for Article IV, Section 3, Subsection (b) of the Academic Manual.

Father Burtchaell recounted the above background and passed the two proposals from the senate on to the council.

Prof. Gerald L. Jones then asked if the senate would accept as a substitute amendment the one from the standing committee. Prof. James P. Danahy, chairman of the Faculty Senate, then withdrew the amendments from the senate and accepted the substitute proposal.

The council, after very brief discussion, agreed by voice vote to amend the Academic Manual by replacing the first paragraph of Article IV, Section 3, Subsection (b) with this paragraph: (The underlined portion shows the changes.)

The Faculty Senate is an organization composed of fifty three members of the faculty. Fifty one members are elected by and from the faculties of the colleges, the Law School, the library, the ROTC staff, and the special professional faculty, the number from each proportional to the size of the faculty involved, provided each of these groups be represented by at least one senator. Two members are elected by and from the retired emeritus faculty. Senators are elected for a term of three years in such a manner that one-third of the membership is elected each year. Four senators shall serve ex officio; each college council shall so designate one of the faculty members elected from the college to the Academic Council.

It was noted that this proposed change in the manual must now go to the Board of Trustees for their approval.

It was noted this amendment might be inconsistent with Article III, Section 1, Subsection (f). There, the retired emeritus faculty is included in the non-regular faculty and prohibited from voting in meetings of the faculty. It was agreed to read this to apply only to meetings as defined in Article IV, Section 2/Meetings, i.e., meetings of the faculties of various academic units. There is then no conflict with the proposed amendment. It is the intention of the amendment that the emeritus members of the senate be voting members.

Item V: Examination Scheduling Policy.

On Oct. 7, 1976, the Faculty Senate unanimously approved the motion 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 policy.

In presenting this motion for the Faculty Senate, Danehy made these points:--A Faculty Senate survey on evening examinations does not support the contention the faculty had taken away the evenings.--It was pointed out the survey did not include the core courses in engineering.--Each department has reasons for evening exams. The general reasons are: to relieve pressure of time; to relieve scheduling problems for exams; students are largely night people.--The scheduling required by the new policy has disrupted laboratory periods; there are more scheduling conflicts than there were before; there are continuous complaints from students about a.m. exams.--This kind of action should be thoroughly discussed by faculty, administration, and perhaps even students.

Father Burtchae11 commented:--No doubt some students have complained. The change was made, however, in the wake of complaints from students about evening exams.--Before this policy both classes and exams had taken over the evenings. The faculty should try to examine without calling the students together in the evenings.--This problem could not be fruitfully discussed without experience. There is no absolute imperative for p.m. exams, but there is reason enough to experiment. Only after experimentation can a valid comparison be made; so an administrative decision was made.--One problem has been the length of time available at 8 a.m. This was due to a misunderstanding and next semester all Tuesday and Thursday classes will begin at 9:30.--This requires consultation with all constituencies but real conversation will take place only after this year's experience.

Discussion:

A rather lengthy general discussion followed. These were among the principal points made:--The student government has been in favor of the new policy because of the philosophy behind it; but they ask why it is not enforced.--It is a good idea but many students are having difficulty with morning exams.--A decision for next year need not be made before fall scheduling.--The average time for a laboratory is three hours, but a lot of laboratories and a lot of students are not average.--Why should there be a uniform policy? The kinds and varieties of exams are so great it would take a Solomon to devise a unique formula.--There are logistical problems with the policy.--The motion charges the Academic Council to complete a comprehensive factual study of faculty and student reactions. This would indicate a continuation of the experiment.--A student survey will be taken next semester.--Do we as a residential university take advantage of the availability of the students? What is done on other campuses.--A profitable discussion could have been had on this matter without a unilateral administrative decision.--This problem requires that the students learn how to handle their time; this should be part of their education.

The motion to table this motion until next Spring was approved with

27 votes in favor
21 votes opposed

The Executive Committee was mandated to set up the machinery to move forward with a comprehensive factual study of affected faculty and student reaction to this policy.

Item VI: The Provost's Annual Report.

Father Burtchae11 gave his annual report to the Academic Council. That report appears as an appendix to these minutes.

Respectfully submitted

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

Appendix 1

(The following is the procedural preamble to the confidential report of the Committee to Review the Provost submitted to Father Hesburgh.)

The committee (consisting of Gerald Jones, Edward Manier, James Massey, Ernan McMullin, Timothy O'Meara, and Robert Panoff) was elected by the Academic Council at its first meeting of the 1975-76 academic year on Dec. 4, 1975. The committee held its first meeting on Dec. 12, and elected James Massey as chairman. In the second semester, it has met almost every week, usually on Tuesday evenings from 7:30 p.m. to 10:30 p.m. In all, 18 formal meetings have been held. The provost himself made a detailed presentation before the committee at one of its early meetings. The committee solicited signed letters from faculty and students in an announcement carried by The Observer and sent individually to all faculty, and received approximately 70 responses, nearly all from faculty. The committee requested an interview with each administrator it considered to be working very closely with the provost; in all a dozen administrators appeared before the committee, for discussions ranging from half-an-hour to an hour in length. A few faculty members were also interviewed, usually on the basis of information contained in the letters received. One meeting was held with student representatives, another with the Executive Committee of the Faculty Senate. In addition, the committee received the results of the Faculty Senate opinion poll conducted in spring 1975, as well as seven signed letters from faculty written in response to the senate request.

Appendix 2

Report from the Academic Administration

At some point each year I have been trying to report to the Academic Council on matters regarding the development of the University which I thought of significant interest to you, and beyond you to the faculty, students and administration who are not here.

I. Undergraduate Enrollment

Let me begin this year by reporting on our enrollment. This year at the threshold of the fall semester we had enrolled a head count of 8,829 students. That represents almost an identical enrollment with the previous two years. It conceals the fact that we had a slight rise in undergraduates this year, once again due to a rate of confirmation on the part of incoming freshmen that exceeded by several percentage points the calculated expectations of our Admissions Office. As you may know, any admissions office has to anticipate what proportion of those students admitted will actually choose to enroll here in the subsequent fall, and in the last few years we have been flatteringly surprised that this has been increasing, particularly among female undergraduates. This is the fifth year since we began to enroll undergraduate female students. The number and academic abilities of female applicants have each year exceeded our plans and even our hopes. This has given us a wonderful ability to select among applicants and to witness a gradual improvement in the academic qualifications of our entire student body.

This year we are facing a very important planning decision for the future. When we initiated coeducation on the undergraduate level we made a purposeful decision to take five years to reach a provisional goal of 1,500 undergraduate women, without prejudice to what we would do after that. This year we have actually exceeded that goal and I might note also that our neighbor, Saint Mary's College, has a record enrollment of some 1,800 students. The Priorities Committee recommendation that undergraduate enrollment in toto remain stable has necessitated a reduction in the number of male students. The committee appointed by Father Hesburgh to examine our coeducational experience and recommend for the future certainly has as its most important task an inquiry into our future enrollment potential. We will have to hear from that committee sometime this year about what their advice is and make final decisions about that. I, for my part, rather expect that we will be wise to continue with a stable overall enrollment, whatever we plan to do about undergraduate male/female ratios. However the evidence is that applicants would sustain a continuing increase in the number and possibly the proportion of female undergraduates here at Notre Dame.

Table A

UNDERGRADUATE ENROLLMENT:
(full time)

	1972-73	1973-74	1974-75	1975-76	1976-77
Women	365 (5.7%)	816 (12%)	1122 (16.5%)	1340 (19.6%)	1529 (22.2%)
Men	<u>6367</u> (94.3%)	<u>5980</u> (88%)	<u>5670</u> (83.5%)	<u>5507</u> (80.4%)	<u>5365</u> (77.8%)
	6722	6796	6792	6847	6894
Male:Female	17:1	8:1	6:1	5:1	4.5:1

Distribution of Majors
by Colleges:

	% total		% total		% total		% total		% total	
	men	women	men	women	men	women	men	women	men	women
AL	44.0	52.5	39.0	56.0	36.5	58.6	33.4	54.0	30.8	50.9
BA	22.5	26.7	25.7	20.4	29.0	17.0	30.8	20.6	30.3	21.4
EG	15.2	6.7	16.0	6.0	17.0	6.7	18.0	7.0	19.9	8.9
SC	18.3	14.2	19.0	17.0	18.0	17.8	17.9	18.4	19.0	19.0

GRADUATE ENROLLMENT:

	women	men	women	men	women	men	women	men	women	men
GB	4	161	12	138	25	158	24	145	27	145
GR	184	1018	325	888	<u>324</u>	958	326	941	358	920
LW	<u>59</u>	<u>427</u>	<u>69</u>	<u>338</u>	<u>93</u>	<u>337</u>	<u>117</u>	<u>350</u>	<u>129</u>	<u>356</u>
	247	1606	406	1364	442	1453	467	1446	514	1421
Women as % total	13%		23%		23%		24%		26.6%	

II. Financial Aid

Next I would like to review with you our pattern of financial aid, particularly with regard to undergraduates. That is a very significant thing at this university where five out of eight undergraduates are recipients of some form of financial aid. This can be compared to Yale University, which enjoys much ampler financial resources than we do and presumably is in a better position than ourselves to admit students on academic merit whatever their financial situation and then to assure them the support that it takes to make up the difference. Yet at that university, which costs nearly \$2,000 more than this university for room, board, tuition, etc., only 40% of the students, two out of every five, are on financial aid. This year about 62% of our students are already on financial aid amounting to \$8,335,208. That includes undergraduates alone. This aid is being received by 4,249 of our undergraduates; the average financial aid package received is just short of \$2,000 per recipient.

I might also point out that minority students have a favored position in this distribution of financial aid. Whereas 48% of our freshmen are receiving financial aid on the average of a little more than \$2,300, 80% of our freshmen minority students are receiving financial aid on the average of almost \$3,400. The total aid for all minority undergraduates totals \$840,299. That is 9.9% of the aid given, and it is going to 5.8% of aid recipients. Many of our minority students are coming from families which are relatively less able to cover the expenses of coming to this university.

Table B

FINANCIAL AID PROVIDED FOR UNDERGRADUATE STUDENTS
Academic Years 1975/76 and 1976/77

Type of Aid Provided	Academic year 1975/76 Summary			Academic Year 1976/77 Preliminary		
	No. of Students	Average	Total Award Amount	No. of Students	Average	Total Award Amount
SCHOLARSHIPS - UNIVERSITY ADMINISTERED						
From Endowed Funds of University	766	1,167	893,561	771	1,212	934,245
From Current Contributions	138	1,154	211,225	183	1,196	218,920
Total	949	1,164	1,104,786	954	1,209	1,153,165
OUTSIDE SCHOLARSHIPS						
State Scholarships Received	518	1,265	655,231	491	1,292	634,199
Brought to University-Various	447	901	402,798	385	917	353,124
Total	965	1,096	1,058,029	876	1,127	987,323
Total Regular Scholarships	1,914	1,130	2,162,815	1,830	1,170	2,140,488
ROTC AWARDS						
Air Force	63	2,951	185,942	55	3,241	178,244
Army	136	2,955	401,830	123	3,292	404,956
Navy	188	2,877	540,933	183	3,295	603,030
Total	387	2,917	1,128,705	361	3,286	1,186,230
TOTAL ALL SCHOLARSHIPS	2,301	1,430	3,291,520	2,191	1,518	3,326,718
GRANTS-IN-AID, REMISSIONS, ETC.	490	2,872	1,407,345	465	3,250	1,511,030
UNIVERSITY PART-TIME EMPLOYMENT	1,293	605	781,369	932	814	758,204
TOTAL	4,084	1,342	5,480,234	3,588	1,560	5,595,952
FEDERAL ASSISTANCE PROGRAMS						
National Direct Student Loans	829	907	751,900	872	909	792,300
Basic Educational Opportunity Grant	302	843	254,651	403	888	357,933
Supplemental Opportunity Grant	138	858	118,400	128	826	105,750
College Work-Study (Federal %)	77	668	41,140	86	720	61,890
Total	1,346	866	1,166,091	1,489	885	1,317,873
OTHER LOAN ASSISTANCE						
Guaranteed Loans	922	1,631	1,503,556	736	1,726	1,269,984
Various Other Loans	113	1,553	175,450	93	1,628	151,399
Total	1,035	1,622	1,679,006	829	1,716	1,421,383
GRAND TOTALS:	6,465	1,288	8,325,331	5,906	1,411	8,335,208
Unduplicated no. of Students Aided	4,266			4,249		
Unduplicated Average Aid Provided		1,951			1,960	
Total Undergraduate Enrollment	6,846			6,914		
Percent of Undergraduates Aided		62.3%			61.5%	

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Table C

FINANCIAL AID GIVEN TO MINORITY UNDERGRADUATES - 1976-77

<u>Type of Aid Provided</u>	<u>No. of Aids</u>	<u>Amount</u>
University of Notre Dame Scholarships	93	\$119,860
University of Notre Dame Achievement Awards	177	218,475
University Athletic Grant-in-Aids	24	110,790
ROTC Scholarships	11	36,190
State Scholarships	18	27,600
Other Scholarships brought to the University	33	38,825
Federal Educational Opportunity Grants	32	25,050
Federal Basic Opportunity Grants	77	74,001
National Direct Student Loans	120	99,850
College Work-Study Jobs - Regular Term	10	9,152
University Part-Time Jobs	44	34,256
State Loans	<u>30</u>	<u>46,250</u>
TOTALS	669	\$840,299
Unduplicated number of students aided	247	

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Table D

FINANCIAL AID PROVIDED FOR FRESHMAN STUDENTS
Academic Year 1975/76 and 1976/77

Type of Aid Provided	Academic Year 1975/76 Summary			Academic Year 1976/77 Preliminary		
	No. of Students	Average Award	Total Amount	No. of Students	Average Award	Total Amount
SCHOLARSHIPS-UNIVERSITY ADMINISTERED						
Endowed Funds of the University	184	1,210	222,576	159	1,284	204,130
Current Contributions	44	1,202	52,900	36	1,613	58,050
Total	228	1,208	275,476	195	1,345	262,180
OUTSIDE SCHOLARSHIPS						
State Scholarships Received	121	1,397	169,025	117	1,300	152,072
Brought to University-Variou	130	653	84,951	126	740	93,301
Total	251	1,012	253,976	243	1,010	245,373
Total Regular Scholarships	479	1,105	529,452	438	1,159	507,553
ROTC AWARDS	143	2,986	427,043	95	3,290	312,540
Total All Scholarships	622	1,538	956,495	533	1,539	820,093
GRANTS-IN-AID, SERVICE CREDITS, TUITION REMISSIONS, ETC.	107	3,214	343,933	108	3,270	353,164
UNIVERSITY PART-TIME EMPLOYMENT	49	698	34,211	63	818	51,551
Total	778	1,715	1,334,639	704	1,740	1,224,808
FEDERAL ASSISTANCE PROGRAMS						
National Direct Student Loan	247	902	222,900	281	924	259,550
Educational Opportunity Grant	36	858	30,900	38	887	33,700
College Work-Study Program (80%) Regular Term Program	3	662	1,987	11	637	7,003
Basic Grant	87	778	67,678	94	801	75,308
Total	373	867	323,465	424	886	375,561
OTHER LOAN ASSISTANCE						
State Guaranteed Loans	205	1,581	324,129	184	1,640	301,837
GRAND TOTALS	1,356	1,462	1,982,233	1,312	1,450	1,902,206
Unduplicated No. of Students Aided	883			811		
Unduplicated Average Aid Provided		2,245			2,346	
Total Enrollment of Freshman Class	1,642			1,698		
Percentage of Freshman Class Aided		53.0%			47.7%	

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Table E

FINANCIAL AID GIVEN TO MINORITY FRESHMEN - 1976-77

<u>Type of Aid Provided</u>	<u>No. of Aids</u>	<u>Amount</u>
University of Notre Dame Scholarships	27	\$ 38,530
University of Notre Dame Achievement Awards	54	72,850
University of Notre Dame Athletic Grant-in-Aids	11	49,300
ROTC Scholarships	0	-0-
Other Scholarships brought to Notre Dame	21	28,448
Federal Educational Opportunity Grants	6	4,850
Federal Basic Opportunity Grants	20	14,818
National Direct Student Loans	39	32,450
College Work-Study Jobs - Regular Term	0	-0-
University Part-Time Jobs	11	8,800
TOTALS	189	\$250,046
Unduplicated number of students aided	74	
Unduplicated average amount of aid		3,379
Total number of minority students	92	
Percentage aided		80%

(*) Amount of Support from University Funds:

Scholarships	38,530
Achievement Awards	72,850
Athletic Grant-in-Aids	49,300
TOTAL	\$160,680

* Does not include the University's share of:
National Direct Student Loans

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III. Economic Situation of the Faculty

Next, I would like to return to our favorite annual subject: the compensation report for faculty. This, as you know, is based upon the figures that are compiled for the national AAUP report.

This year has marked a very happy improvement in the compensation picture for Notre Dame faculty. The average salary, calculated on a nine-month basis and weighted for all ranks, amounts this year to \$19,336, an improvement of 8.4% over last year's average of \$17,839. This year's average compensation, which includes salary plus fringe benefits, amounts to \$22,415, an improvement of 8.9% over last year's average of \$20,581. Unless we experience a drastic inflationary increase in the Consumer Price Index for this pay period, we shall at the end of the year have reversed a trend of several years' duration (at Notre Dame and virtually all institutions of higher education) and our compensation increase will now exceed the annual rate of inflation.

I should remind you also that our compensation figures are somewhat understated. Our University offers its faculty considerable tuition benefits for their children: full tuition at Notre Dame and \$1,000 per year elsewhere. AAUP reporting rules allow us to calculate only \$1,000 per year for any faculty child so supported, even when the child is at Notre Dame and receiving a benefit of \$3,240. This distorts the reports of Notre Dame, a University which this year is expending a total of \$702,309 for faculty and staff child education benefits, compared with those of state universities, which do not offer such benefits.

One reason why fringe benefits have experienced a notable increase this year is an abrupt raise in our Blue Cross-Blue Shield premium. Our insurers, noting heavy charges against our medical and hospital insurance program, asked for a 35% raise this year. The University has negotiated this back to a 25% increase, with the possibility of a 10% surcharge at the end of the year, depending on expenditures. Thus, we are paying \$688 annually for each faculty family (\$550 last year), and \$259 for each single faculty member (\$207 last year). Our total bill for faculty and staff will run approximately \$625,000, and may rise to \$675,000.

The AAUP report also discloses the actual salary increases for continuing faculty. The figures mentioned above represent the corporate salaries for the entire faculty this year as compared to last year; these latter figures, by contrast, represent only those faculty who as individuals remain on appointment this year. Thus, these latter figures more closely represent the average increases experienced by individual faculty. The average salary increase for continuing faculty is 8.6%. When one compares this to 8.4% for the entire faculty, one can extrapolate a total compensation increase for continuing faculty in excess of 9%, surely the highest in many years (the precise figure for compensation is not provided in the AAUP report).

Another statistic of interest is the total compensation received over the 12-month year by the average faculty member. This includes both the income for the nine-month academic year, and any summer income from research or teaching or sponsored programs. This year the average total compensation paid to faculty was \$24,182, compared with \$22,477 last year.

One anomaly in the figures reported in the accompanying tables is the relatively low salary increase for assistant professors (4.8%). This is explained by some junior appointments of its own recent doctoral graduates made in one department at comparatively low salaries. The general University raises at this rank are more accurately reflected in the figure for continuing faculty (10%).

All of these statistics need little commentary at this time, because they speak for themselves, and because most faculty colleagues are well versed in the study and interpretation of this portion of my annual report. Two points deserve mention, however. First, we are planning and hoping to budget equally optimistic increases for the next fiscal year. Second, our ability to do this now is grounded upon very careful, long-range measures taken by the University over the past years. Undoubtedly the increases in our endowment are the single most important factor in our improved compensation picture, and in particular the endowed chairs which ameliorate salaries at the top rank, and release budgetary funds to augment those at all other ranks. If we are successful in securing more of these endowment gifts, we shall experience a succession of encouraging years; with a corresponding improvement in comparisons with other institutions.

Table F

AVERAGE SALARIES PER A.A.U.P. REPORTS							
	1976-77	1975-76	1974-75	1973-74	1972-73	1971-72	1970-71
Professor	\$ 24,571	\$ 22,731	\$ 21,137	\$ 20,111	\$ 19,409	\$ 19,109	\$ 18,126
% Increase	8.1	7.5	5.1	3.6	1.6	5.4	
Assoc. Professor	18,848	17,313	16,267	15,460	15,014	14,658	13,965
% Increase	8.9	6.4	5.2	3.0	2.4	5.0	
Asst. Professor	14,751	14,073	13,186	12,616	12,388	12,209	11,572
% Increase	4.8	6.7	4.5	1.8	1.5	5.5	
Instructor	12,975	11,477	10,745	10,164	9,853	9,170	8,371
% Increase	13.1	6.8	5.7	3.2	7.4	9.5	
All Ranks							
% Increase	\$ 19,336 8.4	\$ 17,839 7.7	\$ 16,558 5.8	\$ 15,654 2.2	\$ 15,323 3.0	\$ 14,873 4.9	\$ 14,172

AVERAGE COMPENSATION PER A.A.U.P. REPORTS							
Professor	\$ 28,634	\$ 26,391	\$ 24,457	\$ 23,461	\$ 22,438	\$ 21,497	\$ 20,304
% Increase	8.5	7.9	4.2	4.6	4.4	5.9	
Assoc. Professor	21,915	20,039	18,873	18,063	17,398	16,389	15,519
% Increase	9.4	6.2	4.5	3.8	6.2	5.6	
Asst. Professor	16,902	16,037	15,058	14,421	14,180	13,263	\$ 12,624
% Increase	5.4	6.5	4.4	1.7	6.9	5.1	
Instructor	14,611	12,886	12,053	11,441	11,201	9,842	8,906
% Increase	13.4	6.9	5.3	2.1	13.8	10.5	
All Ranks	\$ 22,415	\$ 20,581	\$ 19,094	\$ 18,148	\$ 17,673	\$ 16,515	\$ 15,700
% Increase	8.9	7.8	5.2	2.7	7.0	5.2	

Average salary and average compensation figures for 1974-75 do not include cost-of-living supplementary payments.

Table G

Average Salary for Continuing Teaching and Research Members on Faculty in 1976-77 and 1975-76:

	Number	1976-77	1975-76	Increase	% Increase
Professor	141	\$25,061	\$23,282	\$1,779	7.6%
Associate Professor	145	19,242	17,703	1,539	8.7
Assistant Professor	121	15,717	14,291	1,426	10.0
Instructor	7	12,957	11,379	1,578	13.9
All Ranks	414	\$20,087	\$18,499	\$1,588	8.6%

In that respect I'd like to make a comparison or two. The New York Times reported this year that a well-known university in the South had encountered a considerable setback with regard to its endowment:

The Panel (a panel created by the Board of Trustees of this institution to investigate the matter) reported that since 1972, the...endowment of \$8 million had been reduced to \$2 million "in large part to cover budget deficits."

The report said, "Had the endowment not been reduced in this manner it would have grown, from increased market value, to \$12 million," that "would produce \$1.2 million annually in income."...

At that time the university laid off about 11 percent of its staff of 138 instructors and asked the remainder to take a pay cut of some 20 percent.

Another comparable story involved a very well known midwestern liberal arts college. The former president of this college took office at about the same time Father Hesburgh did. When Father Hesburgh took office our endowment was slightly smaller than theirs. Ours was running about \$7 million and theirs was \$9 million. Their president was an economist and ours was a theologian. The economist, acting on the theory that endowment would not sustain dramatic growth, left office 23 years later with an endowment of \$8 million, \$5 million of which now served as collateral for loans. They had an effective endowment of \$3 million, whereas ours at that time was just about to reach \$100 million. The results of retrenchment on their campus were very severe and the prospect for the future is dissimilar from what our endowment permits us to anticipate.

IV. Endowment

I take this occasion to re-emphasize the strategic importance of endowment for Notre Dame. An understandable desire for immediate benefits renders us all a bit impatient at the prospect of devoting more and more of our large gifts to the endowment, from which the return is so gradual. Yet only endowment offers us a protection against inflation, and underwrites a future that is economically promising.

V. Some Notre Dame Comparisons

I'd like to offer a few other informational comparisons. These are taken from a report of Howard Bowen and John Minter, published by the Association of American Colleges: "Private Higher Education: Second Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education." One table shows the size in the admissions staff to the number of persons admitted. How many undergraduates are admitted by one staff member? At doctoral granting universities the national average was 76 to 1. (Remember that these are independent institutions. The figure would be vastly different for state institutions which tend to have larger administrative staffs.) At Notre Dame it is 108 to 1; that is to say, proportionately we have a significantly leaner staff in the admissions office. Bowen and Minter offer an interesting table on student attrition. The national average of undergraduate students leaving college in '74-'75 was 13%, whereas at Notre Dame it was 5%. Another table reports on faculty and student ratios. In 1975-76 the national average (mind again that these are independent institutions) of FTE students to FTE faculty was 16.4 to 1. Our ratio was 14.2 to 1. The percentage of faculty on tenure nationally at independent doctoral granting institutions was 59% last year and at Notre Dame 62%.

VI. Attrition of Doctoral Students

I would now like to explore with you the possibility of an academic change, intended to curb wastage in our Ph.D. programs. I hope formally to propose it to the Graduate Council for its consideration. It really requires no legislation by any group, but I hope it will receive consideration and eventual acceptance at the departmental level.

It is well known that not every student admitted to a doctoral program receives the doctoral degree. Of the class entering our Graduate School in 1970, the following percentages of students qualified for candidacy: in the humanities, 58.6%; in the social sciences, 54.2%; in the science division, 55.6%. The class entering in 1972 had different figures, in some respects quite low. The social scientists had only a third qualified in three years. How many of our students have received their degrees after six? Of the class of '70, 17% of those in the humanities had received their degrees; 37% in the social sciences; and 56% in the sciences. Now the national average is far worse: only 16% of graduate students admitted complete their Ph.D.'s in a period of six years. It is fair to assume that a further number goes on to complete doctorates later than that. However I would like to ask, despite our favorable record compared to the national average, whether we might not consider an improvement.

It is understood around the country that a student admitted to graduate school has shown every likelihood of good performance in course work and, indeed, in comprehensive examinations. These are experiences which have their anticipation on the undergraduate level. The stage at which most students fail is that of dissertation-writing. Most students who reach the dissertation stage and die there have received enormous amounts of financial aid, in most cases from the host institution. A student who does, say, six years of work here and then drifts off across the horizon may well have received \$25,000 of University funds, with no degree resulting and no professional career, which depended upon that degree, likely to be available. Is it not possible to review our system to discern earlier those students who are not likely to have the independence and imagination and creativity and oomph that it takes to do personal research? Many students have received nothing but A's in all their graduate courses, have been given excellent marks in their candidacy exams, and then have gone to pieces and not been able even to put together a decent dissertation proposal. What I would suggest is that we impose upon students a personal research experience much earlier after their entry into graduate school. It seems to me very important to see whether a student can fly alone before an enormous investment of time and funds has been made. And we have a way for doing that; it is just that we don't use it very much: the research M.A. or M.S. By and large we have retired the research master's degree from service on the belief that we are dealing with students who are in any case going to be doing their own major dissertation for the doctorate later; it would simply be a postponement in their career development to invite them to do it, say, in their second year here, or even to begin such a thing in their first summer. I would like to suggest that we review that policy, particularly in those divisions of the Graduate School which do not involve bench research. I set the bench sciences aside because the dissertation experience there is so different. The attrition rate is lower because the mentor and the student work together on a single project in a way that is not the case, for example, in the humanities, where the mentor and the student do not work together and meet occasionally, where the student is doing much more of a solo project. I recommend that these departments not invite a student onward beyond the master's degree unless he or she has shown, over at least a solid semester of time, the capacity to initiate and complete an independent research project, which we generally take to establish the difference between someone who is able to pass on knowledge and someone who will take an active part in the discovery of new knowledge.

VII. Variable Credit for Directed Readings

Another suggestion I would like to open before you does not require legislation but only a change of practice in the various departments. Every department offers what we call either "special studies" or "directed readings": a more tutorial interchange between faculty member and student, either alone or in a group of two or three, around a discipline or subject area which is not represented by courses in the catalogue or the semester course book. Almost invariably those courses are offered at three credits. I suggest that they be registered as for variable credit. It is entirely acceptable that a student wish to embark upon a solo venture for one credit and the corresponding amount of work. And it is possible and in many cases desirable that a student do something of this sort which amounts to six or nine credits. This new option would be congruent with the policy that we made some time ago to allow courses of less than three credits (minicourses); in some departments those have become very popular. Why not make this possibility available for tutorial work?

VIII. Departmental Requirements in Other Departments

Another suggestion I have is intended to elicit discussion in the different departments and colleges. The standard curricular pattern at Notre Dame requires students' first to take their university and college requirements. Generally these are completed during the first two years. Philosophy and theology requirements are accomplished partly in the latter two years, but by and large the student completing the sophomore year has taken care of most requirements. He or she then moves entirely (this varies because in some colleges this is already much the case in the second year) into the departmental curriculum, and almost no departmental curricula in the University stipulate courses in other departments. It is understood that a departmental curriculum includes courses in that department. Might we not reconsider this?

Let me offer some examples. Why, for example, could theology majors not be expected to do some course work in literature, be it in English or foreign languages? After all, theologians are dealing with many literary forms, which include several very important ones like narrative and poetry. Instead of simply requiring a student to have the rather minimal English requirements that every student has to have to accomplish the University requirement, could it not be a concern of the theology curriculum to require further study in literature for its majors? The College of Business Administration is

taking a significant turn of interest towards international business. We have in the College of Arts and Letters a vast panoply of area programs which are in effect in international studies. Why could it not be appropriate for some course paths through the College of Business Administration to require either certain courses or certain area requirements in international studies? Only about half of the people who get degrees in architecture turn out to be practicing architects later on. But those that do are seeing increasingly that they must either understand management or practice it, and yet the architecture curriculum does not require courses in the Management Department of the Business College. Why could that not be a very reasonable required component in our architecture curriculum? Why do law students only have to study in the Law School, particularly in a university where the Department of Government and International Studies has a lot of interesting work on the graduate level in comparative government? There are people who do jurisprudence in that sector as well as in the Law School. Why do math majors not get sent across to the Philosophy Department for the kinds of logic that are available there? There are types of logic that are done in the Philosophy Department and might one of the tracks through the Math Department not include certain courses taught over in philosophy? Chemical engineers, who in some cases are destined to careers which involve somewhat directly their training in chemical engineering, are very often involved in economic decision-making. The whole task of a chemical engineer is not simply to develop a manufacturing process but to find one which is cost-effective. Might some training in economics not be considered an integral part of the curriculum for chemical engineering? Now these are perhaps fanciful examples of what I have in mind, but I hope that they elicit from the faculty even better alternatives that could and should be introduced by the departments and perhaps even by the colleges. All too often when a student steps into a department the door shuts behind him or her, though the very integrity of that discipline or subject area might make it very reasonable for that student to be farmed out almost immediately to other important and interrelated departments around the University.

IX. Teaching Critique

Another suggestion returns to a proposal made last year; I would like to repeat it because we are on the brink of doing something about it. By our own assertion there is little if anything around here that we would say is more central to our professional responsibilities than teaching. Yet we the faculty and our graduate students have very little opportunity for helpful critique in the improvement of our teaching. We have course evaluations rendered by the students. However, that is just about the only formalized opportunity we have to gain by other people's evaluation of what we do in the classroom. I have proposed that there be a resource at the University, voluntary in its nature at least for the faculty, though perhaps not for graduate students, which would offer critique of teaching.

Let me briefly describe what I would envision. There would be a panel of faculty members whose skill and diversity in the classroom is generally acknowledged. A faculty member would approach this group for its services and the panel would, let us imagine, choose three of its members who would from time to time appear individually without notice in this or that course that the faculty member was teaching that semester. And then, advising the faculty member that they were coming on a certain day, all three would come one day to review the class. The faculty member would sign over to them rights to investigate his or her teacher-course evaluations for all previous years. They would be free to interview some of the students, either of the present semester or past semesters. Also there would be a staff member who would attend and video-tape one or two lectures. Near the end of the semester the panelists and the staff member would put together a helpful critique of what they had seen and observed, illustrated by selections from the video tape, which they would then make available to the faculty member at a final session together. Obviously this involves a fair amount of work, but I would think it would be an experience that would be invaluable, and would not need to be repeated often. Either that or some variant on it might well be required of all graduate students who intend to enter the teaching profession, and would offer an invaluable apprenticeship tool for them. Some departments have already provided very helpful supervision by faculty members of teaching assistants. This would be an intensified alternative to that.

The person I have in mind as a staff member to initiate the project would be Sister Elaine DesRosiers, who has taken a professional interest in the teaching process. This critique would be available to faculty on an entirely voluntary basis; its results would be provided only to the teacher, and not to those responsible for appointments, promotion, or tenure.

X. Professional Integrity

Lastly, I want to raise an issue of a different sort. There has been a great concern about malpractice in the various learned professions. I know people at Notre Dame who have themselves been much stung by what they thought was professional mistreatment of them by attorneys or physicians. But we too are learned professionals and we too are capable of malpractice. The history of the nation is presently showing that if the professions do not take a concern about their own integrity and honesty there are forces at work which will move in and take over, the most willing and the most fumbling being the federal government. The unhappy prospect of having professional medical and legal services organized, evaluated, and funded by the government is due to nothing more than the failure of those two professions effectively to require honesty and honorable, capable service of themselves and their colleagues. I offer you a short excerpt from an editorial in Change Magazine last August, entitled "A Question of Malpractice".

There is now every likelihood that the issue of malpractice will soon spill over from medicine and law to the academic profession. It is just a matter of time. Remediation of poor professional practices ought not to be forced from the outside, of course, but this is almost invariably the case. Academic malpractice, unlike that in the medical and legal professions, is not an issue of life and death or million-dollar legal actions. But measured in other ways, it is in the long run as important a matter. Teachers, like physicians and lawyers, are loathe to point the finger at incompetent colleagues, and charades of protecting incompetent academics have been known to go on for years if not decades.

It takes no Nader disciple to see some current campus practices as clearly unprofessional if not downright outrageous. This spring, for example, at a major eastern university, 37 percent of the faculty failed to hand in final grades within the prescribed eight weeks, leaving hundreds of students to cool their heels. At Rutgers University, an irresponsible minority of faculty threatened to give temporary failing grades to every student unless certain contract demands were met; at another quality college, a student survey showed that 42 percent of the faculty failed last term to meet their announced office hours. There are persistent reports of faculty not meeting their appointed classes and sometimes failing to provide substitutes. It is an old story, and one would have thought that today's tough times would make such behavior less likely.

I am very much of the belief that this sort of thing happens less at Notre Dame than at other institutions I have some familiarity with. But to the extent that any of it happens here, it discredits the profession that we all try to honor. All students are in an exceedingly vulnerable position before any mistreatment that they might receive and that vulnerability is enhanced at a time which we all agree is marked by very unhappy competition for grades, a time when students are less likely to make their own interests felt to an individual professor or to a department or to a university. We complain at times of students who do not take courses seriously and do not appear at class. But we also know that some of those students take their cue from professors who, in breach of contract and of their professional obligation, choose on their own not to meet classes or to cancel them at their convenience.

We are unsupervised professionals, largely if not entirely. We have duties to students, duties which we can falter on, or fudge on or entirely ignore for our own convenience. I think it important to realize that our duty is not circumscribed by what we are forced to do, for we are obliged to do very little. The opportunities to readjust our world to suit ourselves here, at cost to others, is enormous. We are likely to be brought to book on this, as a whole profession, not just in this institution. And if the malpractice of colleagues anywhere brings a distaste for and contempt for our profession everywhere, our own better practice here will not serve us entirely as a shield against an indiscriminating national vexation. It is expected that we provide some articulate and evident leadership in the maintenance of self-discipline and professional integrity here at Notre Dame. That is largely a matter of personal honor on the part of each one of us who has obligations to the students. I do not imagine that I am saying this to people who do not share this view, but some of the things we do share need to be articulated out loud, and this is an occasion when that is appropriate.

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

Chart I

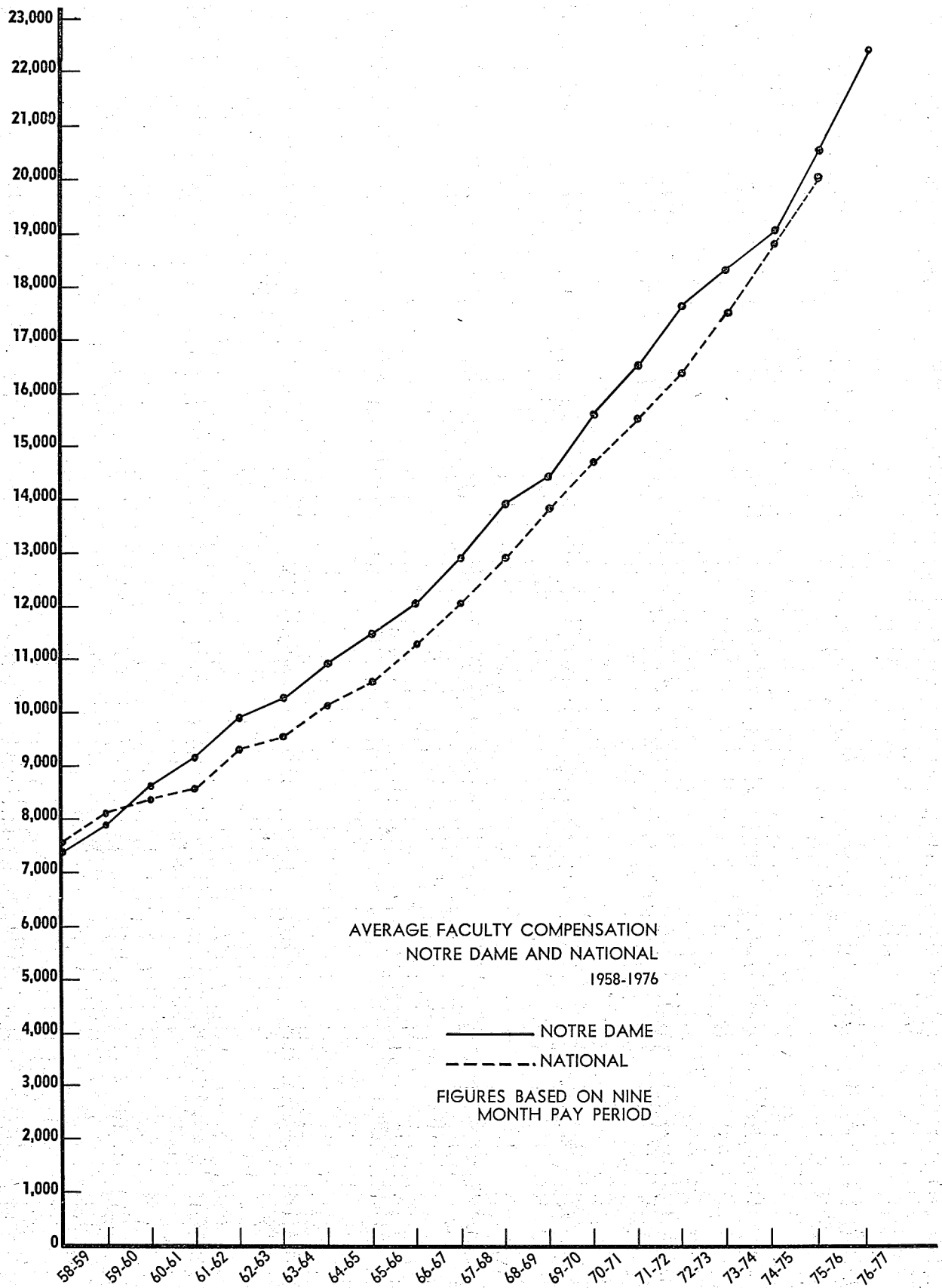


Chart II

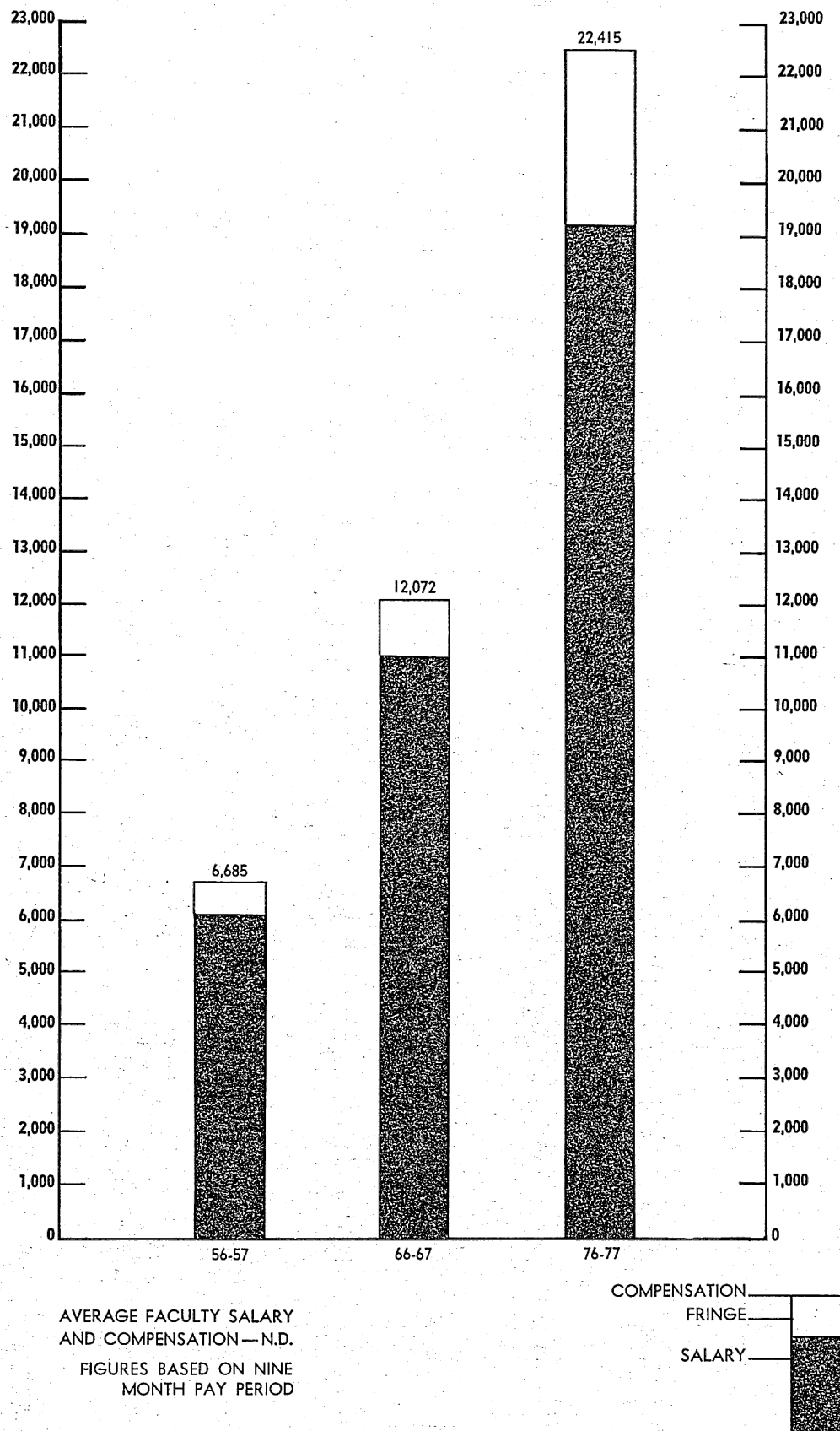


Chart III

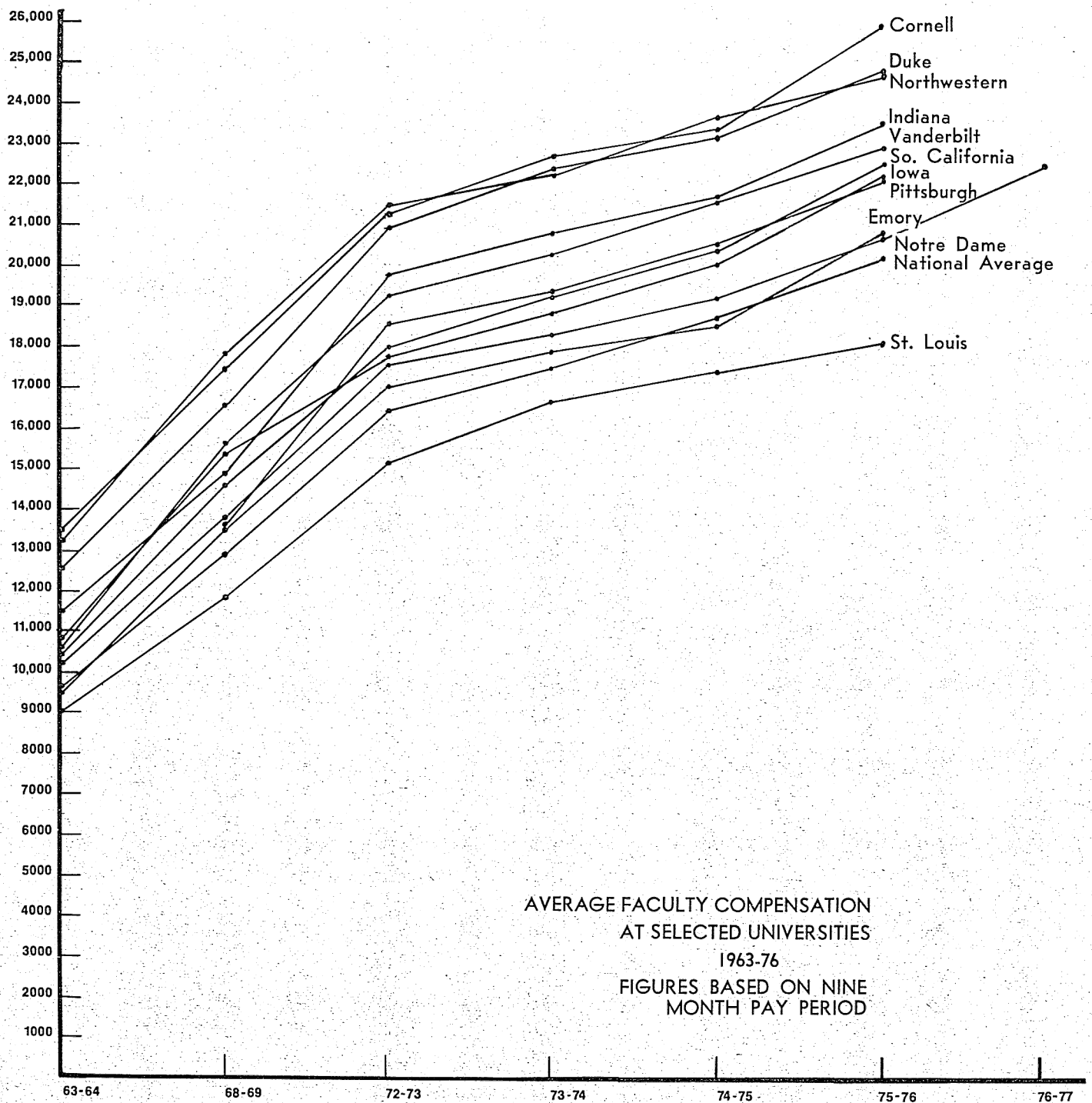
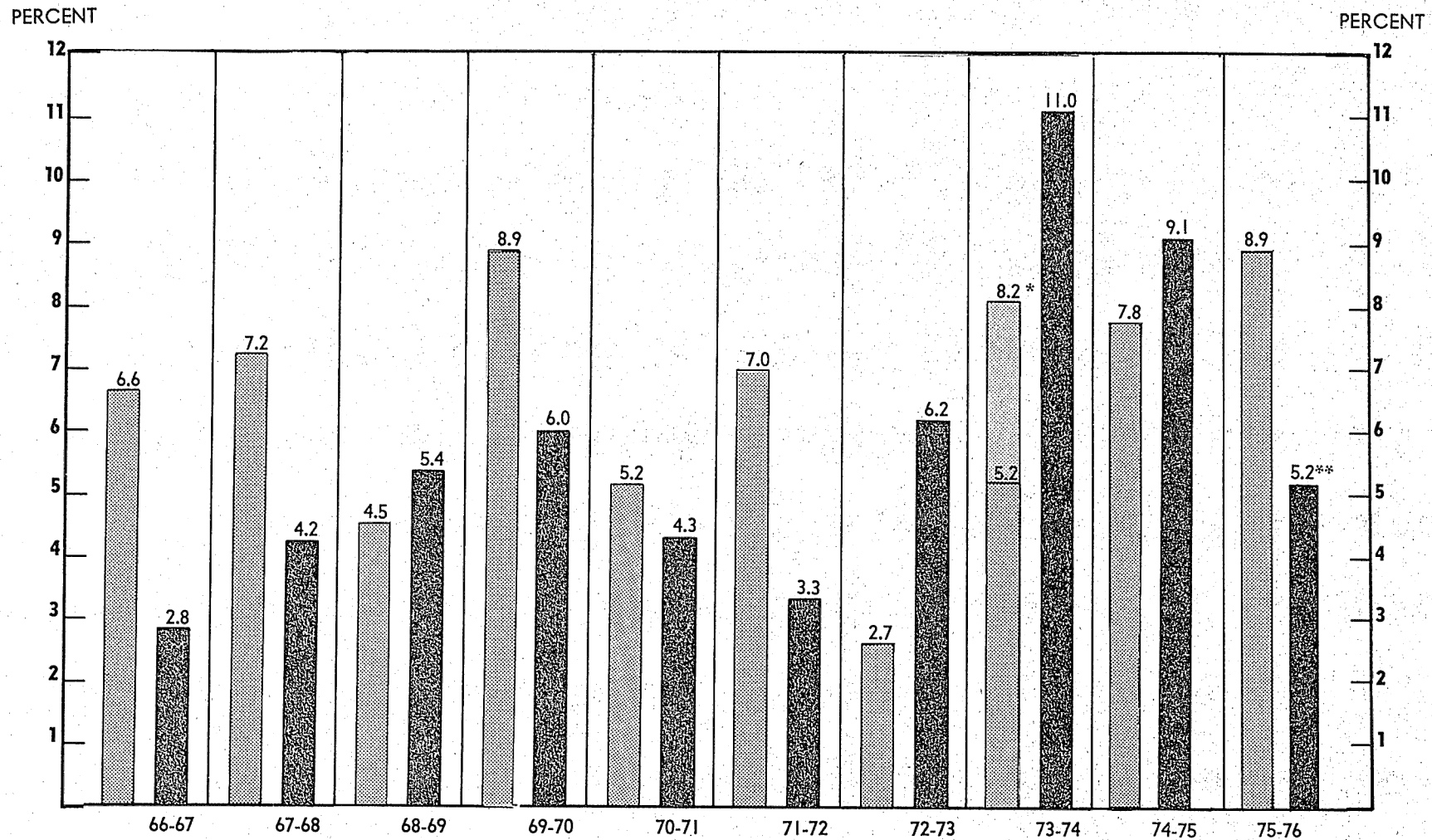


Chart IV



1966-1967 to 1975-1976
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

COMPENSATION BASED ON NINE
MONTH PAY PERIOD

KEY

NOTRE DAME ANNUAL
COMPENSATION INCREASE

CONSUMER PRICE INDEX
ANNUAL INCREASE

* INCLUDES COST-OF-LIVING SUPPLEMENT
** ESTIMATED FIGURE

Minutes of the 171st Meeting of the Graduate Council October 25, 1976

The 171st meeting of the Graduate Council was called to order at 3:30 p.m., Monday, Oct. 25, 1976, in Room 121, Hayes-Healy Center. Not present were: Frank Bonello (excused), John Borkowski (excused), Sperry Darden (excused), Stanley Hauerwas and Joseph Hogan.

I. APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING.

The Minutes of the 170th meeting, May 5, 1976, were unanimously approved.

II. ANNOUNCEMENT OF NEW APPOINTED-MEMBERS OF THE COUNCIL.

Prof. Robert E. Gordon, council chairman, welcomed to appointed membership on the council for one year terms: Prof. Peri Arnold (government) and Nicholas Fiore (metallurgy) succeeding Rev. William Botzum, C.S.C. (psychology) and Prof. Kenneth Lauer (civil engineering); for a three year term, Prof. Anthony Trozzolo (chemistry) succeeding Prof. John Derwent (mathematics).

III. FINAL REPORT OF THE HISTORY EXTERNAL REVIEW.

Before inviting the comments of Rev. Marvin O'Connell, History Department chairman, and Prof. Robert Kerby, departmental liaison to the University History Review Committee, Professor Gordon asked the council secretary to summarize the principal points and recommendations of the three external reports on the graduate history program. A copy of this summary is attached as Appendix 1 to these minutes.

Both Father O'Connell and Professor Kerby concurred, with one exception, that the summary was substantially correct. They did however note that the characterization of the graduate history program in item 2 of the summary misrepresented by overstatement the sense of the outside reviewers' description of the graduate history course program.

In his comments, Father O'Connell acknowledged the central problems of leadership, program structure and library holdings and services variously stressed in the external reviewers' reports. He addressed each of these problems separately. On the leadership problem, he recounted some recent and continuing departmental moves to tighten the administrative structure at both the undergraduate and graduate levels along lines recommended by the site visitors. As to program problems, he noted a modest but encouraging reversal in undergraduate major enrollment trends as a result of current undergraduate curriculum changes. These changes involved, among other things, voluntary increases in staff teaching loads to man additional mini-courses. As the graduate level, he mentioned a carefully deliberated matching of faculty strengths to proposed graduate course, candidacy and dissertation field requirements as reported in the submitted materials for the new Graduate Bulletin. Professor Kerby noted that though voluntary, the increase in staff teaching loads from 9 to 10 or 11 semester hours has inevitably exacerbated the effects of unfilled staff vacancies on the remaining faculty. The pressure of more and more from fewer and fewer is itself a problem which, if left unaddressed, could extinguish the brightest visions and best efforts of any department.

Dean Isabel Charles reported her efforts with all departments to manage shifting enrollment patterns and consequent changing manpower demands to minimize if not eliminate their depressing effects on the universities prime resources of students and faculty. In particular, the dean expressed her awareness of the need to maintain a viable academic graduate community, in the face of shifting undergraduate patterns.

On the larger issue of library holdings and services, the adequacy of which, in the case of history, was seriously questioned by the history external reviewers, David Sparks, director of university libraries, noted that this state of affairs is largely the cumulative effect of the long term underbudgeting of our library complex as compared to some 14 peer institutions. To put things in perspective, he reminded the council that manpower for library maintenance and services consumes 67% of the library's annual budget leaving some 33% for holding purchases; that this is a normal situation in academic libraries where only 20% of the budget is allotted for books; that reassessment of functions and modernization of procedures have improved the efficiency of library services; and, finally, that through the new collection development department, academic departments are receiving closer professional assistance in the more effective use of library resources.

The question was raised as to what, if anything, the Graduate Council could do about such persistent insufficiency in library funding and the consequent inadequacy of holdings as reported in some of the external reviews. The chairman noted that it was his intent to have the council examine the issues raised by outside reviewers that involved service areas to the departments when the first cycle of reviews was near the three-quarters mark. By then, he observed, the review reports would have identified the major problem areas and something of their various forms as they pertain to different disciplines.

When no further questions were raised about the external review reports or the departmental response, the seconded motion to accept the departmental response carried unanimously.

Before calling for the acceptance by the council of the Hauerwas-Kline final report on the history review, a copy of which is attached to these minutes as Appendix 2, Professor Gordon noted an apparent discrepancy between the suggestion of one of the external reviewers "that the department is more isolated from the professional community of historians than should be the case" and the countervailing facts, reported in the Professional Distinctions section of the 1976 Notre Dame Annual Report on Research and Other Scholarly Works. Father O'Connell commented that the diffidence of some of the most productive faculty members disinclined them from attending professional meetings. Though this in no way diminished their scholarly productivity it might account for a diminished visibility in some professional circles whence the impression that these members are isolated from their professional community.

To the seconded motion to accept the Hauerwas-Kline final report on the graduate history review, the council responded with a unanimous approval. Professor Gordon expressed his own and the council's appreciation for the cooperation of the department and the local review committee in the demanding review process.

IV. COMMENTS OF THE CHAIRMAN.

In his comments, the chairman reported a total fall graduate enrollment of 1,289. Of these, 114 are in various continuing or professional programs and 176 are non-resident ABD doctoral students leaving a "hard core" resident graduate enrollment of 999 in the various academic departments. Of these 999: 411 or 41% are first year students; 809 or 81% are full time.

Total applications for the 1976-77 academic year were 1,989, approximately 200 more than in each of the previous three years. Of these, 967, or 49% were accepted by the Graduate School but 320 declined our acceptance of them and 236 failed to appear. Thus our 411 first year students represent 21% of our 967 pool of accepted applicants.

In the 1976 calendar year, the University conferred 279 master degrees and 113 doctorates as compared to 319 masters and 126 doctorates in the 1975 calendar year.

The University Budget Priorities Committee is continuing its work toward the 1977-78 budget. There will be a tuition increase; the magnitude has not been firmly established. In general, the present number of University budgeted support FTE units is expected to remain the same, with some possible rise in GA stipends. It was noted that each \$100 stipend increment for GA's involves a \$35,000 budget increment. Additionally, the Graduate School may soon have new endowment resources, the earnings on which will increase the funding capability.

On minority recruitment, Gordon reported unimpressive results from our continued use of the GRE-ETS Minority Locator Service as well as a poor response to our own Minority Graduate Fellowship Program. Though this program provides only two first year fellowships with a tax free stipend and full remission of tuition renewable for one year, it has attracted few applicants over the past four years. Such feedback as we have been able to generate suggests that the pool of qualified applicants is small compared to the available support programs.

An alternative approach to the urgent problem of minority access to post-baccalaureate education surfaced as a recent conference of graduate deans at Baraboo, Wisconsin, attended by Gordon. This approach would involve two actions: A greater concentration on developing a more supportive environment for minority undergraduates with a goal to reinforce their inclination to attend graduate school; and, secondly, the exchange of lists of potential graduate minority students between the institutions attending the Baraboo Conference.

Gordon commented on the impressive improvement in the outside funding of faculty research from a \$5,730,000 total in fiscal year 1975 to a \$6,730,000 total in fiscal year 1976. Few schools, he claimed, without medical colleges reach this level of outside funding. Presently, one of every two of our submitted research projects gets funded--an encouraging improvement in our funding rate. Both facts, he noted, were strong commentaries on the quality of scholarly work at Notre Dame.

In closing his comments, the chairman announced that the 1976 Annual Report of Research and Other Scholarly Works at the University of Notre Dame was in the mail. This year's report includes two new sections: Section III, an index of faculty specialities, and Section IV, professional distinctions. These additions make the report particularly helpful to outside agencies in search of specific specializations.

V. OTHER BUSINESS.

Action on nominations to the Graduate Faculty was deferred to a later meeting. In passing, however, Gordon reminded the council of the criteria and procedure for appointment to the graduate faculty adopted by the Graduate Council in its 162nd meeting on April 8, 1974 and published in ND Report #15, April 26, 1974, p. 301. He stressed in particular item 4 which reminds appointing officers that only full time members of the regular faculty can be candidates for the graduate faculty and, of these, normally only those on more than a first three year appointment to assure the graduate that a dissertation director is not likely to leave before completion of the dissertation. A copy of the appointment criteria and procedures is attached as Appendix 3.

The meeting adjourned at 4:50 p.m.

John J. FitzGerald
Secretary

Appendix 1

Report of the Graduate History Program External Review

The members of the Notre Dame Graduate Review Committee for History were:

Stanley Hauerwas (theology), chairman
Edward Kline (English), division representative
Robert Kerby (history), department liaison

In their separate site visit reports, the external reviewers concurred in the following:

1. Since the chairmanship of Rev. Thomas McAvoy, C.S.C., the leadership of the department has become progressively weaker and more diffused.
2. The graduate course program has collapsed into a large mix of over-specialized offerings seldom taught and more representative of the special interests of the faculty than the academic interests and professional needs of the students.
3. A continuing decline in undergraduate majors has accelerated with a drop from 100 to 60 majors in the last two years alone.
4. The untenured junior faculty and graduate students appear reconciled to peripheral roles in the shaping and implementing of departmental policies and practices.
5. The department's links with cognate graduate programs in theology, government and international studies, and medieval studies remain tenuous or non-existent.
6. Most critically, library holdings have reached a close to irreversible inadequacy for the support of a doctoral history program.

The reviewers accordingly recommended:

1. The library resources (holdings, funds and services) be reevaluated without delay and brought up to the minimal requirements of a revised and published doctoral program.

2. A revised doctoral program, incorporating the incontestable strengths and interests of the history staff in American, European, Latin American and Religious History, be worked out and scheduled in a way that would serve the needs and interests of both our newly admitted and our graduating students. This revision would, among other desiderata, clearly reflect in its bulletin statement, the reexamined priorities of the department and a reliable statement of a structured program of courses available in a sharply curtailed range of examination and dissertation fields.

3. Given the established quality of faculty and students together with their mutual awareness and respect for this quality, the single most urgent but still corrigible problem is that of effective leadership at both the departmental and advanced studies levels.

Prescinding from the reviewers' differing rationalizations of the erosion of the leadership role in the department since the McAvoy tenure, the single corrective put forth by all reviewers is a firm reassertion of the chairman's authority in finalizing and implementing decisions reached by a tightened graduate administrative structure centered in a director of graduate studies chairing a Committee of Graduate Studies and responsible to the chairman for graduate admissions, program, examination and degree decisions within the department.

The inadequacy of the library resources--funding, holdings, professional personnel--is, in the common view of these not unsympathetic reviewers, a larger and more urgent problem than any department can handle on its own. Two of the visitors strongly urged the appointment by the highest administration of an outside library review committee composed not only of professional librarians but established scholars wise in the realities of library management, services and costs.

Appendix 2

Department of Theology
University of Notre Dame
Notre Dame, Indiana 46556

September 24, 1976

Dr. John J. FitzGerald
Assistant Vice President
Graduate Studies
University of Notre Dame
Notre Dame, IN 46556

Dear John:

This letter constitutes the final summary of the findings and recommendations of the History Department's review.

Drs. Shannon (U. of Virginia), Grantham (Vanderbilt), and Byrnes (Indiana) acted as the external reviewers for the graduate program in history. The reviewers were particularly complementary of Professor Kerby's preparation of the departmental report since they felt the organization and frankness of the report gave them a good picture of the department's strengths and weaknesses. We were particularly impressed by how seriously and expertly the reviewers conducted their investigation while on campus. There was a good spirit of cooperativeness between the reviewers and the departmental faculty and students. The members of the history department are to be commended for their candor and goodwill during this process.

The reviewers submitted separate reports, but the similarity of conclusions and suggestions in the reports is remarkable. All felt the history department is good, but not as good as it could be. The scholarship of the department was viewed as solid, but one reviewer suggests that the department is more isolated from the professional community of historians than should be the case. All remarked that the department is a good deal better as individuals than it is as a group. The quality of the graduate students was seen to be high. The morale of the department was judged good and generally there seems to be a spirit of cooperativeness in the department. It may well be, however, that the spirit of cooperativeness has been purchased by delaying some of the decisions that the reviewers think need to be made.

The major concern of the reviewers is that the department is trying to do too much. The department has far too many Ph.D. fields, some of which must be eliminated. In fact the catalogue promises far more than the department is now able to supply. For example, on paper it is possible to receive a Ph.D. in ancient history at Notre Dame when in fact the history department has no one teaching in that area. The department has promised to revise the catalogue.

The department has responded very favorably to the foregoing criticism by promising to revise its Ph.D. areas. Moreover the department is beginning to finalize a program in the History of Christianity that promises to be a major focus of their graduate program. The department is also moving to establish better interdepartmental work with other departments in the University. In this respect the reviewers suggest that it is particularly important for the Department of History to work out better coordination with the Medieval Institute.

However, it must be said that even though the department responded favorably to the reviewers suggestion that the Ph.D. fields must be reduced, it is not clear what this means for the reorganization of the departmental offerings at the graduate level. For example in its response the department notes the ambiguity of "fields" especially as that term is used to refer to areas of faculty specialization. They accept the reviewers' criticism that they have too many examination fields, but they do not accept "any extension of that criticism to mean that we have faculty in too many areas and should cut back the 'fields' of faculty competence." Their point is well taken as the issue remains of how to establish priority fields at the Ph.D. level while maintaining necessary breadth to cover undergraduate and M.A. work. The issue is not, therefore, simply a matter of reorganization, but how the very nature of the Ph.D. fields in history should be conceptualized.

Connected with this issue is the question raised by Professor Byrnes and by the department's graduate students--namely, what kind of historians should the program try to train. Even though the department has begun a program to help students learn to teach, the graduate students feel that they are not being given an adequate introduction into how history is best taught. Moreover the question is raised whether the department ought to be concerned primarily to train research historians or historians whose task will primarily be to teach. While these may not be irreconcilable alternatives, that kind of question seems to be an important matter to settle for any rethinking of how the Ph.D. fields should be restructured.

Even though the reviewers called for fewer Ph.D. fields they also suggested that the department needs to staff positions in Western European, ancient, and Russian history. The department agrees that these positions are an "imperative need." Such appointments would no doubt be made with the new reorganization of the Ph.D. fields in mind.

The need for new appointments seems apparent, but in order to make the appointments the department must be able to increase its undergraduate enrollments and majors. The reviewers urge that in order to do this the best teachers be put in freshman courses as well as developing more attractive undergraduate offerings. The department was already well underway in rethinking its undergraduate policies and has, therefore, already implemented most of the reviewers' suggestions. In particular one reviewer and the department strongly recommend as an educationally sound policy that double listed courses be reinstituted.

In order to accomplish these ends the reviewers suggest that the department needs the strongest possible leadership. They are extremely complimentary of the skills of the current chairman and feel that he has already begun most of the needed changes. In particular the reviewers suggest, and the department has already begun to institute, a reorganization of the department's structure. As a result, directors of graduate and undergraduate studies with committees attached to each will be appointed. The graduate committee should help the graduate students feel that they have a way to participate in the department deliberations relevant to their interests.

However, it seems apparent to the undersigned that the history department should seriously consider establishing an ad hoc priorities committee. Graduate and undergraduate education cannot exist in a vacuum; what is instituted on one level will invariably have an effect on the other level. The establishment of graduate and undergraduate studies committees with elected membership should alleviate some of the problems evident in the reviewer's reports; however, the success of the department's programs depends upon faculty agreement concerning what should be studied and how it should be studied. For instance, the elective courses for the proposed History of Religion sequence include at least five history courses not listed in the current catalogue. If these courses be instituted, what is to be eliminated? Can expansion truly take place in this instance without contraction? A return to double-listed courses obviously solves enrollment and

personnel problems, but what effect does it have on the educative process? Dr. Shannon's defense of this mechanism is well stated "so long as the graduate students get special attention in discussion sections and have special assignments and examinations and so long as the graduate students are also taking uniquely graduate courses."

Finally the reviewers, with the department's strong concurrence, find the library budget totally inadequate. One reviewer suggests that unless the library budget is increased, Notre Dame ought to seriously consider if it can continue to offer Ph.D. programs. The department is pledged to work out a more coherent ordering system of its own, but the more fundamental issue remains that the library budget must be increased. Two of the reviewers also suggest that a review of the library, like the review of the graduate departments, would be appropriate.

In conclusion we think that the review process of the history department was well conducted and has had excellent results. The review gave impetus to reforms that were well underway in the department. However, until the far-reaching decisions setting the actual priorities in the Ph.D. field are made, the full effect of the review process remains uncertain.

Respectively Submitted.

Dr. Stanley Hauerwas, Chairman
Dr. Edward A. Kline

Appendix 3

CRITERIA FOR APPOINTMENT TO THE GRADUATE FACULTY

1. The functions reserved to members of the graduate faculty are:
 - A. To serve on and vote for members of the Graduate Council.
 - B. To direct Ph.D. dissertations.
 - C. To chair Ph.D. examinations.
 - D. To serve as readers of Ph.D. dissertations.
 - E. To serve on Ph.D. candidacy boards.
 - F. To serve on departmental graduate committees.
2. The criteria for membership in the graduate faculty are:
 - A. Ph.D. or its recognized equivalent in the field.
 - B. Active engagement in scholarly research.

Only full time members of the regular faculty are candidates for the graduate faculty. Exceptions to this may be made for distinguished visitors or part-time professors at the request of the department chairman.

3. The procedure for appointment is the following. The department chairman sends his recommendation to the dean of his college proposing candidacy for the faculty member. In his recommendation, the chairman briefly certifies the qualifications of the candidate. The dean submits this recommendation along with his own comment to the vice president for advanced studies. The vice president then makes the decision on the candidate and informs the dean and the department chairman.

The chairman may appeal a negative decision of the vice president to the Graduate Council. The council may request additional information about the candidacy and after deliberating it may make a recommendation to the vice president, who will then make the final decision.

4. In these days of hard tenure decisions the interest of the Ph.D. student in completing his research and receiving the degree should be a major concern of the department in the assignment of a dissertation director.

Memo from the Provost on Affirmative Action

As is clearly indicated in the Affirmative Action Statement of the University of Notre Dame the University is dedicated to equal employment opportunity and to the prevention of any discriminatory practices with respect to race, color, age, sex, or national origin. The University takes this opportunity to remind its faculty and employees of the contents of that statement. It is timely that particular mention is made again of the grievance procedures and of the two grievance coordinators previously named by the President.

Thomas F. Broden has been appointed as the equal employment opportunity officer for academic personnel. Brother Kieran Ryan, C.S.C., has been designated E.E.O. officer for staff personnel.

The following grievance procedures are quoted from the Affirmative Action Statement:

Members of the faculty and staff of any academic department who have reason to believe that they have been affected as a result of discrimination should report the matter to their department chairman or supervisor. In the event a complaint cannot be resolved at this level, then the complaint will be submitted to the appropriate equal employment opportunity officer.

Staff members in non-academic departments who have reason to believe they have been affected by discrimination should report complaints through the following channels: first, to their supervisor; next, to their unit's director; then to the director of personnel. If this is unsuccessful, the case will be submitted to the E.E.O. officer for non-academic personnel. The E.E.O. officer will conduct an investigation which will include interviews with all those involved and a study of all records pertaining to the situation. Every effort will be made to reach an acceptable settlement. If it is not resolved, however, the E.E.O. officer will send his findings and recommendations to the President of the University for appropriate action.

'Learning with the Left Hand' Sheedy Award Address

The disenchantment with higher education, on the part of both students and the public, which began with the turmoil of the 1960s, has been deepened in the 1970s by escalating educational costs and by diminishing job opportunities for graduates, especially those with liberal arts degrees. This situation has stimulated vigorous discussion across the country, in journals, seminars, and symposia, on how to revitalize the humanities. Much that is said is merely the mouthing of old clichés--with a certain gusto of course. For instance, we are told for the millionth time that the unique job of the humanities is to teach human values. What these values are and how they are to be taught are not very clearly indicated. There are, however, certain areas of development that seem to me promising.

One of these areas concerns the educational possibilities that lie in the student's interior life of sensation and feeling. At present I believe the education we offer, even in the humanities, is too exclusively intellectualized, too lopsidedly cerebral. Perhaps in our jealous concern to prove that our humanistic disciplines are as intellectually respectable as the sciences we have come to regard the student's emotional life as his own affair; our specified task, after all, is to educate his intellect. His personal feelings, like those of his teachers, are not only irrelevant, they actually confuse the issues and get in the way of our proper goal, a detached cultivation of the life of the mind.

But it now appears doubtful that any intellectual endeavor can be wholly disinterested. In even the most objective thinking, the thinker is still "in the act" with all his psychic dispositions deeply involved. Besides, we begin to suspect that emotion and feeling do not oppose our intellectual enterprise but complement and support it. The psychologist Joseph Church in his book, Language and the Discovery of Reality, puts it succinctly:

...our human capacities for thought are no greater than our human capacities for feeling. It may well be that capacity for feeling...is the essential variable in intellectual differences. It is only those with strong feelings who can resist the second-hand formulations of experience handed down from their progenitors and can work to thematize them afresh for themselves. Certainly it is possible to be retentive without great feeling, but learning without the understanding that emotion gives is barren and perhaps even dangerous. (pp. 202-203)

What is suggested is not that we get the student to analyze his emotional life--that is simply another intellectual activity which can best be pursued in the study of psychology--but rather that we encourage him to become aware of his feelings, experience them, and cultivate them.

It is not a matter of releasing the student's emotions in a kind of wild revel but just the opposite. That is, we are beginning to understand that the student's feelings need to be educated as well as his intellect. We speak with justifiable pride of our dedicated attempt to teach our students to think and to think clearly. As we look out on his contemporary scene surely we must concede that for all of us it is also important to feel clearly.

Here is a short poem by Coventry Patmore:

Magna Est Veritas

Here is this little Bay,
Full of tumultuous life and great repose,
Where, twice a day,
The purposeless, glad ocean comes and goes,
Under high cliffs, and far from the huge town,
I sit me down.

For want of me the world's course will not fail:
When all its work is done, the lie shall rot;
The truth is great, and shall prevail,
When none cares whether it prevail or not.

In my youth I greatly admired this poem for being brisk and brave and tough. But I see now that it has a soft spot at the center and that it derives its force from a state of mind not altogether admirable though one that I can still sympathize with. Reading between the lines we can imagine that the speaker has tried to instruct someone--a single person, a group, or a crowd--in what he regards as a high truth. But he has not been listened to, has maybe been laughed at. So he has abandoned the "huge town" for the sea-shore where he can be alone and lick the wounds of his rejection, a kind of intellectual Achilles sulking in his tent. He is deeply troubled but also he obviously enjoys feeling sorry for himself. He is clearly more concerned with his own feelings than with the "truth," or he could never say that truth is sure to prevail even "when none cares whether it prevail or not."

The student who comes to understand what is really going on in this poem, elementary as it is, will have to think clearly, to be sure, but he will also have to feel, that is, find his way among his own emotional responses and responsibilities. We can hope that with repeated experiences of this sort he will learn to discriminate, in Emily Dickinson's words, that "internal difference/Where the meanings are." In the process, I believe, he is being educated.

Next door to our feelings and emotions or maybe living in the same house with them is that mysterious mental capacity which Maritain called "creative intuition." Because it is an amorphous, ill-defined psychic force, we have given it scant space in our liberal arts teaching. Our attitude has been that thankfully there is always the fine arts department to relieve us of the responsibility of this ungainly, potentially dangerous monster. (Plato set the precedent for us by casting the poets out of his ideal Republic into the outer darkness of the non-rational.) But evidence is accumulating to show that our intuitive powers play an important role in intellectual as well as in artistic processes. Here it is the scientists and mathematicians who have led the way as their own disciplines have become more hypothetical and creative and have drawn closer to the arts. For example, the French mathematician and physicist, Henri Poincaré, testifies to his suddenly coming into full possession of solutions to mathematical problems which he was not thinking about at the moment but which he had previously been working on for several days without success. He attributes these epiphanic break-throughs to the "emotional sensibility" of the unconscious mind in association with its aesthetic sense for mathematical "elegance." Again, Albert Einstein says of his creative work, "The important thing is intuition." And those of you who have read James Watson's The Double Helix: A Personal Account of the Discovery of the DNA do not need to be persuaded of the significance in scientific research of educated guesses and lucky hunches.

The research being done on the two hemispheres of the brain by a group of medical doctors, psychiatrists, and psychologists at the University of California in San Francisco promises to clarify the relation between the rational and intuitive ways of the mind. They have conducted a long series of highly sophisticated experiments with animals, with normal human subjects, and with split-brain patients, mostly epileptics who have had the nerve fibers connecting the two halves of the brain surgically severed in an attempt to effect a cure. The conclusions so far derived from these experiments are conveniently summarized by a member of the team, Robert E. Ornstein, in his book, The Psychology of Consciousness. "The left hemisphere of the brain" he says, "(connected to the right side of the body) is predominantly involved with analytic, logical thinking, especially in verbal and mathematical functions. Its mode of operation is linear." It "seems to process information sequentially." "...The right hemisphere (...connected to the left side of the body) seems specialized for holistic mentation," such as thinking in wholes, gestalt thinking. "Its language ability is quite limited," maybe to a dozen words. It is "primarily responsible for our orientation in space, artistic endeavor, crafts, body image, recognition of faces." (pp. 67, 68)

Ornstein suggests that the right hemisphere may be the seat of Freud's "unconscious" mind; the left that of the "conscious" mind. In a "tentative dichotomy" between the two modes of consciousness he describes the one mode corresponding to the left hemisphere of the brain as intellectual and masculine; the other, corresponding to the right hemisphere, he describes as feminine, sensuous, and intuitive.

What is new in this research, says Ornstein, is "a recognition that these modes operate physiologically as well as mentally and culturally." (p. 85) He is at some pains to show that the distinction itself between the two modes is nothing new but has been recognized throughout human history.

I am not competent to judge the scientific validity of the research Ornstein reports on, and no one seems to know how the dark, dreamy creative region in our psyche can be educated, or if it can be educated at all. What I am reasonably sure of is that this obscure, intuitive capacity will be increasingly acknowledged and will be allowed room to work in, not only in the fine and performing arts, but in the liberal arts, in science, engineering, law, medicine, business. And not only in colleges and universities but in the schools.

The objective, of course, is not to supplant the intellectual and analytical with the intuitive and creative but to find ways to coordinate the two modes for the most fruitful results. Nor is the aim primarily to produce great creative thinkers in every field though we can always do with more than we have. Our ambition will probably be more modest, namely, to make sure we engage all of the student's native resources--sensory, emotional and intuitive as well as intellectual--in the teaching and learning process.

And now I call my last witness to the stand, J. Bronowski, whom you may know from his TV series, The Ascent of Man. In his little book, Science and Human Values, he writes:

The discoveries of science, the works of art are explorations--more, are explosions, of a hidden likeness. The discoverer or the artist presents in them two aspects of nature and fuses them into one. This is the act of creation...and it is the same act in original science and original art. But it is not therefore the monopoly of the man who wrote the poem or who made the discovery...The poem or the discovery exists in two moments of vision: the moment of appreciation as much as that of creation... In the moment of appreciation we live again the moment when the creator saw and held the hidden likeness. When a simile takes us aback and persuades us together, when we find a juxtaposition in a picture both odd and intriguing, when a theory is at once fresh and convincing, we do not merely nod over someone else's work. We re-enact the creative act, and we ourselves make the discovery again. At bottom, there is no unifying likeness there until we too have seized it, we too have made it for ourselves.

I could not define in an abstract statement what education is but if a student can be brought to this pitch of perception, at once analytical and creative, then I believe you can say he is being educated.

Ernest Sandeen
Talk delivered at the presentation
of the Sheedy Award
Oct. 15, 1976

Advanced Studies Vice-Presidential Review Committee

To the Members of the Notre Dame Community:

We have been elected a review committee to evaluate the stewardship of Robert E. Gordon as vice president for advanced studies. Our charge is described in Article II, Section 3, of the Academic Manual.

Members of the University community are invited to submit to us written comments on Gordon's service. We ask that letters be signed and addressed to: Vice-Presidential Review Committee, Box 572, Notre Dame, IN 46556.

Persons who wish to be interviewed should direct a written request for an interview to the address given above. We have decided as a matter of policy not to discuss our work except in committee and not to correspond about it as individuals. All communications will be held in confidence, and no quotation in our report will be identified as to source without the permission of the person who made the statement. Letters and other records will be destroyed by the committee when its work is completed.

We ask that written communications be sent to us by Jan. 15, 1977 so that we can complete our interviews by Feb. 15 and submit our report to the President of the University in March.

Vice-Presidential Review Committee:

Philip Gleason, Chairman
William Davisson
Nicholas Fiore
Marilyn Lawson
Thomas Shaffer
K.T. Yang

notre dame report



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