

'76-'77

notre dame report

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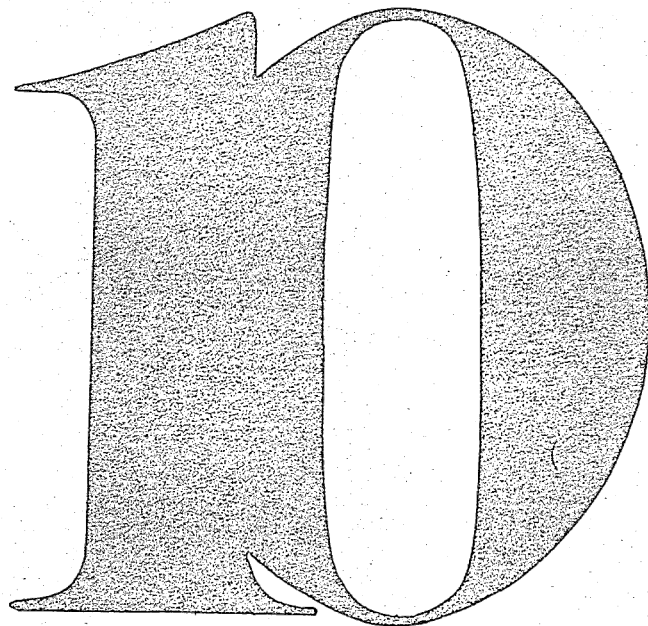
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the university

New Trustee, Council Members Named

A University trustee and members of the College of Business Administration Advisory Council have been named.

The new trustee is Richard R. Shinn, president, chief executive officer and director of the Metropolitan Life Insurance Company. A 1938 alumnus of Rider College in Trenton, N.J., Shinn has been associated with the insurance firm since 1939. Among the organizations on whose boards of directors he sits are the Chase Manhattan Bank, Allied Chemical Corporation, May Department Stores Company, and Sperry Rand Corporation. He is also active in several citizens' advisory groups assisting the Mayor of New York City. Shinn's appointment brings the number of Notre Dame trustees to 43.

The three business leaders named to the Business Administration Advisory Council are Donald W. Nyrop, chairman and chief executive officer of Northwest Airlines, Inc., Minneapolis; Andrew J. McKenna, president of the Schwarz Paper Company, Chicago; and Robert J. Davis, senior vice president of investment banking for Paine, Webber, Jackson & Curtis, New York, N.Y.

1976 Awards

The University's total amount of awards in 1976 is more than \$7 million (\$7,057,995), including \$5,488,538 for research, \$239,530 for facilities and equipment, \$757,718 for educational programs and \$572,209 for service programs.

Relief for Offenders Proposed

A wide-ranging program of relief for Vietnam-era military and draft offenders short of blanket amnesty was proposed in a Notre Dame Center for Civil Rights report released Jan. 15. The study, underwritten by a Ford Foundation grant, published by the Notre Dame Press and entitled "Reconciliation After Vietnam," proposes a 41-point program offering relief to more than 500,000 persons punished or still facing charges for non-violent offenses committed during the Vietnam War. Some copies are available in the Civil Rights Center.

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Computer Courses

Five non-credit and tuition free courses in computer language will be offered this semester by the Notre Dame Computing Center. All sessions will begin at 3:30 p.m. in room 115 of the Computing Center/Mathematics Building and last for approximately one hour. A course in FORTRAN is currently being held, running Jan. 25, 27, Feb. 1, 3, 8 and 10. The remaining courses include: --IBM Job Control Language, Feb. 15, 17 and 22--Minitab Statistics System, March 1, 3, 8 and 10--COBOL, March 24, 29, 31, April 5, 7, and 12--SPEAKEZY, April 14, 19, 21, 26 and 28.

Pre-registration is not required, but it would be helpful if you would leave your name with the secretary in Room 1 of the Math Building if you intend to take any of the courses. For additional information, contact the Notre Dame Computing Center, 283-7786.

Indiana Art Exhibit

One of the most complete and varied samplings of Indiana art ever assembled in one place is on exhibit at the Notre Dame Art Gallery. Entitled "Mirages of Memory: 200 Years of Indiana Art," the show includes some 200 pieces of art on loan from more than 30 sources. It has been prepared jointly by the Notre Dame Art Gallery and the Indianapolis Museum of Art, and is funded by grants from the National Endowment for the Arts and the Indiana Arts Commission.

All five of Notre Dame's galleries will be utilized to display the Paintings of William Merritt Chase; Robert Indiana, L. Clarence Ball, David Smith, T.C. Steele, George Winter and other painters who have lived and worked in Indiana. Other features include early folk sculpture, quilts, crafts, cartoons and photographs by John McCutcheon and Garr Williams, nationally prominent artists of their day.

1977 Sophomore Literary Festival

Notre Dame's Sophomore Literary Festival opens Feb. 13 this year with a talk by Ken Kesey author of the Academy Award winning "One Flew Over the Cuckoo's Nest." Other noted literary figures to present public talks and appear in informal classroom settings through February 19 are David Ignatow, Columbia University professor and anthologist of Walt Whitman; William Goyen, best known for his award winning "House of Breath;" poet and National Book Award winner William Stafford; editor Michael Benedikt of Art News and Paris Review, and English born Denise Levertov, organizer in 1965 of the Writers' and Artists' Protest Against the Vietnam War.

Theology Lecture Series

"The Land of Israel in Jewish Tradition" is the theme of the fifth annual series of lectures and colloquia sponsored by the Center for the Study of Judaism and Christianity in Antiquity in Notre Dame's Department of Theology. Beginning Jan. 25 and continuing through April 13, the series of lectures will focus on the variety of notions regarding the land of Israel in Jewish tradition, beginning with Biblical literature.

Faculty Retreat

There will be an overnight retreat for faculty on Feb. 18 and 19 (Friday evening and Saturday) conducted by Fathers David Burrell and John Gerber at a home in Michigan City. Cost for the retreat is \$6.00. Sign up in Campus Ministry office, 103 Library by Feb. 14.

Corrections: NDR#4

p. 96--ADD to Wendy A. Carlton; Ph.D. Degree 1976 from the University of Pennsylvania.

p.106--change M.B. Sokolowski from Part-time Lecturer to Adj. Professor for the Sp. Seminar.

faculty notes

Appointments

Presentation Sister Margaret Cafferty, who coordinated the bishops' "Call to Action" conference in Detroit last November, has been named executive director of the Catholic Committee on Urban Ministry, which maintains its secretariat at Notre Dame.

Honors

John G. Borkowski, chairman and professor of psychology, has been appointed a trustee of the National Foundation on Aging, Los Angeles, California.

Rev. Theodore M. Hesburgh, C.S.C., president of the University, was elected chairman of the Board of Trustees of the Rockefeller Foundation at a special meeting of the Board Jan. 14 in New York City.

David C. Isele, assistant professor of music and director of the Notre Dame Glee Club, has been chosen to serve as guest composer for the Contemporary Organ Music Festival at the University of Hartford in June 1977.

Edward A. Kline, associate professor of English, has been named a consultant on the Linguistics Panel which reviews proposals sent to the Division of Research Grants of the National Endowment for the Humanities.

Brother Leo V. Ryan, C.S.V., dean of the College of Business Administration, has been named as a consultant to the Catholic School Finance Committee of the Chief Administrators of Catholic Education (CACE), a division of the National Catholic Education Association.

Yu-ming Shaw, assistant professor of history, has been appointed as a research associate by the Center for Far Eastern Studies of The University of Chicago for the academic year 1976/77.

Stephen T. Worland, associate professor of economics, has been elected president of the Association for Social Economics, a national organization concerned with the connection between economic policies and ethical values.

Activities

Rev. Robert J. Austgen, C.S.C., director of the summer session, was a member of the staff at the "Third National Institute in Summer Term Administration", Arizona State University, Tempe, Arizona, Jan. 4-7. Father Austgen taught a course on "Summer Sessions Budget Process and Faculty-Related Matters."

Daniel M. Chipman, assistant professional specialist in the radiation laboratory, presented a paper entitled "Methods for the Calculation of Photoionization Cross-Sections Using the Extended Koopmans' Theorem" at the International Symposium on Atomic, Molecular and Solid-State Theory, Collision Phenomena, and Computational Methods held at Sanibel Island, Florida, Jan. 16-22.

Carvel Collins, professor of English, gave three lectures in New Orleans about William Faulkner: one on Dec. 12 for the Louisiana Landmarks Commission at the dedication of a Faulkner plaque, one before an assembly of five secondary schools and one at Tulane University, both on Dec. 13. He also taped a program on William Faulkner for the French national broadcasting system in Paris on Dec. 20.

Walter R. Davis, professor of English, served on a steering committee, read a poem and gave a lecture entitled "Sir Thomas Browne's Urne Burial 1: A Voyage of Discovery" at the Conference Seventeenth Century Prose on Oct. 8-9 in Dearborn, Michigan. On Oct. 29 he gave a lecture "Boccaccio: The Implications of Binary Form" at Notre Dame. He also gave a report on his edition of "The Ripley Scroll" at The Modern Language Association Convention, Section 115, The Society for the Study of Literature and Alchemy, in New York on Dec. 27.

Alan Dowty, associate professor of government and international studies, gave a talk on "The Arab-Israel Conflict Today" in Marion, Indiana, on Nov. 14. On Jan. 8 he spoke on "The Middle East: Prospects for 1977" in South Bend.

William Eagan, associate professor of management, chaired a panel discussing "Academic Freedom: Issues and Practices" at the annual meeting of the National Council for the Social Studies, Washington, D.C., Nov. 7.

J. Philip Gleason, professor of history, chaired a session on "Aspects of Protestantism in Ante-Bellum America" at a meeting of the American Society of Church History in Washington, D.C. on Dec. 29. He also chaired a session at a joint meeting of the Immigration History Society and the American Historical Association that dealt with "Religion and Ethnicity in America" on Dec. 30.

Alan T. Huckleberry, associate professor of mathematics, gave a lecture "Holomorphic Fibration of Bonded Domains" at the University of California, Los Angeles, on Nov. 22.

David C. Isele, assistant professor of music and director of the Notre Dame Glee Club has just completed a concert tour (Jan. 8-16) which took the ensemble through part of the immediate northwest--Wisconsin, Minnesota, Iowa and Illinois.

V. Paul Kenney, professor of physics, gave the summary talk at the conclusion of a workshop on "Hadronic Physics with Large Bubble Chambers," Sonoma, California, Oct. 23. He also presented a seminar, "Production of Scalar and Tensor Mesons in the Reaction $\pi^- p \rightarrow K^0 K^- n$ " at Michigan State University, East Lansing, on Nov. 2.

Bernard J. Kilbride, professor of finance, addressed the annual finance forum of the Manufactured Housing Institute on Jan. 12 in Louisville, Kentucky. His topic was: "David versus Goliath, Carter versus Unemployment--the 1977 Economic Outlook".

Donald P. Kommers, professor of government and international studies and director of the Center for Civil Rights, was a discussant in a U.S. State Department conference on Christian Democracy in Western Europe in Annapolis, Maryland, Nov. 16-18.

Thomas G. Marullo, assistant professor of modern and classical languages, presented a paper, "Ivan Bunin's Dry Valley: the Makings of a Modernist Novel" at the annual convention of the American Association of Teachers of Slavic and East European Languages in New York City on Dec. 29.

Ernan McMullin, professor of philosophy, discussed the question: "Can the Probabilities of Extraterrestrial Life be Calculated?" at an AIAA chapter meeting at Tri-State University, Angola, Indiana on Dec. 9. He also chaired a session on "Causality and Mechanical Philosophy: Science in Transition" at the National History of Science Society meeting in Philadelphia, Dec. 30, and served as commentator on the three papers given at that session.

Kenneth W. Milani, assistant professor of Accountancy, spoke to the Michiana Chapter of the American Production and Inventory Control Society on Dec. 16. His topic was "Foreman Participation in Budget Setting: Benefits and Problems."

Rev. Edward D. O'Connor, C.S.C., associate professor of theology, gave a series of six lectures on the theme, "The Church and the Charismatic Renewal," to two groups of clergy and two of laity general public in the diocese of Hamilton, Ontario on Jan. 12 and 13.

Thomas J. Schlereth, assistant professor of American Studies, gave a lecture entitled "The Campus as Historical Artifact" on Jan. 16 at a meeting of the Chicago Chapter of the Society of Architectural Historians in Chicago.

Yu-ming Shaw, assistant professor of history presented three papers to the following professional meetings and conferences: "Dr. John Leighton Stuart and the Sino-Japanese War," to the 18th Annual Conference of the American Association for Chinese Studies, held in St. Louis on Nov. 5; "The U.S.-Chinese and the U.S.-Korean Relations in Flux: An Analysis with Some Recommendations," to the Sino-Korean Conference on Northeast Asian Affairs, sponsored by Asia and the World Forum, held in Taipei, Taiwan, Republic of China on Dec. 3; "Rev. John Leighton Stuart: A Missionary Politician in China, 1937-41," to the annual meeting of the American Society of Church History, held in Washington, D.C. on Dec. 28. While he was in Taiwan, he delivered two lectures: "Why and How to Study History?" to the History majors of National Chengchi University, and "American Policy toward the Two Chinas," to the students of Tamkang College.

During the academic years 1974-1976, Brian Smyth, associate professor of mathematics, was a research fellow of the Sonderforschungsbereich Theoretische Mathematik in Bonn, Germany. He lectured in the mathematical colloquia of the Universities of Bonn, Munster, Louvain, Brussels, Cologne, Bielefeld and Dublin; and gave invited addresses to the Colloque Geometrie de Bruxelles, Differential Geometrie Tagung (Oberwolfach), Global Analysis Tagung (Oberwolfach), and the Variations-rechnung Tagung (Berlin).

J.K. Thomas, professor of chemistry and senior scientist in the radiation laboratory, presented a talk entitled "Effect of Phase on Photo-ionization" at Kodak, Rochester, N.Y. on Jan. 17.

Edward R. Trubac, associate professor of finance and business economics, delivered a talk to the Rotary Club of South Bend on Jan. 5, entitled "The Economic Outlook for 1977."

John Weber, associate professor of marketing, made a presentation entitled, "Planning Growth in a Mature Industry," at a management development training seminar at Whirlpool Corporation, Jan. 17, at Benton Harbor, Michigan.

Robert W. Williamson, chairman and associate professor of accountancy, was an invited participant in the 2nd annual "Faculty Seminar" sponsored by Cooper & Lybrand in Phoenix, Jan. 2-4.

Erhard M. Winkler, professor of earth sciences, was an invited participant of the Interdisciplinary Colloquium on the Preservation of Adobe, Tumacacori, Casa Grande, in Tuscon, Arizona, National Park Service, in Nov.

Deaths

Daniel H. Pedtke, 70, associate professor emeritus of music and retired director of the Notre Dame Glee Club, died Dec. 10 in South Bend.

Rev. Roland G. Simonitsch, C.S.C., 66, professor of religion and former chairman of the department, died Jan. 6 in South Bend.

George N. Shuster, 82, former assistant to University President Rev. Theodore Hesburgh and director of the Center for the Study of Man in Contemporary Society, died Jan. 25 in South Bend.

office of advanced studies

Special Notice

In issue #9 of the NDR, the first two entries in the Notes for Principal Investigators section were in reverse order. Also, the titles for the third entry in the Notes section and the first entry in the Information Circulars section were inverted. All four entries appear again below in proper order under correct titles.

Notes for Principal Investigators

Estimation of Fringe Benefits for Sponsored Programs

Principal investigators are reminded that for sponsored programs at Notre Dame, fringe benefits are to be treated as direct costs. The benefits include contributions to: (a) TIAA, (b) FOAB or Social Security, (c) Workmen's Compensation Insurance, (d) Blue Cross; Blue Shield Insurance Coverage, (e) Major Medical, (f) Total Disability Benefit Insurance, and (g) Group Life Insurance.

Because of an increase in the base for both TIAA and FOAB, and also for increases in premiums for other contributions, average fringe benefit rates to be used for sponsored programs have been recalculated.

For each proposal involving salaries and wages, the budget should include a line item for fringe benefits. Until further notice, fringe benefits are to be estimated as follows:

- (1) For faculty members, for academic year programs or academic year plus summer programs, fourteen (14) percent of salaries listed.
- (2) For faculty members, for summer programs of two (2) months, five (5) percent of summer salaries listed.
- (3) For graduate students who are to be research assistants, no fringe benefits.

- (4) For postdoctorals, and graduate or undergraduate students who are to be research aides, six (6) percent of the salaries listed.
- (5) For technical typists and technicians, six (6) percent of the salaries listed.

The line item for fringe benefits should carry the sum of foregoing items (1) through (5) inclusive.

Cost-Sharing on Research Grants from U.S. Government Agencies

In view of the foregoing note on fringe benefits, the formula for calculating the amount of academic year salary of the principal investigator to be cost-shared under research grants from U.S. Government agencies is:

$$\text{Acad. year salary to be Cost-Shared} = \frac{5\% \text{ of total project cost}}{(1.473)(1.14)}$$

National Science Foundation Revised Procedure for the Submission of Final Fiscal and Final Technical Reports

This note supersedes the notices which appeared in NDR, 1976-77; No. 1, p. 8 and No. 5, p. 120.

With its Important Notice No. 63 to Presidents of Universities and Colleges, NSF has revised its procedure for submission of final fiscal reports and final technical reports for its grants and contracts.

Rather than submitting the Final Fiscal Report, the Final Technical Report, and the Summary of Completed Project in a single package, the Final Technical Report may now be submitted separately.

To implement this revised procedure, the Office of Advanced Studies - Division of Research and Sponsored Programs (RSP) will still be the clearing point for the transmission of the required items to NSF. Within 90 days after the expiration date of a project, principal investigators are to send the following items to RSP:

1. -Final technical report - three copies (two copies for NSF and one copy for RSP).
2. Summary of completed project - three copies (two copies for NSF and one copy for RSP). The summary is to be filed on NSF Form 98A. Copies of NSF Form 98A are available in RSP.

The Director of Current Funds - Restricted will provide RSP with four copies of the final fiscal report (three copies for NSF and one copy for RSP).

From the standpoint of logistics, however, the Foundation still prefers the submission of all three reports in a single package.

Information Circulars

National Science Foundation Pre-College Teacher Development in Science Program

No. FY77-50

The National Science Foundation in inaugurating a new Pre-College Teacher Development in Science Program for the continuing education of elementary and secondary school science teachers.

The specific objectives of the Program are:

- * to improve teacher's knowledge of the subject matter of science
- * to develop and maintain communication and cooperation between scientists at colleges and universities and teachers in elementary and secondary schools

Projects supported in this program will be characterized in general by a group of elementary or secondary school teachers engaged in a learning experience sponsored by the grantee institution and staffed by individual faculty or others selected for their appropriate expertise. It is expected that proposals will fall into two broad categories:

1. Academic Year Projects - Part-time study offered at a central location for teachers within commuting distance, with sessions held regularly during the academic year. Such projects may be preceded by a brief full-time session prior to the beginning of school.
2. Summer Projects - Full-time projects offered during the summer generally for 1 to 4 weeks. These projects normally will be regional and intended for advanced and intensive training in specific disciplines.

Within these categories, the Foundation encourages wide variability.

Most projects are expected to be local or regional in orientation, rather than national. This emphasis is intended to promote economy of operation as well as to encourage continuing communication, formal and informal, among teachers who participate and among all teachers in a locality or region. Staff site visits for individual consultation, and group meetings devoted to a consideration of classroom teaching strategies can be used to augment the instructional phase.

All projects should be subject matter-oriented, although the emphasis may be expected to vary. For example, some teachers may require subject matter training in the more traditional disciplines and training on how such disciplinary materials can be applied in their classroom settings, while others may benefit more from interdisciplinary or multidisciplinary science programs.

Each individual proposal should address a specific combination of the variables listed below. The Foundation encourages a wide variety of combinations so that a broad spectrum of continuing education options for teachers will be included among the projects supported.

Grade level - Projects may focus on a single grade level or on grade level groupings. The selection chosen should provide a degree of homogeneity for efficient operation.

Discipline - Projects may deal with single discipline, multidiscipline or interdisciplinary subjects in science, social

science or mathematics. Proposals for activities involving elementary or junior high school teachers could very appropriately address, for example, "elementary school science" or "junior high life science", in a multi- or interdisciplinary mode.

Duration and Timing - Projects may vary from short conferences, through periodic evening or weekend meetings during the school year, to full-time summer activities of several weeks duration. Combinations of part-time and full-time activities are encouraged.

Instructional Mode - Involvement of the teachers as active participants in the instructional process is desirable in every project. Every effort should be made to accomplish this whether the instructional mode involves the inquiry approach, the lecture method, a laboratory orientation, the utilization of technology or any combination of these as well as any other approaches not specifically mentioned above. The instructional process need not be restricted to a traditional format and can be augmented by additional interaction and communication through site visits by the instructional staff for classroom demonstration, observation, consultation and reinforcement.

Participant Experience Level - Teachers of widely varying experience levels generally require different types of continuing education experiences and motivation. It is appropriate, then, to design a teacher training project for the particular needs of teachers or comparable experience levels.

The deadline for receipt of proposals is March 1, 1977.

National Science Foundation United States - Republic of China Cooperative Science Program

No. FY77-51

NSF's Division of International Programs is accepting proposals for cooperative US-China research activities in all fields of science. Collaborative research related to improving the productivity of the second crop of rice, in both countries is particularly encouraged. Four main areas are identified: 1) rice breeding and genetics-breeding for disease and insect resistance, for high CO₂ fixation capacity, and for higher photosynthetic efficiency; 2) soil chemistry-nitrogen use efficiency and soil and water management; 3) rice physiology and weed control-photosynthetic efficiency in rice and weeds, environmental influences on root-shoot relationship, and effects of weeds; and 4) rice diseases and insects-control and origin of diseases, suppression of insects by host-plant resistance, and biological weed control with plant pathogens. For further information contact the Office of Research and Sponsored Programs, Extension 7378.

National Science Foundation United States - Japan Cooperative Science Program

No. FY77-52

NSF's Division of International Programs and the Japan Society for the Promotion of Science are accepting proposals on cooperative research, with emphasis in the area of food productivity. Complementary proposals by U.S. and Japanese scientists who plan to work together must be submitted to the respective agencies. Research objectives are established in five areas: 1) Carbon input-identification of reactions in photosynthesis and environmental effects, biochemical analysis of respiration, productivity of organic material using algae, redistribution of end products of photosynthesis to increase agronomic yield, control of senescence; 2) Biological nitrogen fixation-distribution of and limiting factors in nitrogen fixing systems, mechanisms for use of biologically fixed nitrogen by hosts; 3) Nonconventional protein sources-enzymic transformations of proteins, single cell protein, plant breeding for high protein content; 4) Environmental stress-water status in relation to stress injury and tolerance, cellular sites and mechanism of stress injury, stress-sensitive stages in crop development, nondestructive stress selection tests; and 5) Cell and organ cultures-rapid clonal multiplication, development of genetically improved cultivars, recovery of pathogen-free clones, and production of natural substances. For further information contact the Office of Research and Sponsored Programs, Extension 7378.

National Science Foundation United States - East Asia Cooperative Scientific Activities

No. FY77-53

NSF's Division of International Programs is now accepting proposals for scientific activities linking U.S. scientists with colleagues in six East Asian countries—Indonesia, Korea, Malaysia, the Philippines, Singapore, and Thailand.

Proposals prepared by U.S. scientists with co-principal investigators from the cooperating countries, are jointly reviewed by NSF and the appropriate organization in the cooperating country. Each country provides support for that portion of the project costs appropriate to its participants.

Activities to be considered for support include cooperative research projects, seminars, and, where specially justified, visits to the cooperating country to develop joint activities. NSF support for U.S. scientists is supplementary to regular funding from other sources, and directed toward additional costs for the international phase of the joint project. For further information, please contact the Office of Research and Sponsored Programs, Extension 7378.

National Institute of General Medical Sciences Minority Access to Research Careers

No. FY77-54

The Minority Access to Research Careers (MARC) Program of the National Institute of General Medical Sciences (NIGMS) is accepting applications for MARC Visiting Scientist Awards. The program is designed to assist minority institutions in the training of greater numbers of scientists and teachers in health-related fields.

The purpose of the MARC Visiting Scientists Awards is to provide support for outstanding scientist-teachers to serve in the capacity of visiting scientists at four-year colleges, universities, and health professional schools where student enrollments are drawn substantially from ethnic minority groups (American Indians, Blacks, Mexican-Americans, or Puerto Ricans). The primary intent is to strengthen research and teaching programs in health research fields for the benefit of students and faculty in these institutions by drawing upon the special talents of scientists from other institutions. Reciprocal benefits should also accrue to the MARC awardee through the added experience to be gained by involvement in innovative science education and research development programs.

Applications for these awards must be presented by the eligible academic institutions. A proposal must include arrangements for the visiting scientist to reside in the campus community and participate fully in programs of teaching, development of research, and/or counseling as outlined by the institution. Evidence of negotiation and preliminary, tentative agreement between the applicant college and the named scientist-teacher nominated to serve as the MARC Visiting Scientist should be provided in the application. Individuals nominated as visiting scientists in this program should be recognized scientist-scholars in such biomedical science fields as cellular and molecular biology, genetics, pharmacology, toxicology, biomedical engineering, physiological sciences, and/or clinical research areas.

The first application receipt date is February 1, 1977, with subsequent deadlines are June 1 and October 1. For further information, contact the Office of Research and Sponsored Programs, Extension 7378.

National Aeronautics and Space Administration and American Society for Engineering Education Summer Faculty Fellowships

No. FY77-55

Since 1964, the National Aeronautics and Space Administration (NASA) has supported a program of summer faculty fellowships for engineering educators. In a series of collaborations between NASA research and development centers and nearby universities, engineering faculty members spend ten or eleven weeks working with professional peers on research with a team of fellow faculty members on an engineering systems design. Through the summer of 1976, 2797 faculty members have participated in these programs.

The Summer Faculty Program Committee of ASEE supervises the programs, which are operated by co-directors from the NASA centers and their collaborating universities. ASEE headquarters provides coordination between the several institutions and NASA, as well as promotional and publication services.

NASA Centers and universities collaborating in the 1977 program are:

Marshall Space Flight Center, the University of Alabama in Huntsville and the University of Alabama.

Ames Research Center, Stanford University.

Dryden Flight Research Center, Stanford University.

Langley Research Center, Old Dominion University.

Johnson Space Center, University of Houston, Texas A&M University and Rice University.

Lewis Research Center, Case Western Reserve University.

Goddard Space Flight Center, University of Maryland and Howard University.

The program is administered by NASA's Office of University Affairs and is funded by direct grants from NASA to collaborating universities.

The Summer Faculty Fellowships are for U.S. citizens who are faculty or research members, preferably with two years of teaching experience.

Objectives of Aeronautics and Space Research are: (1) To further the professional knowledge of qualified engineering and science faculty members. (2) To stimulate an exchange of ideas between participants and NASA. (3) To enrich and refresh and teaching activities of participants' institutions and to contribute to the research objectives of the NASA centers.

Research Fellowships are awarded to engineering and science faculty members for summer research in a NASA-university cooperative program. Fellows will conduct projects of mutual interest to the fellow and to the NASA center. Each fellow will work with a center colleague and will be associated directly with the aeronautics and space program and the concomitant basic research problems.

Special courses, seminars, and workshops, lectures and the like are included in each cooperative program. These Fellowships may be renewed for a second summer subject to the availability of funds.

The objectives of the Engineering Systems Design are: (1) To increase competence and to develop concepts which will enable participants to organize multidisciplinary engineering systems design programs and courses at their home institutions. (2) To establish and of further communications and collaboration between engineering and other disciplines. (3) To create a definitive engineering systems design.

Design Fellowships are awarded to engineering, natural and social science faculty members in programs of summer study to be undertaken by several universities in cooperation with NASA research centers. Fellows

will come to universities adjacent to NASA centers to participate as members of multidisciplinary design teams. Each group will select and design a complex engineering system, such as an unmanned planetary reconnaissance vehicle, an environmental monitoring and control system or an information management system. The fellows will be associated directly with the NASA program and will be confronted with the most modern systems design problems. The engineering systems concept that of approaching the design problem in its entirety, will be utilized by the faculty design teams.

The deadline for receipt of applications is February 1, 1977. An application form is available in the Office of Research and Sponsored Programs, Extension 7378.

United States Air Force and American Society for Engineering Education Summer Faculty Programs

No. FY77-56

The Air Force Office of Scientific Research will sponsor a 1977 USAF-ASEE Summer Faculty Research Program at the following installations: (1) Five organizations (Aerospace Medical Research Laboratory, Air Force Logistics Command, Systems Division of Air Force Human Resources Laboratory, Air Force Wright Aeronautics Laboratories, and Aeronautical Systems Division) at Wright-Patterson Air Force Base, Ohio, (WPAFB); (2) Air Force Civil Engineering Center, Tyndall Air Force Base, Florida; (3) Air Force Armament Laboratory and Air Force Armament Development and Test Center, Eglin Air Force Base, Florida; (4) Space and Missile Systems Organization, Los Angeles, California; (5) Air Force Geophysics Laboratory, Air Force Electronics Systems Division, and the Deputy for Electronic Technology, LG Hanscom Air Force Base, Massachusetts; (6) Frank J. Seiler Research Laboratory, Air Force Academy, Colorado; (7) Air Force Rocket Propulsion Laboratory, Edwards Air Force Base, California; (8) Rome Air Development Center, Griffiss Air Force Base, New York; (9) School of Aerospace Medicine, Brooks Air Force Base, Texas; (10) Air Force Weapons Laboratory, Kirtland Air Force Base, New Mexico; (11) Flying Training Division, Williams Air Force Base, Arizona. The Ohio State University will conduct the program for twenty-one Faculty Research Associates at Wright-Patterson Air Force Base (WPAFB). Auburn University will conduct the program for thirty-three Faculty Research Associates to be distributed among the other ten installations listed.

The wide scope of research activities and the outstanding facilities at the participating organizations offer many unique and challenging opportunities for faculty members currently employed in a college or university. Each Faculty Research Associate will be assigned to an ongoing research team and/or activity, and will have the opportunity to engage fully in the research and development operations of the participating organization.

The objectives of the program are: (1) To develop the basis for continuing research of interest to the Air Force at the Faculty Member's institution. (2) To further the research objectives of the Air Force. (3) To stimulate continuing relations among faculty members and professional peers in the Air Force. (4) To enhance the research interests and capabilities of scientific and engineering educators.

Although it is anticipated that the research will be unclassified, in order to insure access to areas in which classified research is being conducted, participants must be US Citizens either holding or eligible for a Department of Defense security clearance of SECRET. Two years experience in teaching and/or research are required. A Ph.D. degree is preferred. Approximately fifty-four appointments for the program will be made. Twenty-one of these will be made for WPAFB and thirty-three distributed among other locations.

The application deadline is February 1, 1977. An application form is available in the Office of Research and Sponsored Programs.

**Hamline University
Summer Faculty Fellowships
Latin America Development and
Contemporary Problems
Four-Week College Faculty Institute**

No. FY77-57

Hamline University will offer 25 Faculty Fellowships awarded on a competitive basis covering all tuition, room and board costs, and in addition, travel allowance up to \$175. Hamline will certify four semester hours graduate credit, if desired.

Focus will be on Latin America, seen in light of its traditions, current developments and change.

Offered will be a series of lectures and discussion sessions providing an opportunity for scholarly enrichment in an atmosphere conducive to concentrated study.

The purpose of the program is to strengthen undergraduate instruction by augmenting the background of college teachers in an area of the world of vital importance but frequently neglected in the undergraduate curriculum.

Hamline University extends an invitation to faculty members in various disciplines whose present or prospective teaching responsibilities will enable them to make use, in their own teaching, of materials covered at the Institute.

Deadline for receipt of completed applications is March 18. Grantees will be notified by April 15.

For further information contact the Office of Advanced Studies, or write to:

Dr. John J. Harrigan
Director, Institute on Latin America
Hamline University
St. Paul, Minnesota 55104

**National Science Foundation
Grants for Improving Doctoral Dissertation
Research in Environmental, Behavioral,
Neural, and Social Sciences**

No. FY77-58

Grants are awarded in support of doctoral dissertation research in the environmental, behavioral, neural and social sciences in order to improve the overall quality of dissertation research in sciences. The grants allow doctoral candidates opportunities for greater creativity in the gathering and analyzing of data than would otherwise be possible. Proposals are judged on the basis of scientific content, importance, and originality. Dissertation proposals compete for research grant funds with proposals for regular research projects. Awards will be made only when it is clear that the dissertation to be produced will be of the highest scientific merit.

The grants are intended to provide funds for items not normally available from the student's university or other sources. Allowable items include travel to specialized facilities or field research locations, sample survey costs, specialized research equipment and services not otherwise available, supplies, microfilms and other forms of unique data, payments to subjects or informants, rental of environmental chambers or other research facilities, and computer time only when not available at the institution. A request for per diem allowance for time away from a home base to conduct research should be carefully justified in terms of living costs in excess of those in the vicinity of the home base.

Funds may not be used as a stipend for the student, for tuition, or for dependents of students. Textbooks and journals cannot be purchased with dissertation research grant funds, and funds may not be used for typing or reproduction of the student's dissertation. In special circumstances and with special justification funds may be requested for research assistants.

National Center for Health Services Research Grants for Dissertation Research Support

No. FY77-59

In keeping with its efforts to stimulate innovative and timely research on significant problems in the area of health services, the National Center for Health Services Research announces that project support is available through the general research grant program for research undertaken in conjunction with the preparation of a dissertation.

This support is designed to encourage individuals from a variety of academic disciplines and programs to employ their analytic skills in the investigation of complex health services delivery problems. The purpose of the National Center in making such support available is to encourage the undertaking of small scale research projects and the development of sophisticated new health services researchers.

The deadline date for submission of applications is March 1, 1977.

Institute for the Study of World Politics Fellowships for 1977-78

No. FY77-60

The Institute for the Study of World Politics will award approximately 24 fellowships for the 1977-78 academic year in support of examination of issues that affect the prospects for international peace and justice. They will be awarded to post-doctoral scholars and to doctoral candidates conducting dissertation research, but not to graduate students at earlier stages of work. There is no age limit, but preference is generally given to younger applicants. Fellowships are awarded for periods of from three to twelve months, and vary in amount.

The range of specific topics addressed is quite broad; the following are suggestive, not exhaustive.

- * Limitation of strategic nuclear arms; control of the proliferation of nuclear weapons; restriction of the growth of production of conventional arms and the international commerce in such arms.
- * Development of systems for the prudent and equitable distribution and management of technology, raw materials, food, fuels, and other resources, and the development of a more stable balance between these factors, population growth, and the need for control of environmental pollution.
- * Improvement of levels of health, nutrition, education, economic security, and social welfare within the developing nations, and establishment of more stable, mutually-beneficial relationships between the developed and developing nations.
- * Recognition, by governments, international organizations, and other agencies, of fundamental human rights, and development of more effective international mechanisms and procedures for the protection of such rights.

A special group of fellowships was created in 1975 as a memorial to Dorothy Danforth Compton. They are awarded to scholars pursuing teaching careers and specializing in subjects of the type outlined above.

For further information, an application form, and guidelines for applying for a fellowship, contact the Office of Advanced Studies, Extension 7378.

Applications for fellowships for study during 1977-78 must be received by The Institute for the Study of World Politics no later than March 1, 1977. Awards will be announced on or about April 30, 1977.

Current Publications And Other Scholarly Works

ARTS AND LETTERS
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- Schlereth, Thomas J.
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K.P. Jameson, W.I. Davisson, and F.J. Bonello. 1976. Alternative use of computers in teaching economics. Pages 149-167 in, W.I. Davisson and F.J. Bonello, eds. Computer-Assisted Instruction in Economic Education: A Case Study. Notre Dame.
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- Hasley, Louis L.
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- Lordi, Robert J.
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- Lyon, John J.
J.J. Lyon. 1976. The 'Initial Discourse' to Buffon's Histoire naturelle: The first complete English translation. Journal of the History of Biology 9(1):133-181.

Government and International Studies

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W.E. Bartlett and C.W. Tageson. 1976. Crisis in religious careers: The frustrations of a vocational psychologist. Pages 150-157 in, D.A. Biggs, C.J. Pulvino, and C.E. Beck, eds. Counseling and Values. American Personnel and Guidance Association, Washington, D.C.

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Monthly Summary

Awards Received

IN THE MONTH OF DECEMBER, 1976

<u>Department or Office</u>	<u>Principal</u>	<u>Short title</u>	<u>Sponsor</u>	<u>Dollars Months</u>
AWARDS FOR RESEARCH				
Biology	Saz	Intermediary metabolism of helminths	Natl. Inst. Health	66,266 12
College Engineering	Hogan	Whirlpool design project	Whirlpool Corp.	20,000 12
Aeros. Mech. Engineering	Huang	Investigations in mechanics of yarn	Natl. Sci. Fdn.	56,900 24
Microbiology-Lobund Lab.	Pollard	Evaluation of microbial sterilizing effects of ozone	Telecomm. Ind., Inc.	20,000 12
Aeros. Mech. Engineering	Betchov	Turbulence modeling	Natl. Sci. Fdn.	60,000 24
Biology	Saz	Postdoctoral research fellowship (Dr. Carmen F. Fiorovanti)	Natl. Inst. Health	3,000 12
AWARDS FOR EDUCATIONAL PROGRAMS				
Law School	Crutchfield, Santos	Legal internship program: Law and the handicapped	NCLH	30,000 9
Civil Engineering	Marley	Summer institute for minority students	Am. Soc. Civil Eng.	18,500 21
AWARDS FOR SERVICE PROGRAMS				
Center Human Devel.	Dwyer	Needs assessment program	---	33,593 --

Proposals Submitted

IN THE MONTH OF DECEMBER, 1976

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Architecture	Crowe, Hurtt	Architecture: Concepts and realizations	Natl. Endow. Arts	28,034 6
Inst. Urban Studies	Beaulieu, Vecchio, Hollenback	South Bend citizen attitude survey	South Bend Urban Observatory	23,631 10
English	Soens	Native New Mexicans in the Lincoln County War	Natl. Endow. Human.	65,702 16.5
Sociology Anthropology	Press	Anthropological critique of the philosophy of medicine	Nat. Endow. Human.	31,723 14
Civil Engineering	Ketchum, Sturm	Dissolved oxygen measurements in streams during urban runoff	Environ. Protect. Agency	14,434 4
Biology	Weinstein	Development of parasitic helminths in vitro	Natl. Inst. Health	88,248 12
Chemistry	Pasto	Bonding between originally orthogonal orbitals	Natl. Sci. Fdn.	112,041 36
Physics	Marshalek, Shanley	Theoretical studies of nuclear structure and reactions	Natl. Sci. Fdn.	23,000 12
Law School	Soderquist	Development of a course in corporation law	(Corporations, foundations)	39,814 12
Microbiology- Lobund Lab.	Wostmann, Webb, Pleasants	Role of enteric antigen in age- related immune changes	Natl. Inst. Health	19,363 12
Biology	Craig	Genetics and vector competence of Aedes mosquitoes	Natl. Inst. Health	169,399 12
Metallurgical Engineering	Fiore	Small college faculty participa- tion in active research	Natl. Sci. Fdn.	5,745 2
PROPOSALS FOR EDUCATIONAL PROGRAMS				
Center Study Man	Santos	Mental health outreach training to serve the elderly	Natl. Inst. Mental Health	59,803 12
Civil Engineering	Marley	Pre-engineering summer institute for minority students	Am. Soc. Civil Eng.	19,475 21
Aerospace Mech. Eng.	Kanury	Combustion and fire sciences training	Natl. Sci. Fdn.	245,660 36
PROPOSALS FOR SERVICE PROGRAMS				
Psychology	Whitman	Outreach program for low- incident handicapped children	Office Educ.	20,033 12

Summary of Awards Received and Proposals Submitted

IN THE MONTH OF DECEMBER, 1976

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	3	\$ 106,266	3	\$ 119,900	6	\$ 226,166
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	2	48,500	-	---	2	48,500
Service Programs	-	---	4	33,593	4	33,593
Total	5	154,766	7	153,493	12	308,259

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	3	\$ 280,647	9	\$ 340,487	12	\$ 621,134
Facilities and Equipment	-	---	-	---	-	---
Educational Programs	1	59,803	2	265,135	3	324,938
Service Programs	-	---	1	70,033	1	70,033
Total	4	340,450	12	675,655	16	1,016,105

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.

Agency	Programs	Closing Dates
National Endowment for the Humanities	Summer Seminars for College Teachers	March 15, 1977

documentation

Faculty Senate Journal December 9, 1976

At 7:33 p.m. the chairman, Prof. James Danehy, called the meeting to order in Room 202 of the Center for Continuing Education and requested Rev. Claude Pomerleau to offer a prayer. The Journal for November 9 was approved with one minor addition.

Prof. Bobby Farrow reported that the Faculty Senate's expenditures to date had totaled \$395 out of a budget of \$1900, leaving 79.2 percent of its funds still in the treasury.

In his chairman's report, Danehy first noted that the senate's motions to include among its members representatives from the ROTC and the retired faculty had been passed unanimously by the Academic Council, whose Faculty Manual Committee had rewritten the two proposals as a single item. He then introduced the two senators representing the emeriti, Profs. Archie MacAlpin and Rufus Rauch, adding that the ROTC had not yet held an election but that Capt. King Pfeiffer was continuing to attend meetings as an observer.

Danehy also spoke of the council's response to the senate's motion that it suspend the current examination scheduling policy until it completes a factual study of the issue. A student representative from the Law School, said Danehy, had voted to table this motion; and although Father Theodore Hesburgh had permitted further discussion, the student's proposal was eventually passed by a vote of 27 to 21. But Hesburgh had said that in view of the controversy, he would ask the Executive Committee of the council to review the policy and to prepare a report for its spring meeting. Meanwhile, he had stated, the prohibition against evening examinations would be extended through the second semester.

On behalf of the Executive Committee of the senate, Danehy then moved

that the Faculty Senate establish an ad hoc, volunteer committee of eight persons (four members of the faculty and four undergraduate students), which will study both the opinions of faculty and students concerning, and their experience during the present semester with, the examination scheduling policy announced by the provost on April 6, 1976. The committee will be expected to produce a report consisting of a factual summary and recommendations by Feb. 20, 1977. This report will be submitted to the Faculty Senate and the Academic Council simultaneously.

Prof. Julian Pleasants inquired as to how much time would be allocated during the spring semester for morning examinations, to which Prof. Norman Haaser replied that there would be no 8:00 or 9:00 a.m. classes on Tuesdays or Thursdays. A 75-minute exam period, said Pleasants, might satisfy some students who had complained about the morning schedule.

Prof. Peter Brady asked whether this was the only alternative to evening exams, and Danehy responded that the Executive Committee of the Academic Council had been asked to study the entire issue. He added, however, that the council's argument in favor of experimentation was a sophism, inasmuch as the policy of April 6 had been formulated before any problem had been identified.

Two friendly amendments to Danehy's motion were then proposed: the first, by Prof. Irwin Press, stipulating that the eight members of the ad hoc committee include a participant from the Academic Council; and the second, by Prof. William Biles, providing that they include an elected student representative from the Student Life Council. Both amendments were accepted. Brady asked whether the work of such a committee might entail a duplication of effort, but Press and Danehy argued that the senate ought to assume responsibility in the matter. The motion was passed without dissent and with one abstention.

Speaking for the Committee on Administration, Prof. James Robinson said that it had not met during the previous month and thus had no report. Press stated that the Committee on Faculty Affairs had extended its work on appointments and promotions to include a study of the Special Professional and Special Research Faculties, who would receive questionnaires concerning their experience with the process.

Having distributed a progress report on the Teacher Course Evaluation, Prof. Bobby Farrow said that the final version would probably be completed in January. The study, he explained, was a "methodological nightmare" because every variable was significant. On the subject of the faculty's reaction to the TCE, Farrow noted that only 201 teachers had completed the questionnaire; but nonetheless, he said, the degree to which the faculty had accepted the TCE was surprising.

Prof. Robert Kerby announced that the Student Affairs Committee had abbreviated and refined its report on grade inflation, eliminating some of the figures but making only minor changes in the text itself. One other piece of significant data, he noted, was information on incoming students' SAT scores, which have not varied significantly in recent years. He added that his committee was working on a recommendation to define the meaning of the various grades, which might be the subject of a future meeting.

After Danehy called for volunteers to serve on the newly-formed ad hoc committee on examinations, the meeting was recessed at 8:07 p.m. and reconvened at 8:16 p.m.

Turning to new business, Prof. Paul Conway stated that the administration, at its recent Appalachian conference, had again discussed the possible use of the Faculty Service Report. He noted that the senate had first objected to such a form, and to the secrecy surrounding its implementation, at a meeting in the fall of 1974; that in a referendum of the faculty conducted in January, 1975, 60 percent of the respondents had opposed the use of such a form; and that on March 4, 1975, the senate had passed a motion prohibiting the implementation of the report. At that time, said Conway, the provost had sent a letter to Prof. James Cushing, then chairman of the senate, which stated that the form would not be used in the version that was then being considered. But this year, Conway continued, the form might be reinstituted in a revised version, one including a computerized summary of the faculty member's TCE scores and of the distribution of his grades. Press then explained the administration's rationale for using the form: to insure that all faculty members would be invited to evaluate themselves, to provide them the opportunity to review their work with their chairman, to facilitate communication between the scholar and the department, and to record information now available in a report with a single format.

Conway, seconded by Robinson, moved

that the Academic Council suspend the implementation of the Faculty Service Report until such time as the faculty has had the opportunity to evaluate the new form.

Robinson proposed that "faculty" be changed to "Faculty Senate," and this was accepted as a friendly amendment.

There followed an extended discussion of the report and its significance. Prof. Morris Wagner asked whether or not the form were now in effect, to which Prof. Ronald Weber replied that it would be available for voluntary use by departments after Jan. 1, 1977. Prof. Barth Pollak inquired whether the information so obtained would remain within each department, Conway noted that the form might easily be xeroxed, and Prof. John Lyon said that all data available to appointments and promotions committees could be passed on to the administration. In view of this, added Lyon, the present controversy might be "a tempest in a teapot," as most of the information is already obtainable and no faculty member could be compelled to fill out the form. But Prof. Thomas Patrick, joined by Robinson, said that the administration might exert such pressure on the faculty, especially on those without tenure. Other arguments included these: that the administration, in compelling department chairmen to use the form, might be infringing on departmental rights (Press); that the portion of the form completed by the chairman (perhaps confidentially) is objectionable, on the grounds that a faculty member should have access to his records and that a written evaluation is more permanent than a spoken comment (Profs. William Biles and Sarah Daugherty); that the "institutionalization of self-characterization" is undesirable (Kerby); and that a universal form would be unsatisfactory in view of the differing needs of the various colleges (Prof. Hafiz Atassi). On the latter subject, Mrs. Katharina Blackstead stated that the library faculty had established an ad hoc committee to prepare a version of the standard form suitable to its own needs.

Danehy, supported by Conway, Brady and Kerby said that the main issue was not so much the form itself as the administration's violation of its agreement to consult the senate on such matters. Like the suspension of evening examinations, he argued, this was an instance of the administration's failure to follow a policy of "cooperation, not confrontation." Hence, he said, the Executive Committee had agreed to write a letter to Father Hesburgh expressing its concern over such arbitrariness and secrecy.

Robinson and Kerby said that the senate should use its right of agenda to bring the issue before the Academic Council, but Brady and Press observed that the council might not meet until the later part of the spring semester. Press also argued against passing a motion, suggesting rather that the Executive Committee demand an emergency meeting with the administration and write a letter to the provost. But Robinson responded that the senate should pass the motion in addition to taking other measures, and the discussion returned to the original proposal. Lyon suggested that it be amended to read, "that the Academic Council suspend the mandatory implementation of the Faculty Service Report, if such is contemplated"; but this motion was not seconded, and Prof. Richard Lamanna argued that the form ought to be studied whether or not its use was mandatory. Weber proposed that "implementation" be changed to "distribution," and this was accepted as a friendly amendment. The motion, as proposed by Conway and amended by Robinson and Weber, was passed with one negative vote and five abstentions.

Prof. Arthur Quigley, seconded by Kerby, then moved that the senate request Father Hesburgh to enjoin all persons from distributing the form until the question of its use has been settled by the Academic Council. This motion was passed with two negative votes and five abstentions.

Quigley then spoke on another issue, a proposal being studied by the Internal Revenue Service that grant-in-aid scholarships for children of faculty be considered as part of faculty members' taxable income. Seconded by Prof. Sonia Gernes, he moved

that the Faculty Senate write a letter to the IRS stating that it opposes this proposal because these scholarships are not part of the faculty member's compensation for services rendered; and that a copy be sent to the Notre Dame administration urging it to corroborate the statement that the scholarships are not compensation for services rendered.

Supporting the motion, Robinson distributed a letter which he had written, as chairman of the AAUP, to Mr. Donald Alexander, Commissioner of Internal Revenue. The senate's letter, said Quigley, might easily assume this form. The motion was passed with one abstention and one negative vote.

Referring to his own experience as a member of the Academic Council, Robinson said that many faculty could not attend its meetings because these conflicted with their class schedules, and further, that such faculty could not at present exercise the right to vote by proxy, as could the administration. He therefore moved, seconded by Brady, that the following sentence be added to the end of the second paragraph of Article IV, Section 2 of the Academic Manual:

An elected faculty member of a University body (exclusive of departmental committees) may, if necessary, be represented by a faculty member appointed as his or her proxy by the elected faculty member; proxy representatives so appointed for a given meeting have full speaking and voting privileges.

The motion was passed unanimously.

The meeting was adjourned at 9:27 p.m.

Those absent but not excused: Robert Anthony, physics; Reginald Bain, speech and drama; Roberta Chesnut, theology; John Connaughton, law; Brian Crumlish, architecture; James Dougherty, English; Michael Francis, government and international studies; Thomas Kapacinskis, theology; Paul Kenney, physics; Sheridan McCabe, psychology and counseling center; Robert Rodes, law; Rev. Charles Sheedy, theology.

Respectfully submitted,

Sara B. Daugherty
Secretary

Freshman Year of Studies

In cooperation with the Institutional Research Program conducted by the American Council on Education, the Freshman Year of Studies of Notre Dame administered a questionnaire survey to entering freshmen each year since September 1972.

The Data permit comparisons between the responses of Notre Dame freshmen and freshmen in the national normative group.

Family Economic Background

Significant changes in parental income have occurred between the years 1972 and 1976, and the proportions of freshmen in the Notre Dame and national groups in various income categories have shifted somewhat.

In 1972, 50.5 per cent of the reported parental income in the national normative group was \$14,999 or lower, while only 32.2 per cent of the Notre Dame parental income was at this level. Significantly, in 1976, only 31.9 per cent of the reported parental income in the national group was \$14,999 or lower, while the Notre Dame figure dropped to 15 per cent at this level.

In 1972, the comparative percentages in the \$15,000 - \$29,999 range were 35.6 per cent in the national group and 43.6 in the Notre Dame group. In 1976, the comparative percentages in this range were 42.4 per cent in the national group and 40.2 in the Notre Dame group.

In 1972, 13.9 per cent of the reported parental income in the national group was \$30,000 or higher, while 24.1 per cent of the Notre Dame parental income was at this level. In 1976, 25.7 per cent of the reported parental income in the national group was \$30,000 or higher, while 44.9 per cent in the Notre Dame group was at this level.

Racial Composition

While 6.9 per cent of the entering freshmen in the national group are black (up from 3.5 in 1972), black students comprise 1.9 per cent of the 1976 entering freshmen class at Notre Dame (up from 1.3 in 1972). On the other hand, while only 0.7 per cent in the national group are Mexican-American/Chicano, in the Notre Dame entering freshman class 1.5 per cent are members of this minority group. The percentages for American Indian enrollment are 0.7 per cent in the national group and 0.3 in the Notre Dame group.

Selectivity in the Admissions Process

The selectivity operating in the Notre Dame admissions program is apparent from the fact that 72 per cent of entering Notre Dame freshmen earned average grades of A or A- in high school, compared with 34 in the national group.

Except for the musical and artistic skills and vocational skills areas, Notre Dame freshmen, to a substantially higher degree, feel that their high school programs prepared them very well in the basic academic areas, the difference most pronounced in the science and mathematical areas.

There seems to be a significantly greater interest among Notre Dame freshmen in obtaining professional degrees than is apparent in the national group. While about 12 per cent in the national group indicate plans for a medical degree, 21 per cent of Notre Dame freshmen indicate this interest. Similarly, while only about 7 per cent in the national group indicate plans for a law degree, slightly more than 17 per cent in the Notre Dame group indicate such plans.

To a significantly higher degree than in the national group, Notre Dame freshmen expect that they will make at least a "B" average, be graduated with honors, be elected to an honor society and, in general, be satisfied with the college experience.

Political Orientation

Political moderation with a slightly diminished liberal emphasis seems to characterize freshmen today; the liberal orientation showing a continuing decline for the years 1972, 1975 and 1976, the percentages being 36.7 per cent, 32.6 and 29.2, respectively. The Notre Dame freshman liberal inclination was stable for the years 1972 and 1975 (34.5 per cent and 34.7, respectively), but declined to 30.7 in 1976 to match the 29.2 national figure. Accompanying this decrease in the liberal orientation, is an increase in the "conservative" orientation. Whereas the percentage endorsement of this political orientation remained fairly constant in the national group for the years 1972, 1975 and 1976, at about 15 per cent, there was an increase in the Notre Dame group from 17 per cent in 1972 to 22 in 1976.

Objectives Considered Important

In both the national and Notre Dame groups, there was considerable emphasis placed on the importance of becoming an authority in a particular field (74 per cent), obtaining recognition from colleagues (49 per cent), being well off financially (52 per cent), being successful in business (47 per cent), and having administrative responsibility (36 per cent).

In both groups, there was considerable importance placed on developing a philosophy of life, although this is a little more pronounced in the Notre Dame group (75 per cent to 66). Endorsement of these objectives by entering college freshmen tend to suggest considerable interest in self-development, career concerns, and material gain.

There seems to be substantial concern for community and interest in service among entering freshmen. About one-third of all entering freshmen considered it essential or very important to participate in community action and to influence social values, the latter being slightly more pronounced among Notre Dame freshmen. There seems to be considerably less emphasis placed on the objective, "becoming involved in environmental cleanup," than there was in 1972, the percentages dropping in both groups from about 46 per cent in 1972 to 28 in 1976. There is considerable emphasis placed on the objective, "helping others in difficulty," with 63 per cent in the national group and 59 per cent in the Notre Dame group considering this objective to be essential or very important. There does not seem to be particularly strong emphasis placed on influencing the political structure (75 per cent in the national group and 25 per cent in the Notre Dame group), but both groups indicate an intention to keep up with political affairs (45 per cent in the national group and 57 per cent in the Notre Dame group). About 14 per cent in both groups value writing original works and creating artistic works, while about 17 per cent in both groups value the objective, "making a theoretical contribution to science."

Other Characteristics

To a much stronger degree than in the national group (95 to 72 per cent) Notre Dame freshmen perceive themselves as having strong academic ability, athletic ability (59 to 42 per cent), as being cheerful (64 to 58 per cent), motivated to achieve (84 to 71 per cent), having leadership potential (71 to 53 per cent), having originality (56 to 47 per cent), physical attractiveness (48 to 33 per cent), being politically conservative (23 to 15 per cent), being "popular" (56 to 38 per cent), having public speaking ability (44 to 29 per cent). Whereas just over half (57 per cent) in the national group indicated they expected to be satisfied with college, 75 per cent in the Notre Dame group indicated this.

Indiana Policy Statement

(The following policy statement was adopted recently by the Indiana Conference of Higher Education, composed of 6 state and 32 independent institutions of higher learning.)

The Indiana Conference of Higher Education, representing Indiana's independent and state colleges and universities, reaffirms the desirability of, indeed the need for, uniting in the cause of cooperation among the member institutions. In the years immediately ahead, there is a general consensus that:

1. Funding for higher education from tax revenues, philanthropy, research foundations, and student payments will likely become more difficult to obtain.
2. Enrollments are expected to decline in degree programs--undergraduate, professional, and graduate--but may increase in nondegree programs.
3. Federal support for student financial aid will probably make tax-supported grants more portable across state borders. This can be expected to benefit Indiana enrollments, which have traditionally benefitted by student in-migration (second only to Massachusetts).
4. Agencies of the federal and state governments, given the passage of time and the character of the times, are likely to assume more control rather than less.
5. Cost effectiveness will increasingly motivate institutions when evaluating the quality and determining the choice of academic programs to be offered.
6. Independent colleges and universities will find it increasingly difficult to obtain adequate financial resources to support their educational programs. Some of these institutions will find it impossible to survive without significant changes in their existing base of support. Yet even in such desperate circumstances, they will hardly welcome financial help from state funds if its price is a total loss of autonomy.
7. These several anticipated conditions may give rise to greater competition between and among institutions. Those responsible for these institutions, state or independent, will be obliged to represent their interests forthrightly. At the same time, they must realize that unprincipled rivalry may wreak serious damage to their institutions and serious disadvantages to students.

The conference is concerned that at a time when our institutions face problems of this magnitude four cardinal principles be kept foremost among our institutions and all who share responsibility for higher education in Indiana. These are:

Access. Based on his or her needs, interests, and ability, and Indiana resident should have access to occupational or general arts and sciences programs within commuting distance from his or her home, a baccalaureate degree program in his or her region, specialized and professional degree programs as economic and employment needs justify them, and doctoral studies in most disciplines somewhere in the state.

Choice. Within this complex of state and independent schools, colleges and universities, a student should be free to seek to qualify for admission to the institution or institutions of his or her choice. In determining the distribution of state funds for higher education, a prime goal should be to make these options open to qualified Indiana citizens without large differences in the cost to the student.

Economy. In underwriting educational services for its citizens, the state of Indiana should regard both the academic quality of programs and their relative costs. Programs and institutions which afford the public comparable services with greater economy should have strong claims upon state support. Specific programs receiving direct state financial support should be subject to review and evaluation by the appropriate state agency.

Integration. Independent colleges and universities should be calculated within the state's plan of services and support to the extent to which individual institutions desire this and successfully make a showing that they offer the public educational opportunities which are academically and economically competitive with those of state schools.

The conference sees considerable disadvantage in either the disappearance of independent colleges and universities or their wholesale incorporation into the state system. They should be given every opportunity to make their own case that they can participate in the delivery of educational services to the public which are economically and academically on a par with those in state institutions. If they do, the Commission for Higher Education of the State of Indiana would do well to include them in its master plan for the state, and find appropriate ways to make these services available at comparable cost to students.

Consonant with the above principles, we recommend that the Indiana Commission for Higher Education take the following actions:

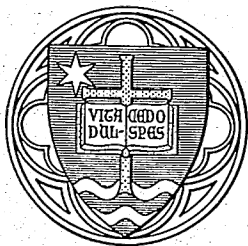
1. Invite the independent institutions to seek consideration for partner status in the statewide master plan.
2. In reviewing new program requests by state institutions, give careful analysis to offerings, resources, and aspirations of the independent sector and attempt to develop ways of including the independent institutions in the development of such programs, such as when more economical to contact with them for such programs.
3. Urge the state institutions not to preempt the authority of the commission by developing and offering all necessary courses before commission consideration of a new degree program.
4. Before recommending funding for new facilities at state institutions, determine whether appropriate, under-utilized facilities exist at nearby independent institutions and attempt to bring about efficient use of these before proposing the expenditure of state funds.
5. Facilitate uniform and comparable cost reporting and analyses from all institutions, state and independent.

In a word, the conference believes in the support of a dual system of state and independent higher education. The public good and the welfare of the common intellectual enterprise both argue that any college or university should be able to offer part of the total complex of higher education the state government has decided to make publicly available, provided it can do so in ways that are academically and economically comparable to its peers. The state should correspondingly devise new funding procedures that will best take advantage of this partnership. Competition within these principles will be beneficial to the people of Indiana and be least costly to all.

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