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# new archival holdings

The archives of the National Catholic Reporter, founded in Kansas City, Mo., in 1964, will be added to the extensive Catholic press holdings of the University Archives, it has been announced by University Archivist Wendy Clauson Schlereth.

The archives now possesses a number of significant manuscript collections relating to Catholic authors and the American Catholic press of the 19th and 20th centuries. Among contemporary Catholic journalists with papers in the archives are Rev. Albert J. Nevins, M.M., John A. Fink and Joseph A. Breig, and the Catholic Press Association has decided to give its archives to the University. Some materials documenting the early years of the National Catholic Reporter are already in the archives. In 1971, the personal papers of John J. Fallon, first president of the National Catholic Reporter Publishing Co., were acquired.

# dedication of the snite museum of art

Notre Dame's \$3.7 million Snite Museum of Art opens its doors to the public Nov. 9. The dedication of the building, which contains six times the space formerly available to exhibit the University's 12,000-piece, \$15-million permanent collection, will take place in a series of events just prior to the public opening.

The events, which also inaugurate the museum's major benefactions, include a panel discussion by a group of distinguished art critics and an academic convocation to award six honorary degrees. Recipients are Sherman E. Lee, director of the Cleveland Museum of Art; Walter H. Annenberg, former U.S. Ambassador to the United Kingdom; Livingston L. Biddle, Jr., chairman of the National Endowment for the Arts; Rev. Anthony J. Lauck, C.S.C., emeritus professor of art and former chairman of the Art Department at Notre Dame; Agnes Mongan, former director of the Fogg Art Museum at Harvard University; and Norton Simon, founder and principal owner of Norton Simon, Inc.

In addition to the permanent collection, about onethird of which has not been on exhibit before, special exhibits will include: Notre Dame Alumni and Faculty Art; Rev. Anthony J. Lauck, C.S.C.-- A Selection of Sculptures; and Christian Imagery in African Art: The Britt Family Collection.

The doors of the Snite will open to the public for the first time at 1 p.m. Nov. 9 and close at 5 p.m. Regular hours of the museum after that date are listed in Notre Dame Report #2, p. 51.

Oct. 10, 1980

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# change in faculty retirement minimum

The Officers of the University have changed Paragraph #3 in the 1980-81 Faculty Handbook section on "Retirement Program" (p. 56) to read as follows:

Retired faculty on Social Security and/or TIAA-CREF who have completed 10 years or more of service at the time of retirement and whose total income of any kind by the retiree and spouse does not total \$10,500, or \$8,250 for the retiree if no spouse, will be provided by the University with a supplementary payment to bring the annual income to the above minimum figures. The above minimum figures include the cost of the Blue Cross - Blue Shield Medicare Supplement plan.

The University will also review the circumstances of widows or widowers of retirees as a matter of course.



# army rotc honored

On Aug. 15, 1980 the Army ROTC Instructor Group of the University was awarded a Department of the Army Certificate of Achievement for the superior performance of its cadets at the 1980 ROTC Advanced Camp. Notre Dame cadets achieved the highest overall score of all schools in the State of Indiana with 20 or more cadets at camp. This overall excellence was exhibited in the areas of job performance, military skills test, land navigation, tactical application excercise and the advanced physical fitness test.

# accountancy department receives grant

A \$30,000 grant has been awarded to the University's Department of Accountancy by the certified public accounting firm of Crowe, Chizek and Company. The money will be used for faculty development, enhancing the research capacity and fostering the continuing professional development of the department.

# liturgy and pastoral life workshops

The Notre Dame Center for Pastoral Liturgy has announced a series of workshops for 1980-81 on liturgy and pastoral life. Clergy, religious and laity, ministers and scholars, are invited to participate in the programs of learning, reflection and planning.

The workshops include:

- -- "Preparing Advent and Christmas," Oct. 19-24;
- --"Liturgy in Religious Communities," Nov. 9-14;

--"Preparing Lent," Jan. 25-30, 1981;

- --"Preparing Holy Week," Feb. 22-27, 1981;
- --"Christian Initiation," May 7-11, 1981.

All workshops except one will be held at the Fatima Retreat Center on campus. The "Christian Initiation" workshop will be held at Bergamo Retreat Center, Dayton, Ohio. For further information, contact Bro. James Field, C.F.X., Notre Dame Center for Pastoral Liturgy, Box 81, Notre Dame, Ind. 46556.

# memorial library hours midsemester vacation

Friday, Oct. 17 and Saturday, Oct. 18 1st and 2nd floors: 8 a.m.- 5 p.m. 4th through 13th floors (Tower): 8 a.m.-10 p.m.

Sunday, Oct. 19 1st and 2nd floors: Closed 4th through 13th floors (Tower): 1 p.m.-10 p.m.

Monday, Oct. 20 through Saturday, Oct. 25 1st and 2nd floors: 8 a.m.- 5 p.m. 4th through 13th floors: 8 a.m.-10 p.m.

Sunday, Oct. 26 Return to regular schedule.



# honors

<u>Karen L. Buranskas</u>, instructor in music, has been awarded first prize in the 1980 Parisot International Cello Competition and first prize for best performance of a Brazilian composition in Sao Paulo, Brazil. She has been invited to return to the country next year for a series of concerts.

<u>James J. Carberry</u>, professor of chemical engineering, has been appointed to a four-year term on the Princeton University Advisory Council of the Department of Chemical Engineering.

<u>Michael J. Etzel</u>, chairman and professor of marketing, has been appointed track chairman for Marketing Management Track, for the American Marketing Association Educator's Conference in August 1981 in Washington, D.C.

Moira M. Geoffrion, assistant professor of art, has been appointed to the nominating committee for the board of directors of the National Coalition of Women's Art Organizations. Geoffrion has also been chosen for membership on the Community Advisory Committee of the Michiana Arts and Sciences Council, Inc., in South Bend, and for the advisory and steering committees for the "National Large Fiberworks. Biennial," to be held at the Art Center at the South Bend Century Center. Tang Thi Thanh Trai Le, associate professor of law, has been appointed to the board of directors of the American Association for the Comparative Study of Law and to the board of editors of the <u>American Jour-</u> nal of Comparative Law.

<u>Ruey-wen Liu</u>, professor of electrical engineering, was invited by the Office of Naval Research to join a seven-man committee to make recommendations for the future directions and opportunities for their research program in Electronic Systems Theory.

Norlin G. Rueschhoff, chairman and associate professor of accountancy, has been elected to two separate posts in the 10,000-member American Accounting Association: membership on the executive council and chairman of the international accounting section.

Leonard M. Savoie, professor of accountancy, was elected a director of the LaSalle Federal Savings and Loan Association, Buchanan, Mich., on Sept. 16.

# activities

Joan Aldous, Kenan Professor of sociology, was a delegate-at-large at the July meeting of the White House Conference on Families. As a member of the committee on publications of the American Sociological Association, she also organized and made a report at a session on indexing at the association's annual meeting, New York City, Aug. 27.

Paul G. Banikiotes, associate professor of psychology, J.A. Kubinski and S.A. Pursell coauthored a paper, "Self-disclosure, Sex Role and Perceptions of Adjustment and Attraction," at the annual meeting of the American Psychological Association, Montreal, Canada, on Sept. 1. Banikiotes and Kubinski also coauthored a paper, "Recent and Current 0

Training in Counseling Psychology," which Banikiotes presented at the same conference on Sept. 5.

Stephen M. Batill, assistant professor of aerospace and mechanical engineering, coauthored a paper with Thomas Mueller, professor of aerospace and mechanical engineering, and Robert C. Nelson associate professor of aerospace and mechanical engineering: "High-Speed Smoke Flow Visualization," that Mueller presented at the International Symposium on Flow Visualization, Ruhr-University, Bochum, Germany, Sept. 9-12.

Salvatore J. Bella, Jones Professor of management, conducted a seminar on Motivation for hardware industry executives in Kansas City, Mo., on July 14. Bella also gave an address, "If You Get a Union, You Deserve It," at the 81st National Congress of the National Retail Hardware Association in Quebec City, Canada on July 23. Bella served as dean of the Institute of Management sponsored by the National Association of Retail Dealers of America at Notre Dame's Center for Continuing Education, Aug. 10-14.

<u>Neal M. Cason</u>, professor of physics, presented an invited paper, "Genera] Features of the Reaction  $\pi^+ p \rightarrow \Delta^+ \pi^0 \pi^0$ ," at the XX International Conference on High-Energy Physics in Madison, Wis., on July 17.

Xavier Creary, associate professor of chemistry, presented a seminar, "Arylcarbene Additions to Norbornene. Formation and Reactions of Highly Hindered Adducts," before the Organic Chemistry Division at the meeting of the Chemical Congress of the North American Continent, Las Vegas, Aug. 25.

Christine E. Eder, associate faculty fellow in the Medieval Institute, presented the first lecture of the Ambrosiana Lecture Series: "Libraries and Cataloguing in Medieval Time," Sept. 8 in the Medieval Institute Conference Room.

<u>Msgr. John J. Egan</u>, special assistant to the President and director of the Center for Pastoral and Social Ministry, represented University President Rev. Theodore M. Hesburgh, C.S.C., at the biennial convention of the British Irish Association, Oxford, England, Sept. 12-13.

Edward A. Fischer, professor emeritus in American studies, spoke on "Problems in Writing Biography"

at Xavier College, Namousa, Viti Levu, Fiji, on Sept. 2.

Moira M. Geoffrion, assistant professor of art, directed a "Women Artists in Residence" workshop held at Notre Dame, June 16-27.

<u>Frederick W. Goetz</u>, assistant professor of biology, presented a paper entitled: "<u>In Vitro</u> Effects of Theophylline and Dibutyryl Adenosine 3':5'-Cyclic Monophosphoric Acid on Spontaneous and Prostaglandin  $F_{2}\alpha$  -induced Ovulation of Brook Trout (<u>Salvelinus fontinalis</u>) Oocytes," (coauthored with D.G. Smith) at the 13th annual meeting of the Society for the Study of Reproduction, Ann Arbor, Mich., Aug. 11-14.

James M. Johnson, assistant professor of finance and business economics, conducted a two-part session on "Financial Analysis of Leasing for Lessors" at the Marketing and Financial Analysis: Partners in Planning Conference held at the Center for Continuing Education, Sept. 9-11. The conference was sponsored by the American Association of Equipment Lessors, Washington, D.C.

Lloyd H. Ketchum, Jr., associate professor of civil engineering, presented an invited seminar, "Effects of Suspended Solids on Overland Flow Design and Operation," at the National Seminar on Overland Flow Technology for Municipal Wastewater, sponsored by the U.S. Environmental Protection Agency, in Dallas, Texas, Sept. 16-18.

Tang Thi Thanh Trai Le, associate professor of law, held a seminar on International Business Transactions at Merton College, Oxford (England) for the Nova Law School's Center of Continuing Legal Education, July 28-Aug. 1.

Anton C. Masin, assistant librarian, lectured on the "Origin of the Alphabet and Its Development in Manuscript and Print" for a Humanities Seminar at Notre Dame in the Department of Rare Books and Special Collections of the Memorial Library, Sept. 4.

John E. Matthias, professor of English, collaborated with Goran Printz-Pahlson, Jan Ostergren and Goran Sonnevi in a presentation of contemporary Swedish poetry at the National Poetry Center in London on July 15. The program was taped for broadcast at a later date by the National Swedish Radio. Matthias also was awarded a Swedish Institute Travel Grant for summer travel and research in Scandinavia during the month of August. During that time he participated in the International Poetry Reading at the Gothenburg Translation Conference in Gothenburg, Sweden.

Ralph M. McInerny, Grace Professor of medieval studies and director of the Medieval Institute and the Maritain Center, presented a paper on "The Nature of Theology in Albert's <u>Commentary on the Sentences</u>," at the University of Koln, West Germany, as part of the program of the Mediaevistentagung on "Albert der Grosse, seine Zeit, sein Werk, seine Wirkung," on Sept. 3. On Sept. 8 McInerny gave the salute on behalf of the Englishspeaking people at the program inaugurating the VIII Congresso Tomistico Internazionale, Apostolica, Rome, Italy. On Sept. 12, he addressed the congress on the topic: "Thomism and the University of Notre Dame."

Kenneth W. Milani, associate professor of accountancy, served as a faculty member at the 1980 American Institute of Certified Public Accountants at the University of Michigan Joint National Tax Education Program at Ann Arbor, Mich., July 1-2.

Thomas J. Mueller, professor of aerospace and mechanical engineering, was the chairman of a technical session on wakes and vortices and presented a paper (coauthored by S.M. Batill and R.C. Nelson) entitled "High-Speed Smoke Flow Visualization," at the International Symposium on Flow Visualization, Ruhr-University Bochum, Germany, Sept. 9-12.

Robert C. Nelson, associate professor of aerospace and mechanical engineering, coauthored a paper with Thomas Mueller, professor of aerospace and mechanical engineering and Stephen Batill, assistant professor of aerospace and mechanical engineering: "High-Speed Smoke Flow Visualization," that Mueller presented at the International Symposium on Flow Visualization, Ruhr-University. Bochum, Germany, Sept. 9-12.

<u>Rev. Edward D. O'Connor, C.S.C.</u>, associate professor of theology, presented a paper, "The Charismatic Renewal and Ecumenism," at a Conference on Ecumenism sponsored by Assumption College, Worcester, Mass., Aug. 17-22. Ellen B. Ryan, chairman and associate professor of of psychology, G.W. Ledger and D.M. Robine coauthored a paper, "Effects of Semantic Integration Training on Recall for Pictograph Sequences," which Ryan presented at the annual meeting of the American Psychological Association, Montreal, Canada, on Sept. 5. Ryan, Richard J. Sebastian, assistant professor of psychology, C. Grillot and C. Kennedy coauthored a paper, "Social Utility of Retaining an Ethnic Accent," which was presented that same day at the conference.

David L. Schindler, assistant professor in the General Program of Liberal Studies, presented a paper, "The Fact of Value and the Value of Fact: Another Look at the Convertibility of Ens and Bonum," at the World Union of Catholic Philosophical Societies: Symposium on the Philosophical Mediation of Christian Values, held at Louvain La-Neuve, Belgium, Aug. 15-17.

<u>Karen M. Simon</u>, assistant professor of psychology, presented a paper, "Temporal Comparison Processes in Deparession," at the annual meeting of the American Psychological Association, Montreal, Canada, on Sept. 5.

Donald N. Yates, assistant faculty fellow in the Medieval Institute, presented the second lecture of the Ambrosiana Lecture Series: "Its Catalogues and Savants," in the Medieval Institute Conference Room, Sept. 17.

# deaths

<u>Gaetano F. d'Alelio</u>, 70, professor emeritus of chemistry, Aug. 30.

L. Franklin Long, 62, assistant director, College and Department Libraries, June 14.





# notes for principal investigators

# Fringe Benefits for Staff Employees

With the University now providing contributions of \$27.03 per month for single coverage and \$62.84 per month for family coverage for Blue Cross - Blue Shield (BC-BS) group hospitalization for all full-time staff employees, the fringe benefit rate for staff employees to be used in proposal budgets needs revision. Over a period of 12 months, the overall rate can vary from a low of about seven per cent to a high of about 16 per cent of salary requested. Consequently, OAS-DRSP suggests that until further notice, an "exact" calculation be used for staff employee fringe benefits in proposal budgets. The following rates are to be used for this calculation:

Social Security 6.65 per cent of salary requested up to \$29,700

- Blue Cross Blue Shield \$27.03 per month for single coverage - for part-time employees who work at least 30 hours per week and prorated for salary requested for full-time employees
  - \$62.84 per month for family coverage for part-time employees who work at least 30 hours per week, and prorated for salary requested for full-time employees

Past award budgets which do not include provisions for the BC-BS hospitalization plan will not be subject to this fringe benefit charge.

## Indirect Cost Rates for Government-Sponsored Programs for Fiscal Year 1981

Negotiations for the fiscal year 1981 indirect cost rates for government sponsored programs have been completed. The negotiation date to be used on proposal documents is Sept. 9, 1980. The base used in calculating indirect costs is Modified Total Direct Costs (MTDC). Until further notice, the indirect cost rates to be used for government sponsored programs are:

# special notice

Erratum

Henry Luce Foundation Luce Scholars Program Information Circular, No. FY81-97 Notre Dame Report, Sept. 26, 1980

<u>Eligibility</u> should be changed as follows: American citizens no more than 29 years of age on Sept. 1, 1981, chosen from among Notre Dame's junior faculty, recent graduates, graduate students, law students and very exceptional seniors.

For Further Information, Contact:

Interested candidates should contact Donald P. Costello, chairman, Notre Dame's Luce Scholars Selection Committee, Room 339 O'Shaughnessy Hall. Completed applications must reach Prof. Costello by noon on Thursday, Nov. 20, 1980.

Organized Research <sup>a</sup> : On-Campus Off-Campus	53.0% of MTDC d 11.2% of MTDC d,e
Instruction <sup>b</sup> : On-Campus Off-Campus	59.8% of MTDC f 8.0% of MTDC e,f
Other Sponsored Activities On-Campus Off-Campus	c <sub>:</sub> 25.8% of MTDC 11.5% of MTDC

- a Organized research means all research and development activities of an institution that are separately budgeted and accounted for. This category also includes activities involving the training of individuals in research techniques (commonly called research training) where such activities utilize the same facilities as other research and development activities and where such activities are not included in the instruction category.
- Instruction means the teaching and training activities of an institution, except for research training as categorized in organized research.
- <sup>c</sup> Other sponsored activities means programs and projects financed by federal and nonfederal agencies and organizations which involve the performance of work other than organized research and instruction.
- Modified Total Direct Cost consists of salaries and wages, fringe benefits, materials and supplies, travel and subgrants and contracts up to \$25,000. Expense for capital equipment is to be excluded.
- <sup>e</sup> Off-campus rates apply when work is performed for an extended period (normally one month or more) off campus.
- f Modified Total Direct Cost consists of salaries and wages, fringe benefits, materials and supplies, travel and subgrants and contracts up to \$25,000. Expenses for capital equipment, stipends, tuition, dependents' allowance, participant travel and par-ticipant books are to be excluded.

# Department of Defense Short-Form Research Contract

In recent months the Department of Defense (DOD) has simplified its contracting procedures with educational institutions by adopting a short form research contract on a two-year test basis.

The new DOD procedure provides for:

- unilateral awards when unsolicited proposals receive favorable technical evaluation;
- use of a one-page contract document under which the institution's proposal and government provisions are incorporated by reference.

The contest of unsolicited proposals to DOD are governed by the Defense Acquisition Regulations (DAR), section 4-906. The DAR requests that the institution's proposal contain basic and supporting information as well as technical information.

The technical information required is:

- 1. A concise title and an abstract (approximately 200 words) of the proposed effort;
- 2. A reasonably complete discussion stating the objectives of the effort or activity, the method of approach and extent of effort to be employed,

the nature and extent of the anticipated results and the manner in which the work will help support accomplishment of the agency's mission;

- 3. The names and brief biographic information of the offeror's key personnel (including alternates, if desired) who would be involved and;
- 4. The type of support, if any, the offeror requests of the agency, e.g., facilities, equipment, materials, or personnel resources.

The basic and supporting information includes:

- a) cover page;b) optional "B" clause checklist;
- c) representations and certifications;
- d) DIPEC form DD 1419 (to be used when requesting support for equipment items costing \$1,000 or more and where acquisition is anticipated within days) and;
- e) pre-award patent rights form DD1546 (to be used when university wants to acquire principal or exclusive rights to inventions.)

Items a, b and c should be submitted as part of the institution's proposal when seeking support from DOD. Attachments d and e are submitted as described above. Copies of these forms are available in the Office of Research, Division of Research and Sponsored Programs.

# information circulars

The German Marshall Fund of the United States Short-term Awards for U.S.-European Travel

#### No. FY81-109

#### Program:

The German Marshall Fund's program of short-term trans-Atlantic travel grants aims to intensify exchanges of ideas between European and American research scholars on the one hand and professionals and public officials on the other.

#### Fields of Interest:

Employment and the nature of jobs; innovations in public service delivery; public participation in decision-making; foreign workers and immigrant populations in industrialized countries; international interdependence.

## Eligibility:

1. Officials, professionals and practitioners in government, business trade unions, professional associations, public interest groups and international organizations in Europe or North America who have been invited to participate in an academic or research conference on the other side of the Atlantic.

2. Scholars from universities or research institutions invited to participate in a conference arranged by a government agency, business corporation, trade union, professional association, public interest group or international organization on the other side of the Atlantic.

Awards will not be made to attend scholarly or research conferences.



Maximum Award: \$1,000.

Application Guidelines: For a copy of application guidelines, contact the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7433.

# The German Marshall Fund of the United States 1980 Programs

#### No. FY81-110

#### Programs:

The German Marshall Fund of the United States provides support within two general program areas: A domestic problems program and a European-American and international issues program. Greater emphasis is given to the domestic problems program. The chief objective is to examine ideas in foreign and international experience which can be applied and translated into policies and practices in their own countries.

#### Domestic Problems Program:

New priorities include: employment and the nature of jobs; innovation in delivery of services; public participation in decision-making; foreign workers and immigrant populations in industrial countries.

European-American and International Issues Program: Support within this program area is concentrated on projects dealing with issues of common international economic, political, social and institutional problems. Preference is given to projects which examine current policies, suggest alternative policy solutions, and strengthen contacts between nongovernmental experts and persons in executive and legislative positions. The fund occasionally sponsors conferences on specific critical issues in relations between North American and European countries.

#### Application Guidelines and Procedures:

For a copy of application guidelines and procedures, contact the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7433.

# The Rockefeller Foundation International Relations Fellowship Program

No. FY81-111

#### Program:

The Rockefeller Foundation has announced a new program of fellowships for postdoctoral work in the field of international relations. Its purpose is to encourage highly promising young scholars and professionals, preferably between the ages of 25 and 35 to undertake research projects of up to two years' duration on public policy issues that are likely to seriously affect the course of international relations in the 1980s. The program supports work in three broad interrelated areas: international security, international economic relations and the world energy situation.

Stipend:

Stipend is negotiable.

Deadline: Nov. 1, 1980.

## Application Guidelines:

For application guidelines and specific areas of interest in the current round of competition, contact the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7433.

# The Camille and Henry Dreyfus Foundation, Inc. The Dreyfus Teacher-Scholar Grants

No. FY81-112

#### Program:

The Camille & Henry Dreyfus Foundation teacher-scholar grants are awarded to academic institutions for the benefit of young faculty members with exceptional promise who combine interest and demonstrated ability in teaching and performing imaginative research and who are nominated by the institution. The purpose is to allow the faculty member with maximum freedom to develop their potentials both as teachers and scholars in accordance with their plans which are submitted to and approved by the university.

#### Disciplines:

Chemistry, biochemistry, chemical engineering and closely related sciences.

Stipend: \$35,000 for a period of five years.

Deadline: April 15, 1981.

Nomination Forms: Nomination forms can be obtained by writing to:

Dr. William L. Evers Executive Director The Camille & Henry Dreyfus Foundation, Inc. 445 Park Avenue New York, New York 10022

# Adamha—General

No. FY81-113

# Program:

Adamha has recently established a five-year research plan of priority areas. These areas are research manpower development, with special attention to the training of clinical and minority researchers and researchers for particular undermanned areas such as epidemiology; neuroscience, with concentration in neurobiology of euphoria and dysphoria, developmental neurobiology, brain-body interaction and habitual and addictive disorders; behavioral sciences in general and as application to health problems and intervention; treatment assessment research, epidemiology and health services research and prevention. Adamha will continue to emphasize the development of the research center program in all three institutes with its emphasis on multidisciplinary, collaborative studies as well as clinical-service training and direct-service programs, such as community mental health centers, detoxification clinics and alcohol clinics.

<u>Deadline</u>: None

For Further Information, Contact:

Adamha-General Office of Extramural Programs Parklawn Building, Room 13-103 5600 Fishers Lane Rockville, MD 20857 (301) 443-4266

(From 1980 ARIS)

# Adamha—All Institutes Small-Grants Program

No. FY81-114

Program:

Small grants provided up to a year's support (maximum = \$10,000) for the direct costs of conducting basic and applied research within the program interests of three Adamha institutes. Application form: PHS 398. Allow five months from date of submission to date of notification. Applications for research support may be submitted at any time; however, applications requesting early summer (June) starting dates must be received no later than Dec. 1; applications with July and August starting dates must be received no later than Feb. 1.

#### Deadline: None

For Further Information, Contact:

Adamha-All Institutes Ellen Stover, Chief Small Grants Section NIMH 5600 Fishers Lane Rockville, MD 20857 (301) 443-4337

(From 1980 ARIS)

Adamha—National Institute on Alcohol Abuse and Alcoholism Biomedical and Behavioral Research Grants

# No. FY81-115

Program:

Supports biomedical research in the areas of the central nervous system, neuroendocrine, pathological conditions related to alcohol and fetal alcohol syndrome and psychosocial research in the areas of moderate use of alcohol as a stabilizing factor, drinking among the elderly and the natural history of alcoholism, diagnosis and treatment.

Deadline: Nov. 1, 1980. For Further Information, Contact:

Adamha-National Institute on Alcohol Abuse and Alcoholism Biomedical Research Branch Dr. Ken Warren, Program Director 5600 Fishers Lane Room 125 Rockville, MD 20857 (301) 443-4223

(From 1980 ARIS)

# Adamha—National Institute of Mental Health Mental Health Research Grants

No. FY81-116

#### Program:

Investigators affiliated with public or nonprofit private agencies are eligible for grants for five years maximum which develop new knowledge and approaches to the causes, diagnosis, treatment, control and prevention of mental diseases of man. The program supports basic, clinical and applied research, investigations, experiments, demonstrations and studies, as well as development and testing of new models and systems for mental health, suicide, crime and delinquency, epidemiology of mental health problems and improvement of services. \$105.4 million will be available in FY81 to fund about 1,331 grants, including approximately 600 new projects. Each division of NIMH awards grants in its area of interest.

Deadline: Nov. 1, 1980.

For Further Information, Contact:

Adamha-National Institute of Mental Health Bruce Ringler Grants Management Officer Parklawn Bldg., Room 7C-02 (301) 443-3065

(From 1980 ARIS)

## American Schools of Oriental Research Fellowships

No. FY81-117

#### Program:

Fellowships in Near Eastern studies, i.e.: archaeology, epigraphy, topography, history, etc., for graduate students and junior faculty members of. institutions which belong to the corporation of the American Schools for Oriental Research.

Fellowships include:

- Mesopotamian fellowship: \$4,500 stipend for travel and living expenses in the Near East.
- George A. Barton fellowship: \$1,500 stipend plus up to nine months' room and board at the Albright Institute in Jerusalem.
- William Foxwell Albright fellowship: \$4,500 stipend

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for travel and living expenses in the Near East.

<u>Deadline</u>: Nov. 15, 1980.

For Further Information, Contact:

American Schools of Oriental Research 126 Inman Street Cambridge, MA 02139 Tom Beale, Executive Director

(From 1980 ARIS)

# Council on Library Resources Fellowship Program

## No. FY81-118

## Program:

Two types of fellowships will be available to outstanding midcareer librarians: 1) General fellowships - to conduct research projects aimed at improving knowledge of the substantive issues affecting librarianship, such as an internship with one or more institutions; and 2) Focused fellowships - for projects on a designated research topic. The topic for 1979-80 is "Library-Publisher Relations: An exploration." Applicants may choose any facet of this topic. Some examples are: the effects of a centralized interlibrary loan facility on journal subscriptions; prospects for on-demand publication and implications for libraries; changes in public library acquisitions patterns. Proposals should be well-defined in scope and methodology. Applicants must be librarians or other professionals working directly with libraries and be U.S. or Canadian citizens or permanent residents. Their employers must be willing to provide them with a three-month's minimum leave. The award covers costs incident to the candidate's proposed program during the study period (it is expected that salary will be paid by the parent institution). Neither fellowship may support an advanced degree nor assist activities that are operational in nature of only local utility.

#### Deadline: Nov. 1, 1980.

For Further Information, Contact:

Council on Library Resources Nancy E. Gwinn, Program Officer One DuPont Circle, Suite 620 Washington, DC 20036 (202) 296-4757

(From 1980 ARIS)

# Rhodes Scholarships Scholarships

# No. FY81-119

# Program:

Scholarships of over 4,000 pounds plus travel expenses to enable unmarried U.S. citizens, 18-24, to study at Oxford University in any academic field. Applicants must have received the B.A. degree before matriculating at Oxford. Further information can be obtained from the Rhodes representative at the applicant's college or university.

Deadline:

Oct. 31, 1980.

For Further Information, Contact:

Rhodes Scholarship American Secretary of the Rhodes Scholarships Wesleyan University Middletown, CT 06457

(From 1980 ARIS)

# Scientific Advisory Council to the Distilled Spirits Council of the U.S., Inc. Grants-in-Aid

# No. FY81-120

Program:

Small stimulatory grants-in-aid (maximum \$15,000) to support research into the causes, nature, extent, treatment and prevention of problems related to the excessive use of alcoholic beverages. Graduate students are not eligible to apply as principal investigators.

#### Deadline:

Nov. 1, 1980.

For Further Information, Contact:

Scientific Advisory Council To the Distilled Spirits Council of the U.S., Inc. Kobert Kirk 425 Thirteenth Street NW Washington, DC 20004 (202) 628-3544

(From 1980 ARIS)

## Scientific Research Society of North America-Sigma XI Grants-in-Aid

## No. FY81-121

#### Program:

Research awards ranging from \$100 - \$1,000 to support individual scientific investigation. Priority is usually given to applicants who are in the early stages of their scientific careers. Applications must be accompanied by two letters from specialists in the applicant's field; one of these should be a research advisor, if there is one. Proposed research may be made in any of the scientific fields, but the recommendation letters are essential as informed judgement as to whether the proposal is tenable.

Deadline:

Nov. 1, 1980.

For Further Information, Contact:

Scientific Advisory Council to the Distilled Spirits Council of the U.S., Inc. Robert Kirk 425 Thirteenth Street NW Washington, DC 20004 (202) 628-3544

(From 1980 ARIS)

# The James Harrison Steedman Memorial Fellowship Steedman Fellowship

## No. FY81-122

#### Program:

One fellowship of \$8,500 to enable a graduate of an accredited architectural school, 21-31, with at least one year of practical experience in the office of a practicing architect, to travel and study architecture abroad. The fellow is expected to spend the full term of not less than 12 months abroad. Winner of the Steedman fellowship will be granted a nonstipendiary fellowship in the American Academy in Rome for independent work in architecture. This fellow-ship offers all academy privileges but no other academy funds. Competition for the Steedman fellowship is in two parts and includes the solution of a designated problem in architectural design to be worked out during any two-week period in November. Application fee: \$25.

Deadline:

month of November.

#### For Further Information, Contact:

The James Harrison Steedman Memorial Fellowship Governing Committee Steedman Fellowship School of Architecture Washington University St. Louis, Mo. 63130

(From 1980 ARIS)

# Inter-American Foundation The Latin American & Caribbean Learning Fellowship on Social Change

#### No. FY81-123

#### Program:

To provide opportunities to learn about processes related to social change in Latin America and the Caribbean. The fellowship is designed to enable the fellow to study the change process through affiliation with a host country institution.

## Eligibility:

Doctoral and postdoctoral fellowships are open in the social sciences and professions with knowledge of Latin America or the Caribbean.

#### Stipend:

Stipends vary from country to country but average about \$550 per month.

# Institutional Affiliation:

It is required that each fellow be affiliated with a Caribbean or Latin American institution.

#### Tenure:

Research will be supported for a minimum of six months, and up to a maximum of 24 months.

# **Applications:**

Application forms may be obtained by writing to:

Learning Fellowship on Social Change Inter-American Foundation 1515 Wilson Blvd. Rosslyn, Va. 22209

Deadline: Dec. 5, 1980.

# The AAUW Education Foundation American Fellowships Dissertation, Postdoctoral Research and **Selected Professions**

# No. FY81-124

## Program:

The American Association of University Women Educational Foundation awards dissertation and postdoctoral fellowships to women of the U.S. who have achieved distinction or promise of distinction in their fields of scholarly work. There are no restrictions as to age or academic field or place of study.

#### Postdoctoral Fellowships:

Awards are available for postdoctoral research for those who hold the doctorate at the time of application. Preference is normally given to those who hold junior academic appointments and plan to use the fellowship year for research leave, or to women whose professional careers have been interrupted.

#### Dissertation Fellowships:

Fellowships are available for those who will have successfully completed all required course work and examinations for the doctorate except for the defense of the dissertation by Jan. 2, 1981. It is expected that the fellowship would be used for the final year of the doctoral work and that the degree would be received at the end of the fellowship year.

#### Tenure:

Twelve months beginning July 1, 1981.

Stipend: Stipend ranges from \$3,500 to \$7,000 (up to \$9,000 for postdoctoral fellowships.)

Fellowships to American Women in Selected Professions: These fellowships assist women in their final year of professional training in the field of law, dentistry, medicine, veterinary medicine, architecture or their final year of M.S., in Business Administration.

#### Tenure:

One academic year, September to June.

Stipend: Stipend ranges from \$3,500 to \$7,000.



Deadline:

Deadlines for the above fellowships are Dec. 15, 1980; Feb. 1, 1981 for M.B.A.

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<u>Application:</u> For application forms and detailed guidelines contact the following:

AAUW Educational Foundation Programs 2401 Virginia Avenue, N.W. Washington, D.C. 20037

# The AAUW Educational Foundation International Fellowships For Women of Countries Other Than the United States

#### No. FY81-125

#### Purpose:

The American Association of University Women Educational Foundation awards international fellowships for advanced study and training to women who are citizens of countries other than the United States and may be expected to give effective leadership upon return to their home countries. There are no age restrictions.

#### Tenure:

One academic year, beginning in September

#### Qualifications:

Academic degree equivalent to the bachelor's from a U.S. university at the time of application; a plan of study or research; intention to return home to pursue her professional career; intention to devote full time to graduate work during the fellowship year; satisfactory English proficiency.

Stipend:

Stipend ranges from \$2,500 to \$7,000.

#### Deadline: Dec. 1, 1980.

Application:

For application forms and detailed guidelines contact the following:

AAUW Educational Foundation Programs 2401 Virginia Avenue, N.W. Washington, D.C. 20037

# The United Chapters of Phi Beta Kappa The Mary Isabel Sibley Fellowship

# No. FY81-126

#### Program:

The Mary Isabel Sibley Fellowship provides support for the study of Greek language, literature, history or archaeology.

#### Requirements:

Candidates must be unmarried women between 25 and 35 years of age who have demonstrated their ability to carry on original research. They must hold the doc-

torate except the dissertation and they must be planning to devote full-time work to research during the fellowship year which begins Sept. 1, 1981. Eligibility is not restricted to members of Phi Beta Kappa.

Deadline: Jan. 15, 1981.

<u>Applications</u>: Application forms and further information may be obtained from:

The Mary Isabel Sibley Fellowship Committee The United Chapters of Phi Beta Kappa 1811 Q Street, N.W. Washington, D.C. 20009

# Woodrow Wilson National Fellowship Foundation Newcombe Fellowships

No. FY81-127

#### Program:

To encourage original and significant study of ethical and religious values in all areas of human endeavor.

#### Eligibility:

Students must be enrolled in doctoral programs in the humanities and social sciences at graduate schools in the U.S. and expect to complete all doctoral requirements except the dissertation by June 1981.

#### Stipend:

Winners will receive grants of \$400 a month for up to 15 months of full-time dissertation research and writing. A supplementary grant of up to \$1,000 may be requested for dissertation research and writing. A supplementary grant of up to \$1,000 may be requested for dissertation-related expenses.

#### Deadline:

For request of applications: Jan. 12, 1981. For receipt of supporting documents: Feb. 2, 1981.

#### Application:

To request an application contact the following:

Newcombe Fellowships · Woodrow Wilson National Fellow Foundation Box 642 Princeton, N.J. 08540

# current publications and other scholarly works

COLLEGE OF ARTS AND LETTERS

Davisson, William I.

E.A. Kline, R.E. Burns and W.I. Davisson. 1980. Liberal arts education and career preparation.

Proceedings of the sixth international conference on improving university teaching. Pages 620-628.

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Kline, Edward A.

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Modern and Classical Languages

#### Marullo, Thomas G.

- T.G. Marullo. 1980. Reviving interest in verse: The critical efforts of Nikolai Nekrasov. <u>Can</u>adian Slavonic Papers 22(2):247-259.
- Rubulis, Aleksis
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#### American Studies

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E.A. Fischer. 1980. Mission in Burma. Seabury Press, New York. x + 164 pp, 16 pp for photographs.

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## Economics

Jameson, Kenneth

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tives on Myth and the Literary Process. Bucknell University Press, Lewisburg, Pennsylvania.

# Government and International Studies

- Francis, Michael J.
  - M.J. Francis. 1980. Corporativismo, authoritarismo y democracia en America Latina: La búsqueda intellectual de una tradición politica sui generis. Pages 44-66 in, Walter Sanchez, ed. Las Relaciones Entre Los Paises de América Latina. Ed-itorial Universitaria, Santiago, Chile.

## Psychology

- Kline, Donald W. D.W. Kline, P.M. Hogan and D.L. Stier. 1980. Age and the identification of inconspicuous words. Experimental Aging Research 6(2):137-147.
  - D.W. Kline, L. Holleran and C. Orme-Rogers. 1980. The estimation of short time intervals as a function of age and metronome pacing. International Journal of Aging and Human Development 11(2):127-134.
- Ryan, Ellen B.
- D.J. Miller, G. Spiridigliozzi, E.B. Ryan, M.P. Callan and J.E. McLaughlin. 1980. Habituation and cognitive performance: Relationships between measures at four years of age and earlier assessments. International Journal of Behavioral Development 3:131-146.
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#### Sociology and Anthropology

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- O'Nell, Carl W. C.W. O'Nell. 1980. Dream cognition assessments and anthropological research. Dream Research News-<u>letter</u>. 3(2):5.
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  - God's Word Today Pages 39-47.
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  - E.C. Ulrich. 1980. Editor. Bulletin of the International Organization for Septuagint and Cognate Studies 13:1-74.
  - E.C. Ulrich and W.G. Thompson. 1980. The tradition as a resource in theological reflection--scripture and the minister. Pages 31-52 in, J.D. Whitehead and E.E. Whitehead, eds. Method in Ministry:

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Fuchs, Morton S.

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- a double translocation of <u>Aedes Aegypti. The Nu-</u> <u>cleus</u> 22(1):38-45.

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\* Under the Radiation Laboratory

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W.J. Wong and P. Fong. 1980. Editors. Richard Brauer: Collected papers volume 1, 2, 3. The MIT Press Cambridge, MA.

## Physics

Bishop, James M. J.M. Bishop, N.N. Biswas, P.D. Higgins, R.L. Bolduc, N.M. Cason, V.P. Kenney, R.C. Ruchti, W.D. Shephard and N.C. Yang. 1980. Inclusive production of  $\pi o$  ,  $K_S^{\circ}$  ,  $\Lambda^o$  , and  $\bar{\Lambda}^o$  in 100, 200, and 360 GeV/c interactions. Nuclear Physics B167:41-60.

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#### AMBROSIANA COLLECTION

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# provost's statement to the faculty on tenure

To: All Members of the Faculty

Dear Colleagues,

The subject of this letter is tenure--a subject which causes increased anxiety among many of our faculty who have not yet faced that process and are perhaps not aware of how it works. My purpose is to clarify and explain the tenure process here at Notre Dame so that all members of the faculty will be better informed and some of the anxieties of those facing tenure will be relieved.

While there is a general plan that is followed in making all tenure decisions, it is impossible in a University with interests as varied as ours to adapt the plan in exactly the same way to every individual tenure case. After all, research and scholarship mean one thing to a mechanical engineer, another to an artist, and yet another to a chemist. Quantity is measurable--all it takes is the ability to count; quality is not--it requires human judgment. So what I have to say should be regarded as a general description rather than a blueprint for every single case. Such blueprints do not exist nor can they be drafted for an institution in pursuit of excellence.

The process begins in a candidate's department, normally in the fall of the person's sixth year as a regular assistant professor. Generally the following are assembled at the early stages of the process:

- (1) a complete curriculum vitae including Form Q,
- (2) facts and figures from the Teacher-Course Evaluations,
- (3) departmental interpretations of these facts and figures,
- (4) other assessments of teaching effectiveness,
- (5) usually four evaluations of research from referees outside the university who are not of the candidate's choice,
- (6) evaluations from within the university,
- (7) material from the candidate,
- (8) anything else that might shed light on the decision.

It is important that the referees selected have a familiarity with the research area of the candidate, that they be capable of judging not only the significance of a publication within its own area but also the significance of the area itself, and that they do this without personal bias. Chairmen should indicate the professional qualifications of referees on letters of recommendation in order to lend credibility to the contents of these letters. External reviews are needed to provide the necessary expertise when it is not available within the university, and to secure an independent system of checks and balances when it is. In addition to the four outside referees, many departments add one or two more from a list provided by the candidate, but this is not obligatory.

The important thing in the publication of scholarship and research is quality, not quantity. Obviously there must be enough volume to be able to see how a candidate is performing, but sheer volume without quality is not what is wanted. I would rather write one good book than five mediocre ones. I would rather see one good poet at Notre Dame than 10 bad ones.

The quantifiable information about teaching which appears in a candidate's tenure file is contained in the Teacher-Course Evaluations. But even this information is subject to interpretation. Thus, for example, the same teacher might expect a lower rating in a large multisectioned required course with uniform examinations, and a higher one in a small elective course for majors. Lectures, seminars and laboratories involve a variety of teaching skills. So Teacher-Course Evaluations can only be considered in the light of suitable analyses by knowledgeable faculty in the department. (Parenthetically I will insert my belief that students must have an opportunity to express their views on the quality of the teaching they receive and that Teacher-Course Evaluations, for all their problems, provide a good vehicle for doing so. As for the problems, let me say that Katherine Tillman is presently chairing a faculty committee charged with reviewing the instrument currently in use.)

There are other considerations that enter into the evaluation of a teacher. Even before the advent of computerized forms, teachers had reputations as good or poor, easy or tough, popular or unpopular, effective or ineffective. These reputations were based on a variety of factors, including reports from advisors of students, lectures to the faculty, influence on students outside the classroom and beyond the subject matter taught, and so on. In this regard I would like to encourage an idea that has already taken hold in some of our departments--the idea of having senior members of the faculty provide written reports on a candidate's teaching ability based on classroom visitations spanning a number of years. I have found that these reports provide an extra check on the process and serve to balance criticisms levelled at the Teacher-Course Evaluations.

A word to our younger faculty about service. It is only fair that all of us accept some of the housekeeping duties that go with running a department and a university. These duties are largely, but not exclusively, assignments on committees. Committee work, however, can be no substitute for good teaching and good research. It is your responsibility, and your chairman should remind you of this, to see that your service is not interfering with your teaching and scholarship to any significant degree. Generally speaking I would advise you to keep clear of administration (as distinct from committee work). You will be called upon to provide that kind of service later in life when you will be experienced enough to accept it without allowing it to consume you.

In some parts of the university there is the additional matter of consulting. According to university policy, consulting activities are normally looked on with favor where they: 1) contribute to the professional development of a faculty member, or 2) contribute an expertise to problems in society or industry that is not commonly available, or 3) provide some carryover into the instructional program of the professor involved. The extent to which consulting enters into the tenure judgment should therefore depend on the extent to which it has enhanced, or detracted from, the qualifications of the candidate as a member of the faculty.

I have now described the basic material that comes before a department's promotion committee. Before moving on let me say a few words to members of the faculty who serve on these committees. Your vote is always considered. But the important thing is not the vote, nor is it a detailed account of parliamentary motions and amendments. The important things is that a clear and convincing picture emerge of the strengths and weaknesses of your candidate, of what the candidate has really done and why it is significant. This is what influences the thinking of those who follow you in the process. Another point. In any promotion decision, we must judge not only past achievement but also future potential. Past achievement should not be regarded as something to be rewarded with tenure, but rather as evidence of more and better things to come.

The official procedures from promotion committee to chairman to dean to provost to president are given in detail on page 25 of the Faculty Handbook, and there is no need for me to repeat them here. But I can elaborate on a few points. According to the procedures, • the provost may consult with such advisors as he may choose. My own practice in this regard is to consult with an advisory committee, the Provost's Advisory Committee, which this year consists of Father Brown, Sister John, Katherine Tillman, Bob Gordon, Isabel Charles, Yu Furuhashi, Joe Hogan, Frank Castellino, Dave Link and Emil Hofman. The consultation occurs in two parts, the first at the beginning of March, the second in mid-April, each lasting 24 to 30 hours. All individual files are discussed and reviewed at the March meeting at which time I ask the committee for a straw vote on each of the candidates. If any problems are detected with a particular file, I ask the candidate's dean to pursue the matter and complete the file in time for the April meeting. The six-week interval between the two meetings gives the dean enough time to gather whatever additional information is needed, both from inside and outside the university. A final vote is taken at the April meeting. I then make up my own mind and send the files to Father Hesburgh for his approval or disapproval. As for timetables, I wrote informing candidates of tenure decisions on May 12, 1980, and I expect to inform them at essentially the same time in 1981.

All the individuals on the Provost's Advisory Committee consider each tenure case as conscientiously as if the entire decision rested with them. They really do their homework. The functions of the committee at promotion time are: to provide a broad base of experience and expertise, to detect and help solve problems and inequities when they occur, and to help ensure that high standards are equitably applied across the University. Some statistics. Here I will combine decisions effective September 1979 with those effective September 1980 in order to preserve anonymity. During the last two years the University has approved 29 tenure decisions out of a total of 56 under consideration. The final decisions were contrary to the recommendations of the departmental promotion committees in 4 instances out of 56. The statistics for the promotion of tenured associate professors to full professor are these: 15 approved out of 25 considered with final decisions contrary to committee recommendations in 7 instances out of 25.

...

The larger variation between committee recommendations and final decisions for promotion to full professor can be explained by a variety of factors. First, departments are obliged to submit tenure recommendations before the end of six years whether or not the recommendations are positive; on the other hand departments usually process recommendations for promotion to full professor when they are already favorably disposed. Next, a negative decision on a promotion to full professor sometimes reflects a recommendation that is premature. Finally, one detects a philosophy that "the candidate has tenure so what do we have to lose" --a philosophy, I might add, to which I do not subscribe.

Incidentally, there is another philosophy to which I do not subscribe, namely the one that says that renewal at the end of a three-year appointment should be almost automatic. This only compounds the difficulties after six years and benefits no one, least of all the candidate.

Let me conclude by commenting on a debate that has been going on for some time as to whether or not untenured faculty should be kept informed on a yearly basis of their progress within their department. There are problems in doing so and there are problems in not. But when all is said and done I am of the opinion that junior faculty should be informally reviewed by their promotion committees once each year, not as rigorously as at the time of tenure of course, but discussed all the same. Deficiencies should be brought to the faculty member's attention by the chairman, and every encouragement should be given in progress towards excellence. At the same time it must be emphasized, both to the candidate and to the promotion committee, that while these reviews are meant to be helpful, they cannot be regarded as definitive predictions of what the final tenure decision might or might not be.

Yours sincerely,

Timothy O'Meara Provost

# appeal of decision on promotion, tenure or reappointment

(Approved by the Academic Council, Sept. 28, 1980.)

An appeal will be granted only in the case of procedural error or personal bias. The following procedure, to be implemented immediately, is to be effective for one year, and is not at this time to be included in the <u>Academic Manual</u>. Appeal does not suspend the existing decision.

The procedure is two-fold.

1. Determination of reason for review.

If a member of the regular teaching and research faculty who is being terminated or who has been denied promotion or tenure, believes that decision was influenced by procedural error or personal bias, he/she should consult his/her department chairman, dean and provost in that order, prior to Jan. 15, 1981. If no satisfactory conclusion is reached at any of these stages, then the provost in consultation with the aggrieved faculty member will appoint, as reviewer, a faculty member who was not involved in the original decision, to review the files and to consult with the aggrieved faculty member. This reviewer will report his/her findings and recommendation to the provost who will then consult with the President.

The Review Process.

If it is decided an appeal is justified then the process will begin again with the aggrieved member's Committee on Appointments and Promotions and proceed through the dean to the provost. The provost will report the findings of this review process along with his own recommendation to the President who will then decide the case.

# sheedy award address

(Address given by Donald Sniegowski, assistant dean of the College of Arts and Letters and associate professor of English, on Sept. 5, 1980.)

Father Hesburgh, Dean Charles, Members of the Advisory Council of the College, Colleagues, Students and Friends:

I have not asked any of the previous recipients of the Sheedy Award what their reactions were when they were told of their good fortune. But, knowing some of them at least, I can imagine that they were as humbled as I am now. Humbled because of the excellence of those who preceded <u>them</u> in accepting the award, humbled because of the knowledge that many of their colleagues deserve such an award and never have the good fortune to receive one, and humbled because they would be more aware of their limitations than of any excellence which other people see in them. In accepting the award this year, I certainly feel humbled for all those reasons and probably a few others.

One of my first reflexes, after learning of the award, was to thank any number of people. I have done so privately. But I feel compelled here to mention my family specifically.

In any activity which is as public as teaching has been for me, it is essential to have a rich private life. My home provides that richness, and I must thank my wife, Barbara, for it. Her patience with me gives me space, her practical intelligence tempers my rather baroque or overcomplicated views of things, and her love is a joy. My children, Paul, Anne and Peter, by their liveliness, remind me of the full lives which my students must have and help me thereby in my teaching of those students. And their humor, by which sometimes they express their refusal to take me too seriously, is terribly important to me.

I am asked to say a few words about teaching. This request has caused me much anxiety because either teaching seems so simple a subject that nothing need be said or it is so complex a subject that nothing <u>can</u> be said in less space than that which a monograph provides. I'll limit myself here to two points. First the tradition of teaching in the college as I have experienced it and, secondly, some speculation on a paradox that I think teachers live with.

In casting around for a major course of study in my sophomore year at Notre Dame, I took a one-year survey of British iterature, taught by Prof. Mortimer Donovan. It was his teaching of the subject that attracted me to the English Department. Once in the department, Professors O'Malley, Sandeen and Duffy and others alternately encouraged me and laid me low. While in the college and the department, I came to know and appreciate many persons who would eventually go on to graduate school and distinguished careers as teachers. Prof. Stephen Rogers of our General Program was one of those and others who have made their mark at Toronto, Chicago, Northwestern, Michigan and various places.

When I returned to Notre Dame to teach in 1961, I was immediately made aware of the high expectations which the college has regarding teaching. Father Sheedy, then the dean of the college, as he had been when I was a student, brough together a few new teachers at Don Costello's house one evening and gently but firmly told us what he expected of us in the classroom. This was the first of many quiet occasions when he spoke about the importance of teaching. (It is, parenthetically, perfectly understandable to me that the college's teaching award should honor him.)

Since 1961, I have been in a department which has valued teaching very highly. The English Department's advisory program for its majors, its program for training graduate students for teaching, its cooperation with college-wide interdisciplinary courses for underclassmen, as well as its continued emphasis on a <u>teaching</u> faculty are all evidence of that.

Lately, I have been stimulated further in my teaching by two interdisciplinary courses offered by the college. These are the Humanities Seminar for freshmen and the Core Course for sophomores - Ideas, Values, Images. In this latter course, it is again perfectly appropriate to me that a former dean of the college, Fred Crosson, is a most valued faculty member.

To round off this very brief personal look at the recent tradition of teaching in the college, I would only mention that some students whom I and my colleagues have had in class have become respected teachers, both at Notre Dame and elsewhere.

Colleagues of mine in other departments, and perhaps in my own, would sketch this tradition

differently. But they would probably agree that the tradition, however perceived, is essential to their lives as teachers. It is essential because it supports us while we go about our complicated task of teaching.

We are asked, in our teaching of undergraduates, to introduce them to a particular methodology by which they can discover knowledge. We are asked to practice that methodology ourselves and to profess what we learn from the practice of that methodology. And we are asked to transmit the knowledge which our predecessors in the methodology have amassed, to transmit therefore something of the culture, at least as it has been transmitted by one group of people to us, the teachers.

This instruction of students in a methodology and in the fruits of that methodology is hard enough to accomplish. Students are <u>sometimes</u> intransigent or terrifyingly innocent, the methodology in which we mean to instruct them and which we mean to practice may be in disarray, and the knowledge which comes to us from our predecessors in the discipline is enormous and cannot be easily processed by us, let alone transmitted. But we muddle through.

If we muddle through, we then recognize another problem. We recognize that our students may be taking three or four courses in three or four other disciplines, all legitimate and all implicitly making claims of primacy. And we wonder how they bear up, we look back and wonder how we bore up when we were going through the same educational process.

We muddle through <u>this</u> problem only if we recognize that no discipline has primacy, that all can make legitimate claim to truth with a small "t." It is as the poet John Donne said long ago, when contemplating the acquisition of Truth, with a capital "T."

> To adore, or scorn an image, or protest, May all be bad; doubt wisely; in strange way To stand inquiring right, is not to stray; To sleep, or run wrong, is. On a huge hill, Cragged, and steep, Truth stands, and he that will Reach her, about must, and about must go; And what the hill's suddenness resists, win so; Yet strive so, that before age, death's twilight, Thy soul rest for none can work in that night.

> > John Donne, "Satire III," 11. 76-84

So we may come to Truth, with a capital "T," students and teachers, sometime in the future. Or it may be that this truth may only, at best, be glimpsed by us in outline. Matthew Arnold, a writer from my own field of specialization, the Victorian period, tells me that:

> ...To try and approach truth on one side after another, not to strive or cry, nor to persist in pressing forward, on any one side, with violence and self-will,--it is only thus, it seems to me, that mortals may hope to gain any vision of the mysterious Goddess, whom we shall never see except in outline, but only thus even in outline.

> > Matthew Arnold, "Preface" to Essays in Criticism, Second Edition

Finally, I think teachers are pushed to recognize mystery as a palpable and positive force in the world. And I think we are pushed to transmit that sense of things to our students. I started by saying that we have a complicated task. For me the greatest complication is to recognize this paradox -- that we are to transmit knowledge (and the methodology by which we gather knowledge) on the one hand and we are to transmit a sense of the mystery of things as a palpable and positive force on the other hand. And we are to do this almost simultaneously. And we are to do it with grace.

No wonder that I had to sketch thankfully the tradition of teaching in our college which I feel supports us in this task. And no wonder that I should thank Dean Charles for her administration of the college, so that it might be a place where one can teach, and no wonder that I should now, at the end, thank the anonymous donor of this award for his or her support of teaching in the college.

# minutes of the academic council meeting april 30, 1980

The Academic Council met on Wednesday, April 30, 1980. The council considered these items.

Item I: The Standing Committee of the Academic Council.

Members of the Standing Committee of the Academic Council as appointed by the Executive Committee were announced as follows:

Fernand Dutile, Law Chairman

Joan Aldous, Sociology and Anthropology

Robert E. Gordon, Vice President Advanced Studies

Item II: A proposal requiring the concurrence of the search committee in the appointment of the dean of a college.

At its meeting on Dec. 14, 1979 the Academic Council eliminated the requirement of concurrence of the college council in the appointment of the dean of a college. (<u>Academic</u> Manual, Article II, Section 4)

#### Proposal:

That the concurrence of the search committee be required in the appointment of a dean of a college.

#### Discussion:

The President, provost and deans have the right to choose their own administrator. Requiring the concurrence of the search committee in the appointment of the dean of a college could interfere with this right. Generally speaking the choice of a dean would not go counter to the advice of the committee but it is necessary to preserve the option to do so. If it is necessary to change the direction of a college or department and the search committee is weak or political it could be necessary to act counter to the rec-ommendation of the committee.--It was noted that both the Crowe Committee (see minutes of Academic Council Meeting, Dec. 14, 1979) and the Faculty Senate agree with this proposal. -- The provost will be working much more closely with the search committees, but it is necessary for the good of the University that the provost and the President have the right to disagree with the committee and to act contrary to its recommendation. Formerly the search committee advised and the President made the choice with the concurrence of the college council. There is a principle that high academic adminis-trators should be joint appointments of the administration and the faculty. This proposal is to preserve that principle. It is unlikely that the principal administrator and the committee would disagree but the principle should be preserved .-- There is little likelihood of disagreement; disagreements would be the exception. Why have a binding item for the exception? The President should be able to set the course of the University. The committee disbands and the President has to shoulder the responsibility.--The committee could, if this proposal is approved, hold up the whole process till they got a chance to approve their candidate. This would be counter to the principle referred to above.--The purpose of the search is to get the best qualified candidate. It does not help to attract the best if a potential candidate knows approval of a committee is required somewhere in the process.--The proposal goes far to meet the objections against requiring concurrence of the college council. The change already approved puts the provost in a position to interact with the committee. This proposal makes the committee more responsive to the President and the provost.

It was noted at this point that the proposal was not to apply to review committees.

<u>The Vote</u>: (by written ballot) 31: in favor

18: opposed

<u>Note:</u> In addition to the note above that the proposal just approved does not apply

to review committees, it should also be noted that the President and provost are not expected to chair review committees.



Item III: A discussion in general terms of the desirability of an appeals procedure and the general principles and problems inherent in any such procedure. A consideration of specific proposals approved by the Faculty Senate at its April meeting.

 $\underline{Note}$ : The recommendations from the senate along with a covering letter from the chairman of the Faculty Senate attached as an appendix to these minutes.

# Discussion:

The discussion on this item covered many points over a rather lengthy discussion. The following is meant to be a distillation of the principal thoughts voiced in discussion.

Is there a real need or only a perceived need for an appeals mechanism?--If there is only a perceived need should we set up a mechanism or try to correct the perception?--Would the introduction of an appeals mechanism have an effect on the strengthening of the faculty?--Relevant to the committee which was presented as the heart of the senate proposal it was asked: is there need for such a committee and if so how would it be implemented. Would an appeals procedure begin to stray from considerations of personal bias and procedural error in the consideration of standards? What effect would this have on confidentiality? Will frank evaluation be forthcoming if their authors know they will be subject to such review? What would be the legal implications of introducing an appeals procedure?--No precise or clear answers were arrived at for any of these questions.

Kenneth Goodpaster, chairman of the Faculty Senate, presented well the proposal from the senate and emphasized the points made in his covering letter.

In response it was stated the proposal was open-ended and dangerous. It is an idea foreign to the existing spirit of cooperation. It is based on negativism.--It is difficult to define procedural error and personal bias without getting into professional standards.--All concerned in the present procedure are extremely conscientious and concerned about the propriety of the procedure in <u>each</u> case considered. The appeals procedure proposed would be very time-consuming for persons newly involved in the process They would get a biased view since they would see only negative decisions.--The existance of such an appeals committee would effect standards.--The need is only perceived. What is needed is only an explanation and notification of what avenues of appeal do exist.

This motion was presented.

Motion:

The council declines to endorse the specific proposal created by the Faculty Senate but requests that the matter of review of promotion and tenure decisions be prepared for the agenda of the council at its next meeting by the Executive Committee of the Academic Council.

The Vote: (voice vote)

38:	in favor
4:	opposed
1:	abstention

Respectfully submitted,

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

# Appendix: Faculty Senate Recommendations

April 23, 1980

To: Members of the Academic Council

Dear Colleagues:

The senate requests the Academic Council to join with it in presenting to the provost and President recommendations for an appeals procedure in matters of reappointment, tenure and promotion. Revision of the <u>Academic Manual</u> is not sought. Rather, the senate hopes to

stimulate the development of recommendations expressing the consensus of the University community and to see these recommendations tried out for an experimental period of several years before becoming part of the manual.

The senate invites the council, first, to discuss in general terms the desirability of an appeals procedure at Notre Dame and the general principles and problems inherent in any such procedure. Second, the senate asks the council to consider the specific proposals endorsed unanimously at its April meeting. While some modification of these proposals may well seem appropriate to the council, the senate hopes that its recommendations, which are strongly representative of the faculty point of view, will be found to be acceptable solutions to the problems an appeals procedure must meet.

The senate proposal attempts to be responsive to certain basic principles. These include:

1) that a procedure is called for at Notre Dame. Eighty-five per cent of the respondents to the Faculty Attitude Survey expressed this view, and a sound procedure is in accord with the legitimate needs and interests of the faculty.

2) that the procedure be experimental at first and be as simple as is consonant with its successful functioning.

3) that the heart of the procedure be an <u>elected</u>, <u>faculty</u>, <u>University</u> committee, <u>independent</u> of the parties to the first decision.

4) that this committee's task shall be to determine whether or not a review is warranted, on the basis of possible procedural error or personal bias, but not on the basis of the appropriateness of the professional standards applied in the first decision. If it sees fit, it will recommend, but not mandate, review.

5) that if the committee is to function well it should number at least three persons and be empowered to review all written material in a case and interview all parties to the initial decision.

6) that fairness to the appellant requires that the decision of the committee and the reasons for that decision be communicated to the appellant, at least orally, in enough detail to assure him that he has been treated fairly.

We believe that the attached recommendations embody these principles--and we invite your concurrence.

Respectfully,

K.E. Goodpaster Chairman The Faculty Senate

## I. <u>Preamble</u>

We believe that an appeals procedure is needed at Notre Dame. It is in the interest of both the individual faculty members and the University that procedural fairness be ensured in cases of reappointment and tenure. The Appeals Committee is not to be an advocate of the interests of the individual faculty members and an adversary of those persons responsible for reappointment and tenure decisions, nor vice versa, but a disinterested body within the system of University governance.

- II. We also believe that at the outset the simplest possible structure is the best and that the procedures of the committee be indicated in only very general terms. Structural changes and procedural refinements ought to develop over a period of several years from the committee's accumulated experience.
- II. We recommend that a University-wide Appeals Committee be elected by the faculties in the following manner. Each of the four undergraduate college councils shall prepare a slate of nominees from its own college. Nominees will be restricted to the professors and associate professors who are tenured, and there will not be more than one nominee from any department. The faculties of each college will then elect two persons from their college's slate to represent the college on the appeals committee. The faculty of the Law School will elect one member of the appeals committee (by a method to be specified). The library faculty will elect one member

of the appeals committee (by a method to be specified), but the member from the library will serve only when an appeal from a member of the library faculty is being heard. All members of the appeals committee will serve a one-year term, for the first year; we leave open the possibility of later change to longer terms.

- III. The appeals committee will hear only grievances relating to reappointment, tenure and promotion. Its powers will be to recommend or not recommend rehearing, along with such other powers as are needed to carry out this function.
- IV. Appellants will direct their petitions for review in writing to the appeals committee within two academic months of receiving a negative decision. The petition will state the alleged grievance and the remedy sought and contain a waiver authorizing release of confidential material to the committee. The appeals committee will then select a hearing committee from among its members. We recommend that there be three members of the hearing committee. In no case involving an appeal from one of the undergraduate colleges will any member of the hearing committee be from the appellant's own department.
- V. The hearing committee will discuss the petition and will call the appellant in for oral clarification of the issues. It is understood that the burden of proof in establishing a <u>prima facie</u> case rests with the appellant, except that he will not be expected to provide such evidence as confidentiality prevents him from collecting. If the committee believes that the appellant has not made a case strong enough to warrant further investigation, it may decide to reject the appeal at this point and proceed no further. It will notify the appellant of this fact in writing and will clarify its reasons orally if requested to do so.

If the committee decides that the case merits investigation, it will proceed with the matter. The committee will have the right of access to all confidential material generated on the case through the department (including chair), dean's office, or provost's office. The committee may interview all parties involved, and, in general, take such measures as it deems necessary for the discharge of its task.

All hearings will be private. Minutes will be taken, but will be treated as confidential. When the committee has reached a decision, it will inform the appellant in writing of the fact of the decision and be available for oral clarification. The committee will in all cases deliver, along with its recommendation, a detailed written report of its procedures and findings to the provost, but this report will not be made available to the appellant. If the decision is for a reconsideration, the same departmental CAP that made the original decision will rehear the case, being reconstituted for that purpose if necessary.

# VI. Criteria to be used by the Appeals Committee

The appeals committee will recommend rehearing when it has found evidence of procedural error or bias of a magnitude that could affect the disposition of the case. The committee will not concern itself with the propriety per se of the standards used to judge candidates or the rigor of their application, but it will be prepared to investigate allegations that these standards were used to disguise decisions actually based on bias. (The appendix attached to these recommendations illustrates what is meant by procedural error and bias.)

An appeal based on new material evidence of teaching, research and service would lie outside the competence of the appeals committee. We recommend that appeals of this type should be addressed to the department and dean, who would have to decide whether they wanted to consider evidence developed after the regular deadlines, and, if so, whether this evidence might have a decisive weight. If an appeal on this basis is rejected, the faculty member could appeal to the committee, but only on the grounds of procedural error or bias.

# VII. Reports

In addition to its reports to interested parties in specific cases as specified above, we recommend that the appeals committee submit annual written reports of its activities (number and kinds of cases, their dispositions, suggestions for modifications of the appeals procedure itself) to the President, provost and Faculty Senate.

Appendix. Procedural Error and Bias

The following illustrations are not intended to provide an exhaustive or normative definition of procedural error and bias, but to show the sense and intent of the senate.

Procedural error involves questions of the adequacy and fairness of consideration. These include, but are not limited to: Was the decision conscientiously arrived at? Was all material evidence sought out and considered? (The question is not whether all possible evidence was present, but whether materials were lacking which should have been present in accordance with established practices.) Was there adequate deliberation over the import of the evidence? Did each party to the decision conscientiously respect the views of the other parties? Were the same standards applied to the candidate in the same way as to other candidates in the department? In short, was the decision a bona fide exercise of professional academic judgement?

Bias is present in decisions which violate academic freedom or the University's commitment to the Equal Employment Opportunities Act. Bias is also present in decisions made through personal animosity or through a wish to downgrade a candidate in order to enhance some preferred person's chances to find employment or tenure within the department and in instances similar to these where reasonable persons would judge that prejudice has caused unfair treatment of the candidate.

# faculty committee for university libraries minutes august 11, 1980

#### Present:

John W. Lucey (chairman), Robert C. Miller, James E. Robinson, Herbert E. Sim

The minutes of the July 17, 1980 meeting were amended and approved for publication.

This meeting was called in response to a committee member's request for additional discussion of the libraries' acquisitions budget. The following comments were made.

Despite the fact that the faculties in the various science disciplines have been very conscientious about review and cancellation of serials, the projected cutback in serials for the sciences will need to be accomplished through additional cancellations and an even more careful screening of new subscriptions. The expensive tax journals available in the Law Library will need to be made more accessible to the entire University community. Hopefully during this next year we can seek alternate access to journals to lessen this burden.

Miller reminded the members that with the exhaustion of reserve funds during the current fiscal year, and the expiration of the NEH funds, fiscal year 1981-82 will be one of real crisis for acquisitions. Although the library is requesting major increases for both 1980-81 and 1981-82, he suggested that the committee concentrate during this next year at reviewing methods for dealing with the need for a 15-20 per cent cutback in serials if the additional funding is not received. All implications of the spiraling inflation in serials were included in the Five-Year Development Plan.

After considerable discussion, a motion by Robinson to append to the published minutes the data reviewed by the committee was defeated on the grounds that a true understanding of the data required much explanation, and that it would focus attention on differences between departments and colleges, rather than on the general inadequacy of the budget which is the real problem.

The meeting adjourned at 11:10 a.m.

(Continued from front cover.)

- 85 -- Inter-American Foundation The Latin American & Caribbean Learning Fellowship on Social Change (No. FY81-123)
   85 --The AAUW Education Foundation
- 85 --The AAUW Education Foundation American Fellowships Dissertation, Postdoctoral Research and Selected Professions (No. FY81-124)
- 86 --The AAUW Educational Foundation International Fellowships For Women of Countries Other Than the United States (No. FY81-125)
- 86 --The United Chapters of Phi Beta Kappa The Mary Isabel Sibley Fellowship (No. FY81-126)
- lowship (No. FY81-126) 86 --Woodrow Wilson National Fellowship Foundation Newcombe Fellowships (No. FY81-127)
- 86 Current Publications and Other Scholarly Works

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- 90 Provost's Statement to the Faculty on Tenure
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