

notre dame report

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the university

academic council forms executive committee

The University Academic Council formed its executive committee at its Dec. 1 meeting. Five persons were elected to its 10-member executive committee. They are: Rev. James T. Burtchaell, C.S.C., professor of theology; Neil F. Delaney, professor of philosophy; Sonia G. Gernes, associate professor of English; Roger Schmitz, McCloskey dean of engineering and professor of chemical engineering, and Lee A. Tavis, Smith professor of business administration and professor of finance.

Appointed by Rev. Theodore M. Hesburgh, C.S.C., president, were three others: John E. Derwent, associate professor of mathematics; Fernand Dutille, professor of law, and Jennifer Mansour, Student Government academic commissioner.

The provost, Timothy O'Meara, Kenna professor of mathematics, is ex-officio chairman of the committee, and the associate provost, Rev. Edward A. Malloy, C.S.C., associate professor of theology, is also an ex-officio member.

ndr deadline change

Notre Dame Report's current policy of printing only those activities in the faculty notes section which have occurred within the last four months has been changed. This deadline has been extended to six months for the convenience of those professors abroad or on sabbatical.

engineering science program discontinued

The College of Engineering's program in engineering science will be phased out after the August, 1985 commencement as a result of Academic Council action. The three students now in the program will not be affected, said Dean Roger Schmitz, who made the motion to discontinue the program.

Only 26 engineering science degrees have been conferred in the past 10 years and the educational focus offered by the program is now available within regular departments of the college.

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faculty notes

appointments

Rev. Robert J. Austgen, C.S.C., former director of the Summer Session, has been appointed assistant dean of the College of Arts and Letters, effective Jan. 15. He succeeds Kathleen Maas Weigert, who will become assistant director for social analysis in the Center for Social Concerns.

David J. Ladouceur, associate professor of modern and classical languages, has been named chairman of the department. The appointment is effective next fall, and Ladouceur will be succeeding Prof. Konrad Schaum, who will be completing nine years as chairman.

honors

Hafiz Atassi, professor of aerospace and mechanical engineering, Stephen M. Batill, associate professor of aerospace and mechanical engineering, and Albin A. Szewczyk, professor and chairman of aerospace and mechanical engineering, were all recently promoted to the rank of Associate Fellow in the American Institute of Aeronautics and Astronautics (AIAA).

James M. Daschbach, professor of aerospace and mechanical engineering, was awarded the Air Force Commendation Medal for Meritorious Service during the period Oct. 1, 1980 to June 29, 1982. He is a retired Lieutenant Colonel in the Air Force Reserve and distinguished himself while assigned to the Air Force Business Research Management Center, Wright-Patterson Air Force Base, Ohio.

Astrik L. Gabriel, professor emeritus of medieval studies, has been appointed titular provost, equivalent to titular abbot, of the 12th Century Church of St. Michael in Budapest, Hungary.

Leonard E. Munstermann, assistant faculty fellow in biology, received the Special Award of Excellence from the Entomological Society of America for his entry of an Insect Photo Salon entitled "Mosquito larva, Coquillettia perturbans, breathing through an aquatic root."

Frank K. Reilly, dean and Bernard J. Hank, professor of business administration, was installed as President-Elect of the Financial Management Association Meeting in San Francisco, Calif., Oct. 12-15.

Thomas J. Schlereth, professor and director of Graduate Studies in American Studies, has been elected to a four-year term as a board member on the National Governing Council of the American Association for State and Local History.

activities

Craig J. Cramer, instructor of music, and Gail L. Walton, adjunct instructor of music, presented a Master Class for organ students in the Wheaton College Conservatory of Music, Wheaton, Ill., Nov. 5.

Thomas L. Doligalski, assistant professor of aerospace and mechanical engineering, presented a paper entitled "Unsteady Three-Dimensional Vortex Loops in Wall-Bounded Flows" at the 35th meeting of the American Physical Society, Division of Fluid Dynamics held at Rutgers University, New Brunswick, N.J., Nov. 21-23.

Evelyn A. Early, assistant professor of anthropology, presented an invited lecture, "Syrian Political Cul-

ture: Heroes and Heritage," sponsored by the Department of Religion at Western Michigan University, Kalamazoo, Nov. 16. She also presented an invited paper, "Coping with Everyday Life: Therapeutic Narratives and Media Images," at the University of Chicago's Midwest Faculty Workshop in Chicago on Nov. 20.

Linda C. Ferguson, assistant professor in the program of liberal studies, planned and performed piano accompaniments for a recital of vocal music for the 26th anniversary of the Women's Auxiliary of the Speech and Hearing Center of St. Joseph County, in South Bend, Ind., Nov. 22.

Stephen Fredman, assistant professor of English, presented a paper, "Why American Poets Write Prose," to the Critical Forum at the University of Chicago, Nov. 16.

Walter J. Gajda, Jr., associate professor of electrical engineering, presented an invited seminar entitled "UHV Transmission Line Noise-A Model" at the Department of Electrical Engineering and Computer Science, Massachusetts Institute of Technology, Cambridge, on Nov. 17.

Sonia G. Gernes, associate professor of English, spoke on "The Writer and the Library" at the South Bend Public Library Friends' Fest, Oct. 17. She lectured on "The Importance of Place in Literature" at Shenandoah College, Winchester, Va., on Nov. 17. She gave a reading of her poetry and fiction that evening at the Winchester Public Library. On Nov. 18, she read her poetry at a meeting of the Shenandoah-Dellbrook Writers Conference. She also read her poetry at a luncheon of the Poetry Society of Virginia, Nov. 19.

Denis Goulet, O'Neill professor of education for Justice, conducted a one-day workshop sponsored by the World Bank's Science and Technology Unit for visiting Kenyan policy-makers, Washington, D.C. The topic was "Technology Transfer: Issues in Policy-Making," Nov. 10.

Mark A. Herro, assistant professor of electrical engineering, presented a paper entitled "A 192-to-24 Channel Digital Speech Interpolation System Using TDHS/ARC" at the IEEE Global Telecommunications Conference, Globecom '82, in Miami, Fla., on Dec. 2. The work was coauthored by Ren-Hua Wang from the China University of Science and Technology, and James L. Melsa, chairman of electrical engineering.

Douglas W. Kniec, associate professor of law, was the featured guest on a radio show entitled "A Discussion of America's Housing Policy with A White House Fellow," WGN Radio, Chicago, Oct. 21.

Ronald T. Libby, assistant professor of government and international studies, presented a paper on "Systems of Production, Economic Interests and Sources of Governmental Support and Opposition in Southern Africa" at the 25th Annual Meeting of the African Studies Association in Washington, D.C., on Nov. 4-7.

Rev. Edward A. Malloy, C.S.C., associate provost and associate professor of theology, presented a paper,

"A Response to a Hypothetical Case in the Ethics of Journalism," at the conference on "The Responsibilities of Journalism," Notre Dame, Ind., Nov. 22-23.

Eugene R. Marshalek, professor of physics, presented the following invited lectures: "Boson Expansions and Broken Symmetry," Drexel University, Philadelphia, Pa., June 8; "Restoration of Broken Symmetries in the Perturbative Boson Expansion Formalism," 1982 INS International Symposium on Dynamics of Nuclear Collective Motion - High Spin States and Transitional Nuclei, Mt. Fuji, Japan, July 8; "Boson-Fermion Expansions," 1982 Kyoto Summer Institute on Microscopic Theories of Nuclear Collective Motion, Kyoto, Japan, July 12 and 14; "Boson Expansions and Broken Symmetry," Magoya University, Magoya, Japan, July 22.

Marvin J. Miller, associate professor of chemistry, presented a seminar entitled "New Approaches to the Synthesis of β -Lactam Antibiotics" at the Department of Chemistry, Illinois State University, Normal, on Nov. 19. He presented a seminar on "The Total Synthesis of Microbial Iron Chelators" at the Department of Chemistry, University of Rochester, Rochester, N.Y., on Nov. 23.

Leonard E. Munstermann, assistant faculty fellow in biology, presented a paper entitled "Extension of the Genetic Linkage Map for the *Aedes triseriatus* group (Diptera: Culicidae)," at the annual meeting of the Entomological Society of America, jointly with the Entomological Society of Canada, Toronto, Ontario, Nov. 29-Dec. 3.

Victor W. Nee, professor of aerospace and mechanical engineering, presented a paper entitled "Buoyancy Effects in the Wake after an Insulated Plate," at the Annual Meeting of the American Physical Society held at Rutgers University, New Brunswick, N.J., Nov. 20-23.

William O'Rourke, assistant professor of English, was the featured writer at the Cornucopia Natural Foods Restaurant, South Bend, Ind., on Oct. 11. He read excerpts from his most recent novel, *Idle Hands*.

Frank K. Reilly, dean and Bernard J. Hank professor of business administration, attended the Financial Management Association Meeting in San Francisco, Calif., Oct. 12-15. In addition, as President of the Eastern Finance Association, he chaired the mid-year meeting of the Association. He also presented a paper with Wenchi Wong entitled "The Effect of an Exchange Listing on Volume, Liquidity and Stock Price Volatility."

J. Keith Rigby, Jr., assistant professor of earth sciences, presented a paper entitled "Paleomagnetism, Radiometric Dates, Fossil Forests, Mammals and the Last of the Dinosaurs, San Juan Basin, New Mexico" as a guest lecturer at the University of Akron, Ohio, on Nov. 19.

William Strieder, professor of chemical engineering, presented a paper entitled "Emmissivity Factor for a Spherical Pore" and chaired two sessions, "Transport in Porous Media" and "Statistical Models for Transport Processes," at the 75th Annual Meeting of the American Institute of Chemical Engineers in Los Angeles, Calif., Nov. 14-19. He also presented

seminars on "Bulk, Knudsen, and Surface Diffusion in a Porous Material" at the Universities of California at Davis, Nov. 19, and Santa Barbara, Nov. 22.

Albin A. Szewczyk, professor and chairman of aerospace and mechanical engineering, presented a paper entitled "The Effects of End Plates on the Base Pressure Coefficient of a Rectangular Cylinder in a Shear Flow" (coauthored with S. Elsner) at the Annual Meeting of the American Physical Society held at Rutgers University, New Brunswick, N.J., Nov. 21-23. He also chaired a session on "Stability of Shear Layers."

Arvind Varma, professor and acting chairman of chemical engineering, coauthored two research papers

presented at the AIChE Annual Meeting in Los Angeles, Calif., Nov. 15-19. The papers, entitled "Complex Dynamic Behavior in the Case of the CO-NO-O₂-H₂O Reaction System on Pt/ γ -Al₂O₃ Catalyst in a Tubular Reactor" and "Modeling of Gas-Liquid CSTRs," were presented by B. Subramaniam and A. Shaikh, respectively, both doctoral students in the department. He also chaired the session "Chemical and Catalytic Reactor Modeling" at the meeting; Roger A. Schmitz, McCloskey dean of engineering, was the co-chairman.

Eduardo E. Wolf, associate professor of chemical engineering, presented a paper entitled "FTIR Studies of CO Oxidation on Pt/SiO₂" at the 82nd Annual AIChE Meeting, Los Angeles, Calif., Nov. 15.

documen- tation

p.a.c.e.: a report on priorities and commitments for excellence

To All Members of the University Community

Two years ago Father Hesburgh asked me to undertake a University-wide study of our Priorities and Commitments for Excellence during the next ten years. I am happy to say that the study is complete.

An Advisory Committee has been actively involved at every stage of the undertaking. Members of the Committee sought the views of the entire University community through letters and visitations, prepared countless preliminary studies, and contributed to succeeding drafts of the report. The Committee unanimously supports all aspects of the final document, except for the approach to be taken with social centers as explained in the text.

The Committee, therefore, has made major and fundamental contributions to PACE.

The final responsibility for the report, however, is an individual one since the study, from its very inception, was undertaken on the assumption that it would conclude with a report from the Provost to the President.

I would welcome any comments you might have.

Timothy O'Meara
Provost

PACE COMMITTEES

Timothy O'Meara
Chairman

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Joan Aldous
Ferdinand L. Brown, C.S.C.
Francis J. Castellino
Isabel Charles
Xavier Creary
Cornelius F. Delaney
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Robert E. Gordon
Emil T. Hofman
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John Miriam Jones, S.C.
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1. THE MISSION OF THE UNIVERSITY

At this point in the history of American higher education, universities find themselves facing enormous challenges and opportunities. On the one hand, the excitement that came in the days of expansion of the sixties is gone. Universities are beset by the general economic malaise of the times, and many anticipate considerable retrenchment in the decade ahead. On the other hand, there is a need greater than ever before for education and research to play a constructive role in solving the technological, sociological, and spiritual problems of our times.

The University of Notre Dame has a special responsibility in this regard. It also has special opportunities at its command, thanks to the support it receives through its students and alumni, rectors, faculty, staff and administrators, trustees and benefactors, and thanks to the resources which they provide. The challenge is to put these resources to the best possible use, guided always by the best interests of the institution as a whole.

The University of Notre Dame finds itself on the threshold of becoming a great university, and all our efforts should be directed towards crossing this threshold.

Our purpose in this report is to think through anew the mission of the University, to consider the state of the University today, to consider our potential for the decade ahead, and to make specific recommendations on how that potential might be achieved. All the recommendations of the report can be condensed into these three:

- . we must excel as a university in the full sense of the word, actively engaged in teaching and research;
- . we must maintain our Catholic identity;
- . we must remain conscious of and faithful to our mission in all our actions and decisions.

The mission of the University of Notre Dame is to be influential in the enrichment of culture, society, and the church:

- through the education of young men and women as concerned and enlightened citizens with a religious, a Christian and, more specifically, a Catholic, sense of values;*
- through advanced education in doctoral studies and the professional schools;*
- through education reaching beyond the campus to our alumni, to the nation, and to the church;*
- and through creative and scholarly contributions to the arts and sciences, technology, the professions and public service.*

The University is a place of teaching, of research and of community. These components follow quite naturally from a certain distinctive configuration of beliefs in Catholicism. The first is sacramentality. The Catholic vision encounters God in all things -- people, events, the world at large, the whole cosmos. It is in and through the visible world that we come to know and experience the invisible God. The second is mediation. The Catholic vision perceives God to be not only present in, but also working through, persons, events, and material things. The Catholic believes there is an intelligibility or coherence to all reality, discoverable through the mind and the imagination, and through the sciences which give shape and discipline to both. The third is communion. The Catholic vision sees the way to God and God's way to us as communal, not individualistic. That is why the Church as a community has had such a significant role in Catholicism, and why Notre Dame has always conceived of itself as a family and has fostered familial bonds at every level of its institutional life.

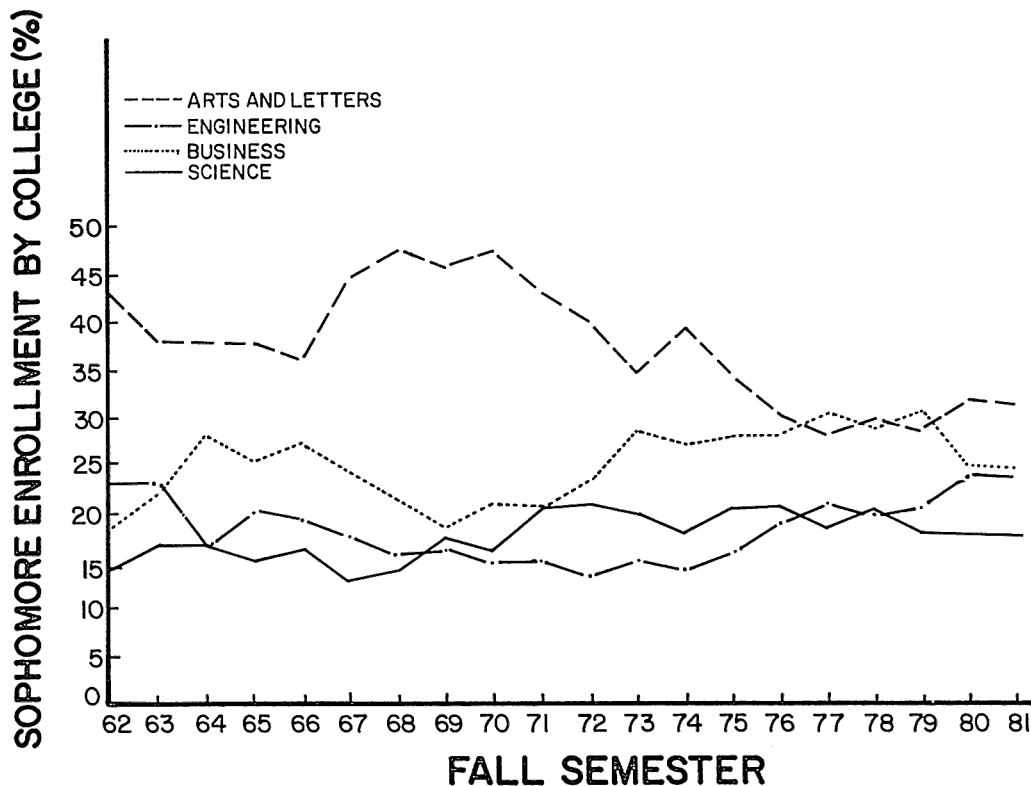
Therefore, it is not surprising that the first universities -- at Salerno, Bologna and Paris, for example -- emerged from a search for answers to questions which, in turn, had emerged from the intellectual life of the Catholic Church. It is ironic that none of these universities claims to be Catholic today. The challenge at Notre Dame is to succeed not only where they have succeeded, but also where they have failed. The responsibility is to remember, on the one hand, that great wisdom resides within the Catholic tradition itself and, on the other, that freedom for individuals to inquire and criticize is essential if that tradition is to grow and be faithful to the Catholic vision of God.

2. TEACHING AND RESEARCH

- 2a. The Curriculum The characteristics which one should find in all the University's graduates are: the ability to think and to express themselves with clarity and style in speech and writing; the good judgment to make discriminating choices and decisions; a sense for quantitative reasoning; a knowledge of the major discoveries, events and experiences of mankind; an understanding of the nature of creative thinking in the major disciplines; a consciousness of our common humanity and of ultimate questions about our existence; a sense of justice; and a desire to lead meaningful and purposeful lives in the Christian tradition.

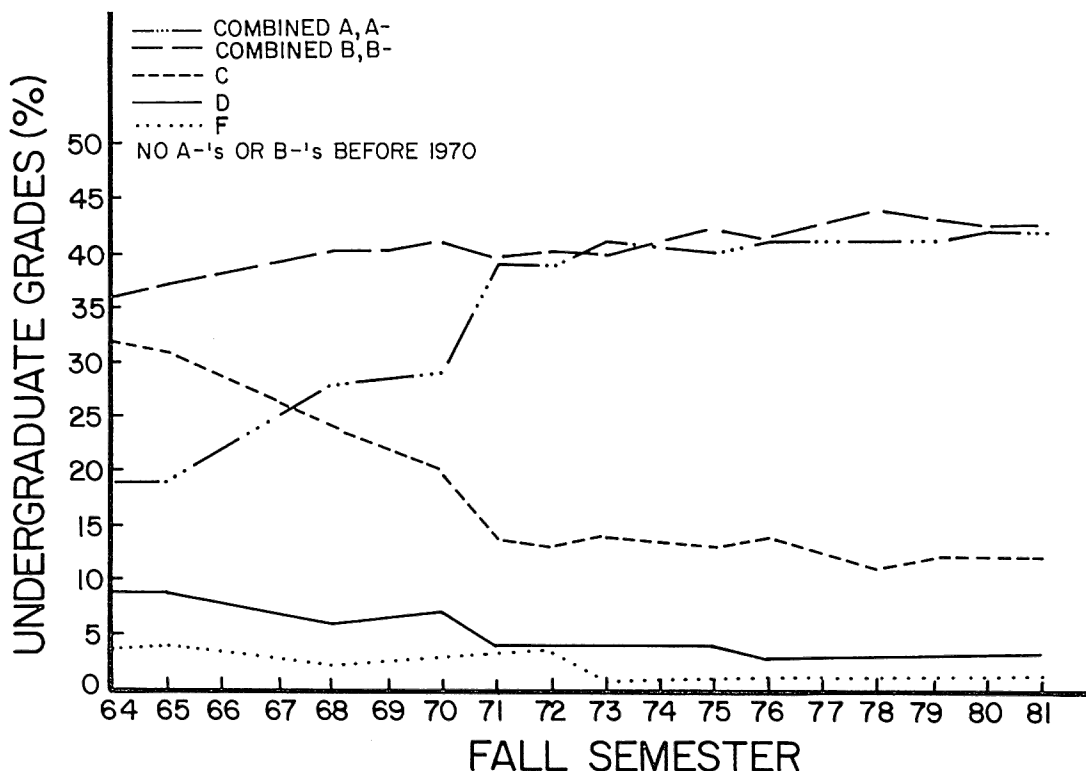
Different universities approach their educational objectives in a variety of ways. Notre Dame's way is through the Notre Dame ethos which includes, on the academic level, programs of study having general requirements satisfied by courses in the arts and sciences, notably in literature, history or social science, philosophy, theology, mathematics and science. Thus, our basic responsibility is to insure a strong liberal component in the general education provided all students at the University, and to guarantee that the Catholic character of the University be reflected in a special way in those parts of the general curriculum concerned with moral, philosophical and theological issues.

During the last decade, there has been in the nation a strong trend of students leaving the arts and sciences for business and engineering. Some say that this trend is long overdue in bringing education into the modern world; others see it as a long downward spiral in the recognition of the importance of liberal education; still others view such trends as periodic and cyclical. Actual college enrollment trends at Notre Dame can be represented graphically as follows:



Whether the pattern of the last few years at Notre Dame indicates a reversal in the trend remains to be seen. In any event, leadership is required to persuade society of the need not only for specialists, but also for people educated with a broad perspective. Furthermore, young men and women should be made aware of the personal satisfaction and career opportunities available through a broad liberal education in the arts and sciences. The University has the responsibility of developing programs in these areas that are both faithful to the idea of liberal learning and responsive to contemporary society.

Lowered academic standards, especially in the senior year, and the attendant problem of grade inflation, are national problems that have been identified as concerns at Notre Dame. Grading patterns of the University can be interpreted from the following graph and information:



From 1964 to 1982 the combined SAT average for Notre Dame freshmen has fluctuated around 1190, while the national average has declined from 973 to 893. Incoming students have shown improvement, in that 48% of entering freshmen were in the top decile of their high school class in 1971, 60% in 1976, and 69% in 1982.

Recommendation It is recommended that the Provost, with the approval of the President, appoint a University Curriculum Committee to report and make recommendations to the Academic Council on the following matters:

- . the overall structure of the undergraduate curriculum;
- . the general education requirements;
- . the role of philosophy and theology in the general education requirements;
- . academic standards;
- . academic advising and career counseling.

Another matter of concern is the strain on resources in engineering and business, which has resulted from the movement of students in their direction from arts and letters. Obviously, a prolonged trend of this kind will and must be reflected in the allocation of resources. But there is a limit to which resources can be moved back and forth in a university setting. So the question arises: should there be enrollment quotas for the colleges? A quota system, if it is to work, must be applied at the point of admission to the University and at the point of entry to the things, the answer to the question is, "No, not for the moment." Instead of fixing quotas, an effort is being made to reduce the flow of students, not artificially, but by advising and by strengthening requirements germane to the discipline in question. For example, additional chemistry credits will be required of majors in chemical engineering, and more demanding courses in mathematics and economics are already required in preparation for business administration.

- 2b. Advanced Studies and Research One of the University's greatest challenges in the 1980's may well be the improvement of the quality of its doctoral programs in light of a dramatic national decline of interest in doctoral studies. The reason for the

decline varies from discipline to discipline. In the humanities, for example, the decline is related to a steady reduction in the number of jobs for persons with doctorates, with little relief in sight until the late 1990's. In engineering, on the other hand, it is a result of an enormous demand in industry for engineers with bachelor degrees. A similar phenomenon exists in business. In science there are complaints of an overreaction to the job situation, which has taken many of the best candidates either entirely out of the pool or into medicine. All these factors will have a serious impact on the continuity of scholarship, on the vitality of research, and on the nation's capabilities in technology. The effects are being felt already in research programs that are dependent upon graduate students for conducting experiments.

The question of whether the University should have a Ph.D. in business has arisen during the last two years and has been answered: "Probably yes, but not during the 1980's." Instead, the Executive MBA, which was introduced with the academic year 1982/1983, should be developed and consolidated first. The question of a research doctorate in law remains open.

Recommendation In pursuit of excellence in doctoral studies and research, of maintaining continuity in scholarship and research, of reducing the number of new doctorates in certain areas while increasing the quality and number in others, it is recommended that:

- . programs of marginal quality be suspended;
- . strong programs be reinforced;
- . risks be taken in starting new programs of high potential;
- . flexibility be exercised in the allocation of resources, in the size of stipends, and in the use of postdoctoral fellows and professional specialists to take the place of graduate students in research;
- . departments concentrate their research interests in a small number of programs of large enough critical mass;
- . scholarship and research be expected from all departments, including those without graduate programs;
- . doctoral students be supported primarily to develop doctoral studies, not to assist in the teaching mission of the University;
- . vigorous recruitment and placement programs be introduced and supported;
- . high standards be exercised in candidacies, in assigning thesis advisors, and in approving theses.

Recommendation It is recommended that a substantial number of Endowed Doctoral Fellowships be established by 1990, each with an endowment sufficient to yield tuition, a competitive stipend and research expenses for a twelve-month appointment.

Recommendation It is similarly recommended that a substantial number of Endowed Advanced Fellowships be established for use in the Law, Business, Master of Divinity, and other terminal professional programs.

The pursuit of excellence cannot be so single-minded as to exclude the needs of institutions in developing countries. The University's most meaningful contribution to them would be through education and instruction. The most effective way of making such a contribution would be by associating with a small number of their colleges and universities and assisting in faculty development, program development and graduate studies. The University would be enriched by such an association which, in the long run, could contribute to academic excellence at the University as well.

Recommendation It is recommended that the University associate itself with a small number of universities of high potential located in developing countries and assist in their pursuit of excellence through faculty exchanges and graduate studies.

- 2c. Centers and Institutes The University extends its teaching, research and service mission to constituencies beyond the campus in a variety of ways, notably through its Summer Session, through its Center for Continuing Education, and through its centers and institutes. There is wide variation in the composition of these units of the University. The Radiation Laboratory which specializes in the effects of radiation on matter is fully supported by the federal government with an annual budget of over \$3M. The Kellogg Institute is funded by the income from an endowment of \$10M, given to the University to support education and studies on policy questions in international affairs. The Institute for Pastoral and Social Ministry is an umbrella organization consisting of several centers dedicated to serving the church and funded through a number of ways, including gifts, fees and income from endowment.

Recommendation The following general principles should apply to all centers and institutes of the University:

- centers and institutes should contribute to the mission of the University, be integral parts of the University's operation, and provide interface between its academic units and society;
- their contributions should be through education, research, and innovative service, and not through advocacy;
- they should be financially independent (except for short-term start-up money) with funding that can support an operation compatible with the goals of excellence of the University.

One area that should be explored concerns advanced work for educators in parishes, dioceses and Catholic schools. Twenty years ago, thousands of teachers, mostly clergy and religious, flocked to the campus each summer, and hundreds remained throughout the year to work on advanced degrees. Conditions have changed since then. But the place of Catholic schools in American education has been established and the need for them is greater today than before. Catholic educators require leadership and training in management, research, instruction and religious education, as well as in subject matter in the arts and sciences. Furthermore, a relationship between ourselves and Catholic secondary education could enhance the quality of students coming to Notre Dame.

Recommendation It is recommended that the Provost appoint a committee to explore the feasibility of strengthening and developing programs for Catholic educators in management, research, instruction, subject matter and religious education.

- 2d. Continuing Education There is untapped potential in continuing education at Notre Dame, and there is sentiment that this potential be realized. The constituencies which would be served include educators, scholars, religious and clergy; practitioners in science, engineering, business and the law; indeed, professionals of all sorts. This need for continuing education has been created by the rapid rate of growth in knowledge and the rapid rate of change in society and the church. There is an additional desire, a strong one, on the part of alumni who wish to maintain a lifelong connection with the cultural, educational and religious activities of the University by holding meetings and conferences at Notre Dame as well as by regular contact with normal activities of the University through two-way audio-visual communication. Also, faculty members teaching in continuing education programs would be exposed to the problems confronting their disciplines in the real world. The natural loci for continuing education at Notre Dame are the Center for Continuing Education, the Summer Session, the Alumni Association, and the Institute for Pastoral and Social Ministry, as well as various departments and colleges.

Recommendation It is recommended that the University's involvement in continuing education follow these general principles and forms of action:

- programs in continuing education at Notre Dame have a national and an international appeal;
- programs in continuing education for alumni be developed;
- programmatic development and responsibility be separated from management of facilities;

- *programs involving academic credit be under the deans of the appropriate schools and colleges;*
- *programs not involving academic credit be under the Dean of Continuing Education when sponsored by organizations outside the University, under the Notre Dame sponsoring unit otherwise;*
- *a seed fund be established to experiment with new programs for credit in continuing education;*
- *the Provost appoint a Committee for Continuing Education, consisting of the Dean of Continuing Education as well as other deans and directors, to advise the Dean of Continuing Education on policy matters relative to programmatic criteria and quality, and priority of access to facilities;*
- *faculty participation be treated as consulting, and faculty remuneration be within broad and competitive guidelines;*
- *continuing education as a whole, though not necessarily in each of its activities, be financially self-sufficient.*

2e. The Configuration of Academic Disciplines The distribution of academic departments at Notre Dame is well-suited to the mission of the University but for one possible exception: computing and computer science. The last time the University considered the role of computing in its overall education mission was in 1970. At that time the decision was taken to close the Department of Computer Science and to place the educational aspects of computing in the hands of the individual colleges where they were being applied. In light of the enormous growth of the role of computers in our society, it is essential that we examine anew the role of computing in the curriculum and in the University, and the possible need for an academic unit or program dedicated to computing, computer science, information systems and related disciplines.

Recommendation It is recommended that the University re-examine the role of computer science in the University and the need for an academic unit dedicated to this general area.

There is a perception that the University needs more cooperation among departments and colleges if excellence in teaching and research is to be achieved. This perception is particularly relevant to the College of Arts and Letters and the College of Science which are traditionally combined in a single college at the undergraduate level. Philosophically and conceptually this has merit. However, such a merger seems practically and logistically unwise at Notre Dame right now because of the differences in the challenges and stages of development in teaching and research in the two colleges and in their various departments. Nonetheless, steps should be taken to bring these two colleges closer together on educational matters, in the hope that this will lead to stronger ties and cross-fertilization of ideas.

Recommendation It is recommended that a committee consisting of members of the two Colleges — Arts and Letters and Science — be formed to encourage cooperation between the colleges on educational matters in the Arts and Sciences. A good starting point might be consideration of the creation of an Honors Program in the Arts and Sciences.

While there is general confidence in the distribution of academic departments at the University, there is less knowledge and less certainty about the configuration of academic specialties within each department, on their strengths and weaknesses, and on how well they serve the mission of the University. The time has come for a review, not only of graduate areas as was done in the 1970's, but also of the entire operation of each academic unit of the University.

Recommendation It is recommended that, in the course of the next seven years, the University, with the assistance of internal and external reviewers, undertake a comprehensive and confidential review of each of its academic departments, centers and institutes, as well as the library, in the context of the pursuit of excellence and the overall mission of the University, with a subsequent summary report to the Academic Council in each case.

Recommendation It is recommended that strong departments continue to be strengthened. It is further recommended that, rather than try to improve all departments simultaneously, the University focus on one or two departments at a time where standards are significantly raised and additional resources are provided under the special attention of the Chairman, the Dean, the Vice President for Advanced Studies and the Provost.

- 2f. The Library The Library must keep pace with the rest of the institution as Notre Dame continues to develop as a major university. All indicators show that this will require a significant allocation of new resources. Indeed, before the Library can keep pace, it will have to catch up. This is illustrated by the 1980/1981 Association of Research Libraries ranking which places Notre Dame 96 out of 101. It can be argued that ARL ranking, while significant for maintaining accreditation and as an absolute measure of the strength of a library, is of less practical consequence since it is not adjusted from one institution to another in terms of the types or number of people served. Using data provided by the ARL, one can show that the University ranks:

27th in volumes per student
23rd in volumes per Ph.D. awarded
21st in volumes per doctoral program
43rd in current serials per student
30th in current serials per Ph.D. awarded
42nd in current serials per doctoral program
52nd in staff per student.

The library system of the University is functioning as effectively as can be expected with the resources at its command. It has prepared a Five-Year Development Program which analyzes Collections, including growth, processing and preservation; Automation; Space Needs; and Services. Sufficient funds have already been secured for the conversion of library data bases, technical processing and services to the latest proven technology.

Thus, although the real situation may not be as poor as the index of 96 out of 101 suggests, it is not as good as it should be, and it is certainly not as good as it should be for a major university. This is confirmed by remarks of many outside reviewers for the graduate reviews conducted at the University during the last ten years. It is also confirmed on the grass roots level, through comments made at meetings of various PACE subcommittees with groups of faculty.

Recommendation It is recommended that the University consider the Five-Year Development Program as a goal to be attained and, with this in mind, strive to double the present endowment of the Library by 1990.

It must be noted that the preceding is an overall description of the state of the library. Considerable variation exists on any area-by-area basis: a few disciplines have really strong collections, many are satisfactory, a number are weak.

Recommendation It is recommended that strong collections be strengthened. It is further recommended that the Library not try to improve the entire collection simultaneously, but rather focus on collections related to those academic disciplines which are being strengthened in the University at the time.

- 2g. The Notre Dame Press The Notre Dame Press functions today as an extension of the intellectual vitality and central mission of the University. In recent years, the Press has grown steadily in quality, productivity, size and cost effectiveness. The Press engages the faculty as authors, referees, and members of its board. It contributes to the continuing education of our alumni through a growing Alumni Book Club. The publications of the Press, focused in special areas of concentration, serve the national and international academic community, the Church, and the educated public at large.

Recommendation It is recommended that the present strength of the Press be assured and its influence expanded by establishing an appropriate endowment to insure core funding.

- 2h. **Academic Buildings and Equipment** At the time of writing this report, Stepan Chemistry Hall has been completed and Old Chemistry Hall is being renovated for art. In the process, several classrooms in Old Chemistry are being converted into studios and offices for the art faculty. Classroom space has also been lost from other parts of the campus. All this is resulting in increased pressure for classroom space which is being exacerbated by an increase in enrollment. Some of this pressure will be relieved through rescheduling but there is still a dire need for a modern, well-equipped classroom building.

Recommendation It is recommended that the University pursue the construction of a modern classroom building equipped with advanced educational media facilities and technology.

Over 200 offices in the basement of the Library will be vacated when the new Faculty Office Building is completed. This space could be converted to shelf space for the collections but only at significant cost. Future uses for this space should include (1) offices for teaching assistants, (2) seminar rooms and small classrooms, (3) offices for programs and personnel now housed on other floors of the Library as those floors are converted to shelf space. It is expected that current shelf space will be adequate until 1986. The long-term goal of utilizing the entire Memorial Library building for library purposes will need to be achieved by 1995.

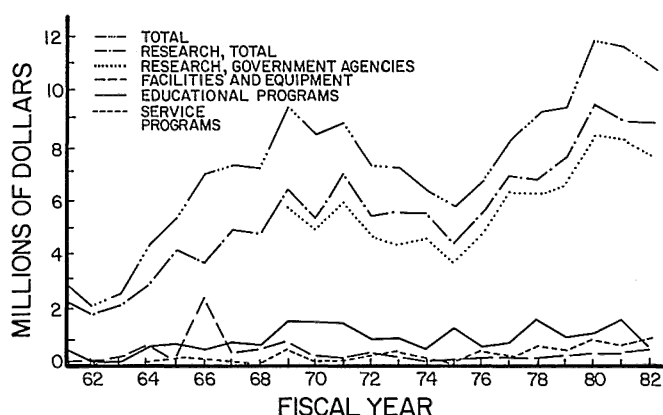
In the very near future it will be necessary, both because of need and because of accreditation requirements, to find additional space for the life sciences and law.

Recommendation It is recommended that the University strive to find donors for two facilities, the first a Life Science Resource Center and, the second, an addition to the Law School.

Recommendation It is recommended that the University extend the successful Renovation and Maintenance program currently in operation in the halls, to all academic buildings on campus. It is further recommended that the Associate Provost, with the assistance of the Dean of Administration, be involved in long-range plans for this program, including specific needs, projected annual costs, and recommendations as to possible sources of funding.

Recommendation It is recommended that the Associate Provost and the Vice President for Advanced Studies, on the advice of each of the deans, prepare a long-range plan for the maintenance, renovation and replacement of educational and research equipment. This plan should include specific needs, projected annual costs, and recommendations as to possible sources of funding.

- 2i. **Sponsored Programs** In many disciplines, significant research is dependent upon finding a financial sponsor. Grants are available on a competitive basis for supplies; equipment; travel; stipends for graduate students, postdoctoral fellows, technical personnel; summer salaries for faculty; so-called soft money covering part of a faculty member's academic year salary; tuition for graduate students; and overhead (the real but hidden costs to the University). Government sources currently provide about 85% of all outside support of research at Notre Dame. In addition to Research, there are grants and contracts for Facilities and Equipment, for Educational Programs, and for Service. The following graphs show funding patterns at the University since 1961.



Notre Dame's program of research and scholarship is in the first of six main categories delineated by the Carnegie Commission for Higher Education, namely, the "Doctoral Granting Institutions" category. Within this category there are four subcategories which are based on the number of federal research dollars received and the number of doctoral degrees awarded annually: Research Universities I, Research Universities II, Doctoral-Granting Universities I, and Doctoral-Granting Universities II. Notre Dame, with 137 doctorates and over \$5M in federal support in the qualifying periods (all of them prior to 1975) is in the third subcategory, the Doctoral-Granting University I subcategory.

The University's success with sponsored programs depends, among other things, on the quality of the faculty, the facilities of the University, and its reputation. Success in this area should be measured not only by the size of awards, but also by the kind of creativity which the awards permit. If research and advanced studies are to grow at Notre Dame, then certain policies and practices should be changed to stimulate the faculty and make the University's proposals more competitive. These changes pertain to five areas: seed money, transitional money, soft money, overhead on tuition, and feedback of soft money and overhead.

Seed money is money awarded to a researcher in order to produce evidence of the viability and potential of a research project. As such, seed money is especially important to young investigators without established reputations. *Transitional money* is money used to maintain research activity between grants, and to allow an orderly flow of research. *Soft money* in this context refers to outside support for normal academic year salaries for regular teaching and research faculty. The original theory behind soft money was that it would purchase released time for investigators, thereby allowing additional faculty to be hired to do part of their teaching. Soft money is still available and does have an impact on the overall budget of the University. However, it usually comes in small fractions of an individual investigator's salary; it has little bearing on the investigator's teaching load, especially now that research is expected of all members of the faculty; it can encourage faculty to apply for less competitive grants which support less interesting research; it makes the University too dependent on outside forces. The argument about *overhead on tuition for graduate students* is that the total cost of stipend, plus tuition, plus overhead on stipend, plus overhead on tuition makes graduate student support on grants at Notre Dame exorbitant. For some agencies this is true; for others it is not. The *feedback* concept refers to feeding a portion of soft money and overhead back to faculty, departments and colleges as incentives. It is argued that providing some feedback to investigators will stimulate research by encouraging faculty and by making proposals more attractive, and that the overall effect on University resources will be positive.

Recommendation In the interest of stimulating research of high quality at the University, it is recommended that:

- . the Vice President for Advanced Studies be provided with a budget from gifts and endowment, to stimulate research;*
- . soft money for academic year salaries for teaching and research faculty continue to be requested in all proposals in proportion to the research being performed;*
- . the funds so obtained not be used for academic year salaries but rather be channeled into a special fund to be used to stimulate research; first priority on the use of this special fund be given to transitional support and to those investigators who have contributed to the fund;*
- . the concept of released time be discontinued for fractions of awards under 50% of salary;*
- . the above changes in the use of soft money and released time be accomplished following a five-year schedule.*

3. THE FACULTY

3a. A Single Faculty The strength of the University is determined by the strength of all its people -- students and alumni, rectors, faculty, staff and administrators, trustees and benefactors. The strength of the faculty is most directly related to the realization of the University's educational objectives, and the quality of the faculty is determined by the quality of its teaching and research. What emphasis, then, should be placed on teaching relative to scholarship and research? At many distinguished universities, research and professional activities dominate teaching; at other universities, teaching dominates research. Notre Dame's responsibilities to its students will not permit the former, while its mission as a university will not permit the latter. Notre Dame must excel in teaching and in research. Every member of the faculty should be strong as a teacher and strong as a scholar. Research invigorates teaching, and teaching stimulates research. A professor dedicated to teaching faces the daily challenge of inquiring students, but a teacher who engages in research also faces the more rigorous challenge of peer examination and critique. Furthermore, students should have the opportunity to interact regularly with leading scholars in the classroom. Obviously, research and professional activities can become so absorbing that they lead to a neglect of one's students and one's teaching. This is a danger that must be avoided. But a policy in which some are teachers and some are scholars can only lead to the undesirable result of two classes of faculty, a teaching class and a research class, with teaching in second place.

All members of the faculty should be concerned about the special character of Notre Dame as a Catholic university, and their concern should be reflected in their actions and in their lives at the University. This is a particularly difficult problem to resolve in the pluralistic society of today, but if the University does not do so, it will be paying no more than lip service to what it represents itself to be. Preaching and teaching, no matter how eloquent, have a hollow ring when not observed in practice and example.

If Notre Dame is to remain a Catholic university, dedicated and committed Catholics must clearly predominate on the faculty, for it is through the actions of the faculty that the tradition of the University is preserved and its future shaped. To be sure, not all who are Catholic in name contribute to the Catholic character of the University. Conversely, there are many inside and outside the Christian tradition who share the values of the University, who enhance its Catholic character, and who see the need in our society for a great university that is dedicated to moral and religious values. The University welcomes such faculty, fully and as equal citizens in our community, for the enrichment of the University, for the enrichment of their own lives and traditions, and for the mutual growth and understanding that comes from dialogue through contact and collaboration. The University, therefore, seeks a diversity of individuals concerned with values on a faculty in which dedicated and committed Catholics predominate.

It is important for the communal and sacramental life of the University, as well as for the intellectual growth of the Church, that there be present on campus a significant number of sisters, brothers and priests who are committed to the life of the mind and to education. Moreover, the continuity of the religious tradition of the University is preserved and furthered by representation on the faculty and in the administration of members of the Congregation of Holy Cross.

Notre Dame's ideal as a Catholic university finds expression in these words of John Henry Cardinal Newman:

I wish the intellect to range with the utmost freedom, and religion to enjoy an equal freedom; but what I am stipulating is that they should be found in one and the same place, and exemplified in the same persons... It will not satisfy me, what satisfies so many, to have two independent systems, intellectual and religious, going at once side by side, by a sort of division of labour, and only accidentally brought together. It will not satisfy me if religion is here, and science there, and young men converse with science all day, and lodge with religion in the evening... I want the intellectual layman to be religious, and the devout ecclesiastic to be intellectual.

Recommendation It is recommended that the University continue to foster a faculty environment in which:

- . the intellect may range with the utmost freedom;*
- . religion may enjoy an equal freedom;*
- . teaching and research are cultivated in concert;*
- . committed and dedicated Catholics predominate;*
- . committed and dedicated persons of all faiths participate fully and equally;*
- . the Congregation of Holy Cross participate more actively and in greater number through teaching, research and administration;*
- . sisters, brothers and priests of other congregations and dioceses also give witness to the community of faith by their presence on campus.*

3b. Faculty Responsibilities The primary areas of responsibility of the faculty are teaching, research and service.

The faculty has always enjoyed a strong reputation for teaching and this reputation is being maintained. Whatever criticisms do exist can be confined to individual cases: in some instances teaching could be better prepared and more inspired; in others, a shift in student enrollment is putting a strain on the faculty; there are a few examples of poor teaching by new and inexperienced faculty, and some chronic examples among older and tenured members of the faculty; occasionally, Teacher-Course Evaluations do not conform to evaluations obtained by other means. In general, however, classroom teaching is of high quality. There is a problem, though, with academic advising which is becoming a lost art and the Curriculum Committee should be asked to make recommendations on this matter.

Concern has been expressed about the homogeneity of the student body and the need for more intellectually exciting students in the classroom and in the laboratory. Some of the responsibility in this area clearly belongs to us, the faculty, for it is through our teaching that our students are formed and their intellectual curiosity enhanced. Furthermore, there is evidence that truly outstanding high school students tend to identify their academic interests early, and select universities according to the reputations of their disciplines. Therefore, the University's share of these students will increase as the quality of its departments is strengthened and its reputation spreads.

The situation with scholarship and research is uneven. This is understandable given the fact that the systematic transition to a teaching and research faculty started just thirty years ago. Some individuals are truly outstanding, others are inactive. Some departments are outstanding, others are not. In any event, any

individual receiving tenure has a responsibility to do research, to publish it, and to continue to do so. Research, naturally, takes a different form from discipline to discipline. What is really expected is a creativity appropriate to the discipline itself. Research activity carries with it an obligation for professional involvement, keeping up-to-date, and seeking whatever support is necessary. While research is *sine qua non* for advisers of doctoral students, it is expected of all faculty including those in departments without graduate programs. The emphasis should be on quality, not quantity. The purpose should be to have significant influence on contemporary thought and to contribute to the development of the disciplines in which we work.

A third responsibility of the faculty is service to the University. Faculty participation in decision-making has shown remarkable growth during the last two decades: in curriculum committees; in recommending appointments and promotions; in the process of selecting and reviewing administrators; in the very appointments of teachers and scholars, some of them distinguished and still active, to positions of administration. Clearly, the role of service in shaping the future of the University cannot be overestimated. In addition, responsible faculty give service and leadership to their professional organizations through the delivery of papers, chairmanship of sections, service on panels, etc. They also serve their communities in countless ways.

Important as they are, these forms of service cannot take the place of professional recognition through scholarly work. Indeed, one of the characteristics of an effective administrator or committee member is to be held in high esteem for professional achievement by the faculty. Accordingly, University and professional service must vary according to the level of an individual's professional development. It follows that participation in administration or on committees cannot become an end in itself.

Faculty opinion should be heard on all matters of importance to the University, but especially on academic affairs. In areas involving professional expertise such as in matters of curriculum, appointments and promotions, the general expectation should be that the recommendations of the faculty will be followed. There will and must be exceptions to this general expectation, for example, with recommendations from weak departments, with recommendations based on the protection of turf rather than on the overall interest of the University, with recommendations that are manifestly at odds with the mission of the University, etc. An administrator, then, must attach great weight to recommendations of the faculty. But an administrator must also have the courage to oppose these recommendations when they are clearly contrary to his or her own best judgment.

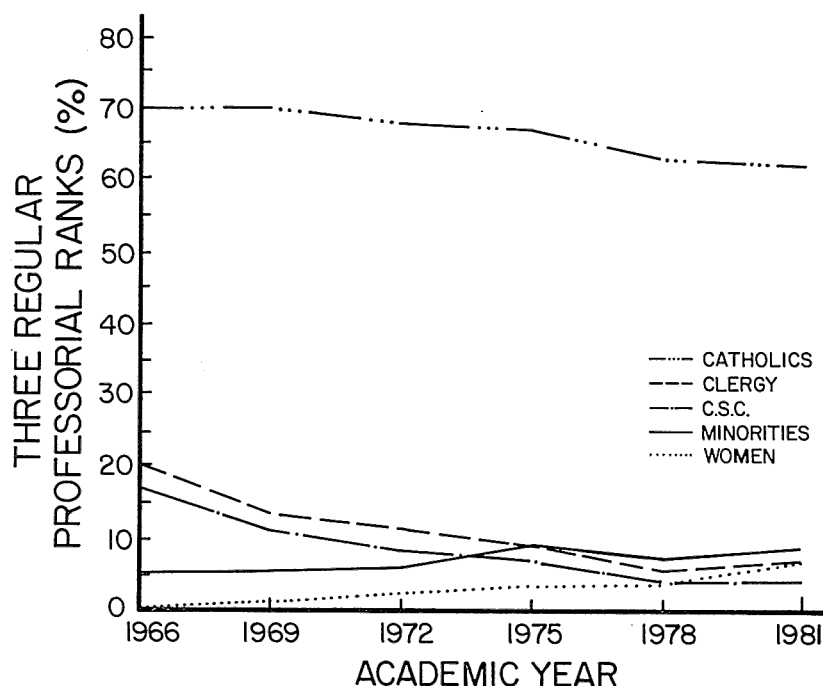
In general, the administrative structure of the University is working reasonably well, involves a minimum of red tape, and reflects the growth and maturity of the University. Things are not, of course, perfect. Certain committees could be reduced in size in the interests of economy of operation and quality of discussion. Others could be revitalized. Standards could be raised. Some administrators could be more enlightened, others more courageous. But our basic administrative structure is well-suited to the University in its present stage of development. Therefore, our efforts should be directed towards greater involvement and trust within our present structures, rather than towards a search for new and different ways of conducting our affairs.

- 3c. Faculty Recruitment The mission of the University should determine, and eventually will be determined by, the composition of the faculty. While almost all new appointments are without tenure, it is fairer to the individuals involved, and more effective in raising the quality of the faculty, to exercise demanding standards at the time of initial appointment. All initial appointments, therefore, should seriously consider a candidate's potential for tenure while recognizing that the candidate might not be successful in attaining it.

The primary concerns in any new appointment are the professional ones -- teaching and research. For recent Ph.D.'s there must be clear potential in both teaching and research as determined by the quality of the candidate's schools, postdoctoral experience, publications and letters of recommendation. For older candidates, there must also be proven performance. Various conflicting considerations enter into filling a position. Some departments will argue for the best possible candidate, regardless of speciality; others, that the broadest possible spectrum of interests

be represented; yet others that a critical mass be established in each of the department's subdisciplines. At times a position is defined to such a high degree of precision that there are no qualified candidates to fill it. Occasionally these theories are a mask for departmental politics. In actual fact, the quality of the candidate, the representation of disciplines, and the idea of a critical mass are all important. However, there are no secret formulas for balancing these components other than the good judgment and common sense of the faculty, the chairman and the dean.

In addition to professional concerns, it is necessary at the time of recruitment to remember other aspects of the composition of the faculty -- women, minorities, Catholics, C.S.C.'s. The situation at Notre Dame over the last several years can be represented graphically as follows:



The graph refers to the composition of the three senior ranks of regular Teaching and Research faculty. As an indicator of future trends, one might look at the composition of the untenured regular full-time Teaching and Research faculty above the level of instructor: in the fall of 1982/1983, 20% were women, 8% minority, 55% Catholic, and 2.3% C.S.C. The evidence suggests that if Notre Dame is not more successful in attracting Catholics, it will cease to be a Catholic university in a generation or two. One thing is clear: we need a far more aggressive posture in recruitment than most departments are accustomed to pursuing.

Recommendation In the pursuit of academic excellence and of a better distribution of women, minorities and Catholics on the faculty, it is recommended that:

- linkages be established with universities having strong doctoral and post doctoral programs by systematically inviting their faculty for lectures, and by having our chairmen and deans systematically visit their departments prior appointment time each year;
- more positions be filled above the entry level so that candidates will have had enough time to prove themselves academically and find their moral and religious values;
- there be much greater flexibility in moving positions from subdiscipline subdiscipline during a search;
- appointments be postponed when strong candidates cannot be found in a particular year;

- the same high standards of assessment be observed in the pursuit of affirmative action appointments;
- resources and positions be made available through endowment to assist in attracting more outstanding women and minorities to the faculty.

The chances that the University will sustain its religious emphasis are enhanced so long as it sustains its Catholic character. In similar fashion, it will better sustain its Catholic character so long as it maintains its ties with its founding religious order. If this is to remain viable from one generation to the next, it is essential that there be a greater presence of C.S.C.'s, highly regarded as teachers and scholars, on the faculty.

Recommendation In the interest of sustaining and developing the Catholic character of the University, it is recommended that:

- the Congregation of Holy Cross put continued, indeed stronger, emphasis on the intellectual life and on academic careers in teaching and research;
- this emphasis be primarily, but not exclusively, in the areas of philosophy and theology;
- the University give special consideration in personnel decisions to the unique role which the Holy Cross community plays in the total endeavor of the University;
- this consideration be consistent with prevailing standards of excellence.

Endowed professorships have been used for strategic purposes in attracting distinguished faculty to the University. They have also been used in some instances to recognize accomplishments of faculty already at the University but, because of the limited number of chairs, some deserving individuals have been overlooked. Distinguished scholars on the faculty should be recognized as the number of chairs increases.

Recommendation As an aid to faculty recruitment and recognition, it is recommended that the University continue to seek endowed professorships with the ultimate objective of making every professorship endowed. It is further recommended that:

- the endowment level for a professorship be examined periodically and set at an appropriate competitive amount;
- in the interest of flexibility in recruiting the most distinguished scholars, donors be encouraged not to locate endowed professorships permanently in specific disciplines;
- the University consider various strategies, such as simultaneously filling a cluster of chairs in an area already noted for its strength or potential, to obtain maximum impact in the pursuit of scholarly excellence.

- 3d. Faculty Evaluation and Recognition The normal, tangible forms of recognizing individual members of the faculty are through tenure, promotion and salary. The present system for deciding on tenure and promotion is working well and no structural changes are recommended. There is a variation of standards from department to department, according to their state of development.

Recommendation Standards for promotion and tenure must be raised gradually but steadily as the University continues to develop as a major university.

A number of variables enter into a true comparison of salaries from university to university, such as age distribution within rank, quality of faculty, distribution of faculty among the disciplines, cost-of-living in the area, desirability of living in the area, reputation of the university, and so on. It is an exercise in futility to attempt to determine the sum total of all these variables. The following recommendation is made as a practical operational objective.

Recommendation It is recommended that the University achieve a number one AAUP rating in each of the professorial ranks by 1985.

- 3e. Faculty Development Many factors enter into the determination of what is a reasonable teaching load: class size; the nature of the subject matter; the need for individual attention by students; class level -- freshmen, upperclassmen or graduate students; preparation time; associated labs and tutorials; the faculty member's other responsibilities to research, proposal preparation, public, professional and university service. Needless to say, consulting time must not be taken into consideration. It is impossible to quantify the sum total of all these variables. So the teaching load of an individual must depend on the good judgment and common sense of the chairman and dean involved.

In light of all this, and of all that is expected of the faculty in teaching and research as the University continues to develop into a major university, a slight and gradual overall reduction of teaching load during the 1980's is called for, this reduction to be applied to those individuals with proven records or clear potential in research.

The University does not have a sabbatical policy in the sense of periodic paid leaves-of-absence. Rather, paid leaves are granted on the basis of merit, need and the availability of funds. No change in policy is recommended for the 1980's, but annual allocations to the colleges and departments should take this need into consideration. Additional travel funds will be needed to encourage research and professional development and should also be handled through regular allocations to the colleges and departments.

In addition, it is recommended that resources, through endowment, be made available to the Office of Advanced Studies to stimulate the scholarly development of young faculty, and of older faculty wishing to develop new directions in research.

4. THE STUDENT BODY

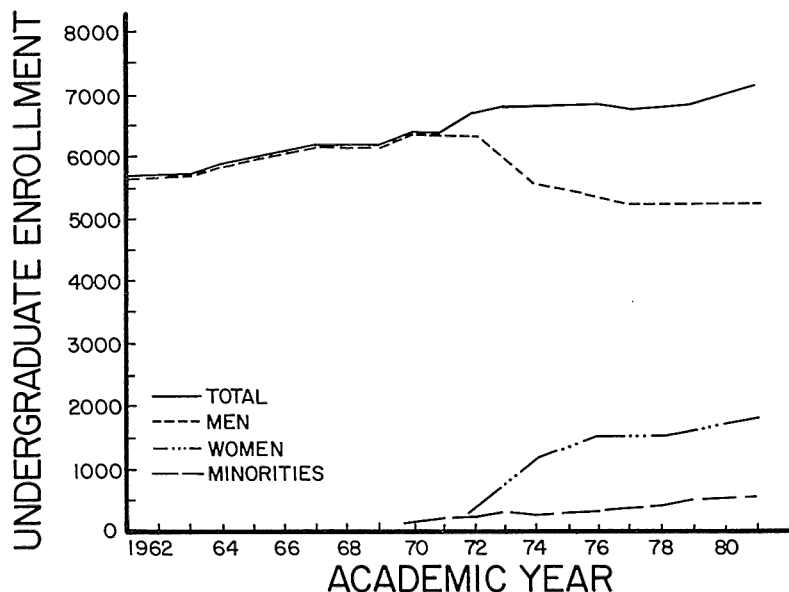
- 4a. Composition of the Undergraduate Student Body Notre Dame attracts, selects and admits very good students. This perception is reinforced by Notre Dame's being placed in the "private university, highly selective" category, the highest category, in a report conducted jointly by the ACE and UCLA on the basis of type of institution and degree of selectivity of 1980 freshmen. Furthermore, the SAT average verbal score of Notre Dame's 1982 applicants was 530; of accepted applicants, 566; of enrolling freshmen, 559; and the SAT mathematics average was 590 for applicants, 632 for accepted applicants, and 625 for enrolling freshmen.

What should the University do to attract more of the most outstanding and exciting high school students to Notre Dame? These students tend to identify their specific long-range goals early and to seek those institutions that are recognized as being the best at which to fulfill their goals. They know the best universities, departments and people in the country in their chosen fields, and that is where they apply. The University can expect to attract a greater share of outstanding and exciting students as departments improve in quality, as the institution continues to develop as a major university, and as its reputation is enhanced and spreads.

In addition, however, outstanding students must find at Notre Dame not only strong departments and faculty, but an environment supportive of intellectual and creative effort. Changes in curriculum and development of an Honors Program (previously recommended in this report) will assist in the achievement of such a goal. Other aspects such as recruitment strategies aimed specifically at this kind of student, stimulation of the intellectual dimension to hall life, and consideration of the awarding of full academic scholarships must also be examined as Notre Dame strives to enhance its strong academic reputation.

Recommendation It is recommended that the Provost establish a committee to study the quality of undergraduate intellectual life on campus and make concrete recommendations for its continued improvement. Their work should be coordinated and integrated with that of the University Curriculum Committee and the Arts and Sciences Committee.

Several factors will determine the quality of the student body in the 1980's. The first, a positive factor, is the quality and reputation of a Notre Dame education: the freshman class entering in the fall of 1982 had 7,668 applicants, 3,008 accepted applicants, and 1,791 enrolling freshmen. The second factor, again positive, is the increasing strength and reputation of Notre Dame as a major university. The third, still positive, will make its influence felt as the University increases the ratio of women to men. Fourth, and on the negative side, will be the increasing competition for students as the college-age population declines, and as pressures from the economy and from cut backs in federal aid make themselves felt. A fifth factor, an unpredictable one, will be the effects on enrollment trends of Catholic students in Catholic as opposed to public high schools. The overall effect of all these factors argues for maintaining undergraduate enrollment at the currently projected figure of 7,300 (exclusive of undergraduates in the London program). A further, and more fundamental, argument for not allowing the enrollment to increase beyond 7,300 is the need to preserve a sense of community on campus. Enrollment figures over the last twenty years are shown in the following graph:



Average undergraduate enrollment for the academic year 1979/1980 was 5,200 men and 1,600 women; projections for 1983/1984 are 5,200 men and 2,100 women. Thus, the undergraduate enrollment will have increased from 6,800 to 7,300 during these four years. The purpose of this increase has been to enlarge the proportion of undergraduate women from 24% to 28%. At the present time 35% of the freshman applicants to Notre Dame are women.

Recommendation It is recommended that undergraduate enrollment be maintained at the projected figure of 7,300 during the 1980's. It is further recommended that during the academic year 1983/1984, the university reevaluate the matter of the proportion of men to women on the undergraduate student body in light of our experience with coeducation. Finally, it is recommended that any changes in this proportion be accomplished without allowing the undergraduate enrollment, men and women, to exceed 7,300.

The University is better prepared to face present economic conditions than most other institutions: the applicant pool is strong, regardless of cost or sacrifice; University funds for financial aid are real dollars, that is, interest from endowment; the University has not become too dependent on federal aid; ROTC support is very good; the total cost of tuition, room and board is very competitive. Nevertheless, it is imperative in the present economic climate, that the University substantially increase, through endowment, funds available for student aid.

Recommendation In the interests of maintaining and improving academic quality by enlarging the pool of applicants, of maintaining a student body with diversified economic backgrounds, and of significantly increasing minority enrollment, it is recommended that the University seek to increase endowment for undergraduate student aid threefold by 1990. It is further recommended that the present policy of using only endowment income for financial aid be continued.

- 4b. Student Affairs The Notre Dame experience is, and should be, concerned with the education of the whole person. In addition to their academic preparation, young men and women reassess their systems of values and confirm moral guidelines during their time here. Rectors and campus ministers play special roles as teachers and counselors in this process by setting the quality and tone of daily life in the community.

As well as being teachers and counselors, rectors are ministers, managers of facilities, and disciplinarians. Many have additional responsibilities in administration, in the classroom or elsewhere. There is general agreement on the broad areas of responsibility of rectoring, but a need exists for a clearer understanding of the specific duties and prerogatives of the job. In spite of tensions and frustrations, there is general satisfaction with the life itself.

Recommendation In view of the important role that can and should be played by rectors in the education of Notre Dame students, it is recommended that:

- . the duties, prerogatives and reporting responsibilities of rectors be clearly defined by the Office of Student Affairs and clearly understood by the rectors;
- . high standards be exercised in appointments and renewals;
- . the University give preferential treatment to Holy Cross;
- . this preferential treatment be consistent with prevailing standards of excellence;
- . rectors be provided with adequate staff for servicing and maintaining their halls;
- . resources be made available to accomplish these ends.

Campus Ministry plays a fundamental role in the Catholic character of the University. This is especially noticeable in the prayerful and well-attended liturgical services on the campus, in counseling and ministering to students, and in arousing the social conscience of the Notre Dame community. This role of Campus Ministry is reaffirmed. There is an urgent need to find ways of addressing matters related to faith and personal behavior for the entire student body. Young people need more guidance in forming their consciences and greater encouragement to live the lives Christ taught us to live.

Recommendation It is recommended that Campus Ministry continue its role in:

- . developing campus liturgy;
- . counseling and ministry;
- . raising the level of social conscience in the community;

and play a greater role in:

- . addressing matters of faith;
- . addressing matters of individual and personal conscience.

- 4c. Student Life -- a Special Priority The quality of student life is the most immediate problem deserving attention in the 1980's and a solution before 1990. There are three components to the problem, namely, Hall Life, Social Life and the Responsible Use of Alcohol.

4d. Hall Life Factors contributing to the problem in hall life are:

- . the multifaceted and often ambiguous role of the rector;
- . the unevenness with which the halls are governed;
- . overcrowding in some of the older halls;
- . inadequate and unattractive common space in some of the men's halls;
- . the expectation that all students in the same hall follow the same life-style.

A student's room is the locus for living, studying and socializing. A consideration for one's roommates requires that there also be other areas within a hall for studying and socializing. Many of our halls were built in times when needs and life-styles were radically different from those of today. Therefore, what was previously deemed to be an adequate and socially healthy living space in the halls is today frequently described as overcrowded and detrimental to our residential mission. This seems to be particularly the case in some of the older halls for men. Of course, some residence halls have good common space for this purpose. But many do not. And all should.

In the current stay-hall system, a student entering a given hall in freshman year expects to remain in that same hall while living on campus. It is somewhat difficult for a student to change halls or for a freshman to change roommates. In this arrangement, a student must either conform to the recognized character of the hall or be somewhat uncomfortable living in it. Also, all students -- from inexperienced eighteen-year-old freshmen to campus-wise twenty-one-year-old seniors -- are expected to abide by the same set of rules. There are sound reasons for holding a student to a given arrangement, and administrative difficulties would follow from a free exchange in housing arrangements. The stay-hall system is reaffirmed. But there is merit in having somewhat greater flexibility, and that is recommended.

There is also merit in recognizing and acknowledging the growth and maturity of carefully selected senior students as they near the end of their undergraduate education. This could be done through the use of other hall arrangements, such as townhouses, which would allow for increased privacy, smaller social interactions, and greater self-supervision.

The housing needs of graduate students also merit attention, particularly the needs of graduate men. While there are differences in the University's role in providing housing for graduate students as compared to undergraduates, the issue of graduate housing needs, together with the quality of life of these students, has to be addressed.

Recommendation In the interests of relieving overcrowding in the older halls and, where possible, creating additional common space; of providing alternative living arrangements for selected seniors; of alleviating housing needs for more of our transfer students; and of responding to the needs of men graduate students; it is recommended that alternative housing arrangements, including town-house complexes, be pursued for selected seniors and for men graduate students.

4e. Social Life All the people interviewed by the PACE subcommittee on Student Life -- students, faculty, rectors, staff, alumni -- identified the lack of good social life as a crucial problem at Notre Dame. Factors contributing to the problem are these:

- . the social facilities now available on campus -- they were designed for a smaller, all-male undergraduate school and the needs of a coeducational undergraduate student body and of graduate students remain unsatisfied;
 - . the changing interests of students, nationally as well as at Notre Dame -- students no longer look primarily to the scheduled spectacular as their principal social outlet; although they still go to concerts and sports events, they seek more the unplanned, less extravagant types of activity; they work hard and want to relax when and how they want;
 - . the differing needs of freshmen, seniors and graduate students.
-

Various types of social facilities have been proposed to address the problem of social life: cafes, shops, bars, bowling alleys, theatres. Suggested locations include: the center of campus; the edge of campus; near the Stepan Center; on one of the lakes; on the site of the FieldHouse; at the Laundry; on the road to Saint Mary's; etc. Some speak of a huge building, others of isolated satellites, and yet others of a cluster of smaller centers to be developed one at a time, in a coordinated manner and in a central location.

It is clearly desirable that there be attractive places where members of the Notre Dame community -- men and women, students and faculty -- congregate in a relaxed and natural way. Due to the residential nature of the University, student life has traditionally been centered in the halls. The advent of coeducation argues for a shift in emphasis away from the halls. The dilemma is in predicting whether the creation of any given facility will change the pattern of socializing by the student body. A facility by itself will not be enough. Innovative and creative leadership, thinking and organization by the University will also be essential, both in the planning of a facility as well as in its use. However, it has not been convincingly demonstrated that any new facility, no matter how expensive, will be adequately utilized. Therefore, the University should not devote all its resources to a single solution. Rather, a long-range plan of social places should be initiated, with room for flexibility as the plan materializes, and with the understanding that no decision will be made without consulting proven experts and without due consideration of the architectural effects of that decision on the campus.

Recommendation In the interest of improving the quality of student life on campus, it is recommended that the following program be pursued:

- satellite social centers, similar to the Oak Room, be created in other parts of the campus;*
- Washington Hall be renovated, be made more comfortable, and be made available to the student body for academic, cultural, and social activities;*
- a central part of the campus, such as an area containing Washington Hall, La Fortune, and the Center for Social Concerns, be designated for the development of a cluster of social and cultural centers;*
- conceptual designs be sought from architects with established reputations in developments of this sort;*
- special emphasis be placed on the aesthetic qualities of the overall design;*
- special emphasis be placed on the functional use and the aesthetic appeal of interior space;*
- the design take into account the renovation of existing facilities and the building of new ones;*
- on acceptance of the design by the University, a special priority be given to finding donors and making the design become a reality.*

Comment The lengthiest discussions in the PACE Committee concerned the question of social centers. In the end, two approaches emerged. The first is the one taken in the above recommendation. The second was to ask the University to seek the advice of a reputable firm of consultants. All agreed that the creation of good social centers should be a top priority.

- 4f. **Responsible Use of Alcohol** Alcohol abuse is a national problem that has been identified as a concern at Notre Dame. Several individuals on campus have been thinking about and working on this concern, and the time has come to crystallize their thoughts.

Recommendation To fulfill Notre Dame's responsibility to its students and to the community in promoting the responsible use of alcohol, it is recommended that:

- the Provost, with the approval of the President, appoint a committee of administrators, faculty, rectors and students to draw up a public statement on responsible drinking; to consider whether present practices and policies on alcohol are conducive to responsible drinking; and to recommend new policies where appropriate.*

- 4g. **Athletics** The University has been entrusted with the education of the whole person and one aspect of this responsibility revolves around the physical well-being of the individual. So a student is required to take two semesters of physical education. This part of the curriculum has the purpose of acquainting students with a wide variety of forms of exercise and team play, of contributing to their overall health and recreational enjoyment, and of encouraging holistic patterns of work and relaxation.

In addition to formal requirements for physical education, the University provides opportunities for students to participate in organized team competition at intramural, club and varsity levels. The University of Notre Dame has provided leadership in the area of intercollegiate athletics and much of its early reputation as a national center for Catholic higher education was generated by the success of its football teams. This is a legacy of which we are rightfully proud. In fact, as standards have risen in the academic area, the University has chosen deliberately to sustain its programs in intercollegiate athletics for both men and women at the highest levels of competition.

However, it would be naive to suggest that all is well. In the nation at large, with increasing pressure to vie for television contracts and bowl bids, the temptation exists for all schools to violate ethical standards and, in the process, separate the athletic endeavor from its rightful place in a university's mission. Since no institution is immune from these difficulties, the following recommendation is given to serve as a reminder that all segments of the University community have a stake in the integrity of our intercollegiate athletic programs.

Recommendation In the interest of maintaining the integrity of our intercollegiate athletic programs, it is recommended that:

- in the recruitment of prospective athletes, the University be subject to standards agreed upon by peer institutions and codified in the rules of appropriate collegiate associations;*
- in admission to the University, the same general criteria be applied to all students, including potential participants on intercollegiate teams;*
- student athletes be regarded first and foremost as students;*
- student athletes take a normal course of studies and be expected to graduate in four years;*
- student athletes live in regular student housing amidst other students and not in isolated groups;*
- the University compete only with those schools which share its ideals for intercollegiate athletics.*

5. SUPPORT FUNCTIONS

- 5a. Computing The scope of computing at the University today includes academic computing, information management, library information systems, data communications, and office automation. The diversity of computing has increased over the last decade as new, smaller versions of the standard mainframe have ushered in the era of distributed data processing. Cost-effective solutions to computing are no longer associated just with large central computers but, in many cases, quick solutions can be found with the smaller systems that are more attractive in price. Because of the trend to smaller, more powerful systems and the choices now available to solve specific problems, long-range planning is essential to provide direction as computing continues to proliferate into all parts of the University. It is only through planning that the University can take advantage of new technologies in a cost-effective manner.

Recommendation It is recommended that long-range plans be developed and continually updated in the areas of academic computing and administrative data processing. This planning function should be assigned to the Assistant Provost for Computing, who will be assisted by the Committee on Computing Policy and the Users Committee on Computing.

Recommendation It is recommended that a policy be developed to insure a review process for the acquisition of computers. The review process should consider the question of compatibility in the light of overall University capabilities and needs.

In an era of distributed processing, sharing of resources is essential in minimizing the expenditures of any one department. Users should be able to reach selected systems from a single terminal, according to need. Current technology provides this capability through multiband coaxial systems.

Recommendation Recognizing that the need for large, general-purpose academic computing will continue in the decade of the eighties and recognizing the increased role of distributed systems, it is recommended that a reevaluation be made of the support provided by the mainframe. The unique capability of the mainframe vis-a-vis the capability of distributed systems should be recognized in determining which services will be provided by the mainframe in the future, and which will not.

- 5b. Long-Range Planning A number of recommendations intended to aid us in fulfilling the Notre Dame mission have been made in this report. In some areas such as computing and academic buildings and equipment, specific recommendations on long-range planning have been made. Still, the accomplishment of the activities recommended throughout the report depends upon coordinated efforts at all levels of the University.

Long-range vision has always existed at Notre Dame in a very real, if informal, way. Without it, Notre Dame could not have become the leading university it is today. In addition, the complexities associated with administering a university in contemporary society call for more systematic use of information in the planning process.

Recommendation It is recommended that current efforts in the area of planning be extended and that long-range plans ultimately become an integral part of the annual budget process, involving all units of the University.

6. SUMMARY

Our recommendations have addressed themselves to:

- . the need for a single faculty, equally dedicated to teaching and research;
- . an emphasis on quality in all appointments and promotions;
- . a concern for a Catholic presence among the faculty;
- . a concern for the continued presence of members of the Holy Cross Order on the faculty, in the halls, and in the administration;
- . a concern for the intellectual, social, and spiritual components of student life;
- . the need to strengthen bonds between the alumni and the University.

From a programmatic point of view our recommendations emphasize:

- . the need for a reevaluation of the curriculum in the light of the mission of the University;
- . a concern for the development of graduate studies;
- . the need for complete reviews of each of the academic units over a period of seven years;
- . a desire to develop continuing education.

In addition, there are recommendations that:

- . the University find and provide the necessary resources in terms of personnel, the library, research time and equipment, and facilities;
- . the University make a concerted effort to increase endowment for undergraduate student aid.

In essence,

- . *we must excel as a university in the full sense of the word, actively engaged in teaching and research;*
- . *we must maintain our Catholic identity;*
- . *we must remain conscious of and faithful to our mission in all our actions and decisions.*

advanced studies

notes for principal investigators

Overexpenditures and Disallowances for Sponsored Program Accounts

A number of questions have arisen recently on the University's policy on overexpenditures and disallowances for sponsored programs. Consequently, the University's policy is stated herewith as a reminder to all principal investigators for sponsored program accounts.

Overexpenditures, Disallowances, etc.,
for Sponsored Program Accounts
Issued: January 20, 1975

Fiscal responsibility for restricted funds accounts rests with the principal budget officer of the account. His or her activities are normally processed through, and monitored by, regular academic channels to Restricted Fund Accounting.

Whenever any restricted fund account has an irregularity (e.g., unapproved budget deviation, overexpenditures, disallowances, etc.) the circumstances will be examined by the Office of Advanced Studies, Division of Research and Sponsored Programs (OAS-DRSP) in conjunction with the Office of the Comptroller.

Irregularities will normally be charged against the University budget account of the department of the principal investigator, unless it can be shown that the responsibility rests elsewhere in the University. For interdepartmental or intercollege projects, depending on the nature of the irregularity, charges will be against academic units having primary responsibility for the project, or proportionately between units having shared responsibility. Appropriate notification of such charges, properly documented, will be made to the principal investigator and other academic offices by OAS-DRSP.

information circulars

Additional information on all circulars listed may be obtained by calling Extension 7432. Please refer to the circular number.

humanities

National Endowment for the Humanities 1983 NEH Summer Seminars for College Teachers

No. FY83-440

Purpose:

The purpose of the seminars is to provide opportunities for teachers at undergraduate colleges and universities and at junior and community colleges to work in their areas of interest with distinguished scholars in their fields and to have access to libraries suitable for advanced study. Each seminar provides twelve college teachers with an opportunity for eight weeks of uninterrupted study, research, and discussion with the seminar director and with colleagues of similar professional backgrounds and interests.

The 1983 seminars are offered in the following disciplines: American and Afro-American Studies; Anthropology; Area Studies; Art History; Classics; Comparative Literature; Composition and Rhetoric; Drama; English and American Literature; Film; History; Linguistics; Modern Languages; Music; Philosophy; Political Science; Religious Studies; Science, Technology and Human Values; and Sociology.

Eligibility:

The program is primarily intended for individuals teaching undergraduate courses, full- or part-time, at two-, four-, or five-year colleges or universities, but other persons who are qualified to do the work of the seminar and make a contribution to it are also eligible to apply. Applicants must have completed their professional training by April 1, 1983. They should not have attended a seminar in this program in 1981 or 1982.

Stipend:
\$2,700

Deadline for Applications:
April 1, 1983

Additional Information and Application Form:
For brochures describing the content of each seminar, contact the following:

Division of Fellowships and Seminars
National Endowment for the Humanities
Mail Stop 101
Washington, DC 20506

Prospective applicants should then write to the seminar director (or directors) of their choice for more complete details on the seminar structure, requirements and assignments, and for application forms. Applicants may write for information to as many directors as they wish, but may only apply to two seminars.

National Endowment for the Humanities 1984 NEH Summer Seminars for College Teachers

No. FY83-441

NEH has announced the continuation of the program of NEH Summer Seminars for College Teachers for the summer of 1984. The agency is seeking scholars to direct these seminars who are well qualified for the task by reason of the quality of their scholarship and their ability and interest in undergraduate teaching.

Purpose:

The purpose of the seminars is to provide opportunities for teachers at undergraduate colleges and universities and at junior and community colleges to work in their areas of interest with distinguished scholars in their fields and to have access to libraries suitable for advanced study. Each seminar provides twelve college teachers with an opportunity for eight weeks of uninterrupted study, research, and discussion with the seminar director and with colleagues of similar professional backgrounds and interests.

Seminar directors will have wide latitude to design seminars in their area of interest. The topic should be broad enough to accommodate a wide range of interests, and the seminar should give integral attention to the problem of conveying humanistic understanding of the undergraduate college student.

Budget:

The seminar budget request is intended to cover the cost of the seminar director's summer salary and to provide compensation for time spent in handling the application and selection processes, secretarial and administrative help, direct and indirect costs to the host institution, and the stipends and allowances to be paid to the seminar participants.

Deadline:

February 1, 1983

Additional Information and Application Form:

Contact the following:

Mrs. Dorothy Wartenberg
Division of Fellowships and Seminars
National Endowment for the Humanities
Washington, DC 20506
Phone: (202) 724-0376

**The Psychiatric Institute of Washington, D.C.
Summer Mental Health Internship Program**

No. FY83-429

Program:

A \$1,400 stipend is provided to subsidize a ten-week internship, beginning on the first Monday of June, which will provide psychiatric experience for students entering the mental health professions. The applicant must be entering the senior year of undergraduate school or be a beginning level graduate student in a program related to mental health.

Deadline:

March 1, 1983

For Further Information Contact:

The Psychiatric Institute
of Washington, DC
Mark Schneider, Director
4460 MacArthur Boulevard, NW
Washington, DC 20007
(202) 467-4605

(From 1982 ARIS)

**Reiss-Davis Child Study Center
Postdoctoral Training Program in Clinical
Child Psychology**

No. FY83-430

Program:

A Ph.D. in clinical psychology is required

for this training program in intensive psychoanalytically oriented psychotherapy with children and in diagnosis. Application forms are available from the Center.

Deadline:

March 1, 1983

For Further Information Contact:

Reiss-Davis Child Study Center
Director of Psychological Services
3200 Motor Avenue
Los Angeles, CA 90034
(213) 204-1666

(From 1982 ARIS)

science

**American Cancer Society
Faculty Research Awards**

No. FY83-413

Program:

Grants (including a stipend that varies with the salary scale of the institution and the experience of the candidate, travel expenses, and an institutional allowance of up to \$1,000 per year, for up to five years) for scientists qualified to pursue careers in cancer teaching and research.

Deadline:

March 1 and October 1, 1983

For Further Information Contact:

American Cancer Society
Personnel Research Grants
Dr. Louis Muschel
777 Third Avenue
New York, NY 10017
(202) 371-2900 x 433

(From 1982 ARIS)

**American Cancer Society
Junior Faculty Research Awards**

No. FY83-414

Program:

Grants to institutions within the U.S. and its territories to provide salaries for promising scientists who have recently completed their postdoctoral training and for whom the institution will provide a staff or faculty appointment to teach and conduct independent research.

Deadline:

March 1 and October 1, 1983

For Further Information Contact:

American Cancer Society
Personnel Research Grants
Dr. Louis Muschel
777 Third Avenue

New York, NY 10017
(202) 371-2900 x 433

(From 1982 ARIS)

American Cancer Society Postdoctoral Fellowships

No. FY83-412

Program:

One to two year fellowships (\$15,000 per year plus travel expenses and an institutional allowance of \$1,000 per year) for young investigators to obtain training sufficient to begin careers as independent investigators in cancer research.

Deadline:

March 1 and October 1, 1983

For Further Information Contact:

American Cancer Society
Personnel Research Grants
Dr. Louis Muschel
777 Third Avenue
New York, NY 10017
(202) 371-2900 x 433

(From 1982 ARIS)

American Cancer Society Research Professorships

No. FY83-415

Program:

Personnel grant to assist in creating faculty or equivalent positions on a full-time basis for investigators who have made outstanding contributions pertinent to cancer research.

Deadline:

March 1, 1983 Only

For Further Information Contact:

American Cancer Society
Personnel Research Grants
Dr. Louis Muschel
777 Third Avenue
New York, NY 10017
(202) 371-2900 x 433

(From 1982 ARIS)

American Cancer Society Scholars in Cancer Research

No. FY83-411

Program:

Personnel grants (varying, commensurate with candidate's experience and salary, plus one round-trip travel allowance, and \$1,000 institutional support) to enable established investigators to undertake special training or acquire experience in a scientific field different from, but related to, their usual fields of research.

Deadline:

March 1* and October 1, 1983

For Further Information Contact:

American Cancer Society
Personnel Research Grants
Dr. Louis Muschel
777 Third Avenue
New York, NY 10017
(202) 371-2900 x 433

*Interested individuals must contact the ACS directly for guidelines and application forms. The activation date for all awards with a March 1 deadline date is January 1.

(From 1982 ARIS)

American Diabetes Association, Inc. Feasibility Grant Program

No. FY83-416

Program:

This program provides support of up to \$25,000 per year for a maximum of two years to assist investigators who want to test the feasibility of diabetes-related new and imaginative ideas in order to obtain preliminary data upon which a subsequent research grant application could be based and submitted to NIH or other funding agencies.

Deadline:

February 1, 1983

For Further Information Contact:

American Diabetes Association, Inc.
Hope Hodson
Two Park Avenue
New York, NY 10016
(212) 683-7444

(From 1982 ARIS)

The Burroughs Wellcome Fund Molecular Parasitology Award

No. FY83-418

Program:

This award is for \$200,000 payable over a five-year period to encourage the development of novel approaches to the study of parasitic and tropical diseases in developing and tropical countries.

Deadline:

January 15, 1983

For Further Information Contact:

The Burroughs Wellcome Fund
3030 Cornwallis Road
Research Triangle Park, NC 27709
(919) 541-9090

(From 1982 ARIS)

**Damon Runyon-Walter Winchell Cancer Fund
Human Cancer Directed Fellowship Grant
Postdoctoral Fellowship Grant**

No. FY83-439

1. Human Cancer Directed Fellowship Grant.
The Fellowship is intended to augment the training of a clinician-scientist who has demonstrated the motivation and potential to conduct original clinical or basic cancer-related research. Training must be directed toward the scientific development of the Fellow.

2. Postdoctoral Fellowship Grant.
The Fellowship is intended to augment the training of a scientist who has demonstrated the motivation and potential to conduct original research. Training must be directed toward the scientific development of the Fellow.

Stipend:

Stipend for both Fellowships is \$15,500 for the first year.

Deadline:

Deadlines for both Fellowships: March 15; August 15; and December 15, 1983

Guidelines and Applications:

For a copy of guidelines and an application contact the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7432.

**The Anna Fuller Fund*
Postdoctoral Fellowships**

No. FY83-420

Program:

Fellowships are generally awarded to the host institution for one to two years in the amount of \$15,000 for the first year and \$15,500 for the second year, with an allowance for travel to the institution. The applicant must have had no more than two years of previous postdoctoral training.

Deadline:

February 1, 1983

For Further Information Contact:

The Anna Fuller Fund*
Office of Scientific Advisor
333 Cedar Street
P.O. Box 3333
New Haven, CT 06510
(203) 436-2426

*The Fund awards for research as to the cause, treatment, and care of cancer and the education of the public as to its prevention and treatment. Application forms can be obtained from the Fund.

(From 1982 ARIS)

**The Anna Fuller Fund*
Research Grants**

No. FY83-421

Program:

A maximum of \$10,000 is awarded to young investigators who have demonstrated their ability in research and who are establishing new laboratories.

For Further Information Contact:

The Anna Fuller Fund*
Office of Scientific Advisor
333 Cedar Street
P.O. Box 3333
New Haven, CT 06510
(203) 436-2426

*The Fund awards for research as to the cause, treatment, and care of cancer and the education of the public as to its prevention and treatment. Application forms can be obtained from the Fund.

(From 1982 ARIS)

**Ruth Estrin Goldberg Memorial for Cancer
Research Grants**

No. FY83-423

Program:

An award of \$10,000 to \$15,000 is given to a research scientist affiliated with an accredited institution for one year of support with possibility of renewal. Application forms and guidelines are available from the Memorial.

Deadline:

February 28, 1983

For Further Information Contact:

Ruth Estrin Goldberg Memorial
for Cancer Research
P.O. Box 194
Springfield, NJ 07081

(From 1982 ARIS)

**International Agency for Research on Cancer
Research Training Fellowships**

No. FY83-424

Program:

Stipends (amounts vary according to the cost of living in the country of study) to junior scientists who are engaged in research in medical or allied sciences and intend to pursue a career in cancer research.

Deadline:

January 31, 1983

For Further Information Contact:

International Agency for Research
on Cancer
The Head of the Research Training
and Liaison Programme
150 cours Albert-Thomas
69372 Lyon Cedex 08
France

(From 1982 ARIS)

**Juvenile Diabetes Foundation International
Research Grants**

No. FY83-425

Program:

Grants are available to support research
projects in the field of diabetes.

Deadline:

March 1, 1983

For Further Information Contact:

Juvenile Diabetes Foundation
International
Grant Administrator
23 East 26th Street
New York, NY 10010
(212) 889-7575

(From 1982 ARIS)

**U.S. Navy-ASEE
Summer Faculty Research Program for 1983**

No. FY83-436

Program:

During the four previous summers, science and
engineering faculty members from universities
and colleges spent ten weeks conducting
research at Navy Research & Development centers.
Their experience proved so rewarding
to themselves and to the participating R & D
centers that the Office of Naval Research has
decided to expand the program in 1983,
increasing the number of participants to as
many as one hundred.

Participants work with professional peers in
the Navy laboratories on research tasks of
mutual interest. The research for the summer
is defined in advance through correspondence
and a pre-program visit to the research site
for which funds are provided.

Objectives:

- To engage university faculty members in the
research programs of the various naval
laboratories
- To develop the basis for continuing
research of interest to the Navy at the
faculty members' institution
- To establish continuing relations among
faculty members and their professional
peers in the Navy

- To enhance the research interests and
capabilities of science and engineering
faculty members

Application Deadline:

February 1, 1983

**National Aeronautics and Space Administration
NASA Graduate Student Researchers Program**

No. FY83-395

Program:

Full-time graduate students are eligible for
this program at any time in their graduate
degree work. The applicant and faculty ad-
visor are urged to identify the NASA research
area of interest and initiate discussions
with the appropriate contact person. The
following Centers have research activities
in the life sciences, including biomedical
science:

- Ames Research Center, Mail Stop D: 200-10,
Moffett Field, CA 94035; Contact Person:
Dr. Mark D. Ardema, Research Assistant to
the Director, (415) 965-5113; and
- Lyndon B. Johnson Space Center, Mail Code:
BE4, Houston, TX 77058; Contact: Edward
Ezell, Ph.D., University Programs Manager,
(713) 483-4724.

Deadline:

February 1, 1983

For Further Information Contact:

National Aeronautics and Space
Administration
Mr. Charles Carter
Management Operations Division
Office of External Relations
Code LBR-4
Washington, DC 20546
(202) 755-8440

(From 1982 ARIS)

**National Institutes of Health
Biomedical Research Support Shared
Instrumentation Grants**

No. FY83-397

Program:

BRS Shared Instrumentation Grants provide
support to institutions for expensive
(\$100,000 minimum, no upper limit on cost of
instrument, maximum award \$300,000) state-of-
the-art instruments in biomedical research.

Deadline:

February 15, 1983

For Further Information Contact:

National Institutes of Health
Division of Research Resources
Biomedical Research Support Program

Building 31, Room 5B23
9000 Rockville Pike
Bethesda, MD 20205
(301) 496-5131

(From 1982 ARIS)

**National Institutes of Health
Small Grants Program for Pilot Projects
in Biotechnology**

No. FY83-396

Program:

The Biotechnology Resources Program of the DRR plans to make approximately 10 to 20 one-year, non-renewable awards in FY 1983 for pilot projects in high technology and engineering related to biomedical research. The purpose of the program is to: 1) Enable examination of a new technology for its usefulness in biomedical research; or 2) Develop significant changes in existing technology important to biomedical research; or 3) Translate scientific notions into a basis for a future technology.

Deadline:

February 1, June 1 and October 1, 1983

For Further Information Contact:

National Institutes of Health
Division of Research Resources
Biotechnology Resources Program
Dr. William R. Baker, Jr.
Special Assistant for Biomedical
Engineering
Building 31, Room 5B43
9000 Rockville Pike
Bethesda, MD 20205
(301) 496-5411

(From 1982 ARIS)

**NIH-National Cancer Institute
Biological Research Modifiers Research-
Development of Cell Lines Producing
Lymphokines and Cytokines**

No. FY83-400

Program:

Development of cell lines producing lymphokines and cytokines with therapeutic effects as biological response modifiers.

Deadline:

March 1, July 1 and November 1, 1983

For Further Information Contact:

NIH - National Cancer Institute
Division of Cancer Treatment
Dr. Cedric W. Long*
Program Director for Pre-Clinical
Trials, BRB, BRMP
Building 426, Room 1
Frederick Cancer Research Facility

Frederick, MD 21701
(301) 695-1098

*In order to alert the DCT to the submission of proposals with primary thrust directed to biological response modifiers research, a copy of the covering letter should be sent under separate cover to Dr. Long.

(From 1982 ARIS)

**NIH-National Cancer Institute
Biological Research Modifiers Research-
Development of Genetically Engineered
Cell Products**

No. FY83-398

Program:

Applications are being sought for research grants concerned with the development of genetically engineered cell products for therapeutic application as biological response modifiers.

Deadline:

March 1, July 1 and November 1, 1983

For Further Information Contact:

NIH - National Cancer Institute
Division of Cancer Treatment
Dr. Cedric W. Long*
Program Director for Pre-Clinical
Trials, BRB, BRMP
Building 426, Room 1
Frederick Cancer Research Facility
Frederick, MD 21701
(301) 695-1098

*In order to alert the DCT to the submission of proposals with primary thrust directed to biological response modifiers research, a copy of the covering letter should be sent under separate cover to Dr. Long.

(From 1982 ARIS)

**NIH-National Cancer Institute
Biological Research Modifiers Research-
Use of Tumor-associated Antigens
as Immunogens**

No. FY83-399

Program:

Applications are being sought for research grants concerned with the development of methods of immunization that evoke effective in vivo anti-tumor immunity using purified tumor-associated antigens as immunogens.

Deadline:

March 1, July 1 and November 1, 1983

For Further Information Contact:

NIH - National Cancer Institute
Division of Cancer Treatment

Dr. Cedric W. Long*
Program Director for Pre-Clinical
Trials, BRB, BRMP
Building 426, Room 1
Frederick Cancer Research Facility
Frederick, MD 21701
(301) 695-1098

*In order to alert the DCT to the submission of proposals with primary thrust directed to biological response modifiers research, a copy of the covering letter should be sent under separate cover to Dr. Long.

(From 1982 ARIS)

NIH-National Institute of Neurological and Communicative Disorders and Stroke Fundamental Neurosciences Program

No. FY83-401

Program:

The NINCDS is encouraging the submission of applications for research grants in the neurophysiology of cognitive processes.

Deadline:

March 1, July 1 and November 1, 1983

For Further Information Contact:

NIH - National Institute of
Neurological and Communicative
Disorders and Stroke
Fundamental Neurosciences Program
Dr. W. Watson Alberts
Deputy Director
Federal Building, Room 916
7550 Wisconsin Avenue
Bethesda, MD 20205
(301) 496-1447

(From 1982 ARIS)

National Science Foundation Science in Developing Countries

No. FY83-406

Program:

This program makes small grants (\$10,000 or less) that are primarily directed toward improving the scientific infrastructure of developing countries.

Deadline:

March 1, 1983*

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International Affairs
Division of International Programs
Latin America and Pacific Section
Dr. Gordon Hiebert
Room 1212

1800 G Street, NW
Washington, DC 20550
(202) 357-9537

*Although proposals for these programs may be submitted at any time, proposals received after this target date will miss a panel meeting.

(From 1982 ARIS)

National Science Foundation U.S.-East Asia Cooperative Science Program

No. FY83-405

Program:

Awards to permanent members of the U.S. scientific community who hold a doctoral degree or its equivalent to support their participation in joint projects with their scientific colleagues in Indonesia, Malaysia, the Philippines, Singapore and Thailand.

Deadline:

March 1, 1983*

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International Affairs
Division of International Programs
Latin America and Pacific Section
Dr. Gerald A. Edwards (Philippines)
Dr. Gordon Hiebert (All Others)
Room 1212
1800 G Street, NW
Washington, DC 20550
(202) 357-9537

*Although proposals for these programs may be submitted at any time, proposals received after this target date will miss a panel meeting.

(From 1982 ARIS)

National Science Foundation U.S.-India Individual Travel Support

No. FY83-403

Program:

U.S. scientists may apply for travel support to India to engage in research or to complete a formal cooperative research proposal with an Indian counterpart scientist.

Deadline:

March 1, 1983*

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International Affairs
Division of International Programs
Africa and Asia Section
Karl Olsoni or Ms. Jean Johnson

U.S. India Program
Room 1208
1800 G Street, NW
Washington, DC 20550
(202) 357-9550

*The March 1 deadline date is for travel
between July 1 and September 30.

(From 1982 ARIS)

National Science Foundation U.S.-Pakistan Individual Travel Support

No. FY83-404

Program:

This award consists of an open, full or partial fare, round-trip airline ticket at the lowest available rate from the point of origin to the destination.

Deadline:

March 1, 1983*

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International Affairs
Division of International Programs
Africa and Asia Section
Karl Olsoni or Ms. Jean Johnson
U.S. India Program
Room 1208
1800 G Street, NW
Washington, DC 20550
(202) 357-9550

*The March 1 deadline date is for travel
between July 1 and September 30.

(From 1982 ARIS)

The Sugar Association, Inc. Grants

No. FY83-433

Program:

The Sugar Association, Inc., a trade association of the sugar industry, solicits and supports scientific research projects designed to expand the existing body of knowledge concerning the role of sugar in health and nutrition.

Deadline:

January 14, 1983

For Further Information Contact:

The Sugar Association, Inc.
G. Norris Bollenback, Ph.D.
Vice President
1511 K Street, NW
Washington, DC 20005
(202) 628-0189

(From 1982 ARIS)

Sigma Delta Epsilon Graduate Women in Science, Inc. Grants-in-Aid

No. FY83-432

Program:

Awards of \$750 for one year are available on a competitive basis to women who hold a degree from a recognized institution of higher learning in one of the mathematical, physical or biological sciences and are currently involved in research or have an approved research proposal.

Deadline:

February 1, 1983

For Further Information Contact:

Sigma Delta Epsilon Graduate
Women in Science, Inc.
9650 Rockville Pike
Bethesda, MD 20814

(From 1982 ARIS)

Lady Tata Memorial Trust Leukemia Research Grants

No. FY83-434

Program:

Awards to biomedical researchers of all nationalities for a maximum of three years to develop knowledge about leukemia in areas of leukemia viruses, epidemiology, immunology, and pathogenesis, in particular.

Deadline:

March 1, 1983

For Further Information Contact:

Lady Tata Memorial Trust
MRC Leukemia Unit
Royal Postgraduate Medical School
Du Cane Road
London W12 0HS
England
01-743-2030, Ext. 512

(From 1982 ARIS)

University Genetics Company Program of Grants for Research in Genetic Engineering

No. FY83-438

Purpose:

The purpose of the University Genetics Company's (UGEN) Program of Grants for Research in Genetic Engineering is to identify and support significant academic research on novel concepts or technologies in genetic engineering which can establish the basis for the development of products with commercial value. Preference will be given to:

- Innovative approaches;
- Concepts with important advantages over existing methods; and

-- Proposed products which have a breadth of application and market potential commensurate with the costs and risks of the research program.

Scope:

Both basic and applied research proposals will be considered, covering the disciplines of biochemistry, biology, pharmacology, microbiology, etc., and bioengineering. Each submission will be judged for its scientific merit and novelty, as well as for its potential for practical utilization beyond the research laboratory.

Eligibility:

Open to faculty members and scientists from colleges, universities, medical centers, and nonprofit research institutions worldwide.

When to Submit:

Preliminary submissions are welcome at any time. If a full proposal is requested, it should be submitted six months prior to the anticipated starting date for the grants.

engineering

U.S. Navy-ASEE Summer Faculty Research Program for 1983

No. FY83-436

Program:

During the four previous summers, science and engineering faculty members from universities and colleges spent ten weeks conducting research at Navy Research & Development centers. Their experience proved so rewarding to themselves and to the participating R & D centers that the Office of Naval Research has decided to expand the program in 1983, increasing the number of participants to as many as one hundred.

Participants work with professional peers in the Navy laboratories on research tasks of mutual interest. The research for the summer is defined in advance through correspondence and a pre-program visit to the research site for which funds are provided.

Objectives:

- To engage university faculty members in the research programs of the various naval laboratories
- To develop the basis for continuing research of interest to the Navy at the faculty members' institution
- To establish continuing relations among faculty members and their professional peers in the Navy
- To enhance the research interests and capabilities of science and engineering faculty members

Application Deadline:
February 1, 1983

University Genetics Company Program of Grants for Research in Genetic Engineering

No. FY83-438

Purpose:

The purpose of the University Genetics Company's (UGEN) Program of Grants for Research in Genetic Engineering is to identify and support significant academic research on novel concepts or technologies in genetic engineering which can establish the basis for the development of products with commercial value. Preference will be given to:

- Innovative approaches;
- Concepts with important advantages over existing methods; and
- Proposed products which have a breadth of application and market potential commensurate with the costs and risks of the research program.

Scope:

Both basic and applied research proposals will be considered, covering the disciplines of biochemistry, biology, pharmacology, microbiology, etc., and bioengineering. Each submission will be judged for its scientific merit and novelty, as well as for its potential for practical utilization beyond the research laboratory.

Eligibility:

Open to faculty members and scientists from colleges, universities, medical centers, and nonprofit research institutions worldwide.

When to Submit:

Preliminary submissions are welcome at any time. If a full proposal is requested, it should be submitted six months prior to the anticipated starting date for the grants.

general

The American Association for the Advancement of Science Congressional Science and Engineering Fellowships*

No. FY83-410

Program:

AAAS will select and sponsor one Congressional Fellow at a stipend of \$25,000 plus relocation and travel expenses to spend one year working as a special legislative assistant on the staffs of Members of Congress or Congressional committees. Applications are invited from candidates in any area of science or engineering.

Deadline:
February 1, 1983

For Further Information Contact:

The American Association for the
Advancement of Science
Congressional Science and Engineering
Fellow Program
1776 Massachusetts Avenue, NW
Washington, DC 20036
(202) 467-4475

*At the time of publication the latest
program information was not available from
the AAAS. It will be ready in late November.

(From 1982 ARIS)

**The American Association of University
Women
Educational Foundation
Fellowship and Research Opportunities**

No. FY83-437

1. American Fellowships.

The American Association of University Women Educational Foundation awards Postdoctoral, Dissertation, and Selected Professions Fellowships to women who are citizens or permanent residents of the U.S. There are no restrictions as to age or field (except for Selected Professions Fellowships which are limited to the fields of law, dentistry, medicine, osteopathic medicine, veterinary medicine, architecture, and business administration). Stipends for the different fellowships range from \$3,500 to \$12,000. Applications are available annually between August 1 and December 1. December 15 is the due date for submission of applications.

2. International Fellowships.

The AAUW awards International Fellowships for advanced study and training to women who are citizens of countries other than the U.S. There are no restrictions as to the age of the applicant or the field of study. Upon return to their own countries, fellowship recipients are expected to provide effective leadership in their fields. Stipends range from \$4,000 to \$10,000. Applications are available annually between August 1 and November 15. December 1 is the due date for submission of applications.

3. Research and Projects Grants (For Women Who Are Members of the American Association of University Women).

The AAUW provides grants for Research, Study, or Special Projects to members. Grants are awarded in nine categories to assist members in self-improvement and community betterment projects. Applications are available annually. Deadlines vary.

Guidelines and Applications:

For further information, including guidelines and applications, contact Ellen D. Rogers, Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7432.

Argonne National Laboratory

No. FY83-417

Program:

Argonne National Laboratory offers opportunities for college and university faculty and students to participate in the Laboratory's ongoing research programs in the areas of physical and life sciences, mathematics, computer science, and engineering, as well as applied research.

- Faculty Research Participation (short-term)
Deadline: January 14, 1983
- Faculty Research Leave
Deadline: None
- Student Research Participation
Deadline: February 1*, May 15 and October 15, 1983
- Thesis Research
Deadline: March 1** and October 1, 1983

For Further Information Contact:

Argonne National Laboratory
Division of Educational Programs
9700 South Cass Avenue
Argonne, IL 60439
(312) 972-3365

*The February 1 deadline is for the summer 1983 term (June 6 to August 19); May 15 is for the fall 1983 term (September 6 to December 16); and October 15 is for the spring 1984 term (January 9 to April 27).

**March 1 (summer and fall terms) and October 1 (winter term) are the deadlines for the Lab-Grad award. The deadline for thesis parts is at least one month prior to proposed starting date.

(From 1982 ARIS)

**Easter Seal Research Foundation
Research Grant Programs**

No. FY83-419

Program:

Grants, up to \$15,000 for one to three years, preferably for projects for which matching funds are or will be available. The Foundation supports research on: 1) measures for enhancing the effectiveness of rehabilitation; 2) improving impaired functions or mitigating the effects of dysfunction; and 3) preventing physical disability. There are two types of awards:

- Grants-in-Aid
- Grants for Cooperative University-Easter Seal Rehabilitation Center Research Programs

Deadline:

March 1 and August 1, 1983

For Further Information Contact:

Easter Seal Research Foundation
William Gellman, Ph.D., Director

2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400

(From 1982 ARIS)

The Gerontological Society of America Research Fellowship Program

No. FY83-422

Program:

This program annually places twelve gerontological researchers in agency and corporation settings to conduct research projects having immediate utility for administrative planning and policy formulation. The theme of the 1983 program is long-term care of the elderly and related health issues, i.e., sheltered living, adult day care, nutrition sites, community mental health centers, HMO, and long-term care complexes.

Deadline:

February 11, 1983

For Further Information Contact:

The Gerontological Society of America
Brian Hofland, Ph.D.
Program Director
1835 K Street, NW, Suite 305
Washington, DC 20006
(202) 466-6750

(From 1982 ARIS)

Massachusetts Institute of Technology Study Fellowships for Scientists and Engineers in Science, Technology and Society

No. FY83-426

Program:

Several one-year study fellowships are available to persons who have an outstanding record of performance in a particular field of engineering, science, or medicine and who wish to pursue further advanced studies on the relationship of science, technology, and society.

Deadline:

February 1, 1983

For Further Information Contact:

Massachusetts Institute of Technology
Mellon Fellowship Committee
Professor Kenneth Keniston
Chairman
STS Program,
E51-210
Cambridge, MA 02139
(617) 253-4092

(From 1982 ARIS)

Massachusetts Institute of Technology STS Research Fellowships

No. FY83-427

Program:

One-year fellowships at M.I.T. on the relationships of science, technology, and society are available to those with a Ph.D. degree or equivalent in the fields of science, engineering, social science, or the humanities with evidence of a commitment to research involving the interaction of science, medicine, or engineering with society.

Deadline:

January 15, 1983

For Further Information Contact:

Massachusetts Institute of Technology
Exxon Fellowship Committee
STS Program,
E51-210
Cambridge, MA 02139
(617) 253-4092

(From 1982 ARIS)

National Academy of Sciences NAS Scientific Exchange Programs with USSR and Eastern Europe

No. FY83-428

Program:

Applications are invited from American scientists who wish to make professional visits in the USSR, Bulgaria, Czechoslovakia, The German Democratic Republic, Hungary, Poland, Romania, and Yugoslavia between January and December, 1984. Applicants must be U.S. citizens and have a doctoral degree in the natural or social and behavioral sciences by the time of visit.

Deadline:

March 1, 1983

For Further Information Contact:

National Academy of Sciences
Section on USSR and Eastern Europe
2101 Constitution Avenue, NW
Washington, DC 20418
(202) 334-2644

(From 1982 ARIS)

National Aeronautics and Space Administration Summer Faculty Fellowships Aerospace Research Space Technology Workshop

No. FY83-442

General Information:

Since 1964, the National Aeronautics and

Space Administration (NASA) has supported a program of summer faculty fellowships for engineering and science 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.

Eligibility:

Summer Faculty Fellowships are for U.S. citizens with teaching or research appointments in universities or colleges, preferably with two years of experience.

Objectives:

(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 the research and teaching activities of participants' institutions. (4) To contribute to the research objectives of the NASA center.

Application Deadline:

Application deadline is on or before February 1, 1983.

**National Science Foundation
Conference Grants**

No. FY83-408

Program:

To support these national, regional, and international activities: 1) seminars that are research oriented and focused on developing-country problems; 2) workshops concerned with the planning and initiation of cooperative research activities; or 3) colloquia at which U.S. and counterpart scientists or engineers who are involved with state-of-the-art research explore the application of science and technology to development problems.

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International Affairs
Division of International Programs
Latin America and Pacific Section
Dr. Gordon Hiebert
Room 1212
1800 G Street, NW
Washington, DC 20550
(202) 357-9537

(From 1982 ARIS)

**National Science Foundation
Dissertation Improvement Grants**

No. FY83-409

Program:

For the incremental support of developing-

country graduate students who are enrolled at U.S. universities and qualified to undertake a dissertation research project.

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International Affairs
Division of International Programs
Latin America and Pacific Section
Dr. Gordon Hiebert
Room 1212
1800 G Street, NW
Washington, DC 20550
(202) 357-9537

(From 1982 ARIS)

**National Science Foundation
Research Participation Grants**

No. FY83-407

Program:

To support 1) the participation of U.S. scientists or engineers in a research project in an eligible developing country; 2) the participation by scientists or engineers from an eligible developing country in an appropriate U.S.-based research project; or 3) a combination of these.

For Further Information Contact:

National Science Foundation
Directorate for Scientific,
Technological and International Affairs
Division of International Programs
Latin America and Pacific Section
Dr. Gordon Hiebert
Room 1212
1800 G Street, NW
Washington, DC 20550
(202) 357-9537

(From 1982 ARIS)

**National Science Foundation
National Endowment for the Humanities
Interdisciplinary Incentive Awards**

No. FY83-402

Program:

To enable individuals with training in either the sciences or the humanities to enhance their ability to address contemporary ethical issues in science, technology, or clinical research.

Qualifications:

1. Ph.D. or M.D. in a scientific or humanistic discipline.
2. Five years postdoctoral professional experience.
3. Record of publication or comparable professional accomplishment in the applicant's special field.

Nature of Program:

Applicants will select a host specialist who can help them acquire expertise that will enhance their ability to address issues in science, technology, or clinical research. In consultation with the host specialist, applicants will design a program of activities which may include directed research in the host discipline, participation in the research program of the host specialist, and pursuit of independent research. The emphasis for applicants from the sciences should be on acquiring knowledge of ethics or values analysis; for applicants from the humanities, the emphasis should be on acquiring scientific knowledge.

Stipend:

Up to \$20,000 per annum full or part-time stipend, plus a modest allowance for travel and activities support.

Duration:

6-24 months.

Number of Awards:

Up to 12.

Application Deadline:

February 1, 1983.

Additional Information and Application Form:

Contact the following:

Interdisciplinary Incentive Awards
Ethics and Values in Science and
Technology
National Science Foundation
Washington, DC 20550

Rotary Foundation of Rotary International Educational Awards for International Understanding

No. FY83-431

Program:

Awards to enable study abroad, not necessarily toward a degree, in any country which has a Rotary club.

- Undergraduate Scholarships
- Graduate Scholarships
- Teachers of the Handicapped Scholarships
- Vocational Scholarships

Deadline:

March 1, 1983

For Further Information Contact:

Rotary Foundation of
Rotary International
1600 Ridge Avenue
Evanston, IL 60201
(312) 328-0100

(From 1982 ARIS)

The S&H Foundation Lectureship Program 1982-1984

No. FY83-435

Program:

The S&H Foundation Lectureship Program focuses on fields of public affairs and social science, broadly defined. It has a dual purpose: First, to enrich established curricula by bringing scholarly and public experts into direct contact with faculty and students; second, to extend the influence of the sponsoring school into the nearby community by the presentation of at least one public lecture by each distinguished visitor. Proposals for coordinated lectures dealing with one broad subject are preferred.

Awards:

Awards are limited to a maximum of \$2,500.

Deadline:

April 30, 1983

Guidelines:

For a copy of the guidelines, contact the Office of Advanced Studies, Division of Research and Sponsored Programs, Extension 7432.

current publications and other scholarly works

Current publications should be mailed to the
Division of Research and Sponsored Programs,
Room 314, Administration Building.

COLLEGE OF ARTS AND LETTERS

American Studies

Fischer, Edward A.

E.A. Fischer. 1982. A Man of Great
Presence. Notre Dame Magazine 11(4):
39-40.

Schlereth, Thomas J.

T.J. Schlereth. 1982. Material Culture
Studies in America. American Association
State at Local History, Nashville,
Tennessee. 419 pages.

Economics

Bonello, Frank J.

J.G. Beverly, F.J. Bonello, W.I. Davisson
and R.F. Golden. 1982. Air Force
Acquisition and Profitability: A
Disaggregated Multiple Regression
Analysis. Journal August 1:J-3-J-10.

Davisson, William I.

J.G. Beverly, F.J. Bonello, W.I. Davisson
and R.F. Golden. 1982. Air Force
Acquisition and Profitability: A
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Analysis. Journal August 1:J-3-J-10.

Wilber, Charles K.

W.P. Glade, C.K. Wilber and R.T. Kelley.
1982. A Role for Multinationals: Three

Panel Presentations, Market Structures and Profits. Pages 102-126 in, L.A. Tavis, ed., Multinational Managers and Poverty in the Third World, University of Notre Dame Press, Notre Dame, Indiana.

English

- Bender, Eileen T.
E.T. Bender. 1982. Rosie Deane's Awakening. Notre Dame Magazine 11(4):70.
Daly, A. Carson
A.C. Daly. 1982. The Amphibolic Title of The Anathemata: A Key to the Structure of the Poem. Renascence: Essays on Values in Literature 35(1):49-63.
A.C. Daly. 1982. Review of M. Adler's, The Angels and Us. Fidelity 1(2):26-27.
Gernes, Sonia G.
S.G. Gernes. 1982. The Parable of the Red Car. Notre Dame Magazine 11(4):68-69.

History

- Gleason, J. Philip
J.P. Gleason. 1982. American Identity and Americanization. Pages 57-149 in, W. Petersen, M. Novak, J.P. Gleason, eds., Concepts of Ethnicity. The Belknap Press of Harvard University Press, Cambridge, Massachusetts.

Modern and Classical Languages

- Cervigni, Dino S.
D.S. Cervigni. 1982. Antitype of the Adamic Fall and Type of the Redemption in Purgatorio VIII. Esperienze Letterarie 7:1-27.
D.S. Cervigni. 1982. Dante's Poetry of Dreams. Pacific Coast Philology 17:24-30.

Theology

- Malloy, CSC, Edward A.
E.A. Malloy, CSC. 1982. Prayer and the Moral Life. Spiritual Life 28:210-213.
E.A. Malloy, CSC. 1982. The Ethics of Law Enforcement and Criminal Punishment, University Press of American, Washington, D.C., Pages 1-92.
E.A. Malloy, CSC. 1982. Integrity. Emmanuel 88(8):461-464.
E.A. Malloy, CSC. 1982. The Christian Ethicist in the Community of Faith. Theological Studies 43(3):399-427.

COLLEGE OF SCIENCE

Biology

- Crovello, Theodore J.
T.J. Crovello. 1982. Computers in Biological Education. The American Biology Teacher 44(8):476-483.
Hunt, Linda-Margaret
T.J. Kelly and L.M. Hunt. 1982. Endocrine

Influence Upon the Development of Vitellogenetic Competency in Oncopeltus fasciatus. Journal of Insect Physiology 28(11):935-941.

Chemistry

- Fessenden, Richard W.
*D. Behar, R.W. Fessenden and J.P. Hornak. 1982. ESR and Pulse Radiolysis Investigation of the Radiolysis of Sodium Vinyl Sulfonate. Radiation Physical Chemistry 20(4):267-273.
Kozak, John J.
*C.A. Walsh and J.J. Kozak. 1982. Exact Algorithm for d-dimensional Walks on Finite and Infinite Lattices with Traps. II. General Formulation and Application to Diffusion-Controlled Reactions. Physical Review B 26(8):4166-4189.
Mozumder, Asokendu
*A. Mozumder. 1982. Comments on Ascarelli's Papers on Electron Trapping in Liquid Ar, Kr, and Xe. Journal of Chemical Physics 77(6):3290-3291.

*Under the Radiation Laboratory

COLLEGE OF BUSINESS ADMINISTRATION

Accountancy

- Beverly, John G.
J.G. Beverly, F.J. Bonello, W.I. Davisson and R.F. Golden. 1982. Air Force Acquisition and Profitability: A Disaggregated Multiple Regression Analysis. Journal August 1:J-3-J-10.
Gaertner, James F.
W.D. Terpening, J.F. Gaertner and P.E. Pitts. 1982. Causal Modeling of Students' Attitude and Choice of Majors in Business Administration. Journal of Marketing Education Fall:21-30.
Milani, Kenneth W.
K.W. Milani. 1982. Federal Income Tax Procedures. The Journal of the American Taxation Association Summer:36.
Savoie, Leonard M.
L.M. Savoie. 1982. The Impact of the Federal Income Tax on Accounting Principles. The Accounting Forum 51(1):44-51.

Finance and Business Economics

- Garner, C. Alan
C.A. Garner. 1982. Tests on Monetary Neutrality for the United Kingdom. The Quarterly Review of Economics and Business 22(3):81-95.
Tavis, Lee A.
D.P. McNeill, CSC and L.A. Tavis. 1982. The Nature of the Debate. Pages 254-263 in, L.A. Tavis, ed., Multinational Managers and Poverty in the Third World. University of Notre Dame Press.

Management

- Birley, Susan
S. Birley. 1982. New Enterprises. Croom Helm Publishers. Pages 1-215.
- Terpening, Wilbann D.
K.R. Thompson, F. Luthans and W.D. Terpening. 1982. The Effects of MBO on Performance and Satisfaction in a Public Sector Organization. Journal of Management 7(1):53-68.
- W.D. Terpening, J.F. Gaertner and P.E. Pitts. 1982. Causal Modeling of Students' Attitude and Choice of Majors in Business Administration. Journal of Marketing Education Fall:21-30.
- Thompson, Kenneth R.
K.R. Thompson, F. Luthans and W.D. Terpening. 1982. The Effects of MBO on Performance and Satisfaction in a Public Sector Organization. Journal of Management 7(1):53-68.
- Vecchio, Robert P.
R.P. Vecchio. 1982. The Contingent-Noncontingent Compensation Controversy: An Attempt at a Resolution. Human Relations 35:449-462.
- Williams, CSC, Oliver F.
O.F. Williams, CSC. 1982. Review of J.T. Carmody's, Contemporary Catholic Theology. Anglican Theological Review. 64(1):114-115.
- O.F. Williams, CSC. 1982. Business Ethics: A Trojan Horse? California Management Review 24(4):14-24.
- O.F. Williams, CSC. 1982. Christian Formation for Corporate Life. Pages 172-182 in, D.G. Jones, ed., Business Religion and Ethics. Oelgeschlager, Gunn and Hain.

Marketing Management

- Furuhashi, Yusaku
Y. Furuhashi, D.P. McNeill, CSC and J.P.

Thorp. 1982. The Dolefil Operation in the Philippine Islands. Pages 187-231 in, L.A. Tavis, ed., Multinational Managers and Poverty in the Third World, University of Notre Dame Press, Notre Dame, Indiana.

LAW SCHOOL

- Ripple, Kenneth F.
K.F. Ripple, A. Jacobson and J. Maloney. 1982. Article V and the Proposed Constitutional Convention Procedures Bill. Cardozo Law Review 3:529-562.

CENTER FOR PASTORAL AND SOCIAL MINISTRY

- McNeill, CSC, Donald P.
D.P. McNeill, CSC and L.A. Tavis. 1982. The Nature of the Debate. Pages 254-263 in, L.A. Tavis, ed., Multinational Managers and Poverty in the Third World. University of Notre Dame Press.
- Y. Furuhashi, D.P. McNeill, CSC and J.P. Thorp. 1982. The Dolefil Operation in the Philippine Islands. Pages 187-231 in, L.A. Tavis, ed., Multinational Managers and Poverty in the Third World, University of Notre Dame Press, Notre Dame, Indiana.

RADIATION LABORATORY

- Carmichael, Ian C.
I.C. Carmichael and G.L. Hug. 1982. Bibliographies on Radiation Chemistry: VII. Triplet-Triplet Absorption Spectra, Part B (1976 - April, 1982). Radiation Physical Chemistry 29(3):179-197.
- Hug, Gordon L.
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awards received

IN THE MONTH OF NOVEMBER, 1982

Department or Office	Principal	Short title	Sponsor	Dollars Months
AWARDS FOR RESEARCH				
Chemical Eng.	Ivory	Stability of a Proposed Continuous Flow Electrophoresis Device	Natl. Sci. Fdn.	35,033 12
Civil Eng.	Jennings, Theis, Kirkner	Coal-Related Groundwater Contamination in Coastal Plain Soils	State Maryland	79,854 16
Cent. Const. Studies	Gaffney	Ascending Liability Question for Religious Bodies	United Methodist Church	5,000 18
Mathematics	Stoll	Theory of Several Complex Variables	Natl. Sci. Fdn.	35,700 12
Psychology	Anderson, Crowell	Work Performance within a Food Processing Industry	Hillshire Farm	12,217 12

Physics	Marshalek	Theoretical Studies of Nuclear Structure	Natl. Sci. Fdtn.	39,300 24
Microbiology	Kulpa	Microbiological Studies of a Pilot Chemical Waste Treatment Facility	Occidental Chemical Corp.	11,000 13
Chemistry	Castellino	Blood Coagulation Protein-Metal Ion-Lipid Interactions	Natl. Inst. Health	125,185 12
Cent. Study Man	Huckfeldt	Political Assimilation and Conflict in Urban Contexts	Natl. Sci. Fdtn.	26,166 12
Aerospace Mech. Eng.	Mueller	Structure of Separated Flow Regions at Leading Edge of Airfoils	Natl. Aero. Space Admin.	39,079 12

AWARDS FOR SERVICE PROGRAMS

Cent. Past. Soc. Min.	Pelton	Notre Dame Institute for Clergy Education	---	831 --
Cent. Past. Soc. Min.	Melloh	Notre Dame Center for Pastoral Liturgy	---	3,119 --
Cent. Past. Soc. Min.	Melloh	Notre Dame Center for Pastoral Liturgy-Workshop	---	3,185 --
Cent. Past. Soc. Min.	McNeill	Center for Social Concerns	---	27 --
Cent. Educ. Oppor.	King, Smith, Broden	Food and Nutrition Program - Reimbursement	Ind. Dept. Publ. Instruc.	5,256 --

AWARDS FOR OTHER PROGRAMS

Advanced Studies	Gordon	Institutional Allowance for Prize Fellows Program	J.D. and C.T. MacArthur Fdtn.	15,000 12
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proposals submitted

IN THE MONTH OF NOVEMBER, 1982

Department or Office	Principal	Short title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Civil Eng.	Bang	Soil Reinforcement in Soft Ground Tunneling	Natl. Sci. Fdtn.	174,922 18
Microbiology	Fennewald	Biochemical Mechanism of DNA Transposition	Natl. Sci. Fdtn.	353,349 36
Theology	Rasmussen	Liturgical Iconography	Harvard Univ.	25,070 9
Theology	Rasmussen	Liturgical Iconography	Cent. Advanced Study Visual Arts	22,000 9
Psychology	Anderson, Crowell	Work Performance within a Food Processing Industry	Hillshire Farm	11,774 12
Electrical Eng.	Kwor, Kwong, Gajda	Incoherent Light and CW Laser Annealing in Si	Semiconductor Res. Corp.	100,000 12
Physics	Arnold	Theory of Proximity Effect Tunneling	Natl. Sci. Fdtn.	22,200 12
Advanced Studies	Berry	Minority High School Research Apprentice Program for 1983	Natl. Inst. Health	6,687 12
Mod. Class. Languages	Marullo	W.K. Kellogg Fdtn. National Fellowship	Kellogg Fdtn.	35,000 36
Metallurgical Eng.	Sargent, Miller, Allen	Properties of Solders for VLSIC Interconnections	Semiconductor Res. Corp.	331,000 36

Aerospace Mech. Eng.	Mueller	Boundary Layer Characteristics of an Airfoil at Low Reynolds Numbers	Dept. Navy	56,718 12
Biology	Saz	Intermediary Metabolism of Helminths	Natl. Inst. Health	134,651 12
Chemistry	Lappin	Electron Transfer and Metal Binding Studies of Rusticyanin	North Atlantic Treaty Organ.	3,000 12
Biology	Saz, Nowak, Rohrer	Studies of Metabolisms of <u>Ascaris</u> & <u>Fasciola hepatica</u>	Merck Inst. Therapeutic Res.	20,804 12
Earth Sciences	Winkler	Preservation and Restoration of Stone Buildings	(private fdtn.)	43,867 24
UND Environ. Res. Cent.	Carpenter	UND Environmental Research Center	(private fdtns.)	185,750 --
Physics	Browne, Darden, Funk, Garg, Kolata, Mihelich	Nuclear Research Structure	Natl. Sci. Fdtn.	524,632 12
Biology	Hellenthal	Environmental Data from Fish and Other Aquatic Organisms	Environ. Prot. Agency	47,422 24
Metallurgical Eng.	Sargent	Hydrogen Effects on Linepipe Steels with Rare Earth Additions	Molycorp, Inc.	40,527 12
Metallurgical Eng.	Sargent	Hydrogen Embrittlement of Plated Steel Fasteners	Intl. Bus. Machines	16,211 12
Biology	Weinstein	Development of Parasitic Helminths In Vitro	Natl. Inst. Health	122,750 12
Physics	Poirier	Research in Elementary Particle Physics	Natl. Sci. Fdtn.	452,827 24
Cent. Study Man	Santos, Hubbard	Psychological Factors in Drug Abuse Among Elderly	AARP Andrus Fdtn.	59,214 12
Metallurgical Eng.	Sargent, Varma, Zeller	Electron Spectroscopy for Chemical Analysis (ESCA) System	Dept. Navy	572,374 12
Cent. Study Man	Early	Popular Etiology of Anorexia and Mononucleosis	Natl. Inst. Health	14,451 12
Physics	Livingston, Poirier	A Position-Sensitive Microelectronic Detector System	Dept. Navy	220,885 12
Electrical Eng.	Huang	Expansion to Signal Detection in Gaussian Noise	Inst. Elec. Electron. Engrs.	41,763 12
Metallurgical Eng.	Miller, Allen, Blackstead	Extended X-Ray Absorption Fine Structure Apparatus	Dept. Navy	71,500 12
Biology	Tweedell	Cell Invasion of Pronephric Tumors	Elsa U. Pardee Fdtn.	27,530 24
Chemical Eng.	Hayes, Wolf	Upgrading an X-ray Photoelectron Spectrometer	Natl. Sci. Fdtn.	49,000 24

PROPOSALS FOR FACILITIES AND EQUIPMENT

Physics	Kolata	Addition to the Computer System of the Nuclear Structure Laboratory	Natl. Sci. Fdtn.	93,623 12
Electrical Eng.	Kwor, Kwong, Gajda	DoD-University Research Instrumentation Research	Dept. Navy	99,876 12
Chemistry	Pasto	Purchase of a Mass Spectrometer System	Dept. Navy	382,150 12
Aerospace Mech. Eng.	Batill, Doligalski	DoD-University Research Instrumentation Program	Dept. Navy	417,705 24
Physics	Funk, Garg, Mihelich	Proposal for an array of six Compton-suppressed γ -ray detectors	Dept. Navy	384,000 12
Physics	Shephard, Kenney, Biswas, Cason, Ruchti	High Resolution Optical Imaging and Analysis	Dept. Navy	196,200 12

PROPOSALS FOR INSTRUCTIONAL PROGRAMS

Electrical Eng.	Melsa	AEA Fellowship-Loan Program	Electronics Educ. Fdtn.	85,830 48
College Eng.	Berry	CIC+MPME Introducing Minority Students to Engineering Career	Comm. Inst. Cooperation	3,090 12
University Libraries	Miller	College Library Resources Program (HEA-Title II-A)	Dept. Education	5,000 12
Prog. Lib. Studies	Lyon	A School of Living	C.A. Lindbergh Fund, Inc.	11,397 4

PROPOSALS FOR OTHER PROGRAMS

Cent. Educ. Oppor.	Outlaw, Smith, Broden	Center for Educational Opportunity/Talent Search	Dept. Education	158,577 12
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summary of awards received and proposals submitted

IN THE MONTH OF NOVEMBER, 1982

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	5	265,430	5	143,104	10	408,534
Facilities and Equipment	0	0	0	0	0	0
Instructional Programs	0	0	0	0	0	0
Service Programs	1	5,256	4	7,162	5	12,418
Other Programs	0	0	1	15,000	1	15,000
Total	6	270,686	10	165,266	16	435,952

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	8	1,360,992	22	2,426,886	30	3,787,878
Facilities and Equipment	0	0	6	1,573,554	6	1,573,554
Instructional Programs	1	3,090	3	102,227	4	105,317
Service Programs	0	0	0	0	0	0
Other Programs	1	158,577	0	0	1	158,577
Total	10	1,522,659	31	4,102,667	41	5,625,326

closing dates for selected sponsored programs

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

Agency	Programs	Application Closing Dates
American Cancer Society	Faculty Research Grants	March 1, 1983
American Cancer Society	Postdoctoral Fellowships	March 1, 1983
American Cancer Society	Scholars in Cancer Research	March 1, 1983
American Society for Engineering Education	National Aeronautical and Space Administration - ASEE Summer Faculty Fellowship Program	February 1, 1983
American Society for Engineering Education	Navy - ASEE Summer Faculty Research Program	February 1, 1983
Damon Runyon-Walter Winchell Cancer Fund	Postdoctoral Fellowship Grant in Cancer Research	March 15, 1983
National Endowment for the Humanities	General Research Program	February 1, 1983
Sigma Xi, The Scientific Research Society	Research Awards	February 1, 1983
Woods Hole Oceanographic Institute	Postdoctoral Awards in Ocean Science and Engineering	February 1, 1983

notre dame report

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