

# notre dame report

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# the university

## commencement exercises faculty instructions

BACCALAUREATE MASS -- SATURDAY, MAY 19, 1984

4:00 p.m. FACULTY ASSEMBLY. Enter Gate 1 or 2 of the A.C.C. and go to the Auxiliary Gymnasium. Academic robes MUST be worn by all those in the academic procession, including members of the clergy who are not concelebrating the Mass.

4:20 p.m. ACADEMIC PROCESSION STARTS.

5:00 p.m. BACCALAUREATE MASS. Father Hesburgh will be the Presiding Celebrant and Homilist. Except for the Ministers of the Mass, there will be no recessional of the procession participants.

COMMENCEMENT AND CONFERRING OF DEGREES -- SUNDAY, MAY 20, 1984

12:30 p.m. DISTRIBUTION OF BACHELOR'S AND MASTER'S DIPLOMAS. Those faculty assisting with the distribution of diplomas should enter Gate 3 of the A.C.C. and go directly to the departmental tables set up in the center of the North Dome.

FACULTY ASSEMBLY. All other faculty should enter Gate 3 of the A.C.C. and assemble along the south perimeter of the hockey rink. Faculty who are advisors of doctoral degree recipients will receive additional instructions.

1:05 p.m. ACADEMIC PROCESSION STARTS. The faculty will head the procession into the South Dome of the A.C.C. and will go to the seats behind the stage.

2:00 p.m. COMMENCEMENT AND CONFERRING OF DEGREES CEREMONY.

## sheedy award

Dr. Frank Bonello, associate professor of economics, has been named 1984 recipient of the Rev. Charles Sheedy, C.S.C. Award. The honor, which includes a \$1,000 cash prize, is given annually to a faculty member in the College of Arts and Letters for excellence in teaching.

A specialist in monetary theory, Bonello came to Notre Dame in 1968 after receiving his doctorate at Michigan State University. His two other degrees are from the University of Detroit. At Notre Dame he teaches principles of economics, macroeconomics and monetary theory and the arts and letters core course. He has had several articles printed in scholarly publications and has pioneered in the study of computer-assisted teaching in economics. He has served as director of undergraduate studies in economics and was awarded the Thomas Madden Award in 1973 for excellence in teaching freshmen.

The Sheedy Award, an anonymous benefaction, is named for a Holy Cross priest who served as dean of the College of Arts and Letters. The recipient is honored by the advisory council of the college at a fall meeting.

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# faculty notes

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## honors

Eileen T. Bender, assistant professor of English, was re-elected to the Board of Directors of the Society for Values in Higher Education for a two-year term, 1984-86.

William Eagan, associate professor of management, and Richard J. Hunter, Jr., assistant professor of management, received the Distinguished Paper Award of the Midwest Business Administration Association at the recent annual meeting in Chicago. Their paper on business law, "Tender Offers, the Williams Act, Shareholders' Right and Officers' Responsibility," was judged best in the competition sponsored by Richard D. Irwin, Inc. and Business Publications.

Richard J. Hunter, Jr., assistant professor of management, was named to the Board of Directors of the International Student Leadership Institute, headquartered at Ursuline College, Ohio.

Rev. Charles Kannengiesser, S.J., Catherine F. Huisking professor of theology, was named a consultant to the Board of the Institute for the Advanced Study of Religion at the Divinity School, University of Chicago. He has also become a member of the International Society for the History of Rhetoric, and of the American Research Center in Egypt.

David C. Leege, director of the Center for the Study of Man in Contemporary Society and professor of government and international studies, has been named chairman of the nominating committee of the Midwest Political Science Association for 1984-85.

Ruey-wen Liu, professor of electrical engineering, has been appointed to the program committees of: the 1984 IEEE Workshop on Language for Automation; the 1985 International Conference on Circuits and Systems, at Beijing, China; the 1985 IEEE Conference on Decision and Control.

Morris Pollard, director of Lobund Laboratory and professor emeritus of microbiology, was elected Honorary Member of the National Society of Phi Zeta, the honor society of Veterinary Medicine. He delivered the annual address on the subject "Life in a Sterile Environment" at Purdue University, W. Lafayette, Ind., April 13.

## activities

Panos J. Antsaklis, assistant professor of electrical engineering, presented a paper entitled "Feedback Controller Parameterizations: Finite Hidden Modes" at the Second OSU Control Workshop, Ohio State University, Columbus, Ohio, on April 7.

Eileen Bender, assistant professor of English, participated in a panel discussion entitled "The Holocaust -- Why Remember?" at the Elkhart Public Library, Elkhart, Ind., May 1.

Thomas P. Bergin, dean of continuing education, is serving as chairman of a panel discussing "The Role of the National Educational Institutions in Adult and Continuing Education Programming" at a national meeting in Atlanta, Ga., April 14. The meeting is part of the Institutional Representatives Forum of the National University Continuing Education Association.

John G. Borkowski, professor of psychology, served as a discussant for a symposium on "Children's Metacognition" at the annual meetings of the American Educational Research Association in New Orleans, La., April 24.

Rev. David Burrell, C.S.C., professor of philosophy and theology, spoke on "Interrelations between Christianity and Judaism" at the Midwest Interreligious Seminarians Conference, Techny, Ill., April 1.

Dino S. Cervigni, associate professor of modern and classical languages, chaired a session on "Guicciardini" and was a panelist on Renaissance autobiography at the fourth annual convention of the American Association for Italian Studies, Bloomington, Ind., April 13-15.

Craig J. Cramer, assistant professor of music, presented a talk entitled "Problems of Registration in Diderik Buxtehude's Chaconne in C Minor" to the St. Joseph Valley Chapter, American Guild of Organists, South Bend, Ind., April 9.

Xavier Creary, associate professor of chemistry, presented the Merck Lectures at Bucknell University, Lewisburg, Pa. Three lectures were presented to the Department of Chemistry: "The Generation and Properties of Electron Deficient Carbocations," April 9; "Diverse Transformations of  $\alpha$ -Ketotriflates," April 10; and "From Carbenes and Allenes to Trimethylenemethanes and Methylenecyclopropanes," April 11.

Frederick J. Crosson, John Cardinal O'Hara professor of philosophy, delivered a paper on "Faith and Belief in Aquinas and W.C. Smith" at the annual regional meeting of the Society of Christian Philosophers held at the University of Notre Dame, March 9-10. He also delivered an invited paper, "Man and the Meaning of the Whole" at a conference on the work of David Bohm, held at the University of Notre Dame, March 30-31.

Michael J. Crowe, professor in the program of Liberal Studies, presented a paper entitled "Sir William Herschel: From Music and Life on the Moon to the Construction of the Heavens" in the Edwin Brown Allen Lecture Series at Rensselaer Polytechnic Institute in Troy, N.Y., on March 26.

Anne Carson Daly, assistant professor of English, delivered an invited lecture entitled "Encouraging a Christian Vision of Life through the Study of Literature" at the Convention of the American Catholic Philosophical Association to the American Maritain Association in Pittsburgh, Pa., on April 6.

Thomas L. Doligalski, assistant professor of aerospace and mechanical engineering, presented a paper, "Hairpin Vortices as an Outer Layer Turbulence Model," at the 11th Annual Midwestern Universities Fluid Mechanics Retreat, Rochester, Ind., April 12-14.

William M. Fairley, associate professor of earth sciences, presented a paper entitled: "An Alternative to the COCORP Interpretation of the Blue Ridge Province", at the annual meeting of the Southeastern and North-Central Section of the Geological Society of America, Lexington, Ken., on April 4-6.

Linda C. Ferguson, assistant professor of the program of liberal studies, gave an invited lecture, "Is Reel Music Real Music: A Critical Issue of the 1950s," at the University of Missouri-Kansas City, Performing Arts Center, March 30. She also served as a consultant/evaluator for the NEH-funded project, "Integrated Studies in the Humanities" at the University of Missouri-Kansas City, March 28-30.

Denis Goulet, O'Neill professor of education for justice, gave a lecture on "Pedagogical Strategies for Development," sponsored by the College of Arts and Sciences and the International Education

Committee, University of Portland, Ore., April 5. He addressed a faculty workshop on "Internationalizing the Curriculum" on April 6. Also, he addressed two political science classes on "Bureaucracies in the Third World" and "Successes and Failures of Communism in the Third World." Goulet gave a seminar on "Liberation Theology and Political Action: The Third World and the U.S.," sponsored by Campus Ministry, Portland State University, April 6.

Nai-Chien Huang, professor of aerospace and mechanical engineering, presented an invited lecture on "Fracture Mechanics in Rail Deicing," at Northwestern University, Evanston, Ill., on April 6.

Richard J. Hunter, Jr., assistant professor of management, spoke at the Notre Dame CCE Conference for Purchasing Agents on "Contracts and Negotiation" on March 15. He gave a talk entitled "Special Issues Concerning the Vending Industry" at the Florida Vending Association Conference, Orlando, Fla., March 17.

Rev. Charles Kannengiesser, S.J., Catherine F. Huisking professor of theology, lectured on "The Copts and Alexandria in the Fourth Century" at the annual meeting of the American Research Center in Egypt (ARCE), Cleveland, Ohio, April 27-29.

V. Paul Kenney, professor of physics, reported on recent results from the High Energy Physics program in a seminar, "Scintillating Glass Fiber-Optic Detectors for HEP Experiments," at the University of Innsbruck, Austria, March 9. He also presented a seminar, "Recent Results from the CERN UA-5 Experiment" at Purdue University, W. Lafayette, Ind., on Nov. 30.

Ralph McInerny, Michael P. Grace professor of medieval studies and director of the Medieval Institute, spoke on "Aquinas, Analogy and Foundationalism," Research Conference in the Philosophy of Religion, University of Nebraska, Lincoln, Neb., April 13.

Patricia A. O'Hara, associate professor of law, delivered an invited lecture entitled "Corporate and Securities Law Problems in Stock Repurchase Agreements" to a meeting of the South Bend Estate Planning Council, South Bend, Ind., March 13.

Daniel J. Pasto, professor of chemistry, presented a talk, "Sodium Borohydride Reduction of Cobaloxime Complexes: An Electron Transfer, Free Radical Process," before the Organic Division of the American Chemical Society, St. Louis, Mo., April 10.

Anand Pillay, assistant professor of mathematics, gave an invited talk entitled "Some Model Theory of Ordered Structures" at the University of Wisconsin, Madison, on Feb. 29. He also gave an invited lecture entitled "Strong Minimality in Ordered Structures" at the spring meeting of the Association for Symbolic Logic at the University of Notre Dame on April 7.

Alvin Plantinga, Rev. John A. O'Brien professor of philosophy, read a paper, "Coherentism and the Evidentialist Objection to Theistic Belief" at the University of Arizona, Tucson, on March 29.

Morris Pollard, director of Lobund Laboratory and professor emeritus of microbiology, delivered an invited lecture to members of the Purdue University Cancer Center, W. Lafayette, Ind., on April 13. He spoke on the subject of "Experimental Prostate Cancer: The Evolution of a Model Cancer System."

Rev. Claude Pomerleau, C.S.C., assistant professor of government and international studies, and assistant to the director of the Kellogg Institute, gave the Peace Lecture entitled "Democracy and Death in Central America: Some Questions About U.S. Foreign Policy" at Goshen College, Goshen, Ind., March 21.

Arthur J. Quigley, associate professor emeritus of electrical engineering, served on a panel, "Developing Leadership in Neighborhoods" at the National Association of Housing and Redevelopment Officials Conference, South Bend, Ind., April 13.

Paul Roche, guest professor and poet-in-residence in the program of liberal studies, presented a master class on "The Reading of Dramatic Poetry" at the University of Wisconsin at Milwaukee on March 27. He gave a poetry reading entitled "As Far as I Can See" at Grand Valley State College, Allendale, Mich., on March 28, and a poetry workshop on March 29. He also delivered a lecture, "Some Problems in Translating and Producing Greek Drama."

Gordon A. Sargent, chairman and professor of metallurgical engineering and materials science, coauthored a paper entitled "Characterization of Surface Behavior of a Ni-Si Alloy via Electrochemical and Surface Analyses" with J. L. Nickerson, P. Kumar and P. E. Manning. The paper was presented at the Corrosion Research Symposium, Corrosion/84, New Orleans, La., April 2-4.

Thomas J. Schlereth, professor of American studies, delivered a paper, "Material Culture Research and Historical Explanation," at the national meeting of the Organization of American Historians in Los Angeles, Calif., April 5.

Robert H. Schuler, professor of chemistry and director of the Radiation Laboratory, gave an invited lecture, "Optical Absorption, Electron Spin Resonance and Raman Spectroscopic Studies of Radiation Produced Intermediates," at the 50th Anniversary Meeting of the Israel Chemical Society, Jerusalem, Israel, April 10-12.

J. Eric Smithburn, professor of law, presented a lecture, "Judicial Discretion," to 100 Michigan state trial and appellate court judges, Michigan Judicial Institute, Traverse City, Mich., April 11.

Nancy K. Stanton, associate professor of mathematics, gave a talk on "The Heat Equation for the  $-Laplacian$ , II" at the American Math-

ematical Society Symposium on "Pseudodifferential Operators and Fourier Integral Operators with Applications to Partial Differential Equations" at the University of Notre Dame on April 3. She was also a member of the organizing committee for the Symposium.

James P. Sterba, associate professor of philosophy, presented the William James Lecture at Washington College, Md., on March 21. The title of his lecture was "How to Make People Just." He presented a paper, "A Libertarian Justification for a Welfare State," to the Philosophy Club at the College of William and Mary, Williamsburg, Va., on March 23. He also read a paper, "Contemporary Moral Philosophy and Practical Reason," at the American Catholic Philosophical Association Meeting in Pittsburgh, Pa., April 6-8.

Anthony M. Trozzolo, Huisling professor of chemistry, presented an invited talk entitled "A Delineation of the Role of Singlet Molecular Oxygen in the Photodegradation of Polymers" at the International Symposium on the Degradation and Stabilization of Polymers, American Chemical Society Meeting, St. Louis, Mo., April 10.

Jennifer Warlick, assistant professor of economics, presented a paper, "Measuring the Costs of Disability (coauthored with David Betson, assistant professor of economics)," at the annual meeting of the Midwest Economics Association, Chicago, Ill., April 6.

Charles K. Wilber, professor and chairman of economics, presented an invited lecture, "Economic Development and the Third World and U.S. International Economic Policy," at St. John's University, Collegeville, Minn., March 29.

Rev. Oliver F. Williams, C.S.C., assistant professor of management, chaired a session entitled "Value Conflicts: Who Sets Moral Standards for International Business?" at the Annual Conference for Business Executives of Indiana sponsored by the Indiana Committee for the Humanities at Nashville, Ind., on April 8-9. The focus of the conference was "American Global Dominance." He also presented a paper on "The Judeo-Christian Vision and the Modern Corporation" at Viterbo College, LaCrosse, Wis., April 17.

Eduardo E. Wolf, associate professor of chemical engineering, presented two papers at the 187th National Meeting of the American Chemical Society in St. Louis, Mo., April 8-12. The papers were entitled "Transient FTIR Studies of Surface Reaction Dynamics During CO Oxidation on Pt/SiO<sub>2</sub> and Pd/SiO<sub>2</sub> Catalysts," (coauthored by D. Kaul), and "Kinetics and FTIR Studies of Steam Gasification of Coal Chars Catalyzed by Alkali Salts," (coauthored by S. Yuh). The latter paper was also presented at the Exxon Engineering Research Laboratories at Baytown, Tex., April 13.

Warren J. Wong, chairman and professor of mathematics, gave an invited lecture on "Modular Representations of Algebraic Groups" to the algebra seminar at McMaster University, Hamilton, Ontario, Canada, on April 10.

# documen- tation

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## minutes of the academic council meeting april 10, 1984

(1) Father Hesburgh called on Professor O'Meara who began the meeting with a prayer. Professor O'Meara then indicated that the one item on the agenda was the Report from the Committee on Final Examinations (March 19, 1984). Professor Gleason, chairperson of the Final Examinations Committee, was asked to provide a brief summary of the report.

(2) Report from Committee on Final Examinations

(a) Professor Gleason reviewed the report submitted by his committee:

--- The original report was discussed in the Academic Council in November, 1983. Because there was a mixed response, it was decided to table the matter to allow sufficient opportunity for response from various areas of the University. In the intervening months documents have been received from the Faculty Senate, the Student Senate and several of the College Councils.

--- The committee, after vigorous discussion, opted for the continuation of the present policy that the normal stipulation be a two-hour final exam in each course.

--- With regard to the weight assigned to the final exam, various groups recommended a range with twenty percent as the low figure and forty percent or fifty percent as the high figure. The committee decided upon the twenty to fifty percent range.

--- It was a near unanimous opinion with the faculty that the senior exemption from finals be eliminated. On the other hand, the Student Senate recommended a retention of the present policy. The committee decided to revoke the senior exemption.

--- The committee added 'F in the course' to the policy on unexcused absences. To say 'F in the test' would have seemed redundant.

--- The indefinite article 'a' desirable format replaced the definite article 'the' desirable format in the recommendation of finals in graduate courses.

--- The committee considered the present system of a single study day acceptable.

--- The committee recommended no change in the forty-eight hour deadline for reporting grades.

(b) Father Hesburgh then opened the report for discussion by the members of the council. In the first period a variety of points were made:

--- Professor Brinkley asked whether a teacher can give a makeup examination without the dean's approval. Professor Borelli responded that the committee did not intend for the instructor and the dean to be required to consult in all conflict situations. Since most problems seem to be a priori, the instructor has the option of sending the matter to the dean to be resolved.

--- Dr. Kathleen Weigert suggested that in 14.2, line 3, last word 'was' be changed to 'is.' The sentence would then read "the instructor and the student's dean will determine whether the cause of absence is sufficient to permit the later administration of the examination." No vote was taken.

--- Captain Rohrbough expressed the opinion that due process was needed in extreme cases of exceptions to the final exam policy.

--- Father Burtchae11 asked whether the intention of the committee was that the process only be used when the instructor does not want to allow an exception. Professor Gleason responded that the focus of the process is on cases where a student has missed the final. If prior knowledge is had of the conflict, a resolution can be sought with the instructor.

--- It was then suggested that the time had come to proceed in an orderly way through the five formal recommendations of the committee. This was agreed upon.

(c) 14.1 - "A two-hour final examination must be given at the time and place stipulated in the official examination schedule. Any exceptions to this policy must be approved by the chairperson and reviewed by the dean."

--- A student representative inquired whether the process will be basically administrative. Professor Gleason answered that exceptions will be dealt with in an ad hoc way. It will be appropriate for the College Councils to handle typical cases in a routine way.

--- Professor Brinkley wondered whether there would be complications with regard to special studies and research classes where no class time is specified. Professor Borelli said that this could be handled by the College Councils.

--- Father Hesburgh called for a vote on recommendation 14.1.

The council voted unanimously in favor of the recommendation.

(d) 14.2 "Unexcused absences from the semester examination will result in the student's receiving a grade of "F" in the course. The instructor and the student's dean will determine whether the cause of absence was sufficient to permit the later administration of the examination. No student shall be required to take more than two final examinations in one day or more than three final examinations in a twenty-four hour period."

--- Professor Derwent suggested that 'F' should be given in the examination rather than in the course. Otherwise, in some cases the penalty would be too severe. Professor Borelli thought that generally the result would be the same. Father Blantz brought up the situation in Pass/Fail courses where the final may only be worth twenty percent of the grade. Mike Hayes suggested that the phraseology should be '0 in the exam' rather than 'F in the course.' Professor Gleason defended the committee's point of view by asserting that the final exam should be a significant part of the course. Father Burtchae11 agreed and concluded that there was no experience of students willfully missing final exams. Father Bartell asked, if the final exam is so important, why are we discussing it? Dean Reilly added that the assigned worth of the recommendation determines the resulting grade. Professor Shephard pointed out that in recommendation 17.1 the instructor has the prerogative to flunk a student for not satisfying all the requirements.

--- Professor Derwent proposed an amendment to the first line of 14.2. The amendment would read: "unexcused absences from the semester examination will result in the student's receiving a grade of no credit on the final examination." The motion was seconded. Father Hesburgh then called for a vote on the first line of 14.2 as amended. It passed by a vote of 24-yes, 17-no.

--- Professor Sayre continued discussion of the remaining two lines of 14.2 by picturing them as referring to anomalous situations. Mr. Kil, representing the Registrar's office, indicated that students are advised to take conflicts to individual instructors.

--- Father Hesburgh then proposed a vote on Recommendation 14.2 as amended. The motion passed unanimously.

(e) 14.2 deleted. The deleted material is enclosed in brackets. ["At the discretion of the instructor, graduating seniors who so request may be exempted from taking the final examination in an undergraduate course if their work in that course up to the time of the final examination has earned a grade of at least a "B." In such cases, the semester grade will be based entirely upon the classwork. This exemption applies only to graduating seniors who are finishing their last semester and will be eligible for a bachelor's degree at the successful conclusion of the semester.]

--- Mike Hayes pointed out that the old form of 14.2, presently deleted, included senior exemptions. In fact, by the end of the semester the large majority of seniors have already been sufficiently evaluated in their work. Many are already accepted into graduate schools or the work force. Exemptions allow a period of relaxation and celebration of friendships at the end of the college career. In some cases, if exams are required, students may settle for lower grades.

--- Father Burtchaell lamented the wastage so often connected to the experience of the senior year of high school. Professors are not present here to give grades primarily nor is a University a way station on the route to a job.

--- Father Burrell countered with the argument that the possibility of an exemption is one of the ways to keep seniors working.

--- One of the student representatives defended the present policy as one which allows the individual professor to decide. Notre Dame should mean more than just academics; it is a broader experience which should be savored at the end.

--- Professor Fuchs felt that a proper attitude is conveyed by a policy of no exemptions.

--- Father Hesburgh called for a vote on the proposed deletion of the old Recommendation 14.2. The motion passed with 31-yes votes and 9-no votes.

(f) 14.3 "While a two-hour final examination is also a desirable format for graduate courses, no University regulations regarding their conduct are set forth because of differences in graduate education in the various disciplines."

--- Professor Sayre inquired whether it was proper to say 'no University regulations' in a policy document. Professor Gleason responded that it is simply a statement of the inapplicability of the general regulation to the graduate situation.

--- Father Hesburgh called for a vote on the proposed Recommendation 14.3. It passed unanimously.

(g) 17.1 "The semester grade of the undergraduate student in any course is based on two elements: (1) the classwork of the student for the whole semester, and (2) the final examination. Final examinations for undergraduate courses may not be weighted for less than one-fifth or more than one-half of the semester's work in determining the final grades. Regardless of the grade in the final examination, an instructor may fail the student if the student has not completed all the course work. Grades in the Graduate School and post-baccalaureate professional programs may be based on the finals alone."

--- Mike Hayes commented that the lower limit seems good, but the upper limit of fifty percent is too high. The new Student Senate recommended thirty-three percent as the upper limit. Students are concerned about too much weight being applied to any one test.

--- Dean Reilly offered an amendment that the upper limit be forty percent. It was seconded. In the discussion that followed Father Burrell said that he had never been



persuaded that the present limit of thirty-three percent needed to be changed. Professor Gleason indicated that no one had objected in the deliberations of the committee to raising the upper limit. Father Burtchae11 saw two arguments for increasing the upper limit. First, we stand midway between secondary and graduate education in the nature of our testing. Second, some courses follow a linear discipline (with segmented, discrete blocks of knowledge) and some courses are cumulative in nature and the mastery of material at the end is more important.

--- Father Hesburgh called for a vote on Dean Reilly's amendment that the upper limit for the worth of a final exam be forty percent rather than fifty percent. The amendment was defeated by a vote of yes-20 and no-22 votes.

--- Professor Swartz then offered an amendment that the final exam be worth anywhere between zero percent and fifty percent of the grade for the course. It was seconded.

--- Father Hesburgh called for a vote on Professor Swartz' amendment that the final exam be worth 0 percent to fifty percent of the grade for the course. The amendment was defeated by a vote of yes-6 votes and no-33 votes.

--- Professor Delaney continued discussion of 17.1 by suggesting that line three is unnecessary. Father Hesburgh commented that in his experience the main reason for not graduating was term papers not being completed.

--- Professor Delaney moved that the third line of Recommendation 17.1 be deleted, namely, 'Regardless of the grade in the final examination, an instructor may fail the student if the student has not completed all the course work.' It was seconded.

--- Father Hesburgh called for a vote on the proposed amendment of Professor Delaney. It was passed by a majority voice vote.

--- Father Hesburgh then called for a vote on Recommendation 17.1 as amended. It passed unanimously.

--- Father Burtchae11 then moved to put the Proposed Amendments to the Academic Code in the form passed by the Academic Council into effect for the 1984-85 academic year. The motion passed unanimously.

--- Professor Gleason then moved that the entire document be approved as amended. It was passed unanimously.

--- Father Hesburgh then moved for adjournment.

(3) The next meeting of the Academic Council will be on Wednesday, May 2, 1984, at 3:30 p.m., in the Center for Continuing Education, Rooms 100-102-104.

Respectfully submitted,

(Rev.) Edward A. Malloy, C.S.C.  
Secretary to the Academic Council

## **Addendum 1. Amendments to the Academic Code**

(as passed by the Academic Council)

April 10, 1984

14.1 A two-hour final examination must be given at the time and place stipulated in the official examination schedule. Any exceptions to this policy must be approved by the chairperson and reviewed by the dean.

14.2 Unexcused absences from the semester examination will result in student's receiving a grade of no credit on the final examination. The instructor and the student's dean will determine whether the cause of absence was sufficient to permit the later administration of the examination. No student shall be required to take more than two final examinations in one day or more than three final examinations in a twenty-four hour period.

14.2 The deleted material is enclosed in brackets. [At the discretion of the instructor, graduating seniors who so request may be exempted from taking the final examination in an undergraduate course if their work in that course up to the time of the final examination has earned a grade of at least a "B." In such cases, the semester grade will be based entirely upon the classwork. This exemption applies only to graduating seniors who are finishing their last semester and who will be eligible for a bachelor's degree at the successful completion of the semester.]

14.3 While a two-hour final examination is also a desirable format for graduate courses, no University regulations regarding their conduct are set forth because of differences in graduate education in the various disciplines.

17.1 The semester grade of the undergraduate student in any course is based on two elements: (1) the classwork of the student for the whole semester, and (2) the final examination. Final examinations for undergraduate courses may not be weighted for less than one-fifth or more than one-half of the semester's work in determining the final grades. Grades in the Graduate School and post-baccalaureate professional programs may be based on the finals alone.

## **Addendum 2. Report from Committee on Final Examinations**

March 19, 1984

### **BACKGROUND**

The Committee on Final Examinations, which was appointed by the provost in March of last year, submitted its original report on May 25, 1983. The report discussed the principles that should govern final examination policy, made recommendations, and suggested amendments to the Academic Code that would embody those recommendations in the official regulations of the University. When the report was brought before the Academic Council on Nov. 16, 1983, however, objections were raised which resulted in the decision to postpone action on the recommendations until the various College Councils, the Faculty Senate, and Student Government had had the opportunity to review the Committee's report and to express their views on the issue of final examination policy. Accordingly, the provost asked the committee\* to continue its work, to receive input from the representative bodies mentioned above, and to submit a second report taking into account the views expressed by these organs of faculty and student opinion.

The issue evoked considerable interest and the committee has been provided with much material. The Arts and Letters College Council, the Faculty Senate, and the Student Senate all adopted formal position statements on various aspects of final examination policy; the Engineering College Council and the Science College Council discussed the matter in detail without adopting formal resolutions; the three military science departments stated their views in letters; and two alumni of the University, who learned that the matter was under discussion, wrote to express their opinions. In the light of these responses, for which we wish to express heartfelt appreciation, the committee submits the following review of the issues and proposes certain changes in the language of the Academic Code.

### **REVIEW OF THE ISSUES**

1. Should there continue to be an official University policy on final examinations, or should the whole matter be left to the discretion of individual faculty members?

Although this issue was not addressed specifically in any of the materials forwarded by the various faculty and student groups, remarks that reached the committee informally suggest that some members of the faculty regard the establishment and maintenance of a final examination policy as an infringement on the faculty member's academic freedom. This view is based on a misunderstanding of the nature and scope of academic freedom. A faculty member's academic freedom is no more infringed upon by a final-examination requirement than it is by the requirements that members of the faculty meet their classes

\* There were two changes in the personnel of the committee: Philip Gleason replaced Ronald Weber, and Kenneth Sayre replaced James T. Burtchael, C.S.C.

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a specified number of times and make use of a standardized grading system in reporting their evaluation of student performance in courses.

In order to make the matter of principle explicit, the committee reaffirms the following positions, which were stated in slightly different terms in our first report: a) it is proper for the University to maintain a general policy on final examinations; b) all members of the teaching faculty should follow the guidelines established by the final examination policy; and c) the requirement set forth in "b" does not constitute an infringement on the faculty member's academic freedom.

2. Should the two-hour examination stipulated in the present policy continue to be the normal expectation, with provision for exceptions?

The committee's original report proposed language that would strengthen the two-hour examination as the norm by explicitly ruling out alternatives, such as take-home exams. This proved a controversial proposal, especially in the Arts and Letters College, whose council proposed language that would weaken the two-hour exam as norm by explicitly providing for alternative types of "final assignment."\* None of the other bodies that considered the issue regarded it as necessary to make explicit provision for alternatives to the two-hour examination in the text of the policy statement itself, although several took note of the need for some degree of flexibility.

Having considered these reactions carefully, the committee finds itself in agreement with the position taken by the Faculty Senate, which seems to us to strike the middle ground. The senate rejects as undesirable the language explicitly strengthening the two-hour examination norm, but it does not go on to weaken the norm by writing in a provision for alternative final assignments. The senate does, however, endorse the change proposed in our original report whereby the chairperson of the department, along with the dean, is involved in approving exceptions to the two-hour exam requirement. This provision makes the processing of requests for exceptions more manageable administratively, and thereby provides the flexibility needed to accommodate situations where departures from the two-hour exam norm are appropriate.

In the opinion of the committee, the policy statement in the Academic Code ought not to enter further into matters of detail as to criteria for exceptions, the procedures for granting them, or the appropriateness of various kinds of alternative final assignments. These matters are properly left to the discretion of the departments and College Councils, which are best acquainted with the differing circumstances of the fields of learning involved.

3. How much should the final examination be weighted as a factor in the course grade?

The committee's original report recommended that the final exam be counted as not less than one-third, and not more than two-thirds, of the course grade. All of the bodies that considered the question reject these upper and lower limits. At the same time, all recommend that a wide range of flexibility be left to the faculty member in determining the weighting of the final examination. Four bodies (the College Councils of Arts and Letters and Science, the Faculty Senate, and the Student Senate) recommend twenty percent of the course grade as the lower limit; two of these same bodies (the Arts and Letters Council and the Student Senate) recommend forty percent as an upper limit, while the other two (Science Council and Faculty Senate) recommend fifty percent.

In the interest of providing the wider range of flexibility, the committee recommends that the lower limit be set at one-fifth (20%) of the course grade, and the upper limit at one-half (50%) of the course grade.

4. Should the senior exemption be eliminated?

In its first report, the committee recommended eliminating the present option whereby seniors may be excused from final examinations in their graduating semester if they are doing B-level work. This recommendation was endorsed by the College Councils of Science, Engineering, and Arts and Letters; by the Faculty Senate; and by two of the three military science departments. Only the Student Senate argues for the retention of senior

\* The language proposed by the A&L Council is: "A two-hour final examination must be given at the time and place stipulated in the official examination schedule. In some courses it may be appropriate that this requirement be satisfied by a final assignment due not before the day stipulated in the examination schedule. Any exceptions to this policy must be approved by the departmental chair and reviewed by the dean."

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exemptions. The Student Senate recognizes, however, that the senior exemption has led to attendance problems, and it proposes a means whereby wholesale late-spring absenteeism can be obviated.\* Our input makes clear that faculty opinion is overwhelmingly in favor of eliminating the senior exemption. Experience has shown that the present policy gives rise to many problems and is without compensating academic justification. The committee therefore reaffirms its recommendation that the senior exemption be eliminated.

#### 5. Scheduling final exams and provision for make-up exams.

The committee's original report did not suggest any change in the language of the Academic Code governing these matters, but it did renumber the three sentences in which these points are covered (taking them from the present paragraph 14.1 and reconstituting them as a separate paragraph 14.2).

Other faculty and student groups did not regard this matter as a problem but the Faculty Senate proposes the following language for the paragraph designated 14.2 in the committee's first report (underlined sentences represent changes from the present policy):

No student shall be required to take more than two final examinations in one day or more than three final examinations in a 24-hour period. In case of conflict, departmental examinations shall yield to non-departmental ones. The instructor and the student's dean will determine together when there is sufficient cause to permit the administration of the final examination at a time other than the scheduled one. Unexcused absence from the semester examination will result in the student's receiving a grade of "F." An appeal on the part of the student shall be submitted to the provost for final adjudication.

One member of the committee believes these changes embody desirable clarifications of present policy, but the majority does not agree that they are needed and opposes on principle the effort to legislate too much detail into the Academic Code. More specifically, there are three separate changes proposed by the Faculty Senate:

- 1) Requiring departmental exams to yield to non-departmental ones in cases of conflict. This is an arguable policy recommendation, but seems to the majority of the committee too detailed and rigid.
- 2) Requiring the instructor and student's dean to confer over "the administration of the final examination at a time other than the scheduled one." This language permits the interpretation that the conference in question between instructor and student's dean should take place whenever there is a conflict over exam times (i.e., whenever a student is scheduled for two exams at the same time). If that interpretation is intended, or even possible, the outcome could be chaotic, since deans might be called upon to help resolve every scheduling conflict that arose among the thousands of exams given every semester.
- 3) Providing for appeals to the provost in cases where students receive an "F" for missing the final exam. The majority of the committee regards this provision as unnecessary -- since a student's right of appeal is assumed -- and undesirable -- since the language ("shall be submitted") could be interpreted as mandating an appeal in every case where a student got an "F" for missing a final examination.

The committee notes one ambiguity in the present policy that should be clarified: does the "F" for unexcused absence from the final examination apply to the examination only, or is

\* This is the text of the Student Senate's position: "To claim that second semester senior exemptions from finals are a right would be foolhardy. They are presently a privilege allowed to students who have maintained a B average or better in a class. Besides being a tradition at Notre Dame, and other schools, they are something which many students work for and look forward to. Most students' grades would more than likely not be affected if they took the final, and thus the importance of the tests is not that crucial. However, sometimes attendance can become a problem in some cases, and we recognize this is a grievance of some of the faculty. There are some faculty members who solve this problem by not announcing exemptions until the last day of class, and will require an exemplary attendance record before they will give an exemption. This is usually very effective, and is our recommended course of action. Allow professors to give exemptions to second semester seniors if they so choose, but require them not to announce them until the last day of class. This will continue to allow the privilege to seniors who have worked hard in their classes, while at the same time not fostering attendance problems."

it an "F" for the course? It is our understanding that the latter interpretation is the one intended by the Academic Code, and we propose amending it to make that intention explicit.

6. Final examinations in graduate courses.

The committee's original report suggested a new paragraph 14.3 to the Academic Code stating that while the two-hour final examination was "the desired format" in graduate courses, no University regulations are set forth governing such courses. The Faculty Senate recommends that "the desired format" be replaced by "a desirable format," and the committee agrees that this language is preferable.

7. Study day(s).

The Student Senate disagrees with the opinion stated in our first report that the six-day examination period, preceded by a single study day, is sufficient. Two study days are required, in the view of the Student Senate, which goes on to suggest a different starting date for the fall semester. The other bodies that considered the final examination question do not regard the matter of study days as a problem, however, and the committee stands by its original judgment that the present arrangement is acceptable.

8. 48-hour reporting deadline on grades.

There was no significant support for lengthening the 48-hour reporting deadline for grades among the various bodies that reviewed the question, and the committee regards this too as an area where the present system is acceptable.

9. Administration of final examination policy.

Since irregularities in the carrying out of the present policy were prominent among the factors that led to this review of the final examination question, we recommend that chairpersons of departments, deans of Colleges, and the various College councils give particular attention to the way in which University policy in this area is administered and its guidelines enforced.

## Amendments to the Academic Code

We recommend the following amendments to the Academic Code; passages underlined represent changes:

14.1 A two-hour final examination must be given at the time and place stipulated in the official examination schedule. Any exceptions to this policy must be approved by the chairperson and reviewed by the dean.

14.2 Unexcused absences from the semester examination will result in the student's receiving a grade of "F" in the course. The instructor and the student's dean will determine whether the cause of absence was sufficient to permit the later administration of the examination. No student shall be required to take more than two final examinations in one day or more than three final examinations in a 24-hour period.

14.2. The deleted material is enclosed in brackets. [At the discretion of the instructor, graduating seniors who so request may be exempted from taking the final examination in an undergraduate course if their work in that course up to the time of the final examination has earned a grade of at least a "B." In such cases, the semester grade will be based entirely upon the classwork. This exemption applies only to graduating seniors who are finishing their last semester and who will be eligible for a bachelor's degree at the successful conclusion of the semester.]

14.3 While a two-hour final examination is also a desirable format for graduate courses, no University regulations regarding their conduct are set forth because of differences in graduate education in the various disciplines.

17.1 The semester grade of the undergraduate student in any course is based on two elements: (1) the classwork of the student for the whole semester, and (2) the final examination. Final examinations for undergraduate courses may not be weighted for less than one-fifth or more than one-half of the semester's work in determining the final grades. Regardless of the grade in the final examination, an instructor may fail the

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student if the student has not completed all the course work. Grades in the Graduate School and post-baccalaureate professional programs may be based on the finals alone.

Respectfully submitted by the Committee on Final Examinations: Joseph A. Buttigieg (English), Morton S. Fuchs (Microbiology/Biology), Philip Gleason (History, Chairman of the committee), Kenneth W. Milani (Accountancy), Kenneth M. Sayre (Philosophy), Arvind Varma (Chemical Engineering).

## minutes of the 209th graduate council meeting

Board Room 121, Hayes-Healy Center

The chairman opened the meeting at 3:30 p.m. on Feb. 8, 1984. The following members were absent: Dean Michael J. Loux; Mr. Robert C. Miller, replaced by Dr. George E. Sereiko; Dean Frank K. Reilly, replaced by Dr. Yusaku Furuhashi; Dr. Cornelius F. Delaney, excused; and Dr. John G. Duman, excused. Mr. William F. Harkins, Jr., Chairman of the G.S.U. Committee on the Foreign Language Requirement, was in attendance at the invitation of the council.

### I. Minutes of the 208th Meeting

The minutes of the 208th meeting were approved as circulated.

### II. Foreign Language Requirement (FLR)

The chairman briefed the council on the history of the FLR in the Graduate School. He reported that until 1966, the Graduate School had required demonstration of reading competence in one foreign language for research master's candidates and two foreign languages for doctoral candidates. In 1966, the FLR was dropped for master's programs in engineering, but was retained for research master's programs in all other divisions. The FLR was again changed in 1967. While only one foreign language, instead of two, was required of doctoral students, departments were allowed the option to require: (1) a second foreign language, (2) another skill (e.g., statistics, computing, etc.) or (3) nothing. As it turned out, most departments that chose to drop the requirement of a second foreign language also chose the option of requiring nothing. In 1978, the FLR for research master's programs was dropped as a Graduate School requirement, allowing this requirement to become a departmental option. The requirement of one foreign language for doctoral students, however, was retained by the Graduate School.

Representatives of the Graduate Student Union were invited to state their views. Ms. Kimberly Blaeser and Mr. William F. Harkins, Jr., addressed the council in turn. The following points were made:

- It is not the intention of the GSU to recommend that the FLR be dropped, rather that it be made more meaningful. The requirement, as it stands, does not meet the professional needs of graduate students.
- Students now take the noncredit foreign language reading course in addition to their regular course load. This does not allow them adequate time to prepare for the language course.
- It is recommended that a foreign language be required in areas where there is such a need. In this case, the requirement should be made more rigorous to insure that the right level of competency is achieved. In areas where there is no need for foreign language skills, this requirement should be changed.

Following these introductory statements, the chairman opened the floor for discussion. The following points of view were expressed:

- The FLR is meaningless now; a student can take a foreign language course and pass it without knowing anything.
- Foreign language reading courses do not meet the needs of graduate students, since they teach students to read a foreign language with the help of a dictionary. This is not enough for some disciplines, in which large amounts of reading materials must be covered quickly.

-- The FLR is supposed to ensure that graduate students have the language skills to conduct research with foreign reading materials, but this is not always the case. A student who has some knowledge of one foreign language will naturally choose to meet the FLR in this language, although the area of specialization may require competency in another language.

-- Foreign language reading courses provide opportunities for students to review a language; students still have to improve their language skills with additional reading.

-- The Graduate School sets the minimum requirements for all departments, but it is up to the individual departments and, specifically, their faculty, to apply this requirement to the particular needs of various disciplines.

-- Departments can demand higher standards than those set by foreign language reading courses. They can also establish additional departmental examinations and require knowledge of technical terminology relevant to their disciplines.

-- The FLR does not have to be a uniform requirement for every department; it is conceivable that one discipline needs a more rigorous requirement than another.

-- In the ideal situation, the FLR ought to be an admission requirement. Given the present state of foreign language competence and study in the nation's secondary schools and colleges, this is far from an ideal situation.

-- It is not acceptable that Ph.D. students have to go back and study a foreign language at the beginner's level in order to meet the FLR.

-- It is recommended that language courses taken before admission to the Graduate School be accepted as meeting the FLR.

-- If a student has taken courses before admission, he or she should be able to take the language test without too much preparation.

-- If a student has taken language courses, but has forgotten what he or she has learned, he or she should take more language courses.

-- For many graduate students, summer is the prime time for research. However, since foreign language courses are offered only in the summer, students must remain on campus in the summer even if their research projects require work at some off-campus location.

-- We should try not only to raise the level of foreign language reading courses, but also to improve their frequency.

-- It is recommended that a graduate language course be included as part of the course and credit requirements for the doctoral degree.

-- Graduate language courses should not be included as part of the course and credit requirements; there is no room for such required courses in the first two years of the doctoral program. If such courses are needed, they should be taken in addition to the regular course load.

-- Foreign students should be allowed to meet the FLR either in their native language, or in English.

-- The requirement of one foreign language is not a big hurdle for most graduate students.

-- We would like to produce graduates who can work with original materials and translate these materials for other scholars, rather than graduates who must rely on translations done by others.

-- To allow the FLR to become an optional or departmental requirement does not seem to be a move in the right direction.

The chairman concluded this exchange of views by reporting that a quick survey of the GRE-CGS Directory of Graduate Programs, 1984 & 1985 had shown that, of 368 programs in English, Sociology, Theology, Zoology, Physics and Materials Engineering, 52% have a foreign language requirement. He added that the Graduate School would look into the

problems of delivery, frequency and level of foreign language reading courses. A motion to allow foreign graduate students to meet the FLR in any non-native language appropriate to their discipline was carried.

### III. Proposal for the Establishment of the Graduate Bioengineering Program

The chairman invited Dean Roger Schmitz to speak on the proposal. Dean Schmitz said that the proposal had been discussed at the College Council and the Graduate Council. He felt that having an interdisciplinary program in bioengineering at Notre Dame is basically a good idea, but the proposed structure of the program had been questioned and required further review. He added that the proposal needed more support from interested departments and faculty. He thought that the proposal should be tabled. The chair noted that a motion to table would have called for an end to the discussion, but he felt that the situation was of such importance to warrant a full discussion.

The chairman then opened the floor for discussion. Dr. Charles F. Kulpa said that the Bioengineering Study Committee was opposed to a move to table the proposal as it would cause delay in implementing the program, and a delay would be detrimental to the program's competitiveness and would hinder efforts to seek funds. Dean Francis J. Castellino expressed the interest of the College of Science in the program, but stated that he could not commit support to it until the entire College had the opportunity to discuss it more fully. He suggested that the question of available resources be separated from the discussion of the proposal and its merits. He thought that the proposed structure was sufficiently good for a beginning, and the committee could be allowed to move ahead and to see whether it could raise some funds. Dean Schmitz said that there were, in fact, more concerns about the structure than about the availability of resources. The stumbling block is that under this plan the Bioengineering program could admit students and grant degrees. In Dean Schmitz's opinion, all students should be admitted into those departments which provide faculty, space and other resources to the program. Another weakness of the program would be that there is no provision for faculty slots budgeted for the program, and that all faculty participants are volunteers. There would be no stability in this structure. The program's viability would depend on the degree of support participating departments would lend the program. In the present situation, the College of Engineering was not ready to support it. Dr. Kulpa said that his Committee had carefully considered all these questions and had concluded that the proposed structure would work best at Notre Dame. He informed the council that the committee would not wish to be involved in any efforts to restructure the proposed program.

The chairman closed the discussion, noting that the questions of program structure and resources merit further considerations. A motion to table the proposal was made and seconded. The motion was put to the vote and was carried with three abstentions.

### IV. Chairman's Remarks

1. PACE. The University is in the process of translating the recommendations of the PACE Report into identifiable items for the next fund-raising campaign. The following items relate to graduate studies and research:

Graduate studies: Office of Advanced Studies venture fund; endowed graduate fellowships; endowed professional fellowships; graduate student research fund; and foreign student exchange fund.

Research: Faculty research development program to provide seed grants for research, research travel grants, equipment grants, support to data bases; research equipment replacement fund; Patent Office and patent processing fund.

Advanced student housing: additional spaces for male and female students.

2. Jesse H. Jones and Zahm Fund. There have been fewer applications and awards for the Jesse H. Jones Research Travel Fund thus far this year. The Selection Committee of the Jesse H. Jones Faculty Research Fund and Equipment Fund will meet shortly. The Zahm Research Travel Fund for graduate students has received ten applications to date (6 awards, 2 rejections, 2 pending).

3. Stipends. It is likely there will be no increase in stipend value for the next academic year, but the number of stipend units will be increased. Allotments in stipend supplement funds will also be improved.

4. Quality of Primary and Secondary Education in the U.S. Much attention has been paid to the need to improve the teaching of science, technology and foreign languages at



pre-baccalaureate level. Institutions of higher education have been urged to develop linkages with local schools and local school corporations and to participate in teacher training through their summer school programs. At Notre Dame, there is a need to identify the faculty interested in such programs.

5. GRE Tests. The Analytical test is currently described as "experimental". There is a question whether this test measures some aptitude not covered by the Verbal and Quantitative tests or, as some critics believe, it is merely an extension and duplication of aspects of both the Verbal and the Quantitative tests. The GRE Board will meet in April to decide on the future of the Analytical test.

6. Association of Catholic Colleges and Universities (ACCU) Panel. The ACCU Panel recently met in Washington, D.C. to take stock of graduate programs in Catholic institutions in light of the publication of the Assessment of Research-Doctorate Programs in the United States, sponsored by the Council Board of Associated Research Councils. It was noted that as a group, Catholic institutions had made considerable progress in the last decade in the development of graduate programs.

The meeting was adjourned at 5:10 p.m.

## faculty senate journal february 14, 1984

The meeting of the Faculty Senate was called to order at 7:35 p.m. in Room 202 of the Center for Continuing Education by Prof. Mario Borelli. Fr. David Burrell offered the opening prayer. The minutes for the Dec. 14 meeting were approved.

In the chairman's report, Borelli stated that the most pressing item of concern for the senate at this time is the review of the Faculty Manual. The Executive Committee of the Academic Council has asked for recommendations from the College Councils and the senate to be submitted by March 15.

Borelli then spoke of the proposal being prepared for submission to the Executive Committee of the Academic Council regarding Sabbatical Policy. Profs. Michael Crowe and Teresa Phelps are presently working on a draft of this proposal to be presented at the Academic Council meeting on March 5. In speaking of the proposal, Crowe encouraged senate members to express their views regarding the importance of this issue to representatives of the Academic Council. The key elements of the proposal were presented by Phelps. The preamble describes the sabbatical and its benefits. All faculty members, i.e., teaching and research, library, and special professional faculty would be eligible to apply after six years full-time service at the University for one year after the completion of the leave. The proposal also addresses two questions: What is the sabbatical policy for? What is it not for?

In the section on procedures the following points are made:

1. Application, in writing, must be presented to the chairman by Dec. 1, one year in advance of the requested leave;
2. the application will be reviewed by the chairman, the dean and the provost;
3. approval is subject to budgetary and substantive considerations;
4. upon return, a detailed report must be submitted.

As far as benefits are concerned, the person on leave would receive full salary if the leave is one semester; one-half salary for two semesters. In either case, full-year fringes would apply.

Prof. Leo Despres suggested that a review process be established with an independent faculty committee.

Prof. Paul Conway pointed out that since the Academic Council would meet before the senate had an opportunity to discuss and vote on the proposal, there should be some procedure initiated to determine senate approval. It was agreed that a copy of the proposal would be sent to all senate members prior to the March 5 meeting of the council. Senate members could then respond with any objections.

Borelli then referred to two final items. First, he indicated that a detailed discussion of the Finals policy would be taken up shortly. Secondly, in reference to the question of the Early Childhood Development Center, it was pointed out that the situation might be misunderstood since the Center has an independent Board of Trustees. The senate approved a motion to send a letter of support to the Board and to enter that statement as part of the record.

#### E.C.D.C. Proposed Statement

The Faculty Senate of the University of Notre Dame wishes to express to the Board of Trustees of the Early Childhood Development Center the senate's continued interest in and concern with the Center's well-being, now and in the future. The senate recognizes the beneficial influence of the E.C.D.C. on the academic and family life of our communities.

In light of some concerns for the Center's future which a Group of Concerned Parents has brought to our attention, we recommend to the E.C.D.C. Board of Trustees that:

-- it seek to establish with promptness a meaningful dialogue with the Group of Concerned Parents, to share areas of concern and discuss ways of addressing such concerns.

-- it proceed with due speed in the implementation of those actions believed necessary for the continued existence and well-being of the E.C.D.C., as the provider of a needed and useful service to our communities.

The next item of business was a discussion of the proposed Finals policy.

In discussing 14.1, the point was made by Prof. Richard Hunter that it is the instructor's prerogative to determine whether an exam is given. After some discussion, a vote was taken. The old language is satisfactory except for the final statement which should read: this policy must be approved by the chairman and the dean of the College. A hand vote was called for. The motion was approved. Four members were opposed.

In the discussion of 14.2, the following statement was presented for a vote:

No student shall be required to take more than two final examinations in one day or more than three final examinations in a 24-hour period. The instructor and the student's dean will determine whether the cause of an absence is sufficient to permit the administration of the examination at another time. Unexcused absence from the semester examination will result in the student's receiving a grade of "F." Any appeal should be submitted to the provost for final adjudication.

The motion carried.

After the vote on 14.2 was taken, a question was raised regarding rescheduling of exams because of conflicts. In the event of conflict, which exam will be postponed? As a friendly amendment, it was stated: In the event of conflict, departmental exams shall yield to exams for individual courses. The amendment carried.

In discussing the elimination of the old 14.2, the following arguments were presented in regard to the "senior privilege" of exemption from the final. Burrell pointed out that this was indeed a "privilege" and not a "right" which would be given at the discretion of the instructor. The faculty member could choose not to grant the privilege. Also, Burrell felt it was "impolitic" for a faculty committee to remove one of the few student privileges. Arguments in favor of omitting the old wording included:

1. undue pressure placed by students on instructors who do not wish to allow exemptions;
2. inequity in mixed classes;
3. the pedagogical principle of the need to assess the work of the final third of the course;
4. historically, the privilege was incorporated when the grade of "B" was not the average grade for most courses, i.e., before grade inflation.

After considerable discussion, the question was called by Prof. William Eagan. The vote was in favor of dropping the old wording. Three members voted against the motion.

In discussion of 14.3, it was moved that the wording be changed from "the desired format" to "a desirable format." The motion carried.

In discussion of 17.1 several issues were raised regarding the upper and lower limits set. The committee chaired by Fr. Burtchaeff established .33 and .66% as the limits. The senate proposes a limit of .20 and .50%. Burrell recommended changing the upper limit from 50% to 40% in order to take into account student input as presented in the College Council in Arts and Letters. The argument presented was that less than 20% trivializes the exam, while more than 40% trivializes the rest of the course. The question was called on the change from 50% to 40%. The motion was defeated 16-6. The motion was called on 17.1 as follows:

The semester grade of the undergraduate student in any course is based on two elements: (1) the classwork of the student for the whole semester and (2) the final examination. Final examinations for undergraduate courses may not be weighted for less than 20% and may be weighted for as much as 50% of the semester's work in determining the final grades. Any exceptions must be approved by the chairman and the dean of the college. The weight of the final examinations must be announced to the students at the start of the course. Regardless of the grade in the final examination, an instructor may fail the student if the student has not completed all the course work.

The motion carried with one dissenting vote.

At 9:30 a brief recess was taken. The session resumed at 9:40.

When the meeting resumed, Borelli turned the discussion to medical benefits. Eight companies have been contacted for bids. The information received will be forwarded to Mr. G. Thomas Bull, Director of Personnel.

Prof. Don Barrett then discussed the Notre Dame Survey of Medical Benefits. Among the points made:

1. no cap on payments; e.g. room rates;
2. data on thirteen "peer" plans;
3. plan for ETS (Educational Testing Service) cited as showing possible flexibility;
4. advantages of a wellness program.

The following data was presented of twelve different University plans:

- \* 3 had one carrier
- \* 5 had two or three carriers
- \* 4 had four or five
- \* 7 had HMO
- \* 8 had Blue Cross
- \* 5 had deductibles in basic plan

Average Increase in Premium

	80/81	81/82	82/83	83/84
Duke	--	16	30	10
Hopkins	13	28	17	25
Fordham	3	17	55	39
I.U.	14.2	9.2	28.7	21.4
Princeton	13	14	16	17
USC	--	28	21	20
CPI	11.6	8.7	4.5	3.8
ND	-9	32	21	35

Several suggestions were made regarding medical benefits:

Burrell: Visiting professors were not, generally, granted coverage until recently. Changes in rates may be the result in fluctuations in numbers covered.

Barrett: In a meeting with the new benefits officer\*, he presented eleven possible suggestions. These will be passed on to the administration informally by Borelli. Barrett pointed out that it could be possible to audit a sample of the 516 cases submitted in 81/82.

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Crowe suggested that the senate give a vote of thanks to Phelps and her committee as well as to Profs. Barrett and Borelli for their good work.

Press suggested that Bull should press VIP information and action. Let everyone know which doctors agree to it and urge their selection.

\*Barrett said he felt the new benefits officer seemed knowledgeable and had a good background in this kind of work. He also seemed to be doing some things that had to be done such as checking on number of dependents.

The meeting adjourned at 10:15.

Absent but not excused: Subhash C. Basu, chemistry; Salvatore J. Bella, management; Jay P. Dolan, history; Michael J. Francis, government and international studies; Barry Keating, finance and business economics; Donald P. Kommers, government and law; William D. McGlinn, physics; Kenneth Sayre, philosophy; William Slowey, accountancy; William E. Stanchina, electrical engineering; Stephen T. Worland, economics.

Absent and excused: Peri Arnold, government and international studies; James Danehy, emeritus; Vincent DeSantis, history; Bernard E. Doering, modern and classical languages; John J. Fitzgerald, emeritus; John W. Lucey, aerospace/mechanical engineering; Jean Rosenberg, library.

Respectfully submitted,

Sandra Harmatiuk

## university libraries minutes

### february 13, 1984

Present: Harvey Bender, James L. Cullather, Maura Daly, Lloyd Ketchum, Robert Miller.

The meeting was opened by the chairman, Harvey Bender, at 4:10 p.m.

The minutes of the meeting for Jan. 16, 1984 were corrected and approved for publication. At the request of the committee, Miller will see to the sending of flowers to the secretary who is currently recuperating from surgery. The chairman turned the meeting over to Miller for a variety of reports.

Miller indicated that approval for a fire drill in Memorial Library had been received but that because of the pending move of the faculty office, the drill will be postponed until the fall, 1984 semester. He then reported briefly on the status of the current faculty renewal project which began in October with notices sent to over 500 faculty for something more than 7000 volumes. Most of these subsequently have been returned or renewed. Second notices will be going out shortly to over 200 faculty for materials not yet accounted for. It is hoped that the project can be completed by April, so that any necessary suspensions of library privileges in accord with policy approved by the committee can be undertaken before the end of the semester.

Miller then reported briefly on the space situation in Memorial Library. It is his understanding that the move of faculty from the basement will occur after April 1. No firm plans for subsequent space utilization following upon the move have yet been approved. He anticipates discussions with the provost in the near future and hopes to have plans reasonably well in hand by the time it begins. He also indicated that additional space in the basement for expansion of rare book storage will be received after removal of dated telephone equipment in the southwest corner of the basement.

The committee then turned to a brief discussion of the automation project. Miller indicated that contracts are expected to be signed within the next month. The current timetable calls for installation of hardware between April and June, with pilot online catalog operations in the late fall of 1984. It is hoped that full operation of the online catalog can begin sometime during the first quarter of 1985. Present plans call for pilot testing of the circulation system in the summer of 1985, with full operation in the fall. The installation of the acquisitions system is currently scheduled for the spring of 1986, with full implementation on July 1, 1986. He stressed that the dates are

still somewhat tentative, subject to revision depending upon the progress of system installation, database conversion and software enhancements.

The committee then began an extended discussion of the National Collections Inventory Project in which Notre Dame will be participating along with Purdue and Indiana University under a special grant from the Lilly Endowment. There was extended discussion of the importance of the libraries' collections and services for the research goals of the University. Note was made of some discontinuity between the University's uniform research expectations of faculty in all disciplines, and the foreseeable ability of the library collections to support such research. In some instances, faculty recruitment has been adversely affected by the paucity of library resources in given areas of interest. The development of collections to the level where basic research can reasonably be supported in all areas of interest in the University, is one of the highest priorities for the University.

It was suggested that until that can be achieved, University travel funds might be made particularly available in areas that are still weak, though it was recognized that regular travel to needed sources is not always personally possible. The importance of faculty involvement in the development of the collections, particularly in bringing attention to the library's shortcomings, was again emphasized. There was some feeling that the general topic of faculty research and local library resources or other alternative access modes needs to be further explored by the committee.

The meeting was adjourned at 5:35 p.m.

## university libraries minutes march 12, 1984

Present: Harvey Bender, James L. Cullather, Maura Daly, Robert Miller, A. Sommese.

The meeting was opened by chairman, Harvey Bender, at 4:07.

After reviewing the minutes of the meeting of Feb. 13, it was requested that Miller revise a portion and resubmit the minutes at the next meeting.

The first item of business centered on a discussion of various delays experienced by the Mathematics Librarian of receipt of new materials. Despite some initial response from the library on these delays, Professor Sommese concluded that problems remained. After a general discussion of the flow of materials through processing, it was suggested that a study of processing times be conducted. Miller agreed that this would be done with a report to be presented to the committee in May.

Professor Daly inquired about the status of the budget for 1984/85. Miller reported that while the University allocation with an approximate increase of 5% had been received, overall acquisitions funding would not be known until later, when a further projection on endowment income would be made. He anticipated that actual allocation process for 84/85 would begin late in the spring. Miller will bring further information to the committee at its May meeting.

The committee then turned to a discussion of the recent North Central Association accreditation visit and the implications for the library. It was pointed out that the previous North Central report was quite critical of the libraries' ability to support graduate programs. It is expected that a report of this visitation will be received late in the spring. It will be brought to the attention of the committee at that time.

Miller then distributed to the members present a copy of the proposed revisions for Academic Manual "as approved by the Library Faculty meeting of March 2" and subsequently conveyed to the executive committee of the Academic Council and the chair of the Faculty Senate on March 5. An extended discussion on these proposed changes then ensued with strong feelings on the part of several members that the suggested change in Article 4, Section 3, sub-section E, to make the Faculty Committee of University Libraries a review rather than a policy formulating body was completely inappropriate. The chair, Harvey Bender, agreed to draft a statement of objection to be forwarded to the Academic Council. He also indicated his intention to raise the matter before the Faculty Senate.

The next meeting, scheduled for April 9, will tentatively be devoted to a discussion with William Sexton of the Development Office. Miller will contact Sexton regarding availability for that date.

The meeting adjourned at 5:20.

# The Final Report of the Committee on the Responsible Use of Alcohol

## Introduction

The Report, Priorities and Commitments for Excellence (PACE), submitted to the trustees of the University in May 1983 states: "The Mission of the University of Notre Dame is to be influential in the enrichment of culture, society, and the Church." Among the four strategies for accomplishing the mission, there is one that states that the mission of the University is fulfilled "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."

Consistent with Notre Dame's mission is a long-standing tradition which maintains that the education of the student encompasses the whole person. The body and spirit as well as the mind need to be developed for a person to be truly educated. Beyond the classroom and laboratory, residentiality has been a hallmark of undergraduate education at Notre Dame. Residence hall communities have been the keystone for the liturgical, athletic, and social aspects of life for the vast majority of our undergraduate students.

Prior to 1970, the use of alcohol was prohibited on campus and in all campus buildings by students, regardless of age. Moreover, public intoxication was a serious offense which resulted in disciplinary sanctions, including suspension in some cases.

In 1972, the Administration, while acknowledging the Indiana laws concerning the use of alcohol, approved a policy which allowed for the use of alcoholic beverages in the private rooms of students. This policy, with further modifications, remains in effect today.

In the ensuing years, there has been increasing concern over the abuse of alcohol in American society. The disease of alcoholism, abuse of alcohol, and alcohol-related traffic fatalities have become a national problem. The statistics concerning growing alcohol use and abuse among young people are alarming and have led to over twenty states raising the legal drinking age. In addition, a federal law establishing a national drinking age has been proposed.

The University of Notre Dame has experienced many of the problems present in the nation and among college age young people. While collecting information for their reports, PACE sub-committees encountered concern regarding student abuse of alcohol. This concern was raised by administrators, rectors, Counseling and Psychological Services, faculty, and students. Some of the areas highlighted were the dominant focus of alcohol as a necessity for social activities, public intoxication, drunk driving, violent and destructive behavior, and physical and mental incapacity. Perhaps most telling was the information suggesting that a student attitude currently exists in which drunkenness is considered acceptable. As a result, the PACE Committee recommended that the Provost establish a committee to examine the use and abuse of alcohol, University policies currently governing alcohol, and existing University and hall disciplinary procedures with respect to its abuse. In addition, the committee was to make appropriate recommendations to the Administration. The Provost established the University Committee on the Responsible Use of Alcohol which has been meeting regularly since the spring of 1983.

The framework for all of the Committee deliberations was the Mission of the University as contained in the PACE Report and the principles derived from the Mission as they pertain to the development of Notre Dame students.

What follows is a discussion of the process and findings of the Committee, the moral significance of drunkenness, and recommendations for policy and alcohol awareness and education programs.

## Background Information and Findings of the Committee

Over the last several months the Committee has spent a considerable amount of time and energy gathering relevant information on the use and abuse of alcohol. This accumulated information was collected from various sources both on and off the campus representing a cross-section of constituencies involved both directly and indirectly with the college scene at Notre Dame and elsewhere. The following paragraphs attempt to summarize the facts and impressions that have been gathered from these numerous sources.

### The Nation:

We have become a country concerned about the role alcohol plays in our society and the impact this has had on our citizens. Groups such as Mothers Against Drunk Driving (M.A.D.D.), Students Against Drunk Driving (S.A.D.D.) and BACCHUS have become very vocal and have gained national attention for their efforts to reduce alcohol abuse and related deaths.

A number of states, have re-examined their drinking age laws, many of which were enacted when the Constitution was amended in 1971 lowering the voting age to 18. Twenty-nine states responded by lowering their drinking age accordingly. However, largely as a result of the steep increase in the number of alcohol related traffic accidents, coupled with a desire to

reduce the availability of alcohol to teenagers, state legislatures began reversing themselves. Since 1976, over twenty states have raised their legal drinking age and many more have bills introduced to do the same (*The Chronicle of Higher Education*, February 9, 1983). Furthermore, current federal legislation has been proposed that would raise the legal drinking age in the whole country to 21.

Additionally, states are also enacting legislation to combat drunk driving on our nation's highways. Jail sentences, loss of drivers' licenses, required breathalyzer tests, easier evidentiary procedures, unannounced spot checks along the highways, and other measures are aimed at those who drive while under the influence of alcohol. The message is clear; those who drive after drinking run the risk of severe penalties, including imprisonment.

Americans are becoming more and more aware of the debilitating effects of alcohol on family stability, job performance, classroom performance, and overall health. There is a general awakening in the country that this issue must be addressed, and colleges and universities are responding accordingly.

## Universities and Colleges:

Alcohol is the drug of choice for students on college and university campuses throughout the country. A survey of college deans has indicated that 75 to 95 percent of college students throughout the country drink alcohol, and as many as 17 percent of college students drink excessively. One recent poll of students at 80 colleges found that more than two-thirds of all undergraduates also admitted to having driven while intoxicated, and one-third said they had missed classes because of excessive drinking (*The Wall Street Journal*, February 8, 1983).

It is generally recognized that college students begin to establish drinking patterns while still in high school, and they often continue to drink while in college, whether they have reached the legal drinking age or not. Furthermore, drinking tends to escalate once the students enter college. Freedom from parental supervision, the lifting of restrictions, and the availability of alcohol create and encourage increased alcohol use. The use and abuse of alcohol is, for many students, part of the initiation rite into adulthood. Introduction to new lifestyles, experimentation, and the desire to be accepted by college peers all have an impact on how, and how much, alcohol is consumed by college men and women. To many students, the drinking of alcohol is integrally associated with the fun and social life on the college campus.

Beer and liquor companies recognize the importance of "capturing" the college market and invest large sums of money in advertising and promotion. As these companies recognize, young adults are influenced by alcohol advertisements and sponsored events.

The consumption of alcohol on college campuses across the country has led to numerous problems. In varying degrees it is responsible for missed classes, dropping grade point averages, harassment, vandalism and destruction of campus properties, violent behavior and fights between students and others, sexual promiscuity, roommate problems, accidents and drunk driving deaths.

Concerns about the above alcohol-related problems on the campus and others, as well as the raising of the drinking age in states throughout the country, have led universities and colleges to re-examine and change the alcohol policies and rules for their institutions. These changes include such things as: strict enforcement of already-existing rules; new laws prohibiting alcohol on campus; restriction of alcohol use to those of legal age; and abolishment of certain functions at which alcohol abuse is prevalent. In addition, colleges and universities are renewing their efforts in alcohol education and awareness programs, as well as developing offices and support structures to promote alcohol awareness and therapy on the campus. Students are also becoming more actively involved in educating and attempting to influence drinking attitudes of, and behavior by, their peers, and groups such as BACCHUS and Students Against Drunk Driving (S.A.D.D.) are becoming more evident throughout the country.

The Committee has gathered information from colleges and universities across the country, especially from those schools which have recently established new alcohol policies. Documents and other data indicate that more programs, stricter rules, and more severe sanctions are being implemented. The alcohol issue is being addressed directly and forcefully, and significant resources are being expended to develop alcohol awareness and counseling programs on the campuses.

## Drunkenness: Its Moral Significance

For young adults in our society the issue of alcohol use and abuse is particularly problematic. In many instances, the open and public consumption of alcohol may constitute a rite of passage, a display of newly attained independence and freedom relative to the constraints of family life. Additionally, in student sub-cultures the capacity to drink large quantities of alcohol may be equated with prominence or daring within peer groups. It is not uncommon for college-age students to declare that there is nothing wrong with being drunk as long as one does not do physical damage to oneself or others.

In this cultural context it is important for the University to state clearly what drunkenness is and why it is morally offensive. A common definition of drunkenness is that it is the state of being overwhelmed or overpowered by alcohol to the point of losing control over one's faculties. Such a condition admits of degrees, i.e. one may be more or less drunk. In fact, the English language employs a variety of terms to describe the levels of personal consciousness and behavior that one passes through on the way to being drunk.

The Christian tradition proscribes drunkenness as a blameworthy condition. In several texts in the New Testament, for example, those who drink alcohol to excess are listed among those who practice pagan vices. Furthermore, on philosophical grounds, drunkenness violates the Christian mandate to exercise rational and informed control over one's decisions and actions. Admittedly, moral guilt should be seen as proportionate to the level of distortion of consciousness and the extent of harm to oneself or others that is caused. Nevertheless, drunkenness has no rightful place in a community of reflective, morally-sensitive individuals.

In a Christian community such as Notre Dame, those who deliberately and frequently violate the norm of temperate drinking should be subject to severe sanctions. It is not a sufficient excuse to argue that such conduct goes on elsewhere or is seen frequently in this age group. Those who become drunk out of inexperience or only on rare occasions should still be held accountable for their actions, even though these mitigating factors should be considered in assigning a penalty. There is no compelling evidence that it is necessary to experiment with drunkenness in order to discover its harmful effects.

The provision of proper information and the concern for social planning can contribute to an environment where, when alcohol is consumed, it is done in moderation and without the consequences of drunkenness and anti-social behavior. Every student should be made familiar with the potential physiological and psychological impact of various quantities of alcohol in defined social settings and for particular types of people. In particular, it should be stressed that those who entertain bear the responsibility for the well-being of their guests.

## Notre Dame and its Environs:

The problems that confront other colleges and universities regarding alcohol use and abuse also confront the University of Notre Dame. Our students do drink, and the results of recent studies suggest that they drink as much as, if not more than, the typical college student across the country. First of all, the student body of the University is composed primarily of young men and women whose family experiences include the use of alcohol in social settings. The vast majority of our students are Roman Catholics, and socio-economically they come from middle class and upper class backgrounds. In other words, they come to us from a family and social background that accepts and includes alcohol as a regular part of its social activities. Furthermore, very few students arrive at Notre Dame without having consumed alcohol while they were in high school.

Available data suggest that student drinking patterns at Notre Dame lead to the consumption of more alcohol per student than is typical at other colleges and universities. An extensive statistical study at Notre Dame in 1982 indicated that at least 20 percent and perhaps as many as 25 percent of our students are heavy drinkers. (Note: Heavy drinking is generally defined by National Council on Alcohol Education as five or more drinks per sitting at least once a week.) This same study indicates that well over 95 percent of our students drink at least some alcohol. These findings, corroborated by the experience of the staff of Counseling and Psychological Services, when compared with the national average given above, indicate the degree to which alcohol has become part of the campus scene at Notre Dame.

A study done by St. Mary's College a few years ago can also be helpful in determining the extent of alcohol use at Notre Dame. It is generally agreed that much of the alcohol consumed by St. Mary's College women is consumed on the Notre Dame campus. St. Mary's College found that 15 percent of its students were heavy drinkers as defined above. This meant that the percentage of heavy drinkers at St. Mary's was almost four times that of the average for college women nationally (15 percent vs 4 percent). As a result of this data and other information gathered, St. Mary's College formed its Alcohol Education Council and established strict rules and guidelines regarding alcohol use on the campus.

Considerable pressure is placed upon the Notre Dame students to become part of the alcohol scene from the time they arrive on campus. From the moment they enter as freshmen, they are introduced to parties and other events at which alcohol is a dominant feature. Students have expressed to the Committee their concern about the difficulty of socializing at Notre Dame if one does not wish to drink. Often it is difficult to get non-alcoholic beverages at campus parties, either because they are not served, or, if served, they are not easily accessible. Parties and dances at which alcohol is not served are seldom held, and those that are, run the strong risk of failure.

Of even more significance than the fact that alcohol is used by almost all of the students at Notre Dame, and used heavily by a significant number of them, is the amount of alcohol abuse that takes place on the campus. The Committee is convinced that, as with other student bodies, drunkenness is not condemned by the student body at Notre Dame. Quite the opposite, abusive drinking and public intoxication by a student have become accepted by student peers. Especially among the male students, there is almost the expectation that intoxication will occur. Public intoxication, in and of itself, is not considered a matter for discipline, and little if any guilt is connected with drunkenness. This is in direct contrast to the situation and expectation placed upon students at this University in the past. Drunkenness is a moral issue, and the policies, rules and sanctions of the University should reflect that position.

The residence hall is the primary center of social life for the student at Notre Dame. The University's stay-hall policy has led to the development of strong residence hall identification and loyalty. Furthermore, the interaction of students of all classes together in one hall allows for the possibility of peer example and help coming from the upperclass students, especially to the freshmen. However, the party in the residence hall has become the standard social event on the campus. Weekend after weekend students have come to expect there will be a party in their hall or some other residence hall on the campus. The attitude has developed among the students that if there is no party to attend, there is nothing to do on the campus. Student Union and Student Activities find themselves often frustrated and hindered by the current situation in planning and organizing events that will take students away from their residence hall parties.

There are two types of parties in the residence halls, those occurring in the party room and those occurring in private rooms. Alcohol is a central feature of both of them. The parties in the party rooms seem to be the biggest problem. Currently existing party room rules are inconsistently enforced across the campus. In fact, it seems that they are seldom completely enforced in any residence hall. The result is that these parties typically have large numbers of unhosted people gathered in very hot rooms, with large quantities of alcohol available. The atmosphere is more that of a tavern than a party. Food in any significant quantity is seldom present, and non-alcoholic beverages are often either not available or hard to find. In addition, there is a constant flow of people in and out of these parties, and from party to party across the campus. Furthermore, the problem is compounded by the fact that most of those in attendance are not of legal drinking age, as these parties are most popular with underclassmen.

The parties in private rooms are on a smaller scale, but often contain the same problems as the party rooms. Generally, the rooms are too small to accommodate the number of people in attendance. Often two or more rooms go together to host a single party. The results are constant movement from room to room, and people consuming alcohol in public areas of the residence halls. Furthermore, these private parties are often not "private." General announcements circulate throughout the campus and large numbers of people attend. Depending on the weekend, and the hall, a rector may be confronted with a number of parties going on at one time throughout the dormitory, with strangers, some of whom are feeling the effects of alcohol, and with a general sense of disorder throughout the residence hall.

On Friday and Saturday evenings, the hall staffs may spend much of their time dealing with alcohol-related problems. R.A.'s have expressed their surprise at finding how much alcohol was being consumed in the hall once they began dealing with it as part of their job. In addition, much of the destruction in residence halls and elsewhere on the campus is directly related to alcohol consumption by our students.



Outside the residence halls, there is alcohol being consumed in public areas of campus. Rectors feel some frustration because they know that no matter how much they try to keep alcohol out of the hallways and public areas of the residence hall, they feel there is nothing they can do to prevent public drinking outside the dormitory. Students do not generally feel restricted by the current \$100 fine because it is seldom imposed. A comparison between the Alumni Senior Club at which the legal drinking age is strictly enforced and the rest of the campus is very telling. Campus security officers feel equally frustrated by the situation on the campus. What has been created in the minds of some is a 1200-plus acre campus on which alcohol flows freely with little restraint, and few enforced rules and regulations.

There are student events held on the campus at which alcohol is served and responsible drinking is the common experience. The best example is the in-hall formal at which alcohol can be served anywhere in the residence hall. However, alcohol is not the primary focus of the event. The students have dates; they are dressed up; the hall is decorated according to a specific theme; food is served; and the emphasis is on socializing and dancing. In general, these events are very successful and controlled. The same applies to events such as Junior Parents' Weekend.

The University runs the risk of potential legal liability because of underage people drinking on the campus. Under Indiana law, if a person under the age of 21 is drinking on the campus and the lowest level administrator of the University (i.e. an R.A.) knows about it, the University may be held liable if that underage person subsequently injures another person while driving under the influence of alcohol, etc. The only way the University could be completely free of liability is if it could show that it was unaware that the underage person was drinking, i.e. that the alcohol was consumed in private without the knowledge of the University. That is obviously not the case at parties given the current enforcement of University rules. According to the law, it makes no difference that a student did not get drunk on campus if his or her drinking included drinking on campus in the particular series of events in question; the University could still be held liable as could any person, including a student over 21, who provided the alcohol for the underage person. Students and many others on the campus are not aware of the potential liability involved, and the University should reconsider the extent to which it is willing to assume such potential liability.

The Counseling and Psychological Services Center is currently providing the bulk of the alcohol education and alcohol counseling at the University. The current program consists of individual counseling, peer groups, outreach programs, confrontation helps, head staff and R.A. training, and the development of a slide show and written materials. In the current semester, a pilot program is being developed to be included in the freshman physical education requirements. This basic health skills course will deal with topics including drug and alcohol abuse, as well as other health matters.

The alcohol counseling program at the University has grown considerably over the years but now may be in need of additional personnel and assistance in planning programs, etc. The Committee recognizes the importance of the alcohol awareness and counseling program at the University and strongly supports strengthening and development of this area of the University to whatever extent necessary.

The issue of alcohol at the University of Notre Dame cannot be viewed in isolation without considering the total campus situation. The University's location in South Bend, Indiana, is significant in determining the focus of the social life on the campus. South Bend is not a "college town," and aside from the well-known bars frequented by the student body, students perceive few attractions for them in the greater South Bend area. Furthermore, the campus' location away from the city itself necessitates driving to off-campus social events. The availability of the "Van Lines" on weekend evenings has helped somewhat, but generally students prefer to stay on campus rather than ride on a school bus for an extended period of time just to get to a mall, movie, or restaurant. Other events such as those planned by Dean Hofman for freshman (Chicago, Dunes, date nights, etc.) have been successful for the limited number of students able to take advantage of them.

The concentration of social life on the campus, plus the exaggeration of the residence hall as the center for social life have established the parties in the residence halls as the standard social events of the weekend. However, other things have contributed. There are few places on campus to gather and to meet friends. With the arrival of women on the campus, a need has arisen for places outside the residence hall where men and women can gather to socialize. The LaFortune Student Center does not adequately meet this need. The renovations last summer were steps in the right direction, but LaFortune is still perceived as primarily a place for off-campus students to study. Students do use the Huddle, but little else in the building attracts them to it as a student center. The Oak Room in the South Dining Hall has helped, but even that is losing its popularity.

The Senior-Alumni Club attracts students of legal drinking age. However, there is not an equivalent facility where underclassmen can go to dance, to eat, or merely to socialize. In addition, facilities such as LaFortune Ballroom and the faculty dining room in South Dining Hall, though available, are not adequately used. Washington Hall has not generally been available to students for movies, and other events, even though it is anticipated this will change in the future. The athletic facilities are heavily used and improvements such as the new swimming pool will be helpful.

There are some events on the campus away from the residence halls that are very successful. The Keenan Revue, Mardi Gras, An Tostal, and Glee Club concerts are good examples. Concerts at the Athletic and Convocation Center have enjoyed limited success, as have attempts to start new events like the Fall Festival.

In its research, the Committee has heard a number of other explanations for the emphasis on alcohol use at Notre Dame. It has been pointed out that our students work very hard in their studies and that alcohol use is a means of relaxing after the pressure of a busy week. It has also been suggested that the disparity between the numbers of men and women on the campus militate against healthy social interchange and encourages alcohol abuse. The Committee feels that these matters merit further consideration by the University.

There has been much apprehension expressed to the Committee, especially from students and parents, that either eliminating or severely restricting alcohol from the campus will lead to our students going off campus to party and to drink. As a result, it is more likely they will drive while intoxicated. But the Committee does not accept the argument that because of the danger in off-campus alcohol abuse it is reasonable to allow students to get drunk on the campus. Men and women of college age will drink alcohol. It is the responsibility of the University not to close its eyes to alcohol abuse merely for the sake of allowing its students to learn through experimentation. Such is not the proper posture for any educational institution.

The Committee has received input from students, parents, faculty, rectors, administrators, counselors, staff, and people not directly part of the University. It is clear that there is not consensus among all of these groups, nor even within individual

groups, as to what the total solution or direction should be. Alcohol use and abuse at Notre Dame is a very complex issue. The Committee has attempted to balance all of the interests and realities of life on this campus, many of which directly compete with each other. It is our hope that the policies and rules we propose will help to create a proper atmosphere, and a full appreciation for the role that alcohol should play in the life of our community.

## Recommendations of the Committee

### Drunkenness/Public Intoxications:

It is the conviction of the University that drunkenness and public intoxication are unacceptable. Certainly, students in need of counseling and therapy should receive it. However, sanctions should be imposed on those students found intoxicated. Mitigating factors such as inexperience and rare drinking should be taken into consideration, but all students should be held accountable for their actions. Those who frequently become intoxicated should be severely disciplined. The Committee recommends:

1. That for the first offense in the academic year the discipline should be the responsibility of the student's rector and should include such things as work within the residence hall, hall probation, or other appropriate measures. In addition, the student should be informed that subsequent violations will be reported to the Dean of Students.
2. That all subsequent violations by the same student should be reported to the Dean of Students, who may in turn also notify the parents of the student involved. In each case, depending upon the circumstances involved, sanctions should be imposed. Continued violations should result in suspension from the University.
3. That any fighting, or acts of physical violence against hall staff, security, or others while intoxicated should be considered reason for dismissal from the University.
4. That if a student is suspended from the University because of intoxication, or an incident involving intoxication, that student should be allowed to return only after the University has received sufficient evidence of the student's involvement in an alcohol rehabilitation/counseling program while away from the University.

### Public Areas of the Campus:

The consumption of alcohol should not be allowed in any of the public areas of the campus. This includes, but is not limited to, campus grounds, parking areas, playing fields, stadium, and the public areas of campus buildings. Renewed efforts by security to enforce this rule, including the confiscation of alcohol and issuance of the appropriate fines, should be directed. The Committee recognizes that specific events on the campus warrant exception to the general rule. Therefore, the committee believes the following exceptions should be allowed:

1. It would almost be impossible to eliminate alcohol at tailgaters on football weekends; therefore, these should be allowed. However, they should be restricted to the day of the game only and should only be allowed in the parking areas around the stadium and in the outer areas of the campus. No tailgating and consumption of alcohol at picnics, etc. should be allowed in the inner part of the campus. Security should enforce this and a letter should go out to alumni and all football ticket holders informing those coming to the games of this rule.
2. Special events during certain times should be allowed if everybody in attendance is over 21. Prior permission for any such events should be received from either the Dean of Students or some other appropriate central office. (See recommendation below regarding Office of Alcohol Education).

### Residence Halls:

Parties at which alcohol is served should not be allowed in the residence halls. Crowded, semi-anonymous gatherings disrupt the tenor of the hall, create an atmosphere that is the antithesis of the appropriate living environment for an educational institution, and fail to create an environment that "teaches" students to drink responsibly. In fact, they often encourage alcohol abuse.

On the other hand, experience has demonstrated that well-planned, all-hall semi-formal parties are events that create an atmosphere in which responsible use of alcohol is encouraged. The Committee believes that such events should be continued. Furthermore, the Committee recognizes that some consumption of alcohol by students in the privacy of their rooms is not troublesome. It is the alcohol events that encourage alcohol abuse and disrupt the tenor of the hall that are condemned. The Committee recommends the following recommendations be adopted:

#### I. Private Rooms in the Residence Halls:

- A. Individuals may consume alcohol in the privacy of student rooms.
  - B. No happy hours, parties, or similar events are allowed in private student rooms.
- The purpose of the above two rules is that the alcohol is to be consumed in much the same way individuals consume alcohol in their own homes. Appropriate discipline and sanctions should be given should drinking in private rooms become a public event, i.e. by the very nature of its noise, the number of people, or intoxication, come to the attention of those outside the room.
- C. No kegs are allowed in the residence halls.
  - D. Participation in drinking games of any kind is not allowed in the residence halls.
  - E. Large amounts of alcohol are not allowed in private rooms and excessive amounts of alcohol may be confiscated at the discretion of the residence hall staff.

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## II. Party Rooms in the Residence Halls:

A. Parties at which alcohol is served in the residence hall party rooms are limited in attendance to those who are of legal drinking age. A member of the hall staff or the rector's designate must always be at such parties.

B. Parties at which no alcohol is served are permitted in such rooms for all students. However, it is the responsibility of the hall staff to make sure no alcohol is served at such parties. Furthermore, underage students at such parties are not allowed to consume alcohol in private rooms that then become extensions of the party in the party room.

C. A University-wide set of regulations and contracts governing parties in party rooms must be developed by the Office of Student Affairs and should be reviewed by this Committee before such rules are implemented. These regulations should include such things as: procedure for checking age of attendants, size of party, percentage of money that can be spent on alcohol, type of alcohol allowed, etc.

D. Prior permission for all parties in the party room must be received from the rector of the residence hall and should be given only if a written contract is signed indicating the rules governing such parties. It is the responsibility of the hall staffs to enforce the rules established by the University for these parties.

## III. All-Hall Semi-Formal Date Parties:

A. Well-planned, all-hall, semi-formal parties at which alcoholic beverages are served are allowed in the residence halls. Beer and wine are the only alcoholic beverages allowed at such events. No punch is allowed.

B. A maximum of two such events per hall per semester is allowed.

C. A University-wide set of regulations governing such semi-formals must be developed by the Office of Student Affairs and should be reviewed by this Committee before such rules are implemented. In addition to the beer-wine rule stated above, these rules should include such things as: percentage of money that can be spent for alcohol, method of controlling alcohol distribution, requirement of invoices submitted, etc.

D. Permission for such party must be received well in advance of the party date from the Dean of Students or some other central office, and the rector of the hall only after assurance is received that such a party has been well-planned and proper precautions are included in such plan.

E. It is the responsibility of the hall staffs to enforce the regulations established by the University for these parties.

## Alcohol Counseling and Education/Awareness:

Two counselors in the Counseling and Psychological Services Center are responsible for the majority of alcohol counseling and education at Notre Dame. From small beginnings, this area of the University's counseling program has grown and has become a significant force in alcohol awareness and alcohol therapy on the campus. However, the Committee believes that further development of alcohol awareness programs and commitment to alcohol education are needed. As an educational institution, Notre Dame has a responsibility to prepare its students in all aspects of living as a fully human person. Health related programs are a necessary part of that education process. The Committee senses a need for more alcohol awareness and development programs on the campus. Furthermore, students across the country are becoming involved in alcohol awareness programs. This should be encouraged at Notre Dame.

The Committee recommends:

1. The continued development of student support groups for alcohol-related problems.

2. A complete evaluation of the alcohol counseling program at the University, including a self-evaluation by those involved in the program and external evaluation to determine if further needs in this area exist at the University.

3. Institution of a mandatory health awareness component as part of the freshman physical education rotation sequence. This rotation should include sections on drug and alcohol use and abuse issues.

4. Organization at Notre Dame of a chapter of a group such as BACCHUS. To establish such a chapter, students must formally organize, elect officers, develop programming, and write a charter. Work on this should begin as soon as possible. (Note: BACCHUS is a national organization organized by collegians that stresses the responsible use of alcohol. Affiliation with BACCHUS would provide innumerable resources and programming ideas.)

5. The planning of student development workshops by the Office of Student Affairs that would provide leadership training for students such as hall and club presidents, Student Senate members, Student Union members, hall councils, etc. Topics in the workshops should include the planning of responsible parties and other social programming within the halls and on the campus.

6. The expansion of head staff and R.A. orientation beyond discussion of the rules and regulations. A significant portion of the hall staff orientation should be devoted to alcohol-related issues. A commitment from hall staffs and consistent application of an alcohol policy across the campus are imperative if the University is to succeed in making significant change in alcohol use patterns on this campus.

7. Events such as Alcohol Awareness Week and other such alcohol awareness programs should be promoted.

8. There should be communication of these efforts to the faculty, Freshman Year of Studies, Campus Ministry and others involved in student counseling activities.

## Social Life at Notre Dame:

The issue of alcohol use on this campus must be considered as part of the total social life at Notre Dame. The University's isolation, its residential character, the composition of its student body and other factors necessitate the development of a diversified and active campus social life. Campus facilities, campus activities, campus events, and plans for future development must all be scrutinized and evaluated. This is especially true if there is to be any change in the current exaggerated importance placed upon student residence halls as the center of social life on the campus.

The Committee recognizes an urgent need for the development and implementation of a comprehensive plan for social life on the campus. This plan should include both immediate and long-term programs and all aspects of social life at Notre Dame, including facility needs. The effectiveness of the recommended alcohol policy is contingent upon the implementation of this plan. The Committee recommends that the following items be included for consideration in the development of this comprehensive plan:

1. Facility needs — The study should include analysis and recommendation regarding renovation and construction of needed facilities on the campus. These include such things as:

- a. Renovation and/or rebuilding of LaFortune Student Center. A complete plan should be immediately developed.
- b. Building and/or development of an Undergraduate Club on the campus. The Undergraduate Club would provide a place for men and women to interact in a social atmosphere without the presence of alcohol. It would be a place to meet, to eat, to dance, to watch videos and performances, etc.
- c. Athletic facilities — This study should consider: further improvement of athletic facilities, priorities for the use of these facilities, and expansion of co-recreational programs. The Department of Non-Varsity Athletics is key in the development of the study.

2. Use of facilities currently existing — The study should include recommendations regarding better use of existing facilities for multi-purposes. The Committee believes that the following facilities are currently underutilized:

- a. Senior/Alumni Club — This facility should be made more available both for non-alcohol events and private parties. It should be actively "marketed" on the campus as a place available for many different activities both on weekends and during the week.
- b. Washington Hall — This excellent and newly renovated facility should be made more available for general campus use.
- c. Other facilities — The faculty dining room is an excellent facility for parties and dinners; students should be made more aware of its availability. The Oak Room is also good, but some imagination is needed to keep student interest at a high enough level to use it.

3. Transportation to the greater South Bend community should be further developed to give students better access to movies, restaurants, bowling, Morris Civic Theatre, Century Center, shopping, etc. The "Van Lines" help to meet this need, but appear inadequate.

4. Development of immediate and long-range planning to provide social alternatives on the campus is needed. The Student Activities Office, Student Union and other responsible organizations should be imaginative planners and developers of a total student social life at the University. Concerts, dances, lectures, plays, special events, etc. should be evaluated and developed to better meet the needs of the campus community.

5. A study should be undertaken to evaluate coeducation as it exists on the campus, giving particular attention to ways of improving social relationships between men and women. The feasibility of more adequately balancing the male-female ratio, as well as an examination of Notre Dame's relationship with St. Mary's College should be included in this study.

### Office of Alcohol Education:

The Committee recommends that a permanent Office of Alcohol Education be established at the University. This office, as part of the Office of Student Affairs, would be responsible for certain aspects of the alcohol issue at the University. Its responsibilities would include such things as:

1. development of alcohol awareness programs and ongoing orientation for hall staffs, etc.;
2. review of alcohol policy and rules, recommending changes when needed;
3. approval of all "alcohol" functions at the University;
4. development of guidelines, rules, etc. for all alcohol events on the campus.

### Other Recommendations:

1. The Committee believes it is imperative that the rules and regulations regarding alcohol be consistently applied throughout the campus. Rectors and their assistants are essential in this regard. The Committee recommends that all head staff commit themselves to consistent enforcement of all rules and regulations as adopted by the University, and be willing to be evaluated for job performance accordingly.

2. At the current time the University does not allow beer and liquor companies to sponsor events on the campus. There are further rules forbidding posters advertising alcohol and availability of alcohol at campus events. The Committee recommends these rules be continued and reinforced on the campus. The Committee recommends that no alcohol or tavern advertisements be allowed in official University publications. The Committee also encourages *The Observer* and other student publications to adopt such a rule.

3. At the current time, it is the policy of the Freshman Year of Studies that no alcoholic beverages be served at any freshman orientation event. The Committee recommends that this rule be enforced for all freshman orientation events on the campus.

4. There has been much discussion of student social life moving off campus if strict alcohol rules are adopted. The Committee recommends that students off-campus as well as on campus should continue to be required to comport themselves in accordance with standards acceptable for Notre Dame men and women. Large alcohol parties that disrupt neighborhoods around the campus are inappropriate and not in accord with good citizenship. The Committee recommends that students responsible for such activities be subject to University sanctions as deemed appropriate.

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## Implementation:

While this document represents the final report of this Committee, the Committee recognizes that further rules and regulations in accord with the above recommendations must be formulated by appropriate University officials. Furthermore, presentations and discussions with hall staffs, students and others will likely be necessary for implementation of a newly adopted alcohol plan for this University. The Committee and/or individual members thereof offer to make themselves available for such necessary discussions and help in evaluating proposed rules, etc. to the extent desired by the Provost and Officers of the University.

## Members of the University Committee on the Responsible Use of Alcohol

Reverend E. William Beauchamp, C.S.C.  
Administrative Assistant to the Executive Vice President  
and  
Chairman of the Committee

Brian J. Callaghan  
Student Body President

Michael S. Carlin  
Chairman of the Hall Presidents Council

Angie Chamblee  
Assistant Dean  
Freshman Year of Studies

Sister John Miriam Jones  
Assistant Provost

Reverend Edward A. Malloy, C.S.C.  
Associate Provost

Professor Kenneth W. Milani  
Associate Professor  
Department of Accountancy

Joni D. Neal  
Assistant Director of Student Activities

Reverend Mark L. Poorman, C.S.C.  
Rector  
Dillon Hall

Reverend David T. Tyson, C.S.C.  
Executive Assistant to the President

# advanced studies

## information circulars

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

### science

#### The Anna Fuller Fund\* Postdoctoral Fellowships

No. FY84-394

##### 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, and \$1,000 for research expenses. In general, the applicant must have had no more than two years of previous postdoctoral training and must not already have engaged in the training at the time the award would be made.

##### Deadline:

June 1 and October 1, 1984, February 1, 1985

##### For Further Information Contact:

The Anna Fuller Fund\*  
Office of Scientific Advisor  
333 Cedar Street  
P.O. Box 3333  
New Haven, CT 06510  
(203) 785-2621

\*The Fund awards funds for research as to the cause, treatment, and care of cancer and the education of the public as to its prevention and treatment. Suggested formats for application can be obtained from the Fund.

(From 1984 ARIS)

#### The Anna Fuller Fund\* Research Grants

No. FY84-395

##### Program:

A maximum of \$10,000 is awarded to young investigators who have demonstrated their ability in research and who are establishing new laboratories. Competitive renewal for the second year is possible but not encouraged.

##### Deadline:

June 1 and October 1, 1984, February 1, 1985

##### For Further Information Contact:

The Anna Fuller Fund\*  
Office of Scientific Advisor

333 Cedar Street  
P.O. Box 3333  
New Haven, CT 06510  
(203) 785-2621

\*The Fund awards funds for research as to the cause, treatment, and care of cancer and the education of the public as to its prevention and treatment. Suggested formats for application can be obtained from the Fund.

(From 1984 ARIS)

#### NIH—Fogarty International Center Biomedical Research Fellowship Opportunities

No. FY84-389

##### Program:

The John E. Fogarty International Center of the NIH has announced the availability of postdoctoral fellowships to U.S. health scientists who wish to conduct collaborative research abroad. The purpose of these fellowships is to enhance the exchange of research experience and information in the biomedical, behavioral and health sciences. Programs available to U.S. citizens or permanent U.S. residents are the following:

- Senior International Fellowships (Supported and administered by the FIC and described above. Deadline: June 1, 1984)
- French National Institute of Health and Medical Research Postdoctoral Fellowships (Supported by the government of France). Deadline: October 1, 1984
- NIH-French National Center for Scientific Research Exchange Program (Jointly supported by the governments of France and the United States). Deadline: October 1, 1984
- Irish Medical Research Council Postdoctoral Fellowship (Supported by the government of Ireland). Deadline: October 1, 1984
- Swedish Medical Research Council Fellowships (Supported by the government of Sweden). Deadline: October 1, 1984
- Swiss National Science Foundation Postdoctoral Fellowships (Supported by the Government of Switzerland). Deadline: October 1, 1984
- Alexander von Humboldt Foundation Postdoctoral Research Fellowships (Supported by the Federal Republic of Germany). No deadline

The eligibility requirements of each program vary and this information is provided in each program's brochure which is available upon request (include a self-addressed mailing label). However, at a minimum, each candidate must have an earned doctoral degree in

one of the behavioral, biomedical or health sciences and some postdoctoral experience. The maximum period of support for all programs is one year.

For Further Information Contact:

NIH - Fogarty International Center  
International Research and Awards  
Branch  
Bethesda, MD 20205  
(301) 496-6688

(From 1984 ARIS)

**NIH—Fogarty International Center  
Senior International Fellowships for 1985-86**

No. FY84-388

Program:

These senior postdoctoral research fellowships are available to U.S. health scientists who wish to conduct collaborative research abroad. The types of activity that are supported by this program include collaboration in health studies, basic or clinical research, and the familiarization with or utilization of special techniques and equipment not otherwise available to the applicant. This program does not provide support for brief observational visits, attendance at scientific meetings, attendance in formal training courses, independent research projects or full-time clinical, technical or teaching services. Applicants must meet the following requirements: U.S. citizenship or permanent U.S. residence; doctoral degree in a health, biomedical or behavioral science; five years or more of postdoctoral experience; professional experience in the health, biomedical, or behavioral sciences for at least two of the last four years; hold a full-time appointment on the staff of a U.S. not-for-profit institution; be nominated by the dean or appropriate U.S. institutional official; be invited by a not-for-profit foreign institution; and not be a previous recipient of the fellowship. Fellowship awards are made for periods of three to twelve months. Prospective applicants for the fellowship program may obtain information brochures from FIC. Only the dean or equivalent institutional official may request fellowship applications which will be available until May 15, 1984 from the address given.

Deadline:  
June 1, 1984

For Further Information Contact:

NIH - Fogarty International Center  
International Research and Awards  
Branch  
Senior International Fellowship  
Program  
Building 38A, Room 615  
Bethesda, MD 20205

(From 1984 ARIS)

**NIH—National Institute of Neurological and  
Communicative Disorders and Stroke  
The Biology of Neurodegenerative Disorders**

No. FY84-387

Program:

This solicitation is prompted by the need for an expanded research effort to gain greater insights into the mechanisms of neuronal and system degenerations. Research is encouraged to develop methods for elucidating the mechanisms of nerve cell death through the application of new techniques in neurobiology. Such research could involve, for example: Identification of naturally occurring and experimentally induced animal models of neurodegenerative disorders; Development of molecular genetic techniques for the identification of genetic markers for neurodegenerative disorders, cloning the defective gene(s), and identification of the mechanism by which the gene product causes nerve cell degeneration; Development of techniques to visualize transmitters, receptors or neuronal activity in living brains and the application of imaging technology (PET and NMR) to studies of nerve cell degeneration; Investigation of viral induced degeneration of nerve cells; Investigation of the role of peptides and other neurotransmitters in neurodegenerative disorders; Studies of developmental processes to elucidate the mechanisms of neuronal death that occurs in the course of normal development; and Studies of degeneration and regeneration of nerve cells in the olfactory system. These are only examples of possibly fruitful research areas and should not be viewed as exclusive.

Deadline:

July 1, 1984, March 1 and November 1, 1985

For Further Information Contact:

NIH - National Institute of  
Neurological and Communicative  
Disorders and Stroke  
Demyelinating, Atrophic, and

Dementing Disorders Program  
Janett Trubatch, Ph.D.  
Health Scientist Administrator  
Federal Building, Room 704  
Bethesda, MD 20205  
(301) 496-1431

(From 1984 ARIS)

### **National Science Foundation U.S. Antarctic Research Program**

No. FY84-390

#### **Program:**

Grants to scientists at U.S. universities and colleges, non-profit non-academic research institutions, and private organizations; under special circumstances, unaffiliated scientists or scientists employed by other federal agencies may be eligible for support. The purpose of this program is to foster research on worldwide and regional problems of current scientific importance and to expand fundamental knowledge of the region. Support is provided in five areas: 1) biological and medical research; 2) earth sciences; 3) atmospheric sciences; 4) glaciology; and 5) ocean sciences. The deadline date applies to both 1) research in Antarctica (the 1985-1986 austral summer session - September 1985 through March 1986 - and extending through the southern hemisphere winter of 1986, if appropriate; and 2) research or data analysis in the U.S. to commence as early as October, 1984.

#### **Deadline:**

June 1, 1984

#### **For Further Information Contact:**

National Science Foundation  
Directorate for Astronomical,  
Atmospheric, Earth and Ocean  
Sciences  
Division of Polar Programs  
Mr. Guy Guthridge  
Room 620  
1800 G Street, NW  
Washington, DC 20550  
(202) 357-7817

(From 1984 ARIS)

### **National Science Foundation U.S.-Japan Cooperative Science Joint Seminars**

No. FY84-391

#### **Program:**

Travel and per diem expenses for U.S. participants and a modest administrative allowance for the U.S. organizer will be awarded to enable scientists in the United States and Japan to hold joint seminars on any fundamental scientific subject of mutual interest. Seminars involve small groups of American and Japanese scientists meeting in Japan or the United States and may be on any fundamental scientific subject compatible with the general purposes of the Program. Such will be the case, for example, when topics are of particular regional interest or when sufficient competence in the research area exists in both countries to make a meeting of U.S. and Japanese researchers mutually beneficial. Request from U.S. scientists for travel support to a national or international

meeting in Japan in which they have been invited to participate are not considered under this activity.

#### **Deadline:**

June 1, 1984

#### **For Further Information Contact:**

National Science Foundation  
Directorate for Scientific,  
Technological and  
International Affairs  
Industrial Countries Section  
Dr. Charles Wallace  
Room 1212  
1800 G Street, NW  
Washington, DC 20550  
(202) 357-9537

(From 1984 ARIS)

## **general**

### **American Institute of Indian Studies Professional Development Fellowship**

No. FY84-392

#### **Program:**

Awarded to scholars from the fields of medicine, biological sciences, physical sciences, business administration, law, journalism, and the arts for study in India. Award periods range from three to ten months. The fellow's stipend is approximately \$1,045 per month plus allowance for two dependents, paid in rupees. Travel support to India is also provided. Fellows from non-member institutions are subject to an administrative overhead charge which is \$750 for senior and postdoctoral fellowships. This is not an application fee and is incurred only when a fellowship is awarded.

#### **Deadline:**

July 1, 1984\*

#### **For Further Information Contact:**

American Institute of Indian Studies  
Foster Hall  
University of Chicago  
1130 East 59th Street  
Chicago, IL 60637  
(312) 962-8638

\*The earliest possible departure date to India for awardees is June, 1985.

(From 1984 ARIS)

### **Council for International Exchange of Scholars Fulbright Scholar Awards—University Teaching and Postdoctoral Research Abroad**

No. FY84-393

#### **Program:**

Awards are offered to scholars in all academic fields for periods of two to ten months for teaching and research in over 100 countries. An award generally consists of a maintenance allowance for the grantee and accompanying family members, round-trip travel for the grantee, and one or more allowances. Travel is usually provided for one dependent of lecturing grantees appointed for a full academic year. Eligibility requirements include: U.S. citizenship; for lecturing--



college or university teaching experience at the level of the award sought; for research--a doctoral degree at the time of application or, in some fields, recognized professional standing as demonstrated by faculty rank, publications, compositions, exhibitions, etc.; for some awards, foreign language fluency. Application forms may be obtained from graduate deans or chief academic officers of the office of International Programs on most U.S. campuses. Prospective applicants may also write for applications and additional details on awards, specifying the country and field of interest, to the CIES at the address below. 750 awards are available this year.

Deadline:

June 15,\* and September 15, 1984

For Further Information Contact:

Council for International Exchange  
of Scholars  
Eleven Dupont Circle, Suite 300  
Washington, DC 20036  
(202) 833-4950

\*Application deadlines are June 15 for Australia, India, and Latin America and the Caribbean; and September 15 for Africa, Asia, Europe and the Middle East; deadlines are 12-18 months in advance of the grant period. Late applications are often accepted when vacancies exist. Inquiries are welcome.

(From 1984 ARIS)

## University of Queensland Travel Grants

No. FY84-396

Program:

Grants covering round-trip economy class air fare are available to assist distinguished academics who have financial support for a period of study in Australia but who would be unable to travel abroad without additional aid. Grants will be made to scholars who are expected to contribute substantially to the department to which they will be attached at the University of Queensland. The applicant must spend at least eight weeks at the University during semester.

Deadline:

June 30, 1984

For Further Information Contact:

University of Queensland  
Registrar  
St. Lucia, Brisbane  
Queensland 4067  
Australia  
Tel: (07) 377-1111

(From 1984 ARIS)

## 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

#### Anthropology

Moore, Kenneth E.

K.E. Moore. 1983. Illustration and text. Diachronic View and Functional Interdependence. Pages 4-33A, 4-33B and 132 in, N. Crowe and P. Laseau's, Visual Notes for Architects and Designers. Van Nostrand Reinhold Company, New York, New York.

#### Economics

Coe, Richard D.

G.J. Duncan, R.D. Coe and M.S. Hill. 1984. The Dynamics of Poverty. Pages 33-70 in, G.J. Duncan's, Years of Poverty, Years of Plenty. Institute for Social Research, Ann Arbor, Michigan.  
G.J. Duncan and R.D. Coe. 1984. The Dynamics of Welfare Use. Pages 71-94 in, G.J. Duncan's, Years of Poverty, Years of Plenty. Institute for Social Research, Ann Arbor, Michigan.

#### Government and International Studies

Dallmayr, Fred R.

F.R. Dallmayr. 1984. Introduction in M. Theunissen's, The Other: Studies in the Social Ontology of Husserl, Heidegger, Sartre, and Buber. MIT Press, Cambridge, Massachusetts. Pages 9-25.  
F.R. Dallmayr. 1983. The Relevance of Relevance: Comments on McBride. Philosophy in Context 13:71-75.

#### Music

Buranskas, Karen L.

L.J. Klugherz and K.L. Buranskas. 1984. Performance. Boccherini, Martinu, and Zoltan Kodaly (violin and cello). Annenberg Auditorium of the Snite Museum, University of Notre Dame, Notre Dame, Indiana.

Klugherz, Laura J.

L.J. Klugherz and K.L. Buranskas. 1984. Performance. Boccherini, Martinu, and Zoltan Kodaly (violin and cello). Annenberg Auditorium of the Snite Museum, University of Notre Dame, Notre Dame, Indiana.

#### Philosophy

Freddoso, Alfred J.

A.J. Freddoso. 1984. N. Kretzmann, A.

Kenny and J. Pinborg. Editors. Review of The Cambridge History of Later Medieval Philosophy: From the Rediscovery of Aristotle to the Disintegration of Scholasticism, 1100-1600. Journal of Philosophy 81:150-156.

Plantinga, Alvin

A. Plantinga and N. Wolterstorff. 1984. Editors. Faith and Rationality. University of Notre Dame Press, Notre Dame, Indiana. 350 pp.

#### Psychology

McDaniel, Mark A.

M.A. McDaniel. 1984. The Role of Elaborative and Schema Processes in Story Memory. Memory and Cognition 12:46-51.

#### Theology

Blenkinsopp, Joseph

J. Blenkinsopp. 1984. Old Testament Theology and the Jewish-Christian Connection. Journal for the Study of the Old Testament 28:3-15.

Ulrich, Eugene C.

B. Fischer, E.C. Ulrich and J.E. Sanderson. 1983. Palimpsestus Vindobonensis: A Revised Edition L 115 for Samuel-Kings. Bulletin of the International Organization for Septuagint and Cognate Studies 16:13-87.

White, James F.

J.F. White. 1984. John Wesley's Sunday Service of the Methodists in North America. United Methodist Publishing House, Nashville, Tennessee. 144 pp.

### COLLEGE OF SCIENCE

#### Biology

Bender, Harvey A.

H.A. Bender, R.S. Young, D.D. Weaver, M.K. Kukulich, N.A. Heerema, C.G. Palmer and E.L. Kawira. 1984. Terminal and Interstitial Deletions of the Long Arm of Chromosome 7: A Review With Five New Cases. American Journal of Medical Genetics 17:437-450.

Carpenter, Stephen R.

S.R. Carpenter, J.J. Elser and K.M. Olson. 1983. Effects of Roots of Myriophyllum veticillatum L. On Sediment Redox Conditions. Aquatic Botany 17:243-249.

#### Chemistry

Kozak, John J.

\*G.L. Jones, J.J. Kozak and E.K. Lee. 1984. Thermodynamically Consistent Truncations of Distribution Function Hierarchies. Journal of Chemical Physics 80:2092.

\*B.L. Tembe and J.J. Kozak. 1984. Perturbation Theory for Square-Well Fluids in  $d=2,3$ . Molecular Physics 51(3):825-834.

\*G.L. Jones, J.J. Kozak and E.K. Lee. 1984. Thermodynamically Consistent

Truncations of Distribution Function Hierarchies. Journal of Chemical Physics 80(5):1.

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\*Under the Radiation Laboratory  
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#### Mathematics

Tai, Hsin-sheng

H-S. Tai. 1984. On Frenet Frames of Complex Submanifolds in Complex Projective Spaces. Duke Mathematical Journal 51(1):163-183.

#### Physics

Marshalek, Eugene R.

E.R. Marshalek. 1984. Constant-volume Constraint and Many-body Forces in the Nilsson Model. Physical Review C 29:640.

### COLLEGE OF ENGINEERING

#### Aerospace and Mechanical Engineering

Atassi, Hafiz

H. Atassi. 1984. The Sears Problem for a Lifting Airfoil Revisited - New Results. Journal of Fluid Mechanics 141:109-122.

Brach, Raymond M.

R.M. Brach. 1984. Friction, Restitution, and Energy Loss in Planar Collisions. Journal of Applied Mechanics 51:164-170.

R.M. Brach. 1984. Identification of Vehicle and Collision Impact Parameters From Crash Tests. Journal of Vibration Acoustics, Stress, and Reliability in Design 83-DET-13:1-7.

R.M. Brach. 1984. Impact Analysis of Two-Vehicle Collisions. SAE The Engineering Resource for Advancing Mobility. Pages 1-14.

### COLLEGE OF BUSINESS ADMINISTRATION

#### Management

Vecchio, Robert P.

R.P. Vecchio. 1984. The Problem of Phony Resumes. Personnel 61:222-227.

### RADIATION LABORATORY

Das, Paritosh K.

P.K. Das and R.S. Becker. 1984. Twenty-two Carbon Homologue of 11-cis Retinal. Photophysical and Photochemical Properties. Photochemistry Photobiology 39:313.

P.K. Das, A.J. Muller, G.W. Griffin, I.R. Gould, C-H. Tung and N.J. Turro. 1984. Photosensitization via Charge Transfer or Reversible Electron Transfer. Oxirane Isomerization and Sulfur Dioxide Extrusion. Photochemistry Photobiology 39:281-285.

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## 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.

Information Circular Number	Agency	Programs	Application Closing Dates
SCIENCE			
FY84-394	The Anna Fuller Fund	Postdoctoral Fellowships	June 1, 1984
FY84-395	The Anna Fuller Fund	Research Grants	June 1, 1984
FY84-389	National Institutes of Health - Fogarty International Center	Biomedical Research Fellowship Opportunities Abroad - Senior International Fellowships	June 1, 1984
FY84-388	National Institutes of Health - Fogarty International Center	Senior International Fellowships for 1985-86	June 1, 1984
FY84-387	National Institutes of Health - National Institute of Neurological and Communicative Disorders and Stroke	The Biology of Neurodegenerative Disorders	July 1, 1984
FY84-390	National Science Foundation	U.S. Antarctic Research Program	June 1, 1984
FY84-391	National Science Foundation	U.S. - Japan Cooperative Science Joint Seminars	June 1, 1984
GENERAL			
FY84-392	American Institute of Indian Studies	Professional Development Fellow- ship	July 1, 1984
FY84-393	Council for International Exchange of Scholars	Fulbright Senior Awards - University Teaching and Postdoctoral Research Abroad	June 15, 1984
FY84-396	University of Queensland	Travel Grants	June 30, 1984

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## notre dame report

An official publication of the University of Notre Dame, Department of Information Services. Individual copies are available in the Notre Dame Hammes Bookstore at 50 cents each. Mail subscriptions are \$10 per year. Back copies are available through the mail at 70 cents each.

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