

notre dame report

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the university

o'gara named to american studies chair

James O'Gara, former editor of "Commonweal" magazine, has been appointed W. Harold and Martha Welch Visiting Professor of American Studies at the University for the 1985-86 academic year.

O'Gara, who holds degrees from the University of Chicago and Loyola University, retired as "Commonweal's" editor last year after 32 years' work on the staff of that journal. He also has held editorial positions on "The Catholic Worker," "Today," and "The Voice of Saint Jude." O'Gara has taught sociology at Fordham University, written many religious documentaries for television, served as editor for a series of religious books and lectured widely on a variety of topics. At present, he is a fellow at Saint John University's Institute for Ecumenical and Cultural Research.

The W. Harold and Martha Welch Chair honors a retired executive of the New York Telephone Company who was graduated from Notre Dame in 1924, and his wife, who served for several years as an executive of the New York public school system.

nbc to broadcast palm sunday liturgy

NBC-TV will telecast live on March 31 the Palm Sunday liturgy from Sacred Heart Church with Father Hesburgh as celebrant. The program, part of the network's religious programming, will be carried at 11 a.m. in all time zones except the Central, where it will be seen at 10 a.m.

salute to architecture honors aia gold medalists

Three winners of the coveted Gold Medal of the American Institute of Architects (AIA) will be honored April 9 by the University as part of a celebration of the School of Architecture's new master's degree program.

The daylong observance, called "A Salute to Architecture" and cosponsored by the AIA, will include a symposium in which the Gold Medal winners, who have been singled out for their distinctive contribution to the profession, will participate, as well as an academic convocation at which they will receive honorary doctor of fine arts degrees.

The architects are Pietro Belluschi, Portland, Ore., the 1972 Gold Medal winner; Romaldo Giurgola, New York City, 1982, and Philip C. Johnson, New York City, 1978. Kenzo Tange, Tokyo, the 1966 medalist, had originally accepted the University's invitation but was forced to cancel because of commitments keeping him in Japan.

Other principals include John H. Burgee, an architectural partner of Johnson's and a 1956 Notre Dame alumnus who will deliver the address at the academic convocation; R. Bruce Patty, the president of the AIA who will moderate part of the symposium, and Richard Guy Wilson, author of a recent book on winners of the AIA Gold Medal and an associate professor of architecture at Iowa State University and the University of Virginia. Wilson will speak on the history and significance of the Gold Medal and lead a panel discussion among the four architects at the end of the symposium.

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faculty notes

appointments

Daniel H. Winicur, University registrar and associate professor of chemistry, has been named dean of administration by Provost Timothy O'Meara. He succeeds Leo M. Corbaci, who will retire June 30 from his administrative position and become associate professor emeritus of economics. Winicur will continue to serve as registrar, as well as serve as a consultant to the provost's advisory committee on matters that affect his areas of responsibility. Corbaci has been a Notre Dame faculty member for more than three decades and dean of administration since 1971. In 1972, he received one of the University's first presidential citations for his work in a variety of administrative posts. He will continue to teach part-time.

honors

Rev. David Burrell, C.S.C., professor of theology and philosophy, has received the 1984 Emily M. Schossberger Award. The award is presented annually by the Notre Dame Press to a member of the University community who has made outstanding contributions to the cause of scholarly publishing. He is the author of three books published by the Press, "Exercises in Religious Understanding," "Aquinas: God and Action," and "Knowing the Unknowable God."

Pamela Falkenberg, visiting assistant professor of communication and theatre, has been appointed to the Media Advisory Panel of the Indiana Arts Commission. The panel provides counsel on grant applications and policy for media arts programs in Indiana.

Alfred J. Freddoso, associate professor of philosophy, has been elected a member of the executive council of the American Catholic Philosophical Association. He has also been named to the program committee for the 1986 meetings of the Western Division of the American Philosophical Association.

Denis Goulet, O'Neill professor of education for justice, department of economics, gave a lecture titled "The Three Rationalities: Political, Ethical, and Technological," for the Graduate School of International Studies, University of Denver, Colo., Feb. 15. On Feb. 16, he gave a seminar on the subject in cooperation with the school. Later that day, he met with faculty members from International Studies and the Iliff School of Theology to advise and consult on new curriculum on ethics and development.

Rev. Theodore M. Hesburgh, C.S.C., President of the University, will receive six honorary degrees between February and mid-May, bringing his record total to 106. He received doctor of laws degrees earlier this month from Carroll College, Helena, Mont., and the College of Mount Saint Joseph, Ohio. On March 27, he will receive a doctor of humane letters degree from Holy Family College, Philadelphia. In May, he will be honored by three schools -- Duke University, Durham, N.C., doctor of humane letters; Christian Brothers College, Memphis, Tenn., doctor of humanities, and St. Thomas University, Fredericton, New Brunswick, Canada, doctor of laws.

James L. Melsa, professor of electrical engineering, has been appointed to the editorial board of the journal "Proceedings of the IEEE" for 1985.

Anthony N. Michel, chairman and professor of electrical engineering, has received the Engineering Distinguished Professional Achievement Award from Marquette University, Milwaukee, Wis.

Walter Nugent, Andrew V. Tackes professor of history, has been named by U.S. Ambassador Samuel W. Lewis to the board of directors of the United States-Israel Educational Foundation, which is the governing board for scholarly and academic exchanges between the United States and Israel.

activities

Barbara Allen, assistant professor of American Studies, gave a presentation on "Folklore, Family, and Community" at a workshop on Folklore in the Classroom sponsored by the Indiana Historical Bureau and held in Indianapolis Feb. 23.

Kathleen A. Biddick, assistant professor of history, delivered an invited lecture on "The Peasant Sexual Economy in Medieval Europe" at Indiana University at South Bend Jan. 23.

An article by Lynne Courter Boughton, visiting assistant professor of history, titled "Supralapsarianism and the Role of Metaphysics in Sixteenth-Century Reformed Theology" has been accepted for publication in the Westminster Theological Journal, Volume 48, Number 1 (Spring, 1986).

Frederick J. Crosson, Cavanaugh professor of humanities in the Program of Liberal Studies, gave a public lecture on "The Foundations of the Humanities" at Seton Hall University, South Orange, N.J., and spoke at a conference for the New Jersey State Humanities Teaching Fellows on "The Humanities and Becoming Human" Jan. 28. He also participated in a meeting of the Executive Commission, North Central Association of Schools and Colleges, Colorado Springs, Colo., Feb. 21-23.

Theodore J. Crovello, chairman and professor of biology, delivered an invited lecture at the fifth annual symposium sponsored by Micro-Ideas (a consortium of Illinois schools) titled "The Role of the Computer in Education." The meeting was held in Arlington Heights, Ill., Feb. 20-22.

Anne Carson Daly, assistant professor of English, gave an invited lecture on "Women in the Church" at Briar Cliff College, Sioux City, Iowa, Feb. 18.

Jay P. Dolan, associate professor of history and director of the Cushwa Center for the Study of American Catholicism, presented a paper on "The Catholic Immigrant Ethos" at the annual meeting of the American Society of Church History, Chicago, Ill., Dec. 28.

John G. Duman, assistant dean of science and associate professor of biology, delivered a seminar on "Hemolymph Proteins Involved in Insect Subzero Temperature Tolerance" for the department of zoology at Arizona State University, Tempe, Jan. 30.

Barbara J. Fick, associate professor of law, gave a presentation on "The Legal and Economic Implications of Comparable Worth" (with Teresa Ghilarducci, assistant professor of economics) to the St. Joseph Valley chapter, National Organization for Women, South Bend, Feb. 6.

John F. Gaski, assistant professor of marketing, presented the paper "Supplier Actions as Intrachannel Communications: Impact on Dealer Perceptions" at the American Marketing Association 1985 Winter Educators' Conference, Phoenix, Ariz., Feb. 16-20.

Robert C. Ketterer, assistant professor of modern and classical languages, attended the Sixth International Institute for Semiotic and Structural Studies in Mysore, India, Jan. 1-11, where he gave a short seminar, "A Semiotic Approach to Roman Drama", and delivered a paper titled "Battle Narratives in Greek Tragedy" for a colloquium titled "Universals of Narrative."

Laura Klugherz, assistant professor of music, gave a presentation titled "The Place of the Applied Arts in Academia" at an Arts and Letters Workshop Feb. 17 during Junior Parents Weekend.

Greg P. Kucich, assistant professor of English, has received a Newberry Library Research Fellowship (February-March, 1985) for examination of materials relating to Leigh Hunt and Edmund Spenser.

Ruey-wen Liu, professor of electrical engineering, presented a graduate seminar on "Feedback System Design: Commonalities and Differences," at Stanford (Calif.) University Nov. 29. The seminar was broadcast to nearby industries and universities, and videotaped for wider distribution.

Robert C. Nelson, associate professor of aerospace and mechanical engineering, presented an invited seminar at NASA Langley Research Center, Hampton, Va., Feb. 6 and at the Air Force Institute of Technology, Dayton, Ohio, Feb. 7, titled "Flow Visualization of High Angle of Attack Vortex Wake Structures."

Rev. Thomas O'Meara, O.P., professor of theology, gave a presentation titled "The Ministry of Deacon" at the Annual Assembly of the Permanent Diaconate, Archdiocese of Chicago, Feb. 17.

Morris Pollard, professor emeritus of microbiology and director of Lobund Laboratory, presented a seminar titled "Development of Experimental Prostate Carcinoma and Metastasis" at the Rutgers Biology Colloquium, sponsored by the Waksman Institute, Rutgers - The State University, New Brunswick, N.J., Jan. 30. He also presented a seminar on "Germfree Technology and Biomedical Research" during the Symposium on the Impact of Modern Technology on Microbiology at the Indiana branch of the American Society for Microbiology, Indiana Medical Center, Indianapolis, Feb. 9.

James E. Robinson, professor of English, presented a paper on "Samuel Beckett's Domsday Play: The Space of Infinity" at the Themes in Drama Conference, University of California, Riverside, Feb. 16-18. The 1985 Conference topic was "The Theatrical Space."

Eugene Rochberg-Halton, assistant professor of sociology, gave a presentation titled "Culture Considered as Cultivation" at the Center for Interdisciplinary Studies in Culture and Society, University of South Florida, Tampa, Feb. 12. He also presented "City of the Auto-Mobile" at the conference on "Transitions to Leisure" at the University of South Florida at St. Petersburg, Feb. 15.

Norlin G. Rueschhoff, associate professor of accountancy, gave a talk on "Working Capital Management: Its Importance in Business Development" at the Michiana chapter meeting of the National Association of Accountants Feb. 19.

Thomas J. Schlereth, professor of American Studies, taught a special graduate research seminar on American architectural history and theory as a visiting professor in the School of Environmental Design at the Universities of Calgary and Edmonton in Alberta, Canada, Feb. 10-15.

Mark Searle, associate professor and director of the M.A. program in theology, gave a lecture titled "Catholic Substance and Cultural Adaptation" at the Lutheran School of Theology, Chicago, Feb. 21. He also gave a sermon on "Reconciliation" at Covington Cathedral, Covington, Ky., March 1, and presented a workshop on "Sacraments of Conversion" at The Catholic Center, Toronto, Ontario, March 9.

Janet E. Smith, assistant professor in the Program of Liberal Studies, spoke on "The Goals of Right to Life" for the New Carlisle (Ind.) Lions Club

Jan. 7, and gave a talk titled "Right to Life and Alternatives to Abortion" for the resident staff at Memorial Hospital, South Bend, Feb. 12. She also was an invited participant at a conference on Church and State at Saint Mary's Seminary, Perryville, Mo., Feb. 21-22, where she offered two workshops on "Abortion as a Paradigmatic Instance of Church/State Conflict" and participated in a panel discussion.

Stephen T. Worland, professor of economics, delivered a paper titled "Industrial Policy: In the Perspective of the Bishops' Pastoral Letter" at a symposium on Christian Values and the American Economy at Marquette University, Milwaukee, Wis., Feb. 22-23.

Kwang-tzu Yang, professor of aerospace and mechanical engineering, presented an invited lecture titled "Three-Dimensional Turbulent Buoyant Flow and Heat Transfer in a Conventional Oven" at the School of Mechanical Engineering, Georgia Institute of Technology, Atlanta, Feb. 14.

documen- tation

faculty senate journal december 3, 1984

The Faculty Senate meeting was called to order by the chairman, Fr. David Burrell, at 7:35 p.m. in room 202 of the Center for Continuing Education. He asked for a moment of silent prayer for a former student who had just died.

After several corrections in the minutes of Nov. 7, 1984, Prof. Mario Borelli moved the minutes be accepted as amended. Prof. Katharina Blackstead seconded, and the minutes were unanimously approved as amended.

The second order of business was the election of Treasurer. Burrell placed Capt. John Rohrbough's name in nomination. As there were no other nominations Borelli moved that they be closed. Rosenberg seconded, and the vote was unanimous. Burrell then reminded the senate the Provost would attend the next senate meeting to answer questions, and that the date had been changed to Jan. 17, 1985.

Burrell then reported on the meeting of the Academic and Faculty Affairs Committee of the Board of Trustees. They had visited various departments, and had heard a historical report on health benefits by Mr. Thomas Mason. The changes in course requirements and ROTC requirements were discussed along with admissions policies. The North Central evaluation report's comments on faculty development were the topic of much discussion. Burrell said that: "The seed was planted for faculty development," as the senate's plans for faculty development were brought to the Committee's attention as well.

Prof. Robert Vacca gave a report on the activities of the Faculty Affairs Committee which has been scrutinizing the process of third year reappointment policies. Two faculty fora had been held for the junior faculty to express their views on the matter. Several committee members were interviewing the department chairpersons as well. A discussion of Vacca's findings to date followed.

Prof. David Dodge then presented his Report on the Placement Bureau Regarding its Efforts on Behalf of the AL Students and the University Students in General (See Appendix). He regretted he was not able to obtain data from peer universities because there has as yet been no agreed upon standard for reporting placement data. However, the numbers of professional staff and student populations of our peers were contrasted in the report. Rohrbough commented on sources of funding at the other universities which might account for their larger staffs. Vacca asked Dodge if bettering Notre Dame's efforts in placement activities required more staff or more money. Dodge replied that both were needed as trained staff were required to handle the growing numbers of students seeking assistance, and money was needed to provide more computer programs, library materials, and adequate housing. He commented that the Placement Bureau appeared to have a low University priority.

Dodge then suggested that the Placement Bureau be commended for its accomplishments despite the adverse conditions under which it operates, and that his report be sent to Fr. David Tyson. Burrell thanked Dodge and moved that the senate accept his report. Borelli expanded this motion to include sending the report to Tyson and a letter of commendation to Mrs. Kitty Arnold, the Bureau's Director. This was seconded by Rohrbough, and unanimously passed.

Prof. John Uhran reported next on the work of the Administrative Affairs Committee with regard to an overall strategy to further faculty development. Growing out of earlier senate and committee discussions, endowed chairs, faculty renewal, and faculty honors were targeted as areas for concentration. As all of these involve funding, Burrell suggested that the senate move quickly because the Development Office is moving toward setting its goals. Uhran commented that the untenured faculty's concerns as expressed in the Faculty Affairs Committee's investigation fit in nicely with the renewal plans this committee was working on. He reported that Prof. James Powell was looking into library and equipment matters. Prof. James Bellis then led a discussion on faculty development.

The discussion turned to the senate's proposal on sabbaticals which had been tabled by the Academic Council last year. Various methods of handling this matter were proposed resulting in an instruction to Burrell to inform the Executive Committee of the Academic Council that it could proceed without further concern regarding the tabled issue of faculty sabbatical leaves.

Prof. Paul Conway moved that the meeting be adjourned. Dodge seconded this, and the meeting was adjourned at 9:12 p.m.

Absent but not excused: Gerald Arnold, physics; Peri Arnold, government and international studies; Tomoaki Asano, microbiology; Subhash Basu, chemistry; Philip Gleason, history; Donald Kommers, government and law; Robert Lordi, English; John Lucey, aerospace/mechanical engineering.

Absent and excused: Salvatore Bella, management; Leo Despres, anthropology; James Flanagan, C.S.C., art, art history and design; Michael Katona, civil engineering; Thomas Kosel, metallurgical engineering; Matthew Miceli, C.S.C., theology; Teresa Phelps, law; Irwin Press, anthropology; Robert Williamson, Jr., accounting.

Correction: Prof. Leo Despres has been on leave, therefore his absences for the meetings of Sept. 10, Oct. 8 and Nov. 7 should have been listed as excused.

Respectfully submitted,

Jean A. Rosenberg

appendix

October 8, 1984

Re: Sub-Subcommittee Report on the Placement Bureau Regarding
Its Efforts and Accomplishments in Behalf of the AL Students
and the University Students in General.

Synopsis:

1. Despite limited data, sufficient patterns emerge for the Faculty Senate to take under advisement, draw conclusions and make recommendations.

2. Despite current limitations, the Placement Bureau is doing a surprisingly credible job but has a long way to go (which was the consensus of all those interviewed and contacted).
3. The fortunes of the graduating AL seniors are currently inextricably bonded with the fortunes of the remaining university graduating seniors.
4. Despite their unique and peculiar needs, the AL students are not being short-changed by the Placement Bureau. All university graduating seniors are receiving too few opportunities because of a short-sighted low priority assignment to the Placement Bureau by the university. This makes it difficult for the Placement Bureau to carry out its charges.
5. The Placement Bureau sorely lacks adequate personnel, funds and facilities, and ranks low compared to other peer higher educational institutions.
6. If these limitations continue, not only will career counseling and placement needs continue to be short-changed, but also current achievements will probably slide in face of increasing needs of future graduating students.
7. Specific needs are: continued expansion of housing facilities; continued increase in professional career and placement staff; funds for computerizing records; funds for adequate library holdings; funds for program materials such as audio-visual supplies in the interview skills projects, etc.

Objectives: To examine and evaluate how the Graduating seniors of the College of Arts and Letters are faring on the job market at graduation. What role, comparable to the other colleges of the university, does the Placement Bureau play in the placement of the graduating seniors of the College of Arts and Letters?

Procedures: Interviews: Assistant Dean Robert Waddick of the College of Arts and Letters; Mrs. Kitty Arnold, Director of the Placement Bureau; Scott Dix, Diagnostician of Data for Placement Bureau.

Phone Calls: Several with the preceding as well as with Mr. Paul Reynolds, Professional Career Counselor and Mr. Charles McCollester, Director of the Dept. of Analytical Studies for the University.

Data Base: Each year Mr. McCollester conducts a survey of the graduating seniors. Questionnaires are handed out to the seniors when they pick up their tickets/ passes for their graduation guests. The filling-out of the questionnaire and returning it to the Dept. of Analytical Studies is done on a voluntary basis. The responses are then compiled and analyzed by Mr. McCollester and assistants. This data base is also used by others for their purposes and needs. All data and summaries regarding career plans, etc. of graduating seniors are derived from this data base.

Materials Secured:

1. A summary of the 1983 Graduating Seniors data base file from Mr. McCollester.
2. A summary of the Future Plans--1983 and 1984 Graduates and Career Data from the Placement Bureau, including Comparative College Breakdowns. Also, 1984 Annual Report of Placement Bureau to Administration.
3. A synopsis of the Future Plans--1983 and 1984 Graduates Future Plans with Comparative College Breakdowns from Dean Waddick.
4. Placement Program activities for total University by College from Placement Bureau and Dean Waddick.

Cooperation: All parties contacted, interviewed, were most cooperative, answering any question directed to them without apparent hesitation or hedging. More data was provided than requested.

Data, Findings and Comments: There were discrepancies between the summaries received from each agency. Some of this may be accounted for by the items in the questionnaires which may be used or interpreted in different ways.

Any cross-tabulations with these items further aggravates the problem. Additionally, some graduate students are included in the data. Since Dean Waddick was concerned with only undergraduates and requested a recompilation and analysis of the data base to suit his purposes, I will use his summaries and supplement them with other materials where appropriate.

TABLE 1

1983 and 1984 AL Graduating Seniors Compared with Graduating Seniors from Other Colleges of the University.

College	Work Careers*		Avg. Salary		Success Rate	
	1983	1984	1983	1984	1983	1984
AL	158	155 (30)***	\$16,556	19,039	51% (80)**	50.3 (78)
BA	271	272 (72)	18,165	19,851	67% (182)	73.5 (200)
EG	244	191 (61)	23,015	25,615	50% (121)	74.3 (142)
SC	51	47 (18)	19,092	22,998	37% (19)	51.1 (24)
Total	724	665 45	Avg. 19,328		56% (402)	67.8% (451)

Source: Figures derived from survey of 1983 university bachelor degree recipients (N=1657) with a response rate of 93.7% (N=1553). The January 1983 graduates (N=85) were not surveyed. If they were included in the no response category, the response rate would decrease to 89.1%. This has not been the past practice. In 1984, 1631 of 1783 bachelor degree recipients filled out the questionnaire, thus constituting a response rate of 91.5%, slightly lower than previous year. The January graduates (N=70) are not included in figures.

*Work Career Interests: These figures include only those students seeking employment at graduation. Other intents = Medical Schools, Dental Schools, MBA Programs, Graduate Schools, Law Schools, Military/Voluntary Service and residual category Undecided.

**Figures in parenthesis designate the number of work career intents who had secured employment at time of survey of those seeking employment (Work Careers).

***Percent of Respondent Sample of College.

Comments: The following consensus emerged from the interviews.

Although 1983 would probably be a "down year" for hiring nationally, the AL graduates placement (success rate) was surprising. This success rate was an increase from previous years (See Table 2). In 1984, with the economy recovering, employers sought more employees.

TABLE 2

Success Rate Previous Years by College

College	1979	1980	1981	1982	1983	1984
AL	57%	50%	49%	45%	51%	50.3%
BA	69%	71%	66%	69%	67%	73.5%
EG	76%	67%	55%	60%	50%	74.3%
SC	66%	58%	50%	58%	37%	51.1%
Univ.	66%	64%	61%	61.6%	54%	67.8%

In 1983, while not attaining its previous high of 1979, AL success rates bounced back to its 1980 level despite the poor national economic picture. Moreover, this recovery was accomplished with an increasing number of AL graduates seeking employment at graduation. In 1982 there were 119 such students compared with 158 for 1983 and 155 for 1984.

In 1984 373 AL students registered with Placement Bureau for assistance in finding employment at graduation. This decided upswing in AL students should be kept in mind when considering the future needs of the Placement Bureau. The AL graduates appear to constitute a unique, peculiar challenge to the Placement Office since they are not job-oriented until late in their college careers.

Cautions Concerning Tables 1 and 2: As noted earlier, the over-all response rates to the 1983 (93.7%) and 1984 (91.5%) surveys were excellent. However, there are three factors that influence these response rates:

1. The deadline for cutoff of returns of questionnaires is in late April. This may tend to portray a conservative picture of success rates in some areas. Undoubtedly, many graduates receive job offers in May and June, and during the summer.

TABLE 3

Responsible Rate by College

College	#Students Responding		Response Rate	
	1983	1984	1983	1984
AL	537 (596)*	575 (629)*	90.1%	91.41
BA	378 (397)	431 (477)	95.0%	90.36
EG	379 (403)	345 (393)	94.0%	87.79
SC	259 (261)	280 (283)	99.2%	98.94
Total	1553 (1657)	1631 (1782)	93.7%	91.53

*No. in parenthesis indicates total number of students graduating with bachelor degrees.

2. Self-Employed: Dean Waddick was able to determine that 39 of the AL graduating seniors in 1983 designated that they would be self-employed. If we assumed that these do not constitute valid entries engaged in pursuit of Work Careers and omitted them, then the success rate for AL would drop to 34.4%. Important factors to weigh in this matter are how many graduates of the other colleges of the university are to be self-employed? Do certain majors in the AL attract more so than the other colleges, students who intend to be self-employed. This type of second-guessing may be fruitless unless they lead to possible means of substantiation.

Whether or not the upper Figure of 51% or 34.4% (for 1983) is used for calculating the success rates of work careers for AL graduating seniors, the significant fact still remains that one-half or more of this group do not have jobs at graduation. The situation is even more exasperating for AL women in the job market for their success rate is usually lower than that of the males.

Of all those interviewed and contacted, there was a unanimity that, although the AL student is not matriculating specifically for a job, nonetheless their undergraduate career could and should be viewed as one of career preparation as well as personal growth. Therefore, it appears that the AL graduate, perhaps even more than graduates from the other colleges, need to know paths (means and ways) to successful job hunting. Both Dean Waddick and the Placement Bureau are operating on this assumption and have established a vigorous program to attempt to compensate for and remedy this need. While strong inroads have been accomplished under present conditions, a lot remains to be done.

Past and Future Trends

On re-examining Table 1, if the major role that accounting students play is correct in creating the success rate percent for the BA college, and this is taken into account, then it appears that a significant and critical number of students from each college at graduation remain on the job market. In 1984, 45.4% of BA graduating males and 52.9% of BA graduating females opted for work careers. Moreover, it appears that this is a trend that has gained momentum over the past eight years. The number of bachelor degree students for the total University who opt for work careers at graduation has risen from 32% in 1975 to a plateau of approximately 46% the past 9 years. (1980-46.8%; 1981-46.5%; 1982-46.9%; 1983-45.0% and 1984-45.3%.)

If this increasing percentage of university students who are opting for work careers at graduation is to continue in its current pattern, and this appears to be the case for all other intents at graduation have remained stationary or noticeably declined over the past 6 years. The university should

be appraised of these facts and a higher university priority should be given to the Placement Bureau needs to enhance its resources for meeting these increasing demands.

The Placement Bureau:

1. Role in Placement of Students: Given the increasing needs (the increase in those students opting for Work Careers at graduation) of the students, what methods have been most successful in securing jobs? There are several methods available and Table 4 portrays some of these means and their success rates for 1983 and 1984.

TABLE 4

Methods and Success Rates of Securing Jobs

Method	# with Jobs		% of all Graduating Using Method	
	1983	1984	1983	1984
Placement Bureau	241	265	43.6%	52.7%
Resume Mailing	96	115	17.4%	22.9%
Faculty Contact	18	5	3.3%	1.0%
Contact-Friend	38	21	6.9%	4.2%
Family	37	14	6.7%	2.8%
Previous Employment	73	50	13.2%	9.9%
Other	49	33	8.9%	6.5%
Total	552	503	100.0%	100.0%

Table 4 clearly demonstrates the major role that the Placement Bureau performs in assisting students in finding jobs. This role is not only of the utmost importance for AL graduates, but for all graduates seeking employment at the bachelor degree, regardless of College (although the AL graduates may constitute a public requiring unique services and aid from the Placement Bureau). While it is not a hiring agency, the Placement Bureau is far and away the primary avenue and source to which students turn for assistance in securing jobs. Moreover, which Table 4 does not show, the Placement Bureau performs other critical roles in assisting students in career preparation, construction of resumes, etc. These activities and services have been seriously curtailed because of present conditions affecting the Placement Bureau.

In summary, using Dean Waddick's materials, the AL graduates do not appear to be getting "the short end" of the Placement Bureau efforts. Indeed, Dean Waddick appears to be receiving enthusiastic consideration and assistance from the Placement Bureau. Mr. Paul Reynolds has a special interest in the AL graduating students and their unique predicament and is co-sponsor with Dean Waddick of the AL Business Society which has its own extensive year program in assisting graduating AL students, in addition to that offered by the Placement Bureau. Dean Waddick personally feels that the Placement Bureau is providing him and the AL graduates with as much assistance as it can. He feels, under the circumstances, that the AL Business Society and the Placement Bureau are producing remarkable results, but there is a long way to go because over 50% of those in the AL seeking employment and careers at graduation are jobless. This matter is more acute for females than males for females successfully finding employment at graduation is slightly below 40%.

Up to a point, it can be stated that as the total university goes in success rates for work career intents so goes the AL graduates. If we turn to data other than Dean Waddick's figures, the situation of the AL students comparatively speaking, decidedly lessens in success rates. Either way, the need to work with students as early as possible in their undergraduate careers--perhaps as early as the beginning of the junior year--regarding their future career plans is one aspect that all parties contacted stressed in addition to sizeably improving the current success rates for all colleges.

The Placement Bureau and Its Needs:

A. Current Efforts and Personnel

1983: The personnel of the Placement Bureau consists of only 2.5 professionals . . . Director Kitty Arnold; Mr. Paul Reynolds, and Ms. Joan McIntosh. Of the 10 universities compared (see Appendix C), the University of Notre Dame has the

smallest professional staff while the size of the student population it serves is greater than or approximates 7 of the 9 remaining universities whose Career Counseling and Placement Professional Staff range from 3-9.5 persons. All those interviewed identified Northwestern University as the university most similar to Notre Dame in structure, college composition, graduate and undergraduate student population, etc., and its staff consists of 9.5 professionals compared to N.D.'s 2.5.

1984: One full staff member was hired over the summer. However, in light of the increasing numbers of persons to be serviced and expansion of types of programs to aid students, the addition of a one full staff member, though greatly and graciously appreciated, in the eyes of this observer represents a token gesture and a step back from honoring the priority that the career and placement bureau not only deserves, but requires.

In 1984 the College of Arts and Sciences at the University of Michigan has at its disposal, for its services alone: 19 full time staff personnel and 5 full time clerical staff members. In 1984, 5,000 interviews took place for the College of Arts and Sciences. The Career and Placement Bureau here at the University of Notre Dame had over 10,000 interviews! Moreover, a perusal of the following sections on Group Presentations and Sponsored Events and Recent Innovations and Programs which designates a mind-boggling number of services and numbers, one really has to wonder how a professional staff of 2-1/2 (1983-84) and a short-supply of clerical workers could attempt to conduct its past program, let alone expand its horizon of services.

B. Current Funding:

All those interviewed agreed that the Placement Bureau operates on a sorely insufficient budget. This inadequacy of funds has prevented the hiring of needed personnel, working materials, etc.

Aside from personnel needs, there is a strong shortage of funds for program supplies; e.g. audio visual equipment (rent or buy) in the interviewing program; an underdeveloped reference library (IUSB and St. Mary's have larger career and placement libraries than does the University of Notre Dame). Another area of concern to the Career and Placement Center is the need to computerize its records and to develop systems to facilitate all aspects of its recruiting. The Placement office at N.D. is one of just a few of the Major universities in the Midwest without such a computer system; almost left to the old "darning needle and card sorting" techniques. Such a state of affairs has serious drawbacks including the fact that the placement bureau, without a computerized record system, "is currently precluded from participation in a joint employer-college program devised to provide employers with direct computer access via telephone to student vitae/resumes.

Another particular concern!

C. Housing of Bureau:

1983: All persons interviewed believed the facilities provided to the Placement Bureau to be inadequate, disadvantageous, and even counterproductive in some instances. The space provided for displaying employer materials, and everything else pertinent to students' interests regarding information about the various industries, sign-up sheets, etc. is a hallway 20' by 5' with a 3' shelf waist-high running along one wall. Approximately 15-20 students are usually in the hallway working at the shelf, examining materials along the wall above the shelf. One has to work through this small crowd to find the director's office. This is what greets each representative of each firm/industry as well as each student.

Also, the space allotted for conducting interviews is located on the Fourth Floor in the Administration Building (no elevator for representatives to use; next to Administrative Assistants who are working and typing) and a temporary setup on the 2nd floor of LaFortune Center. Interviewers frequently complain about the noise.

1984: A primary accomplishment of the past year involved the move to new facilities in the basement of Memorial Library during the summer months. Obtaining approval for the new location (as well as obtaining the additional financial resources to renovate and equip the new offices) required a substantial investment of staff time.

The current space now provides for 26 interview rooms and a conference/workshop-room (which was not available previously). The new location will be much more convenient for recruiters and the centralization of the interviewing space will aid greatly in monitoring the entire program.

While new facilities are decidedly a great improvement over previously existing quarters, with increasing new program activities and interviews, additional space is required. This will involve more renovation of adjacent space to the existing facilities.

D. Position in University Administrative Hierarchy:

1983: The official to whom the Director of the Bureau reported to and conveyed the needs and situations of the Bureau was by training, not versed enough in the profession of career placement and career counseling to appreciate and adequately represent the Placement Bureau. Indeed, it was and is believed by all contacted that the past and current representative has relatively no background in this area. The suggestion that the Director of the Placement Bureau report directly to the Provost of the University was presented as an alternative avenue to remedy the current situation.

1984: The new chain of command involves Director Arnold - Father Caffarelli (Ass't. Vice President for Student Services and Affairs, - Father Tyson (Vice President for Student Affairs). It is too early yet to assess the effect of this new arrangement and officers.

E. Opportunities for Implementing Future Plans and Objectives:

This has been the first year for Director Arnold, and it appears that she has many creative ideas concerning programmatic changes that would greatly enhance the effectiveness of meeting the needs of the work career intents of the graduating seniors. Indeed, it is imperative that some of these programs be implemented (consensus of those contacted) for the increasing numbers of graduating students opting for work careers is adding substantial increments/numbers each year. This is especially critical for the increasing numbers of AL students. The critical shortage in funding and personnel numbers will sorely curtail the Bureau's efforts despite its new leadership and creativity.

A strong note should emphasize a much neglected part of the Placement program in the past due to critical shortages of personnel. The title of the office or center is Placement and Career Services. The latter group of services has been previously small in the past because of the demands of the Placement Services. The need and potential of career services would involve more, if not at least equal time as the placement program. The results of the Discovery Program will be a symptom of those students seeking career counseling, yet is doubtful that the existing will have time to adequately meet the needs indicated. The Discovery Program, as well as the increases in numbers of interviews, total counseling contacts, etc. clearly indicates the need/demand for individualized career assistance without any significant publicity efforts for the existence of this need. Students seek help for career concerns for a host of variegated reasons and needs ranging from interview techniques, constructing dossiers/vitae, to career implications of a particular major. With the limited staff available the emphasis currently stressed in the Placement and Career Services is program is placed on large group events rather than individual assistance. This is not to say that Director Arnold and her staff like it this way and are not attempting to meet the individual career counseling needs. The Placement aspect is just so demanding and consumes so much of the staff's time and efforts. Thus, in summary the staff is placed in the extremely unfortunate position of having to "rob Peter to pay Paul" between career services and placement, and not with fully developed programs to play with, but relatively few cards to play with.

Issues and Concerns

1. Another particular concern for the effective functioning of the placement service is the need to develop an aggressive marketing strategy with employers who have not recruited Notre Dame students in the past. Because of its small professional staff and the large number of students requiring individualized attention, little has been done aside from a very large annual mass mailing to encourage new employers to interview here. This problem will be exacer-

bated by the increased enrollment in the MBA Program because those students use placement services in proportionally the largest numbers. The Placement Office will be proposing that additional resources be allocated for the 1985-86 fiscal year to support a new staff position which will be used to develop and implement an employer marketing effort.

F. Major Events of Group Presentations and Sponsored Events.

(Excerpted with minor deletions and editing from Mrs. Arnold's Annual Report.)

Career and Placement Services (Academic Year August-May 1984)

The following data provide strong support for the critical comments in the preceding sections.

I. Individual Counseling and Advising

Total number of Counseling Contacts: 1087
Counseling breakdown by College:
Arts and Letters: 373
Business Administration: 272
Engineering: 156
Science: 51
Alumni, all others: 225

II. On-Campus Interviews

Total number of employers: 429
Total number of interviews held: 9855 (1983-9622) 1984 figure does
Total number of students registered: 1355 not include approximately 300
interviews conducted by IBM.

In keeping with the economic upturn, there was an increase in the total interviews during 1983-84 academic year. Increased due more to the increase in number of interviews by typical recruiting companies than new employers visiting the campus.

Group Presentations and Sponsored Events

A large number of students were served this past year through Career and Placement Services-sponsored workshops and programs. The estimated total audience for all of these events was 4,000 students. Because of the small number of professional staff members, a much stronger emphasis is placed on large group events than on individualized assistance.

The major events of the year were as follows:

	Audience Size
9-6-83 Accountancy Placement Night	225
9-7-83 Engineering Placement Night	300
9-8-83 Finance, Marketing, and Management Placement Night	200
9-9-83 MBA Placement Seminar	100
9-12-83 Arts and Letters Placement Night	150
9-13-83 Science Placement Night	75
10-13-83 Arts and Letters Career Day	500
11-10-83 MBA Mini-Forum	200
11-9-83 Career Orientation Day (co-sponsored with Student-Alumni Relations Group	42
1-26-84 Kirby Stanat Job Hunters Seminars	240
2-14-84 Government Career Day	410
3-29 to Placement Orientation Sessions for Juniors	495
4-18	

In addition to developing and sponsoring programs, Career and Placement Services office staff coordinated over sixty receptions sponsored by employers recruiting on the campus. All of the receptions featured a formal presentation on the company and the career opportunities the firm had to offer in addition to the informal socializing.

Alumni Placement Activities

New alumni registrations:	145
Total number of active alumni files as of June 30, 1984:	323
Total number of dossiers mailed:	2196
Total number of job vacancies received:	2544
Total number of job referrals mailed:	1163

The programs offered to alumni include the duplication and forwarding of dossiers for those seeking work in educational institutions, a job vacancy referral service, and individual career counseling when it is feasible for the individual to visit the campus. The professional staff also participates in the annual Alumni Weekend and offers workshops and individual assistance.

This past year the Alumni Association, in response to the increasing demand for career services, authorized the development of a computerized job matching service for its members. This effort, which is to supplement the services offered by the Career and Placement Services office, has not as yet become operational due to delays in the completion of the program.

Employer Relations

Central to the success of a job placement program is an effective employer relations effort. This activity is comprised of disseminating information on the institution and its academic programs to the appropriate employers and in continuing to meet their diverse needs. In practical terms, it translates into devoting a tremendous amount of time to the employer community through individual meetings, extended telephone conversations, attendance at employer-sponsored receptions, dinners, and lunches, and trips to various employers' offices. Each of the over seven hundred individuals who visit the campus to conduct interviews must be welcomed upon their arrival and special requests of various kinds acted upon.

A strength of the Notre Dame Career and Placement Services office noted by many employers is the extra effort which is exerted by the staff to make their visit more pleasant and productive. While personalizing the interviewing experience for recruiters is time consuming, it does result in a more positive image of the institution as a whole by these firms.

G. Discovery

To be implemented during the 1984-85 academic year is the introduction of computer-assisted career guidance. In conjunction with Counseling and Psychological Services, this office will offer a software program designed to assist a student in self-assessment and provide extensive informational resources pertinent to career planning. The program entitled DISCOVER will be co-leased and is one of the first cooperative efforts pursued by these two services. This effort has grown out of a mutual recognition that each service should offer career services in order to reach a broader student base.

Concluding Remarks

In light of the preceding report it appears imperative that something must be done to alleviate the circumstances of the Placement Bureau. With an anticipated increasing number of university graduating students (especially in AL) opting for work careers and with the detailed limitations curtailing the effectiveness of the Placement Bureau, it would seem inevitable that the Bureau is going to be unable to continue on its current state of achieving remarkable results in the face of serious limitations, let alone make significant inroads on increasing demands and needs. Although the university is not intended to be an institution devoted to job preparation, it is in the business of career preparation in the broadest sense. Its assignment of the Placement Bureau to lower realms of its priorities is actually shortchanging the student, placing obstacles in the paths of the students rather than providing the students with the most optimum career opportunity structures within which to put into practice the very career guidelines it instills in them.

The following materials are appended for your examination and curiosity:

Appendix A. Professional Conferences Attended by Staff, 1983-84
Professional Conferences 1983-84

Midwest College Placement Association Fall Meeting: Dick Willemin

ACPA Executive Mid-Year Meeting: Kitty Arnold

Endicott Conference: Kitty Arnold

ACT Career Decision-Making/Advising Seminar: Joan McIntosh

American College Personnel Association: Kitty Arnold

Skylark Conference: Kitty Arnold

Indiana College Personnel Association: Kitty Arnold

Midwest College Placement Association: Paul Reynolds and Kitty Arnold

Appendix B. Careers Represented at a Typical Arts and Letters Career Day
CAREERS TO BE REPRESENTED AT ARTS AND LETTERS CAREER DAY -- 1983

Thursday, October 13, 1983
12:00 Noon - 4:00 p.m.

Advertising

Representatives of Ms. Debbie Meyer
Leo Burnett Company, Chicago, Ill.

Alternative (nontraditional) Careers

Ms. Joan McIntosh
University of Notre Dame

Banking

Mr. John Gerlitz
American National Bank and Trust Company, Chicago, Ill.

Communications (Radio and Television)

Ms. Sandra Bell
WGN Television, Chicago, Ill.

Computer Programming/Computer Systems Applications

Representatives of Mr. Richard Gilbert
Indiana Bell, Indianapolis, Ind.

Federal Government

Ms. Ruby Holmes
Social Security Administration, South Bend, Ind.

Financial Services

Ms. Jeanne Yoa
Merrill Lynch and Company, New York, N.Y.

Foreign Service

Mr. James D. Conley
Retired, Foreign Service Information Officer,
South Bend, Ind.

Graduate, Law, and MBA Schools

Representative of Dr. Chau Le
University of Notre Dame

Mr. Robert Waddick
University of Notre Dame

Mr. Larry Ballinger
University of Notre Dame

Graphic Design

Ms. Ann Mercer - Mr. Paul Wieber
University of Notre Dame

Health Care Industry

Representative of Mr. Michael J. Ferry
St. Joseph Medical Center, South Bend, Ind.

Hotel/Restuarant Management

Ms. Amy Holobyn
Marriott Hotel, South Bend, Ind.

Industrial Sales

Mr. John Grupe
Xerox Corporation, Schaumburg, Ill.

Insurance

Mr. Douglas W. Cochrane
Massachusetts Mutual Life Insurance Company,
South Bend, Ind.

Lay Ministry

Mr. Dan Chaney - Ms. Deven Hubert - Ms. Mary Ann LaPlante
Little Flower Church, South Bend, Ind.

Museum

Ms. Kathleen Stiso
Northern Indiana Historical Society, South Bend, Ind.

Newspaper Careers

Mr. James McLaughlin
South Bend Tribune, South Bend, Ind.

Paralegal Services

Ms. Mel Freeman - Ms. Janet Crull
Barnes and Thornburg, South Bend, Ind.

Performing Arts

Ms. Jill Stoevers
Enchanted Hills Playhouse, Syracuse, Ind.

Personnel Management

Representative of Ms. Cindy Bieniek
General Motors Corporation, Detroit, Mich.

Politics

Mr. Wayne A. Kramer
Office of Congressman John Hiler, South Bend, Ind.

Public Relations

Representative of Mr. James Dominello
Juhl Advertising Agency, Elkhart, Ind.

Publishing

Mr. Richard Beran
Horton Publishing Company, Chicago, Ill.

Representative of Mr. James Langford
University of Notre Dame

Purchasing Management

Representatives of Mr. Gaylord Olson
Sundstrand Heat Transfer, Inc., Dowagiac, Mich.

Religious Life

Brother David Baltrinic, C.S.C.
University of Notre Dame

Sr. Patricia McCabe, C.S.C.
St. Mary's College

Retail Industry

Ms. Mary Marren
Macy's, Kansas City, Mo.

Small Business Ownership

Mr. Mike Pilat
Small Business Administration, South Bend, Ind.

Mr. Nole Walters
Trinetics, Inc., Mishawaka, Ind.

Mr. Frank Mulligan
South Bend Controls, Inc., South Bend, Ind.

Social Services

Representative of Mr. Joseph Greci
United Way of St. Joseph County, Inc.,
South Bend, Ind.

Representative of Ms. Bonnie Bailey
Family and Children's Center, Mishawaka, Ind.

Teaching

Representative of Sr. Jeannine Jochman
Diocese of Ft. Wayne, South Bend, Ind.

Travel--Travel Agencies/Airlines

Ms. Carol Weissert
Edgerton's Travel Service, Inc., South Bend, Ind.

Volunteer Services

Sr. Judith Ann Beattie, C.S.C.
University of Notre Dame

Appendix C. Professional Staff Services at Peer Institutions
 Career Counseling and Placement Professional Staff
 -- Peer Institutions --

<u>Institution</u>	<u>Student Population</u>	<u>Professional Staff</u>
University of Notre Dame	8,900	2.5
Brown University	6,914	5.0+
Duke University	9,100	5.75
Fordham	6,000	6.0
Indiana University	31,038	14.0+
Johns Hopkins	5,404	3.0
Northwestern University (Evanston campus only)	6,824	9.5
Tulane	9,936	5.0+
University of Southern California	27,647	6.0+
Vanderbilt	8,911	6.0

NOTES:

1. All student population statistics are from the Peterson's Annual Guide to Undergraduate Study '83.
2. All figures exclude any Law School staff members. The statistics were derived from the 1983-84 Directory of Career Planning and Placement Offices, published by the College Placement Council and from a telephone survey.

Appendix D. Salary Offerings to 1984 Graduating Seniors by Major and College

SALARY SURVEY AS OF 8/31/84

UNIVERSITY OF NOTRE DAME

<u>DISCIPLINE</u>	<u>MALE OFFERS</u>	<u>ANNUAL AVERAGE</u>	<u>FEMALE OFFERS</u>	<u>ANNUAL AVERAGE</u>	<u>TOTAL OFFERS</u>	<u>ANNUAL AVERAGE</u>	<u>LOW OFFER</u>	<u>HIGH OFFER</u>
<u>ARTS & LETTERS</u>								
Economics BA	37	21,272	6	19,375	43	20,987 (40)	17,000	25,600
MA	1	23,280			1	23,280	23,280	23,280
Ph.D.								
Other Majors BA	13	20,403 (11)	21	22,422(18)	34	21,656 (29)	17,000	27,134
MA								
Ph.D.								
Comp. Application	5	20,330 (4)	6	25,707 (5)	11	23,317 (9)	17,800	27,134
<u>BUSINESS ADMINISTRATION</u>								
Accountancy	230	19,690(201)	99	19,816(96)	329	19,845(297)	17,500	24,000
Finance	32	20,939 (26)	10	22,371 (8)	42	21,867 (34)	16,500	25,000
Management	10	20,800	1	19,600	11	20,036	17,500	23,500

DISCIPLINE	MALE OFFERS	ANNUAL AVERAGE	FEMALE OFFERS	ANNUAL AVERAGE	TOTAL OFFERS	ANNUAL AVERAGE	LOW OFFER	HIGH OFFER
Marketing	5	18,100	10	20,337 (8)	15	19,476 (13)	18,000	23,500
MBA	29	25,990 (22)	12	23,981 (11)	41	25,321 (33)	19,500	31,800
MBA/JD	1	-			1	-	-	-
<u>SCIENCE</u>								
Biology BA	1	23,600			1	23,600	23,600	23,600
MS	1	27,720			1	27,720	27,720	27,720
Ph.D.								
Chemistry BA	2	23,800	1	22,000	3	23,200	22,000	25,600
MS								
Ph.D.								
Mathematics BA	8	22,554 (7)	8	23,785	16	23,210 (15)	18,000	26,000
MS								
Ph.D.								
Physics BA	1	32,240			1	32,240	32,240	32,240
MS								
Ph.D.								
<u>ENGINEERING</u>								
Aerospace BA	7	24,378	5	25,985	12	25,047	17,383	28,000
MS								
Ph.D.								
Chemical BA	26	25,360 (26)	8	24,851 (7)	34	25,252 (33)	17,000	29,100
MS	1	32,500			1	32,500	32,500	32,500
Ph.D.								
Civil BA	3	25,300 (2)	2	23,000	5	24,150 (4)	23,000	27,600
MS								
Ph.D.								
Electrical BA	103	26,422 (95)	9	27,689 (8)	112	26,520 (103)	17,383	30,056
MS	9	31,789 (8)			9	31,789 (8)	29,100	40,100
Ph.D.	1	42,000			1	42,000	42,000	42,000
Mechanical BA	37	26,299 (32)	4	25,750	41	26,272 (36)	21,000	29,100
MS								
Ph.D.								
Metallurgical BA	2	26,100 (1)			2	26,100 (1)	26,100	26,100
MS	3	29,400 (1)			3	29,400 (1)	29,400	29,400
Ph.D.								

office of admissions/faculty senate survey report #2

In April, 1983, the first report on the Faculty Senate/Office of Admissions Survey was distributed. According to the survey, the faculty view Notre Dame students as bright, polite, hardworking, and academically talented. On the other hand, the faculty find rela-

tively low levels of intellectual curiosity, creativity, and socio-economic diversity. They also note that while the students' academic skills benefit from the Notre Dame environment, their creativity seems to regress.

This second report focuses on the qualities of the "ideal students" selected by the faculty. It also presents the characteristics of current Notre Dame students and discusses implications of the survey results for the Office of Admissions and for the faculty.

THE "IDEAL STUDENT"

One section of the survey invited faculty members to identify students who exemplified their concept of the "ideal student". The faculty responded with over 550 names and 450 individuals (see Appendix A). Individual faculty members identified intellectual curiosity as the most significant criterion used in selecting these "ideal students". Intelligence, social concern, and diligence were also mentioned most often as desirable.

The Office of Admissions inspected the admissions and academic credentials of the "ideal students" to answer two questions: do the current admissions criteria select students having those qualities the faculty designated; are the "ideal students" rewarded with good grades?

1) The high school academic credentials of the "ideal student" indicate that objective academic credentials do identify, to a significant degree, the most desirable students. Forty-two percent of the "ideal students" rank in the top 1% of their high school graduating class. They also possess verbal and math SAT scores of 700, or higher, at a substantially higher rate than the overall student body (see Appendix A).

2) Nearly two-thirds of the "ideal students" have grade point averages at, or above, the dean's list standard of 3.4. Only one fourth of all Notre Dame students achieve this level of performance.

CREDENTIALS OF CURRENT NOTRE DAME STUDENTS

The academic credentials required for admission place Notre Dame in the most selective category as noted by the College Board Handbook of Colleges and Universities. Last year Notre Dame ranked 13th among private institutions in the number of National Merit Scholar Awards (see Appendix D). The ranked private colleges enroll only 2% of all incoming freshmen, yet enroll 63% of all Merit Scholars. Thus, the nation's top talent is substantially concentrated at the most selective private colleges: the best students choose the best academic institutions, and Notre Dame draws a portion of these students.

Appendix E demonstrates the considerable strength of the current Notre Dame students. Nearly a fourth of all freshmen ranked in the upper 1% of their graduating high school class. The average high school grade point of the incoming freshmen exceeded 3.8. Over a fifth of them recorded SAT scores considered to be in the upper 5% of national test results. Additionally, the next 50% scored in the upper 10% of the national group. Approximately thirty private schools can realistically compare their students with Notre Dame's and perhaps ten schools within that category present significantly stronger credentials. Note that Notre Dame does attract a segment (between a fourth and a third) that are highly desired by these ten institutions. Over 90% of our students would most likely gain admission to the remaining twenty peer schools.*

In order for Notre Dame to increase its share of the nation's most academically talented students, we will have to pull them from competing institutions. By 1995 the number of college-bound freshmen will have decreased by approximately 20%. Further, between 1972 and 1983 the number of college-bound seniors scoring 650 or higher on the Verbal SAT decreased from 54,000 to 27,000. These demographic factors indicate that competition for the nation's academic talent will intensify.

In 1981, the Office of Admissions surveyed all accepted students. The survey disclosed that Notre Dame was the first choice of nearly 75% of all accepted students. (Ninety-two percent of all enrolled students listed Notre Dame as their first choice, based on academic quality and the Catholic nature of the University.) Approximately 80% of all accepted students who ranked Notre Dame as their top selection enrolled. The remaining 20% who chose not to matriculate listed lack of sufficient financial aid as the most

* Results of the 1981 Freshman Survey indicate these figures are appropriate.

common reason for their failure to enroll. Their college selections included Duke, Cornell, Georgetown, Northwestern, and some less selective private institutions or quality state universities which met their financial needs. Very few were lured by "merit" or "non-need" awards. Notre Dame's costs are \$3,000-\$5,000 less than peer institutions, thus merit awards seldom reduce the cost of other private universities below Notre Dame's. Also, for those choosing between Notre Dame and a less prestigious university, the merit award did not alter the students' academic preference for Notre Dame.

Nearly 50% of those students who did not enroll here attended peer universities (including the three service academies). Over two-thirds of these students indicated that they did not attend Notre Dame because they believed that another institution provided better academic opportunities. The remaining third based their decisions not to enroll on lack of financial aid or on Notre Dame's social environment. Those students who opted for state universities or less selective private institutions were drawn by financial considerations. Although this group had lower academic credentials than those who enrolled in peer schools, their academic profile still exceeded that of the students who did enroll. They indicated a wish to pay less for their education due to necessity (their financial need was either not met or included a high percentage of loan money) or due to personal financial priorities (they simply wanted to pay less for college).

The results of this 1981 survey thus reveals that excellent students are attracted primarily by their perception of the academic quality of the institution. Their second concern is affordability. This survey and every other published national survey on college choice confirms that the nation's top students are attracted by a challenging intellectual environment, adequate financial aid, and an attractive social atmosphere.

IMPLICATIONS FOR ADMISSIONS OFFICE

The results of the Faculty Senate/Office of Admissions Survey indicate that objective variables (class rank and SAT scores) should continue to be used to select students for admission. These criteria are the best predictors of academic success as measured by grade point average. The "ideal students" selected by the faculty on a subjective basis were largely the same as those identified by the objective tools available to the Office of Admissions.

Notre Dame's admissions process, however, is not a simple quantitative model; the University seeks excellence in many areas. The policy is to try to enroll a dynamic and diverse class, taking into consideration special talents, character, and diverse cultural and socio-economic backgrounds. This desire to combine excellence with creativity and diversity, has resulted in the attached selection guidelines (see Appendices B-C). All applicants are evaluated as to academic and nonacademic achievement. The guidelines used should be read to understand the complexity and scope of the evaluation each applicant receives.

Students with "superior" academic skills and traits placing them in the top 16% of the applicant pool enjoyed a 99% acceptance rate (942 of 953 admitted) and represented a third of all accepted students. Clearly the most talented and motivated students who apply are admitted. Unusually talented or interesting students ranking in the top 4% of the nonacademic ranking experienced a 75% acceptance rate and accounted for 6% of the accepted class.

Thus the admissions process encourages the acceptance of a diverse group of students, who are both academically talented and creative. We do, however, lose some of the best of these students to peer institutions for the two reasons previously discussed: better academic reputations or better financial aid packages. The Office of Admissions should direct resources toward enrolling this group by presenting the academic image of Notre Dame so that it is perceived to be academically challenging and stimulating -- similar to its competitors; and by maintaining research efforts on the necessity of increasing the financial aid available to needy prospective students. The Office of Admissions should also continue its efforts to increase and diversify the applicant pool so that more of the "ideal students" may be attracted.

IMPLICATIONS FOR THE FACULTY

Although the survey reveals that the faculty view Notre Dame students as relatively weak in creativity, intellectual curiosity, and diversity, it does appear that the Office of Admissions admits the potential "ideal students" who do apply. The faculty can help to attract better applicants by improving the academic experience of the students at

Notre Dame, so that the University is widely perceived to be among the most stimulating intellectually. As a corollary to this, and in light of the faculty impression that the students' creativity and intellectual curiosity actually declines at Notre Dame, all at Notre Dame should encourage and provide opportunities for the talented and creative students who do enroll. This, in itself, will attract additional "ideal students."

Submitted by:

Donald C. Bishop
Assistant Director
Office of Admissions

and

Teresa Godwin Phelps
Assistant Professor
Notre Dame Law School

Date: December 1984

APPENDIX A

FACULTY SURVEY RESULTS

IDENTIFIED STUDENT COMPARISON WITH ALL UNDERGRADUATES

"IDEAL STUDENTS"

MALE: 71%

FEMALE: 29%

ALL UNDERGRADUATES

MALE: 76%

FEMALE: 24%

SAT SCORES

	<u>V</u>	<u>M</u>		<u>V</u>	<u>M</u>
700-800	15%	26%		4%	20%
600-690	41%	50%		31%	52%
500-590	33%	22%		47%	23%
Below 500	11%	2%		18%	5%
1400-1600	15%			3%	
1300-1390	26%			19%	
1200-1290	28%			31%	
1100-1190	18%			27%	
Below 1100	13%			17%	

PERCENTAGE OF RANK IN CLASS

1%	42%	17%
2%	14%	14%
3-5%	21%	28%
6-10%	14%	21%
11-15%	7%	
16-26%	1%	20%
25%	1%	

GRADE POINT AVERAGE

3.4-4.0	64%	24%
3.2-3.3	16%	26%
3.0-3.1	11%	15%
2.8-2.9	5%	7%
Below 2.8	4%	23%

APPENDIX B

ADMISSIONS PROCESS

ACADEMIC RATINGS

RANGE: 1-6

CRITERIA:

- a) Percentile Rank in Class
- b) Concentration of Talent within the Applicant's High School Class
- c) Curriculum
- d) SAT scores
- e) Essay
- f) Teacher Recommendation

DISCUSSION:

- a) Percentile rank in class is a measurement of the student's relative academic achievement among his/her high school classmates.
- b) The staff is sensitive to those students who attend schools with an unusually high concentration of talent. (The % going to four year colleges, the average class SAT scores, and the % of the class designated as NMSF will be the primary measures for determining the concentration of talent.)
- c) Students who demonstrate an assertive attitude toward learning and undertake an unusually strong curriculum will be afforded additional weight.
- d) SAT scores remain an important variable in the thought and selection process.
- e) The essay enables the staff to view the written expression of the applicant and possibly discover signs of intellectuality or creativity.
- f) Teacher recommendations add to our knowledge of the student.

APPENDIX C

Nonacademic 1

ACHIEVEMENTS

- a) Individual talent (musician, athlete, photographer, singer, etc.) of extraordinary ability (i.e., recognition that extends well beyond the local school, community, and state); and/or
- b) Memorable in school context in many activities (clearly the most outstanding youngster in the school or community within the past five to ten years); and/or
- c) A nonacademic "2" with exceptional home or work responsibilities.

PERSONAL ATTRIBUTES

- a) Memorable qualities of value to a community: compassion, creativity, curiosity, humor, honesty, and strong demonstrated desire to be of service;
- b) Persistent refusal to be deterred by situational handicaps; resilient and adaptable;
- c) Tangible evidence in the folder that people are deeply impressed with personal qualities (e.g., "best kid ever").

Nonacademic 2

ACHIEVEMENTS

- a) Superior performance in a major school or community activity involving a substantial leadership role with superb performance in that position; and/or

-
- b) Excellent work with strong leadership demonstrated in two or more major activities; and/or
 - c) Individual talent of a substantial nature with possible state or regional recognition; and/or
 - d) A nonacademic "3" with heavy family or work responsibilities.

PERSONAL ATTRIBUTES

- a) Same qualities as those justifying a nonacademic 1, but not quite as outstanding;
- b) Ability to transcend situational handicaps, to overcome adversity;
- c) Unusually strong support for certain personality characteristics.

Nonacademic 3

ACHIEVEMENTS

- a) Leadership positions or major participation in school activities with an impressive performance; and/or
- b) Individual talent with local recognition; and/or
- c) Very active and interested in school or community affairs.

PERSONAL ATTRIBUTES

- a) High energy level
- b) Impressive citizen: decent, earnest, reliable, and oriented to be of service to others
- c) School support is enthusiastic with respect to the student's character and contributions.

Nonacademic 4

ACHIEVEMENTS

- a) Participation in school activities including the possibility of a leadership position; and/or
- b) Some evidence of interest in community affairs; and/or
- c) Some evidence of individual talent though probably not a talent strong enough to have earned much recognition in the school or community.

PERSONAL ATTRIBUTES

- a) Good citizen: decent, earnest, and reliable;
- b) Routine school support with respect to issues of character.

Nonacademic 5

ACHIEVEMENTS

- a) Participant on a group basis only; and/or
 - b) Limited evidence of visible commitment to specific nonacademic interests.
-

PERSONAL ATTRIBUTES

- a) School support for personality characteristics is neutral or ambivalent; and/or
- b) Possibly less mature than most students of the same age.

Nonacademic 6

ACHIEVEMENTS

- a) Virtually no organizational involvement or evidence of involvement in individual nonacademic interests.

PERSONAL ATTRIBUTES

- a) Participant on group basis only; and/or
- b) Instability; and/or
- c) Extraordinarily self-centered; and/or
- d) Withdrawn

APPENDIX D

1982-83 FRESHMAN NATIONAL MERIT SCHOLARS

(Rankings only include non-University based Merit Scholar Awards)

	<u>INSTITUTION</u>	<u># OF SCHOLARS</u>	<u>% OF NATIONAL SCHOLARS NON-UNIVERSITY BASED AWARDS</u>
1.	Harvard	295	13%
2.	Princeton	190	8%
3.	Yale	171	8%
4.	MIT	152	7%
5.	Stanford	107	5%
6.	Rice	66	3%
7.	Duke	64	3%
8.	Brown	57	3%
9.	Cornell	55	2%
10.	Northwestern	53	2%
	Texas A & M	53	2%
12.	Georgia	51	2%
	Illinois	51	2%
	Pennsylvania	51	2%
15.	Michigan	45	2%
16.	Dartmouth	43	2%
17.	California (Berkeley)	42	2%
18.	Notre Dame	41	2%
19.	Washington (St. Louis)	39	2%
20.	Texas	37	2%
21.	Chicago	31	1%
Total:		1694/2252 = 75%	

NOTE: Of 6,349 National Merit Scholars 2,252 received non-University based scholarships. Since over a million students enrolled in college last year this represents 1/5 of 1%.

2,252/1 million = .2% 1 out of every 500

APPENDIX E

PROFILE OF THE 1984-85 ENROLLED FRESHMAN CLASS

Table 1

<u>Percentile Rank in Class</u>	<u>Percentage of the Class</u>
Top 1%	23%
2-3%	16%
4-5%	14%
6-10%	21%
11-20%	18%
21-30%	5%
31-50%	2%
51-100%	1%

Mean: Top 6%
Median: Top 4-5%

Table 2

	<u>Verbal SAT</u>	<u>Math SAT</u>		<u>Total SAT</u>
700-800	3%	20%	1400-1600	3%
600-690	30%	54%	1300-1390	18%
500-590	50%	4%	1200-1290	35%
Below 500	17%	4%	1100-1190	28%
			Below 1100	15%

V M Total

Mean: 563/635 : 1198
Median: 570/640 : 1210

NOTE: The percentiles shown for SAT scores have dropped somewhat compared to the all undergraduates group (1981) in Appendix A due to the increase in class size from 1625 in the late 1970's to 1790 in 1984.

salaries, tenure and fringe benefits of full-time instructional faculty, 1984-85

The Office of the Dean of Administration has prepared and filed Higher Education General Information Survey (HEGIS XIX), SALARIES, TENURE AND FRINGE BENEFITS OF FULL-TIME INSTRUCTIONAL FACULTY, 1984-85, with the U.S. Department of Education, Washington, D.C.

The 1984-85 A.A.U.P. average salary and average compensation figures by rank for the University of Notre Dame, together with the respective percents of annual increase, are shown below with the comparable figures for the years 1978-79 through 1983-84.

TABLE ONE

UNIVERSITY OF NOTRE DAME
AVERAGE SALARIES PER A.A.U.P. REPORTS
1978-79 THRU 1984-85

	<u>1984-85</u>	<u>1983-84</u>	<u>1982-83</u>	<u>1981-82</u>	<u>1980-81</u>	<u>1979-80</u>	<u>1978-79</u>
Professor	\$47,996	\$44,230	\$40,719	\$36,204	\$32,662	\$30,058	\$28,016
% Increase	8.5	8.6	12.5	10.8	8.7	7.3	7.3
Assoc. Professor	36,444	34,023	31,305	27,991	24,977	23,331	21,606
% Increase	7.1	8.7	11.8	12.1	7.1	8.0	7.1
Asst. Professor	29,525	27,740	25,090	22,107	19,700	18,070	17,063
% Increase	6.4	10.6	13.5	12.2	9.0	5.9	7.2
Instructor	26,010	26,780	25,147	21,355	17,394	15,973	14,945
% Increase	(2.9)	6.5	17.8	22.8	8.9	6.9	1.8
All Ranks	\$38,780	\$35,848	\$32,763	\$29,360	\$26,060	\$23,921	\$22,381
% Increase	8.2	9.4	11.6	12.7	8.9	6.9	7.7

TABLE TWO

UNIVERSITY OF NOTRE DAME
AVERAGE COMPENSATION PER A.A.U.P. REPORTS
1978-79 thru 1984-85

	<u>1984-85</u>	<u>1983-84</u>	<u>1982-83</u>	<u>1981-82</u>	<u>1980-81</u>	<u>1979-80</u>	<u>1978-79</u>
Professor	\$59,423	\$54,666	\$50,145	\$44,730	\$40,085	\$36,427	\$33,300
% Increase	8.7	9.0	12.1	11.6	10.0	9.4	9.2
Assoc. Professor	44,796	41,576	37,944	33,683	29,921	27,831	25,261
% Increase	7.7	9.6	12.7	12.6	7.5	10.2	7.9
Asst. Professor	35,234	33,031	29,352	26,027	22,981	20,970	19,743
% Increase	6.7	12.5	12.8	13.3	9.6	6.2	7.7
Instructor	29,455	31,336	28,264	24,045	19,364	17,941	16,974
% Increase	(6.0)	10.9	17.5	24.2	7.9	5.7	2.5
All Ranks	\$47,485	\$43,740	\$39,621	\$35,562	\$31,344	\$28,529	\$26,511
% Increase	8.6	10.4	11.4	13.5	9.9	7.6	9.8

The Average Salary for Continuing Teaching and Research Members on Faculty in 1984-85 and 1983-84 follows:

TABLE THREE

AVERAGE SALARY
FOR CONTINUING TEACHING AND RESEARCH MEMBERS ON FACULTY
IN 1984-85 AND 1983-84

	<u>Number</u>	<u>1984-85</u>	<u>1983-84</u>	<u>Increase</u>	<u>% Increase</u>
Professor	188	\$44,740	\$44,373	\$ 3,367	7.6
Associate Professor	153	36,538	34,031	2,507	7.4
Assistant Professor	117	29,269	27,682	1,587	5.7
Instructor	17	29,435	27,588	1,847	6.7
All Ranks	475	\$38,927	\$36,329	\$2,598	7.2

addendum to ndr #4

Editor's Note: The following persons comprise the Faculty Grievance Committee mandated by the Academic Manual, Article III, Section 8.1, the text of which was printed in Notre Dame Report, Vol. 13, No. 17, p. 462 (May 25, 1984).

FACULTY GRIEVANCE COMMITTEE

Robert E. Rodes, Chairperson	Law	1986
Stephan Arndt	Center for the Study of Man	1987
Salvatore Bella	Management	1987
David Cohn	Electrical Engineering	1987
Alan Krieger	Library	1986
Ernan McMullin	Philosophy	1988
Alberta Ross	Radiation Laboratory	1988
Kenyon Tweedell	Biology	1988

library hours/easter weekend april 4-8, 1985

Date	Memorial Library		Science & Engineering Libraries
	Building	Public Services	
Thu., April 4	8 a.m.-11:45 p.m.	8 a.m.-10 p.m.	8 a.m.- 5 p.m.
Fri., April 5	8 a.m.-12 noon 5 p.m.-11:45 p.m.	8 a.m.-12 noon* 5 p.m.-10 p.m.*	Closed Closed
Sat., April 6	9 a.m.-11:45 p.m.	9 a.m.- 5 p.m.*	9 a.m.-12 noon, 1-5 p.m.
Sun., April 7	Closed	Closed	Closed
Mon., April 8	(Return to regular schedule.)		

* The following public service areas will be closed: International Documentation Center, the Medieval Institute Library, and the Rare Book Room.

special university awards recommendations

Nominations are requested for the three special awards described below. Nomination letters should include reasons appropriate to the award as well as sufficient background material and/or documentation to support the candidate's nomination. Selection is based on the letter and materials submitted by the nominator. Nominations should be sent to Isabel Charles, Assistant Provost, by Friday, April 12 to be forwarded to the selection committees. Award winners will be honored at the President's Dinner in May.

Faculty Award

Established in the 1927-28 academic year by the Alumni Association, the Faculty Award singles out that faculty member who, in the opinion of his or her colleagues, has contributed outstanding service to the University of Notre Dame. Each year a selection committee, composed of prior winners and representing the Colleges and the Law School, studies the recommendations submitted by former recipients of this award, by the deans, and by individual faculty members, and selects a winner.

Faculty Award Winners Since 1960

1959-60	Otto Bird	1972-73	Rev. Ernan McMullin
1960-61	John Frederick	1973-74	Robert E. Rodes, Jr.
1961-62	Milton Burton	1974-75	Herbert E. Sim
1962-63	Stephen Kertes	1975-76	Ronald Weber
1963-64	Raymond Gutschick	1976-77	Walter Miller
1964-65	Matthew Fitzsimons	1977-78	J. Philip Gleason
1965-66	Bernard D. Cullity	1978-79	K.T. Yang
1966-67	John Magee	1979-80	Frederick J. Crosson
1967-68	Rev. Charles E. Sheedy, C.S.C.	1980-81	Jeremiah P. Freeman
1968-69	Bernard Waldman	1981-82	Morris Pollard
1969-70	James Massey	1982-83	James Kohn
1970-71	Thomas Stritch	1983-84	John Malone
1971-72	Ernest Sandeen		

Reinhold Niebuhr Award

Rev. Theodore M. Hesburgh, C.S.C., and Chancellor Willy Brandt of West Germany were the first recipients of Reinhold Niebuhr awards sponsored by friends of the Protestant theologian and author. Receiving this award in September, 1972, at ceremonies at Union Theological Seminary in New York City, Father Hesburgh announced the establishment of a student, faculty member or administrator whose life and writings promote or exemplify the lifelong theological and philosophical concerns of Reinhold Niebuhr, particularly in the area of social justice in modern life. The initial award to Father Hesburgh was \$5,000. This he turned over to the Notre Dame endowment to underwrite an annual cash award of \$250 for the winner of this campus honor. Msgr. John J. Egan was the first recipient of the Reinhold Niebuhr award given at the President's Dinner in May, 1973. Other winners have been CILA (Community for the International Lay Apostolate), 1974; George N. Shuster, 1975; Rev. Louis Putz, C.S.C., 1976; Mr. and Mrs. Arthur Quigley, 1977; Thomas P. Broden, 1978; Rev. William Toohey, C.S.C., 1979; Rev. Don McNeill, C.S.C., 1980; Charles K. Wilber, 1981; Kenneth and Penny Jameson, 1982; Julian Pleasants, 1983; John W. Houck and Oliver F. Williams, C.S.C., 1984. The selection committee includes representatives from the Colleges and Law School, Campus Ministry, Rectors, Ladies of Notre Dame and the Student Body. All members of the Notre Dame community are invited to submit recommendations for this award.

Grenville Clark Award

On October 20, 1978, Father Hesburgh was one of three recipients of the Grenville Clark Prize, an award given every three years by the Grenville Clark Fund at Dartmouth College. Following the procedure established when he won the Reinhold Niebuhr award in 1972, Father Hesburgh donated the \$5,000 Clark stipend to the Notre Dame endowment to underwrite a cash prize of \$250 to be awarded each year. This award is made to a faculty member, administrator or student whose voluntary activities serve to advance the causes of peace and human rights to which Grenville Clark devoted his extraordinary life of public service. The first winner of this award was Peter Walshe in 1979, followed by James and Mary Ann Roemer, 1980; Sr. Judith Ann Beattie, C.S.C., 1981; Kenneth W. Milani, 1982; Peggy Roach, 1983; The Notre Dame Legal Aid and Defender Association, 1984. The selection committee includes representatives from the Colleges and Law School, Campus Ministry, Rectors, Ladies of Notre Dame and the Student Body. All members of the Notre Dame community are invited to submit recommendations for this award.

advanced studies

notes for principal investigators

Sponsored Programs Information Network (SPIN)

OAS, DRSP has subscribed to the Sponsored Programs Information Network (SPIN) developed by the Research Foundation of the State University of New York. SPIN is an on-line telecommunication locator system for identifying funding opportunities (federal, non-federal and corporate) for faculty and institutional research, development and educational program support. The computerized search can save many hours of searching through volumes of printed material. It enables one to quickly and efficiently determine what is available and how funding can be obtained. Best of all, the information is current, in contrast to printed information which may be obsolete by a year or more.

For more information on the system and procedures for accessing, call Janine S. Andrysiak in DRSP, Extension 7432; or call the following:

- Arts and Letters: Charles A. Geoffrion, Ext. 6494
- Science: John G. Duman, Ext. 5495
- Engineering: William B. Berry, Ext. 5532
- Business Administration: Yusaku Furuhashi, Ext. 7237

Revised Keyword Thesaurus

In the near future, Department Chairmen will be receiving, from the Division of Research and Sponsored Programs, a revised edition of the Keyword Thesaurus which all faculty are requested to review for changes and additions. The changes and additions can be made on the Specialities Section of the Annual Report, Research and Other Scholarly Works packet which will be mailed to Department Chairman for distribution March 15.

information circulars

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

science

NASA Scatterometer Research in Oceanography and Meteorology

No. FY85-417

Program:

The National Aeronautics and Space Administration (NASA) has announced the opportunity to conduct scientific studies in oceanography and meteorology utilizing the data from the NASA Scatterometer (NSCAT). NSCAT will fly

aboard the U.S. Navy's Remote Ocean Sensing System (N-ROSS) satellite, currently scheduled for launch in mid-1989. The expected duration of the NSCAT/N-ROSS mission is three years. The NSCAT is an active microwave instrument designed to measure wind speed and direction near the sea surface. Research proposals should be aimed at improving our understanding of near-surface atmospheric motions and/or the physical processes occurring in the upper ocean resulting from surface wind forcing. While proposals may involve evaluation of sensor performance, or the interpretation of NSCAT measurements in terms of basic geophysical quantities, primary emphasis should be on oceanographic/meteorological scientific investigation. Two types of proposals will be considered: 1) Those requesting NASA funds to support the analysis and interpretation of NSCAT data, and 2) Those that require NSCAT data but do not require financial support by NASA. The latter type of proposal may be submitted by foreign (non-U.S.) research institutions, by private organizations, or by other institutions which could potentially benefit from participating in this type of data analysis activity. Depending upon the scope and complexity of individual investigation, it is anticipated that 10-20 proposals will be approved.

Deadline:
May 15, 1985*

For Further Information Contact:

NASA
NASA Scatterometer
Code EE
Dr. William C. Patzert
NASA Headquarters
Washington, DC 20546
(202) 453-1730

*Letters of intent must be received by March 15 with a copy sent to: NASA Scatterometer, International Affairs Division, (Code LID), Washington, DC 20546, Attn: Ms. Lynn Cline.

(From 1985 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

Communication and Theatre

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War: Vietnam and the Press. University
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pansion, Economic Diversification, and
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May 15, 1985

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