

notre dame report

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the university

jerusalem foreign study program cancelled

Notre Dame's foreign study program in Jerusalem, in which 12 students had intended to participate, has been cancelled for the 1988 spring semester because of the violence and tensions in the area, according to Isabel Charles, associate provost and director of foreign study programs for the University. The 12 students will return to the Notre Dame campus for the spring semester.

Charles said that Landrum Bolling, rector of Notre Dame's Ecumenical Institute at Tantur and director of the University's Jerusalem program, has advised that the tense atmosphere in the occupied territories would restrict the students' freedom of movement and detract from the quality of the program. Charles said she expects the program to reopen in the fall of 1988.

holiday inn-downtown funds scholarship

The University has received the first installment of a \$50,000 gift from South Bend's Holiday Inn-Downtown to establish an undergraduate scholarship fund.

The gift, to be contributed in five annual installments, represents the Holiday Inn-Downtown's participation in Notre Dame's \$300 million "Strategic Moment" fundraising campaign.

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faculty notes

honors

Leo M. Corbaci, associate professor emeritus of economics and in the freshman writing program, was awarded the Indiana Association of Collegiate Registrars and Admissions Officers' distinguished service award for his lifetime achievement and contribution to the teaching profession.

Mohammed Gad-el-Hak, professor of aerospace and mechanical engineering, has been appointed to a three-year term as an associate editor of the AIAA Journal, the primary scholarly publication for the American Institute of Aeronautics and Astronautics.

Chau T. M. Le, assistant vice president for advanced studies: instruction, has been elected a member of the board of trustees of the Center for Applied Linguistics, Washington, D.C.

Rev. Ernan McMullin, O'Hara professor of philosophy, has been appointed chairman of the advising committee to the New York Board of Regents for doctoral progress in philosophy.

Morris Pollard, Coleman director of the Lobund Laboratory, and professor emeritus of biological sciences, has been appointed to the National Health and Medical Research Council Panel of Independent Assessors.

J. Robert Wegs, chairman and associate professor of history, has been appointed to the steering body of the American committee to promote studies of the history of the Habsburg Monarchy.

Kwang-tzu Yang, Hank professor of aerospace and mechanical engineering, has been invited to visit the University of California, Berkeley for four weeks during the 1988-89 academic year as the Russell Severance Springer Professor of Mechanical Engineering. He also has been selected to chair a panel (Panel 5) of peer reviewers to assess the progress of current projects in the Infiltration and Ventilation Program for the Department of Energy (DOE) Office of Building and Community Systems.

activities

Charlene Avallone, assistant professor of English, delivered a paper, "Calculations for Popularity: Melville's Pierre and Holden's Dollar Magazine," at the Modern Language Association Convention in San Francisco, Calif., Dec. 27-30.

Leo M. Corbaci, associate professor emeritus of economics and in the freshman writing program, delivered the keynote address on the history of the Indiana Association of Collegiate Registrars and Admissions Officers and the transformation of the office of registrar at the association's state convention, Oct. 22.

Stephen M. Fallon, assistant professor in the program of Liberal Studies, chaired a session on "Milton and Nonliterary Texts" at the Modern Language Association Convention in San Francisco, Calif., Dec. 27-30.

Mohammed Gad-el-Hak, professor of aerospace and mechanical engineering, presented a paper titled "Modification of Turbulent Boundary Layers by Longitudinal Roughness Elements" at the 40th annual meeting of the American Physical Society, Division of Fluid Dynamics, Eugene, Ore., Nov. 22-24.

Kwan S. Kim, professor of economics, and Kellogg Institute fellow gave an invited speech titled "The Recycling of the Yen in the Context of the Latin American Debt Crisis" at an international financial symposium held in Mexico City, Mexico, Dec. 10-13. He presented a coauthored paper, "Development of the Capital Goods Sector in Mexico," at the annual meeting of the American Economic Association in Chicago, Dec. 29. He also was a discussant of papers in a contributed paper session during the same conference.

Vicki J. Martin, assistant professor of biological sciences, gave a presentation titled "Peptides in the Nervous System of a Hydrozoan Planula" at the annual meeting of the American Society of Zoologists, New Orleans, La., Dec. 26-30. She gave another presentation (with K.J.S. Kolberg), "Exam-

ination of Hydrozoan Planulae of Halocordyle disticha for the Presence of Catecholamines," at the same meeting.

Rev. Ernan McMullin, O'Hara professor of philosophy, chaired a session titled "The Individual and the Community" for the Society for Women in Philosophy held in New York City, Dec. 28. He also chaired a session, "The Anthropic Principle vs Divine Design" at the Eastern Division meeting of the American Philosophical Association, New York City, Dec. 27-30.

Maria Rosa Olivera-Williams, assistant professor of modern and classical languages, presided over the third session of the colloquium organized by the Universite de Paris III, Sorbonne-Nouvelle, titled "Journées d'études-Colloque-France/Uruguay," Paris, France. She also presented a paper titled "Exilio/Insilio, Peri-Rossi/Mondragon: Dos propuestas de la literatura de la imaginación uruguaya" during the colloquium "France/Uruguay," held at the U.N.E.S.C.O., Paris, France, Dec. 3-5.

Shyh-Jye Pien, assistant professor of aerospace and mechanical engineering, presented a paper titled "Radiative Heat Transfer to Steam in a Nuclear Reactor" at the 24th National Heat Transfer Conference, Pittsburgh, Pa., August 9-12. He gave an invited seminar titled "Heat Transfer to Steam in Reactors" for the department of mechanical engineering, National Taiwan University in Taipei, Taiwan, Sept. 2. He also presented an invited seminar titled "Natural Convection in Enclosures" for the Tatung Institute of Technology in Taipei, Taiwan, Sept. 21.

James H. Seckinger, director of the National Institute for Trial Advocacy and professor of law, was a faculty member for the NITA/Arthur Andersen Expert Witness Program held in St. Charles, Ill., Dec. 8-9. He was a faculty member for the NITA/Rocky

Mountain Depositions Program at the University of Denver School of Law in Denver, Colo., Dec. 10-12. He also was a program coordinator and faculty member for the NITA/American Bar Association Section of Litigation Advocacy Instructors Training Program at the Cleveland Marshall School of Law in Cleveland, Ohio, Dec. 16-17.

Paolo Visona, assistant professor of modern and classical languages, delivered a paper titled "University of Notre Dame Excavations at Oppido Mamertina (Reggio Calabria, Italy), 1987" at the 89th general meeting of the Archaeological Institute of America held in New York City, Dec. 30.

F. Ellen Weaver, associate professional specialist, assistant chairman, and collegiate director of theology, presented "Liturgy as a Tool for Historical Research" for the American Society of Church History, Washington, D.C., Dec. 30. She also presented "Liturgy for the Laity" for the North American Academy of Liturgy, San Francisco, Calif., Jan. 5.

J. Robert Wegs, chairman and associate professor of history, delivered a paper, "Class, Gender and the Vienna School, 1890-1938," and arranged a session, "Class, Culture, and Adolescent Education in the 20th Century," at the American Historical Association Convention held in Washington, D.C., Dec. 27-30.

John P. Welle, assistant professor of modern and classical languages, presented a paper titled "Mass Culture in the Poetry of Vittorio Sereni" at the Modern Language Association Annual Convention held in San Francisco, Calif., Dec. 27-30.

John H. Yoder, professor of theology, gave a presidential address titled "To Serve Our God and Rule the World" at the annual meeting of Society of Christian Ethics held in Durham, N.C., Jan. 16.

administrators' notes

appointments

David Dannison has been named director of alcohol and drug education at the University. He will be responsible for developing, implementing, and promoting educational and outreach programs on alcohol and drugs and for administering the University Office of Alcohol Education, which has been initially funded by a grant from the U.S. Department of Education. Dannison has been a therapist at Riverwood Mental Center in St. Joseph, Mich., for three years. Previously, he was a program coordinator for Memorial Hospital's Care Unit in Michigan City and for Berrien County Health Department's substance abuse services.

honors

Joe Cassidy, director of student activities, has been selected as the state representation for Indiana to the National Association for Campus Activities (N.A.C.A.).

Ceil A. Paulsen, assistant director of Student Activities, Facilities and Programming, has been selected a member of the Region 9 Steering Committee of the Association of College Unions-International. She will chair the committee on arts related activities, serving as a liaison with the International Committee on the development of art programs within college unions.

James R. Wruck, deputy assistant provost for computing and director of the Computing Center, was elected to a three-year term to the membership committee of EDUCOM.

activities

Michael Langthorne, assistant director of educational media, wrote an article, "Graceful Computer Integration," published in the October issue of Tech Trends, the journal of the Association for Educational Communications and Technology (AECT). He was asked to consult with the Media Services of the University of Kansas on their implementation of departmental computing.

documen- tation

academic council minutes december 2, 1987

Members in attendance: Rev. Edward A. Malloy, Prof. Timothy O'Meara, Rev. E. William Beauchamp, Dr. Roger Schmitz, Rev. David Tyson; Deans Francis Castellino, Yusaku Furuhashi, Emil Hofman, David Link, Michael Loux, and James Taylor; Rev. James Burtchaell; Professors Fernand Dutile, Michael Etzel, Edward Goerner, Mark Herro, Barry Keating, Jerry Marley, William McGlinn, Dian Murray, Daniel Pasto, William Shephard, Thomas Swartz, and J. Robert Wegs; Mr. J. Douglas Archer, Mr. Robert C. Miller, Dr. James Powell, Dr. Ellen Weaver, Dr. Kathleen Maas Weigert; Students John Abele, Anne Marie Finch, Daniel Gerlach, and David Kinkopf

Observers in attendance: Mr. Richard Conklin and Lt. Col. Douglass Hemphill

Guests: Sr. John Miriam Jones, Dr. Daniel Winicur

I. Prof. O'Meara opened the meeting at 3 p.m. with a prayer.

II. Prof. O'Meara stated that the two items on the agenda are intended for open Council discussion, not for action at this time. Opinions, comments, and suggestions from such discussion would be taken into consideration by the Executive Committee for possible follow-up proposals.

III. The University Calendar. The discussion summarized below followed Prof. O'Meara's request that the Council consider such subjects as the starting of the fall semester, the Labor Day holiday, midsemester breaks, Thanksgiving break, Holy Week days, and study days.

In response to Fr. Burtchaell's request for a clarification of the policy for the starting date of the fall semester, Sr. John stated that the date varies each year as a consequence of (a) assuring a few days between Christmas and the last day of finals and (b) enforcing a condition that the five-day final period extend from Monday through Friday. Fr. Burtchaell said that he prefers the prior practice of starting the semester no earlier than the Tuesday immediately preceding Labor Day. He also expressed preference for a later start of the spring semester which could be accomplished, he felt, by holding commencement later in May. Prof. Herro and Dean Castellino also stated preferences for a later start in January. Mr. Abele expressed concern about the effect of shortening the summer job period for students.

Prof. Goerner felt that the existence of the midsemester break in the fall semester was important for relieving student stress. Mr. Gerlach agreed. Dr. Weaver commented that if the fall semester were to start later, the Thanksgiving week would not be too late to serve as the break.

Regarding the Thanksgiving break, Dean Castellino stated a preference for holding classes all day on Wednesday and asked if there was evidence this year of an erosion in attendance at Monday and Tuesday classes. Sr. John reported meal counts, observations of rectors, and results of efforts to sample class attendance on Monday and Tuesday. She concluded that comparisons with similar information from other years failed to support the notion that dismissing classes on Wednesday led to an erosion of attendance on Monday and Tuesday. Dean Castellino wondered if classes with low attendance were actually conducted in a serious manner, stating that he had some indication of the negative. Fr. Tyson suggested that the early exodus of students was not as great as anticipated owing to student and faculty uncertainty of the official starting point of the holiday break and the consequent effect on advanced scheduling of departure flights. Fr. Burtchaell stated that up to 10 years ago, classes were held on Wednesday and Friday of the Thanksgiving week. Prof. Williamson said that he would prefer using those days as class days so as to push back the fall semester starting date.

Fr. Malloy wondered how many faculty inform students of an attendance policy and what attendance or absentee rate existed on normal class days. Fr. Burtchaell said that faculty are obliged to give an attendance policy and that faculty are responsible for holding classes at scheduled times. Mr. Kinkopf believed that most students attend classes if they find it important to do so. Dean Furuhashi suggested that the count of completed TCE forms could be used to obtain data on normal class attendance.

Prof. O'Meara asked if members felt that holding classes on the Friday following Thanksgiving would be acceptable. Fr. Burtchaell said that he favors restoring Friday as a class day. Mr. Kinkopf felt that students generally would like to be home with families for Thanksgiving dinner. Fr. Beauchamp felt that the family emphasis for Thanksgiving had been diminished by the proximity of the midsemester and Christmas breaks. Fr. Tyson felt that holding classes on Friday would be a problem but classes on Wednesday would probably be acceptable. Prof. Dutille noted that Wednesday afternoon classes could be rescheduled for Tuesday night of that week.

Prof. O'Meara turned the discussion to the spring break and asked about the desirability of scheduling it to coincide with Holy Week. Fr. Tyson said that rectors would probably prefer scheduling the break at the middle of the semester rather than delaying it until Easter except on those occasions when Holy Week falls very close to the middle. Comments were made about the desirability of having students on campus during Holy Week, and Fr. Burtchaell commented that worship services on the campus have been well attended by students around Easter.

Prof. McGlinn asked whether early starting dates of the fall semester really presented a problem. Dr. Weaver said that the usual scheduling of meetings abroad at that time causes some difficulty for faculty. Dean Loux commented that the starting date would have to be delayed until after Labor Day in order to ameliorate that situation.

Prof. Murray expressed concern that shortening the summer break could cause problems for those faculty and students involved in overseas summer programs. Fr. Beauchamp said that he was concerned about students being able to get jobs or to earn sufficient income if the summer period were shortened. He also felt that faculty who teach in the summer session would be disadvantaged.

Prof. O'Meara summarized the discussion and stated that, as a follow-up, the Executive Committee would work with Sr. John and Dr. Winicur to compose and analyze some models. Presumably the models would demonstrate the effect that certain changes in existing practices would have on the University calendar starting with the fall semester of 1989-90.

IV. Proposed Change in the Grading System. Registrar Daniel Winicur presented the highlights of this proposal which was distributed to members in advance. (A copy follows these minutes.)

Fr. Malloy asked about the reasons behind the apparent strong student support for the change. Dr. Winicur's impressions were that students felt that the increased number of grade levels would give a fairer representation of performance. In addition students may perceive an opportunity to earn higher grades. He said also that students seem to prefer a system that is similar to that at peer institutions.

Ms. Finch asked for the justification for having four grade levels below the "satisfactory" level of C. Dr. Winicur responded that the proposed system simply divides the range of 1.0 to 4.0, the passing range, into 10 equally-spaced levels. The following are Dr. Winicur's responses to other questions.

- (a) The proposed system is numerically identical to that of 96 percent of those schools on the +/- system.
- (b) The University of Washington experienced neither an inflation nor deflation of grades when it adopted the system.
- (c) Most institutions do not include A+. At some institutions the numerical value of A+ is equal to that of A.
- (d) The proposed system is identical to that used in the Law School with the exception that D+ is not included in the latter.
- (e) Discussions with Saint Mary's of the proposed changes have not yet taken place.
- (f) The change could be introduced in the fall semester, 1988, without administrative difficulty.
- (g) If the D+ grade were eliminated, the value of C- would remain at 1.67.

In further discussions and expressions of opinions, Fr. Burtchaell and Dr. Weigert expressed favor for the change without inclusion of D+. Fr. Burtchaell added that he suspects the finer structure facilitates mainly the grading of courses in science, engineering, and business. Prof. Keating commented that students do not seem to be disadvantaged by the present system, and he questioned whether the cost of making the change could be justified. Prof. McGlinn expressed a preference for fewer grade levels because limitations on the accuracy of grading make it impossible to use the finer scale. Dean Castellino agreed, and Fr. Tyson expressed a similar preference. Prof. Dutile was in favor of the increased number of levels for assigning grades. Prof. Murray commented that a faculty member could elect at his/her discretion to use only a portion of the scale -- e.g. only A, B, C, D, and F. Prof. Schmitz noted that using only the pure letter grades in this fashion is acceptable, but faculty should be aware that the numerical value of minus grades differs between the present and proposed systems.

Fr. Malloy asked the student members for their views. Mr. Kinkopf said that 80 percent of the students who responded to a recent survey were in favor of the change. The reasons were the hopes for better grades and the feelings that the proposed system is more equitable. Mr. Abele felt that the proposed system may lead to an increase in student competitiveness and effort. With a greater number of grade levels, students would not be as likely to feel that they are mired at a certain grade in a course. Mr. Abele also felt that students may have a disadvantage in the job market when transcripts show minus grades but do not show plus grades as they would for students from other universities. Mr. Gerlach and Ms. Finch also favored the change and agreed that it may lead to an increase in effort. Fr. Malloy commented that assigning grades is difficult for most instructors and that he is not sure if the proposed change would make that task easier or tougher. He added that uniqueness in grading systems is not something for which to strive.

In further discussion of the proposal, Dr. Weaver said that she favors the change, feeling that it is fairer and that it might have a stabilizing effect on grade inflation. Dean Link said that the Law School has noticed little or no effect on overall grades since making the change to the +/- system. Dean Castellino felt that advantages and disadvantages would break even for students.

Prof. O'Meara stated that in light of this discussion, the Executive Committee would consider formulating a recommendation for consideration at the next Council meeting.

The meeting was adjourned at 4:30 p.m.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

" \pm " grading system proposal

It is proposed that the present grading system be modified to include "+" as well as "-" letter grades, with the following numerical values:

<u>Letter</u>	<u>Numerical Value</u>
A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
F	0.0

The addition of the "+" grades will increase the number of passing grade levels from 6 to 10, providing instructors greater flexibility and precision in grading.

This system (except for the "D+") has been in use by the Notre Dame Law School since the 1981-82 academic year. Adoption of the system by the rest of the University will eliminate the difficulties encountered when graduate students take Law School courses or law students take non-Law School courses.

Notre Dame is the only university among its peer institutions to use our current "-" letter grade only system (c.f., the list of peer institutions follows). Only two out of 1,388 colleges or universities surveyed by the American Association of Collegiate Registrars and Admission Officers (AACRAO), Notre Dame and Saint Mary's College, use this system in the United States. The national trend is toward the proposed " \pm " letter grade system. Adopting the system used by the majority of our peers will make our undergraduate transcripts less problematic for other professional and graduate schools.

Notre Dame undergraduate students support this proposal. Representatives of Student Government have proposed a similar scheme and a recent survey initiated by the Student Government showed that 80 percent of the students support a grading system which includes "+" grades.

A study by the AACRAO, (Monograph #32, 1987) indicated that " \pm " grading has the greatest effect on two groups of students, the superior and the borderline or "C" students. For example, fewer students will earn straight "A" averages. However, between these two extremes, the pluses tend to offset the minus grades and, students as a group do not seem to gain or be penalized by the " \pm " system. Nationally, grade inflation appears to be coming to an end. Many factors are responsible for this but the study cited the increasing use of the " \pm " system as one possible contributing cause.

variation in letter grading systems
48 selected peer institutions
data from 1982 aacrao study (updated)

University	Letters only	+/-	(+) only	(-) only	Others
Brandeis U.		X			
Brown U.					X
Cal Tech		X			
Case Western Res.	X				
Carnegie Mellon		X			
Catholic U.	X				
U. of Chicago	X	X			
Clark U.		X			
Columbia U.		X			
Cornell U.		X			
Duke U.		X			
Harvard U.		X			
Johns Hopkins		X			
M.I.T.	X				
New York U.		X			
Northwestern		X			
Notre Dame				X	
Princeton U.		X			
U. of Rochester		X			
Stanford		X			
Syracuse U.	X				
Tulane		X			
Washington U.	X				
Yale		X			

U. of Arizona		X			
U. California - Berkeley		X			
U. California - San Diego	X				
U. of Colorado		X			
U. of Illinois, Urbana	X				
Indiana U., Bloomington		X			
U. of Iowa	X				
Iowa State U.		X			
U. Kansas	X				
U. Maryland	X				
U. Michigan		X			
Michigan State					X
U. Missouri	X				
U. Nebraska			X		
U. North Carolina		X			
Ohio State U.		X			
U. Oregon		X			
Pennsylvania State		X			
U. Pittsburgh		X			
Purdue		X			
U. Texas, Austin	X				
U. Virginia		X			
U. Washington					X
U. Wisconsin					X
TOTAL	13	30	1	1	4

university libraries minutes november 11, 1987

The meeting was called to order at 3:30 p.m. by chairman Harvey Bender in the conference room of the administrative offices, 221 Hesburgh Library. Also present were committee members Joseph Blenkinsopp, John Lucey, Bill McDonald, James Robinson, and W. Robert Scheidt, guest Maureen Gleason, and secretary Vicki Maachouk.

The minutes of the meeting of October 12, 1987 were approved as corrected.

Prof. Bender announced that passing personal matters precluded Mr. Miller's presence at the meeting so Assistant Director Maureen Gleason was taking his place.

Prof. Bender announced that the committee's response to the white paper on the state of the library faculty was distributed to the library faculty. Mr. Miller has received a couple requests that the response be distributed to library staff as well and has asked how the committee feels about doing this. The committee recommended that Mr. Miller distribute the white paper and the committee's response as broadly as he wished.

Mrs. Gleason reported on the status of the self study. As of November 5, the level of response to the faculty survey from the colleges had reached 28 percent. Quantifiable answers will be tabulated and pages with written comments were photocopied. Most comments dealt with the collections and more were unhappy than happy. Useful for getting a sense of problem areas, the comments often reflect on areas where there has been an expansion of research direction. Soon a sample survey will be taken of graduate and undergraduate students. The on-site review may be conducted in March 1988. The committee may consist of four external reviewers and four internal reviewers.

Turning to the agenda item Serials Review, Mrs. Gleason noted that a serious financial crisis and an increasing demand for serials in all areas make a review of the present serials subscriptions necessary. The libraries' administration is asking for a sense of the committee regarding the review which would be used to determine serials subscriptions for academic year 1988-89. The University Libraries' Collection Development Committee joined the meeting at this point. Discussion ranged from concerns about serials in general, to the structure of the review, to ways to motivate serious consideration of an overall serials review. Prof. Blenkinsopp noted that the gaps in runs of journals are very critical in the humanities and filling in these gaps should be discussed in a serials review. Prof. Robinson agreed that caution must be exercised in any serials review so cancellations made today do not critically inhibit future teaching and research. Asked if many departments are choosing to transfer money from their monograph to serials funds and if this option will continue to be offered, Mrs. Gleason responded affirmatively and added that the libraries hope to make the choice between serials and monographs more flexible in the future. Prof. Bender wondered whether the current preference of serials over monographs will be damned by successors. Noting that universities nationwide are suffering serious constraints in their library acquisitions budgets, the Notre Dame Libraries are hopeful that the current acquisitions level will be maintained.

Because costs and budgets are subject to unforeseen change, Prof. Lucey suggested that departments be given a best case/worst case scenario and be asked to determine cancellations for each level of budget shortfall. An amount to cut should be prescribed based on the libraries' educated best guess as to what may be necessary. Mrs. Gleason informed the committee that the libraries are initially looking at a 15 percent cut based on this year's costs and budget, but hope that it would be less than this. Prof. Robinson argued for no target cut, suggesting that the review be conducted with a solicitation for voluntary cancellations. If budget constraints necessitate additional cuts, departments can be asked to take a second look at the situation. Mrs. Gleason questioned what motivation busy faculty members would have to spend their time on a usually tedious process. Prof. Robinson responded that coordinators and library committees have a responsibility to handle such matters. Librarian Steve Hayes added that the commitment to a serials review will vary according to department. A second concern of Mrs. Gleason's with a voluntary review and cut is the matter of timing. If the review is casual in the beginning and departments do not seriously consider cutting their serials budget, going back to them for a second review would make it difficult to make cancellations in time to affect the 1989-90 budget. Prof. Robinson questioned what would happen if it took a year to accomplish a sensible, cautious serials review. Mrs. Gleason replied if no cuts are made in serials budgets, a worst case scenario would be no new journal titles next year and deep cuts in

book budgets. She noted that the budget and costs of serials will not be known until it is too late to begin a serials cancellation project for next year. The committee agreed that a serious serials review must be done and at the same time faculty and the administration must be educated about what the consequences of an acquisitions budget shortfall will mean in conducting research, attracting new faculty, etc. Prof. Bender warned that if a review is not done, eventual cuts would be more arbitrary than any resulting from this year's review. He urged that a process must be established now for the ongoing review of serials by library professionals and teaching and research faculty.

Looking at the structure of the review, Prof. Blenkinsopp stated that it is important to have a reasonable instrument and not an infinite list of serials titles which departmental committees must review. He suggested that proposed cancellations be posted and objections be invited until a specified date. Mrs. Gelason proposed that the libraries provide department library committees, coordinators, and library liaisons with a list of serials and their costs divided according to fund/location/branch library and ask them to develop a list of proposed cancellations to be reviewed by their own faculty. She added that it would be helpful to categorize and place a value on proposed cancellations so adjustments can be made later if changes in financial conditions make that necessary or possible. In this way a second and time-consuming "pass" could be avoided. Prof. Robinson commented that liaisons and coordinators must exchange information and inform departments of the situation. Prof. Lucey suggested that departments should categorize the proposed cancellations (top line versus deep cuts that hurt) so the gravity of the situation is well understood by faculty members. Mrs. Gleason said that the libraries are not trying to simply reduce the serials budget with a review, but are trying to make the best use of limited resources. The complete list of proposed cancellations would be circulated to all departments. Prof. Bender suggested that he, Mrs. Gleason, and Mr. Miller meet before the December meeting of the committee and that the Collection Development Committee meet with the committee again in January.

The meeting was adjourned at 5:15 p.m.

Respectfully submitted,

Vicki Maachouk
Secretary

the state of the library faculty

by: J. Douglas Archer, Katharina J. Blackstead, Stephen M. Hayes, Chair, G. Margaret Porter, Michael J. Slinger, Lorenzo A. Zeugner, Jr.

Introduction

In response to a request from the University Committee on Libraries, the library faculty elected a committee and charged it with the preparation of a report on "the state of the library faculty." We submit the following paper in fulfillment of that charge. Following as an appendix is a companion statement from our colleagues in the Law Library prepared by Michael J. Slinger.

The Library's Role: Present and Future

Since ancient times, librarians have been entrusted with the collection, organization, preservation, and dissemination of humanity's recorded knowledge. The focus of these activities has never been limited to books. Our concern is the work of the human mind and spirit, whether recorded on papyrus or parchment or paper, palm leaf or microfilm, clay tablet or magnetic tape, laser disk or any other medium yet to be developed.

Librarians are information professionals. We identify, select, locate, buy, borrow, catalog, circulate, maintain, and preserve information, acting as intermediaries between producers and users. We serve the information needs of society and of the specific communities in which we find ourselves.

As academic librarians, we serve the community of scholars. Our focus is higher education, and our concerns are those of teachers, students, researchers, and administrators. We cooperate with our colleagues at other academic and research institutions to provide the best possible service for this international community and for our own specific institutions. For example, through the interlibrary loan system we may lend to and borrow from thousands of libraries worldwide. Through membership in the Center for Research Libraries we have access to numerous significant research collections owned jointly by participating institutions.

As academic librarians at the University of Notre Dame Libraries, we tailor our service to the concerns of our immediate constituency. Along with our colleagues in the Law Library we strive to develop collections and provide services that will meet the evolving teaching and research needs of the University, further enhancing strong collections and strengthening weak ones, building new collections and introducing innovative services. We seek to purchase, organize, and maintain these collections in the most cost efficient manner possible while maximizing user access. We provide assistance in the use of these collections through traditional activities such as reference and bibliographic instruction but also through the creative application of new technologies, as in our online database search services and end-user searching utilizing laser disk technology.

In addition to our primary responsibilities outlined above we recognize an obligation to contribute, through involvement in professional societies and through research and publication, to the growth of knowledge and the development of theory in the discipline of library and information science.

Rapidly changing technologies will necessitate the further development of new professional skills and will require a particular sensitivity to new publishing formats, new media for information storage, and new means of information retrieval. In many ways these innovations will facilitate the user's direct access to information. In other ways these same innovations will offer additional opportunities for librarians to make significant contributions to higher education. We look forward to an increasingly active role as essential colleagues in this, our common enterprise.

Profile of the Library Faculty at the University of Notre Dame

Education

The library faculty presently consists of 33 professional librarians. Each possesses a master's degree in library science; 12 also hold subject master's degrees; and two have earned doctorates. Several librarians are also currently enrolled in formal advanced subject degree programs aimed at complementing their professional degrees.

Professional Associations

Twenty-six of the library faculty belong to the American Library Association (ALA). Seven belong to one or more professional associations such as the Modern Language Association and the Society of American Historians;

Ten librarians currently hold positions on ALA standing committees, round tables, or divisions; six hold offices within those groups;

Twenty-six of the faculty belong to special interest groups such as the Association of College and Research Libraries, the Special Libraries Association, the American Theological Library Association or to a regional association such as the Indiana Library Association. Notre Dame library faculty are also currently holding or have held positions of leadership within these organizations.

Continuing Education

The Notre Dame library faculty regularly participates in national and regional conferences, seminars, workshops, classes, and training sessions. Participation ranges from attending training sessions in new technologies to acting as resource persons or panel members for seminars and conferences.

Teaching

Teaching, by librarians, ranges from formal graduate level professional instruction to specialized assistance for patrons. The Notre Dame library faculty takes pride in sharing its training and experience in the intricacies of research, bibliography, and information

retrieval. Through the reference function, we are available for ongoing instruction in research to all segments of the University as well as to the community at large. We provide bibliographic instructions to all incoming freshmen, and teach subject bibliography on both undergraduate and graduate levels. One of our faculty teaches a basic cataloging course at Indiana University at South Bend.

University Service

The library faculty contributes significantly to University service. Currently, librarians hold positions on the Academic Council, the Faculty Senate, the Judicial Review Board, the Committee on University Computing, and the Traffic Violations Board. Two librarians have recently been elected to executive positions on the Faculty Senate, one as its Chairperson, the other as the Chairperson of its Committee on Student Affairs. As a consequence, library faculty now serve on the Executive Committee of the Academic Council, the Liaison Committee to the Board of Trustees, the Academic and Faculty Affairs Committee of the Board of Trustees, and the Campus Life Council.

Scholarly Works

Despite the demands inherent in a highly structured work schedule, librarians are involving themselves in professional and subject-related research and subsequent publication. Articles in publications such as Library Acquisitions: Practice and Theory, College and Research Libraries, Collection Management, and Studies in Medieval Culture. Book reviews by librarians have appeared in such varied publications as the Government Publications Review, Government Information Quarterly, Choice, American Reference Books Annual, and the Association for the Advancement of Science's Science Books. Librarians with extensive foreign language skills have done formal and informal translations. Recently, a publisher solicited a member of our faculty to compile a book length annotated bibliography on business ethics.

Scholarship frequently takes the form of presentations or papers delivered at conferences. While many of these presentations or papers are not published in the formal sense, they contribute greatly to the profession and the academic reputation of Notre Dame, as most are widely distributed among faculty information professionals.

Lectures and Presentations

The library faculty often lectures to various groups and professional organizations. Recent presentations included a speech on federal information policy delivered to the Indiana Chapter of the American Civil Liberties Union as well as a presentation on effective acquisitions methodology to librarians at a national preconference convention in Chicago.

During the past year, several members of our faculty traveled on exchange programs and spoke on their respective specialties to various library groups throughout the world. Additionally, many librarians lecture to various private groups as part of their community service commitments.

Concerns of the Library Faculty

The University is committed to excellence. Excellence in teaching and research cannot be assured without excellent library collections and services which, in turn, depend on proper funding for library programs, services, and personnel. The library faculty shares with the teaching and research faculty the desire that the resources allocated to the libraries be sufficient to contribute to and meet the needs of the commitment to excellence documented in the Five Year Plan developed by the University libraries. Compensation for the library faculty is an ongoing concern and must be competitive in order to enable Notre Dame to recruit, retain, and reward knowledgeable and dedicated library faculty.

The library faculty is concerned that its members are overlooked in appointments to major University committees (Budget Priorities Committee, the Committee on the Protection of Human Subjects in Research, the Faculty Board in Control of Athletics, etc.). This oversight constitutes a disservice to the library faculty and the University at large. The appointment of library faculty to committees not traditionally associated with library issues would benefit the University by adding an additional perspective to those already represented and by making use of the library faculty's extensive knowledge of information resources.

The library faculty is concerned that all undergraduate and graduate students receive more thorough, systematic training in the use of the library resources and services. Over the last several years freshman orientation tours and various graduate research workshops have been instituted. This has been a good beginning. Further expanded cooperation between the teaching and research faculty and the library faculty in the integration of research skills into the University curriculum is essential if students are to make the most of their experience at Notre Dame and be adequately prepared for life and work in an increasingly information dependent society.

As stated in the library faculty's proposed 1985-86 modifications to the Faculty Manual, the library faculty is concerned that the University Committee on Libraries (UCL) is a policy-making committee for the University libraries. We believe the apparent assumption that non-library professionals are better qualified than library professionals to determine policies concerning the libraries to be unfortunate at best. To our knowledge, the dean or director of no other University unit reports to a policy-making committee as well as to the University administration.

Furthermore, elected representation on the UCL is limited to only one segment of the libraries' user community, i.e. the teaching and research faculty. Students, staff, administration, and other faculties including the library faculty, the professionals directly knowledgeable in and responsible for the libraries' operation, are excluded. While the present UCL has worked very effectively for the University in providing a teaching and research faculty perspective, it can provide only that perspective.

Finally, the UCL has neither responsibility to nor direct linkage with the University administration or with any deliberative bodies such as the Academic or Graduate Councils. Its mandated policy-making function is ambiguous.

While being most receptive to advice, input, and information and appreciative of the efforts of the present and past members of the UCL, the library faculty believes (1) that the University Committee on Libraries should be made advisory; (2) that its linkage to the University administration and/or University deliberative bodies should be clarified; and (3) that its membership should be broadened to include all user groups in the University community.

Conclusion

The library faculty would like to thank the University Committee on Libraries for the opportunity to share our thoughts on "the state of the library faculty." We look forward to our continuing, active participation in the University's ongoing pursuit of excellence.

appendix: state of the law library faculty

Role at Notre Dame

The gathering, maintenance, and dissemination of legal and related non-legal information and its sources, is crucially important to a law school and researchers who perform under its auspices. Law libraries, as the law school information professionals, are charged with providing these valuable services to the Law School and its patrons.

The complexity of legal information is constantly changing in form and content, the simultaneous impact of historical formulations and yesterday's judgments require talented, educated, and experienced librarians to maximize the resources available to the University community.

While the materials of a law library focus on legal education and scholarship, law does not exist in a vacuum. Interdisciplinary study and its requisite resources are essential elements of the modern law school. The law library faculty is able to augment its resources by drawing upon the substantial strength of the University libraries and its faculty. Law librarians reciprocate by providing assistance in supporting the use of legal materials to the University community. This spirit of cooperation among campus librarians truly enhances the educational support available to the entire Notre Dame community.

A leadership law school's goal of generating national impact scholarship requires an outstanding research center capable of supporting eminent scholars. To reach this goal,

the Notre Dame Law School must continue to retain and attract outstanding law librarians.

Education

The law library faculty currently consists of seven professionals; six have earned the M.L.S. degree, four have earned law degrees, one has earned an advanced law degree, one has earned a second subject master's degree.

Teaching

Law librarians teach the required semester long course "Introduction to Legal Research" to all first year Notre Dame law students. Individual law librarians expect to offer advanced research courses at the Law School in the future, and have offered a course in sports law in the past. Law librarians also function as special lecturers in a number of Law School classes. The Law School faculty, recognizing the expertise possessed by the law library faculty has delegated to them the teaching of legal research skills through both formal classroom instruction, informal seminars, and tutorials.

Law librarians also provide computerized legal research training for law students and law faculty.

Technical Processes and Acquisitions

Law librarians are responsible for the management of the collection through organization, acquisitions, processing, and cataloging. Competence in this area requires interpersonal and organizational skills, as well as strong backgrounds and interest in library theories and computer technology.

Scholarly Works

Notre Dame law librarians are involved in the publication of articles and books of interest to the law and information professions. Members of the law library faculty have produced both monographs and periodical articles.

Notre Dame law librarians are also involved in producing a variety of in-house publications and guides designed to make legal research easier and more effective for our patrons.

Continuing Education

Law librarians frequently attend workshops and seminars in areas such as database training, space planning, management training, legal research, and cataloging skills. All professionals have attended one or more continuing education sessions during the 1985-86 academic year.

Professional Associations

All law library faculty are members of the American Association of Law Librarians (AALL).

All belong to one or more AALL special interest sections, e.g., academic libraries, reference services, etc.; several faculty members are currently serving on AALL national committees, e.g., placement, minority recruitment, etc.

The Director of the Law Library served as the president of AALL and the Canadian Law Libraries Association.

All are members of one or more regional professional associations, e.g., Ohio Regional Association of Law Libraries (ORALL); four librarians hold committee positions with ORALL.

Individual law librarians also hold memberships in the American Library Association, Special Libraries Association, and various bar associations.

University Service

Law librarians regularly serve as judges as well as in other capacities to assist our law students in their extracurricular and co-curricular competitions. Law librarians also serve on a variety of committees by the invitation of the faculty of the University libraries.

Lectures & Presentations

Notre Dame law librarians are invited to address many groups in special areas of competence and interest. Topics recently addressed include, "Is There Discrimination in Professional Sports," "Resources in Law and Education," "Creative Uses of Microcomputers in Libraries," and "The State of Canadian Law Libraries." Groups recently addressed include the Canadian Library Association, the Ohio Regional Association of Law Libraries, and the student body of Grand Valley State College.

Statement of Concern

The Notre Dame law library faculty presently consists of seven highly trained and educated law librarians. These members of the Notre Dame faculty are currently denied the right to cast votes and offer themselves as candidates in University elections.

The law library faculty appears to be the only members of the Notre Dame faculty denied these privileges. Therefore, the law library faculty expresses its concern and hopes that forthcoming recommendations will ameliorate this oversight.

Future

Notre Dame law librarians are working to develop the Law Library into a major research center for legal scholarship. The law library faculty will continue to strive for excellence by participating in a wide range of professional and educational activities and applying these talents and experiences to our work at Notre Dame. The future promises to be a challenging and exciting time as the law library faculty attempts to wed traditional and technologically advanced methods of information access to most effectively serve our patrons needs.

response to the state of the library faculty

Many thanks for the "Report on the State of the Library Faculty." We appreciate very much the thought and effort which went into this report and regret the delay in our responding to it. However, we did want to give adequate consideration by the entire committee to this very important document. What follows are some observations and comments on the report and the recommendations therein.

In an effort to improve its understanding of the library faculty and enhance communication, in the spring of 1986 the University Committee on Libraries requested a statement on the current conditions and concerns of the library faculty. Subsequently, the requested report which was subsequently approved overwhelmingly by a vote of the library Faculty. This report, "The State of the Library Faculty," was presented to UCL in January of 1987 and discussed at a number of meetings over the following nine months. The following statement represents the collective reaction of UCL to the report.

The information professional as portrayed in the report plays a critical if frequently undervalued role in the University and is an important partner with the teaching and research faculty in Notre Dame's drive for nationally recognized excellence in both research and teaching. We appreciate the openness, indeed eagerness, of the library faculty for active participation in this quest.

The educational credentials and the continuing educational involvement of the library faculty suggest a cadre of professionals well prepared for its important role in the University. The broad level of involvement in both professional library and scholarly organizations reveal a commitment to both the profession of librarianship and the life of learning which lies at the core of the University's mission. This is also reflected in the publication record and other scholarly activities of the library faculty. We welcome the increasing teaching role of the library faculty in assisting both students and faculty to exploit the information resources needed for their education and research. Finally we were pleased to note the very active role of librarians in various bodies serving the life of the University. Their perspective undoubtedly contributes to the completeness of discussion and soundness of the decisions made by those groups.

The committee has spent much time reflecting on and discussing the concerns of the library faculty as detailed in the report. It seems clear from your document, read together with the recent report of the senate, that compensation for library faculty has not kept pace with Notre Dame's major achievements in general faculty compensation. The University needs the best in librarians, as it does in teaching faculty. Problems of either equity or market competitiveness seriously jeopardize the achievement of that goal. We would encourage major attention to potential problems in this area by both library and University administration, and action as appropriate to ensure that Notre Dame can attract and retain the best in the profession.

The committee does not fully understand the expressed concern over lack of representation on various University bodies, especially in light of the documentation presented in the report of existing broad involvement.

We strongly support the essential need for "more thorough, systematic training in the use of library resources and services." In this, the age of information, this is critical to successful education, and we encourage our colleagues in both the teaching faculty and the libraries to work together more closely to ensure that this knowledge and skill is made an integral part of the educational process at all levels in the University.

A major concern of the library faculty apparently centers on the composition and role of this committee. While from a librarian's perspective this may be understandable on a theoretical, non-historical basis, we continue to believe that from a wider perspective any change would be inappropriate. In its report in 1966 the University Committee on the Faculty Manual affirmed the importance of the then already longstanding Faculty Committee on University Libraries and recommended strengthening its policy role. This was done in the new 1967 Faculty Manual. It was this same manual revision process which gave faculty status to librarians for the first time at Notre Dame. The history here is part of an evolution to insure a constitutional forum for strong articulation between those directly responsible for teaching and learning on the one hand and those responsible for the major instrument of support for teaching and learning on the other. To make the committee something less than a policy-making body would erode that strong articulation.

Further, the committee is not unlinked to the University administration or the Academic Council, as the library faculty report suggests. Indeed, the library is given the central role in the linkage between the committee and the administration via the position of the director of libraries, who, of course, is also the link with the library faculty. A strong administrator in this position ensures the well-being of the library and the library faculty as well as serving in the important process of articulation with the administration, and with the teaching and research faculty via the director's role on the committee. The result is that the library profits from the structure in two ways: control of the administrative linking and support from the teaching and research representatives. Obviously under this system the teaching and research faculty does not desire to and cannot practically push any policy that is unworkable or detrimental to the special interests of the library and its faculty. Rather the University Committee on Libraries enhances the position of the library because of committee members' obvious concern that the library be the best one possible to insure the excellence of the teaching and learning process with which committee members and those they represent are so intimately and professionally involved. Thus the committee cannot support any changes to its existing structure and role.

Finally, we urge that serious consideration be given to rectifying the apparent disenfranchisement of law library faculty. This is a situation which should not be allowed to continue.

Notre Dame has much to be proud of in its library faculty. Their critical role in the success of the University's teaching and research missions needs to be widely understood. We thank them individually and collectively for their contributions and wish them every success in their thrust for even broader involvement in the work of the University and for greater recognition.

advanced studies

current publications and other scholarly works

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

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