

MEETING OF THE GENERAL FACULTY

Washington Hall
University of Notre Dame
November 13, 1973

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A Meeting of the General Faculty was held at Notre Dame on November 13, 1973 at 4:00 p.m. in Washington Hall. Rev. James T. Burtchaell, Provost of the University, opened the meeting and led the faculty in the Lord's Prayer. He then introduced the President of the University, Rev. Theodore M. Hesburgh, C.S.C.

The President expressed his pleasure in being with the faculty once again and welcomed especially the new members for the academic year 1973-74. He noted that one-fourth of the new faculty were women and that this was a good sign.

Father Hesburgh observed that over the past six years, through his association with the Study of Higher Education carried on by the Carnegie Commission, he has been able to share with the faculty some of the broader insights into higher education. The Commission has now completed its work and Father Hesburgh commented briefly on the scope and breadth of the study itself. He outlined several major points of concern which affect all universities and indicated more specifically how these affect Notre Dame.

Concerning Clarification of Purposes

Father Hesburgh told how the Committee on University Priorities, whose report will be published shortly, stressed the input from faculty members and how the report will be helpful to him in making his report to the Board of Trustees in May.

Inspired Teaching

The President observed that Notre Dame's commitment to philosophy and theology gives us a whole new dimension in approaching many of the great problems of today and that it certainly is a moral dimension.

Adoption of a Code of Conduct Both for Faculty and Students

Last year the Academic Council at Notre Dame held a series of meetings to revise the Academic Handbook. This action provides for a clarification of the rights and responsibilities of administrators and faculty members. The students also spent a good deal of time this past summer rewriting the Student Manual.

Guidelines to Assure the Academic Independence, Faculty Freedom in Institutions of Higher Learning

At Notre Dame the problem of freedom and autonomy, as we launched into a whole new era, was directly reflected in our relationship to the Catholic Church. We are not the Catholic Church but we are related to it. We are a very special kind of institution requiring very special kinds of treatment and understanding which has not always been appreciated over the years. He observed that if there is one thing one might fault Catholics on in general it is their lack of understanding of what a Catholic University ought to be. Perhaps this is best reflected in the kinds of things we are expected to do.

On Justice

When one of the first reports of the Carnegie Study came out some six years ago, it was reported that if you happened to be born in the lower socio-economic class of this country, you would have a one out of seven opportunity to get into higher education as compared with your having been born in the top socio-economic class. We have tried to do something about this. Notre Dame made an enormous effort to correct this. We set up a \$3,000,000 scholarship fund for minority students. We increased our minority student enrollment to about 350 which is still about half what it should be. However, at the present time we are hard-pressed financially to increase that number appreciably.

Financial Support on the Part of the Government to Private Institutions

Hopefully we at Notre Dame will secure scholarship help from the state. We will be able to secure some help through research and overhead but this has been diminishing considerably. The real fact remains ... private education is on the wane in this country. Higher education is not the darling of the government it used to be. Generally speaking, there are today few academic lines of access to the federal government. The Carnegie Commission has indicated that if private education is to survive it will need some extra help from the outside, apart from the help it gets from foundations, corporations, private benefactors, etc. Hopefully Notre Dame will survive when many others do not.

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Effective Use of Resources

It seems apparent that those of us in administration at Notre Dame are fairly well agreed that we have finished our "building binge." We have put up \$80,000,000 worth of buildings in the last twenty years. With the exception of one of the residence halls and University Village they are paid for. We feel that from now on we have to build our endowment for faculty, for scholarships, and for our library and computer operations. The latter two (library and computer) are integral to the development of this University. In recent years we have been dipping into endowment income and putting less back into the growth of the endowment itself. The only way around this is to take more of our gifts and put them into endowment specifically for particular needs. This is what we intend to do. Another thing we must do is to bear down on the total use of the endowment we have so that we get the most out of it.

Time Options for Students with Greater Flexibility in the Academic Situation

We can do more about this than we are currently doing with greater involvement of students in meaningful relations to faculty and administration in decision-making. Practically every committee on this campus has student representation. We have worked at this and it is going fairly well. All involved have had a very positive reaction to the presence of students on the Academic Council.

Renovation of General Education

It is in this area, in our enormous growth, both in numbers of students and faculty and in the growth of the sciences themselves, that

we have really gutted the educational process. If you had to say what went wrong with this country when college graduates led us into Viet Nam the way they did on all levels of government; what went wrong when college graduates led us into the total morass we now find ourselves with Watergate and assorted horrors, one would have to say that students were educated in the sense of getting a lot of information, of getting a certain expertise in a certain line of thinking, be it political, legal or whatever, but they simply didn't get the kind of values, the kind of perception, the meaning of life, the kind of personal ability to reflect on very deep matters like honesty and honor, like love and patriotism, on loyalty, and the limits of loyalty, etc. Notre Dame must be the kind of place where we are really concerned with the liberal content of the education of our professional people; where we are really concerned with scientists and what science is used for, and what it means to the individual in his intellectual training and growth. There must somehow be a kind of current of what we call the liberal arts running through our courses. This is not entirely true today at Notre Dame despite all the pious rhetoric in our bulletins. There are many students who finish here with some concept of liberal education. Many of them, however, get this on the outside, upon watching some of you and seeing what your values are and how you act. Although we have gone further on this than many universities, we have more work to be undertaken. If there is something special in the way of an imprint which we can put on people educated at this university, then it would seem here is the place to do it.

Leadership

A subject which involves all of us. Today the leadership of most institutions of higher education is fairly bland. It is probably bland in many cases because it has to be as there are very few things you can do. One of the most creative things we did during the student revolution period was to launch a study of non-violence, an action which in good measure carried us through the Cambodian days a year later without having buildings burned. The Carnegie Commission has pointed out rather dramatically that there is a great need for creative and progressive leadership in higher education today. Father Hesburgh observed further that while we are talking about higher education there is a great need for leadership in the world at large. We have miserable leadership in most businesses today. Of the three, perhaps business has the best leadership at the present time. Leadership is a precious commodity and we are going to need more and more of it.

Tied up in this whole discussion is perhaps a kind of natural tension that has always existed between faculty and administration. There always seem to be cross-currents of tension. For example: between the freedom of a very talented scholar to do scholarship and teaching and not to be bothered about deciding when a new walk should be constructed on the front quad. At the same time we need administrators who can do things with a fairly level head and not get so tied up with bureaucracies and committees that nothing can be done. Another aspect relates to a kind

of normal tension between teaching and research. Any university that is improving its image really gets to be known to be a better place by its research and/or its scholarship. There is also the question of people wanting to be involved and yet once involved find they are spending half their lives on committees and ultimately losing the sense of involvement.

Another tough question for this university today -- and for that matter for all universities -- is the tension between survival and continuing to be a new creative kind of place. We are inclined to become so focused on survival that all we do is survive and yet it is not worth surviving if we have no opportunity to improve. One thing we must work on with great effort is creativity. With many universities like this one cutting their graduate programs by 10, 20 and 30% and with all costs being cut to the bone, and all flexible money being switched over to survival money, one thing we ought to do is to try and secure some money in the budget for creativity.

The general pool of students in this country has begun to shrink, and this relates specifically to Notre Dame. Our drop-off of gross applications last year was down about 17%. By some great good fortune we went coeducational two years ago and the incoming wave of women students has somewhat made up for both the pool of persons and the pool of talent. This is in addition to all of the other things that women students bring to a male university. The other interesting thing is that the quality held; as a matter of fact, it went up. We have some special problems however. We are not getting anywhere near the input we should as far

as choice goes in Science and Engineering. We are going to give some very serious thought as to how we can avoid the dilemma of constantly diminishing numbers of students in Science and Engineering.

In closing, the President discussed faculty salaries. He indicated this was a pleasant subject to talk about up until about 3 or 4 years ago and then it became a kind of disaster area. Father Hesburgh noted that Father James Burtchaell has completed a study on salaries which is now available. Over the past ten years, from 1962 to 1972, we were able at Notre Dame each year in our faculty salary to keep increases somewhere three to five points above inflation. The only year that didn't happen was in 1968-69 when we were less than 1% below inflation. This past year was the disaster because our differential, vis-a-vis inflation, was about 3 to 4%. This is something we have to be very concerned about.

In his study Father Jim went back to 1952 and took the figures through to 1973. One line showed the total number of credit hours taught in 1952. This was extended to 1973 and the total went up not too greatly but at a steady rise. The second figure on the line was the total number of faculty who were teaching those hours; that figure started out equal in 1952 and then it stayed more or less constant for the next ten years. However, in 1963 the student credit hours increased a little and the number of faculty suddenly went up dramatically. The total faculty hit a high point in 1971 and then it started down. Here are the figures on this: in 1963 there were 225,000 credit hours taught with a faculty of 458;

now from 1963 to 1971 that number of credit hours went up only 10%, but the number of faculty went up 68% -- from 458 to 659. During the last two years both the faculty total has come down and the total credit hours has gone up a little. If we are going to lick the faculty salary problem, we are going to have to get into better equilibrium between the number of faculty members and the number of hours taught. This would give us better flexibility on all sides with particular concern for the faculty.

The President then stated there was one thing he wanted to say as firmly and as convincingly as possible "he is not interested in surviving if we cannot keep up with inflation on faculty salaries. As a minimum, we must keep our faculty people up with inflation, a task which is going to be very difficult. We are going to have to do some difficult things. We are going to have to get the total hours we teach and the number of people teaching them in some kind of better equilibrium. Some people at the University are probably teaching altogether too many or too much while others are probably teaching altogether too little. To the extent that we can rationalize this we must do so. The only way we can rationalize it is to tell you that we are going to do everything in our power to see that we stay put with inflation and over and above that, we grow to the extent that we can grow in faculty salaries. We intend to do everything we can internally to make maximum use of the money we have and this will mean some belt-tightening and doing without some things."

This past year the University came up with a figure of \$340,000-plus in the budget. Acting on your behalf, the President asked the Board of Trustees if we might put \$300,000 of it towards doing something about faculty salaries and the other \$40,000 of it towards trying to understand better the dynamism of the student admission area. We could do one of two things: take the \$300,000 and divide it up across the board; or take a longer range view of doing something about salaries; try to do something structural about it which permits us to keep pace with inflation, something we were unable to do this year. Rather than just give out the \$300,000, this money should be put into the budget so that we are then committed to it in the future. We will then somehow have to meet it in the years ahead. Father Hesburgh further observed that this is what he would like to do at this time and that this will have to be checked out with the people who know more about finance than he does. In any event, the \$300,000 will be distributed to the faculty by the end of this fiscal year or even sooner.

In closing, the President observed that despite all the crises, despite all the revolutions we are going through, despite all the grinding decisions on scraping here and there, we remain convinced that Divine Providence is interested in this University and that somehow we continue to secure the blessings beyond those we might reasonably expect. Somehow everybody associated with Notre Dame, because we are trying

to do something extra and special in the total endeavor, will have their lives and eternities enriched. Being at Notre Dame is in itself a blessing for each one of us and somehow the blessing that we give of ourselves, to this place makes the total blessing that is beyond words. God bless you.

The meeting was adjourned at 5:30 p. m.

Respectfully submitted,

Thomas P. Bergin, Dean
Secretary - General Faculty