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# Notre Dame

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# R E P O R T

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## Contents:

December 13, 1991

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### The University

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- 195 *Purcell and Fischer Elected to Board of Trustees*
- 195 *\$66.6 Million Distributed in Financial Aid*

### Faculty/Administrators' Notes

---

- 196 *Faculty Honors*
- 196 *Faculty Activities*
- 201 *Administrators' Honors*
- 201 *Administrators' Activities*

### Documentation

---

- 202 *Academic Council Minutes*  
*October 8, 1991*
- 208 *Faculty Board in Control of Athletics Annual Report*

### The Graduate School

---

- 222 *Current Publications and Other Scholarly Works*
- 226 *Awards Received and Proposals Submitted*
- 227 *Awards Received*
- 229 *Proposals Submitted*

# The University

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## Purcell and Fischer Elected to Board of Trustees

Two Notre Dame graduates, Philip J. Purcell and Charles K. Fischer Sr., have been elected to the University's Board of Trustees.

Purcell, a 1964 graduate with a degree in business administration, is chairman and chief executive officer of Dean Witter Financial Services Group of Sears, Roebuck and Co. and a member of the Sears board of directors. Before his election to the Board of Trustees, he was a member of the advisory council of the College of Business Administration. Purcell holds a master's degree in business administration from the University of Chicago and one in science from the London School of Economics.

Fischer, a 1949 graduate with a degree in science, is president, chief executive officer and chairman of the board of Harbison-Fischer Manufacturing Co. of Fort Worth, Texas, the world's largest manufacturer of subsurface oil well pumps. In addition, he is director and treasurer of Harbison-Fischer Canada Ltd., a director of Texas American Bank West Side, chairman of the board of Challenger Tank and Manufacturing Co., Inc., and Abco Acquisition Co. He was a member of the College of Engineering advisory council before his election as a trustee. Fischer received an M.B.A. from Stanford University in 1952.

## \$66.6 Million Distributed in Financial Aid

The financial aid distributed to Notre Dame students rose 8 percent to a record \$66.6 million in the last academic year, according to a report from the office of financial aid. In addition, the proportion of students receiving some form of aid also increased, to 72 percent, up 3 percent from last year.

The annual report compared the two most recent academic years and included all financial aid provided through scholarships, loans, grants and jobs from the University, government and private sources. Of particular significance in the most recent report is the increase in University-administered scholarships. In 1990-91 scholarships went to 1,996 students—up from 1,886—and totaled \$6.2 million—up from \$5.4 million.

Included in the scholarship and grant assistance provided by the University are funds awarded to Notre Dame Scholars, as well as Holy Cross grants awarded to minority students based on their academic potential and proven ability to rise above social or economic disadvantages. Both programs also include financial need as an essential consideration.

The University's scholarship support is expected to continue to rise in coming years as it seeks to increase its financial aid endowment through development efforts and its five-year contract for nationally televising home football games on NBC-TV.

Other highlights of the report:

- Scholarships from outside the University rose to \$3.1 million from \$2.9 million. Additional non-federal funds—in the form of alternative loans, grants-in-aid, tuition remissions and University student employment—brought the non-federal financial aid to Notre Dame students to \$37.7 million, up 16 percent from \$32.6 million in 1989-90.
- Federal assistance programs aided 7,880 students with \$22.6 million. About \$3 million of that total came from grants and work-study programs. The remaining \$19.6 million was in the form of loans to students and their parents.
- Of the almost \$67 million in aid, just over \$39 million (58 percent) went to undergraduates and some \$28 million (42 percent) went to graduate students.
- Among the undergraduates, 70 percent received aid during the last academic year, an increase of 2 percent. The number of graduate students receiving aid rose from 73 percent to 76 percent.
- Ten percent of the total financial aid to Notre Dame students came in the form of ROTC scholarships to 550 students.
- The unduplicated number of students aided was 7,176 out of a total enrollment of 10,016.
- In the freshman class, University scholarship funding was up more than \$600,000.

# Faculty Notes

## Honors

Rev. Michael J. Buckley, S.J., professor of theology, was appointed a member of the board of directors of Theological Studies.

Rev. David Burrell, C.S.C., Hesburgh professor of arts and letters and professor of philosophy and theology, served on the advisory council of the Center of Theological Inquiry in Princeton, N.J., Oct 19.

Daniel J. Costello Jr., chairman and professor of electrical engineering, has been named program chair of the IEEE Distinguished Lecturer Program for the Information Theory Society. He has been named chair of the conference and workshop committee of the board of governors of the IEEE Information Theory Society.

James T. Cushing, professor of physics, has been named a member of the Visiting Scientists Program in Physics by the American Institute of Physics for the 1991-92 academic year. Program members visit physics departments in the United States and deliver invited lectures on their research.

Fred R. Dallmayr, Dee professor of government and international studies, has received a Fulbright grant for research at the M.S. University of Baroda in India. He is one of approximately 1,500 U.S. grantees who will travel abroad for the 1991-92 academic year under the Fulbright program.

Rev. Theodore M. Hesburgh, C.S.C., president emeritus and professor emeritus of theology, was sworn in to the board of directors of the United States Institute of Peace, Nov. 21. He took part in his first board meeting immediately after the swearing-in ceremony. The United States Institute of Peace was created by Congress in 1984. Through a variety of programs, grants, fellowships, conferences and publications, the institute seeks to promote worldwide peace and the resolution of international conflicts without violence. The 1991 fiscal year appropriation for the institute was almost \$8.4 million.

Michael K. Sain, Freimann professor of electrical engineering, was appointed editor of *IEEE Circuits and Systems Society Newsletter* for 1991. He was appointed chairman of the George S. Axelby Prize Paper Award Committee for the periodical *IEEE Transactions on Automatic Control*, 1992.

Kwang-tzu Yang, Hank professor of aerospace and engineering, was appointed to a three-year term as a member of the Advisory Committee of the Chemical and Thermal Systems Division of the National Science Foundation at Georgetown University in Washington, D.C., Nov. 14-15.

## Activities

Mark S. Alber, assistant professor of mathematics, gave an invited talk titled "On the Complex Geometric Asymptotics and Geometric Phases" at the University of California at Santa Cruz, Calif., Nov. 12.

Nadia M. Alhasani, assistant professor of architecture, presented "Architecture and Motion: Mobility in a Stable Context" at the ACSA southwest regional conference, the New Spirit: a conference dedicated to the status of architecture as we approach the 21st century, at Louisiana State University in Baton Rouge, La., Nov. 1-2.

Panos J. Antsaklis, professor of electrical engineering, gave talks on the subject of Intelligent Autonomous Control Systems at Samsung Electronics Co., Nov. 5, and at Seoul National University, Seoul, Korea, Nov. 7. He gave the plenary address "Intelligent Control for High Autonomy Systems" at the joint conference on Artificial Intelligence, Neural Networks and Fuzzy Systems in Seoul Korea, Nov. 6-8.

Martin B. Berg, assistant professional specialist in biological sciences, presented a seminar titled "The Role of Chironomids in Stream Energy Flow" to the Department of Entomology, Fisheries and Wildlife and Zoology at Michigan State University in East Lansing, Mich., Nov. 25.

Michael G. Bowen, assistant professor of management, presented "Pattern Recognition in Recommitment Contexts" with Sonia M. Goltz, assistant professor of management, at the national TIMS/ORSA meeting in Anaheim, Calif., Nov. 5. He presented "The Dynamics of Persistence and Withdrawal Behavior" with Michael J. Radzicki at that meeting, Nov. 8.

Paul F. Bradshaw, professor of theology, gave the keynote address "Liturgical Renewal—Continuity or Change?" at the annual conference of the Association of Diocesan Liturgy and Music Commissions held in Santa Barbara, Calif., Nov. 11-14.

Joan F. Brennecke, assistant professor of chemical engineering, presented the papers "Pressure Effects on Solute/Cosolvent Reactions in Supercritical Fluids" and "Solid Solubility Model Incorporating Chemical Complexation" at the American Institute of Chemical Engineers annual meeting in Los Angeles, Calif., Nov. 17-22. She was a co-author for the papers "Near-Diffusion Controlled Reaction Rates in Supercritical Fluids" and "Effects of Jet Characteristics on Particles Formed from the Expansion of Supercritical Fluid Solutions" which were presented at that same meeting. In addition, she co-chaired six sessions at the meeting which comprised the Symposium on Supercritical Fluids.

## Faculty Notes

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Rev. Michael J. Buckley, S.J., professor of theology, gave the talk "Seven Theses on the Catholic Character of a University" to the academic committee of the Board of Trustees of the University of Notre Dame, Notre Dame, Ind., May 2. He lectured on "Christian Humanism and Human Misery: A Challenge to the Jesuit University" at the University of Santa Clara in Santa Clara, Calif., May 6. He also gave the talk "Reflections on the Commitment to Justice" to the Jesuit community at that university, May 6. He taught "Spiritual Direction and Discernment" at the University of Santa Clara in Santa Clara, Calif., June 17-21. He lectured on "Ecclesial Mysticism in the Spiritual Exercises: Two Notes on Ignatius, the Church, and Life in the Spirit" at the international congress of the Exercises in Loyola, Spain, Sept. 24. Buckley presented the Hanley Lectures at the University of Manitoba in Winnipeg, Manitoba, Canada, Oct. 19-22. He lectured on "Humanistic Education and Social Justice" to the faculty and students of Seattle University in Seattle, Wash., Nov. 14.

Rev. David Burrell, C.S.C., Hesburgh professor of arts and letters and professor of theology and philosophy, presented "God and Doctrine of Creation" at the Theological University-Utrecht, The Netherlands, Oct. 21-23. He presented "Kalam, Aquinas, and a Fresh Conception of Freedom" at Wheaton College in Wheaton, Ill., Oct. 25. He presented "God: Challenge of Other Faiths" at the workshop in Constructive Theology at Princeton Theological Seminary in Princeton, N.J., Oct. 26.

Hsueh-Chia Chang, chairman and professor of chemical engineering, presented the talks "Large-Amplitude Solitary Waves on a Falling Film," "Spatial Instability of Two-Phase Stratified Flow: Theory and Experiment," "Enhancement of Heat Transfer by Chaotic Mixing," "Enhancement of In-Tube Heat Transfer in Coiled Tubes by Chaotic Mixing" and "Controlling Nonlinear Distributed Systems" at the 1991 AIChE annual meeting at Los Angeles, Calif., Nov. 18-22. He presented the talks "Transitions on a Thin Sheared Film" and "Free-Surface Flow Over an Inclined Step" at the 44th annual meeting of the Division of the Fluid Dynamics of the American Physical Society in Scottsdale, Ariz., Nov. 24-26.

Kevin J. Christiano, associate professor of sociology, served as discussant for the American Catholic studies seminar on "Religion Among America's Elite" sponsored by the Cushwa Center for the Study of American Catholicism at Notre Dame, Ind., Sept. 26. He served as a critic for an "Author Meets the Critics" session on George M. Thomas' book, *Revivalism and Cultural Change*, and served as a discussant in a session on "Transformations in American Religious Organization" at a meeting of the Religion and Society Network of the Social Science History Association in New Orleans, La., Nov. 1. He chaired a session on "Patterns of Change in Or-

ganized Religion" at the annual meeting of the Society for the Scientific Study of Religion and the Religious Research Association in Pittsburgh, Pa., Nov. 8.

Leonard F. Chrobot, adjunct professor of sociology, delivered the invited paper "The Polish American—Jewish American National Council: A Successful Model" at the international colloquium "Ethnicity: Conflict and Cooperation" sponsored by Wayne State University, Detroit, Mich., and the University of Windsor in Ontario, Canada, Oct. 24-26. The colloquium was attended by representatives of 15 nations.

Daniel J. Costello, chairman and professor of electrical engineering, presented two papers "A Bandwidth Efficient Coding Scheme for the Hubble Space Telescope" and "Multi-Level Modulation Codes" at the Space Communications Technology Conference in Cleveland, Ohio, Nov. 12-14.

James T. Cushing, professor of physics, delivered an invited lecture to the Department of Philosophy on "'Copenhagen' vs. 'Bohm': An Interesting Case of Underdetermination" and a general public lecture on "Changing Perceptions of Determinism in Physics" at the University of Colorado in Boulder, Colo., Nov. 14. As a lecturer in the American Institute of Physics' Visiting Scientist Program, he delivered a Physics Department colloquium on "Bell's Theorem, Quantum Mechanics and the Nature of Physical Reality," a general public lecture on "The Fall from the Bacon-Descartes Ideal" and a class lecture on "The Measurement Problem and Schrödinger's Cat Paradox" at Bradley University in Peoria, Ill., Nov. 21-22.

Roberto A. DaMatta, Joyce professor of anthropology and faculty fellow in the Kellogg Institute, gave a paper on "For a Sociology of Inflation" on the seminar on Inflation, Daily Life and Citizenship sponsored by the Department of Anthropology, Political Science, Sociology and Economics of the Federal Fluminense University of Niteroi, State of Rio de Janeiro, Brazil, Nov. 6-7.

Bernard E. Doering, professor of romance languages and literatures, delivered a paper titled "The Origin and Development of Maritain's Conception of the Chosen People" at the annual meeting of the American Maritain Association on Jacques Maritain and the Jews in Washington, D.C., Oct. 9-11.

Jay P. Dolan, professor of history and director of the Cushwa Center for the Study of American Catholicism, presented a paper titled "Holy Fairs: The Implications of Scottish Communion Festivals for American Religious History" at a symposium at the Center for the Study of Religion at Princeton University in Princeton, N.J., Nov. 16.

## Faculty Notes

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Rev. Regis Duffy, O.F.M., associate professor of theology, gave the keynote address "A Sense of Time Within the American Culture" at the Andrews Conference at the University of Notre Dame, Notre Dame, Ind., Nov. 3.

Jean-Francois Gaillard, visiting assistant professor of civil engineering and geological sciences, gave the lecture "Flux of Biogenic Silica in the Southern Ocean: Water Column and Sediments" at the French Japanese Workshop for Ocean Flux Studies in Tokyo, Japan, Nov. 25-27.

Gregory I. Gellene, assistant professor of chemistry and biochemistry, presented a talk titled "Non-Mass Dependent Isotopes Effects in the Formation of  $O_4$ " at Purdue University in West Lafayette, Ind., Nov. 20.

Teresa Ghilarducci, associate professor of economics, presented the invited paper "The Structure of Pension Fund Management" at the conference on Restructuring the Financial System for Economic Growth at the Jerome Levy Economics Institute at Bard College in Annandale-on-Hudson, N.Y., Nov. 22.

Alexander J. Hahn, professor of mathematics, was an invited participant in the special session on Quadratic Forms and gave a lecture titled "Integral Lattices Defined by Obelian Groups" at the meeting of the American Mathematical Society in Santa Barbara, Calif., Nov. 9-10.

Charles R. Hohenstein, adjunct assistant professor in the arts and letters core course, taught a course on "Basic United Methodist Beliefs" for the Lay Academy program of the South Bend District of the United Methodist Church held in South Bend, Ind., Nov. 2, 9.

Nai-Chien Huang, professor of aerospace and mechanical engineering, presented the paper "Flow Field Modelling Near a Well with a Conductive Fracture" at the 28th annual technical meeting of the Society of Engineering Science in Gainesville, Fla., Nov. 6-8.

Paul W. Huber, assistant professor of chemistry and biochemistry, presented the invited seminar, "Putting a Finger on DNA: Analysis of Nucleic Acid Binding Sites for TFIIIA" at the University of Chicago, Department of Biochemistry and Molecular Biology, Chicago, Ill., Nov. 22.

Jeffrey C. Kantor, associate professor of chemical engineering, chaired three sessions and presented the papers "Symmetry, Invariances, and Nilpotent Approximation in Process Control," "Integrated Linear Regulation and Fault Detection" and "Petri Net Analysis of Feedback Control for Sequential and Discrete Event Systems" at the 1991 annual meeting of the American Institute of Chemical Engineers held in Los Angeles, Calif., Nov. 17-22.

Kwan S. Kim, professor of economics and faculty fellow in the Kellogg Institute, participated in a panel discussion on "The East Asian Development: Lessons for Africa" at the African Studies Association meeting in St. Louis, Mo., Nov. 25.

Rev. Robert A. Krieg, C.S.C., associate professor of theology, gave the invited paper "Catholicism in Secular Germany: R. Guardini" for the History of Christianity section at the annual convention of the American Academy of Religion in Kansas City, Mo., Nov. 23.

Rev. Richard P. McBrien, professor of theology, presented the keynote address "The Evolving Church: Looking Toward the 21st Century" at the third annual metropolitan New York area conference at the "Renewal Coordinating Community at Hofstra University in Hempstead, N.Y., Oct. 5. He presented the John Cardinal Dearden Lectures "The Future of the Church: Looking Toward the Third Christian Millennium" and "Ministry for the Third Millennium" at St. Joseph Church in Ypsilanti, Mich., Oct. 19, and at the third annual fall conference for the Roncalli Society of the Mennonite Church of Normal, Ill., Oct. 28. He lectured on "The Future of the Church: Looking Toward the Third Christian Millennium" at the 25th anniversary of St. Bernard's Parish in Appleton, Wis., Nov. 2. McBrien presented the first annual Kathleen Smith Bricker Memorial lecture for the chair of Judeo-Christian Studies "The Future of Catholicism in the United States" at Tulane University in New Orleans, La., Nov. 7. He gave the presentation "The Future of the Catholic Church: Eucharist/Priesthood" at Future Church of Cleveland held at the International Exposition Center in Cleveland, Ohio, Nov. 15.

Paul J. McGinn, assistant professor of electrical engineering, presented the invited talk "Microstructure Effects in Zone Melt Textured  $YBa_2Cu_3O_{6+x}$  with  $Y_2BaCuO_5$  and  $BaSnO_3$  Additions" in the Ceramic Superconductors Symposium at the Electronics/Glass and Optical Materials Meeting of the American Ceramic Society in Arlington, Va., Oct. 21. He presented the talk "Effects of  $Y_2BaCuO_5$  and  $BaSnO_3$  Additions on the Properties of Zone Melt Textured  $YBa_2Cu_3O_{6+x}$ " at the TMS fall meeting in Cincinnati, Ohio, Oct. 23.

Ralph M. McNerny, Grace professor of medieval studies, director of the Maritain Center and professor of philosophy, presented four two-hour lectures to the Department of Philosophy on "Aristotle and Aquinas on the Soul" and a public lecture on "The Ancient Quarrel Between the Philosopher and the Poet" at St. Anselm's College in Manchester, N.H., Nov. 7-9.

Thomas V. Morris, associate professor of philosophy, presented "The Challenge of Change" to the Upper Management Annual Retreat, Hospital Strategies Planning Session, Saint Joseph's Hospital, Mishawaka, Ind., at Ancilla College in Donaldson, Ind., June 22. He presented "The Ethics of

## Faculty Notes

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Decision Making" at the 14th annual conference of the American Pathology Foundation in White Sulphur Springs, W.Va., Aug. 11. He gave the presentation "Our Idea of Success" to the South Bend-Mishawaka Board of Realtors in South Bend, Ind., Sept. 6. He presented "The Ethics of Everyday Life" to sponsors for NBC Television at the University of Notre Dame, Notre Dame, Ind., Sept. 7. Morris presented "Our Idea of Success" to the adult education class at Sunnyside Presbyterian Church in South Bend, Ind., Sept. 8. He gave the Hesburgh Lecture "The Ethics of Everyday Life" to the Notre Dame Clubs of the Chicago Area in Crystal Lake, Ill., Sept. 12. He presented "The Ethics of Decision Making" to the Upper Management Retreat at Saint Joseph Medical Center in South Bend, Ind., Sept. 13. He gave "The Ryan Lectures," a series of three lectures, at Asbury Theological Seminary in Wilmore, Ky., Sept. 26-27. He presented "Our Idea of Success" to the Midwest Association of Private Camps held in Deerfield, Ill., Oct. 8. He delivered "Our Vision for Education" to a plenary session of the Christian Educators Association in South Bend, Ind., Oct. 18. He gave "The Fall Lectureship Series," a series of four talks, at Ashland Theological Seminary in Ashland, Ohio, Oct. 21-22.

Clive R. Neal, assistant professor of civil engineering and geological sciences, presented "The Xenocryst/Restite/Phenocryst Debate over Garnet in Peraluminous Silicic Rocks: A Study of the Threlkeld Microgranite, NW England, Using the Electron - and Ion-Microprobes" at the meeting of the American Geophysical Union in San Francisco, Calif., Dec. 9-13.

Rev. Edward D. O'Connor, C.S.C., associate professor of theology, preached at a day of recollection for the deacons of the Fort Wayne/South Bend diocese at Ancilla Domini College in Donaldson, Ind., Nov. 16. He preached at a day of recollection for the Knights of the Immaculata at the Handmaids of the Blessed Trinity Retreat House in Roseland, Ind., Nov. 23.

María Rosa Olivera-Williams, associate professor of romance languages and literatures, read an invited paper titled "El monólogo dramático en la poesía de José Emilio Pacheco" at the section on José Emilio Pacheco during the XVII annual Hispanic Literatures conference: Poesía Hispánica: Creación e Interpretación, at the Indiana University of Pennsylvania in Indiana, Pa., Oct. 4-5. She responded to Professor Abril Trigo's paper titled "Tácticas narrativas del aculturado: Leo Masliah" at the permanent section Spanish III: Latin American Literature, during the 33rd annual convention of the Midwest Modern Language Association in Chicago, Ill., Nov. 14-16.

Simon Pimblott, assistant professional specialist in the Radiation Laboratory, gave the invited seminar "Theories of Radiation Chemical Kinetics in Water and Aqueous Systems" at the Argonne National Laboratory in Argonne, Ind., Nov. 20.

John Poirier, professor of physics, presented the papers "Status of Project GRAND" and "All-Sky Survey for Compact Stellar Sources Yielding Secondary Muons at Sea Level" at the 22nd international Cosmic Ray Conference in Dublin, Ireland, Aug. 11-23.

Morris Pollard, Coleman director of the Lobund Laboratory and professor emeritus of biological sciences, arranged the symposium on "Molecular Biology of Metastasis" sponsored by the University of Notre Dame and the Coleman/Fannie May Candies Foundation of Chicago held in Notre Dame, Ind., Nov. 23-24. The speakers came from England, Israel, Canada and the United States and 100 participants attended. The symposium covered many facets of the problem on spread of cancer cells from the primary tumor to target organs in which new tumors are established; most of the fatalities of cancer patients are due to metastasis.

Wolfgang Porod, associate professor of electrical engineering, presented a colloquium titled "High-Field Electronic Transport in SiO<sub>2</sub>" and a research seminar titled "Transmission Resources and Zeros in Quantum Wire Structures" at the IBM Research Division at Yorktown Heights, N.Y., Nov. 18-19.

Terrence W. Rettig, associate professor and professional specialist in physics, and Stephen C. Tegler, assistant faculty fellow in physics, were guest observers at the NASA 3-meter Infrared Telescope Facility on Mauna Kea, Hawaii, Oct. 20-24. These observations resulted in the first detection of solid CO (carbon monoxide) in pre-cometary disks around young T Tauri stars.

Ken D. Sauer, assistant professor of electrical engineering, presented the paper "Bayesian Estimation of Transmission Tomograms Using Local Optimization Operations" at the IEEE 1991 Medical Imaging Conference in Santa Fe, N.M., Nov. 9. He presented a paper titled "A Bayesian Approach to Segmentation of Temporal Dynamics in Video Data" at the SPIE Conference on Visual Communications and Image Processing in Boston, Mass., Nov. 13.

Konrad Schaum, professor of German and Russian languages and literatures, presented the invited paper on "Psychologie und Zeitbewusstsein. Zur Menschengestaltung Franz Grillparzers" at the international Grillparzer-Forum 1991 commemorating the 200th anniversary of Grillparzer's birth at the University of Vienna, Austria, Nov. 14-17.

Rev. Timothy R. Scully, C.S.C., senior fellow in the Kellogg Institute and assistant professor of government and international studies, delivered the paper "The Power of Persistence: Party Politics in Contemporary Chile" in a conference titled "Political Parties and Political Representation in the Post-Authoritarian Era" at the Latin American Program of the Woodrow Wilson Center in Washington, D.C., Nov.

## Faculty Notes

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8-9. He gave the public lecture "Chile's Road to Democratic Recovery: Democratization by Installments" at the Center for Latin American Studies, University of Illinois in Urbana, Ill., Nov. 21.

James H. Seckinger, director of the National Institute for Trial Advocacy and professor of law, served as program coordinator and a faculty member for the NITA Deposition Program at the Golden Gate University School of Law in San Francisco, Calif., Nov. 7. He gave a lecture to the faculty on Effective Teaching Techniques. He served as program coordinator and a faculty member for the NITA Fish & Neave Law Firm Deposition Program in New York, N.Y., Nov. 14-16. He gave a lecture to the faculty on Effective Teaching Techniques.

Thomas L. Shaffer, Short professor of law, led a student and faculty colloquia at the Widener University School of Law in Harrisburg, Pa., Nov. 6-7. He gave the annual Legal Ethics Institute lecture and participated in seminar discussions at Washington and Lee University in Lexington, Va., Nov. 8. He led two faculty colloquia—one with the law faculty on legal ethics and one at the Poynter Center on his book, *On Being a Christian and a Lawyer*—at Indiana University in Bloomington, Ind., Nov. 15.

Donald E. Sporleder, professor of architecture, gave presentations on "How and Where to Incorporate the Study of Masonry in the Architecture Curriculum" and "Introduction to Masonry Materials and Teaching Resources" at the University Professors' Masonry Workshop at the University of Washington in Seattle, Wash., Nov. 6-8.

Stephen C. Tegler, assistant faculty fellow, with Terrence W. Rettig, associate professional specialist in physics, presented the paper titled "Relative Abundances of Ices in Disks Around T Tauri Stars: Implications for Comet Formation" at the Division for Planetary Sciences, American Astronomical Society, in Palo Alto, Calif., Nov. 8. They also co-authored with Joseph M. Hahn a paper titled "Spatial Profiles of Unidentified Molecules Observed in the High Resolution Spectra of Comet Wilson."

Eugene C. Ulrich, professor of theology, presented a report titled "Dead Sea Scrolls Research and Funding" in a panel on the Challenge of Sustaining State-of-the-Art Research to the advisory council for Graduate Studies and Research at the University of Notre Dame, Notre Dame, Ind., Oct. 11.

Arvind Varma, Schmitt professor of chemical engineering, presented an invited talk titled "Optimal Catalyst Activity Profiles in Pellets" at the first Exxon Frontiers of Science workshop on Catalysis and Catalytic Processes held in Annandale, N.J., Nov. 15-17. He served as co-chair of the session "Chemical Reactor Stability and Dynamics" and presented the paper "Combustion Synthesis of Advanced Materials" at the American Institute of Chemical Engineers 1991 annual meeting held in Los Angeles, Calif., Nov. 17-21. He also co-authored two other papers presented at the meeting "Optimal Catalyst Activity Profiles in Pellets: An Experimental Study of Ethylene Epoxidation" presented by doctoral student Asterios Gavrilidis and "Combustion Synthesis of the YBCO Superconductor" presented by doctoral student Jean-Pascal Lebrat.

Charles K. Wilber, professor of economics and faculty fellow in the Kroc Institute for International Peace Studies and the Kellogg Institute for International Studies, presented a paper titled "The Organization of Work: Markets, Bureaucratic Control and Moral Values" at an international conference celebrating the 100th anniversary of *Rerum Novarum* in San Francisco, Calif., June 27. He presented a paper titled "Trust, Moral Hazards and Social Economics" at the sixth world congress of Social Economics in Omaha, Nebr., Aug. 9. He presented a talk "From *Rerum Novarum* to *Centesimus Annus*: The 100 Year Tradition of Catholic Social Thought" to a conference on Labor, Community and Catholic Social Thought at Kings College, Wilkes-Barre, Pa., Oct. 8.

Dariusz M. Wilczynski, assistant professor of mathematics, gave an invited talk titled "Hermitian and Quadratic Forms in 4-Dimensional Topology" in the joint Algebra-Topology Seminar at Yale University in New Haven, Conn., Oct. 24. He gave a colloquium lecture titled "Embedding Surfaces in 4-Dimensional Manifolds" to the Department of Mathematics at Tulane University in New Orleans, La., Nov. 14.

John W. Wright, visiting assistant professor of theology, presented "Space, Power and Community: Lessons from the Architectonics of the Iron Age II Israelite City" at the Mid-western Radical Philosophers and Activists Conference in Chicago, Ill., Nov. 9.



# Administrators' Notes

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## Honors

Michael C. Brach, associate director of the Annual Fund, has been promoted to director of the Annual Fund. A native of South Bend, Brach was graduated from Notre Dame in 1988 and joined the University's development staff the following year. Following his graduation, he had worked as a production consultant for Steel Warehouse Company in South Bend. As assistant director of the Annual Fund he helped manage the telephone solicitation program. He was appointed associate director in March 1990, with additional responsibility for the Reunion Giving and Annual Fund Challenge programs. His new responsibilities include management of the Annual Fund's direct mail, matching gifts, phone solicitation and parents programs.

Denis F. Ellis, executive chef for Food Services, received a Certificate of Appointment on the Program Advisory Committee for Culinary Arts of the Indiana Vocational Technical College, Nov. 1. He received the Service Award Certificate from the American Academy of Chefs, Nov. 19.

Patricia L. Studebaker, assistant director of the Annual Fund, has been promoted to associate director. She was graduated from Notre Dame in 1990 and joined the Annual Fund staff in June of that year. As a student, she had worked in the University's telephone solicitation program. As assistant director, she has helped develop the Reunion Giving and Annual Fund Challenge programs. As associate director, Studebaker is responsible for management of the Reunion Giving and Annual Fund Challenge programs and of the Development Phone Center, which has raised more than \$13 million since it was established in 1988.

## Activities

Marilyn Van Bergen, project coordinator of the Office of University Computing, participated in a panel presentation "Dilemmas in the Ethical Use of Information" at the League for Innovation conference in San Diego, Calif., Nov. 5.



# Documentation

## Academic Council Minutes October 8, 1991

**Members in Attendance:** Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, Fernand Dutille, John Keane, Eileen Kolman, Anthony Michel, Jennifer McRedmond, Kathleen Biddick, Frank Bonello, David Burrell, C.S.C., Cornelius Delaney, Suzanne Marilley, Maria Rosa Olivera-Williams, Thomas Werge, Morton Fuchs, Robert Hayes, V. Paul Kenney, Mark Herro, Arvind Varma, William Nichols, Carol Mooney, Regina Coll, C.S.J., Kenneth DeBoer, James Sledge, Kathleen Vogt, and Anthony Yang (Joseph Huebner and Francis Connolly substituted for Robert C. Miller and Paul Conway, respectively)

**Observers in Attendance:** Douglass Hemphill, Dennis Moore and James Pattison

**Guests:** Mario Borelli, Jacqueline Brogan, William McGlinn and Jean Pec

The meeting was opened at 3 p.m. with a prayer by Prof. O'Meara.

1. **Minutes.** The minutes of the meetings of April 16 and May 15, 1991, were approved as published in *Notre Dame Report*, No. 1, 1991-92.

2. **Executive Committee.** The following members were elected by the council to serve on the 1991-92 executive committee: Harold Attridge, Cornelius Delaney, Nathan Hatch, Carol Mooney and Thomas Werge. In addition, members appointed to the committee by Fr. Malloy were Francis Castellino, Jennifer McRedmond and Arvind Varma. Timothy O'Meara, Roger Schmitz and Paul Conway are *ex officio* members.

3. **Panel of Reviewers for Appeals Concerning Alleged Faculty Employment Discrimination Based Upon Sex.** Prof. O'Meara announced that, in accord with the Frese settlement, after consultation with the executive committee he has appointed the following faculty members to the 1991-92 panel of reviewers for appeals concerning alleged faculty employment discrimination based upon sex: Frank Bonello, Neal Cason, Yu-Chi Chang, Xavier Creary, JoAnn DellaNeva, Julia Knight, Patrick Murphy, Vera Profit and Arvind Varma. He stated that he has followed his usual practice of reappointing the previous year's panel, except for individuals who are on leave, when no appeals were brought to that panel's attention. Frank Bonello, Patrick Murphy and Vera Profit are new members replacing John Roos, Edward Trubac and Naomi Meara, respectively, who are on leave.

4. **Report by Chairperson of the Faculty Grievance Committee.** Reporting as required by Article III, Section 9, Prof. Dutille, chairman of the 1990-91 Faculty Grievance Commit-

tee, informed the council that the committee received no grievances during the year.

5. **Report by the Faculty Committee on Governance; Proposed Alterations to the Academic Council.** (The full text of the committee's report was published in Appendix A of the Faculty Senate Journal, May 1, 1991, in *Notre Dame Report*, No. 5, 1991-92. The specific proposed alterations to the Academic Articles are in Attachment B with these council minutes.) Fr. Burrell introduced the report by referring to statements made by Fr. Malloy in his recent address to the faculty. Citing one such statement ("We need to ponder these issues together") he asked, "But where do we do that?" Another statement pertained to the indispensability of the faculty to the Catholic character of Notre Dame. Fr. Burrell commented that then the faculty's reflections on that Catholic character must also be indispensable. He went on to say that the proposed changes are past due and timely. He described the current *modus operandi* as one in which the division of labor between faculty and the administration has been interpreted so as to limit Academic Council debate to technical matters, leaving larger issues to administrative fiat. The committee's proposals, he argued, would restructure the council to make it a forum in which faculty, administrators and student representatives could respond to Fr. Malloy's charge to ponder issues together.

Speaking of the proposed alterations themselves, Fr. Burrell classified three as key: expanding the principal functions of the Academic Council to include responsibility to deliberate matters affecting the quality of academic life; restructuring the council into standing and ad hoc committees, which would determine the council agenda; and mandating at least six council meetings during the academic year. These changes are not meant to negate a division of labor which most faculty feel to be a "blessing"; they are designed to provide the faculty a more effective means of participating in administrative decisions that determine the educational environment of the University. Other elements of the committee's proposal would add one rector to the council as a means of recognizing the *de facto* educational function of the residence halls; increase the number of faculty members on the council to 28, in order to establish an approximate two-to-one ratio between elected and *ex officio* members and at the same time provide sufficient faculty representatives to serve on the above-mentioned committees; modify existing electoral procedures by causing election to the council to begin with a poll of the faculty group; modify the size and composition of the executive committee of the council to nine members, five of whom would be elected faculty members; cause council meeting agendas to be circulated well in advance to the faculty in order to allow for consultation between faculty members and their elected faculty representatives; and extend full voting privileges, as opposed to speaking privileges only, to elected alternate representatives.

(Fr. Burrell's prepared text is given in Attachment A.)

# Documentation

Prof. O'Meara suggested that the remainder of this meeting be devoted to an open discussion of the proposal and that any formal action be deferred to the next meeting of the council. Fr. Malloy opened the floor to discussion.

The following statements summarize the gist of comments, questions and responses.

In response to a question from Dean Keane, Fr. Burrell stated that the proposed restructuring of the executive committee was designed to foster diversification of views on that body.

*Prof. Kenney:* Last year's balloting and presidential appointments resulted in no elected members of the teaching and research faculty on the executive committee. The real problem with such "disenfranchisement" of the teaching and research faculty is not so much that it existed, but that no one was surprised or concerned. The teaching and research faculty are rather unhappy at the notion that they represent labor at this institution and the administrators represent management. They want collegiality, and they want the principle of subsidiarity applied.

*Prof. Connolly:* The proposal to create standing committees in the Academic Council makes good sense. In the Faculty Senate, such committees allow members to discuss the intention of a proposal and its possible consequences with some care—more so than is possible with a large body during a two-hour meeting.

*Dean Castellino:* The proposed addition to the number of elected faculty members on the Academic Council is a concern because it would result in the same type of growth that the council deliberately restricted not many years ago. A large council would not foster friendly discussion of issues. Is there a basis for the number of 28 elected faculty members?

*Fr. Burrell:* The number itself is arbitrary. Increasing the size of the council does raise potential problems, but it is necessary in order to have sufficient faculty to serve on the committees.

*Dean Castellino:* It is important that some mechanism exist to ensure balance on the executive committee, whether by presidential prerogative or some other means. The current system has provided that balance. Any new system should include similar guarantees.

*Prof. O'Meara:* Concerning balance and Prof. Kenney's earlier point, deans and several other administrative appointees retain faculty status and continue to work as faculty. It is not that there are no teaching and research faculty on the executive committee, but that these faculty were not *elected* members of the council.

*Prof. Kenney:* It is true that this administration is notable for keeping so many deans and department chairs active and teaching. It is also true that appointment as an administrator causes them to take on a different perspective than that

shared by their teaching and research colleagues who do not hold administrative positions.

*Prof. Hatch:* The rationale for change seems to be that the council needs to address such central issues as the Catholic character of the University, teaching and research, and so forth. This rationale is open to question. Owing to the significant differences among departments and colleges, one would question the effectiveness of a large, University-wide body in dealing with such issues. Furthermore, six meetings a year represents a time commitment that faculty involved with teaching, research and departmental responsibilities are going to resist. The regular organization of the University, on a college level, appears to be the best way to work out these central issues.

Prof. Mooney asked Fr. Burrell if he could give a description of the proposed standing committees.

*Fr. Burrell:* The committee avoided prescribing the standing committees so as not to impose a structure on the Academic Council. The council would structure itself. Prof. Hatch's argument sequesters faculty expertise in the departments. The committee's proposal indeed requires a commitment of time and effort by the faculty to become involved in larger issues. Some may resent this, but such an effort is indispensable if Notre Dame is to become the kind of university it aspires to be. Committees could focus on issues, work out the different perspectives and retail them to the larger group. Without restructuring there is no forum in which these larger issues can be fruitfully discussed among the three constituencies of faculty, students and administration.

Prof. Dutile asked if the current composition of the executive committee has prevented some issues from being presented to the council—even through the Faculty Senate, which has the right of agenda? Fr. Burrell responded that he did not know of any specific instances. He added that since the committee inserted the phrase "to deliberate matters affecting the quality of academic life" into the proposed amendment to the Academic Articles, perhaps the executive committee would have to be more vigilant.

*Prof. Delaney:* The argument that a forum should exist in which central academic issues concerning the University could be discussed, and that this forum should be composed of proportionately more elected teaching and research faculty than is the current Academic Council, seems to have gained support because of the distinguished senior faculty we are bringing here. Many of these faculty are accustomed to an environment in which a predominantly faculty council is the actual decision-making body in the University. It is not clear if this is simply a modest adjustment or something quite radical.

Fr. Malloy commented that the text of the committee's report is somewhat ambiguous in that regard. He noted that at one point, it states that increased faculty participation is

# Documentation

possible only through "decisive revision" of the council; the very next paragraph, however, refers to the proposed changes as "modest." He added that he would give his own interpretation at a certain point, but at this point others want to get into the conversation.

*Prof. Connolly:* Concerning Prof. Dutilleul's question about the type of topic that might come before a committee, the way the Faculty Senate addressed the issue of discriminatory harassment is an excellent example. That issue was far too complex to be thrashed out on the senate floor; it required a body that could research the issue, consult many people, and negotiate changes in language. In short, it needed a committee—just as the Academic Council needed a committee to deal with the same issue, but no such committee existed on the council.

*Prof. Fuchs:* To a significant degree, the issues brought forward for discussion will be determined by the people who are elected. One of the reasons for the proposed increase in the elected faculty membership is to deal with the perception that the ex-officio members of the council vote as a block. It is very unlikely that elected faculty members would vote as a block.

*Prof. Marilley:* There has probably been less dissatisfaction with the formal decision-making processes than with the informal ones. Junior faculty spend a great deal of time working on task forces studying issues, but when they present recommendations that involve anything new or exciting these ideas are brushed aside by senior faculty without a full hearing. Long hours spent on task force work sometimes are not translated into final reports for years, with the result that the efforts of the participants are not recognized. All of this may make these faculty members reluctant to volunteer for six meetings per year and for extensive involvement in committee work.

In response to a question from Prof. Varma, Fr. Burrell stated that it may not be necessary to mandate six meetings of the council per year. He stated further that if the council becomes the kind of body that deals with matters affecting academic life, there should be plenty of work to do.

*Prof. Brogan:* Decisive change does not necessarily mean radical change, and this is not a radical proposal. There is a significant degree of faculty sentiment—something like 80 percent—in support of an increased faculty role in governance. The history of Notre Dame is one of students, administrators and teachers all living and working together. The combination of lay governance, lay faculty and increasing numbers of non-Catholic faculty has inadvertently removed the faculty from both the administration and the students. Many faculty members do feel alienated, and the proposal before the Academic Council attempts to address that alienation by restoring faculty inclusion into the life of the University.

*Dean Michel:* The University has made great progress over the last decade, progress that could not have been made if the atmosphere of alienation between faculty and administrators described here today were widespread. The proposal under discussion appeals to a kind of populism, but it would not ensure balanced representation. Another concern is that although Notre Dame has made great strides, progress has been uneven. Some departments are very good, while others are quite mediocre. The unchecked populism described by the proposal may stifle the kind of innovation needed in order to make quantum leaps. Rather than improving weak areas, it might slow progress to the level of the lowest common denominator.

*Prof. Olivera-Williams:* Increasing the elected membership of the Academic Council and/or going to a committee structure may not contribute to the quality of the work at all. Some faculty will be really active participants in the issues brought before the council, but others will not—regardless of the number of elected members the council.

At this point, Fr. Malloy asked the student members for their comments, noting that the proposal says nothing about changing student representation.

*Ms. McRedmond:* If the number of faculty members on the council is increased, the number of student representatives should be increased also. Such an increase would be in line with the introductory prose of the proposal that argued for more faculty, student and administration interaction. Students are also concerned with the language in the proposal that deletes presidential appointments to the executive committee. This has traditionally been the only avenue for student input to that committee.

*Mr. Yang:* Under the current structure of the council, two undergraduates represent the four colleges and one graduate student the three graduate schools. This does not seem to do justice to the idea of representation. The concerns of graduate teaching assistants in particular are not represented. If the size of the council is increased, student representation should also be increased.

*Dean Kolman:* There seem to be four major points in the proposal: increasing the number of elected faculty, broadening the council's function, creating standing committees, and improving the sense of balance on the executive committee. There is persuasive rationale for each of these things, but if the new body they describe is created, the interplay among these four points may not bring about the intended result. Will enacting these four points create something so entirely new and different that overall it does not serve any of the ends each of the four points sought to achieve?

*Prof. O'Meara:* Some of the premises raised today are questionable, and they need to be discussed and analyzed thoroughly. The proposal was introduced with a provocative tone, which seems to be contrary to the spirit that the pro-

# Documentation

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posal itself calls for in council discussions. Changes to the way the University is governed cannot be accepted without considering the long-range effect on the institution. Virtually nothing has been blocked from coming before the executive committee and from appearing on the council agenda.

Prof. Bonello asked how the University would respond to the comment in the North Central Association (NCA) accreditation report expressing concern about faculty participation in governance. Prof. O'Meara said that this was only one of many comments in the NCA report, most of which were laudatory. Fr. Malloy commented that, as the University's person who had responsibility for organizing NCA's visitation at the time, he had the opportunity to meet at length with the visiting committee's leadership and to observe their procedures and interactions with campus groups. In his opinion, the comment in question appeared in the report because such visiting committees naturally try to include, as far as possible, all concerns that are expressed to them. He added that the comment about faculty participation in governance does not characterize the tone of the NCA report.

*Dean Castellino:* This entire subject was introduced with an intensity that seems unwarranted. Some of the early comments reinforced that intensity, which is surprising because the proposal itself is a moderate one. Getting involved in University government and learning about the issues requires a great deal of time. Many faculty will be unwilling to spend that time because it takes time away from teaching and research. This proposal may establish a "sub-class" of administrators. There may be more people trying to avoid involvement than wanting to be part of these committees.

*Fr. Burrell:* Certainly most faculty would prefer to devote their time to teaching and scholarship. If we establish a body in which frank discussion of larger issues can take place, so that time would be well spent, people would be willing to sacrifice their time for a three-year term.

*Prof. Kenney:* The elected representatives here probably feel that they would be doing the council a disservice if they failed to represent the intensity expressed by their faculty colleagues. The proposed changes are not written in stone; they are meant to be debated and discussed.

*Prof. Werge:* We are all working hard in pursuit of the common good, and there is no evidence of a populist revolution by the teaching and research faculty. The issue is not one of precisely which is the right number for elected representatives, but of how to make the Academic Council more representative of faculty opinion. How we do that is open to discussion, but we can do it without challenging each other.

*Prof. Attridge:* By giving the council the function of deliberating matters affecting the quality of academic life, the proposal would make it similar to the Faculty Senate. This larger scope appears too unrestricted, and without a structure to implement the function the council will be wasting

a great deal of time in a variety of directions. Perhaps what is needed is two or three standing committees, in which regular and ongoing discussion between key faculty and key administrators could implement some of the things that go on in public forum. Maybe the place to start is with four committees on the model of the "Colloquy for the Year 2000" outlined in the president's address to the faculty. There is a need to reflect on how this body might be more effectively structured to facilitate dialogue on specific kinds of issues.

*Prof. Brogan:* To reiterate Prof. Werge's remarks, the members of the committee were elected by faculty to find a way to increase faculty participation in order to serve the common good. The proposal under discussion is not confrontational or even challenging. We have tried to present something that is feasible.

*Prof. Borelli:* The work of this committee was done out of love for this place. The proposal recommends changes in the administration of the University, but by no means changes in its Catholic character or in the close ties between the Holy Cross order and the University. The committee, in fact, felt that the Catholicity and other characteristics of Notre Dame would be enhanced by increased faculty participation in the University's governance.

Fr. Malloy brought the discussion to a conclusion, stating that he would like to begin the next meeting by giving his reflections on the rhetoric that introduced the proposal and on his perceptions of the University's governance. He stated that he may present a few modest proposals of his own in that regard. He commented that while other universities have been described here as having organizational structures and procedures that are more conducive to faculty participation and high morale, many prestigious campuses are being torn apart by financial problems. Budgets and course offerings are being reduced. Administrators are being forced to make difficult decisions in budget-cutting processes. While we have had some problems with overexpenditures in some units at Notre Dame, we are fortunate in that we have not had to take such steps.

Continuing his remarks, Fr. Malloy acknowledged that the relationship between the Faculty Senate and the Academic Council may be strained owing to the council's authority and the president's right of veto. He noted that changes in the Academic Articles require approval from the Board of Trustees.

Fr. Malloy expressed his belief that the Colloquy for the Year 2000 will provide an opportunity to address many issues related to today's discussion.

The meeting adjourned at 4:55 p.m.

Respectfully submitted,

Roger A. Schmitz  
Secretary of the Academic Council

# Documentation

## Attachment A

PREPARED TEXT PROVIDED BY FR. DAVID BURRELL  
FOR PRESENTATION TO THE ACADEMIC COUNCIL

Fr. Malloy to faculty in the president's annual address of October 1, 1991: "We need to ponder these issues together" — but where? "The faculty as a group are indispensable to the [Catholic character of] Notre Dame." —so presumably their reflections on that character are as well . . . .

The prose introduction to the alterations to the Academic Council proposed by the Faculty Committee on Governance gives the history of that committee, its provenance in and from the Faculty Senate, plus its broad mandate stemming from a faculty-wide election. That same introduction also indicates why we feel the moment is at once past due and utterly timely. It is a constructive proposal, yet one which gains particular purchase by a critique of the *modus operandi* of the current administration—one in which the appropriate division of labor between administration and faculty has been so narrowly interpreted as to limit the deliberations and action of the Academic Council to matters quite technical, leaving those larger issues which effectively shape the environment in which we live and work to administrative *fiat*. Our proposal envisages this Council actually becoming the highest decision-making body of the University, as it is often informally described. We have introduced some key alterations which could allow it to become a locus wherein administrators, faculty, and student representatives can at once deliberate and determine the course of this University as a Catholic institution of higher learning. So long as larger questions of this sort are reserved by administrators to themselves (or to persons invited by them to form "Task Forces" which report to them), there cannot be any legitimate complaint that faculty feel the larger dimensions of their work here to be marginal to their concerns. The neat division of labor enshrined in the practice of this Council actually promotes such a division at the heart of this University.

Structurally, people have long lamented the debilitating split between the Faculty Senate (solely deliberative) and the Academic Council, limited to decision-making on only the most specific, not to say mechanical of academic issues. Faculty have increasingly sensed the need for a locus wherein administrators and faculty can be mutually accountable to one another, and jointly responsible for our larger intellectual and academic *ethos*. This has become even more pressing with faculty who have been attracted to this campus in senior or chair positions, and who may have (or feel they have) substantial contributions to make to the deliberations shaping this University into the future. (That some administrators seem initially to fear such an enhancement of faculty participation in governance may say something about our history, yet fears like these inevitably obscure the

advantages such an opening holds for engaging faculty in this exciting project.)

How better to do so than in a council where the matters of ongoing concern as well as specific *ad hoc* issues would be thrashed out in subgroupings of administrators, faculty, and students, whose considered judgments would then be presented to the larger body for its consideration and action.

This ought not be regarded narrowly as a question of "faculty morale," as though management might find ways of keeping the intellectual workers happier while increasing production. But the proposal itself does represent an attempt on the part of the faculty to offset and to correct a way of operating which has led to severe faculty alienation from the larger purposes of this institution. For some of us who teach here have a keen sense that administrative decisions impact our learning environment far more trenchantly than what we might propose in our interaction with students, so that our desire to be effective teachers requires that we play a larger role in shaping this educational environment than the narrow patterns of participation currently in place permit. This is a key point: most of us concur with a division of labor between administration and faculty, and some of us who have served in administrative roles feel blessed to be freed to teach and learn with our students. Yet just as that role as teacher with respect to students naturally carries over beyond the classroom, so it must also discover an effective way of participating in administrative decisions—precisely because they *teach* so much about what we aspire to as an educational community.

And when such decisions cumulate in a pattern whose teaching is at variance with the stated aims of the institution, we must presume that provisions for a more effective faculty voice will better serve the common good and our students. For what has evolved at Notre Dame is an administration with no effective check on its behavior, no articulate forum for feedback, no way in which faculty expertise or student experience can regularly and systematically be brought to bear on charting and executing the course of this institution. As a result, a culture had developed among administrators here which offers a distinct impression of arrogance, for they seem to have no difficulty in trusting their own (individual or collective) judgment on matters affecting academic institutes without feeling the slightest need to consult with faculty intimately involved in their operation. Moreover, "task forces" appointed by the president expressly to involve faculty and student perspectives report to the administration, where their proposals are accepted or rejected without further discussion. For in fact there is no forum for such discussion. These trenchantly negative remarks are not aimed at any particular individuals; they rather refer to a culture, an *ethos*, and one which manifestly ill-serves our becoming the kind of university to which we aspire—a statement patent to all constituencies other than the administration. That most administrators apparently do

# Documentation

not sense things this way (or trivialize it as "faculty morale") merely underscores the problem.

We are proposing, then a working Academic Council in which the principal constituencies learn to work together to create a learning environment worthy of our aspirations and our rhetoric, and in which the perspectives and expertise of all three groups are utilized. So it is at once a call to communication rather than to isolation and secrecy; a response to our president's invitation that we "continue to ponder these issues together" by proposing the kind of forum in which something like that could begin to happen, and in which we—administrators, faculty, and students alike—could reinforce our mutual concerns for Notre Dame by becoming mutually accountable to one another.

Finally, how will all of this impact the Faculty Senate? The Senate will decide; it sent this on to the Academic Council without emendation, as originally agreed, yet not without considerable discussion.

## Attachment B

### PROPOSED ALTERATIONS TO THE ACADEMIC COUNCIL

In the text below, proposed insertions are *italicized* and enclosed in [brackets]; proposed deletions are ~~stricken through~~.

#### Academic Article IV, Section 3, Subsection (a) The Academic Council

The Academic Council consists of the President, who chairs the Council; the Provost; the Executive Vice President; the Vice President and Associate Provost; the Vice President for Student Affairs; the Vice President for Graduate Studies and Research; the Chairperson of the Faculty Senate; the Deans of the Colleges; the Dean of the Law School; the Dean of the Freshman Year of Studies; the Director of University Libraries; *[one residence hall rector selected by and from the rectors]*, and ~~18~~ *[28]* elected faculty members. In addition, there are four student members, one the Academic Commissioner of the Student Government, another a student from the Graduate School or, in alternate years, from the other programs of advanced studies, and two undergraduates, rotated among the four Colleges. Student members are selected according to procedures approved by the Academic Council.

The faculty members are elected by and from the faculty of the respective Colleges and the Law School, as well as the Library Faculty and the Special Professional Faculty, in numbers proportional to the size of the faculty involved, except that each of faculty shall elect at least one member. *[Elections shall begin with a poll of the faculty group, and proceed in*

*a step-wise process to aim for fair representation.]* Faculty members are elected, and may be reelected, for a term of three years, in such a manner that *[approximately]* one-third of the elected membership is elected each year.

The principal functions of the Council are *[to deliberate matters affecting the quality of academic life,]* to determine general academic policies and regulations of the University; to consider the recommendations of the Graduate Council; to approve major changes in the requirements for admission to and graduation from the Colleges and Schools and in the program of study offered by Colleges, Schools, and Departments; to authorize the establishment, modification, or discontinuance of any academic organization of the University; and to provide for review, amendment, and final interpretation of the Academic Articles, without prejudice to Article V. The decisions of the Council are by majority vote and are subject to the approval of the President.

*[The Council shall structure itself to form standing committees for ongoing business and select committees for ad hoc inquiries. These committees are chaired by a member of the Council and composed of Council members. Committees have the right of agenda.]*

The Council meets at least ~~once each semester~~ *[6 times during the academic year. Roberts Rules of Order, as amended by the bylaws of the Council, shall govern debate.]* Meetings are called by the President. The President may call a meeting upon request of a member of the Council, and does call a meeting at the earliest possible time upon petition of six members of the Council. Any member of the Council may propose an item to the President for the agenda, and any six members may place an item on the agenda.

The Council has an Executive Committee composed of the Provost, who chairs the Committee, ~~the Vice President and Associate Provost~~, the Chairperson of the Faculty Senate, five members elected *[from the elected membership and two members elected from the ex-officio membership]* ~~annually by and from the Council and three members appointed annually from the Council by the President.~~

*[An agenda shall be circulated to the faculty well in advance of the meeting, and minutes published as soon as possible after each meeting.]*

#### Academic Article IV, Section 2, Meetings

(Proposed alterations are in the third paragraph only, as shown below.)

*Ex officio* members of the Academic Council and of the College Councils may, if necessary, be represented at meetings by their deputies. Elected members may be represented by elected alternates. In both cases the substitutes have speaking ~~but not~~ *[and]* voting privileges.



# Documentation

## Faculty Board in Control of Athletics Annual Report

November 22, 1991

Dear Colleagues:

In 1990, the Faculty Board in Control of Athletics identified as a priority a comprehensive report to the president on the state of athletics at Notre Dame. Hours and hours of deliberation, discussion and review by the members of the Faculty Board went into the preparation of this 191 page document, and many pages of data and facts were prepared and considered. As a result, the Faculty Board is more fully informed than ever before on matters relating to varsity athletics at Notre Dame, and their responsibilities regarding same. In addition, the open discussions, and sometimes disagreements, at the meetings of the board have served this University and its mission well. The board sent the report to Father Malloy in March of 1991, and I presented a summarized version to the Academic Council in May.

The document presented here in the *Notre Dame Report* is an edited and condensed version of the report. All confidential material was removed, but the intent of the board was to keep this shortened version as similar to the original as possible. Each year the report will be updated, and in the near future additional sections covering sports medicine and drug testing will be added.

The 1990-91 Faculty Board which was responsible for the Report to the President on Athletics at Notre Dame was as follows: Rev. E. William Beauchamp, C.S.C., executive vice president (chair); Professor Patricia O'Hara, vice president for student affairs; Richard Rosenthal, athletic director; elected from the College of Arts and Letters, Frank Bonello; elected from the College of Business Administration, Paul Conway; elected from the College of Engineering, Gerald Marley; elected from the College of Science, Alexander Hahn; appointed by the president from the faculty, Roland Smith, William Leahy, Kathleen Halischak; appointed by the president from the student body, William Kirk.

In Notre Dame,

Rev. E. William Beauchamp, C.S.C.  
Chairman, Faculty Board in Control of Athletics

## Report to the President on Athletics at Notre Dame

In the Academic Articles of the University, as contained in the 1990 *Faculty Handbook*, it is stated:

"The Faculty Board in Control of Athletics consists of the Executive Vice President, who chairs the Board, the Vice President for Student Affairs, the Director of Athletics, and nine other members, one elected by and from the faculty of each College, one elected by and from the Law School faculty, three appointed by the President from the faculty and one appointed annually by the President from the student body. Elected and appointed faculty members serve staggered, three-year terms and no such faculty member may serve more than two consecutive terms.

"The Board is charged with the general supervision of all matters pertaining to intercollegiate athletics. Specifically, it is empowered to make recommendations to the President on athletic policy and on University action in regard to regulations and decisions of the National Collegiate Athletic Association; to pass upon the amateur standing of all students engaged in intercollegiate athletics; to disqualify from participation in such athletics students who are delinquent in their studies or guilty of serious disciplinary offense or violation of University athletic regulations; and to approve all intercollegiate athletic schedules, the captains and student managers of all University teams, and the winners of monograms."

Certain matters are regularly considered by the board. These matters reflect the responsibilities of the Faculty Board as outlined in the Academic Articles, and include the following:

- Approval of all varsity schedules
- Consideration and approval/rejection of petitions from student-athletes to participate beyond eighth semester (i.e., fifth year of eligibility)
- Approval/rejection of captains for varsity teams
- Approval of monograms for varsity sports
- Discussion and recommendations on post-season competitions, including bowls
- Review of all proposed NCAA legislation and the University's position and vote on the proposed legislation.

More importantly, however, than the deliberations and decisions on the matters listed above are those that involve policy matters. In the 1990-91 year the Faculty Board, after much deliberation, reviewed and approved policies in a number of areas, including the following:



# Documentation

## (1) Class Absence Policy for Student-Athletes

With concern about the number of classes missed in the past due to team travel and competition, the Faculty Board in cooperation with the Athletic Department articulated a policy of limiting the number of classes missed due to athletics. The policy went into effect in the 1990-91 academic year for all varsity sports. It is important to note that the policy covers all sports: No team may miss more than the prescribed number of days, unless specifically approved by the Faculty Board. The Athletic Department has been most supportive of and cooperative with the new policy.

In keeping with the provision that "special attention . . . be paid to the rhythm of the academic year and the particular importance of final examinations" set forth in President Malloy's "Statement on Athletics," the policy limits athletic competition that conflicts with final exams. In fact, in recent years the Athletic Department has rescheduled events to be in accord with the policy. For example, in 1990 a basketball game with UCLA, which had been scheduled before the academic calendar was set, was moved to a different date to avoid conflict with final exams.

The policy and its application are discussed below.

The Faculty Board in Control of Athletics follows a policy of limiting class absences to no more than three per class sequence per semester. Student-athletes are not to miss more than three M-W-F classes or three T-Th classes for regular season play. This policy governs all Notre Dame varsity sports. Coaches and athletic administrators are responsible for structuring playing schedules within the limits.

A limited number of exceptions to the policy exist.

An individual player who qualifies for invitational events or continued play at a competition may be approved for additional absences on a case-by-case basis by the vice president for student affairs and the director of Academic Services.

In baseball, a conference rule for rain dates may require an additional Monday absence if rain cancels out weekend competition. Notre Dame has negotiated with the conference for just one such Monday rain date.

Post season conference and NCAA tournaments are not included in the three-cut rule.

### Notification of Faculty Regarding Absences Due to Athletics

At the start of each semester a letter is sent to all the faculty who have student-athletes in their classes alerting them to the travel dates for each sport. The letter lists the names of student-athletes, their teams and the travel dates for each sport. The purpose of the letter is to provide information

about possible absences so that faculty will know at the start of the semester that certain individuals may not be in class on certain days; the letter is not meant to constitute an official excuse.

For each sport, four days in advance of travel, the team manager notifies the secretary in Academic Services of the student-athletes on the travel squad. The secretary, in turn, generates a list of traveling student-athletes and a list of the courses they will miss and the faculty who teach them. These lists are sent to Student Affairs for approval and distribution to the faculty.

### Notre Dame's Policy in Comparison to Other Universities

In a 1990 report to the Faculty Board, Brian Boulac, assistant athletic director, presented his findings from a survey of peer institutions and their policies regarding class absences for athletics. The schools polled included Northwestern, Duke, Stanford, Indiana, Harvard, USAF Academy and Rice. What is clear from this survey is that Notre Dame's policy is by far the most rigorous. Mr. Boulac's findings are summarized below (the names of the universities have been removed):

Student-athletes can miss up to seven days per quarter, but not miss, for example, four consecutive Fridays. Baseball and golf are the most difficult to schedule. Poor class performance at midterm could render an athlete ineligible to perform.

Does not have a definitive policy concerning excused cuts. Baseball doesn't miss many class days (three or four) during the season because most northern teams come to this area to play during the spring, and they don't have to travel much. Conference games are played on Saturday/Sunday with Monday designated as a rain day. Golf misses the most classes — up to 20 days during the year, with 12 to 14 days during the spring.

Doesn't have a definite policy and there is concern about excessive missed classes. Their golf teams will host two major tournaments each and baseball will play 30 conference games Friday/Saturday/Sunday. They will miss up to 10 days during the season.

Baseball will miss nine days this spring, men's tennis will miss 10 days this spring and women's tennis will miss eight days during their traditional season.

Teams are allowed to miss only one day per week per sequence (one MWF and one TTHS). They are not allowed to miss three consecutive class days. They are allowed to administer exams on the road during national tournaments. The Athletic Department must pay the expenses of the proctor and pay for the exam.

# Documentation

Each athlete's schedule must be reviewed by the Scheduling Committee for excused academic and military time. Each sport is allowed to miss six academic days during the regular season and two academic days during the off-season. The exceptions, football, basketball and baseball, are allowed to miss 10 academic days. Post-season play, including conference tournaments and the NCAA tournament, do not count against the regular season excuses.

Does not have a set policy for missed classes during the season, but they do have a policy that they play no games during exam week, and they must play at home the week before exams. Volleyball and men's tennis this fall will miss five consecutive Fridays because of tournament play. Baseball and basketball normally miss more classes than the other programs.

## The Policy in Action: Fall 1990

The table below shows the number of days missed for regular season travel and competition for sports participating in the fall 1990 semester.

Fall 1990	Mon	Tue	Wed	Thur	Fri
Basketball (Men's)	1	1	1		
Basketball (Women's)			1	1	1
Fencing (Men's)				1	1
Fencing (Women's)				1	1
Football					2
Golf (Men's)	1	1		1	2
Golf (Women's)	1				2
Hockey					2
Soccer (Men's)				1	3
Soccer (Women's)					3
Swimming (Men's)				1	1
Swimming (Women's)				1	1
Tennis (Men's)				2	1
Tennis (Women's)	1			1	2
Track-CC (Men's)					3
Track-CC (Women's)	1				2
Volleyball		1		2	3
Wrestling				1	2

Fridays most often were missed. Every sport, except men's basketball, missed one or more Fridays, with men's soccer, women's soccer, men's track-CC and volleyball having missed the maximum three.

## (2) Fifth Year of Eligibility

The policy, as iterated in the December 17, 1986, minutes of the Faculty Board in Control of Athletics was:

"In addition to those granted an additional year of eligibility because of injury, illness, or hardship, student-athletes will also be considered by the Board for an extra year if they meet the following requirements:

1. The student has completed his or her undergraduate program or is in the fifth year of a five-year program at the University (e.g. architecture, A-L engineering).
2. The student-athlete requests in writing to the Faculty Board in Control of Athletics an extra year of eligibility, and this request is endorsed by the respective head coach.
3. In order to play for the additional year, the student-athlete must be accepted in a Notre Dame degree-granting graduate and/or professional program (e.g. Law, M.B.A.)."

There are further comments which indicate the members of the board had a lengthy discussion relative to eligibility of a student-athlete who might be completing his undergraduate degree as opposed to those entering graduate school.

"The Board discussed at length the above proposal. It was suggested that the University might prefer *not to include* in our policy the requirement that the student-athlete must have completed his or her undergraduate curriculum, recognizing that for academic reasons there will be cases in which the student should spread the degree over four and a half or five years. It was acknowledged that such decisions could be presented on a case-by-case basis, but only as an exception to the general policy."

The University policy has its foundation in the principle "of doing what is in the best interest of the individual student-athlete." It is consistent with the fundamental principle which governs all student relationships. The "best interest of the individual student-athlete" was the standard used by Athletic Department administrators when considering alternatives.

The policy was amended in a March 11, 1988, Faculty Board meeting as follows:

Notre Dame shall have no organized "red-shirt" program in any sport. On an exception basis, student-athletes may be granted eligibility after their eighth semester as follows:

1. The student-athlete must be in good academic standing and making satisfactory progress toward a degree as defined by University regulations applicable to all students.
2. An additional year of eligibility must be in the best interest of the student who is making application for additional eligibility.
3. The student-athlete must request an extra year of eligibility in writing to the Faculty Board in Control of Athletics and this request must be initiated through the respective head coach and approved by the Director of Athletics.
4. The student-athlete must meet all eligibility requirements as set forth by the NCAA.

# Documentation

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## Consideration

In considering a request for an additional year of eligibility, the following are examples of criteria that will be examined to determine if additional eligibility should be granted:

1. That the academic progress and performance of the student-athlete is benefitted.
2. That the best interest of the student-athlete would be served.
3. That the student-athlete has lost a year of eligibility because of injury, illness or other hardship.

## Procedure

No earlier than the beginning of his or her sixth semester, and no later than the end of pre-registration during his or her eighth semester, a student-athlete who desires to compete during a post-eighth semester must apply in writing for permission to do so. This application should be made to the team coach. If the coach determines that, in his or her judgment, approving the request would be beneficial to the student-athlete, he or she must indicate his or her recommendation in writing and forward this request to the director of Athletics.

The director of Athletics will determine that any request for additional athletic eligibility is purely voluntary on the part of the student-athlete, and thereafter will indicate his support or rejection for the proposal. The proposal will then be submitted to the Faculty Board in Control of Athletics for its consideration.

## Rights and Responsibilities

1. The student-athlete has the right to request permission to participate in intercollegiate competition after the eighth semester provided all conditions of such participation have been met.
2. The student-athlete bears the responsibility for filing the requisite written request in a timely fashion as specified above.
3. The student-athlete must maintain eligibility after the eighth semester and must continue to make satisfactory progress toward his or her degree.

Since the extension of an additional year of eligibility is done on an individual basis, and the University has no organized "red-shirt" program, the right to participate in a sport or to remain on athletic scholarship beyond the eighth semester shall be determined only by the University.

If those responsible for administering the athletic program would not regard it as in the University's best interest to do so, then the University shall have an absolute right to deny any request for additional eligibility.

Finally, no student-athlete will be required to participate in any additional eligibility except on a totally voluntary basis and only if he or she determines it to be in his or her individual best interest.

The policy was further amended in an April 4, 1991, meeting as follows:

## Determining the Five Year Period

For purposes of defining the count of time under the fifth-year policy for a student-athlete, the clock is considered to have started once a student-athlete matriculates.

As this summary of board activities indicates, the Faculty Board's responsibilities include a combination of taking action on fairly routine matters, establishment of policy affecting our athletic programs, and review of data on the performance of our student-athletes in the classroom. However, this summary does not adequately describe the work of the Faculty Board as it now functions.

There has been an evolvement of the work of the board during the last few years. Much of the most important work done by the board is in the discussions pertinent to the matters mentioned above, as well as other issues relevant to the academic mission of the University. There are matters now brought before the board that would not previously have been introduced for its consideration, and the board meets regularly to discuss, review, and act. In addition to the above, each semester the Faculty Board reviews the academic performance of our student-athletes. The analysis provided includes a list of all students who are on academic probation or eligible for academic dismissal at the end of the semester, and a mean grade-point average by team for each semester. Furthermore, at the end of each year, the Faculty Board is provided with an analysis of athletes who are graduating, their majors and final grade-point averages.

The work of the Faculty Board will likely continue to evolve in the years ahead. It has become an important faculty advisory committee for the executive vice president and director of Athletics on matters relating to our athletic programs. In addition, it serves as a liaison between the athletic administration and the faculty from the various colleges of the University. Thus, it can be anticipated that issues will continue to present themselves to the board that will lead to an expanding role for this body. In fact, it would be reasonable to expect the board to have ongoing discussions regarding its role in the University in the years ahead.

# Documentation

## Academic Profile of Student-Athletes

This section looks at the overall academic profile of student-athletes for the years 1980-90 at Notre Dame and attempts to answer questions about the academic profiles of high school student-athletes admitted to Notre Dame and the nature of their academic success at Notre Dame. This section includes:

- I. a discussion of the admissions policy;
- II. an analysis of SAT scores and high school rank-in-class of student-athletes;
- III. an analysis of the graduation rates, majors, grade point averages and the number of years taken to earn degrees for Notre Dame student-athletes.

The statistics presented in this section concern "recruited" student-athletes who have enrolled at Notre Dame. As defined by Admissions, this group of students represents those individuals identified by coaches as being of interest to them and their programs. The term "recruited" includes both grant-in-aid and non grant-in-aid students, and excludes those often referred to as "walk-ons."

The pre-enrollment data on the student-athletes were gathered from information provided by the Admissions Office. All averages cited are means, not medians.

I. In a 1990 report to the Faculty Board, Kevin Rooney, director of Admissions, described the admissions process for student-athletes as follows: Admission decisions on student-athletes are made in the same way they are for most other students, i.e., admissions counselors make a thorough analysis of each applicant's academic and personal credentials. To this is added a coach's evaluation of the candidate's athletic ability and how that person would help a Notre Dame team. For football and men's basketball, the standard is an analysis of whether or not the applicant has a reasonable chance "to succeed in academic work at Notre Dame."

Rooney noted that before a student-athlete is offered a grant-in-aid or invited to campus, his or her transcript and test scores are reviewed by an Admissions officer who then indicates to the athletic department the admissibility of the prospective student-athlete. For football, this situation is complicated by the fact that student-athletes usually sign a letter of intent at least a month before they file an application for admission. To help alleviate this problem, the Office of Admissions receives preliminary high school transcripts and available test scores to evaluate prior to the student's signing the letter of intent. A determination is made during this evaluation that the person signing the letter of intent has a reasonable chance to succeed in academic

work at Notre Dame. Nevertheless, even with all of the publicity surrounding football letters of intent, such signing does not guarantee admission to the University. The final decision in this regard is made by the Office of Admissions, and only after that office receives and evaluates the application for admission with official high school transcripts and test scores. This is made clear to those signing the letter of intent. In addition, some decisions are deferred until the student completes his or her senior year of high school. There have been occasions in the past in which prospective student-athletes are, in the end, not offered admission to the University even though they have signed a letter of intent.

II. Throughout the decade, there were never more than five teams whose average SATs were below 1000 in any year. In fact, as the number of sports grew, the number of teams with less than 1000 remained five or fewer each year: three of eight teams or 37.5 percent in 1980 had an average SAT of less than 1000; in 1990 that figure was four of 21 teams or 19 percent. As the University has added more recruiting sports, it has not lowered the SAT expectations in any sport. In fact, 11 of the 21 sports averaged above 1000 for each year studied. Only three sports had an overall decade average below 1000; they were men's basketball, women's basketball and football.

Among all student-athletes, 65 percent scored higher than 1000. The largest percentage of recruited student-athletes scored in the 1000-1190 range. Of the 1096 student-athletes for whom SAT scores were recorded by the Admissions Office, a total of 459 or 41.8 percent fell within this 1000-1190 range.

The majority of men's basketball and football recruits fell into the 700 through 990 range. In men's basketball 61 percent, and in football 67 percent fell into this range. In all other sports (hereafter referred to as Olympic sports) 73 percent of student-athletes scored in the 1000-1290 range.

The Admissions Office recorded the high school rank-in-class for 1021 recruited student-athletes from 1980 to 1990. Of those, 442 or 43.2 percent were in the top 10 percent of their high school graduating classes. In fact, the largest number of admitted student-athletes (250) came from the top 5 percent of the high school classes. Forty-eight student-athletes were high school valedictorians. Notre Dame admitted 8.7 percent or 89 student-athletes who graduated in the bottom half of their high school classes of which 1.9 percent or 20 student-athletes graduated in the bottom quarter of their high school classes.

The overall average of the high school rank-in-class percentile changed as the decade advanced. In the early 1980s, the average rank-in-class for the incoming recruited student-athlete was in the top 20 to 22 percent; then in 1983, that

# Documentation

figure became the top 27 percent. From 1984 on, the average high school rank-in-class moved toward the top percentiles: in 1990, the average was the top 13 percent.

The three freshmen classes of student-athletes admitted to Notre Dame in 1988, 1989 and 1990 have averaged in the top 15 percentile of their high school classes. A notable factor in the University-wide improvement in average high school class ranking may be seen in the percentiles of incoming football recruits. For the decade, football averaged in the top 34.2 percent; however, from 1987 to 1989, the percentiles for football student-athletes were in the top 30s, and in 1990 the average high rank-in-class jumped to the top 22.8 percent, a significant improvement. Although much smaller in terms of numbers, men's basketball has also shown this pattern of higher high school rank-in-class percentiles within the last four years. Another possible explanation for this trend may be that as the University added more sports these sports recruited student-athletes who ranked high in the high school graduating classes. For example, women's golf, softball, women's track, and women's soccer, which were all added in the late 1980s, have student-athletes whose high school rank-in-class percentiles are better than the overall student-athlete average.

Again, a comparison of the revenue and the Olympic sports reveals patterns of rank-in-class groupings. In football and men's basketball, one fifth (18.5 and 20.5 percent respectively) of all the recruits for the decade came from the top 10 percent of their high school graduating classes; in Olympic sports, just over half (53.5 percent) of all the recruits for the decade graduated in the top 10 percent of their high school classes.

III. Once student-athletes matriculate at Notre Dame, what is their academic success? By looking at graduation rates, chosen majors, grade point average at graduation, and years to the completion of a degree, a more complete picture of student-athletes emerges.

Of the 548 recruited student-athletes who matriculated between 1980 and 1986, 484 or 88.3 percent have graduated as of summer 1991. This figure of 88.3 percent is the unadjusted graduation rate. It represents simply the number of student-athletes who entered the University and the number who graduated from Notre Dame. If the number of student-athletes who transferred to other institutions or withdrew (in other words, those who chose to leave the University) are taken out of the formula, the adjusted graduation rate is 96 percent. Further, if disciplinary dismissals are removed, the rate is 96.7 percent. In other words, only 3.3 percent of matriculated student-athletes did not graduate for academic reasons.

The unadjusted graduation rates (number graduated / number who enrolled) are as follows: Of the 26 men's basketball players recruited between 1980 and 1986, 18 or 70 percent graduated from the University; of the 165 football players, 145 or 88 percent graduated; and of the 358 Olympic sports student-athletes, 319 or 89 percent graduated.

The adjusted graduation rates (number graduated / number enrolled - transfers and withdrawals) are as follows: Men's basketball is 100 percent; football, 92 percent; and the Olympic sports, 98 percent.

The most popular major of the decade was B.A. Finance, followed closely by B.A. Accountancy. In Arts and Letters, Economics was most often selected; in Engineering, Electrical Engineering; and in Science, the Pre-Professional program was the most common major of student-athletes. The breakdown of the number of student-athletes graduating in various majors is as follows: AMST 47; CLLA 1; COTH 5; DESN 3; ECON 49; ENGL 20; GOVT 27; HIST 10; PLS 6; PP 9; PSY 27; ROFR 1; ROSP 2; SOC 13; THEO 2; ACCT 56; FIN 57; MARK 53; MGT 32; AERO 2; ARCH 2; CE 2; CHEG 2; EE 9; ME 7; MET 2; BIOS 7; CHEM 1; EASC 2; MATH 4; MBIO 1; PP 15.

Of the 476 graduates who entered between the years 1980 and 1986, one graduated with highest honors, and 45 graduated with honors. In total, 145 student-athletes or 30.4 percent graduated with a grade point average over 3.00. Most student-athletes, 252 or 52.9 percent, graduated with grade point averages between 2.30 and 3.00.

The grade point averages at graduation remained fairly consistent throughout the decade. For example, in looking at the student-athletes whose GPAs were greater than 3.00, we find that for the class entering in 1980 18 student-athletes or 35.3 percent had a 3.00 or better at the time of graduation; for the class entering in 1981, the figure was 17 or 22.4 percent; for 1983, 18 or 25.7 percent; for 1984, 20 or 33.9 percent; for 1985, 24 or 29.3 percent; and for 1986, 27 or 36.0 percent had a 3.00 GPA or better.

A comparison between the revenue sports and the Olympic sports in terms of grade point average at graduation shows a significant difference: for men's basketball, one student-athlete or 5.9 percent graduated with a GPA of 3.00 or better; for football, 13 or 9.3 percent; and for Olympic sports, 131 or 41.1 percent. For men's basketball, 12 or 70.6 percent graduated with a GPA less than 2.50; for football, 87 or 62.1 percent; and for Olympic sports, 57 or 17.9 percent.

Of the 476 graduates, 400 or 84.0 percent received their degree in four years. Seventy-three student-athletes or 15.3 percent took more than four years to earn their degrees, while four student-athletes or .63 percent earned their degrees in less than four years.

# Documentation

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## Support Services: Academic Services for Student Athletes

### History

From the mid 1950s the University provided academic guidance to student-athletes through the assistance of Professors William Burke, Paul Conway and Edward Cronin. In 1964 Father Joyce asked Mike DeCicco of the Mechanical Engineering Department to open the Office of the Academic Advisor for student-athletes. Initially, Professor DeCicco advised a small group of football players, but his program soon expanded to include all student-athletes. In that first year DeCicco initiated programs of tutorial assistance, class monitoring and degree progress reports that have continued throughout the years. In 1990 Father Beauchamp appointed Dr. Kate Halischak his special assistant and asked her to direct the program. Renamed Academic Services for Student-Athletes, the office emphasizes individual responsibility and pride in academic accomplishments. The office is located in 309 Main Building.

### Objectives

The University makes a sincere commitment to all student-athletes for their education and graduation. To fulfill this promise, Academic Services strives to:

- assist student-athletes to graduate in four years
- maintain the academic integrity of the University
- comply with all rules, regulations, and procedures of the University and the NCAA
- promote the academic good standing of every student-athlete

### Organization

*Director:* Dr. Kate Halischak

Make policy decisions. Coordinate the overall direction of the office. Direct academic counseling and supervise counseling staff. Institute new programs. Oversee office budget. Maintain efficient communications with other University departments. Report to the executive vice president.

*Counselors:* JoAnne Bunnage, Demetrius Marlowe, Sr. Kathleen Gilbert and Fr. Al D'Alonzo

Counsel student-athletes. Review students' grades and professors' comments from academic progress reports sent by the office. Call in student-athletes on a regular basis to review their progress and to assign extra tutorial assignments if needed. Maintain academic records of individual student-athletes. Provide guidance and assistance in course scheduling, wherever possible. Hold a session each semester to discuss such topics as semester/cumulative grade point aver-

ages, cumulative hours, number of required courses completed/not completed, and possible attendance at summer session. Direct student-athletes to all appropriate University offices. Report to the director and communicate information to individual coaches.

*Special Projects Coordinator:* Dr. Holly Martin

Oversee the tutorial services. Plan and coordinate programs to assist weak student-athletes in study skills and writing skills. Conduct personal enhancement programs with the University Counseling Center. Develop academic enhancement programs with various colleges, libraries and other departments. Run orientation programs for the first-year student-athletes. Instruct academic counselors on study skills techniques so they can better assist their student-athletes. Report to the director.

*Tutor and Structured Study Supervisor:* Mary Ann Spence

Recruit and hire all tutors. Personally co-ordinate and oversee the running of the Monday-Thursday night study sessions for the first-year students. Report to special projects coordinator.

### *Tutorial Staff*

Tutor student-athletes in all subjects. The staff usually consists of 40-60 upper class and graduate students. Report to the tutor coordinator.

*Secretary:* Jean Humeston

Handle correspondence, dictation, telephone, files and payroll. Oversee the work of the student workers. Order and maintain office equipment and furniture. Use IBM computer with word processing and data base programs. Prepare student-athlete class excuses. Ready computer-downloaded records from registrar. Prepare academic progress reports.

*Student Workers:* David Florenzo and Heidi Piper

Assist in answering the telephone, filing, record maintenance, errands and typing. Report to the secretary.

### Operations

#### *Academic Information*

Academic Services participates in a network of information exchange throughout the University. The office has responsibility for the complete and timely collection of academic records on student-athletes from appropriate University sources:

- (1) from the registrar: grades, schedules, transcripts, class lists, graduation lists;
- (2) from the deans: general exchange information;
- (3) from the faculty: academic progress reports;
- (4) from the coaches: notices of roster changes.



# Documentation

The office has responsibility for the dissemination of essential information about student-athletes to appropriate University offices: (1) to the president: NCAA Academic Reporting Forms; (2) to the executive vice-president: reports on eligibility, reports on academic progress, nominations for academic scholarships, CFA reports; (3) to the athletic director: reports of academic progress, reports on eligibility, CFA reports; (4) to the registrar: notices of roster changes; (5) to the deans: general exchange of information, lists of first-year student-athletes for sophomore scheduling in various colleges; (6) to the faculty: academic progress reports; (7) to the coaches: midsemester/final grades, class schedules, eligibility reports, tutoring reports; (8) to the students: notices of academic deadlines, deficiencies in course selections or required classes, office appointments, release form for academic records.

## *Academic Monitoring*

During each semester, the office surveys the professors of each student-athlete three times. In a questionnaire designed to analyze the student's performance, professors are asked to comment on:

- the level of work that the student is maintaining
- the student's attendance and attentiveness
- the need for tutorial help
- any general comments

Each report is reviewed by the academic counselors, and students are called in on a regular basis to review their progress and to receive extra tutorial assignments if needed.

## *Academic Records*

During the tenure of each student-athlete, the office maintains a complete academic profile, including SAT scores, transcripts, and a detailed chart that shows student's progress toward a degree. Each of these charts is customized to the requirements of each college and are reviewed twice a semester.

## *Academic Planning*

Student-athletes are encouraged to meet with their academic advisors, whether they be a Freshman Year counselor, an assistant dean or a departmental faculty advisor on a regular basis for academic advising. Academic Services functions as a secondary support network, monitoring academic progress and appropriate course selection. Student-athletes are required to attend a session each semester in the office to discuss such topics as semester/cumulative grade point averages, cumulative hours, number of required courses completed/not completed, and possible attendance at summer session at Notre Dame or their home towns.

Academic Services for Student-Athletes approves and coordinates grants-in-aid for summer school. Student-athletes who receive full grants-in-aid during the regular school year are eligible for full scholarship during the summer; those students who receive partial athletic grant-in-aid during the

regular school year are eligible to receive the same percentage during summer school. However, not all students who are eligible to receive such grants-in-aid are given such grants to attend summer school. A determination is made by the Office of Academic Services for Student-Athletes in conjunction with the Department of Athletics whether attending summer school is a sound academic decision for the student-athlete.

In helping student-athletes weigh the advantages/disadvantages of attending summer school, the staff of Academic Services for Student-Athletes uses the following criteria in strongly recommending summer school: students who go on academic probation after spring semester; returning students who had been dismissed either for academic or disciplinary reasons in order to gain academic good standing; juniors needing more than 30 hours to graduate; sophomores who have passed fewer than 54 hours; first-year students who have passed fewer than 24 hours; juniors needing specific courses (e.g., languages or B.A. requirements) before their senior year; and juniors with less than a 2.00 cumulative GPA.

The staff of Academic Services uses the following criteria in recommending summer school: first-year students needing courses (e.g., math) to advance to the sophomore colleges; sophomores needing specific courses (e.g., languages or B.A. requirements) in order to continue in their majors without falling behind in prerequisites; students who have difficulty carrying 15 hours per semester during the school year; sophomores with less than a 2.00 cumulative GPA.

In addition to the above criteria, the staff of Academic Services employs discretion regarding the requests of other student-athletes, for example, those whose home environment may be bad or those who are on a rehabilitation program for an injury sustained during the school year.

One of the misconceptions about summer school is that all of the student-athletes who attend do so because they are on probation as the result of poor spring semester grades. In looking at the last five summer sessions, it is clear that only a moderate percentage of students attend to regain academic good standing. In 1986, 13.4 percent; in 1987, 32.5 percent; in 1988, 22.1 percent; in 1989, 22.2 percent; and in 1990, 16.5 percent of the student-athletes who attended summer session at Notre Dame were not in academic good standing at the end of the previous spring semester.

Given that only an average of 21.2 percent of the student-athletes who attend summer session do so to get off of probation, the question of what brings the other 78.8 percent to South Bend in the summer needs to be addressed. Student-athletes attend for various reasons: to take classes required by their major or college, to fulfill required courses that may have been closed during the regular school year, or make up courses that they have dropped or failed during



# Documentation

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the regular school year. For example, every summer, a number of students enroll in ROSP 101, 102 and 103 (and the French equivalent). By taking the intensive language program in the summer, the student fulfills nine hours worth of college required course work. Student-athletes tend to take these courses in the summer because there is no conflict of lab and recitation with practice. The same is true for courses such as physics and organic chemistry.

For some student-athletes, as they plan their four-year curriculum at Notre Dame, summer school is always considered part of the plan. If a student for whatever reason has had to drop a course during the fall and/or spring term, summer school provides the means for staying on target for graduation.

If Notre Dame holds true to the goal of graduation in four years, summer session will remain a part of the educational plan for some student-athletes.

## *Tutoring*

Tutors are available to student-athletes upon request. The office recruits and trains 40-60 tutors. Many of these tutors are obtained through recommendations from department chairpersons, faculty members or deans. Tutors may also apply independently. Most tutoring takes place in assigned library study rooms at assigned times.

## *Structured Study*

Regularly scheduled tutorials meet Sunday through Thursday, from 8 to 10 p.m. in the seminar rooms of the Loftus Building. Depending upon their academic performance fall semester, students may continue in structured study throughout spring semester. Academic counselors coordinate tutoring needs with the tutor supervisor who is responsible for the scheduling. Tutors in math, English, science, philosophy and theology are provided on a nightly basis.

## *Academic Counseling for Marginal Students*

In the case of the marginal student, the goal is to minimize academic probations, help students recover from academic and related difficulties, develop opportunities for improvement of skills rather than merely avoiding academic crises, and offer more individual monitoring and some special tutoring programs in organizational and study skills. The counselor holds frequent meetings with selected high-risk students to provide: a) careful monitoring of each student's tutorials, b) individual tutoring in time-management, study skills and writing skills, and c) general monitoring and encouragement. In addition, the counselor helps coordinate the academic recovery of injured students (and those with other serious problems), keeps flexible office hours for walk-in students, and is available evenings and weekends.

## *Upper Class Support Seminars*

The special project coordinator helps student-athletes define their career goals by conducting workshops which introduce job research and resume writing techniques and which

integrate the services of the University's Career Planning and Placement Center. These workshops are open to all student-athletes.

## *Summer Orientation for First-Year Student-Athletes*

During the month of August, all incoming football players must attend a week-long orientation program. For other sports, the program runs throughout the first semester. The purpose of this program is to familiarize students with the academic demands of the University. The Special Projects Coordinator introduces the students to the library and to the University's computer facilities, discusses classroom protocol and emphasizes study skills. The coordinator and the academic counselors help each student develop a study program which comports with the demands of his or her varsity sport. This time is also used for diagnostic purposes, testing the student's comprehension and grammar skills. Students also learn about Notre Dame's honor code. Lastly, this program is designed to address any worries students may have about the academic demands of the University. Students are reassured that the University would not have accepted them if they did not possess the skills required for academic success. They are also told that if academic problems appear, they may secure help through a variety of sources.

## *Academic/Coping Skills Programs*

Programs devised by Dr. Clint Gabbard and Mickey Franco of the University Counseling Center in conjunction with Dr. Holly Martin of Academic Services aid students by teaching study and coping skills. In 1990 these programs were in the developmental stage. Throughout 1991 and 1992, the programs are being implemented. Examples of individual programs are listed below:

## *Academic Adjustment Training*

*Study Skills Workshop* - This program aims at introducing skills which can increase retention of information, productivity of study time, and overall grade point average. Student-athletes will be introduced to memory enhancement "tricks" (i.e. mnemonics) which can be applied to both notebooks and playbooks.

*Time Management Workshop* - The goal of this workshop is to train student-athletes to use their time effectively and productively. Exercises entailing how to budget study time and recreation time around practice times, class times and travel times will be discussed. Symptoms of poor time management vs. productive steps to manage time will also receive attention.

*Career Design-Making Workshop* - This program is geared toward freshman and sophomore student-athletes, given that they must declare a major by the commencement of the junior year. Discussion entails differentiating between the "right" decision vs. the "satisfying" decision.

# Documentation

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## Personal Adjustment Training

*Stress Management Workshop* - This training focuses on equipping the student-athletes with a variety of stress management skills (i.e., relaxation techniques, anxiety management strategies, etc.) for dealing with numerous stresses (time pressure, role strain, performance pressures). Student-athletes will create individualized stress management plans for reducing the negative impact of stress on academic, athletic and personal success.

*Socialization to College Life Workshop* - This workshop is designed to assist student-athletes in successfully adjusting to University life. Topics address dorm life, dealing with professors, classroom behavior, role conflicts with students.

*Adjusting to Physical Trauma* - The aim of this workshop is to facilitate the psychological healing that is essential for student-athletes to experience in order for physical rehabilitation to be successful. Integrating the trauma into the overall fabric of the student-athlete's identity becomes a primary goal. How the student-athlete learns to construe the trauma as a new challenge instead of a terminal injury is also addressed. Training in self-talk and how to find a supportive network of friends during this adjustment period is given.

*Conflict Management Workshop* - The goal of this workshop is to provide the skills and strategies of how to resolve conflicts in high pressure situations. Hypothetical conflicts and different resolution styles identifying steps and skills of resolution will be presented.

### *Recruits*

Each recruit, on his or her official visit to campus, meets with an Academic Services staff member to be informed of the University's policies regarding student-athletes: insistence upon academic integrity, sacrifice of practice time for special instruction, and financial support for scholarship students through graduation. Recruits are also informed of the University's expectations of student-athletes: academic responsibility, integration into the University community and graduation in four years.

### *Referrals*

Academic Services also serves as a referral center; the staff directs student-athletes to all appropriate University offices and works in close communication with the members of the Athletic Department, Student Affairs, University Counseling and other offices.

### *Conclusion*

Through the support of the faculty and the administration, the cooperation of the athletic department, and the hard work of the student-athletes, the University of Notre Dame can claim a graduation rate unsurpassed in the nation, dozens of NCAA post graduate scholarships, recognition awards from the CFA and alumni in every professional field.

## Finances and Facilities

The purpose of this section is to provide a concise summary of the financial realities of the athletics program at the University of Notre Dame. It is primarily designed to look at recent trends in the revenue generated and the expense of running the athletic programs, as well as the causes for some of the changes that have occurred.

The athletic department submits budgets for approval like any other division or department of the University. These budgets are reviewed by the executive vice president, and approval for same is given by that person each year before the budgets are forwarded to the comptroller. The addition of new programs or personnel, as well as extraordinary expenditures and personnel changes in the athletic department, are fully reviewed by the executive vice president before approval is given or denied. Throughout the academic year, revenues and expenses are monitored to assure that individuals and departments are staying within previously approved budgets.

A significant point to be noted here is that revenues generated by the athletic program are part of the general revenue from auxiliary enterprises at the University, and are allocated by the officers of the University to education and general budgets as appropriate. Increased revenues are not presumed available for projected new programs or increases in expenditures. Also worth noting is the fact that any revenue generated by participation in post-season bowls or tournaments is allocated to endowment, and at the current time it is being allocated for academic scholarships.

If the revenue generated by athletic programs increases, it does not mean that expenditures are allowed to increase accordingly. For the most part, budgets for the athletic program are prepared and approved independent of revenues to be generated. However, it has been University policy that the athletic program must be self-sufficient. Money has not been used from the general operating budget of the University to subsidize the athletic program. In fact, the reverse has been true. There has been included in the general operating budget for the University each year a significant sum representing revenue from athletics that is used to cover the education and general operations of the University. However, of necessity, this means that in future years more sources of revenue will have to be found to fund the athletic programs.

The athletic department is audited more than any other department at the University. Every revenue generating source, every sport, sold memorabilia, souvenirs, programs, food, etc., are audited by the internal auditor of the University. In addition, there is a separate audit of the athletic department done each year by outside independent auditors, as required by the NCAA. Furthermore, audit letters are answered and required changes in procedures are made as a result of these audits.

# Documentation

At the current time, the revenue (approximately 16 million in 1990-91) generated by the athletic program continues to increase each year. However, it is easy to see how dependent the athletic department is upon football and men's basketball to generate the revenue to pay for the total program. The following statistics clearly indicate that fact:

## Percent of Total Athletic Department Revenue:

Year	Football	Basketball	Other
1985-86	83.5%	15.9%	0.6%
1986-87	84.1%	15.6%	0.3%
1987-88	76.5%	22.4%	1.1%
1988-89	79.0%	17.2%	3.8%
1989-90	74.5%	20.8%	4.7%
1990-91*	70.8%	18.0%	11.2%

\* - Projected

It is projected that the revenue from marketing in athletics should approach \$1 million per year within a couple of years. This revenue has gone from zero to over \$500,000 in only two years. Recognizing the potential for revenue from this source, as well as the expansion of such opportunities for the University at all levels, a Licensing and Marketing Committee for the University has been established. It is the responsibility of this committee to oversee and coordinate the marketing that is being done by a multitude of units at the University, including athletics, the bookstore, and licensing of products using the Notre Dame logo for sale throughout the country. In addition, there is an oversight committee consisting of William Sexton, Thomas Mason, Patricia O'Hara and Richard Rosenthal who are responsible for reviewing policy matters in this regard, and evaluating major revenue projects or changes that may arise.

The figures included in this report do not include the revenue generated by the athletic department either directly or indirectly that gets credited to other units of the University (e.g., bookstore, concessions, souvenirs). It is known that this figure represents millions of dollars.

In addition, not included in the above is the revenue generated by the University from licensing of products to be sold off the campus which use the University trademark or copyrights. This revenue source has grown by leaps and bounds over the years, and revenues from this source now exceed \$2 million per year. This revenue will be used to help control the tuition costs for our students. Even though this revenue is not directly attributable to athletics, it is clear that interest generated in the University by our athletic programs is the primary motivation for the purchases of these products by the alumni and friends of the University. All licensing operations are overseen by the Licensing and Marketing Committee mentioned earlier.

## Expenses

Expenses have increased every year. As would be expected, a number of these increases result from factors over which the athletic department has little control. For example, travel costs have increased significantly (this is especially true for charter flights) and consequently, these increases would cause increases in travel and recruiting costs. However, there are additional costs connected with expansions and adjustments that have been made in our athletic program. The following will highlight some of these changes.

**Salaries** - The increase in salaries over and above usual inflation represents, in part, coaches added for new varsity sports, plus increasing the pay to a "living wage" for other coaches. The athletic department has also been in the process of doing what is necessary to bring the women's programs, including the coaches hired for same, up to par with that of our men's varsity programs.

**Grants-in-Aid** - When the University increases tuition almost 10 percent per year, this expense item increases by that same amount even if no additional grants-in-aid are approved. Obviously, the athletic department has no control over this. However, in addition, the University has added a number of grants-in-aid during the last few years for a variety of reasons. These will be discussed in detail later in this report.

**Expenses in Expanded Services** - There have been significant increases in the following areas of operation: Ticket Office, Sports Information, Training and Academic Services (where costs have almost doubled in the last five years). For the ticket office, this represents increased printing costs, postage, plus the salary for an additional person who is responsible for marketing, etc. There have also been some changed procedures in the ticket office that have led to cost reductions or this increase would have been much greater. As interest in the University's athletic program continues to grow, and our women's program is expanded, the expense of media guides and other printing costs continue to escalate. It can be said with little fear of contradiction that Notre Dame has one of the most professional sports information operations in the country. But, this is not without significant cost. With new legislation passed at the NCAA Convention that limits multi-color printing for recruiting, press releases, etc., there should be some flattening out of these costs in the years ahead. As training and conditioning becomes more professional, the costs for these increase accordingly. Furthermore, additional and expanded programs have made it necessary to make necessary adjustments in this area. Our academic services operation has grown from a department whose sole responsibility was only football players to one that is responsible for over 600 varsity student-athletes. In the last couple of years the department has added personnel to carry this increased load. There will likely be additional cost increases in this area in the years ahead.

# Documentation

Other areas that reflect an increase in the expense of the athletic department are the following:

**Marketing/Cost of Goods Sold** - This is the "flip side" of the profits generated by the marketing initiatives in the athletic department.

**Inflation at 5 Percent (excluding Grants-in-Aid)** - This represents the amount by which the general expenses of the athletic department would have increased if there had been no expansion in programs or personnel. The University has allocated 5 percent "new" money to departments each year to cover inflation. This figure does not include increases to grants-in-aid because the cost of these have increased at a rate in excess of 5 percent.

**Liability Insurance and Physician** - This represents increased liability insurance costs, plus the fact that part of the cost of the University physician is now charged to the athletic department.

**Increase in Women's GIA** - Title IX requires proportionality between the men's and women's varsity programs on the campus. Thus, with the addition of women over the years, it was felt that the University had to add some additional women's varsity sports as well as grants-in-aid. A program to add these grants has been in operation and during the last three years 22 women's grants-in-aid have been added: softball 4; soccer 6; golf 1; track 2; swimming 4; tennis 4; fencing 1.

**New Women's Programs** - This represents the costs associated with the addition of new women's varsity programs over and above the cost of grants-in-aid listed above. (e.g., salaries, supplies, travel, recruiting, etc.)

**Conference Mandated GIA Increases** - Notre Dame, along with the other members of the Midwest Collegiate Conference, have committed themselves to competitive programs with a minimum level of grants in certain sports. This has required Notre Dame to add eight additional grants-in-aid for men's sports: soccer 6; baseball 2.

## Future

It is projected that in 1994-95 Notre Dame will reach the point at which our athletic department no longer generates adequate revenue to be self-sufficient. Admittedly, the assumptions for these projections are on the conservative side for revenues, but less so for expenses. In fact, the projection of cost increases are not at rates as high as those proposed by the College Football Association (CFA) for the future. Also, these projections do not take into account some economies that will result from legislation recently passed at the NCAA Convention (decreased GIAs, reduction in the number of coaches, etc.).

These projections do reflect the following: an increase of \$2 per ticket for football games; marketing revenues of \$1 million per year; television revenues held flat. (Of course, this means that the additional revenue generated by the NBC football contract is not included in the revenue projections for the athletic department since all of this money has been designated by the University for general academic scholarship endowment.)

In addition, there is currently an athletic endowment valued at almost \$20 million, the income from which could be made available to fund the athletic program at the University. At the current time, the earnings from this endowment are being added to the principal each year.

It is clear that when the point that revenues from athletics no longer exceed or cover expenditures for same, the University will have to either find new sources of revenue to cover the cost of our athletic programs (including allocating dollars for the operating budget each year to subsidize athletics) or make cuts in the program, including the elimination of one or more sports. The athletic department has evaluated the possibility of doing the latter if it becomes necessary.

## Buildings and Physical Facilities

In May 1983, the PACE Report was issued. This report of the provost to the president of the University was the result of a two-year study and presented an outline of priorities and needs that were to guide University planning in the next decade. This report in turn led to the fund-raising priorities that were established for the Strategic Moment Campaign.

The PACE Report does not specifically mention athletic facilities, but in the section on "The Student Body and Social Life" on the campus, in describing the lack of good social life as a crucial problem at Notre Dame it was noted that "the social facilities now available on campus were designed for a smaller, all-male undergraduate school and the needs of a coeducational undergraduate student body and of graduate students remain unsatisfied." Also noted: "students no longer look primarily to the scheduled spectacular as their principal social outlet; although they still go to concerts and sports events, they seek more the unplanned, less extravagant types of activity; they work hard and want to relax when and how they want."

In the section in the PACE Report on "Athletics" the following is stated:

"In addition to formal requirements for physical education, the University provides opportunities for students to participate in organized team competition at intramural, club and varsity levels. The University of Notre Dame has provided leadership in the area of intercollegiate athletics and much of its early reputation as a national center for Catholic

# Documentation

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higher education was generated by the success of its football teams. This is a legacy of which we are rightfully proud. In fact, as standards have risen in the academic area, the University has chosen deliberately to sustain its programs in intercollegiate athletics for both men and women at the highest levels of competition."

In response to the above, the Strategic Moment Campaign included among its priorities the sum of \$13.5 million for the construction of new recreational facilities — including a swimming complex, indoor tennis pavilion, and an all-purpose social and athletic facility, plus \$5 million for the renovation and expansion of LaFortune Student Center. The literature for the campaign states: "These facilities will provide significant new space for social, religious and athletic activities — for dances and theater productions as well as more casual social activities, and for indoor non-varsity athletics and recreation."

## Recent Construction:

During the latter half of the 1980s, the University constructed a number of facilities to be used to support our athletic programs, both varsity and non-varsity. The main ones are as follows:

- **Rolfs Natatorium** - The pool in the Rockne Building had served the University well during its many years of existence, but the increase in the number of students and the demands for its use necessitated a new swimming pool. One of the first "brick and mortar" benefactions of the Strategic Moment Campaign was the gift from the Rolfs family which made this addition to the A.C.C. possible. The swimming pool is three times the size of the one in the Rock, and its moveable bulkheads allow for numerous configurations that make it possible for a number of events to take place simultaneously. Since this pool was built, the varsity swimming program at Notre Dame has greatly improved and now competes at a national level. More importantly, the pool has provided a recreational facility that is in almost constant use by our students, faculty and staff. The swimming team uses it only a few hours a day and the rest of the time, until late at night, the pool is almost constantly available for recreational swimming. This is especially true because all swimming physical education classes are still held in the pool at the Rock (which is also available much of the day for recreational swimming). Because of the Rolfs pool, NVA has been able to add a number of aquatic exercise classes and intramural programs on the campus, as well as reserving the facility for private events.

- **Eck Tennis Pavilion** - The weather in northern Indiana makes the outdoor tennis season very short during the academic year. The Eck Tennis Pavilion brought a whole new dimension to the tennis program at Notre Dame. It made possible the recruiting of Bobby Bayliss and Jay Louderback

as our men's and women's head coaches, and enables Notre Dame to recruit some of the best collegiate tennis players in the country. Notre Dame's tennis teams are now ranked and, for a relatively small cost, the athletic department has upgraded a program that seems to fit naturally at Notre Dame. More importantly, the pavilion has provided a matchless recreational facility for our students, faculty and staff. The building is open until late at night, and is in almost constant use year round. This facility was made possible because of a gift from Frank Eck.

- **Loftus All-Sports Facility** - There is a misconception among those who know little about this building that it is the "indoor football field." That is true, but the use of the building by the varsity football team is really quite minimal. Instead, this building is truly an all-sports facility which is used by varsity teams, intramural teams and for recreational use (including the South Bend community). One of the first things done to Meyo Field after completion of the building was to purchase netting which makes it possible for a number of activities to be going on at the same time. In addition, this netting provides batting cages and golf netting to allow practice for these sports even during inclement weather, and during the winter. The field itself is used for football, soccer, lacrosse, rugby, softball, baseball, etc.

Surrounding Meyo Field is a six lane indoor track which replaced the indoor track facilities that were contained in the Joyce A.C.C. The track is probably one of the fastest indoor tracks in the country. This is because of two reasons. First of all, its surface is fast. Secondly, since the track surrounds a football field it has long straightaways, whereas most indoor tracks tend to be more oval. Even though the track is used for the indoor season, its primary use is for recreational purposes. It is used by students, faculty and staff for running and jogging, as well as for a special program to assist those recovering from heart attacks and cardiac care. Recent "Letters to the Editor" in the *South Bend Tribune* indicate how much this facility is used by people in the local community. The Loftus Center also houses the Hagggar Fitness Center, a gift of the Hagggar family of Dallas. This facility accommodates all strength conditioning for varsity athletes at the University. This enabled us to turn over the former varsity weight room in the A.C.C. for recreational use by students, faculty and staff. One of the "mistakes" made by the University when this building was constructed was that varsity locker rooms were not included. The need for additional locker room space will be discussed later.

- **Cartier/Moose Krause Field** - The improvements to this outdoor facility were funded by the International Special Olympics when they were on campus in 1987. Improvements included stands for 5,000 people, lighting and a new outdoor track. This field is now used for varsity soccer and lacrosse, as well as for intramural sports. The main problem is that the soccer field is not regulation width, and it is impossible to widen the field where it is located. Thus, some

# Documentation

of the top teams in the country do not schedule Notre Dame on our campus.

- Other Athletic Facilities - There have also been a number of additional improvements made on the campus, primarily for intramural and recreational athletics. A listing follows:

- New softball field for women's varsity team
- Sprinkler system for intramural fields surrounding Stepan Center
- New intramural fields on southeast corner of Juniper and Douglas Roads
- Lighting added to Stepan and Lyons Hall basketball courts
- Basketball courts added to Joyce A.C.C. when indoor track and batting cages moved to Loftus
- Basketball courts added to Stepan Center and facility opened late at night
- Additional weight and conditioning facilities added for student use in Rockne
- Former varsity weight room turned over for general student use
- Upgrade of faculty/staff weight and conditioning room in Joyce A.C.C.
- Improvement of track around the lakes on the campus
- Major capital improvements on the golf course

## Facilities Needed:

The construction and upgrade of physical plant for the athletic program during recent years has led to the University's having some of the best such facilities in the country. However, there are still some needs that will likely have to be addressed in the next few years.

- Locker Facilities - As mentioned above, when the Loftus Center was built there was only a small locker room included in the building. Since that time, it has become clear that it would have been preferable to include with the construction of this building a locker facility for the football team. This is not because the football team needs a new locker room. Rather, it is because additional locker room space is desperately needed for other varsity sports on the campus — particularly women's teams. If the football locker room could be moved out of the Joyce A.C.C., this would free up space that could be converted for use by other programs.

A couple of years ago a donor came forward and expressed interest in funding an addition on to the Loftus Center for a football locker and training room. A study at that time showed that the cost of doing same would be approximately \$2.5 to \$3 million, and the idea was scrapped. Even though a donor was available to fund most, if not all, of this addition, it was felt that such an expenditure at that time was not appropriate. Also, there is some concern about the expenditure of that much money for locker facilities alone. Thus, a structure of the following type seems more sensible.

- Intramural and Recreational Sports Facility - Even though the University has added a number of basketball courts, volleyball courts and other such facilities to accommodate our students, faculty and staff, there is still a rather severe shortage of such courts for intramural and recreational use. The NVA program has continued to grow each year, and more and more courts are needed. In addition, it would be desirable to have a facility that would include seating space to accommodate the number of spectators which typically attend volleyball matches, wrestling, etc. — the main arena of the Joyce A.C.C. is too big, and the pit is too small. To this end, and to take care of the dire need for additional locker room space, a simple structure to house these needs should be considered. It could be a "Butler-type" building of simple design and proportions, with the courts on the main floor and locker facilities in the lower level. In addition, much needed storage space could be provided. It is believed that the cost of this facility would not be great.

- Football Stadium - With an ever increasing alumni, and a parallel increase in the demand for tickets for football games, the stadium has become inadequate. At the same time, the cost of adding on to same, or building a new one, would range from \$30 to \$120 million. However, it is questionable whether it is in the best interest of the University to not address this issue in the near future. Clearly, the University would like to be in a position to honor requests by alumni, benefactors and friends of the University for tickets to football games. In fact, our growing inability to meet these requests is creating more and more negative reactions and feelings among these important constituents of Notre Dame. Additional seats would meet the demands of alumni and friends of the University, and could provide significant additional revenue. A feasibility study is needed to examine options that might be available for this project, including the means of funding same without negatively impacting other needs and programs of the University.

- Outdoor Facilities - It was mentioned above that the field on the southeast corner of Juniper and Douglas Roads has been converted to an athletic field. This will help accommodate the needs of the intramural program, but additional fields continue to be needed. This is especially true with the conversion of Green Field to the DeBartolo Quad, and the required expansion of University parking lots into what used to be playing fields. One of the most critical needs is baseball and softball diamonds for the intramural program.

- Other needs - At some point in the not-too-distant future the University would have had to replace Jake Kline Field (Baseball). The field is currently located in an area that is planned in the long term to become a new quadrangle on the campus. Thanks to the one million dollar gift of Frank Eck a new baseball stadium is currently in the planning stages, and it is expected that construction will begin within a year.



# The Graduate School Research Division

## Current Publications and Other Scholarly Works

Current publications should be mailed to the Research Division of the Graduate School, Room 312, Main Building.

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## COLLEGE OF BUSINESS ADMINISTRATION

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## Management

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# The Graduate School Research Division

## Awards Received and Proposals Submitted

### AWARDS RECEIVED

In the period October 1, 1991, through October 31, 1991

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	5	218,959	4	106,982	9	325,941
Facilities and Equipment	0	0	0	0	0	0
Instructional Programs	2	50,161	2	119,650	4	169,811
Service Programs	0	0	10	32,000	10	32,000
Other Programs	<u>1</u>	<u>30,000</u>	<u>2</u>	<u>157,775</u>	<u>3</u>	<u>187,775</u>
Total	8	299,120	18	416,407	26	715,527

### PROPOSALS SUBMITTED

In the period October 1, 1991, through October 31, 1991

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	17	3,206,952	25	7,272,008	42	10,478,960
Facilities and Equipment	0	0	2	52,342	2	52,342
Instructional Programs	1	28,471	4	2,756,537	5	2,785,008
Service Programs	0	0	0	0	0	0
Other Programs	<u>0</u>	<u>0</u>	<u>2</u>	<u>90,310</u>	<u>2</u>	<u>90,310</u>
Total	18	3,235,423	33	10,171,197	51	13,406,620

# The Graduate School Research Division

## Awards Received

In the period October 1, 1991, through October 31, 1991

Department or Office	Principal	Short Title	Sponsor	Dollars Months
Aerospace and Mechanical Eng.	Atassi	Aerodynamics and Aeroacoustics of Nouniform Flows	NASA - Lewis Research Center	15,859 4
Civil Eng. and Geological Science	Westerink	Tidal Predictions in Galveston Bay	Department of the Army	9,443 4
Chemistry and Biochemistry	Szmuszkovicz	Unrestricted Research	Upjohn Co.	19,000 13
Chemistry and Biochemistry	Lappin	Stereoselectivity in Electron Transfer	National Science Foundation	73,600 12
Center for Study of Cont. Society	Hallinan	Longitudinal Study of Tracking in Middle and Secondary Schools	Department of Education	70,539 18
Electrical Engineering	Bernstein	Microelectronics Program	Miles, Inc.	15,000 24
Physics	Furdyna	Amendment to NSF/MRG Notre Dame Contract	Purdue University	15,000 30
Theology	Ulrich	Volume Three of the Biblical Qumran (Dead Sea) Scrolls	National Endowment for the Humanities	12,000 24
South Bend Center Medical Education	Olson	Hormone Metabolism for Fish Gills	I.U. School of Medicine	95,500 12

### AWARDS FOR INSTRUCTIONAL PROGRAMS

Aerospace Mechanical Eng.	Batill	Using RPVs for Advanced Aeronautics Design Education	University Space Research Assoc.	23,840 9
Ctr. for Educational Opportunity	Blake-Smith, Smith, R.	Upward Bound	Department of Education	21,690 12
O.S.I.P.A.	Borelli, Smith, R.	CANDAX McNair Project	Department of Education	95,810 12
Psychology	McCabe	Student Experiential Program of Work with Homeless and Elderly	Retirement Res Foundation	28,471 12

### AWARDS FOR SERVICE PROGRAMS

N.D. Center for Pastoral Liturgy	Bernstein	Center for Pastoral Liturgy- Publications	Various Others	1,277 1
N.D. Center for Pastoral Liturgy	Bernstein	Center for Pastoral Liturgy	Various Others	360 1

## The Graduate School Research Division

N.D. Center for Pastoral Liturgy	Bernstein	Center for Pastoral Liturgy- Publications	Various Others	2,058 1
N.D. Center for Pastoral Liturgy	Bernstein	Center for Pastoral Liturgy	Various Others	4,006 1
Ctr. for Continuing Form. in Ministry	Pelton	Center for Continuing Formation in Ministry	Various Others	20,881 1
Inst. for Pastoral Social Ministry	Pelton	IPSM/International Consultation	Various Others	1,000 1
Inst. for Pastoral Social Ministry	Pelton	IPSM/Dynamic Parish	Various Others	741 1
Inst. for Pastoral Social Ministry	Pelton	IPSM/Dynamic Parish	Various Others	42 1
Latin/N. American Church Concerns	Pelton	IPSM/LANACC	Various Others	20 1
Programs for Church Leaders	Kelly	Programs for Church Leaders	Various Others	1,615 1

### AWARDS FOR OTHER PROGRAMS

Aerospace and Mechanical Eng.	Lucey, Berry	NDEADC	University City Science Center	117,775 12
Institute for Urban Studies	Outlaw, Smith, R.	Talent Search	Department of Education	30,000 12
Student Affairs	Marlowe, Beauchamp	National Youth Sports Program	NCAA	40,000 1

# The Graduate School Research Division

## Proposals Submitted

In the period October 1, 1991, through October 31, 1991

Department or Office	Principal	Short Title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Aerospace and Mechanical Eng.	Szewczyk	Bluff Body Near Wake Dynamics	Department of the Navy	151,844 36
Aerospace and Mechanical Eng.	Paolucci, Sen	Use of Wavelets in CFD	National Science Foundation	90,689 12
Aerospace and Mechanical Eng.	Atassi	Hydrodynamics and Acoustics in Nonuniform Flow	Department of the Navy	140,834 12
Aerospace and Mechanical Eng.	Nelson	A Conceptual Model of Vortex Breakdown	Department of the Air Force	117,046 36
Aerospace and Mechanical Eng.	Berger	Large Scale Frictional Contact in Interface Crack Problems	National Science Foundation	132,810 24
Aerospace and Mechanical Eng.	Batill	Development of Neural Network Techniques for Concept. Design	Department of the Air Force	117,046 36
Aerospace and Mechanical Eng.	Skaar	Implementation Methodology for Camera-Space Manipulation	Department of the Navy	119,583 36
Biological Sciences	Rai	Genetic Differentiation in <i>Aedes albopictus</i> Subgroup	National Institute of Health	231,215 12
Biological Sciences	Goetz	PI/Pkc and Ovulation	National Institute of Health	94,485 12
Biological Sciences	Kulpa	Microbial Desulfurization of Petroleum Distillates	Environmental Biosci Corp.	92,585 12
Biological Sciences	Hyde	Molecular Analysis of Phototransduction in <i>Drosophila</i>	National Institute of Health	270,637 12
Biological Sciences	Craig	Vector Competence for La Crosse Virus in <i>Aedes</i>	National Institute of Health	376,374 12
Biological Sciences	Fraser	Transposon Mutagenesis of NPV	National Institute of Health	101,431 12
Civil Eng. and Geological Science	Kareem	Sloshing Dampers	National Science Foundation	200,557 24
Chemistry and Biochemistry	Helquist	REU Site Proposal for Undergraduate Research	National Science Foundation	203,646 36
Chemistry and Biochemistry	Miller, M.	Drugs and Delivery Systems for Opportunistic Infections	National Institute of Health	188,149 12



## The Graduate School Research Division

Chemistry and Biochemistry	Basu, Basu	Regulation of Polylactosamine-Tumor Antigen Biosynthesis	National Institute of Health	206,582 12
Chemistry and Biochemistry	Huber	Protein Binding Sites on 5S r RNA	National Institute of Health	208,492 12
Electrical Engineering	Choudhary, Das	Integrated Si/SiGr/Si on-Insulator HBT (DyBaCuO Interconnect)	National Science Foundation	616,457 36
Electrical Engineering	Bandyopadhyay, Choudhary	Growth of ZnSe/DyBa CuO Thin Film Structures	National Science Foundation	686,679 36
Electrical Engineering	Porod, Lent, et al.	Electronic Transport in Semiconductor Nanostructures	Department of the Air Force	294,701 36
Electrical Engineering	Bernstein, Bandyopadhyay, et al.	Interconnectives and Architectures for ULSI	Department of the Navy	320,147 36
Electrical Engineering	McGinn	Closed Cycle Refrigeration System	Purdue University	25,000 12
Electrical Engineering	Choudhary, Das, et al.	Integrated Optoelectronic Interconnect	National Science Foundation	980,089 36
Electrical Engineering	Huang, Liu	Wideband Array Signal Processing	Department of the Navy	241,924 36
Electrical Engineering	Sauer, Klifa	Bayesian Reconstruction of 3-D Objects from Radiographs	Electricité de France	46,918 10
Electrical Engineering	Miller, A., Dunn	Synthesis and Processing of Nanophase Electronic Materials	National Science Foundation	1,392,441 36
Classical Oriental Lang./Lit.	Ladouceur	Enhancing Chinese Studies at Notre Dame	Chiang Ching-kuo Foundation	200,730 36
Mathematics	Alber	Complex Geometric Asymptotics and Nonlinear Problems	National Science Foundation	71,594 36
Mathematics	Hahn	Coset Lattices	National Security Agency	31,090 12
Mathematics	Faybusovich	Dynamical Systems that Solve Problems	National Science Foundation	46,806 24
Mathematics	Rosenthal	Systems Theory, Transfer Functions and Geometry	National Science Foundation	46,806 24
Mathematics	Snow	Algebraic and Analytic Group Actions	National Science Foundation	62,371 24
Physics	Tomasch, Furdyna	Magneto Dissipation in Superconductors	Purdue University	23,450 12
Physics	Tegler, Jones	Relative Abundance of Ices in Disks	NASA - Ames Research Center	31,888 12

## The Graduate School Research Division

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Physics	Wayne	Physics with DO/Development of Scintillating Fiber Detector	Department of Energy	930,472 60
Physics	Furdyna, Dobrowolska, et al.	Photonic Materials for Short Wavelengths	National Science Foundation	856,919 36
Physics	Ruggiero	MISCON Capital Equipment Request	Purdue University	26,000 12
Physics	Furdyna	Ordering in II-VI Semiconductor MBE	Department of the Navy	163,672 36
Physics	Samarth, Furdyna	Femtosecond Spin Dynamics in Magnetic Quantum Structures	Univ. of California, Santa Barbara	125,016 36
Physics	Lundeen	Fast Beam Atomic Physics	National Science Foundation	211,217 12
Sociology	Aldous	Doctoral Dissertation Research in Sociology	National Science Foundation	2,568 12

### PROPOSALS FOR FACILITIES AND EQUIPMENT

Electrical Engineering	Choudhary	Upgrading of High-Temperature Superconductor MBE System	Purdue University	15,000 12
Physics	Blackstead	Microwave Dissipation in High- Temperature Superconductors	Purdue University	37,342 12

### PROPOSALS FOR INSTRUCTIONAL PROGRAMS

Civil Eng. and Geological Science	Irvine	GAANNP Scholarships in Environmental Research	Department of Education	1,209,657 36
Chemical Engineering	Kohn, Leighton, et al.	REU Site in Chemical Engineering	National Science Foundation	42,567 12
Chemistry and Biochemistry	Helquist	GAANNP Proposal for Ph.D. Studies in Chemistry	Department of Education	1,340,566 36
O.S.I.P.A.	Borelli	Promote Minority Enrollment in Graduate Studies	Department of Education	163,747 11
Psychology	McCabe	Student Experiential Program of Work with Homeless and Elderly	Retirement Res Foundation	28,471 12

### PROPOSALS FOR OTHER PROGRAMS

Financial Aid	Russo	Very Early Awareness: An Old Fashioned Concept	Department of Education	25,000 12
Student Affairs	Marlowe, Beauchamp	National Youth Sports Program	NCAA	65,310 1

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# Notre Dame

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# R E P O R T

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Linda M. Diltz, Editor  
Marten Schalm, Designer  
Willa Murphy, Layout  
Publications and Graphic Services  
415 Main Building  
Notre Dame, IN 46556  
(219) 239-5337

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