



Notre Dame

R E P O R T

Contents:

February 14, 1992

The University

- 277 *Nigro Receives Dooley Award*
- 277 *TIAA-CREF Establishes Faculty Development Award*
- 277 *Cosgrove Receives Wright Brothers Memorial Trophy*
- 277 *Life Choices Program Receives Award*

Faculty Notes

- 278 *Faculty Honors*
- 278 *Faculty Activities*

Documentation

- 280 *Colloquy for the Year 2000 Minutes*
- 292 *Academic Council Minutes*
December 4, 1991
- 297 *University Committee on Libraries*
December 9, 1991
- 298 *University Libraries' Hours During Spring Break*
March 6-15, 1992
- 299 *Graduate School Awards*
- 299 *Special University Awards*

The Graduate School

- 301 *Current Publications and Other Scholarly Works*

11

1991-92

Nigro Receives Dooley Award

Dr. Dennis M. Nigro, a 1969 graduate, has received the 1992 Dr. Thomas A. Dooley Award from the Alumni Association. Following his graduation from Notre Dame, Nigro, whose father and grandfather are also Notre Dame alumni, studied medicine at Creighton University and fulfilled his residency requirements in the University of California system at San Francisco and San Diego. During his residency, Nigro and some associates made frequent visits to Mexico to provide medical care for poor people.

In 1986 with the support of the local community and the Notre Dame Club of San Diego, Nigro helped establish Fresh Start Surgical Gifts, Inc., a non-profit community and service organization which provides reconstructive surgery to poor children and young adults afflicted with physical deformities. Rev. Theodore M. Hesburgh, C.S.C., president emeritus of Notre Dame, is chairman of Fresh Start's honorary board of directors. The program includes more than 50 community volunteers along with its team of medical professionals and has accepted referrals from this country, Mexico and Romania.

Fresh Start received the 671st "Point of Light" award from President Bush on January 18. Nigro has attributed Notre Dame's longstanding emphasis on graduates giving something back to their communities as his inspiration for founding Fresh Start.

The Dooley Award honors the memory of the 1948 Notre Dame alumnus who became famous for his devotion to the poor of Southeast Asia, his fondness for prayer at Notre Dame's Grotto of our Lady of Lourdes, and his cheerfully accepted death at 33 years of age.

TIAA-CREF Establishes Faculty Development Award

The Theodore M. Hesburgh Award for Faculty Development has been established by TIAA-CREF, the nationwide pension system for higher education. Designed to recognize creative and effective undergraduate teaching programs, the Hesburgh Award will honor private and public two- and four-year U.S. colleges and universities. TIAA-CREF will give \$25,000 annually to the winning institution as determined by a panel of judges.

Cosgrove Receives Wright Brothers Memorial Trophy

The highest honor in commercial aviation has been awarded to a Notre Dame alumnus by the National Aeronautic Association. Benjamin Cosgrove, senior vice president of the Boeing Co., received the Wright Brothers Memorial Trophy in recognition of his many contributions to commercial aviation safety and the technology development of commercial jet transport aircraft. He received his bachelor's degree in aerospace and mechanical engineering from Notre Dame in 1948.

Life Choices Program Receives Award

A program of the world's "religions of the book" produced by the University for public and cable television has received an award from the 34th annual New York International Film and Television Festival.

"Religions of the Book: Holy Places and Pilgrimages" was cited for "outstanding achievement" in religious television programming. The program, one of four dealing with Christian, Jewish and Muslim beliefs, was part of the University's "Today's Life Choices" series. The series is completing its third season of VISN, a nationwide interfaith cable network, and is also broadcast on more than 50 PBS stations across the country.

Notre Dame faculty members appearing on the program, parts of which were filmed on location in the Middle East, were Rev. Paul F. Bradshaw and Roger Brooks, professors of theology, and Rev. Patrick Gaffney, C.S.C., associate professor of anthropology.

Faculty Notes

Honors

Rev. Edward A. Malloy, C.S.C., president and professor of theology, was elected vice chair of the board of directors of the American Council on Education at its annual meeting in Washington, D.C., Jan. 23. The council is the umbrella organization for the nation's accredited, degree-granting colleges and universities and national and regional higher education associations. Its membership includes some 1,600 schools and more than 200 associations.

Walter Nugent, Tackes professor of history, was awarded the Medal of Merit of Warsaw University from Rector Andrzej Kejetan Wroblewski in Warsaw, Poland, Jan. 2.

Roland B. Smith, executive assistant to the president, associate professional specialist in the Institute for Urban Studies and concurrent associate professor of sociology, has been elected to the alumni council of Harvard University's Graduate School of Education. Smith earned his doctorate in education from Harvard in 1988. He holds a bachelor's degree from Bowie (Md.) State College and a master's in public affairs from Indiana University, South Bend. The Harvard Graduate School of Education Alumni Association is governed by the alumni council, a board of 12 graduates elected to four-year terms. The council meets twice annually to promote the interests and activities of the school's alumni and students.

Eugene Ulrich, professor of theology, is a founding member of the board of directors of the Dead Sea Scrolls Foundation, a non-profit organization for funding the preservation, publication and electronic database for the scrolls.

Activities

Hafiz M. Atassi, professor of aerospace and mechanical engineering and co-director of the Center for Applied Mathematics, gave an invited lecture titled "Aerodynamics and Aeroacoustics of Nonuniform Flows Around Bodies" at the School of Engineering and Applied Science at the University of California at Los Angeles, Calif., Jan. 9. He co-authored a paper presented by Jisheng Fang, research associate in aerospace and mechanical engineering, titled "Aerodynamics of Loaded Cascades in Subsonic Flows Subject to Unsteady Three-Dimensional Vortical Disturbances" at the AIAA 30th Aerospace Sciences Meeting and Exhibit in Reno, Nev., Jan. 6-9.

Jeffrey H. Bergstrand, assistant professor of finance and business economics and faculty fellow in the Kroc Institute for International Peace Studies, presented the paper "Real Exchange Rates, National Price Levels and the Peace Dividend" at a joint session of the American Economic Association and the Peace Science Society at the annual Allied Social Science Association meeting in New Orleans, La., Jan. 3-5.

Sunny K. Boyd, assistant professor of biological sciences, presented a talk titled "Sexual Dimorphism in the Vasotocin System of the Bullfrog" at the Society for Neuroscience National Scientific meeting in New Orleans, La., Nov. 9-15.

Joan Brennecke, assistant professor of chemical engineering, presented an invited seminar titled "Tailoring Local Molecular Environments to Enhance Reactions in Supercritical Fluids" at the joint seminar in the Departments of Chemistry and Chemical Engineering at the Georgia Institute of Technology in Atlanta, Ga., Jan. 13.

Theodore J. Cachey Jr., assistant professor of romance languages and literatures, presented the invited lecture "Antecedenti dei viaggi di scoperta cinquecenteschi: il *De vita solitaria* di Petrarca e il *De Canaria* di Boccaccio" at the Università degli studi di Pisa, Dipartimento di Lingua e Letteratura Italiana, in Pisa, Italy, Dec. 13.

Lawrence S. Cunningham, chairman and professor of theology, presented "Reflections on Teaching Theology" at the Catholic Worker House in South Bend, Ind., Nov. 1. He participated in the conference of editors of the forthcoming Harper/Collins *Dictionary of Religion* and completed a five year term as editor of the AAR monograph series "Studies in Religion" at the annual meeting of the American Academy of Religion held at Kansas City, Mo., Nov. 23-25. He presented "The Meaning of Advent" at St. Matthew's Cathedral in South Bend, Ind., Dec. 4.

William G. Dwyer, professor of mathematics, was an invited plenary speaker at the NATO conference on K-Theory and Algebraic Topology at Lake Louise in Alberta, Canada, Dec. 12-17. He gave a talk titled "Topological Models for Arithmetic" at that conference, Dec. 13.

Abbot Astrik L. Gabriel, director and professor emeritus of the Medieval Institute, appeared on a nationwide television program sponsored by the Hungarian State Television in its series on "Successful American Scholars of Hungarian Descent in the United States" in November. The series was inaugurated in an interview with Edward Teller, physicist. Prior to the Budapest interview, a television crew shot footage of the Notre Dame campus along with activities in the Theodore M. Hesburgh Library. Scenes taken of the campus and the Medieval Institute which included Gabriel's extensive rare book collection were shown during the 30-minute interview.

Faculty Notes

Rev. Patrick D. Gaffney, C.S.C., associate professor of anthropology, was a major speaker on a panel titled "The Middle East" at the conference "America's World Leadership: Promise and Performance" held at Indiana University-Purdue University at Fort Wayne, Ind., Nov. 9. He gave the paper "Islamic Identity in Contemporary Egypt: Local Society and National Community" at an invited panel titled "The Many Faces of Islam: Politics, Society and Religion" at the meeting of the American Anthropological Association in Chicago, Ill., Nov. 22. He gave the paper "Islamic Religious Instruction on the Edge of the Establishment: The 'Evening Lesson' in Contemporary Egypt" at an invited panel "Making, Teaching and Learning Islam" at the annual meetings of the Middle East Studies Association held in Washington, D.C., Nov. 25. He gave the presentation "Victory and Ashes?: Iraq and Kuwait a Year Later" in a program examining issues of peace and justice in American policy toward the Middle East at the Broadway Methodist Church in South Bend, Ind., Jan. 12.

Ralph M. McInerney, Grace professor of Medieval Studies, director of the Maritain Center and professor of philosophy, presented "The Relevance of St. Thomas Aquinas Today" at the Bishop Joseph V. Sullivan Lecture Series at St. Michael the Archangel Society in Baton Rouge, La., Jan. 23.

Walter Nugent, Tackes professor of history, addressed the Historical Association of Ireland on "Social Aspects of the American Civil War" in Ireland, Dec. 12. He gave a paper on "Four New World Migration Targets: Some Comparisons" at a conference on the history of transatlantic migration sponsored by the Deutsche Forschungsgemeinschaft and Hamburg University in Germany, Jan. 4.

Rev. Thomas O'Meara, O.P., Warren professor of theology, presented "Dominican Spirituality (Spiritualita Dominikanskeho radu)" and "Fundamentalism: A Catholic Perspective" at the Dominican Center, Sv. Jilji, Prague, Czechoslovakia, Jan. 6-7. He presented "Fundamentalism: A Catholic Perspective" and "The Presence of Thomas Aquinas' Theology in Church and Society Today" at the Seminary of Sts. Cyril and Methodius in Olomouc, Czechoslovakia, Jan. 8-9. He gave the talk "Dominican Spirituality" to the Dominican Priory of St. Michael the Archangel in Olomouc, Czechoslovakia, Jan. 10. O'Meara presented "Christ and Church as Primal Sacraments: A Theological Perspective of Vatican II" in the seminary of Sts. Cyril and Methodius in Bratislava, Czechoslovakia, Jan. 11.

Karamjit S. Rai, professor of biological sciences, delivered a seminar titled "An Asian Mosquito Colonizes the Americas" to the Department of Genetics, Punjab Agricultural Univ., Ludhiana, India, Jan. 9. Following the lecture, a reception was held in honor of Rai by the dean of the College of Basic Sciences and the heads and senior faculty of the Departments of Genetics, Microbiology, Biochemistry, Zoology and Botany. He also visited the Departments of Zoology, Human Genetics, Molecular Biology and Biotechnology at Guru Nanak Dev University, Amritsar, Jan. 2, and the Malaria Research Centre in Delhi, Jan. 10, and exchanged information with the staff and faculty on recent work on genetics of mosquitoes.

Michael K. Sain, Freimann professor of electrical engineering, was co-author of the paper "Frequency Domain Control Algorithms for Civil Engineering Applications" which was presented at the conference Infrastructures '91 at the HK Science Museum in Hong Kong, Dec. 19-20.

Samuel Shapiro, associate professor of history, has contributed articles on Blanche Kelso Bruce and Anthony Burns to the *Dictionary of American Negro Biography* to be published in 1993.

Mei-Chi Shaw, associate professor of mathematics, presented an invited talk titled "Local Solvability and Estimates for the Tangential Cauchy-Riemann Operators" at the Colloque International d'Analyse Complexe et Geometrie in Marseille, France, Jan. 13-17.

Dennis M. Snow, associate professor of mathematics, gave a lecture on "Unipotent Actions on Affine Space" in the special session on Invariant Theory at the American Mathematical Society's annual meeting in Baltimore, Md., Jan. 8-11.

J. Kerry Thomas, Nieuwland professor of chemistry, presented the invited talk "Radiolytic and Photolytic Excitation of Solids" at the American Photochemical Society meeting at Clearwater, Fla., Dec. 31-Jan. 5.

Eugene Ulrich, professor of theology, as chief editor of the Biblical Qumran Scrolls, co-chaired two meetings of the scroll editors and presented a position statement at a plenary discussion on the Dead Sea Scrolls Controversy at the annual meeting of the Society of Biblical Literature in Kansas City, Mo., Nov. 22-26. As president of the International Organization for Septuagint and Cognate Studies, he presided over the executive committee meeting and the program of the society, Nov. 24.

Colloquy for the Year 2000

Committee for the Whole January 16, 1992

Present: E. William Beauchamp, C.S.C., Joseph Blanco, Frank Connolly, Paul Conway, Paul Drey, Mary Louise Gude, C.S.C., Gerald Jones, Claudia Kselman, Edward Malloy, C.S.C., Naomi Meara, Wilson Miscamble, C.S.C., Patricia O'Hara, Lynn Ramsay, Kevin Warren, Kathleen Weigert, William Wilkie.

Absent: Panos Antsaklis, Melissa Conboy, Lawrence Cunningham, Vincent DeSantis, Rita Gautier, Maureen Gleason, Kurt Mills, Carol Mooney, Timothy O'Meara.

Father Malloy convened the meeting on the 13th floor of the Hesburgh Library at 7:05 p.m.

He asked representatives of the four other Colloquy committees to give a progress report.

Prof. Patricia O'Hara reported for the Committee on Student Life and said the committee had reviewed the original, officer-generated list of topics to be considered by the Colloquy and had added another 56 items. The committee agreed to break down into four working groups or subcommittees: residence life, student activities, student services and student life policies. Each subcommittee's membership contained faculty, student and staff representation as well as one person who also sat on the Committee for the Whole. Prof. O'Hara will meet with each of the groups and divide up topics, as well as decide on methodology and visitations.

Father Malloy underscored the necessity of ensuring that the Colloquy did not miss any University constituency in the consultative process and also that it did not duplicate such consultations. He said he would serve as a coordinator of such consultative visitations.

Father Beauchamp reported for the Committee on Finances, University Relations and Athletics. He said his committee also had reviewed the original list of topics for Colloquy consideration and had added to them. He said it was evident at the first meeting of his group that an information session was necessary to bring everyone up to date on matters salient to the work of the committee. Informational meetings were set up for January 21-22, with Messrs. Mason and Malpass leading the one on finances and Mr. Rosenthal and Ms. Halischak the one on athletics. The intention is to divide the group into subcommittees along the lines of its overall purview—finances, University Relations and athletics—but such organization will come after the informational sessions.

In the absence of Provost O'Meara due to illness, Prof. Paul Conway reported on the Committee on Academic Life. He described the structure agreed upon by the committee, which included an executive committee, five subcommittees (faculty; students, teaching and learning; research, scholarship and public policy; the academy, society and the Church; and support services), and eight task forces (humanities; social sciences; fine and performing arts; business and law; science and technology; library, institutes and computing; mathematical sciences and support structures). It was noted that the task forces would add to their membership faculty members not already Colloquy participants, increasing formal faculty involvement in the Colloquy. These faculty would be invited to participate by appropriate deans from a list developed by the executive committee. The subcommittees were to develop questions to be pursued in consultations between the task forces and various University entities. The results of the consultations would flow to the executive committee, which would present a statement to the full committee for review. Each task force would have at least one member of the executive committee on it.

Father Malloy observed that the purview of the Academic Life Committee was virtually equivalent to that of the COUP and PACE committees, and that while the structure may seem bureaucratic it is born of necessity.

Father Malloy reported on the Committee on Mission, Opportunities and Challenges, which he said had divided itself into four subcommittees: Catholic identity and mission; American higher education; American culture, and Notre Dame structures and processes. The group will meet in January to discuss the form of consultation the subcommittees will use.

Father Malloy then commented on the information flow of the Colloquy. He said minutes from each of the five committees will be shared with members of the other four and will also periodically be published in *Notre Dame Report*, usually grouped five at a time. In addition he said the Colloquy intended to purchase space in *The Observer* to report periodically on its process. He himself will write the initial essay, but he urged the various committees to use *The Observer* space as a way to reflect on substantive issues and stimulate discussion of them. These statements in *The Observer* should not be confused with minutes of Colloquy entities, which will appear in *Notre Dame Report*, and should not be received as final statements by the Colloquy as a whole or any of its parts. They are to be representative of the process of thinking going on in the Colloquy.

Father Malloy then asked each member present for his or her initial reactions to the work of the Colloquy.

- The core issue is "What does it mean to be a Catholic university in contemporary culture?"

Documentation

- In discussing this central topic, we should not be content with rhetoric but come up with concrete guidelines regarding the preservation of the institution's Catholic identity.
- We must make sure we listen to grassroots sentiment in order to get a true picture of what the community is saying.
- We should examine the Notre Dame experience to ensure that, in comparison with peer institutions, it fosters independence and maturity on the part of students. (It was observed that comparative data in this area is not easy to come by.)
- Are we too defensive about our Catholicity, when we ought to be engaging fully our culture?
- Regardless of eventual recommendations, the process of communication that will go into them is of equal value. The major challenge for the Committee for the Whole will be that of winnowing the material brought to it by the other committees, of forging consensus about priorities.
- We ought to examine whether or not we are losing the sense of unity in our community as we pursue academic greatness. Do we, for example, see a lessening of long-range commitment to the institution on the part of new faculty, who might be attracted not by the ethos of the place but by its comparatively strong economic benefits?
- We need more interaction between various campus constituencies fostered by an agreement on a common mission.
- Let us not put too much emphasis on finding "the right answer." We are dealing with a snapshot of a family in its 150th year.
- We must be alert to constituencies pushing narrow agendas and keep a wider focus, including the ability to compare ourselves with others without implying we ought to imitate them.
- Our central focus must be on the purpose of a Catholic university to enhance the intellectual aspirations of its religious constituency in American culture. The intellectual endeavor must be paramount in the Colloquy's work.
- The reponses thus far underline the fact that even as Notre Dame has undergone rapid change as an institution of late, a sense of commonality has perdured. We should greet change as energizing and find a way to talk across the usual lines of faculty, student, administrator.
- As we reach out to the culture, we must remember that our inner coherence, a sense of our history and identity, is important. We should also acknowledge that we are not yet a great university and identify our shortcomings.

- Two issues that need attention are those of economic justice for staff personnel at the University and the broadening influence of both our own international study programs and the presence on our campus of students from other countries.
- We should neither get bogged down in trivial questions nor be overwhelmed with cosmic ones. We need to tackle the midrange of concerns the resolution of which will make a difference in the life of the University. Because Notre Dame is positioned in a more advantageous position than many other universities, the coming decade might well present extraordinary opportunities to progress.
- It is interesting to note those matters significant in hindsight that were not covered in COUP and PACE, such as teaching loads, office space and the international dimension of the University. Also, the focus of both reports on the Catholic character of Notre Dame came about because for the first time it seemed problematical amidst dramatic changes in the Church and society. We should recognize that our belief that we can cultivate our Catholic identity in new and exciting ways goes against the historical grain of secularism of religiously founded universities.

Questions at the end of the meeting centered on the availability of certain data, and Father Malloy said he would ask Eva Nance, director of institutional research, and Freshman Year of Studies' Peter Grande, an expert in the annual nationwide survey of incoming college and university students, to come to the committee's next meeting.

The meeting was adjourned at 9:47 p.m.

Richard W. Conklin

Committee on Academic Life December 14, 1991

Prof. O'Meara began the meeting by stating his intention to propose a subcommittee structure to facilitate the work of the committee. As a prelude to this proposal, he led a lengthy review and discussion of the PACE report. He noted how the PACE recommendations flowed from the predominant questions of the day at Notre Dame—foremost among these questions, “to be or not to be a research university”—and how in many, if not all cases, the formulation and articulation of these recommendations had become a spur to action by the University.

Review of the PACE recommendations concerning teaching and research prompted comment on several specific items.

- On the subject of increased fellowships for graduate students, Prof. Hatch pointed out that most of the money raised during the Strategic Moment campaign was for professional rather than doctoral education. Agreeing to the University's poor performance in this area, Prof. O'Meara expressed the belief that there has been a “fundamental change” in attitude concerning the priority given to fellowships in development activities. Prof. Hatch said that he was hopeful this was so and Dean Castellino expressed some confidence in a change, saying he has become “less pessimistic” on the subject than Prof. Hatch.
- On continuing education, both Dean Castellino and Robert Miller expressed the opinion that the question of what constitutes continuing education at Notre Dame has yet to be answered.
- On the issue of library support, Robert Miller commented that the University's development efforts had been “incredibly successful” in securing mid-range gifts (those in the \$100,000 range)—possibly more successful than any institution but Harvard. The lag, he said, has been in gifts of \$1 million and more.

Concluding the PACE review, Prof. O'Meara cited the construction of Decio Hall and the renovation of LaFortune Student Center among several examples of the process involved in moving from the identification of a need to its fulfillment. The point, he said, is that a vision must be fashioned first in order eventually to attract support. This was the genesis of the PACE recommendations and now is the task of the Colloquy. The vision changes as the surrounding environment changes and must reflect the questions and tensions of the time. As an example of the issues of the moment, he cited capitalization of new faculty, i.e., how will the University provide the extensive and expensive instrumentation required by incoming faculty?

Prof. O'Meara then asked for comments from those who were part of the PACE process. Dean Dutile expressed his surprise, on rereading the report, at how much has been accomplished. Prof. Schmitz said that when the question is asked, what has the University done in the last 10 years, and the answer is framed in terms of PACE, “we've done well.” Dean Castellino pointed, on the other hand, to the “unevenness” of the University's accomplishments. Infrastructure and support for research have lagged, he said. Turning to the current process, Dean Castellino expressed his concern with the size of the committee, pointing out that the entire PACE group was smaller than each of the four main committees of the Colloquy. He said he hoped the Colloquy would not just produce a campaign blueprint. Prof. Hatch said what is called for is a realistic assessment of where we are as a University versus where we want to be. We ought not, he said, produce detailed recommendations on hundreds of subjects, but rather focus on basic questions such as how does Notre Dame become both truly excellent and truly Catholic.

PACE, said Prof. Van Engen, was a charter for the '80s; this committee must produce a charter for the '90s. He suggested an agenda of issues for discussion:

- Teaching vs. research: The '80s, he said, were a time of enormous expansion in research structures. During the '90s we should anticipate a similar emphasis on teaching.
- The nature of academic leadership, i.e., governance.
- Faculty: Are we getting the quality we're paying for? PACE said teaching loads ought not change; they have. We need an in-depth profile of the faculty.
- The role of faith, specifically Catholicism, in the University.
- Homogeneity in the student body: Are we getting the best Catholic students?
- The graduate school: How many students should it have, and how good?
- The “environment of learning,” including issues such as the quality of the bookstore.

Dean Castellino agreed with the need to assess the intellectual environment. He, Prof. O'Meara and Prof. Hatch discussed the recent lack of Rhodes and other academic award winners among the students. Dean Castellino also recounted a recent trip to the University of Texas and how struck he was by the superiority of bookstore facilities there, including student co-ops.

Documentation

David Lutz expressed his strong belief that the Catholic character of Notre Dame is the central issue to be assessed in this process, and specifically the question of whether committed Catholics in fact predominate on the faculty, as PACE recommended. Prof. O'Meara cited the "religion" box on the faculty application as a symbol of the University's concern with this issue, but cited also the difficulty of fathoming an individual's commitment to faith.

Dean Kolman expressed the belief that the central issue of this investigation should be the concept of learning, which focuses teaching, research and infrastructure in an overall examination of the core mission of the University.

Robert Miller suggested that the committee reassess the quality of the undergraduate experience at Notre Dame and ask the question, is it as good as we think?

Prof. Van Engen proposed an assessment of faculty commitment to "ethos and ethics."

Prof. Lent addressed the issue of Notre Dame as a research university and said that the University's lagging infrastructure must continue to be stressed. It still is as easy for him to communicate with colleagues in Texas, he said, as it is to contact some areas in his own building.

Fr. Scully said that he was impressed on finally reading PACE and excited by the prospect of this new review. He emphasized that the committee ought not to think in defensive terms such as "maintaining" Catholic identity or "resisting" secularization but rather adopt the positive stance of ensuring the Catholic dimension of the University's life and mission.

Prof. Murphy returned to the issue of teaching versus research and recounted efforts in his department to address questions such as, how do we nurture teaching? discuss it? evaluate it? He cautioned that the teaching emphasis may not be as we like to think it is.

Kathleen Sullivan cited the concept of service—by faculty, students and staff—as an indicator of the spirit at Notre Dame. Service is not the "hard sell" here that it is at other places, she said, and this spirit of service should be acknowledged in any assessment of academic life.

Prof. Meara recalled that reading PACE contributed significantly to her decision to join the Notre Dame faculty and said that she has used the document to recruit faculty. She supported the concept of another visionary document and hoped that it too could be used to attract faculty and students.

Prof. Aprahamian said the committee must address the need for policy decisions to institutionalize research support.

The committee next turned to Prof. O'Meara's proposed structure, which he described as follows:
An executive committee, made up predominantly of nonadministrative faculty and a student, would be formed "to keep things going."

Five concept committees, with membership drawn solely from this committee, also would be formed. These would be:

1. Faculty
2. Students, Teaching and Learning
3. Research, Scholarship and Public Policy
4. The Academy, Society and the Church
5. Support services, i.e., libraries, computing, etc.

Finally, eight task forces would be formed, each to include two to three members of this committee but existing essentially as vehicles for faculty input. The best possible faculty representatives would be enlisted to serve on the task forces, which would be designated as follows:

1. Humanities
2. Social Sciences
3. Fine and Performing Arts
4. Business and Law
5. Science and Technology
6. Library, Institutes, Computing
7. Mathematical Sciences
8. Support Structures

The concepts committees, Prof. O'Meara said, would meet and develop issues, then take those issues to the faculty via the task forces. The results of these consultations would flow to the executive committee, which would recast the reports in terms of concepts that would generate a vision statement, which would go to the full committee for review and revision.

There was considerable discussion of the proposed structure. Prof. Hatch asked if the work of the concept committees would include visits to and assessments of other institutions as a basis for comparisons. Prof. O'Meara replied that that could be the case, where appropriate.

Dean Castellino questioned the need for an executive committee, suggesting instead that the concept committees report orally to the entire group and that the scribe prepare findings based on these oral reports. Prof. O'Meara said that he frankly cannot handle the committee workload in the mandated time frame and needs an executive support group.

Prof. Meara noted a logical inconsistency in the concept committees and suggested that they be pared to numbers 2, 3 and 4—Students, Teaching and Learning; Research, Scholarship, Public Policy; the Academy, Society and the Church. Father Scully disagreed, saying that issues such as recruit-

Documentation

ment raised in PACE argue for the inclusion of a Faculty concept committee. Prof. Schmitz cautioned that "headings" and "concepts" not be confused in discussing the committees, and Dean Dutile pointed out that Faculty is a segment of the University, not a concept. Dean Kolman said she was wary of the subcommittees *beginning* with categories that *emerged* from PACE. She, along with Prof. Van Engen, expressed a preference for Prof. Meara's categories. Dean Dutile and Prof. Hatch each stressed that there must be a separate forum for discussion of central issues such as recruitment, tenuring, and the mix of full- and part-time faculty. Dean Attridge pointed out that the subcommittees will indeed start from PACE since that was the last assessment of this kind. After further discussion, there was general agreement that the headings of the subcommittees be kept but not referred to as "concepts."

Prof. O'Meara's insistence on a separate Mathematical Sciences subcommittee drew questions from several committee members. His rationale—that advances in the mathematical sciences have had an impact across disciplinary boundaries in the University—prompted Dean Dutile to comment that the same logic could apply to an economics subcommittee. Dean Castellino suggested the same was true of ethics and Father Scully added philosophy and theology to the list based on their central role in Notre Dame's educational mission. The matter was left to the executive committee to adjudicate, which prompted David Lutz to ask how the executive and subcommittees were to be formed. Prof. O'Meara said that he planned to form the committees by invitation. Lutz then asked if committee members should volunteer for specific assignments reflecting their areas of interest, and Prof. O'Meara said certainly they could.

Jennifer McRedmond voiced her concern about the mechanics of soliciting student participation in the committee's deliberations. Prof. O'Meara said he shared this concern, and that suitable mechanisms would have to be found.

Prof. O'Meara closed the meeting by stressing again the press of time on the committee's work. He said he intended to convene the entire committee a minimum of once, and perhaps twice, monthly at least until the subcommittees were fully under way and he promised further details on the subcommittee structure after the semester break.

Dennis K. Moore

Committee on Finances, University Relations and Athletics December 11, 1991

Father Beauchamp convened the first meeting of the Committee on Finances, University Relations and Athletics on Wednesday, December 11, at 3 p.m. in Room 200 of the Center for Continuing Education.

Members present: E. William Beauchamp, C.S.C. (chairman), Katherine Anthony, Ernest Bartell, C.S.C., Vincent DeSantis, Paul Doyle, C.S.C., Maureen Gleason, Michael Hamilton, Gerald Jones, Barry Keating, Claudia Kselman, James Kuser, Terence Linton, C.S.C., Scott Malpass, Thomas Mason, Joseph Russo, Susan Sattan, William Sexton, Richard Sheehan, Stephen Trust, Jennifer Warlick and William Wilkie.

Father Beauchamp welcomed members of the committee and reviewed the goals and objectives of the Colloquy for the Year 2000. The Colloquy will take place over an 18-month period and is intended to review all aspects of University life in order to chart the mission of the University, identify areas of emphasis, and establish priorities for the University for the next 10 to 15 years. A report will be issued in the spring of 1993 that will reflect the serious discussions and inquisitive thinking that will have taken place by a broad constituency comprised of University faculty, staff and students. Father Beauchamp reviewed the committee structure of the Colloquy noting that virtually the entire Notre Dame community will be involved, either directly or indirectly, at some point during the process.

Father Beauchamp asked that members of the committee introduce themselves and stressed that full participation by all members would be critical to the Colloquy achieving its objectives. At the invitation of Father Beauchamp, members of the committee then suggested topics for discussion:

- budgeting process
- long-range financial planning
- long-range campus planning
- analysis of costs (per credit hour, administrative costs, comparative analysis)
- faculty and staff benefits analysis: just wage, working environment, health care, etc.
- overall economic health of the University
- retirement planning/counseling
- financial information flow and availability
- long-term financial aid targets: scholarships and fellowships

Documentation

- the future of WNDU
- investing in the local community, i.e., Northeast neighborhood
- succession planning
- professional development of staff
- the University's responsibilities as an employer of both faculty and staff
- role of athletics in the University
- financing graduate education and graduate student stipends
- audit of finances for undergraduate studies versus graduate studies
- the overall relationship between Notre Dame and South Bend
- distribution of athletic income
- endowment spending
- distribution of auxiliary enterprise income
- size (relative) of faculty, staff and administration
- family policies across life cycle: dependent care, leave and hiring of spouses, for example
- how financial aid impacts the diversity and quality of the student body
- alternative financing schemes for financial aid
- need for families to plan and save for college education for children
- student employment and internships related to major field of study
- ethical profile of the University
- relationship of the University to external constituencies and ethical considerations that should guide those relationships
- future campaign fundraising goals
- managerial performance audits
- accounting for hybrid funds such as endowed chairs and institutes, for example
- role of endowment: percent spent and accounting practices
- physical plant maintenance and overhead
- student affair's finances and priorities
- how to establish budgeting priorities
- how overall priorities translate into priorities for capital fund drives
- commercialization of higher education and the University's image

After each member had a chance to present ideas, Father Beauchamp reviewed suggested topics that were submitted by the various officers of the University for each of the four committees, and the finance topics that were suggested by members of the Committee for the Whole at their first meeting held November 12. Father Beauchamp highlighted the overlap and distinction of the topics from the various lists.

Father Beauchamp initiated a discussion of how the committee should operate throughout the Colloquy, suggesting that the entire committee should meet at least monthly and that subcommittees be formed to review each of the three major areas of focus for this committee: finances, university relations and athletics. The subcommittees would meet in between full committee meetings and would report on their activities to the entire group each month for discussion and debate.

Various committee members indicated a lack of understanding of many of the suggested topics, and recommended that an informational session be held to educate all members of the committee on certain key topics, such as the current budgeting process, for example. It was agreed that an informational session(s) at the beginning of the Colloquy, to bring all members to a minimum level of understanding, would enable more productive and more fruitful discussion going forward. Father Beauchamp asked committee members to submit topics they feel should be included as part of a general informational session to his office by Friday, December 13.

Father Beauchamp discussed plans for meeting next semester and solicited input regarding convenient meeting times for the group. It was generally agreed that late afternoon meetings would be preferable, however, evening meetings are acceptable to most committee members. A question was raised regarding confidentiality of the proceedings, and it was noted that the purpose of the Colloquy was to promote discussion by the entire University community and that confidentiality would be an issue only by exception.

Father Beauchamp adjourned the meeting and indicated that suggested meeting times for the second committee meeting to be held in mid-January would be circulated for review by members prior to the Christmas break.

Scott C. Malpass

Documentation

Committee on Mission, Opportunities and Challenges November 20, 1991

Members present: Edward Malloy, C.S.C., chair; John Attanasio, Joseph Blanco, Michael Buckley, S.J., Tracey Colpitts, Francis Connolly, Lawrence Cunningham, Elaine DesRosiers, O.P., Thomas Frecka, Rita Gautier, LaTonya Keaton, Alan Krieger, Charles Lennon, James Lyphout, Carol Mooney, Mark Poorman, C.S.C., Joseph Ross, C.S.C., Donald Spicer, Richard Warner, C.S.C., Kevin Warren, Kathleen Weigert and David Woods.

Members absent: Paul Drey, Robert Irvine and Marvin Miller.

Father Malloy presented a summary of the meeting of the Committee for the Whole. This group will oversee the logistics of the Colloquy and coordinate the efforts of the other four committees. The desire is to have as broad a consultation with the different constituencies as is possible. The members of this committee received copies of the following reports. The 1973 COUP report, the 1982 PACE report and the *Notre Dame Report* containing the reports of the Task Force on Marriage, Family and Other Life Commitments, on Whole Health and the Use and Abuse of Alcohol, on the Quality of Teaching in a Research University, and on Residentiality.

Father Malloy restated his hopes for the Colloquy and indicated that his own expectations are contained in his address to the faculty (October 1, 1991). He would like one of the committees of the Colloquy to look at every dimension of life at the University of Notre Dame and to concentrate on the specific kind of educational mission which is offered at this institution. He believes that most of the work over the next year will be carried out by the four committees, and emphasized that no committee should feel restricted in what it can do or examine.

Father Malloy hopes that the committees of the Colloquy will operate by consensus. Insofar as members of the committee are open and consult widely, questions of representation should not arise. He stressed that the Colloquy is not a clandestine effort, but one which should be seen to welcome the concern and interest of all the members of the University community.

Father Malloy expressed his hope that reports on the progress of the committees of the Colloquy can be reported in such a way that open debate is encouraged. While some matters which may be discussed might be confidential, he does not want to use confidentiality as a guise. In this context, it is important that members of the committee take care not to attribute comments or positions to any other members in public or private conversations.

During the 18 months the Colloquy is under way, paid advertisements will occasionally be taken out in *The Observer* and periodic reports will appear in *Notre Dame Report*.

Father Malloy then reviewed potential topics which had been received from the officers and which are attached as Appendix A.

After each of the members of the committee briefly introduced themselves, Father Malloy invited further suggestions of topics or areas which might be examined and discussed by the committee.

Suggestions of additional topics of the Committee for the Whole follow:

- the use of data from the Task Force on Evangelization, Pastoral Ministry and Social Values to establish a profile of the Notre Dame student
- developing and changing relationships with Holy Cross College and Saint Mary's College
- the place of persons of other faith traditions on campus
- models of governance
- the implication of a student body which is seemingly homogeneous in their cultural, economic and social background
- trends in the percentage of undergraduate Catholic students
- the implications of demographics of the United States on the number of undergraduate Catholics at the University and the presence of Hispanics
- an examination of the interface of the Catholic mission of the University and the curriculum
- how the influence of the University can be enhanced in shaping public debate and policy on educational issues
- the implications for the University of new educational technology
- how volunteer service can be further developed as a hallmark of a Notre Dame education

At the invitation of Father Malloy, members of the committee suggested additional topics:

- service to the Catholic Church nationally and internationally
- the formation of lay leadership for the Church(es)
- expansion of the University beyond campus boundaries
- does volunteer service include educational concepts of credit or degree granting, including resources of Saint Mary's College since Notre Dame does not have a department of education
- Catholic interest and option for the poor and its relationship to the curriculum and the formation of students
- the flow of information as an institutional resource and the role of this flow through the institution
- how the mission of the University is transmitted in the selection of students and in the development of the curriculum

Documentation

- the interest of the University in developing graduate education and the implications of this policy on the religious base of the University
- the unique role which residentiality plays in the mission of the University
- mission concerns of the University and their expression in the context of the classroom
- mission values and their presence in the classrooms and in the residence halls (c.f., the Mission Statement in the PACE report)
- examine PACE with the mission of the University in mind
- current relevance of the speech asking "Where the Catholic Einsteins and Salks are?"
- the absence of Catholics in the areas of science, technology and the arts
- are good students recruited from the Catholic sub-culture and then encouraged to continue their education in graduate school?
- where will the faculty members for religious-affiliated colleges and universities come from for the next generation?
- the role of the University of Notre Dame in this matter
- the relationship of the University to other religiously oriented educational institutions both nationally and internationally and Catholic as well as institutions of other faith traditions
- Coping with the economical developments and dimensions of the University and their ethical implications
- the empowerment and training of lay ministers through workshops and degree programs
- the relationship between the University of Notre Dame and the City of South Bend
- the role of the Congregation of Holy Cross at Notre Dame
- the relationship between the alumni and members of the Congregation of Holy Cross
- the examination of the possibility of a teaching option in some programs
- the examination of the extent to which religious values espoused dovetail with institutional practices
- the Catholic character and its relationship to the Department of Theology, Campus Ministry, Sacred Heart Church, the Center for Pastoral Liturgy and other units; is there a need to unify the goals of these departments and organizations?
- is the infrastructure of the University keeping up with its growth and development?
- an examination of the possibility of requiring volunteer service for graduation
- development of a plan for dealing with handicapped persons
- the implications of an aging alumni for the University and its relationship to them
- an examination of questions of security for University faculty, staff, students and resources
- the frustration with the quality of teaching among the undergraduate students; class size; difficulty getting in courses required for major; interest in teaching among the

faculty; a question as to whether being "artful" in the classroom is valued?

- the role the staff plays in the life of the University including recognition and support for them
- an examination of the meaning of "Catholic" for members of the University community
- how to achieve balance between 1st Amendment rights and the development of campus free of intimidation
- the policies of the University and their relationship to its Catholic character
- the development of instruments to measure excellence and to make resource allocation to faculty relative to excellence achieved
- a suggestion that it might be good to read a common text in order to understand the larger framework of how we see ourselves working together as a committee
- on page 10 of the PACE report, a question is raised as to what the formation for a Christian, humanistic person should be like; in terms of ethics, excellence in the Catholic character, what are the skills, habits of mind, disciplined sensitivity, elements intrinsic to the educational mission of the University, etc., which will be needed to form students who will be living in the third millennium?
- instructional development and the lack of resources to assist the faculty

Father Malloy then proposed that the Committee on Mission, Opportunities and Challenges be subdivided into four subcommittees, namely, a Subcommittee on Catholic Identity and Mission, a Subcommittee on American Higher Education, a Subcommittee on American Culture and a Subcommittee on Notre Dame Structures and Processes. The membership for each of these four subcommittees is listed in Appendix B.

Father Malloy stated his conviction that it will be important for the members of the committee to listen because people want to speak and to get their ideas across. He suspects that it will be easier to get feedback in an organized way from the other committees than from ours. The first step, however, is to refine ideas and to get ideas on paper. The work of the subcommittees is a starting point.

Father Malloy agreed to meet with each of the members of the four subcommittees, by subcommittee, before the end of the semester in order to establish procedures for consultation. These subcommittees can begin their work immediately.

In order to further clarify the subcommittees and understand their roles, Father Malloy suggested that the adequacy of channels of communication and procedures for participation for faculty, staff and students be examined to determine how people are engaged in the enterprise. He also urged that the survey on residence halls be examined to see if a family living situation is appropriate or valuable. He stressed the importance of understanding how graduate student life at Notre Dame can be encouraged and enhanced.

Documentation

A discussion regarding the charges to the subcommittees then followed. It was agreed that the first person listed as a member of each of the four subcommittees will arrange a time for the subcommittee to meet with Father Malloy before the end of the semester.

Finally, a copy of the report on "The Ethical Dimension of Education at the University of Notre Dame" (1990) will be distributed to each member of the Colloquy.

Richard V. Warner, C.S.C.

Appendix A

Suggested Topics for the Colloquy

Academic Life:

- I Teaching/Research/Service—finding a perfect balance
- II Graduate and professional education—components of the next stage of development
- III The undergraduate curriculum
- IV The Honor Code
- V The recruitment of Catholic faculty
- VI Diversification of the faculty
- VII Institutes and Centers
- VIII Academic facilities needs
- IX University libraries
- X Computer networks and needs
- XI Academic equipment and services
- XII Faculty development
- XIII Bookstore
- XIV Faculty retirement after 1993
- XV Entrance gates between colleges
- XVI Freshman Year of Studies
- XVII Faculty Senate/Academic Council
- XVIII International Studies Programs

Finances:

- I Pricing/affordability/financial aid
- II Health care and other benefits
- III Investment strategies
- IV Preparing for the next campaign
- V Salary levels (faculty, staff, administration)
- VI Review of income sources
- VII Future of intercollegiate athletics
- VIII Coeducation and athletics
- IX Alumni programming and concerns
- X Staff development and morale
- XI Retirement planning and counseling
- XII Future of WNDU stations
- XIII The Main Building
- XIV The football stadium
- XV Long-range financial and campus planning
- XVI Licensing

Mission:

- I Task Force on Evangelization Report
- II International outreach
- III Service of the Church
- IV Center of theological/religious reflection
- V Networking with other Catholic institutions
- VI The context of American higher education
- VII Notre Dame/Saint Mary's/Holy Cross
- VIII Relationship with primary and secondary educational institutions
- IX Fora for University-wide consultation
- X Catholic identity relative to policies and procedures

Student Life:

- I On campus housing needs
- II Issues related to coeducation
- III Cultural diversity
- IV Campus security
- V University-community relations (town-gown)
- VI Recruitment of hall staffs
- VII Substance abuse
- VIII Structure of student government (undergraduate/professional/graduate)
- IX Notre Dame-Saint Mary's Relationship
- X Student organizations
- XI Student media
- XII Off-campus students
- XIII Intellectual life in residence halls
- XIV Composition of student body and impact on University mission
- XV Role of Campus Ministry
- XVI Social space on campus

Appendix B

Subcommittee on Catholic Identity and Mission:

Mr. Joseph Blanco, Rev. Michael Buckley, S.J., Professor Lawrence Cunningham, Professor Carol Mooney, Rev. Mark Poorman, C.S.C., Dr. Kathleen Maas Weigert

Subcommittee on American Higher Education:

Professor John Attanasio, Ms. Tracy Colpitts, Professor Thomas Frecka, Professor Robert Irvine, Mr. James Lyphout, Mr. Kevin Warren

Subcommittee on American Culture:

Sister Elaine Des Rosiers, O.P., Mr. Paul Drey, Ms. LaTonya Keaton, Mr. Alan Krieger, Professor Marvin Miller, Dr. Donald Z. Spicer

Subcommittee on Notre Dame Structures and Processes:

Professor Frank Connolly, Ms. Rita Gautier, Mr. Charles F. Lennon Jr., Rev. Joseph Ross, C.S.C., Rev. Richard V. Warner, C.S.C., Col. David M. Woods

Documentation

Committee on Student Life December 10, 1991

Professor Patricia A. O'Hara convened the meeting on the 14th floor of the Hesburgh Library at 7:05 p.m.

Members Present: Matthew Barrett, Susan Brandt, Rev. Joseph Carey, C.S.C., Melissa Conboy, Ann Firth, David Florenzo, Sr. M. L. Gude, C.S.C., Mark Herro, Alan Howard, William Kirk, Rev. Gerald Lardner, Sr. Jean Lenz, O.S.F., Daniel McDevitt, Rev. Don McNeill, C.S.C., Rev. Wilson Miscamble, C.S.C., Molly O'Neill, Iris Outlaw, F. Clark Power, David Prentkowski, Roland Smith Jr., Katharine Sullivan and Lee Tavis.

Members Absent: Kurt Mills and Lynn Ramsay.

Professor O'Hara distributed to each member of the group background materials consisting of the 1973 COUP Report, the 1982 PACE report, the flow chart of the Office of Student Affairs, *du Lac: Student Life Policies and Procedures (1991-1993)*, the 1984 Final Report of the University Committee on the Responsible Use of Alcohol and the April 8, 1988, special issue of the *Notre Dame Report* containing the reports of the Task Forces on Marriage, Family and Other Life Commitment; on Whole Health and the Use and Abuse of Alcohol; on the Quality of Teaching in a Research University; and on Residentiality. She also distributed a list of proposed topics for the Committee on Student Life submitted by the Officers of the University and by the Committee of the Whole.

Professor O'Hara's opening remarks focused on the purpose and structure of the Colloquy. The Colloquy will allow a cross-section of the University to reflect upon the future priorities of Notre Dame. It will also serve as the self-study necessary for the upcoming accreditation review, as well as provide the customary evaluation which precedes a major development campaign.

The Colloquy is headed by the Committee of the Whole, chaired by Rev. Edward A. Malloy, C.S.C. Four or five members of the Committee of the Whole serve on each of the four subcommittees: Academic Life; Finances; Student Life; and Missions, Opportunities and Challenges. Each subcommittee has 25 members. Missy Conboy, Sister M.L. Gude, Kurt Mills, Father Bill Miscamble, Lynn Ramsay and Professor O'Hara are the members of the Committee of the Whole, who also serve on the Committee for Student Life.

Professor O'Hara said that she hoped for a style within the Student Life Committee which would allow the committee to operate by consensus. In order for this process to be effective, the broader University community should be aware of the conversations taking place within the Committee on

Student Life. Consequently, the conversations of the committee need not be considered confidential, unless otherwise designated. Professor O'Hara did ask that members not attribute statements to specific individuals.

At the request of committee members, Professor O'Hara then provided contextual information about each of the suggested topics provided to the committee by the Officers (Topics 1-16) and by the Committee of the Whole (Topics 16-28).

1. **On Campus Housing Needs:** With the lifting of the 37 percent ceiling on women admitted to the University, how will the University accommodate students on campus? Will there be additional hall conversions (male to female) or should other alternatives be considered?
2. **Issues Related to Coeducation:** What is the state of the relationship between male and female students? Should co-ed housing be considered?
3. **Cultural Diversity:** With the number of minority students increasing, how is the University helping these students to adjust, and what adjustments should the University make?
4. **Campus Security:** Concerns regarding the level of crime in the Northeast neighborhood.
5. **University-Community Relations (town-gown):** Closely tied with #4 above.
6. **Recruitment of Hall Staff:** With the number of female religious decreasing, how will we staff female halls in the future? What impact does cultural diversity have on hall staff recruitment?
7. **Substance Abuse**
8. **Structure of Student Government (Undergraduate/Professional/Graduate):** Emphasis in the past has been on undergraduate student government, what impact does the rising number of graduate/professional students have?
9. **Notre Dame/Saint Mary's/ Holy Cross Relationship:** Has there been slippage in the contact with Holy Cross and Saint Mary's College? What impact will increasing the number of women admitted to Notre Dame have on relationships with Saint Mary's College?
10. **Student Organizations**
11. **Student Media**
12. **Off-Campus Students**

Documentation

13. **Intellectual Life In Residence Halls:** What is the intellectual life of students outside the classroom? What are faculty perceptions in this regard?
 14. **Composition of Student Body and Impact on University Mission:** We are experiencing a number of changes in the composition of our student body—an increased number of female students, an increased number of minority students, an increase in the number of students from non-traditional family backgrounds. How do these changes impact on student life and related policies? How can we make diverse groups comfortable within the clearly defined Catholic mission of the University?
 15. **Role of Campus Ministry:** How does Campus Ministry interface with residence halls and the Center for Social Concerns?
 16. **Social Space on Campus:** Student Reports to the Board of Trustees have suggested a need for more social space like that found in LaFortune, a commercial area close to campus and additional social space in residence halls. What impact does social space have on parietals policy and SYRs?
 17. **Applicability of *du Lac* to Postbaccalaureate Students:** With the number of on-campus graduate students increasing, how does this impact on student conduct provisions found in *du Lac*? Should provisions like the Sexuality Code apply across the board to undergraduate and graduate students alike?
 18. **Coeducational Housing**
 19. **Place of Interhall Football, Bookstore Basketball and Bengal Bouts in Student Life:** Is there adequate medical care? Are the Bengal Bouts an appropriate activity at Notre Dame?
 20. **Alcohol Abuse in Residence Halls, as well as Off Campus**
 21. **Orientation of Transfer Students:** Is the current orientation sufficient? Should it continue to be student-driven? What about Graduate Student Union, Law and MBA orientations?
 22. **Extent and Impact of Cultural Activities on Campus:** Is there a lack of cultural activities on campus?
 23. **Rationale for People Doing Required Volunteer Service:** Is it appropriate to require community service as a disciplinary sanction?; What about the mandatory one credit service requirement suggested last semester by student government to the Student Affairs Committee of the Board of Trustees?
 24. **Role of Priests and Liturgy in Halls:** What is the role of the Holy Cross community in the halls? Should women live in-residence in male halls, as Holy Cross priests do in women's halls?
 25. **Consultative Process Involved in Developing Policies such as those on Harassment:** *du Lac* revisions; student participation in legislative and judicial procedures.
 26. **Faculty Interface with Residence Halls; Foreign Language Enclaves in Halls; Experimental Residential College:** Should more faculty live in-residence? Consideration of residential models developed at other institutions.
 27. **Rationale for Banning Sororities and Fraternities**
 28. **Lack of Student-Oriented Commercial District Near Notre Dame**
- Professor O'Hara then asked the members of the committee if they would like to add any other topics for discussion. The following are additional topics suggested by members of the committee:
29. **Varsity Athletics:** Although another subcommittee has principal responsibility for this issue, members of the committee were interested in examining this area as an aspect of student life.
 30. **Health Services:** Health care for graduate students; adequacy of insurance plan
 31. **Day Care Facilities for Graduate Students**
 32. **University Counseling Center**
 33. **Date Rape/Alcohol Abuse**
 34. **Quality of Teaching:** Although another subcommittee has principal responsibility for this issue, members of the subcommittee were interested in discussing the impact that emphasis on research has upon teaching.
 35. **ROTC Program**
 36. **Role of Auxiliary Services:** Although another subcommittee has principal responsibility for this issue, members of the committee were interested in discussing Food Services, Laundry and the Bookstore from a student life perspective.
 37. **Sexuality Education**
 38. **Value Education:** How are we heightening concerns for justice and peace in the world?

Documentation

39. **International Study Programs:** Support for returning students
40. **Student Empowerment:** How are we encouraging creative reasoning among students? What channels exist for dissent?
41. **Financial Aid:** Are we encouraging social patterns which presume wealth, i.e., JPW, SYRs, Senior Formals?
42. **Freshman Orientation:** academic/student life components of the Freshman Orientation program
43. **Catholic Character of University:** How are we preparing students to be leaders within the Church after graduation?
44. **Graduate Students:** Do graduate students feel included in the broader University community?
45. **Teach for America:** Should we explore starting an analog to the Teach for America program for Catholic schools.
46. **Relationship Between Varsity Athletics and the Office of Student Affairs**
47. **On-Campus Residency Requirement for Varsity Athletes**
48. **Summer Session**
49. **International Students**
50. **Disabled Students**
51. **Integration of Values**
52. **Academic Advising**
53. **Career and Placement**
54. **Application of *du Lac* Policies to other members of the University community:** Lack of enforcement of alcohol policy with respect to parents and guests on football weekends, tailgating, etc.
55. **Impact of Traditional Catholic Observances on University Schedule**

Professor O'Hara suggested dividing the Committee on Student Life into four subcommittees or working groups:

Residence Life

Bill Kirk
Joe Care
Missy Conboy
Mark Herro
Dan McDevitt
Molly O'Neill
Kate Sullivan

Student Activities

Jean Lenz
Matt Barrett
Kurt Mills
Iris Outlaw
Lynn Ramsay
Lee Tavis

Student Services

M.L. Gude
Susan Brandt
Alan Howard
Don McNeill
David Prentkowski

Student Life Policies

Ann Firth
David Florenzo
Gerry Lardner
Bill Miscamble
Clark Powers
Roland Smith

These groups are to meet frequently during the 1992 Spring Semester, with meetings of the full Committee on Student Life at scheduled intervals. The Committee on Student Life is expected to complete the bulk of its work during the 1992 Spring Semester, with a view toward finishing its report by the end of the 1992 Summer Session or early in the Fall Semester of 1992. The Committee of the Whole will finalize its report during the 1992-93 academic year.

Professor O'Hara asked the first person listed under each of the above headings to function as chair and to schedule an appointment for the group with her to discuss the group's work early in the Spring Semester.

The meeting was adjourned at 8:30 p.m.

Ann M. Firth

Academic Council Minutes

December 4, 1991

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Patricia O'Hara, Harold Attridge, Francis Castellino, Fernand Dutille, John Keane, Eileen Kolman, Anthony Michel, Robert C. Miller, Paul Conway, 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, Bill McDonald, William Nichols, Maureen Gleason, Regina Coll, C.S.J., Kenneth DeBoer, James Sledge, Kathleen Vogt and Anthony Yang

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

Guests: Mario Borelli, Frank Connolly, William McGlinn and Anand Pillay

(Prof. Connolly substituted for Prof. Conway through the first part of the meeting.)

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

1. **Minutes.** The minutes of the meeting of October 8, 1991, were approved as presented.

2. **Election of a committee for the five-year review of the provost.** Prof. Schmitz explained the procedures for election of a committee for the five-year review of the provost. In accordance with Academic Article II, Section 1, this committee consists of five elected and one student members of the Academic Council. Some discussion followed concerning the actual function of this committee review, given the recent reappointment of the provost by the Board of Trustees. Fr. Malloy explained that he had indicated to the Trustees that he would like to see Fr. Beauchamp and Prof. O'Meara continued in their present positions. He continued that he had also indicated to the Trustees that a mandatory five-year review of the provost had yet to be conducted, and that he would present the results of that review at the Spring 1992 Board meeting. Prof. Connolly and others expressed concern about the lack of connection between review and reappointment. Fr. Malloy emphasized that from the perspective of the Trustees, Article II does not impose a rigid and formal connection, and that in any case the performance of all officers of the University is reviewed annually for any appropriate action.

Balloting resulted in election of the following members to the five-year review committee: Profs. Delaney, Kenney, Mooney, Varma, and Werge, and Ms. McRedmond.

3. **Continuation of the discussion of the report by the faculty committee on governance.** Fr. Malloy reintroduced the report by the faculty committee on governance which was presented at the October 8 council meeting. He presented his personal views about matters related to governance. Regarding American higher education in general, he discussed the severe financial straits in which a number of prestigious universities currently find themselves. This stands in contrast to Notre Dame's position which is, in comparison and despite shortages, far less financially constrained. There are still shortages, however, and it is important to prevent these shortages from engendering divisiveness within our community as one group feels they have been treated less well than another. A tendency toward divisiveness is reinforced by the constantly expanding scope of the University, by growing demands on both faculty and graduate students, by insufficient classes to satisfy every student demand. Retrenchment becomes an option, but the history of institutions that have taken that course is not a happy one. In setting a pattern of taking assets from one place to bolster another, some schools promoted a level of internal bickering, accusations and recriminations that eroded the spirit of cooperation and worked against effective leadership.

Regarding Notre Dame, Fr. Malloy argued that our Sesqui-centennial history describes a pattern of organic, incremental change that has happened slowly and steadily. He disagreed with the argument that the University should have stopped at some point in its development, emphasizing his belief that we are moving in the right direction and should seek to become a great university in every sense of the term. Financially, our strategy for development and our financial strength has been endowment-based. This long term strategy is not as immediately attractive as the high return that could come from spending our benefactions and living on faith, but it offers a far sounder guarantee of stability and our continued existence. This means that there are some tough times, but the answer is not to break arbitrarily with the strategy that has sustained us so well. If there are to be changes, they should be organic and gradual, like the changes that are occurring currently in the University as we go through a transition from a primarily undergraduate school to one with an increased emphasis on graduate and professional programs. The challenge is to make that transition in the way we have made previous changes, and in a way that will allow us to grow in the area of postgraduate studies while maintaining the strength of our undergraduate programs. Our growth must include further development of our coeducational identity, continued enhancement of our cultural diversity, greater attention to the needs of the Graduate School, increased effort in international outreach, a focused and continued evaluation of our Catholic identity and how we realize that identity, relationships with the local community, ways to strengthen the quality of residentiality at Notre Dame, and the continued inculcation in all of us of lifetime habits of service.

Documentation

Fr. Malloy continued that this pattern of organic change has much to do with the style of governance that has historically characterized Notre Dame. That style, which he supports for the future, is based on strong, centralized administrative leadership. That kind of leadership structure allows each unit of the University to flourish in its own way, but to do so in a way that considers the good of the entire University rather than the particular department or college. But rather than being in any way despotic, centralized leadership depends in large part on the processes of consultation. Referring to the volume of committees, task forces and reports instituted within the past five years, he labelled the hard work and diversity of the contributors to this process unprecedented in Notre Dame's history. It was the input that resulted from this process which prompted the organization of the Colloquy for the Year 2000.

Turning to the present mechanisms for governance, Fr. Malloy recognized the role played first by the Faculty Senate as a means by which the faculty as a group can discuss and explore issues of concern to its members. He spoke of successful attempts to develop conversation between the senate and the administration, resulting in identification of matters that need attention. The principal focus of the Faculty Senate, in his judgment, has been on faculty-specific problems, complaints and benefits issues. This does not imply that those issues are or should be the sole concerns of the senate, but rather that they are issues specific to that body just as other issues may be specific to graduate and professional school students and still others to the Holy Cross Community. The debate last year over the senate's role in governance departed from the norm, he said, because it had the effect of blurring the distinction between the roles of Faculty Senate and Academic Council.

The Academic Council, he said, has a very different focus. Its concerns are academic policies, changes of academic structure and similar matters. It votes on curriculum changes and matters like the Honesty Policy after substantial preparation and deliberation. This deliberative focus and role of the council has served the University well by preventing precipitous change while facilitating appropriate improvements. The fact that the council has not been a regular forum for questions of educational philosophy, he continued, may be at the heart of some of the proposals for a new look at governance. But the current size of the council, and its mix of faculty and administrators who are also faculty, has allowed for discussion of central matters of change among people whose experience and positions give them a clear view of the University as a whole and an awareness of the issues surrounding enactment of proposals for change.

Fr. Malloy argued that what is missing in all this is a *tertium quid*, a "third thing" in addition to the Faculty Senate and the Academic Council, that brings together fac-

ulty, students, staff and administrators in an organized and representative fashion to discuss those matters at the heart of Notre Dame's mission as a Catholic university. Such a mechanism, he said, may well be proposed by the Colloquy as a means of improving communication, consultation, productive interchange and the formation of consensus. Because such a *third thing* is needed to perform these necessary functions, the Academic Council would be better preserved for a narrower but equally important task.

Fr. Malloy then offered his opinions about specific points in the proposal on the floor. He stated his opposition to enlarging the elected membership of the council because doing so would change radically the mix of membership from what he feels is presently healthy and good for its purposes. He stated that he is neutral about adding one elected rector to the council and about adding one more student representative. He is opposed to adding more than one additional student. He said he has no opinion about the proposed process for electing faculty members, but he expressed his opposition to the proposed changes in the paragraph describing the principal function of the council. He felt that the term "deliberate" in that paragraph was vague in the sense that it could either mean *discuss* or *decide*. He expressed his strong opposition to the formation of standing committees because he felt that they would radically alter the nature and function of the council. He added that the intended purposes of the standing committees would be better served by the *third thing*. Regarding the number of meetings, he felt that the council should meet as often as it thinks necessary. Regarding the Executive Committee, he stated that he finds the proposed changes to be satisfactory except that he favors the retention of the vice president and associate provost as an ex-officio member for reasons of convenience and normal assignment.

In summary, he stated that as a University we are doing well overall, but we can do better. The Faculty Senate and Academic Council are both indispensable in their current form to our system of governance, and the *third thing* will provide a forum and process for broadly based consultation and discussion about matters of concern to us all.

Responding to a question from Prof. Herro, Fr. Malloy elaborated on the need for a *tertium quid* by reiterating his belief that a way must be found to increase the input and involvement of the entire community so that the decision-making process is as well informed as possible. This new mechanism would permit significant student input and provide a means for the many staff members of the community to participate in the process. While the Academic Council would continue to exercise voting and decision authority, the *tertium quid* would enable representatives of all of Notre Dame to talk together about the large and basic questions of financial strategy, of what it means to be a Catholic university, of the relationship between traditional academic cen-

Documentation

ters of the University and the various institutes and centers that have been established for other purposes. Depending on the particular issue, Faculty Senate perspectives might be addressed to this new organization for broader discussion; in other cases, the senate would continue to present issues to the Academic Council.

Prof. Biddick questioned the role of democratic procedures in determining the representation on the new mechanism, since the Colloquy itself is an appointed group. Fr. Malloy responded that the Colloquy was set up to represent as many constituencies as possible without becoming so all-encompassing as to be unmanageable. This organization is designed to make the Colloquy an extension of his office for consultation, and a representative forum whose discussions will be reported in *The Observer*. It is up to the Colloquy, he said, to determine specific roles and representation for the *third thing*, but in general he expects that representation to be elected.

In discussion with Prof. Delaney, Fr. Malloy agreed that his proposal would leave the fundamental determinative hierarchy of the University unchanged. He argued that our administrative structures provide the foundation and framework that have enabled Notre Dame to develop and prosper. These structures are not immutable, however; they are modified continually, and the proposal for a *third thing* is a major modification which would establish a forum for discussion that no existing entity can provide. In some cases, he added, consensus could develop within the *third thing* which would obviate the necessity to take a particular issue to the Academic Council for action.

Prof. Connolly commented that the proposal by the faculty committee on governance does not intend to enlarge the purview of the Academic Council or compel it to go beyond its statutory mission. With reference to the proposal's use of the verb "deliberate," he emphasized that this choice of words was not meant to imply a process of determination or to circumvent the approval authority that resides in the Office of the President and the Board of Trustees. Prof. Connolly argued that the senate had been working to develop means to extend faculty involvement in governance for some time, and expressed disappointment that Fr. Malloy's proposal was being presented at this time in the process. Prof. Marilley countered with the opinion that any changes to the structure of the Academic Council should be the result of internal council deliberations rather than external suggestions.

Prof. Kenney remarked that while the expressed support for faculty expertise was gratifying, his experience suggests that even the consensus opinions of faculty consultative bodies are not always accepted by those with decision-making authority. This, he said, is extraordinarily frustrating to people who are only trying to help. Prof. O'Meara responded that

within the past several years his experience has been quite different. Citing the recommendations of the PACE Committee and the committee on computing needs, he remarked that faculty expertise is not ignored. There is, however, room for improvement in the way this expertise is tapped. Prof. Biddick offered that perhaps the two proposals should be viewed as complementary. The new organization would take time to establish, and in the meantime the changes envisioned by the faculty committee on governance would permit response and deliberation within the existing deliberative and decision-making bodies.

Fr. Burrell, chair of the faculty committee on governance, then addressed the proposal before the council. Emphasizing his belief that the proposal would result in incremental and organic change to the Academic Council by enhancing the quality of faculty participation in that body, he argued that the standing committees which the proposed change would create are the basis for that participation. Rather than putting a large number of faculty, students and administrators into a large group which could only discuss issues, the committee structure would provide these three constituencies the experience of actually working together to deliberate and resolve problems. The increase in numbers of elected members, he said, is necessary in order to establish the committees.

At this point Fr. Burrell introduced an amendment to the proposal which would result in a net increase of six faculty, two students and one rector as opposed to the 10 faculty and one rector in the original proposal. The amendment would further stipulate a rotation of student members designed to improve representation at the graduate/professional school level. In response to a comment from Prof. Castellino concerning more representative faculty distribution, Fr. Burrell replied that his committee felt any changes to the existing rules for representation would be best handled by the council. After some further discussion of procedural rules, the amendment was voted and passed by voice vote.

The proposal itself (presented in its amended form in an attachment to these minutes) was then voted by written ballot, and was passed by 21 to 12. Fr. Malloy stated that he would take the vote under advisement and return his decision about whether or not to enact the proposal at the next council meeting.

4. Faculty Senate proposal to amend Article II.8 to include guidelines for the governance of institutes and for the process of appointing directors of institutes. Prof. Pillay presented this proposal, which resulted from the following resolution passed by the Faculty Senate on November 6, 1991.

Documentation

Be it resolved that the Faculty Senate endorse the following policy.

1. For each institute of the University, the University Administration, in consultation with that institute is to set up specific guidelines regarding the governance of the institute, the manner in which appointments of senior personnel are carried out, and the position and role of faculty associated with the institute in the operation of that institute.

2. These guidelines should specify the openness of the process of appointing directors, and the means by which associated faculty can participate in that process. In particular it should be specified that

(i) the appointment of a director of an institute by the President should be generally preceded by the setting up of a search committee, an advertisement of the position, and an open and, where appropriate, national search;

(ii) the faculty associated with an institute be encouraged to contribute their professional expertise to the appointment process by individually or collectively submitting their recommendations to the search committee.

3. Points (i) and (ii) above are to be included in Article II, Section 8, of the Faculty Handbook.

Referring to the flowering of institutes through the Hesburgh years, Prof. Pillay expressed concern that the procedures concerning their operation and administration are vague and ambiguous. Of particular concern is the role of these institutes in their own governance. This proposal seeks guidelines concerning the appointment of personnel and the role of faculty associated with each institute. The absence of guidelines, he continued, excludes faculty expertise from such processes as the selection of new directors or senior personnel. He concluded that this situation led to morale problems specifically in the Peace Institute. Prof. Schmitz noted that he had received a communication from Prof. Kenney that pointed out the existing confusion regarding the definitions of institutes, centers and the like. Prof. Kenney's examination of this question had determined that no clear and definitive list of "official" University institutes exists. For example, *Notre Dame Report*, No. 4, 1991, lists four institutes in one place and in another shows three (different) institutes reporting directly to the provost. The Faculty Handbook, on the other hand, refers to eight institutes, 17 centers, 13 laboratories, one office and one program — and the University telephone directory lists up to eight more for a total of 48. Prof. Kenney recommended that clarification of this issue should be sought before a decision on this proposal is made. In response, Fr. Malloy received approval from the council to table the proposal and refer it to the Executive Committee for discussion and clarification, with a report to be made to the Council by the end of the current academic year.

5. Faculty Senate resolution to amend Article IV.5(a) to permit the communication of recommendations by the departmental CAP and chair to candidates for renewal, tenure or promotion. Prof. Conway presented the following resolution which was passed unanimously by the Faculty Senate at its meeting of October 16, 1991.

Resolved: that the following sentence be appended to Article IV, Section 5, Subsection (a) of the Academic Articles: After the departmental Committee on Appointments and Promotions and the departmental chair send to the dean their final recommendations concerning a candidate's renewal, tenure or promotion, the departmental chair is permitted to communicate the recommendations to the candidate.

Prof. Conway referred to the results of a faculty poll which achieved consensus at the 93-to-96-percent level in support of a change to the current process. All 36 chairpersons who were surveyed supported a change. Prof. Dutile asked whether the proposal would anticipate the chairperson revealing to the candidate the vote of the CAP as well as the decision. Prof. Conway replied that such revelation would be at the discretion of the chairperson; the language of the proposal makes no reference to sharing the rationale behind the decision. Both Prof. Dutile and Fr. Burrell expressed concern that this could create problems in those rare cases when a negative recommendation by the department was subsequently reversed. The ability of a faculty member to continue good working relationships with his or her colleagues could be damaged irrevocably by revealing that a vote was initially negative or even close. At this point the council moved to table the proposal until the next meeting so that the rationale behind it could be made available to council members prior to a vote.

The meeting adjourned at 5:20 p.m.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

Documentation

Attachment

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~~ *[24]* elected faculty members. In addition, there are ~~four~~ *[six]* student members, one the Academic Commissioner of the Student Government, another a student from the Graduate School ~~or~~ *[and]*, in alternate years, *[one]* from *[each of]* the other programs of advanced studies, and ~~two~~ *[three]* undergraduates, ~~rotated among~~ *[to complete a representation of]* the four Colleges. *[(In the year during which one of the advanced studies programs would not be represented, the student elected from that program could attend as an observer.)]* 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 category 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 re-elected, for a term of three years, in such a manner that 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~~ *[four]* 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

University Committee on Libraries December 9, 1991

The meeting was called to order at 4 p.m. in the office of the director of libraries by the chairman, John Lucey. Also in attendance were Harvey Bender, Elizabeth Forbis, Maureen Gleason, Robert Miller, Michael Morris, Robert Scheidt and secretary Melodie Eiteljorge.

John Lucey opened the meeting by welcoming new member Elizabeth Forbis. The minutes of the meeting of October 14 were then approved as written. The question was raised of whether or not to replace Maureen Gleason as the library representative during Miller's semester in Poland, since she will be substituting in Miller's capacity. Miller will ask the library committee on nominations and elections to hold an election for an alternate.

Miller reported that some additional shelving has been installed in engineering, architecture and the Hesburgh library. This required some shifting. Also, the Multiple Database Access System (MDAS) is now operational. There were problems with some of the tapes, but that is being corrected.

The fall advisory council meeting was productive and interesting, although it was not possible to follow the pre-set agenda. The planning committee of the council met in teams with deans over the past couple of months. Their reports on these meetings took most of the day, along with a presentation by Nathan Hatch. The present council membership as a whole is very enthusiastic and supportive of the libraries.

Miller distributed documents on "preliminary budget priorities" and the "University Libraries staffing pattern." In addition, approximately \$5,000 is needed to solve ergonomic problems in the libraries. Harvey Bender proposed that the committee endorse the budget priorities as listed. This was seconded and passed unanimously.

Maureen Gleason presented an overview of the acquisitions budget, which is over 40 percent of the overall budget. This year the Collection Development Committee is attempting to assess the use of resources from various angles. A document was distributed on possible goals to be achieved through the structure of the acquisitions budget and the distribution of funds within it. The 12 points of this document have been discussed. The immediate goal is not to set a collection development policy, but to establish some priorities. One of the foremost problems is acquiring very expensive items and electronic media.

In light of the very poor showing of Notre Dame in the ARL ranking of staff size, and the relatively high ranking in other areas like gross volumes added, Harvey Bender suggested that consideration be given to doing a comparative study of staff productivity in selected libraries. Miller noted that staff productivity and its measurement might be an appropriate focus for Planning Day.

It was agreed to schedule another meeting before Miller's departure for Poland, where he will serve as a visiting professor during the spring semester. A meeting was set for 11:30 a.m. January 20 at the University Club. There being no further business, the meeting adjourned at 5:10 p.m.

Respectfully submitted,

Melodie Eiteljorge
Secretary

Documentation

University Libraries' Hours During Spring Break March 6 - 15, 1992

Hesburgh Library

	Building	Public Services
Friday, March 6	8 a.m.-midnight	8 a.m.-5 p.m.
Saturday, March 7	9 a.m.-midnight	9 a.m.-5 p.m.*
Sunday, March 8	1 p.m.-midnight	Closed
Monday, March 9 through Friday, March 13	8 a.m.-midnight	8 a.m.-5 p.m.**
Saturday, March 14	9 a.m.-midnight	9 a.m.-5 p.m.*

*The following public services will be open:

Circulation
Current Periodicals/Microtext
Reference

**Current Periodicals/Microtext will be open Monday-Thursday, 8 a.m.-10 p.m.

Branch Libraries

	Architecture	Chem/Physics	Engineering	Life Science	Math
Friday, March 6	8 a.m.-5 p.m.	8 a.m.-5 p.m.	8 a.m.-5 p.m.	8 a.m.-5 p.m.	8 a.m.-5 p.m.
Saturday, March 7	Closed	Closed	10 a.m.-2 p.m.	Closed	Closed
Sunday, March 8	Closed	Closed	1 p.m.-5 p.m.	Closed	Closed
Monday, March 9 through Thursday, March 12	8 a.m.-5 p.m.	8 a.m.-5 p.m.	8 a.m.-8 p.m.	8 a.m.-5 p.m.	8 a.m.-5 p.m.
Friday, March 13	8 a.m.-5 p.m.	8 a.m.-5 p.m.	8 a.m.-5 p.m.	8 a.m.-5 p.m.	8 a.m.-5 p.m.
Saturday, March 14	Closed	Closed	10 a.m.-2 p.m.	Closed	Closed

Sunday, March 15 All Libraries Return to Regular Schedule

The Kellogg Information Center will be open Monday-Friday, 8 a.m.-1 p.m. and 2-5 p.m.

Documentation

Graduate School Award

Nominations are requested for the Graduate School Award, given annually to a faculty member for distinction in graduate teaching or other exemplary contributions to graduate education. This honor will be presented at the President's Dinner for the faculty in May, and the recipient will receive a citation and cash prize.

Questions and letters of nomination should be addressed to Dr. Nathan O. Hatch, Vice President, Graduate School, 312 Main Building, Notre Dame, Indiana 46556, and must be received by March 20. Letters of nomination must be accompanied by a copy of the nominee's curriculum vitae.

Graduate School Award Winners Since 1990

1989-90	Rev. Ernan McMullin
1990-91	Lawrence Marsh

Special University Awards

Nominations are requested for the three special awards as well as sufficient background material and/or documentation to support the candidate's nomination. Selection is based on the letter and materials submitted by the nominator. Nominations should be sent to Isabel Charles, associate provost, 207 Main Building, by Friday, March 20, to be forwarded to the selection committees. Award winners will be honored at the President's Dinner in May.

Faculty Award

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

Faculty Award Winners Since 1960

1959-60	Otto Bird
1960-61	John Frederick
1961-62	Milton Burton
1962-63	Stephen Kertesz
1963-64	Raymond Gutschick
1964-65	Matthew Fitzsimons

1965-66	Bernard D. Cullity
1966-67	John Magee
1967-68	Rev. Charles E. Sheedy, C.S.C.
1968-69	Bernard Waldman
1969-70	James Massey
1970-71	Thomas Stritch
1971-72	Ernest Sandeen
1972-73	Rev. Ernan McMullin
1973-74	Robert E. Rodes Jr.
1974-75	Herbert E. Sim
1975-76	Ronald Weber
1976-77	Walter Miller
1977-78	J. Philip Gleason
1978-79	K.T. Yang
1979-80	Frederick J. Crosson
1980-81	Jeremiah P. Freeman
1981-82	Morris Pollard
1982-83	James Kohn
1983-84	John Malone
1984-85	Rudy Bottei
1985-86	Rev. David Burrell, C.S.C.
1986-87	Paul Weinstein
1987-88	Ray Powell
1988-89	Robert A. Leader
1989-90	Edward J. Murphy
1990-91	Eugene Henry

Reinhold Niebuhr Award

Rev. Theodore M. Hesburgh, C.S.C., and Chancellor Willy Brandt of West Germany were the first recipients of Reinhold Niebuhr awards sponsored by friends of the Protestant theologian and author. Receiving this award in September 1972, at ceremonies at Union Theological Seminary in New York City, Father Hesburgh announced the establishment of a Reinhold Niebuhr award at the University of Notre Dame. This award is made annually to a student, faculty member or administrator whose *life and writings* promote or exemplify the area of *social justice* in modern life. The initial award to Father Hesburgh was \$5,000. This he turned over to the Notre Dame endowment to underwrite an annual cash award of \$250 for the winner of this campus honor. The selection committee includes representatives from the Colleges and Law School, Campus Ministry, Center for Social Concerns, lectors, Ladies of Notre Dame and the student body. All members of the Notre Dame community are invited to submit recommendations for this award.

Documentation

Reinhold Niebuhr Award Winners Since 1973

1973	Msgr. John J. Egan
1974	CILA (Community for the International Lay Apostolate)
1975	George N. Shuster
1976	Rev. Louis Putz, C.S.C.
1977	Mr. and Mrs. Arthur Quigley
1978	Thomas P. Broden
1979	Rev. William Toohey, C.S.C.
1980	Rev. Don McNeill, C.S.C.
1981	Charles K. Wilber
1982	Kenneth and Penny Jameson
1983	Julian Pleasants
1984	John W. Houck and Oliver F. Williams, C.S.C.
1985	James Sterba
1986	John H. Yoder
1987	Stephen Worland
1988	Denis Goulet
1989	Sharon Lynn O'Brien
1990	John J. Gilligan
1991	Thomas and Nancy Shaffer

Grenville Clark Award

On October 20, 1978, Father Hesburgh was one of three recipients of the Grenville Clark Prize, an award given every three years by the Grenville Clark Fund at Dartmouth College. Following the procedure established when he won the Reinhold Niebuhr award in 1972, Father Hesburgh donated the \$5,000 Clark stipend to the Notre Dame endowment to underwrite a cash prize of \$250 to be awarded each year. This award is made to a faculty member, administrator or student whose *voluntary activities* serve to advance the cause of peace and human rights to which Grenville Clark devoted his extraordinary life of *public service*. The selection committee includes representatives from the Colleges and Law School, Campus Ministry, Center for Social Concerns, rectors, Ladies of Notre Dame and the student body. All members of the Notre Dame community are invited to submit recommendations for this award.

Grenville Clark Award Winners Since 1979

1979	Peter Walshe
1980	James and Mary Ann Roemer
1981	Sr. Judith Ann Beattie, C.S.C.
1982	Kenneth W. Milani
1983	Peggy Roach
1984	The Notre Dame Legal Aid and Defender Association
1985	Cecil and Mary Mast
1986	Rev. Robert F. Griffin, C.S.C.
1987	Conrad Kellenberg
1988	D'Arcy Chisholm and David Link
1989	Lloyd and Shelley Ketchum Kevin and Kathy Misiewicz
1990	Peter Morgan and Sr. Annette Giarrante, O.S.F.
1991	Kathleen Maas Weigert and Dolores Tantoco-Stauder

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.

COLLEGE OF ARTS AND LETTERS

Core Course

Neiman, Alven M.

A.M. Neiman. 1991. Ironic Schooling: Socrates, Pragmatism and the Higher Learning. *Educational Theory* 91(4):371-385.

A.M. Neiman. 1991. Remembering Morrison: Where Have All the Dionysians Gone? *Common Sense* 6(2):7,10.

Economics

Dutt, Amitava K.

A.K. Dutt. 1991. Unproductive Activity and Stagnation: A Neo-Marxian Model. *Review of Radical Political Economy* 23(1&2):95-103.

English

Matthias, John E.

J.E. Matthias. 1992. After Years Away. *The New Criterion* 10(5):34-36.

J.E. Matthias. 1991. The Silence of Stones. *Poetry Nation Review* 18(2):26.

J.E. Matthias. 1991. The Singer of Tales. *Poetry Nation Review* 18(2):26.

Government and International Studies

Kommers, Donald P.

D.P. Kommers. 1990. Review of Liberty and Law: Reflections on the Constitution in American Life and Thought. *The Journal of Law and Religion* 8(1&2):627-629.

D.P. Kommers. 1991. From Reich to Republic. *Constitution* 3(3):60-69.

D.P. Kommers. 1991. German Constitutionalism: A Prolegomenon. *Emory Law Journal* 40(3):837-873.

D.P. Kommers. 1991. Review of Germany, America, Europe: Forty Years of German Foreign Policy, by Wolfram F. Hanrieder. *American Political Science Review* 84:1448-1450.

D.P. Kommers. 1991. Review of Hitler's Justice: The Courts of the Third Reich. *The Law and Politics Book Review* 1(8):118-121.

O'Brien, Sharon L.

S.L. O'Brien. 1991. The Concept of Sovereignty: The Key to Social Justice. *American Indians: Social Justice and Public Policy* 9:44-82.

S.L. O'Brien. 1991. Tribal Governments. *National Forum* 71(2):18-20.

S.L. O'Brien. 1991. Tribes and Indians: With Whom Does the United States Maintain a Relationship? *Notre Dame Law Review* 66(5):1461-1494.

History

Dolan, Jay P.

J.P. Dolan. 1991. The Church of New York: Past and Present. *Thought* 66(263):376-386.

Romance Languages and Literatures

Welle, John P.

J.P. Welle. 1991. Maciste Magretto della Letteratura: Postmodernism in Pasolini's Film Poems. *Annali d'Italianistica* 9:314-321.

Philosophy

McMullin, Ernan

E. McMullin. 1991. Fine-Tuning the Universe. *Proceedings of the Institute for Liberal Studies (Kentucky State University)* 2:1-14.

E. McMullin. 1991. Plantinga's Defense of Special Creation. *Christian Scholar's Review* 21:55-79.

Sociology

Aldous, Joan

J. Aldous. 1991. In the Families' Ways. Guest Editor. *Contemporary Sociology*.

J. Aldous and D.M. Klein. 1991. Sentiment and Services: Models of Intergenerational Relationships in Mid-Life. *Journal of Marriage and the Family* 53:595-608.

Klein, David M.

See under Aldous, Joan. 1991. *Journal of Marriage and the Family* 53:595-608.

Theology

McBrien, Rev. Richard P.

Rev. R.P. McBrien. 1991. The Ecclesiology of the Local Church. *Thought: A Review of Culture and Ideas* 66(263):359-367.

Pottmeyer, Rev. Herman J.

Rev. H.J. Pottmeyer. 1991. Why Does the Church Need a Pope? *Communio* 18(Fall 1991):304-312.

Yoder, John H.

J.H. Yoder. 1991. Exodo y Exilio: Las Dos Caras de la Liberación. *Cuadernos de No-Violencia* 5-6(Abril 1991):15-23.

The Graduate School Research Division

- J.H. Yoder. 1991. Jesus y la Revolucion Original. *Cuadernos de No-Violencia* 5-6(Abril 1991):27-43.
- J.H. Yoder. 1991. *Notre Dame Journal of Law, Ethics and Public Policy* 5(4):889-897.
- J.H. Yoder. 1991. Review of Limits on Liberty, by William Janzen, Toronto 1990. *Compass: A Jesuit Journal* 9(5):53-55.
- J.H. Yoder. 1991. Review of The Waterloo Mennonites: A Community in Paradox, by J. Winfield Fretz, Waterloo 1989. *Compass: A Jesuit Journal* 9(5):53-55.
- J.H. Yoder. 1991. Review of Redeeming Politics, by Peter Iven Kaufman, Princeton 1990. *Journal of Church and State* 33(3):597-598.

COLLEGE OF SCIENCE

Biological Sciences

- Fraser, Malcolm J., Jr.
- M.J. Fraser, Jr. 1991. Proceedings of the Eighth International Conference on Invertebrate and Fish Tissue Culture. *Eighth International Conference on Invertebrate and Fish Tissue Culture*.
- Lodge, David M.
- T.H. Olsen, D.M. Lodge, G.M. Capelli and R.J. Houlihan. 1991. Mechanisms of Impact of an Introduced Crayfish (*Orconectes Rusticus*) on Littoral Congeners, Snails, and Macrophytes. *Canadian Journal of Fisheries and Aquatic Sciences* 48(10):1853-1861.
- McAbee, Douglas D.
- D.D. McAbee and K. Esbensen. 1991. Binding and Endocytosis of Apo- and Holo-Lactoferrin by Isolated Rat Hepatocytes. *Journal of Biological Chemistry* 266(35):23623-23631.

Chemistry and Biochemistry

- Castellino, Francis J.
- See under de Serrano, Vesna S. 1992. *Archives of Biochemistry and Biophysics* 292(1):206-212.
- Chetcuti, Michael J.
- M.J. Chetcuti, P.E. Fanwick and J.C. Gordon. 1991. Reactions of a Cobalt-Molybdenum and Related Cobalt-Tungsten Tetrahedral Clusters with Phenylacetylene: Formation of Tetrametallic Alkyne Clusters or Cluster Fragmentation? *Inorganic Chemistry* 30:4710-4717.
- Creary, Xavier
- X. Creary. 1991. Electronegatively Substituted Carbocations. *Chemical Reviews* 91(8):1625-1678.
- de Serrano, Vesna S.
- V.S. de Serrano, L.C. Sehl and F.J. Castellino. 1992. Direct Identification of Lysine-33 as the Principal Cationic Center of the ω -Amino Acid Binding Site of the Recombinant Kringle 2 Domain of Tissue-Type Plasminogen Activator. *Archives of Biochemistry and Biophysics* 292(1):206-212.

- Fehlner, Thomas P.
- R. Khattar, T.P. Fehlner and P.T. Czech. 1991. On the Electronic Structure of Transition Metal Clusters Containing Interstitial Boron Atoms an Interpretation of the ^{11}B NMR Parameters. *New Journal of Chemistry* 15:705-711.
- Huber, Paul W.
- P. Darsillo and P.W. Huber. 1991. The Use of Chemical Nucleases to Analyze RNA-Protein Interactions. The TFIII-5S rRNA Complex. *Journal of Biological Chemistry* 266(Nov. 5):21075-21082.
- Macor, Kathleen A.
- P.A. Connick and K.A. Macor. 1991. Spectroscopic and Electrochemical Characterization of Nickel β -Oxoporphyrins: Identification of Ni(III) Oxidation Products. *Inorganic Chemistry* 30:4654-4663.
- Miller, Marvin J.
- J.A. McKee and M.J. Miller. 1991. Synthesis, Siderophore, and Antimicrobial Evaluation of a Spermidine-Based Triccatecholate Siderophore and Carbacephalosporin Conjugate. *Bioorganic and Medicinal Chemistry Letters* 1(10):513-518.
- Patterson, Larry K.
- See under RADIATION LABORATORY; Madden, Keith P. 1991. *Free Radical Biology and Medicine* 11:349-352.
- Schuler, Robert H.
- R.H. Schuler. 1992. Chromatographic Methods in Radiation Chemistry. *Radiation Physics and Chemistry* 39(1):105-112.
- Thomas, J. Kerry
- S. Pankasem, K.-K. Iu and J.K. Thomas. 1991. Visible and Near-IR Fluorescence of Aromatic Radical Cations in Micellar Solution, BF_3 -Trifluoroacetic Acid, $\gamma\text{-Al}_2\text{O}_3$ and $\text{SiO}_2\text{-Al}_2\text{O}_3$. *Journal of Photochemistry and Photobiology A. Chemistry* 62:53-63.

Mathematics

- Alber, Mark S.
- M.S. Alber. 1991. Hyperbolic Geometric Asymptotics. *Asymptotic Analysis* 5:161-172.
- Faybusovich, Leonid
- L. Faybusovich. 1991. Toda Flows, Inverse Spectral Transform and Realization Theory. *Systems & Control Letters* 16:79-88.
- L. Faybusovich. 1991. Interior-Point Methods and Entropy. *Proceedings of the 30th Conference on Decision and Control* 3:2094-2095.
- L. Faybusovich. 1991. Dynamical Systems Which Solve Optimization Problems with Linear Constraints. *IMA Journal of Mathematical Control & Information* 8:135-149.
- Pillay, Anand
- A. Pillay, A. Nesin and V. Razenj. 1991. Groups of Dimension Two and Three Over O-Minimal Structures. *Annals of Pure and Applied Logic* 53(53):279-296.

The Graduate School Research Division

- A. Pillay and A. Nesin. 1991. Some Model Theory of Compact Lie Groups. *Transactions of the American Mathematical Society* 326(1):453-463.
- A. Pillay. 1991. Some Remarks on Modular Regular Types. *The Journal of Symbolic Logic* 56(3):1003-1011.
- Rosenthal, Joachim J.
- J.J. Rosenthal. 1992. A Compactification of the Space of Multivariable Linear Systems Using Geometric Invariant Theory. *Journal of Mathematical Systems, Estimation, and Control* 2(1):111-121.
- Sommese, Andrew J.
- A.J. Sommese. 1992. Review of Classification of Polarized Manifolds, by Takao Fujita, London Mathematical Society Lecture Note Series (1990). *Bulletin of the American Mathematical Society* 26:179-182.

Physics

- Darden, Sperry E.
- R.M. Prior, S.E. Darden, K.R. Nyga and H.P. Gen. Schieck. 1991. States of ^{25}Al Between 6 and 8 MeV. *Nuclear Physics A* 533:411-427.
- H.D. Choi, C.O. Blyth, S.J. Hall, O. Karban, G. Kuburas, S. Roman, G. Tungate, N.J. Davis, A.C. Shotton, K.A. Connell and S.E. Darden. 1991. Tidal Symmetry in Scattering of Polarized ^{23}Na from ^{208}Pb . *Nuclear Physics A* 529:190-208.
- See under Kolata, James J. 1990. *Nuclear Physics A* 516:416-428.
- Kolata, James J.
- R.E. Warner, K.M. Berland, W.F. Rulla, D.A. Francis, J.J. Kolata, Z. Ayer, S.E. Darden, X.J. Kong, G. Liu, A. Morsad, S. McGimpsey, A.A. Rollefson, A. Galonsky, A. Nadasen, J.S. Winfield and F.D. Becchetti. 1990. Total Nuclear Reaction Probabilities and Average Cross Sections for 16 to 23 MeV ^6Li in Silicon. *Nuclear Physics A* 516:416-428.
- Ruggiero, Steven T.
- S.T. Ruggiero and J.B. Barner. 1991. Particle-Size Effects in Single-Electron Tunnel. *Zeitschrift für Physik B - Condensed Matter* 35:335-337.

COLLEGE OF ENGINEERING

Aerospace and Mechanical Engineering

- Paolucci, Samuel
- S. Paolucci and D.R. Chenoweth. 1991. Equilibrium Sound Speed Behavior in Material Mixtures Obeying Amagat's Law. *Bulletin of the American Physical Society* 36(10):2647.
- Stanisic, Michael M.
- J. Yan and M.M. Stanisic. 1991. An Efficient Technique for Optimizing Attachments of Spherical Joints in Spatial Linkages. *Mechanism and Machine Theory* 26(7):741-750.

Chemical Engineering

- Chang, Hsueh-Chia
- C.-C. Chen, Abdelmoughit, H.-C. Chang and R.E. Kelly. 1991. Spanwise Pairing of Finite-Amplitude Longitudinal Vortex Rolls in Inclined Free-Convection Boundary Layers. *Journal of Fluid Mechanics* 231:73-111.
- Kantor, Jeffrey C.
- E.P. Patsidou and J.C. Kantor. 1991. Scheduling of a Multipurpose Batch Plant Using Graphically Derived Mixed-Integer Linear Program Models. *Industrial and Engineering Chemistry Research* 30(7):1548-1561.
- J.C. Kantor. 1991. Review of Robust Process Control. *American Institute of Chemical Engineers Journal* 37(12):1905-1906.
- E.C. Yamalidou and J.C. Kantor. 1991. Modeling and Optimal Control of Discrete-Event Chemical Processes Using Petri Nets. *Computers and Chemical Engineering* 15(7):503-519.

School of Architecture

- Doordan, Dennis
- D. Doordan. 1992. Review of Architecture of the Mind, by Brodsky and Utkin, Princeton Architectural Press, 1991. *The New York Times Book Review* 5(Jan. 1992):18.

O'NEILL CHAIR IN EDUCATION FOR JUSTICE

- Goulet, Denis A.
- D.A. Goulet. 1991. Doing Ethics in Development Arenas. *Journal of Regional Policy* 2(July/Dec.):601-608.

RADIATION LABORATORY

- Chateaufneuf, John E.
- J.E. Chateaufneuf. 1991. Picosecond Spectroscopic Detection of Diphenylcarbenium Ion in the Photolysis of Diphenyldiazomethane in Aliphatic Alcohols. *Journal of the Chemical Society, Chemical Communications* 20:1437-1438.
- Kamat, Prashant V.
- P.V. Kamat, K.R. Gopidas, T. Mukherjee, V. Joshi, D. Kotkar, V.S. Pathak and P.K. Ghosh. 1991. Spectral Differences between Enantiomeric and Racemic $\text{Ru}(\text{bpy})_3^{2+}$ on Layered Clays: Probable Causes. *The Journal of Physical Chemistry* 95(24):10009-10018.
- P.V. Kamat. 1991. Photoinduced Charge Transfer between Fullerenes (C_{60} and C_{70}) and Semiconductor ZnO Colloids. *Journal of the American Chemical Society* 113:9705-9707.
- Madden, Keith P.
- D. Jore, C. Ferradini, K.P. Madden and L.K. Patterson. 1991. Spectra and Structure of α -Tocopherol Radicals Produced in Anoxic Media. *Free Radical Biology and Medicine* 11:349-352.

Notre Dame

R E P O R T

Volume 21, Number 11

February 14, 1992

Notre Dame Report (USPS 7070-8000) is an official publication published fortnightly during the school year, monthly in the summer, by the University of Notre Dame, Office of the Provost. Second-class postage paid at Notre Dame, Indiana.
Postmaster: Please send address corrections to: Records Clerk, Department of Human Resources, Brownson Hall, University of Notre Dame, Notre Dame, IN 46556.

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

© 1992 by the University of Notre Dame, Notre Dame, IN 46556. All rights reserved.
