

# NOTRE DAME REPORT

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JUNE 10, 1994 • NUMBER 18

## Scully Elected Vice President and Associate Provost

The Board of Trustees elected Rev. Timothy R. Scully, C.S.C., a vice president and associate provost of the University, effective July 1.

Scully's election creates a second vice president and associate provost's position in the University. Roger Schmitz has been vice president and associate provost since 1987. With the creation of the new position, Rev. Oliver F. Williams, C.S.C., an associate provost since 1987, will step out of that role and return to teaching and research.

A member of the Notre Dame faculty since 1989, Scully is associate professor of government and international studies, director of Latin American studies, and a faculty fellow in the Kellogg Institute for International Studies. He also is a fellow of the Urban Institute for Community and Educational Initiatives. A specialist in Latin American politics and institutions, he has written extensively on the role of political parties in transitions to democracy. His two books on the subject, both published by Stanford University Press, are *Rethinking the Center: Party Politics in Nineteenth and Twentieth Century Chile*, published in 1992, and *Building Democratic Institutions: Party Systems in Latin America*, written with Scott Mainwaring, senior fellow in the Kellogg Institute and professor of government and international studies, and published this year.

Scully was ordained a Holy Cross priest in 1981. He served as associate pastor of Cristo Nuestro Redentor parish in Santiago, Chile, from 1980 to 1993 and was vice rector of St. George's College there from 1981 to 1983. He was graduated summa cum laude from Notre Dame in 1976 with a bachelor's degree in economics and received his master of divinity degree from the University in 1979. He earned master's and doctoral degrees in political science from the University of California at Berkeley in 1985 and 1989, respectively.

## Trustees Approve Stadium Expansion

The Board of Trustees approved a plan to expand Notre Dame Stadium to a capacity of approximately 80,000 seats. The action of the Trustees culminated a long and comprehensive review within the University of the feasibility and desirability of stadium expansion.

The expansion, which represents an increase of approximately 20,000 seats in the stadium's current capacity, is scheduled to be completed for the 1997 football season at

a cost of approximately \$50 million. The project will be financed primarily by the issuance of bonds.

Detailed design plans for the expanded stadium still are being developed, but it is expected to remain a traditional bowl, with additional rows of seats providing the enlarged capacity. Other improvements will include new restrooms, concessions facilities and a new press box. The major construction effort will be carried out in the months between the 1995 and 1996 football seasons, with the stadium remaining in use during those seasons.

Constructed in 1930 at a cost of approximately \$750,000, Notre Dame Stadium now ranks 44th in seating capacity among the 106 Division I-A football facilities. With capacity increased to 80,000, it would rank 14th. Since 1964, 160 of the last 161 games in Notre Dame Stadium have been sellouts, the exception being a game played on Thanksgiving Day 1973. Since 1966, lotteries have been in use for alumni ticket sales, and in each of the last four years, more money has been returned to alumni in unfilled ticket orders than has been kept by the University in ticket sales to alumni. Even with expansion, lotteries will continue to be necessary to meet alumni demand.

Alumni will be the major beneficiaries of the expansion, but the plan also envisions increased access to tickets for University benefactors, the parents of Notre Dame students and University employees.

## Residence Halls to Be Constructed

The Board of Trustees has approved the construction of two new men's residence halls on land currently occupied by the Burke Memorial golf course.

Construction of the new halls, each of which will house approximately 275 men, is expected to begin in April 1995, with occupancy scheduled for the fall semester of 1996. The first residents of the halls will be drawn from Grace Hall, a high-rise residence which will be converted to offices. The conversion is expected to begin in June 1996 and be completed early in 1998. At that time, the 115-year-old Main Building will be vacated to undergo a major renovation, anticipated to require approximately two years to complete.

To accommodate the two new halls and future campus construction needs, the University will close the back nine holes of the existing golf course, which was built in 1926. The remaining nine-hole course will continue to be open to the public, as well as to the University community. The University already has received pledges of major gifts to underwrite construction of the new halls.

# FACULTY NOTES

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## Appointments

**William G. Dwyer**, a mathematician and member of the University of Notre Dame faculty since 1980, has been named to the William J. Hank Family professorship in mathematics. Dwyer chaired the mathematics department from 1984 to 1988 and was a visiting professor at MIT in 1992. His research in algebraic topology has had a profound affect on current thinking with regard to the fundamental problems in that area of study and has reached as well into the theory of numbers. Dwyer received his bachelor's degree in mathematics from Boston College in 1969 and his doctorate from MIT in 1973. The Hank Family chair in mathematics was endowed by William J. Hank, executive vice president of Citizens Banking Corporation of Westmont, Ill. A 1954 Notre Dame graduate, Hank is a member of the advisory council for the College of Business Administration.

**James L. Merz**, formerly professor of electrical engineering, professor of materials and director of the Center for Quantized Electronic Structures (QUEST) at the University of California at Santa Barbara, has been named to the Frank M. Freimann Professorship in electrical engineering. An internationally recognized scholar in the field of optoelectronic materials and devices, Merz was graduated from Notre Dame with a bachelor's degree in physics in 1959 and attended the University of Göttingen in Germany as a Fulbright Fellow in 1959-60. He attended Harvard University as both a Woodrow Wilson and Danforth Fellow, earning his master's degree in 1961 and his doctorate in 1967. He joined the technical staff of Bell Laboratories in 1966 and investigated the optical properties of compound semiconductors. After a semester as Gordon McKay Visiting Lecturer on Applied Physics at Harvard in 1972, he returned to Bell Laboratories to work on optoelectronic devices and integrated optical circuits. Merz joined the faculty of the University of California at Santa Barbara as professor of electrical engineering in 1978. He was appointed chairman of electrical and computer engineering in 1982, associate dean for research development of the college of engineering in 1984, and associate vice chancellor in 1988. The Frank M. Freimann chair is one of five endowed faculty positions — four in engineering and one in physics — underwritten by the Freimann Charitable Trust of Fort Wayne, Ind. The chair honors the late president and chief executive officer of the Magnavox Co., who also was a member of the advisory council for science and engineering.

**Andrew J. Sommese**, a mathematician and member of the faculty since 1979, has been named to the Vincent J. Duncan and Annamarie Micus Duncan professorship in mathematics. Sommese chaired the mathematics department from 1988 to 1992 and was co-director of the Cen-

ter for Applied Mathematics for four years following its founding in 1987. He has conducted fundamental research in algebraic geometry and is a leader in applying this understanding to systems of equations of practical importance whose complexity long defied solution. Sommese has been a guest professor on numerous occasions at Germany's Max Planck Institut für Mathematik and at other institutes and universities in Germany and Italy, and has been a consultant to the General Motors Research Laboratory since 1986. He also is a former member of the Institute for Advance Study at Princeton. Sommese received his bachelor's degree in mathematics from Fordham University in 1969, his doctorate from Princeton University in 1973, and was a research assistant at Harvard University in 1973-74. Named an Alfred P. Sloan Foundation fellow in 1979, he received basic research support from the foundation in 1980-81. He received a Humboldt Award for senior U.S. scientists in 1993. The Duncan chair in mathematics was endowed by the family of Vincent and Annamarie Duncan. Vincent Duncan, a 1944 graduate of Notre Dame, is president of Club Oil & Gas Ltd. of Denver and a member of the advisory council for libraries.

## Honors

**Abbot Astrik L. Gabriel**, director emeritus and professor emeritus in the Medieval Institute and director of the Folsom Ambrosiana Collection, received an honorary doctorate from the University of Budapest, Hungary, May 13.

**Stephen M. Hayes**, associate librarian, has been named to the 15-member Depository Library Council to the Public Printer of the United States.

**Rev. Theodore M. Hesburgh, C.S.C.**, president emeritus and professor emeritus of theology, received an honorary doctorate at the commencement exercises at Marian College in Indianapolis, Ind., May 8. He received an honorary doctorate degree from Avila College in Kansas City, Mo., May 15.

**Rev. Wilson D. Miscamble, C.S.C.**, chairperson and associate professor of history, has been appointed to a three-year term on the Bernath Dissertation Prize Committee of the Society of Historians of American Foreign Relations. His book *George F. Kennan and the Making of American Foreign Policy 1947-1950* has won the 1994 Truman Book Award. The Truman award is given biennially by the Harry S. Truman Library Institute for National and International Affairs in Independence, Mo., to the author of a book which concerns the Truman administration era, 1945-53.

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**John F. O'Malley**, adjunct associate professor of biological sciences, has been selected as the "Most Outstanding Professor" by the class of 1994 at the Indiana University School of Medicine. O'Malley, who teaches at the South Bend Center for Medical Education at Notre Dame, was cited superlative in his teaching of Human Gross Anatomy. He has been elected to the board of directors of the North Central Indiana Medical Education Foundation.

**Dean A. Porter**, director of the Snite Museum of Art and professor of art, art history and design, has been appointed to the advisory council of the Nicolai Fechin Institute in Taos, N.Mex.

**Rev. Timothy R. Scully, C.S.C.**, associate professor of government and international studies, received an Outstanding Academic Book of 1993 award for *Comparative Politics* by *Choice Magazine* for *Rethinking the Center: Party Politics in Nineteenth and Twentieth Century Chile*, Stanford University Press. He received the Frank J. O'Malley Award for Excellence in Undergraduate Teaching for 1994.

**Billie F. Spencer Jr.**, associate professor of civil engineering and geological sciences, has been appointed the chair of the Committee on Active Control, Structural Division, American Society of Civil Engineers. Spencer received the Best Presentation Award for his presentation titled "Three-Dimensional Verification of an Axisymmetric Algorithm for Tire-Wheel Interface Load Recovery" in the session on Landing Gear Systems at the Aerospace Atlantic Conference and Exposition sponsored by the Society of Automotive Engineers, April 18-22. The co-authors of the paper were E.E. Schudt, graduate student in civil engineering and geological sciences, **David J. Kirner**, associate professor of civil engineering and geological sciences, and M. Chawla, senior engineer at Wright-Patterson Air Force Base.

**James I. Taylor**, associate dean of engineering and professor of civil engineering and geological sciences, was elected to the board of directors of the American Road and Transportation Builders Association at the annual meeting in Washington, D.C., April 13-17.

**Raimo Väyrynen**, professor of government and international studies and Regan director of the Kroc Institute, has been appointed to the editorial board of *Global Governance*. A Review of Multilateralism and International Organizations for the period 1994-98. *Global Governance* is a new refereed journal published by Lynne Rienner under the auspices of the Academic Council on the United Nations System and the United Nations University. Väyrynen has been appointed for the period 1994-97 as a member of the Committee on Professional Responsibilities and Rights of the International Studies Association.

## Activities

**Scott Appleby**, associate professor of history, gave the lecture "Religious Fundamentalism and International Security Issues" at the National War College in Washington, D.C., Jan. 14. He lectured on "Evaluating the Religious Right" at Colorado College in Colorado Springs, Colo., Jan. 22. He presented "The Appeal of Christian Fundamentalism: Pastoral Implications" to Campus Ministers of the Southern Baptist Convention in Hinsdale, Ill., Feb. 6. Appleby presented "The Boomerang Effect: Reflections on Fundamentalisms and Fundamentalism Watchers" at the University of Colorado in Boulder, Colo., Feb. 26. He served on a panel discussion on "Identity Politics" at a Tufts University conference on Religion, Ethnicity and Nationalism at Tufts University in Medford, Mass., March 4. He lectured on "Islam and Politics" to the World Affairs Council in Grand Rapids, Mich., April 4. Appleby gave the panel discussion "Global Religious Resurgence and American Foreign Policy" at the National Committee on American Foreign Policy in New York, N.Y., May 3.

**Ani Aprahamian**, assistant professor of physics, presented an invited seminar titled "Vibrational Degrees of Freedom in Deformed Nuclei" at the University of Rochester in Rochester, N.Y., April 29. She presented an invited colloquium "Rotation and Vibrations in Nuclei" at Texas A&M University in College Station, Tex., May 3.

**Howard A. Blackstead**, associate professor of physics, gave a solid state seminar titled "Confined Divalent Metallic Oxygen: The Key to High Temperature Superconductivity" to the Department of Physics and Astronomy at the University of Missouri in Columbia, Mo., April 27.

**Francis J. Castellino**, dean of science and Kleiderer-Pezold professor of biochemistry, received an honorary degree from the University of Waterloo and gave an address to the College of Science graduates at convocation ceremonies in Ontario, Canada, May 27.

**Ziyi Danny Chen**, assistant professor of computer science and engineering, gave the presentation "Solving the All-Pair Shortest Path Problem on Interval and Circular-Arc Graphs" at the eighth international Parallel Processing Symposium in Cancun, Mexico, April 26-29.

**Keith J. Egan**, adjunct professor of theology, gave the address "Baptism: The Birthing of Christ in the Womb of the Heart" to dormitory rectors at the University of Notre Dame, Notre Dame, Ind., April 26.



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**Kenneth Featherstone**, professor emeritus of architecture, delivered a lecture titled "The Control of Quality in Specifications" at Purdue University in West Lafayette, Ind., April 7. He conducted a workshop/demonstration of "Watercolor Presentation Techniques" in the Department of Interior Design at Purdue University, April 11, 13. He presented a paper titled "Los Colores De Mexico" at the annual meeting of the Society for Applied Anthropology in Cancún, Quintana Roo, Mexico, April 16.

**Umesh Garg**, associate professor of physics, presented the seminar "Lifetime Measurements and Shape Coexistence in Nuclei" at Lawrence Livermore National Laboratory in Livermore, Calif., March 1; at Argonne National Laboratory in Argonne, Ill., March 28; and Vanderbilt University in Nashville, Tenn., April 1.

**James A. Glazier**, assistant professor of physics, gave the colloquium "Energetics of Cellular Patterns" to the Department of Physics at the University of New Hampshire in Durham, N.H., May 2.

**Ahsan Kareem**, professor of civil engineering and geological sciences, served as a United Nations Development Program Consultant to the Structural Engineering Research Center, Madras, Government of India, December and January. The scope of the advisory mission focused on a Government of India Project Engineering of Structures for Mitigating Damage due to Cyclones (Hurricanes) with emphasis on Dynamic Analysis of Wind Sensitive Structures. Kareem advised on the development and construction of a modern boundary layer wind tunnel and delivered the following seminars: "Wind Tunnel Simulation of Wind Effects on Structures," "Wind Tunnel Modelling of Structures," "Measurements and Analysis of Wind Tunnel Data" and "Dynamic Load Effects on Structures." Kareem delivered an invited lecture on "Reliability Based Analysis and Design of Structures" at a U.N. Development Program Workshop on Strategies for Design and Construction of Structures to Mitigate Damage Due to Cyclones, Jan. 5-7. He chaired a session on Field and Laboratory Investigations of Wind Effects on Structures and served as a panel member on the Development of Damage Mitigation Strategies.

**A. Eugene Livingston**, professor of physics, presented the paper titled "Rydberg Transitions in Highly-Ionized Atoms" at the spring meeting of the American Physical Society in Crystal City, Va., April 18-22. He co-authored two other papers titled "Fine Structure Transition Energies for Helium like Ions" and "Measurements of Excited State Lifetimes in Atomic Lithium" presented at that meeting.

**Martina Lopez**, assistant professor of art, art history and design, had her work displayed at the following exhibitions "Worldview, Paul Berger, Martina Lopez" at Gallery 954 in Chicago, Ill., Feb.-March; "Camera Obscura/ Obscura Camera" at the Betty Ryner Gallery, SAIC, in Chicago, Ill., Feb.-March; "Within Generations" at the Memorial Union Gallery at North Dakota University in Fargo, N.D., Feb.-March; and at the University of Toledo Center for the Visual Arts in Toledo, Ohio, April-June. She was a visiting artist at North Dakota State University in Fargo, N.D., Moorhead State University in Moorhead, Minn., and Martin Luther King High School in Chicago, Ill., March. She gave the lecture "Women and Technology" at the Women in Photography Conference in Houston, Tex., March 26. She served as a photography panelist for the National Endowment for the Arts Fellowship Program in Washington, D.C., April 11-15.

**Keith P. Madden**, associate professional specialist in the Radiation Laboratory, presented the paper "Time-resolved Electron Spin Resonance Studies of Spin Trapping. Steric and Polar Effects Influencing Trapping by Nitrones" and chaired a symposium titled "Free Radical Chemistry of Spin Trapping" at the 42nd annual meeting of Radiation Research Society in Nashville, Tenn., May 1-5.

**Nicos Makris**, assistant professor of civil engineering and geological sciences, presented a paper titled "Constitutive Model for Viscoelastic Fluid Dampers" at the XII Structures Congress in Atlanta, Ga., April 25-28. The presented paper was published in the proceedings of the congress, Vol. 2, 857-862.

**Rev. Edward A. Malloy, C.S.C.**, president and professor of theology, delivered the commencement address at Marmion Military Academy in Aurora, Ill., May 20.

**Michael C. Mossing**, assistant professor of biological sciences, delivered a lecture titled "Architecture and Specificity of Two Helix-twin-Helix DNA Binding Proteins" at a symposium on DNA binding proteins at the University of North Texas in Denton, Tex., April 29.

**Clive R. Neal**, assistant professor of civil engineering and geological sciences, presented an invited talk titled "Uplift Associated with Plume Volcanism: Field Evidence from the Ontong Java Plateau" at the University of Rhode Island Graduate School of Oceanography in Kingston, R.I., April 29.

**Rev. Hugh R. Page Jr.**, assistant professor of theology, conducted a five-part Lenten educational series titled "Evangelism as Stewardship of Vision" for the Cathedral of St. James in South Bend, Ind., Feb. 23, March 2, 9, 16, 23. He delivered a lecture titled "Exploration, Reflection

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and Self-Definition: Some Thoughts on the Creative Process in Scholarship" for the M.A. Colloquium of the Department of Theology at the University of Notre Dame, Notre Dame, Ind., April 20. He was awarded a Lilly Teaching Fellowship for the 1994-95 academic year.

**Teresa Godwin Phelps**, professor of law, gave a talk titled "From 'Private and Personal' to 'Public and Illegal': The Evolution of Sexual Harassment as a Legal Claim" at a seminar for the United States Attorney's Office for the Southern District of California in San Diego, Calif., April 22. She gave a talk titled "Telling Tales: The Power of Stories to Change the World" at the Lake Forest Library in Lake Forest, Ill., April 24.

**Simon Pimblott**, associate professional specialist in the Radiation Laboratory, presented the paper "Ion Recombination Kinetics in High LET Regions of Electron Tracks in Hydrocarbons" at the 42nd annual meeting of the Radiation Research Society in Nashville, Tenn., May 1-5. He gave the invited lecture "Theories for Spur Chemistry" and chaired the workshop "Why Is Track Structure Important in Radiation Chemistry and Radiobiology?" at that meeting.

**Alvin Plantinga**, O'Brien professor of philosophy, presented "An Evolutionary Argument Against Naturalism" and "On Christian Scholarship" at the University of Western Ontario in London, Ontario, Canada, Jan. 27, and at Messiah College in Grantham, Pa., Feb. 17. He presented "An Evolutionary Argument Against Naturalism" at Franklin and Marshall College in Lancaster, Pa., Feb. 18. He presented "An Evolutionary Argument Against Naturalism," "On Christian Scholarship," "The Evidentialist Objection" and "What's the Question?" at Texas A&M University, College Station, Tex., March 3-4.

**Morris Pollard**, Coleman director of the Lobund Laboratory and professor emeritus of biological sciences, delivered the Monthly Biology of Aging Seminar Series on "Spontaneous and Induced Metastasizing Prostate Cancer in Lobund-Wistar Rats" which was sponsored by the University of Wisconsin in Madison, Wis., April 26.

**Dean A. Porter**, director of the Snite Museum of Art and professor of art, art history and design, had a one-man show of watercolors titled "New Mexican Storm" at the Mission Gallery in Taos, N.M., April 29.

**Joseph Powers**, assistant professor of aerospace and mechanical engineering, presented an invited lecture titled "Fundamental Aspects of Reactive Fluid Mechanics Applied to High-Speed Propulsion" to the Department of Physics at Auburn University in Auburn, Ala., May 6.

**Laura J. Pyrak-Nolte**, assistant professor of civil engineering and geological sciences, received the Office of Naval Research-Young Investigator Award. She presented an invited paper titled "Physical Trends in Finite Fractures" at the annual meeting of the Geological Society of America in Boston, Mass., Oct. 26. She presented the papers "Partitioning of Seismic Energy into Interface Waves Propagating along Fracture" and "Metal Injection and x-ray Imaging of a Fracture Network: Permeability vs. Porosity" at the 1993 fall meeting of the American Geophysical Union in San Francisco, Calif., Dec. 6-10. She gave a seminar titled "Physical Trends in Finite Fractures" at the Department of Geology at the University of Illinois in Chicago, Ill., Feb. 24, and at the Amoco Production Research Company in Tulsa, Okla., March 23.

**Juan M. Rivera**, associate professor of accountancy, presented the address "On the Comparability of U.S. and Mexican Accounting Principles" to the Mexican Institute of CPAs — Institute of International Research meeting in Mexico City, Mexico, April 21. He presented the paper "Mexico Under NAFTA Investment Opportunities and Accounting Information" at the third Facing North/Facing South conference at Western Michigan University in Kalamazoo, Mich., May 13-14.

**Ken Sauer**, assistant professor of electrical engineering, presented the paper "Maximum Likelihood Scale Estimation for a Class of Markov Random Fields" at the international conference on Acoustics, Speech and Signal Processing in Adelaide, Australia, April 19-22.

**Steven R. Schmid**, assistant professor of aerospace and mechanical engineering, presented the paper "Lubrication of Aluminum Rolling by Oil-in-Water Emulsions" at the 49th annual meeting of the Society of Tribologists and Lubrication Engineers in Pittsburgh, Pa., May 1-5.

**Robert P. Schmuhl**, chairperson and associate professor of American studies, discussed "Richard Nixon and the News Media" during a special edition of "Media Talk" on the Ideas Network of Wisconsin Public Radio, April 24.

**Rev. William D. Seetch**, C.S.C., adjunct instructor in the Freshman Writing Program, gave the annual retreat titled "The Experience of God" to the Holy Cross Community in Dhaka, Bangladesh, March 7-11.

**Mei-Chi Shaw**, professor of mathematics, gave an invited one-hour address titled "Solvability and Estimates for the Tangential Cauchy-Riemann Operators" at the American Mathematical Society regional meeting in Manhattan, Kans. March 25. She gave an invited lecture titled " $L^2$  Estimates and Local Existence Theorems for the  $\bar{\partial}_b$  Operator" at the Institut Fourier, Université de Grenoble I, France, April 18.

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**Susan Sheridan**, assistant professor of anthropology, presented an invited paper titled "Sex Differences in Stress Response in Human Remains from Sudanese Nubia" in a symposium titled "Female Biological Superiority: Fact or Fiction?" with D.P. Van Gerven at the 63rd annual American Association of Physical Anthropology meetings in Denver, Colo., March 30–April 3.

**Peter H. Smith**, assistant professor of music, delivered a paper titled "Shenkerian Theory and Formal Analysis: Thematic and Tonal Structure, Phenomenological Perspective, and Early Beethoven" at the 1994 annual meeting of the Music Theory Midwest in Bloomington, Ind., May 14.

**Billie F. Spencer Jr.**, associate professor of civil engineering and geological sciences, presented a paper titled "Digital Signal Processing Techniques for Active Structural Control" and chaired a session titled "Recent Developments in Active Structural Control" at the 12th Structures Congress sponsored by the American Society of Civil Engineers held in Atlanta, Ga., April 24–26.

**Duncan G. Stroik**, assistant professor of architecture, delivered a paper titled "I Proposed Vitruvius for My Master and Guide: The Doric Type in the Work of Andrea Palladio" at the annual meeting of the Society of Architectural Historian in Philadelphia, Pa., April 27–May 1.

**Rafael A. Tenorio**, assistant professor of finance and business economics, presented the paper "Strategic Behavior in Russia's Tâtonnement Foreign Exchange Auction" at the spring 1994 Midwest International Economics Conference at the University of Michigan in Ann Arbor, Mich., May 14.

**Jay Tidmarsh**, associate professor of law, was a participant at the invitation-only David Berger Program on Complex Litigation held at the University of Pennsylvania Law School in Philadelphia, Pa., May 12–13. The conference, which was attended by leading judges, lawyers and academics working in the field of complex litigation, reviewed and critiqued a tentative draft of the third edition of the *Manual for Complex Litigation*.

**Anthony M. Trozzolo**, assistant dean of science and Huisking professor emeritus of chemistry and biochemistry, gave the invited lecture titled "The Origins of Modern Photochemistry in Italy: A Lot of Bologna" before the St. Joseph Valley section of the American Chemical Society in South Bend, Ind., May 19.

**Arvind Varma**, Schmitt professor of chemical engineering, presented a 1994 invitational lecture titled "Interactions of Diffusion and Reaction in Catalytic and Non-Catalytic Systems" at the UOP Research Center in Des Plaines, Ill., April 28.

**Andrzej Walicki**, O'Neill professor of history, delivered the paper "Polish Nationalism in Comparative Perspective" at the international conference on European Nationalisms Revisited at Tulane University in New Orleans, La., March 25–27. He gave the invited lecture "Intellectual Elites and the Vicissitudes of 'Imagined Nation' in Poland" at the University of Michigan in Ann Arbor, Mich., April 15. He presented three invited lectures on "The Controversies Over Self-Definition and Modernization in Poland" sponsored by the August Zaleski Lecture-ship Fund at Harvard University in Cambridge, Mass., April 17–24.

**Mitchell R. Wayne**, assistant professor of physics, presented an invited talk on "The DO Upgrade and B Physics Projections" at the second international conference on B Physics held at the Mount St. Michel in Normandy, France, April 25–29.

## **Charge to the Class Last Visit to the Basilica of the Sacred Heart and the Grotto Rev. E. William Beauchamp, C.S.C. May 12, 1994**

These are very special days for all of you, days that you have been looking forward to for a long time — a week at Notre Dame with all of your friends with nothing to do but enjoy one another's company and have a good time. But, they are days of mixed emotions for all of you. Certainly, it is a time of happiness and excitement; a time of celebration and of looking ahead; a time during which you can celebrate the fact that you have earned something — you have experienced something — that can never be taken away from you. But, it is also a time for saying farewell, a time to spend with your friends reflecting upon the great times you have shared, and recognizing that moments with these close friends will be fewer now as you scatter to all parts of the country and the world. There are the usual plans being made to get together for that big game next fall, or at so-and-so's wedding, or in such-and-such a place. But, as you make these plans you come to realize that times together will never be quite the same as they have been during these last four years. You will never be able to fully recapture the experience and moments you have shared together, and it would be a mistake to try to do so because it is time to move on to a different stage in your life.

Commencement exercises on Sunday will mark a very significant event for you, and the fact that you have earned a Notre Dame degree will only be part of the reason for the celebration. More importantly, this marks the end of one phase of your life and the beginning of a new and exciting one. Commencement is a celebration that marks the beginning of a time when what you choose to do with all you that have been given, all of the talent that God has bestowed upon you, will rest more squarely on your shoulders than ever before. Decisions will no longer be made for you. The time is here when you will have to take full responsibility for the goals that you choose, as well as the route you take to achieve them.

But, you are very fortunate. You have been trained well, and this University and the experiences you shared here have prepared you better than most people your age for the challenges that await you. However, it will now be up to you whether or not you will take full advantage of all of the privileges you enjoy; it is up to you whether or not you will take the lessons you learned in the classroom, at the Grotto, in the chapels and Sacred Heart, in volunteer service, and from your friends and classmates

in moments of laughter and tears. Your privileged years at Notre Dame must not be in vain. It is my hope that you will recognize all that you have been given, and that you will enthusiastically accept the challenges that await you — that you will pursue your dreams unabashedly.

Over 450 years ago, a prayer attributed to Sir Francis Drake appeared in print. I believe it is especially fitting and poignant tonight. Sir Francis prayed:

Disturb us, Lord, when  
We are too well pleased with ourselves.  
When our dreams have come true  
BECAUSE WE HAVE DREAMED TOO LITTLE.  
When we have arrived safely  
BECAUSE WE SAILED TOO CLOSE TO SHORE.  
Disturb us, Lord, when  
With the abundance of things we possess  
We have lost our thirst  
For the abundance of life;  
Having fallen in love with life,  
We have ceased to dream of eternity.  
And in the efforts to build a new earth,  
We have allowed our vision  
Of the new heaven to dim.  
Disturb us, Lord, to dare more boldly,  
To venture on wider seas  
Where storms will show your mastery;  
Where losing sight of the land,  
WE SHALL FIND THE STARS.  
We ask you to push back  
The horizons of our hopes;  
And to push us in the future  
In strength, courage, hope and love.

If our world is to survive in the future as a decent place in which to live and grow, it will require people like yourselves to come up with the answers, and to provide the leadership that will prevent the victory of evil over good. I am filled with hope as I face you tonight; I cannot help but be filled with a sense of joy and excitement about the future. You are the doctors, lawyers, teachers, engineers, social workers, scientists, business leaders, clergy, politicians, spouses and parents that will help determine the quality of life that awaits our world in the years to come. You have acquired many of the basic tools and the foundation upon which to build a meaningful life. What you build with these tools is up to you.

You must not be just like any other doctor, or lawyer, or scientist, or teacher, or parent or spouse. You must bring to your lives, and the lives of those around you, the love of God that Christ came to share with all of us. Be inspired to do something good with your life, not just something good for yourself. Ultimately, you will not be

judged by your brains, your beauty, your wealth, or not even your degree from Notre Dame; but rather by the spiritual values such as charity, self-sacrifice, honor, honesty, a sense of fairness, hard work and integrity. You cannot be satisfied with being like everybody else; you must strive for more, and demand more OF yourselves and FOR others. You cannot merely take the same paths travelled by everybody else. You must be willing to think new thoughts, to accept new challenges, and to proclaim openly that you are willing to go beyond what is merely safe and popular to what is right, enlivening and empowering of those who have no power.

It is a time to leave Notre Dame — to accept new challenges, to experience new worlds. But, hopefully, as you leave, you depart with a sense that there is something special about this place, that you are different and better because you were here. I hope Notre Dame is a place that you feel you can always turn to for guidance and perhaps even inspiration when tough decisions have to be made. Thus, as you leave, I pray that your roots to this place are strong, that Notre Dame will always be a place from which you draw spiritual nourishment, that you will always be drawn here for moments of prayer and reflection, as well as moments of joy and celebration. It is appropriate that included in this Senior Week is a scheduled "last" visit to Sacred Heart and the Grotto because these are the special places on this campus, the magnet that draws people to prayer and reflection. Finally, my prayer for all of you tonight is that this LAST visit to the Grotto and Sacred Heart will really be the FIRST of many to come in the days and years ahead.

May the Risen Lord, and his Mother, Notre Dame, always be with you.

## **Baccalaureate Mass Homily** **Rev. Edward A. Malloy, C.S.C.** **May 14, 1994**

I have a suspicion that some members of the University community are embarrassed by the fact that they have a president with a nickname. You could have a president named Percival or E.A. Malloy, but you're stuck with one named Monk. Many people have asked me through the years where I got the name. Some think that it has to do with religion, like being an abbot. Some wonder whether there is a hidden story behind the origins of it, a kind of physiological characteristic that reminds them of animal-like behavior or something like that.

I got the name when I was in the third grade. A kid named Bunky Colley was looking for a comeback response to my calling him Bunk for short. So after a while, he settled on Monk and it settled in at school. Eventually my mother and father called me Monk as well. The nickname stuck with me through athletics and here I am today. At birth and baptism, I was really named Edward Aloysius Malloy. It took me until the age of nine or 10 to spell Aloysius so I didn't use it much. To have a nickname is to be reminded that what your parents intend for you in the giving of a name may not turn out to be reality at all.

There is an ancient tradition in the Catholic Christian community to name children after saints. It begs the question, of course, about how the original saints got their names. But there is a sense in which, having the name of a saint is carrying on an honored tradition and being reminded of a sacred legacy. Today it is more fashionable to be called after flowers or happy moments or other such things that have no direct connection with deeds of faith.

I would ask those of you who are parents to remember for a while the sense of expectation in your love-making and in the recognition of pregnancy. Remember the sense of mystery and awe in the face of the responsibilities soon to be assumed by you in bringing young life into the world.

I've had a lot of former students who are friends of mine, and who have married and had children, call me up on the phone right after the birth of their first child to say how overwhelmed they are that this new life was somehow connected to them. And in the act of naming they tried to preserve the distinctiveness and identity of that life that is now their responsibility.

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Some time in the 1970s for most of you who are parents of undergraduates, you brought new life into the world. You had dreams and hopes and expectations for what your daughter or son might turn out to be, and of the qualities and characteristics of each of you your child might combine — hopefully all the good ones. You dreamed of how they might unleash on the world some new set of possibilities, and you realized that you would have played a particular role in having that come to pass.

As you think back to those early days and now see yourself here, what a joy and a delight it must be to recognize that you've carried this much of your responsibility to completion. With whatever mistakes that may have been made along the way, you have met the test of patience and love, of understanding, and of discipline and encouragement. You have made the overwhelming sacrifice required to make an education at Notre Dame available to your own progeny.

I know that you have tried to pass on the best of what you have learned, that wisdom available to parents. I am sure that you have been concerned that your son or daughter's companions and friends might have values consistent with those which you have tried to pass on.

You have seen the results of the educational formation at Notre Dame. Tomorrow you will see the diploma. And not only the graduates but each of you in turn will be able to say a prayer of thanksgiving in the midst of your wonderment of how things came about from the birth of your child until today.

Many things could have gone wrong in a very precarious world full of woe and suffering and pain and an inordinate share of violence and injustice. But now is the moment to prepare for the next step.

In the giving of a name, or for some of you the attribution of a nickname, there is a reminder that each of us is unique and special to the ones who know us best.

Your parents look out over this large assembly of people dressed in robes and they look for YOU, for you're their special person and they've given you a huge amount of love already.

But there is another name that most of us in this room carry, a name which transcends the limitations of our family and our birth and all of our genetic endowment. It is a name that moves even beyond the attempt to forge community here at Notre Dame, a kind of extended family with all the spirit and the bragging rights and the leadership and the service that this implies here and outside the campus.

We have a name that joins us together with people throughout history, those in our own day and people yet to be born. It is the name of Christian. In the Acts of the Apostles we read. "It was first in Antioch that the disciples of Jesus were called Christians." It was meant to include them within a group that was inclusive and potentially all-encompassing that broke down the barriers between male and female, Jew and Greek, slave and free, and that set a whole new course for human history. It represents a kind of discipleship where we could begin to recognize our commonality with people not only from our family, clan or nation but with all people.

We hear in the Gospel today that Jesus prays that we might be sanctified — made holy; enabled to do great things with our lives, and exercise our God-given gifts of intelligence, articulateness and generosity of spirit.

We are called in this frazzled and troubled world to take on a different agenda than one which would simply be comfortable or familiar to us because of our experience up to this point.

We are charged to take our intelligence, our sense of compassion and our deep-rooted faith in the God proclaimed by Jesus Christ so that this world itself might be transformed so that the power of evil might be taken on. We are witnesses to the fact that there is indeed a better and more satisfying way than the way of violence or greed or discord or misunderstanding.

Whatever path your life may take, you have had a great foundation from your family, from your earlier schooling, from your faculty and staff who tried to take you into their lives and make a real difference. And now, in a sense, the burden has been handed over to you and to your generation.

We step back in awe at the marvelous transformation in South Africa. But in the midst of this joy, we see the terrible violence which is taking place in Rwanda on the same continent.

We see in our country all sets of possibilities for useful engagement of our talents in the professions, in business, in the military, in the clergy, in education, and all the ways that people make a living. We also see a rupturing of our common life in our urban environments, and a perpetuation of misunderstanding among members of races and even the genders.

We see people who are hurting here and abroad relative to the basic necessities of life. We recognize the suffering and pain of the AIDS victim, of those who have been abused, of those who have never been loved.



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And we see what a reservoir of talent, of experience, of good will, of energy and of faithfulness exists here, and we hope and pray that amidst all the decisions that our graduates are making about their future lives, about further schooling or work, or time in volunteer service, about marriage and parenting, about where to live, about forging a new kind of relationship with one's parents and family members, that they also recognize the broader agenda that Jesus, our Lord and Savior, has called us to as his agents, emissaries and representatives in this world. We have it in us to model a different kind of community in order to draw strength and nourishment from the font of prayer.

So my prayer and petition for you parents are words of thanksgiving and congratulations. Whatever name you have called your child by, they are now young adults and the world is open to them.

A word of congratulations and best wishes to you graduates. We are proud of you and your achievements. We recognize that you have the where-with-all, the strength and the self-confidence necessary to take on the great challenges that you face.

May you come back to be with us often. May you come back to Notre Dame as a place of pilgrimage and renewal, and may you teach us when you return what you have learned so that we might do a better job with the next generation who comes here to study and to learn.

Finally, may God's peace and blessing be with you now and forever. Amen.

## 1994 Spring Commencement Honorary Degrees May 15, 1994

At the 149th Commencement  
The May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, *honoris causa*,  
on

a syndicated columnist and author who for almost three decades has celebrated the ordinary things of life by affirming them with wit. Marriage and work, motherhood and children, growth and illness — all these have been understood anew by millions of readers who have laughed over her wry one-liners. Not easily labeled, she is a traditionalist who stumped for the Equal Rights Amendment, a celebrity who does her own laundry, a humorist serious about God's grace.

On  
Erma Louise Bombeck  
Paradise Valley, Arizona

At the 149th Commencement  
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The University of Notre Dame  
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Doctor of Laws, *honoris causa*,  
on

an outstanding American college president who now heads one of the nation's most important institutions for the higher education of African-American women. Anthropologist, teacher, author, she has articulated anew the century-old ideals of Spelman College through uncompromising attention to academic excellence and commitment to community. We salute an effective advocate for people of color and women everywhere.

On  
Johnnetta Betsch Cole  
Atlanta, Georgia

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At the 149th Commencement  
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an internationally esteemed social theorist, whose work has provided a better understanding of how institutions change the way society operates. His landmark research on school inequality precipitated the massive effort to desegregate the American public school system. More recently, his study of communities and social networks identified factors that give Catholic schools an advantage in raising the level of student achievement.

On  
James Samuel Coleman  
Chicago, Illinois

At the 149th Commencement  
The May Exercises  
The University of Notre Dame  
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Doctor of Laws, *honoris causa*,  
on

a preacher's daughter and graduate of Spelman College and Yale Law School who has devoted her life to human rights, particularly to the rights of children. The first African-American woman admitted to the Mississippi Bar, she began her career with the NAACP's campaign to immunize every American child. Later she founded the Children's Defense Fund, where she does daily battle for our nation's disadvantaged young. A characteristic statement sums up her lifelong dedication: "We don't have a child to waste."

On  
Marian Wright Edelman  
Washington, District of Columbia

At the 149th Commencement  
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The University of Notre Dame  
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Doctor of Laws, *honoris causa*,  
on

a son of France who served his native church as parish priest, auxiliary bishop of Paris, and archbishop of Marseilles. Now he serves the universal church as cardinal-president of the Pontifical Council for Justice and Peace and the Vatican's ministry of social and charitable

works. Vigorous supporter of developing countries, prophetic voice against racism, and emissary of The Holy See in delicate international missions, he exemplifies the dictum that to find peace one must seek justice.

On  
Roger Etchegaray  
Vatican City

At the 149th Commencement  
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The University of Notre Dame  
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Doctor of Laws, *honoris causa*,  
on

our American Thucydides. Son of the Mississippi Delta and descendant of its heroes, he has enriched the nation's literature with his monumental Civil War narrative, conveying with precision, lucidity and compassion the human tragedy and paradoxical glory of this pivotal conflict. His central role in the Public Broadcasting System's acclaimed Civil War series has made this habitually private man familiar to millions of admiring viewers and vulnerable to what he has called "all this hoo-rah" — to which we now delightedly add our own exclamation of praise.

On  
Shelby Dade Foote  
Memphis, Tennessee

At the 149th Commencement  
The May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, *honoris causa*,  
on

a distinguished attorney, dedicated public servant, and devoted advisor to this University. Speaking as the conscience of communications, in 1961 he courageously called television "a vast wasteland" — a phrase with greater resonance today than its first utterance. The first person of the Jewish faith on this University's Board of Trustees, he enhances Notre Dame's ecumenical dimension and demonstrates an unwavering commitment to improving American education on every level.

On  
Newton Norman Minow  
Chicago, Illinois

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At the 149th Commencement  
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The University of Notre Dame  
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on

an Irishman who seeks an end to the divisions in his homeland. Before being chosen to lead his nation, he was known in the world of commerce as a builder of businesses and in the ministries of government as the builder of one of the world's most advanced telecommunications networks. Now engaged in the difficult endeavor of building trust and community in the midst of enmity and strife, he has already succeeded in putting in place a new framework of principle upon which, pray God, an Ireland at peace may be erected.

On  
Albert Reynolds  
Dublin, Ireland

At the 149th Commencement  
The May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Laws, *honoris causa*,  
on

an innovative chief executive who has brought new things to light at General Electric and throughout the business world. Educated as a chemical engineer, he has eliminated the boundaries between management and labor by creating a corporate chemistry based on shared values and voluntary commitment. Even while reenergizing a multibillion dollar, high-tech global enterprise, he is ensuring a bright tomorrow through national initiatives to increase educational opportunities for minority students.

On  
John Francis Welch, Jr.  
Fairfield, Connecticut

At the 149th Commencement  
The May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Science, *honoris causa*,  
on

one of a handful of mathematicians whose careers have determined the direction of the discipline in the second half of this century. A highly imaginative differential geometer, he has nourished the creativity of generations of students and colleagues and enriched this university as well through his generous advice. In the past decade, rather than retire to quiet contemplation, he has turned his energies with spectacular success to the revitalization of mathematics in his native China.

On  
Shiing-Shen Chern  
Berkeley, California

At the 149th Commencement  
The May Exercises  
The University of Notre Dame  
confers the degree of  
Doctor of Engineering, *honoris causa*,  
on

an engineer and educator whose invention of the Light-Emitting Diode, or LED, has been recognized as one of this century's most notable scientific achievements. His pioneering research in semiconductor laser technology has substantially changed our lives by the development of fiber optic communication networks, laser printers, bar-code readers, and optical disk players. Recipient of the National Medal of Science, he has been called by his colleagues and students a "living national resource."

On  
Nick Holonyak, Jr.  
Urbana, Illinois

## Commencement Address

Albert Reynolds, Taoiseach of Ireland

May 15, 1994

May I first express appreciation for that great honor of being conferred with a degree of doctor of laws by the University of Notre Dame. This is an honor I shall cherish and value with special pride.

I am particularly delighted that I have been given this singular honor as the first Irish person to have been invited to give the Commencement Address at this institution.

Notre Dame is justly proud of its standards of excellence and the achievements of its scholars. Its alumni have left here, and made a powerful contribution throughout the United States and beyond. They have brought with them a loyalty to this special place and its ethos of honoring diversity and welcoming challenge.

Today we honor and congratulate the new members of this distinguished tradition. It is, above all, your day. All of us, but in particular your parents and your teachers, are exceptionally and justifiably proud of all of you. Congratulations and well done.

The ties between this University and Ireland have always been close and strong. We are proud of this relationship, and we are delighted to see it strengthened so significantly in the past year through the generous endowment of a chair in Irish studies by Don and Mickie Keough. Thank you.

The Founding Fathers of the United States set out to build a new nation on the twin pillars of political and religious liberty. For that reason, the American Revolution was a source of inspiration for all Irish people of all creeds and all faiths. In Dublin, the Lord Lieutenant of the day reported gloomily to London on the widespread support for the American cause in Ireland. He noted especially that Ulster Presbyterians were "Americans in their hearts . . . if they are not rebels, it is hard to find a name for them."

The United States was formed from the binding together of many creeds and races. This concept of unity in diversity has over the years remained the guiding spirit of American democracy. It is why, for successive generations of Irish people, America became an enduring symbol and model, and why millions of Irish crossed the Atlantic to make America its new home.

In opening the Northern Ireland Parliament in June 1921, King George V expressed the hope that Irish people,

North and South, would one day "work together in common love for Ireland upon the sure foundations of mutual justice and respect." After the last 25 years of suffering and violence, these words retain a deep resonance today.

The Northern Ireland tragedy arises fundamentally from a clash between two sets of rights that must be reconciled. We know that Unionists and Nationalists have no choice but to share the island we live on.

We know that, although we may not agree on some things, the rights of each tradition are fully legitimate, and must be acknowledged and respected. There is no alternative to learning to live in partnership and in equality. Diversity can be enriching rather than threatening. No barriers are immutable to people wishing to live together in a relationship of trust and mutual respect.

History must be transcended, both the psychology of siege, and the psychology of dispossession.

The Joint Declaration which I signed with the British Prime Minister five months ago today sets out a framework of principles and realities, within which a lasting political solution to the problem of Northern Ireland can be found.

There is universal demand for peace in Ireland today. John Major and I set out to respond to this heartfelt desire among our peoples for an end to the corrosive evil of violence, and to chart an honorable way forward that could be respected by all sides as fair, balanced and just.

The Declaration reflects a full commitment by both governments to the inviolable rights and legitimate aspiration of both traditions in Ireland, and to achieving a just balance between them, safeguarding each, threatening neither, and seeking to assuage the historical fears of each.

It builds on the progressively closer relationships developed between the two governments, by making clear that the British Government is in no way an enemy to the Nationalist tradition in Ireland, while equally making it clear that the Irish Government is in no sense an enemy to the Unionist tradition.

A central objective of the Declaration has been to provide a meaningful political framework, which removes permanently any justification for violence. It offers an honorable framework, which enables all those who have resorted to violence to take up a new democratic path to their objectives, and to leave behind the violence which has caused so much widespread suffering.

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There are always great risks in a journey to peace. When John Major and I signed the Declaration, we viewed it not as a solution in itself, but as a set of principles and understandings that must govern the search for a political settlement.

The Declaration opens the door to negotiations on new political structures for Ireland, and allows all groups an honorable entry to them.

The fundamental core at the heart of this Declaration is the right of self-determination allied to the principle of consent and freedom from coercion. To sit at the negotiation table requires acceptance that differences between all Irish people can be resolved only by peaceful means, and that efforts to achieve political goals through violence and terror have no place in this endeavor. It also requires acceptance that, where you have two communities, political structures cannot be based on simple majoritarianism.

One of the major challenges addressed by the Declaration is how to lift the mutual vetoes on political progress that have been around for a long, long time. A settlement has to be found on a basis which recognizes the legitimacy of both the Unionist and the Nationalist traditions.

The enormity of the task we face is reflected by the fact that we are seeking a settlement not just after 25 years of troubles, or even 70 years of partition, but one that will constitute the first comprehensive agreement as equals between all traditions on our island in 400 years.

I have been greatly heartened by the response to the Declaration both in Ireland, North and South, and internationally. The extraordinary level of support within both communities comes from a strong sense and conviction that its fundamental principles are fair and honorable and represent the best hope for the future.

This is the best ever opportunity for peace in Ireland. We cannot and will not allow it to be squandered.

The Declaration has led to intensive discussions within the Republican movement over the recent months.

I have sought to provide, and so in recent months have the British Government, any reasonable points of clarification that may be required. But the present roadblock on clarification must be broken. That is the clear will of all the Irish people.

I have called for the remaining points needing clarification to be spelled out on numerous occasions, so that they could be responded to objectively. In the past week, a list of points, on which clarification is sought from the

British Government, has been sent to me. I have conveyed them on to the British Government.

I would anticipate that the response, once it has been transmitted back, will be published together with the questions, thus bringing the long drawn-out process of clarification to a conclusion.

I understood at the outset that it would not be an easy decision for the Republican Movement in Ireland to break out of isolation and join the political mainstream, and to relinquish for good resort to the bomb and the bullet.

It will take real courage for them to begin a new and different journey, by accepting that only through dialogue and peaceful negotiations can we build a new Ireland.

Their leaders have talked much in recent months of their absolute commitment to peace. But we are entitled to judge their movement by their deeds as well as by their words. Clearly, some appalling murders of recent weeks are not consistent with a commitment to peace.

Most know in their hearts, that to seek to build structures of peace and unity on foundations of hatred and bloodshed is impossible. Such a path leads only to ruin for the cause they claim to serve and the land they claim to love. We all have to accept the fundamental and principal simple reality that an agreed Ireland can only be negotiated and established exclusively on the basis of democratic principles.

Irish unity can only be achieved by those who favor this outcome persuading those who do not, peacefully and without coercion.

The Sinn Féin President confirmed at his Party's Ard Fheis, in response to a challenge by me, that Unionists should not be coerced into a united Ireland against their will. That being so, there can be no justification for continued violence, such as the killing of Protestant workers, and policemen, active or retired.

The actions of Loyalist paramilitaries in recent weeks make a mockery of whatever cause they claim to serve, whether it is the British way of life, or the ideal of civil and religious liberty. They too know that the Declaration is a charter for peace.

They know that no Irish Government will ever seek to coerce a majority of the people of Northern Ireland into a united Ireland.

Why then do they harm and kill innocent people? Their most recent victim was a 76-year-old Catholic woman. They too owe the people an answer, as do all those who

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have fostered a climate of vicious sectarianism down through the years.

There is no point in hiding from ourselves the unacceptable realities on either side which have to be confronted and addressed. One of the set of rights, the Declaration, in language that was Loyalist in inspiration, "was the right to live where ever one chooses without violence."

Unfortunately, that is far from being a reality in certain parts of Northern Ireland today. The tendency to communal segregation, sometimes reinforced by threat and intimidation or worse, is a profoundly regrettable tendency, which in more peaceful conditions could, one hopes, be at least partially reversed.

The Declaration removes any last vestige of justification for a resort to violence. A permanent cessation of violence would clearly enhance the prospects for a successful outcome to negotiations leading to a lasting political settlement.

No party can be allowed a veto on progress. Continued or threatened recourse to violence will not be allowed to block or impede the search for progress and a new way forward. The principles behind the Declaration will retain their validity, whether or not those engaged in violence finally accept them. I will not be deflected from continuing my search for peace.

The leaders of the Republican Movement know that we still hope that they will opt to play their part in achieving this new beginning. They must also know, as our great Irish writer Edmund Burke once put it, that "there is a limit at which forbearance ceases to be a virtue."

Our greatest strength in proceeding to peace is our strong belief as Irish people in ourselves and in our cause. Self-belief and self-reliance lay at the heart of the original Sinn Féin philosophy, that was the foundation stone of the independent Irish State.

It is unfortunately a lack of national self-confidence, that makes some reluctant to give up the gun for full participation in the democratic system.

But Ireland's cause is a just cause, and that is why it commands so much international support, especially from the Irish diaspora spread across the world, but at its greatest numerically here in the United States of America.

Irish-Americans want to see Ireland move on to a higher plane, so that they can support politically, in an atmosphere free of violence and division, efforts to realize full justice and equality in Northern Ireland, and sooner or later to create the conditions for the exercise of national

self-determination in the island of Ireland as a whole, as laid out in the Joint Declaration. The two governments will during the coming months build on the momentum already generated by the Declaration.

We are working closely together to advance the process and to launch political talks, anchored in the Declaration, which address the three central relationships: those within Northern Ireland, the relationships between North and South, and the relationship between the two governments.

Both governments are engaged at present in intensive discussions to devise a framework to assist and facilitate the resumption of talks. Accommodation will not simply happen. It must be deliberately constructed in a determined and cooperative effort.

This must involve full and equal respect for the identity, ethos and aspirations of both traditions. The conflicting identities and allegiances in Northern Ireland clearly relate to wider external relationships.

The search for accommodation must, therefore, necessarily transcend the confines of Northern Ireland, and address these wider relationships through arrangements and structures which cater adequately for them. Both governments are now engaged in substantive discussions of ideas and proposals on various aspects of a possible future agreement, building on the Joint Declaration and the talks process, which deal with these three relationships.

The Joint Declaration will remain the anchor for both governments in charting a new way forward. It offers a historic opportunity to begin the work of healing the misunderstandings and antagonisms that have so damaged relationships on our island, and between the two islands, over the centuries.

In our search to bring lasting peace to our island, we greatly value and appreciate the friendship and support of the United States. In my discussion with President Clinton all day on the 17th of March of this year and again yesterday in Indianapolis, I welcomed the interest and concern that he has shown in relation to Northern Ireland, and I am greatly encouraged by his very strong support and the support of his administration for the Peace Declaration.

The continuing American support for the Declaration and for our efforts to achieve a lasting political settlement is an enormous moral and political asset to all of us in Ireland. I was much encouraged by the atmosphere surrounding the recent Unionist leader, Mr. Molyneux's visit here to the United States and by some of his comments.



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Historically, both traditions in Ireland have looked to this country and to its founding principles for inspiration and encouragement.

The contribution of Irish-Americans in many fields — politics, the law, the Churches, academic life, journalism, etc. — has all been long recognized.

But the equally important success story which is corporate Irish-America has, until recently, been hidden. In a world where politics and economics can no longer be divorced, my government are greatly encouraged that Irish-American business leaders are increasingly playing a critical role across the range of issues of concern and of importance to us.

I have recently given this crucial resource — Corporate Irish-America — institutional recognition through the establishment of an Ireland-America Economic Advisory Board.

The experience, the perspective and the distinctive approach to innovation and entrepreneurship of Irish-America can play a critical part in the further development and advancement of Ireland, economically, socially and culturally, and to full effect, if we can achieve peace.

Potentially there is a large peace dividend for Ireland, through increased investment, tourism and trade, and closer North-South economic cooperation, which has the backing of America through the International Fund for Ireland. In seeking to reach a lasting settlement on our island, there is much common ground shared by the overwhelming majority in both traditions on which to build.

To the political leadership of the Unionist community, I would say this: Join us in developing a new Ireland that will pose no threat to the rights and aspirations of your people. All of us have made mistakes in the past, but surely now we can begin the long overdue task of sorting out our relationships on this island, and meeting the challenge of living with each other in harmony and in trust.

The Declaration is a guarantee of your basic rights in unambiguous language. It is a bedrock assurance of the dignity and rights of your community.

There is now a heavy moral and political responsibility on all of us to sit down together to end a quarrel that has gone on far too long, and whose time is now more than ever in the past.

A great American leader, Franklin Roosevelt, said to this country at a time of doubt and despair that the only thing Americans had to fear was fear itself, the fear "which paralyzes needed efforts, to convert retreat into advance."

A generation of Americans drew encouragement and inspiration from his words.

Edmund Burke, again, once wrote that he did not know the method of drawing up an indictment against a whole people. By that, he meant that moral judgments of right and wrong can seldom be applied to an entire community, and that the best approach to healing divisions and wounds in any society is emancipation from the fears that are their source.

Both communities in Northern Ireland have to live side by side. To the extent that either has a desire to deny or dominate the other, it is because both have deep and understandable fears of isolation and of being left a defenseless and abandoned minority on our island.

It is not possible to escape the legacy of history, but it is possible, as the people and political leaders of South Africa have so bravely shown, to transcend fears and to begin anew in partnership and in hope.

That is what the Irish and British Governments have sought to do in the Peace Declaration, and what we and the Northern parties must now do to achieve a durable political and just settlement.

For us in Ireland, the task of building a true peace and achieving a lasting reconciliation remains our greatest challenge.

We must put to one side the fears and misunderstandings that have brought such needless division and suffering, and seek to build on the things which already unite the people of the island, North and South. That is the journey we are now embarked on, the advance from which there can be no retreat.

## Valedictory Johnathon Fay May 15, 1994

Mr. Prime Minister, President Malloy, distinguished members of the platform party, faculty, family and especially my fellow graduates of the Class of 1994.

Most of us here will remember the Michigan game freshman year. For the entire week before the game, the upperclassmen tried to relate what their first home game was like, but I do not think any of us fully understood what they were saying. The Michigan game was a night game and the stadium had been ringed with lights. I was a freshman in the marching band, so before the game I stood nervously in the tunnel as "Go Irish" thundered back and forth across the stadium. Then as the band came charging out of the tunnel, I remember hearing an incredible roar from a massive green wall of people known as the student section. The combination of the night sky, the bright lights, a deafening roar and a TV camera about a foot from my face brought an adrenaline rush of excitement and nervousness. After that, I don't remember much about my pregame performance, to be honest I cannot even tell you if I played a single note. I just remember, after it was all over, having someone pat me on the back and say, "Welcome to Notre Dame."

All of us at the game, whether we were in the band, in the stands, or in the locker room can remember the excitement of that moment. As I reflect on that game, I realize that underneath all the excitement, there exists the opportunity to learn a much more profound message. To me, we all had the opportunity to learn what it meant to be a member of the whole, focused community that is Notre Dame and also to learn the power that we as a group possess. Both of these messages transcend in importance the excitement of the game itself because they possess the power to affect our lives long after the adrenaline rush of the moment is gone. These are by no means the only messages that could be learned from that experience. Everyone of us at that game has a slightly different memory of what it was like and so everyone may learn a different meaning from that experience. The only mistake we could make is to not look for any meaning behind our emotions.

But that Michigan game is only one event in a long line of experiences that we have shared together as students here at Notre Dame. There are so many others: SYRs, Christmas in April, dorm athletics, getting C's on our first Composition and Literature papers and learning the art of dancing at the Linebacker. As well as these common experiences, each of us here also has a long list of indi-

vidual experiences that make each of our journeys at Notre Dame unique. But underneath each experience we have had is the opportunity to reflect and find the message that helps us learn about ourselves.

If there is one thing that all of us will take with us when we graduate, it will be the memories we have of Notre Dame. But on a deeper level, with those memories we have the opportunity to grow as a group and as individuals. When I reflect on my stay here at Notre Dame, I realize that it is through the meaning underlying each of my experiences that I have grown as a person in the last four years. The Michigan game is just one example. I think all of us can say that we learned a lot about ourselves and each other through the times that we have shared. We are all very fortunate to have attended Notre Dame, where we are surrounded by people who challenge us to grow academically, socially and spiritually.

However, there is a danger that we face as we graduate today. It is easy to go through life focusing on where we have been in the past. We all have very fond memories of our friends and activities here at Notre Dame and those memories are memories we can cherish for a lifetime. But as we look back on those memories it will be difficult not to get caught up in them and have our memories exist for memory's sake. We all know people who are caught up in the past and have trouble growing beyond those images of themselves. Instead, our past should help us understand where we have been and who we have become, but in no way should we let it limit who we can become in the future. The past four years should be a source of strength that allows us and challenges us to envision ourselves in the future.

If I had a thought to leave with you, my fellow graduates, it would be to reflect on our past to learn as much as we can about ourselves and each other. But always reflect on the past with the intent of improving our self-understanding so that we are more prepared and willing to enter an unknown future. In closing, I would like to thank you the students for sharing four years of Notre Dame with me. I have had fun, I have been challenged in ways I never expected, learned a lot about myself and am able to face the future that lies ahead of me. So to all my fellow graduates: Thanks, God Bless and Go Irish.

## Laetare Medal

The University of Notre Dame  
to  
Sidney Callahan

Madam:

May, the month of Our Lady, is a particularly appropriate time for conferring this University's highest honor to one of Mary's most thoughtful and articulate devotees.

No stranger to such happy springtime settings, you are every bit as much an academic as you are a journalist. Graduating from Bryn Mawr College in 1955, you obtained a master's degree in psychology from Sara Lawrence College in 1971 and received a doctorate in social and personality psychology from City University of New York in 1980. Before joining the Mercy College faculty that year, you had taught in Fairfield University's graduate school of education. Visiting professor at Boston College and the University of Denver, you have lectured at more than 200 institutions of higher education nationwide. So this is not your first commencement, nor even your first commencement here at Notre Dame, where you received an honorary degree three years ago.

Yet we honor you today not only as a scholar, but as a woman of letters. In addition to your *Commonweal* column, you have written for popular and scholarly magazines on many sensitive issues from medical ethics and child-rearing to sexuality and ecumenism. The titles of even a few of your books give testimony to your wide-ranging understanding and compassion: *In Good Conscience: Reason and Emotion in Moral Decisionmaking*; *With All Our Heart and Mind: The Spiritual Works of Mercy in a Psychological Age*; *Beyond Birth Control: Christian Experience of Sex*.

We honor you as a quiet activist, as well. Consultant at the Hastings Center, an ethical research foundation established and now directed by your husband, Daniel Callahan, you also have served on advisory boards and committees for such organizations as the Catholic Health Association, The Ford Foundation, the National Science Foundation, the National Endowment for the Humanities and the Kennedy Institute of Bioethics. In all these enterprises, you have been sympathetic to the weakest and most vulnerable and zealous for reconciliation and community.

But most of all Madam, we honor you as a *handmaid*, knowing, as we know you know, how innocent of patriarchal condescension this rich title can be.

As you yourself have written of our patroness, "To serve and wait upon the Lord is not a male prerogative. Mary is a handmaid who is directly accountable to the Almighty . . . To be a lowly handmaid of the Lord of Hosts is to be a free woman. The servant of the Lord is liberated from the bondage of the world's authority. The other dimension, the call of the beyond, the ultimate authority of God, makes all authorities and power relationships on earth secondary. The handmaid is devoted to the will of God, not to the will of any man. If the world must be turned upside down because of that handmaid's service, let it be."

This institution has made well known a golden image of the Handmaid you described and for many of our graduates she is the model of service. Grateful to you for teaching what such service costs and means, the University of Notre Dame proudly confers on you its highest honor, the Laetare Medal.

On  
Sidney Callahan  
Ardsley-on-Hudson, New York

## Response

Thank you. Of course I think being awarded this wonderful medal is an excessive act of generosity on Notre Dame's part — but I'm not about to decline the gift or give it back! No, I am going to rejoice and be glad and 'swan around,' as we said in the south, delighting in every moment of this day and of my good fortune.

I do think however, that when I go home I should probably not wear this beautiful medal to class, or to parties. One must at least pretend to be properly restrained and poised. Maybe I'll only put it on when I get into disputes with my fellow Catholics over various contested issues in the Church which would be impolitic to enumerate at this time. Let the lightbeams bouncing off this golden orb confuse and deflect your ire.

More seriously I see the reception of this medal as symbolic of how the Gospel good news is in every way overwhelmingly gratuitous, undeserved, overflowing and abounding. We stumble along the stony path, cast a breadcrumb or two upon the water, and lo and behold, Shazam! back comes a tidal wave of undeserved and unimagined gifts and graces. And on top of this we are further told that no eye has ever seen or mind imagined what lies in store for us in the future. Our God is a God of surprises, even it turns out, a God of wit and playfulness. To be alive in the Spirit is to be never ever bored again.

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Of course we also know that the 20th century has seen the most grim and evil chapters of human history ever lived. I was born the day Hitler came to power and have in my lifetime seen not only the Holocaust, but genocide after genocide around the globe. Everywhere technological destructiveness and violence has precipitated an unparalleled breakdown of civilization. Of course, I have also witnessed unprecedented peaceful revolutions and wave after wave of social progress. So which of these powerful currents is going to triumph as we push on into the third millennium of the church and world?

If the side of the angels, and peace and justice is to win out it will only be after many heroic struggles by many of you now coming into maturity and power. One small local engagement that remains to be resolved is that within our own beloved Catholic church as we come to terms with new forms of equality and participatory community. Outside in the larger world more ominous forces must be overcome as Christians struggle against the unjust violence pervading society. Our Catholic vision is of a consistent ethic of life in which the equal rights of all, born and unborn, are protected. But how can these social movements toward inclusive justice come about?

In my experience the key to social change is the moral conversion of the heart and conscience. Structures cannot change for the better unless people within the existing institutions desire to be just; they must want to seek the good and feel compelled to respond to the demands of truth and moral reality.

Without the fire of wholehearted loving desire persons grow cold, become apathetic, retreat into a round of distractions and no longer care enough about anything to commit themselves to their work or to other people.

Vaclav Havel spoke the truth when he told the Senate of the United States of his certainty that "consciousness precedes being, and not the other way around, as the Marxists claim. For this reason the salvation of this human world lies nowhere else than in the human heart, in the human power to reflect, in human meekness and in human responsibility."

Obviously, recommendations for "Human meekness" do not sit well with the modern American spirit. When St. Therese of Lisieux claims that the one thing Jesus wants of us is "self-surrender and gratitude," she voiced a deep, but very difficult to accept, truth of Christian experience. Yes, Christ can work through us to accomplish all things, but only if we humbly open ourselves to receive the Spirit. Oh how hard self-surrender and gratitude can be for the sophisticated Christians of our time. For us, who

are so cool and ironic and attuned to high tragedy, it is almost impossible to accept the amazing simplicity of amazing grace.

So we must give witness to one another and remind ourselves of the great promises again and again. Yes through Christ we can receive transformed hearts from which living water flows. In faith and worship and work, we can draw upon wellsprings of creativity and divine lifegiving energy. We can be enspirited so that our wills are enkindled to love and work wherever we find ourselves. In the sacrament of the present moment, in God's eternal present we can move toward our end, to love and be loved.

Indeed, after being married for 40 years and raising six children I can testify that nothing is more of a challenge than becoming a loving spouse, a good parent, a good neighbor and steadfast friend. Professional achievement seems relatively easy by comparison, involving much less self-discipline and pain.

Reflecting on the amount of pain, loss, failure and disappointment of even the most fortunate of lives brings us to perhaps the most comforting of all the great Gospel promises. No one can explain the mystery of suffering and evil but through faith we can apprehend that all of our suffering, defeat and hurt can have meaning. We are not abandoned here lost "on a darkling plain where ignorant armies clash by night." The Cross of Christ is our pledge that nothing that we suffer need be in vain. Our inevitable sufferings not only bring us into human solidarity but can be used in bringing into being a new and better world. As John Paul our pope has so well expressed it, "In bringing about the redemption through suffering, Christ has also raised human suffering to the level of the redemption. Thus each man (or woman) in his (or her) suffering can also become a sharer in the redemptive suffering of Christ."

With such a conviction we can take courage, cast our fear and rejoice in hope. We can be merry because our God wins. So for those of us still on our pilgrimage there is one clear call, and here at Notre Dame founded in honor of Our Lady we can freely send up our prayers once more with all those who have gone before us. Please, please, at last and forever "May we be made worthy of the promises of Christ."

## Special Presidential Awards to Staff May 16, 1994

### 1994 Special Presidential Award

Behind every successful department chair there is an effective secretary. Everyone fully realizes that it is misleading to say that the department chair "runs" the department, because the secretary is clearly the individual most experienced in handling the daily administrative duties.

This individual has served in that capacity for ten years, providing an unbelievable combination of technical expertise, general knowledge and friendliness. Responding to a barrage of questions from the department chair, other faculty, graduate students and undergraduates she never lets the smile leave her face. She treats everyone: faculty, staff and student alike, with undeniable respect and concern. Her presence makes the Department of Psychology a much better place to work and to study.

For all that she brings to Notre Dame, we recognize

Judy Spiro

### 1994 Special Presidential Award

The magnitude of directing the image of the Notre Dame sports program is an awesome responsibility, one he has been a part of since 1978. He is respected by both the Notre Dame community and his national peers as one of the finest sports information directors in the country. His publications have won numerous awards and he spends countless hours serving the media in their needs while covering Fighting Irish athletics.

To the coaches and student-athletes of Notre Dame, he is a trusted friend who always cares. No matter how busy his schedule is, he always takes the time to listen to the concerns, worries and joys of his fellow Notre Dame family members. Despite an incredibly busy and demanding schedule, he always maintains his composure and represents Notre Dame and its athletic department in a first-class manner.

We recognize

John E. Heisler III

### 1994 Special Presidential Award

Quiet and unassuming, he is a classic "behind the scenes" contributor. His responsibilities range from directing major building renovations to making sure that light bulbs are changed. Whether it's a walk on campus, teaching in a classroom, working in an office or studying in a residence hall, his organizational skills are a critical part of day-to-day University life.

He is well known for his thoughtful and timely responses to more than 50,000 annual requests for service. His leadership qualities extend into the South Bend community through active participation and direction of the annual Christmas in April.

For all of his talents and his personal qualities, we recognize

Gary Shumaker

### 1994 Special Presidential Award

Faithful, dedicated, committed and professional are words commonly used to describe this person. In twenty-one years of service she has missed only two days of work. She is a regular volunteer in the Support Services Christmas party for children and in the Christmas in April program. Her outstanding job performance is well documented. She has been a recipient of the Outstanding Performer Award in Support Services every year since the inception of the program. For her contributions to Our Lady's University and our community we honor

Annie Jones

### 1994 Special Presidential Award

For more than twenty years she has been exemplary in representing University values. She is bright, hard working, self sufficient and can always be relied upon to give the little extra to get the job done right. She played a major role in planning and implementing the NOTIS Acquisitions System in the University Libraries. She helped analyze and evaluate the capabilities of the new system, wrote procedures, designed work flows, developed training manuals and provided the Library with training. For her commitment to excellence and service to Notre Dame we recognize

Charlene Billups

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## 1994 Special Presidential Award

A very "special person" to the rectors of our student residences, she began working in Student Residences in 1972 as an "on-call person." Since 1984, she has been responsible for the incredible task of making room assignments for all of our on-campus graduate and undergraduate students. Fulfilling this responsibility with a gracious smile and an equanimity of temperament, she has overseen, for the past ten years, the housing of a growing resident student population, now numbering almost 7,000 strong. In addition, her staff maintains a current listing of off-campus housing that is available for students wishing to live in the local community. Further, all summer session housing assignments, as well as the hiring of hall managers who oversee residence halls during the summer months, take place under her supervision.

Over the years this humble and self-effacing administrator has fulfilled her duties in a professional and exemplary fashion, with a calmness and generosity of spirit that has earned her the admiration, love and respect of colleagues, rectors and students alike. Retiring this year after twenty-two years of selfless service to Notre Dame, she will be sorely missed.

In gratitude for her contribution to Our Lady's University, we honor

Evelyn Reinebold

## 1994 Special Presidential Award

He has served the University faithfully and well for twenty years. From mid-April to mid-October he is at the golf course seven days a week — often being called in during the middle of the night to handle an emergency. He has become a master at irrigation installation, repair and maintenance as evidenced by the beauty of the golf course.

In addition, he is very active in church functions, Girl Scouts, Boy Scouts, Camp Fire and many other community activities.

Beyond his skills and dependability, his pride in the University and positive nature serve as an excellent role model to his co-workers, as well as course players.

For all of these qualities, we recognize

Donald Anglin

## 1994 Special Presidential Award

He is a seasoned editor responsible for enlightening more than 100,000 readers, many of them more than happy to do a curious thing: make a voluntary subscription payment to a publication they get for free. A teacher of writing to neophytes and an editor of writing by veterans, he makes a quarterly sojourn across the intellectual landscape of the University, creating journalism entertaining as well as informative. One who is convinced that the most satisfactory form of locomotion known to man is either a bicycle or a canoe has a lot of time to ponder, and, in this case, *Notre Dame Magazine* is the wiser for it. We honor

Walton R. Collins

## 1994 Special Presidential Award

It is said that he who sings prays twice, and the person we honor this evening has mingled music and prayer from Irish green to papal Mass, from Sacred Heart Basilica to cloistered abbey. Guitar in hand, he has created a new tradition of sacred music on campus, a blend of traditional and contemporary, of Hispanic song and African-American spiritual, of medieval litany and Gaelic folk sound. The four-part harmony of Campus Ministry's Notre Dame Folk Choir has reached thousands through tours and recordings, but it is never more at home than when heard in campus worship. We salute

Steven C. Warner



## Presidential Dinner Awards May 17, 1994

### 1994 Faculty Award

Creativity is the special gift of the 1994 Faculty Award recipient. Prize winning author and award winning teacher, our honoree not only blends well the two-fold task of every faculty member, but is uncommonly generous in service and administration at all levels. Whether rummaging in the lives and loves of family history, or among antiques that a little work and shine will fix, this celebrated poet, essayist and fiction writer works her magic on treasures all the way from Umbria to Wellington, from Cornwall to Perth, from Minnesota farmland to northern Indiana prairies. We are pleased to pay her further tribute this evening as the first woman recipient of the Faculty Award.

Sonia Gernes

### 1994 Graduate School Award

This winner of the 1994 Graduate School Award is living proof that great scholarship and great teaching go hand in hand. Among the most prominent figures in her field, she has published numerous articles and books. Born into an academic family, she developed a love of learning and reading that is contagious. She devours scholarly journals and detective novels with equal passion. As a civil libertarian and member of the County Library Board, she has fought for the rights of citizens to have access both to great literature and to popular culture. Witty, personable and knowledgeable, she insists on the highest standards for her students, but also never stints in offering help. In short, she is a scholar who never forgets that teaching is the most crucial function of a University.

Joan Aldous

### 1994 Graduate School Award

This recipient of the 1994 Graduate School Award is a marvel of multiple talents. His research productivity places him high among his scientific colleagues. His lectures are meaty yet spiced with humor. His large lab runs complicated procedures with efficiency, but his humane concern for his students always softens the edges without diluting the results. Successful administrator of a major academic unit on this campus, he finds time to serve on national panels and review boards as well. A recent enthusiast of boating, this summer he will face — and undoubtedly conquer — the waters of Lake Michigan.

Francis J. Castellino

### 1994 Rev. Paul J. Foik, C.S.C., Award

At Notre Dame only eight years, this lively librarian has had tangible impact on the level of service in the Hesburgh Library. Researcher as well as bibliographer, he knows from personal experience the needs of his faculty colleagues and pursues them assiduously. International in background and wideranging in scope, he has used his skill not only to build a better Latin American collection, but also to find resources for its support.

Rafael Tarrago

### 1994 Madden Award

Energetic and congenial, the 1994 Thomas P. Madden Award Winner is at the same time a tough task-master. But his students revel in his vast knowledge, his experiential anecdotes and his sharp sense of humor. Deeply conscious of cultural influences throughout the world, he provokes curiosity about the world's variety as well as understanding of its many problems. Whether lecturing in the classroom on clinical anthropology or addressing a hospital board on his research results, he exudes the same enthusiasm which sparks his delight in a turkey shoot or a sail on Lake Michigan.

Irwin Press

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## 1994 Reinhold Niebuhr Award

Born in St. Louis, the winner of the 1994 Reinhold Niebuhr Award would take kindly to this citation's being written in Latin, the language of some of his early classics courses. A roundabout journey via Europe and the American South and West finally brought him to Notre Dame in 1965. With his wife and children, he has demonstrated a lifelong commitment to social justice through active involvement here with Catholic Worker House and the Center for the Homeless. Supporting and deepening this dedication is his research on Jacques Maritain and the French Catholic intellectual tradition. Scholar and teacher, thinker and activist, farmer and woodworker, he brings to all tasks the quiet conviction of a man of faith.

**Bernard Doering**

## 1994 Grenville Clark Award

The 1994 Grenville Clark Award goes to one who gives vital witness to volunteer service on this campus and in the local community. Whether welcoming students with his hearty homemade soups or preparing meals for the residents of Dismas House, he nourishes the souls of his guests with the example of his service. Wearing his trademark baseball cap, he travels with students from North to South to help them learn from those whose lives are often ignored or depreciated in today's competitive society. Always alert to opportunities for service to those in need, he encompasses students, faculty and staff in his efforts to expand the response to the gospel call for justice in action.

**Bonaventure Scully, C.F.X.**

## 1994 John "Pop" Farley Award

This rector has become a master of initiating and sustaining team collaboration. With her support and encouragement, the women of her hall have instituted an outstanding Hall Fellows Program, establishing strong collaborative links between their residential and academic lives. Effective facilitator, she is respected by her peers and staff as she introduces programs and offers sound counsel. Loyal and trusted friend, she brings to this campus a genuine pastoral presence that is human, gentle and caring.

**Joris Binder, O.P.**

## 1994 Rev. William A. Toohey, C.S.C., Award

Tonight's winner of the Toohey Award is a living example of faith in action. Rarely at rest, he is constantly at work among people, forging links which strengthen and energize their faith. Whether it be Campus Ministry and the Center for Social Concerns, graduates and undergraduates, or the disparate congregation at Sacred Heart Basilica during liturgies, he offers enthusiasm and insight to those seeking God's love in their lives. As beloved of the Voices of Faith Gospel Ensemble as by student retreat groups, he brings genuine human concern and keen intelligence to every endeavor. We envy those whose lives he will enrich as he returns to the African missions this fall.

**H. Thomas McDermott**  
**Congregation of Holy Cross**

## 1994 Special Presidential Award

This transplanted Buckeye, a Double-Domer, has served the University for more than forty years as an effective teacher, researcher and research administrator. Increasingly, he has focused his attention on education for the practice of his profession. Leader of a major research program aided at keeping the nation's rail transit systems operating during the most severe winter weather, more recently he has headed a group of undergraduates exploring utility chases in industrial buildings in the Michiana area, seeking to improve energy efficiency. Currently advising students on the construction of Notre Dame's electric racing car, he demonstrates in every challenge the same determination he exhibits in his regular jogs through campus.

**William B. Berry**

## 1994 Special Presidential Award

Born in the land of Francis and Dante, this Notre Dame couple has shared their exceptional linguistic expertise in multiple countries on three continents. Everywhere they go they speak eloquently the universal language of Christian charity. But their most persistent voice has been here in this community. Catalysts, tireless workers and convincing spokespersons, they have labored in the movement on behalf of Christ's least brethren, *l'Arche*. Indeed, their lives reflect the selflessness of its founder and their longtime model, Jean Vanier, recent recipient of the Notre Dame Award.

**Paul and Vittoria Bosco**

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## 1994 Special Presidential Award

Trout fishing is his passion; country music his diversion; golf his penance. His quips and wry smile are welcomed in all corners of our campus. Coming to Notre Dame as a department chair, he has been instrumental in enhancing the research culture of his department and college by his action and example. A highly respected teacher, he was recently tapped to lead the Educational Council of his discipline's primary association. Always accessible for advice or consultation, this University of Portland graduate demonstrates consistent sensitivity to the needs of students and faculty alike.

Michael Etzel

## 1994 Special Presidential Award

This couple presents us with a study in contrast. One was raised in sunny California; the other, in the frigid north. One is calm and deliberate; the other, an unbridled ball of energy. Together and individually, they have forged a remarkable record of dedicated service to Notre Dame and to their professions. Biologists both, the entomologies and aquatic scientist researches creatures of earth and water, while the botanist spends time with trees and shrubs. The yields to both are substantial: for one, research reports of UNDERC experimentation; for the other, a remarkable record of Notre Dame's landscape. Whether laboring in the lab or working at the computer, their mutual support and cooperation is a model for friends, colleagues and students on this campus.

Ronald and Barbara Hellenenthal

## 1994 Special Presidential Award

This educator works with multiple voices: theoretical and historical linguist; early innovator in computer-aided instruction; scholar and teacher of medieval English literature. As effective administrator and thoughtful scholar, he has long focused his talents on honing the communication skills of our students. And his own talent in this regard is widely recognized. He urges departmental involvement in this University enterprise, works with faculty and TA's in the development of creative courses, and keeps the entire community informed of the program's progress. Indeed his successful orchestration of this complex task must take its genesis in his mastery as St. Matthew Cathedral's choral director and musical conductor.

Edward A. Kline

## 1994 Special Presidential Award

Twice voted "Teacher of the Year" by the graduating class, this senior member of the faculty has been chosen for virtually every teaching honor the University gives. Teacher of every student in his college since 1958, he has earned revered recognition in the profession. His colleagues, both here at Notre Dame and throughout the land pay him the highest form of praise as they utilize the teaching methodology his publications made popular. In teaching and writing, in creative and tenacious arguments over lunch, in every personal relationship, he offers a vital presence to all who come in contact with him, a living testimony to his own advice: above all, he counsels, "Be kind."

Edward J. Murphy

## 1994 Special Presidential Award

Sorbonne and Princeton-educated, this dynamic person arrived at Notre Dame determined to avoid the administrative tasks which so absorbed him at Berkeley. Instead of "chairing" and "deaning," he plunged energetically into research and teaching, almost instantly creating a demand for his fascinating courses. Generous and responsive, he offers valuable service on numerous committees. His experience and understanding of the complexities of cultural diversity have resulted in an enriched curricular and social life here. But it is as writer, poet and playwright that he takes his greatest pride and deserves our highest praise.

Erskine A. Peters

## Faculty Promotions

### Twenty-five Years of Service

Charlotte A. Ames, University Libraries  
Hafiz M. Atassi, Aerospace and Mechanical Engineering  
Howard A. Blackstead, Physics  
William E. Dawson, Psychology  
Gary M. Gutting, Philosophy  
Nai-Chien Huang, Aerospace and Mechanical Engineering  
James W. Kaiser, Physics  
Douglas Kinsey, Art, Art History and Design  
William J. Krier, English  
Jerry J. Marley, Civil Engineering and Geological Sciences  
Kok-Wee Phan, Mathematics  
Charles E. Rice, Law School  
Marlyn T. Ritchie, Center for the Study of Contemporary Society  
Norlin G. Rueschhoff, Accountancy  
Howard J. Saz, Biological Sciences  
C. William Tageson, Psychology  
Robert A. Vacca, Classical and Oriental Languages and Literatures  
John A. Weber, Marketing

### To Emeritus

C. Benjamin Alcock, Electrical Engineering  
Cornelius P. Browne, Physics  
Sperry E. Darden, Physics  
Bernard E. Doering, Romance Languages and Literatures  
Emerson G. Funk Jr., Physics  
V. Paul Kenney, Physics  
Chau T.M. Le, The Graduate School  
William O. McLean, Law School  
Rev. Ernan McMullin, Philosophy  
Edward J. Murphy, Law School  
Wilhelm F. Stoll, Mathematics  
C. William Tageson, Psychology  
Kenyon S. Tweedell, Biological Sciences  
Donald G. Vogl, Art, Art History and Design

### To Assistant Professional Specialist

Anne E. Hayner, Joan B. Kroc Institute for International Peace Studies

### To Associate Professional Specialist

Claudia Kselman, International Study Programs  
Theodore E. Mandell, Communication and Theatre  
Garth Meintjes, Law School  
Nathan D. Mitchell, Center for Pastoral Liturgy  
Ursula M. Williams, Language Resource Center

### To Professional Specialist

Barry W. Baumbaugh, Physics

### To Assistant Librarian

Ross A. Shanley-Roberts, University Libraries

### To Associate Librarian

Sophia K. Jordan, University Libraries  
Rafael E. Tarrago, University Libraries

### To Associate Faculty Fellow

Joachim Goerres, Physics

### To Associate Dean

Peter Diffley, The Graduate School

### To Associate Professor and Tenure

Ani Aprahamian, Physics  
Peter H. Bauer, Electrical Engineering  
Sunny K. Boyd, Biological Sciences  
Joan F. Brennecke, Chemical Engineering  
Mark A. Chaves, Sociology  
William J. Dohar, C.S.C., History  
Leonid E. Faybusovich, Mathematics  
Gregory T. Gundlach, Marketing  
Bei Hu, Mathematics  
Hilary A. Radner, Communication and Theatre  
Joseph P. Wawrykow, Theology

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## **To Tenure: Associate Professor**

Carolyn M. Callahan, Accountancy  
Robert M. Fishman, Sociology  
Joan Godmilow, Communication and Theatre  
Michael N. Lykoudis, Architecture  
H. Fred Mittelstaedt, Accountancy

## **To Professor**

Thomas E. Blantz, C.S.C., History  
Maureen Barry McCann Boulton, Romance Languages  
and Literatures  
Bruce A. Bunker, Physics  
Norman A. Crowe, Architecture  
Jeanne D. Day, Psychology  
Umesh Garg, Physics  
Marc W. Jarsulic, Economics  
Juan Migliore, Mathematics  
Dian H. Murray, History  
Kathie E. Newman, Physics  
William A. O'Rourke, English  
Jaime Bosch Ros, Economics  
Mihir Sen, Aerospace and Mechanical Engineering

## **To Endowed Professor**

Xavier Creary, Charles L. Huisking Sr. Professor of  
Chemistry and Biochemistry  
William G. Dwyer, William J. Hank Family Professor of  
Mathematics  
Andrew J. Sommese, Vincent J. Duncan and Annamarie  
Micus Duncan Professor of Mathematics

## Academic Council Minutes February 14, 1994

**Members in Attendance:** Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Patricia O'Hara, Nathan Hatch, Harold Attridge, Eileen Kolman, David Link, Anthony Michel, Robert C. Miller, Richard Sheehan, Lynn Friedewald, Frank Bonello, Cornelius Delaney, Thomas Werge, Mario Borelli, William Shephard, Hafiz Atassi, Edward Conlon, Carol Mooney, Kenneth DeBoer, Kathleen Maas Weigert, Dirk Moses and Megan Timmins

**Observers in Attendance:** Douglass Hemphill, Thomas Moe and Dennis Brown

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

**1. Minutes.** The minutes of the January 18 council meeting were distributed to members for review.

**2. Revised proposal for a Center for Teaching and Learning (see Attachment).** Prof. O'Meara reminded the council that this proposal, which was originally presented by the Committee on Undergraduate Studies, was discussed at the meeting of December 7, 1993, and referred to the Executive Committee for revision. That revision was undertaken by Dean Attridge and resulted in the version now presented to the council which describes the center's mission, organization and programs.

With respect to funding for the proposed center, Prof. O'Meara felt that certain benefactors of the University would be inclined naturally to support the center. He said that it would be given a high priority in the University's fund-raising operation.

Mr. Miller commented that representation from the University Libraries should be added to the advisory board discussed in the "organization" section of the proposal. Prof. Schmitz added that the Office of University Computing and Department of Educational Media should also be represented, given their role in providing the technology to support teaching.

There being no further discussion, the proposal, with the membership of the advisory board expanded to include representation from the University Libraries, the Office of University Computing and Educational Media, was approved without dissent.

**3. Reports from standing committees of the council.** Fr. Malloy expressed his concern that the council agenda not be dependent solely upon administrators coming for-

ward with materials for discussion. The significant amount of work which remains to be done this year by the council, once the standing committees and post-Colloquy committees present their progress and final reports, he said, makes it important for the committees to bring that work to the council for discussion as soon as it is ready.

**a. Faculty Affairs Committee.** Prof. Atassi said that he has received information concerning part-time faculty from the College of Arts and Letters, the College of Engineering and the Law School. Those responses indicate that the number of such faculty is significant only in arts and letters, where the number amounts to more than 100. He added that only about 25 of these are people who have no other source of employment. Most of the 25 are female, and they are concentrated in the freshman writing program and the core course. The Faculty Affairs Committee is concentrating on this group of 25 to determine whether they are satisfied with the conditions of their employment. The findings will be reported as soon as possible, perhaps at the next meeting.

A second issue being examined by the Faculty Affairs Committee concerns criteria for promotion. A specific question is how the requirement for excellence in a department should be reflected in each faculty member within that department. Is excellence in teaching, research and service demanded of each individual, or is the objective of departmental excellence achieved if some faculty stand out as teachers while others excel as researchers? At this point only a few departments have responded to this question, and to the related question of how effectively they are assisting younger faculty in their development and quest for tenure.

**b. Graduate Studies Committee.** Prof. Werge said that the committee is collating departmental responses on the role of graduate assistants in teaching. Working in conjunction with the deans of arts and letters, science and the freshman year, the committee will then develop recommendations. The intention is to present both the current state of affairs and recommendations for change.

**c. Undergraduate Studies Committee.** Prof. Delaney stated that in addition to working on the proposal for the Center for Teaching and Learning, the Undergraduate Studies Committee has been looking at the issue of a research requirement for undergraduates as a condition for graduation with honors. A recommendation in this regard has been given to the University Curriculum Committee for comment prior to presenting it to the council.

Another area of interest, he continued, is *The Guide*, a published review of teachers and courses sponsored by the Student Government. The student members of the Undergraduate Studies Committee have expressed con-



cern about the long-range viability of *The Guide*, which they believe should have a permanent place in the University rather than being dependent on the uncertain priority assigned to it by Student Government. With the aim of giving this publication the opportunity to develop to its full potential, the students are drafting a proposal which will seek University support.

#### 4. Reports from post-Colloquy committees.

a. **University Curriculum Committee.** Prof. O'Meara explained that the work of this committee is coordinated by a steering committee of six members. Many items have been brought forth for discussion. First, the very existence of the University Curriculum Committee should answer one of the concerns that will be raised by the North Central Accrediting Association: that there be accountability for the undergraduate education process. Fr. Malloy said that the current focus of accreditation groups seems to be on assessment of results rather than a listing of courses and credit hours to satisfy degree requirements. He added that such focus seems to be driven largely by concern that the investment of federal and state funds used to support public institutions is not receiving full value. Although we may not be in that category, the assessment guidelines will apply to Notre Dame as well as any other school.

A second issue discussed by the committee concerns the possibility of reducing the engineering course load. After examining the Notre Dame engineering curriculum and engineering programs at several other schools, the committee concluded that reducing the technical content by any more than one course would weaken the programs.

Much of the committee's discussion, he continued, had focused on the issue of depth versus breadth in the undergraduate curriculum. At the center of this issue is the question of how extensive and structured the required portion of the curriculum for all undergraduates should be. Prof. Delaney and Dean Kolman commented that the committee members seemed comfortable with the existence of a set of core requirements. Dean Kolman noted a strong sentiment in favor of increasing depth, however, perhaps at the sacrifice of some breadth.

Prof. O'Meara said that one concept discussed at length by the committee in this regard was that of reducing the undergraduate curriculum from five courses to four per semester. Representatives from the disciplines of engineering, science, business and social science were not in favor of such a move. Representatives from the humanities saw such a reduction as a way to improve depth by freeing faculty to teach smaller class groups. The prevailing sentiment was that section sizes would not be reduced in sufficient numbers to have a significant effect on depth without an appropriate infusion of new faculty.

In discussing the possibility of changing the normal semester course load for students from five courses to four, committee members floated several options. Within arts and letters, these include establishment of two-year or one-year core courses with an intensive writing component, development of philosophy-theology core sequences consisting of two to four courses, an integrated humanities requirement consisting of three two-semester sequences in philosophy, history, literature and the social sciences. In science, options floated include replacing the current requirement of two mathematics and two science courses with a three-course requirement, expanding the courses available to fulfill the mathematics requirement, and modifying the science requirement to include the possibility of one course in science and one in technology.

Dean Michel commented that a reduction from five to four courses per semester might work in engineering programs if the courses were structured as four-credit courses. The actual total reduction in credit hours, however, would be almost unnoticeable. Responding to a question from Prof. Werge, Prof. O'Meara said that the curricula at other universities examined by the committee indicate that those schools cover the same ground in four courses that we do in five. Presumably, this means that more classroom time is involved with each course. Discussion within the committee indicated that while some faculty members have no concern about teaching four classroom hours per course, others resist the idea strongly.

b. **Ad Hoc Committee on University Libraries.** Prof. Schmitz explained the organization of this committee, which consists of a steering committee and five subcommittees: book collection, journals and other resources for current information, technology and the future library, the law library, and a general committee dealing with such other matters as user services, preservation of materials, space and so on. Each subcommittee has been charged to describe the present state and recent trends within its area, to make comparisons with peer libraries, to define present and future needs and priorities, to evaluate the effects of existing and emerging technologies, to establish goals and strategies and to formulate recommendations and estimate costs. A large amount of data has been collected on libraries at peer institutions through the Association of Research Libraries, and the subcommittees are now ready to refine their goals and to formulate recommendations. Prof. Schmitz pointed out that the combined effect of rapidly increasing prices, the proliferation of journals, monographs and other sources of information, presents problems for university libraries everywhere. Added to that, he continued, Notre Dame has had staffing shortages, and some gaps and weaknesses exist in book and journal collections that need to be corrected in order to meet the current needs of students and faculty. Existing and emerging technologies will bring

about many changes, but in the short run, at least, they will not solve many of the problems confronting libraries today.

**c. University Committee on Research, Scholarship and Infrastructure.** Prof. Hatch said that this committee has established four subcommittees which address graduate education, infrastructure, research development and research equipment. Capitalization of new faculty has emerged as a key issue which is being addressed, as are research equipment needs and the concept of strengthening ties with industry to promote research. Another issue concerns space for graduate students.

**d. University Committee on International Studies.** Dean Link reported that the intent of the committee is to develop ways to increase the international education of Notre Dame students. The strategy includes centralizing the planning of international education within the University while at the same time placing responsibility for individual student programs within the colleges. The committee's evaluation of international education will also look at visiting faculty, exchange programs, international students and other means to develop the international reputation of the University.

**e. University Committee on Architecture and the Fine Arts.** Dean Attridge stated that the main focus of this committee has been to achieve coordination among the School of Architecture, the Snite Museum, and the departments within the College of Arts and Letters in the areas of fine and performing arts, theater and design. Various options have been considered, ranging from creation of a new school to establishment of some sort of advisory council.

**5. Report on the University's Endowment.** Fr. Beauchamp, reporting on the University's endowment, described the endowment as a unitized fund similar to a mutual fund. The amount available for a program to spend depends on the total return on investments and then on the number of units held by the program. Between 1968 and 1993, Notre Dame's endowment grew from less than \$100 million to \$950 million. Within the past five years alone, it has more than doubled. Our endowment is currently the 16th largest university endowment and the largest endowment of any Catholic university in the United States. Its growth rate in the past five years is the third fastest of the top 20 endowments in the country, and has taken Notre Dame past such institutions as Vanderbilt, Dartmouth, New York University and Johns Hopkins.

Since 1988 there has also been a dramatic shift in the endowment investment structure. Domestic equities now account for about 39 percent of our investment, as op-

posed to 70 to 75 percent five years ago. A similar shift has taken place in domestic bonds, which at 13 percent are approximately half of what they were formerly. Global investment now accounts for nearly 25 percent of our investment, with the balance spread among global bonds, venture capital bonds, real estate management and specialty investments. This diversified investment strategy has yielded an average annual return of 12.3 percent over the past five years. The only \$1 billion university endowment which outperformed Notre Dame over the past five years is that of Yale, which recorded an annual return of 12.5 percent. The credit for this success, Fr. Beauchamp added, goes to the investment committee of the Board of Trustees and the work of Scott Malpass, the University's investment officer, and his staff who have selected our money managers.

The combination of increased endowment and diversification, a high commitment to equity as opposed to bond investment, and the skill of our money managers has meant that our performance has far exceeded plans and expectations. In fact, our endowment spending has not been keeping pace with our endowment growth. To remedy that, a new spending program has been approved which is aimed at bringing us up, over the next few years, to our spending goal of 5 percent of market value per year. For 1994-95, the amount available for spending from endowment units will be increased by 15 percent. (Annual increases in recent years have been 4 percent.) This equates to over \$1 million additional in scholarships, \$250,000 additional for fellowships, and \$1 million additional into chaired professorships. Plans call for another increase of 12 to 13 percent in 1995-96, possibly the same in 1996-97 to bring us up to the goal of 5 percent spending, although final decisions for those years will depend on continued endowment growth.

In bringing the meeting to a conclusion, Fr. Malloy informed the council that reports from the other Catholic colleges and universities indicate that the reaction of some 95 percent of them to the proposed ordinances to implement *Ex corde Ecclesiae* has been similar to that of Notre Dame. He continues, he said, to remain calmly optimistic, and he added that more time and effort will be given to discussion of this issue before anything is decided.

There being no further business, the meeting was adjourned at 4:53 p.m.

Respectfully submitted,

Roger A. Schmitz  
Secretary of the Academic Council

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## Attachment

### Recommendation for a Center for Teaching and Learning

*(The following version was approved by Academic Council on February 14, 1994)*

In response to a need articulated in various faculty and student reports and in the Colloquy for the Year 2000, the Academic Council recommends the establishment of a Center for the enhancement of excellence in Teaching and Learning.

#### Mission

The Center shall support the teaching mission of the University by

- i. assisting faculty members to evaluate and improve their teaching performance,
- ii. assisting graduate students to develop teaching skills and to function effectively in their teaching role,
- iii. assisting students in their efforts to become more effective learners.

#### Organization

The Center shall be staffed by a director, one or more special professional faculty, and appropriate support staff.

The director, a distinguished teacher-scholar, shall be a tenured member of the teaching and research faculty, whose term of appointment as director shall be for three years, renewable.

The director shall report to the office of the Provost.

The Center shall have an advisory board consisting of representatives from each of the colleges and schools, as well as the Freshman Year of Studies, the Graduate School, the University Libraries, the Office of University Computing, and Educational Media. The representatives are to be appointed by the deans or directors of the respective units.

#### Programs

The Center will work in collaboration with departments and other units of the University to provide the following kinds of services:

- analysis and critique of classroom instruction,
- review of assessment mechanisms,
- information about and instruction in teaching techniques, methods and resources for faculty and graduate students,
- stimulation of reflection on teaching and learning across the University
- assistance for students through tutorials, analysis of written and oral communication skills, and other appropriate strategies.

## Academic Council Minutes March 15, 1994

**Members in Attendance:** Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, John Keane, Eileen Kolman, David Link, Anthony Michel, Robert C. Miller, Richard Sheehan, Lynn Friedewald, Frank Bonello, Cornelius Delaney, Paula Higgins, Mark Pilkinton, John Roos, William Shephard, Arvind Varma, Edward Conlon, Carol Mooney, Lorry Zeugner, Kenneth DeBoer and Dirk Moses

**Observers in Attendance:** Douglass Hemphill, Thomas Moe and Dennis Brown

**Guests:** Helen Lombard, O.S.B., Kevin Rooney and Joseph Russo

Suitably attired in green shirt and shoes in observance of the coming holiday, Prof. O'Meara opened the meeting at 3:05 p.m. with a prayer.

Fr. Malloy welcomed Sr. Helen Lombard, O.S.B., provost-designate at the University of Notre Dame-Australia, who was attending the meeting as a guest.

1. The minutes of the meeting of January 18, 1994, were approved.

2. Noting that Prof. O'Meara would have to leave the meeting early to introduce the inaugural lecture of Raimo Väyrynen, John M. Regan professor of economics, Fr. Malloy asked him to begin with a progress report on the work of the University Curriculum Committee.

Prof. O'Meara reported that after much investigation and discussion the committee concluded that the normal student course load should not be reduced from five to four. He reported also that the committee had reached a consensus on several other matters.

- The required number of courses in arts and letters should be reduced from nine. The extent of the reduction is still under discussion.
- All freshmen should have at least one small discipline-oriented course taught by a member of the teaching-and-research faculty.
- Any *integrating* course should come in the senior year, rather than in the first year as had been suggested.
- A *commonality of experience* by way of a required interdisciplinary course is not feasible given the nature of the faculty and the resources.
- An on-going committee should be established to oversee the University's curriculum after this committee's work is finalized.

Prof. O'Meara commented that it will be necessary to establish a committee or subcommittee to work on the outcome assessment or the value gained by a student through the curriculum. Such assessments have become an integral part of accreditation evaluations as was evident during the recent visit by the North Central Accreditation Committee.

He concluded by listing the tasks that remain for the committee: examine the nature and purpose of the philosophy and theology requirement, determine the number of arts and letters courses to be required, investigate the purpose and structure of a mathematics and science requirement, consider the possibility of requiring a research thesis for graduation or honors, discuss the goals of general education courses and ways of more actively involving students in learning.

3. Fr. Malloy asked Prof. O'Meara to report briefly on a trip that he, Fr. Beauchamp, and Dean Link had recently made to the University of Notre Dame-Australia. All three, along with Fr. Malloy himself, are members of that university's board of trustees. Prof. O'Meara described developments at Notre Dame-Australia as being quite positive through the past year. Started in 1992-93 with 25 of our students per semester and no Australian undergraduates, the university now has 300 first-year students. The tuition income is sufficient to meet on-going expenses. Capital expenditures will require a fund-raising program.

4. **Undergraduate financial aid.** Fr. Malloy introduced Mr. Joseph Russo, director of Financial Aid, and Mr. Kevin Rooney, director of Undergraduate Admissions, to address the subject of no-need scholarships for undergraduates. Mr. Russo expressed appreciation for the fact that the Colloquy 2000 report continued to reflect the Trustees' commitment to increased financial aid as the top fund-raising priority for the University. He noted that the Trustees' emphasis on financial aid five years ago resulted in the *Tuition and Financial Aid Review* completed in 1990, which established the current policy for providing financial aid.

Mr. Russo explained that institutions fund scholarships through endowed earnings, through annual giving, or through operational income (tuition). With few exceptions, schools in the country tap the latter source to help fund their scholarship programs. Private colleges and universities, including those in the Ivy League, use an average of 17 percent of tuition income in this manner — more than twice the average of 10 years ago. Because of the inflationary effects of this practice on tuition and the adverse impact on other institutional needs, Notre Dame has relied instead on endowment earnings and annual giving to fund financial aid. The Trustees' plan calls for an annual increase of \$10 million of new endowment through the year 2000 to support scholarships, plus a sig-

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nificant commitment from annual unrestricted gifts. The endowment for undergraduate scholarships is also being increased by \$3 million annually from the NBC football contract, which translates to 120 new Notre Dame Scholars from that source alone. Additional endowment includes approximately \$10 million from the last five New Year's Day football bowls and a portion of the University's licensing revenue. In the four years since the implementation of the Trustees' plan to improve scholarship aid, the University has been able to double the number of students designated Notre Dame Scholars, as well as maintain support for the 15 percent diversity goal, increasing the annual undergraduate scholarship funds from \$5.4 million to over \$10 million.

Mr. Russo explained that financial aid breaks down into two broad categories: *gift money*, which includes grants and scholarships that do not have to be repaid by the student, and *self-help money*, which includes loans and work income. The process of determining how much financial aid a student will receive begins with development of the college expense budget. This budget, which includes tuition and fees, room and board, and expenses ranging from textbooks and transportation to laundry and pizza, will increase by about 6 percent to approximately \$23,400 for academic year 1994-95. The next step employs financial aid forms and tax return information to develop the *family ability to pay*, which includes contributions from both the family and the student. Family size, number of children in college, and such other expenses as private education are mitigating factors in this determination. The *financial need* is the difference between these two figures. The average Notre Dame recipient of financial aid for 1993-94 has a family income of \$72,000 and an *ability to pay* of \$12,000 to \$13,000, which means *financial need* in the area of \$10,000.

In order to spread limited resources as widely as possible, Notre Dame tries first to meet the student's need through the self-help component. In response to a question from Fr. Beauchamp, Mr. Russo noted that virtually all of the 32 top-ranked schools which belong to the Consortium on the Financing of Higher Education (COFHE), including all of the Ivy League schools, begin the financial aid process with the self-help component as we do. For Notre Dame, this normally includes two loans and a campus job for a total of about \$7,000 for the 1994-95 freshmen.

Mr. Russo explained that the University then attempts to satisfy the remaining need through scholarship money. Should a student bring in outside scholarships, the policy is to adjust the self-help component first by eliminating the second loan and next by reducing the campus job hours. Typically, for 1994-95, once outside scholarships exceed \$3,700, the excess is used to reduce the amount of Notre Dame scholarship. While this procedure is far short of the ideal which would meet all financial need

with scholarship or grant dollars, it spreads those dollars to as many potential students as possible in order to make their attendance at Notre Dame feasible at least.

Mr. Russo added that designated groups of students are given particular attention. Undergraduate Admissions now identifies 1,000 students as Notre Dame Scholars out of an admitted class of 3,700, and commits to meet the financial need of all those students who enroll here for four years. A similar commitment is made to about 450 Holy Cross Students, who are mostly minority students designated by Undergraduate Admissions as having a disadvantaged socio-economic background. Mr. Rooney added that 400 of the former and 160 of the latter actually enrolled this year as part of a total freshman class of approximately 1,900. That does not imply that unused dollars are available for other students, he said, because the plan used by Admissions and Financial Aid assumes that kind of acceptance rate in allocating financial aid to these two groups.

In response to a question from Prof. Varma, Fr. Beauchamp said that an estimate developed in conjunction with the Trustees' 1990 plan indicated that an additional \$400 million in endowment would be required to meet the need of all freshmen entering in that year. Prof. Sheehan wondered what sources of financial aid are currently available for the admitted students who are not designated Notre Dame Scholars or Holy Cross Students. Other than the \$10 million in Notre Dame scholarships, Mr. Russo said that our undergraduates receive a total of about \$50 million in aid from all sources. This includes \$6 million in ROTC scholarships, about 65 athletic scholarships, seven Joyce Scholars, 50 faculty and/or staff children who receive full tuition remission. Fr. Beauchamp noted that two-thirds of Notre Dame undergraduates receive financial aid, a figure which is higher than that of most COFHE schools.

Mr. Russo pointed out that despite the improvements made in our ability to provide financial aid, Notre Dame has a long way to go in terms of being truly competitive with the Ivy League schools in this regard. Princeton, for example, makes a public commitment to meet the demonstrated financial need of each admitted student. Once awards are made to the Notre Dame Scholars and Holy Cross Students, Notre Dame has essentially nothing but federal aid, loans and jobs left. That has meant that some of the students we would have liked to enroll decided to accept better scholarship offers elsewhere.

Mr. Rooney then gave the Office of Admissions perspective on financial aid. Our financial aid recipients rank well above the national average in terms of both income and talent. It is not surprising, he said, that in light of the high cost of private higher education such students demonstrate financial need. This indicates that little ac-

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tual conflict exists between need-based and merit-based scholarships as far as prospective Notre Dame students are concerned; addressing one responds to the other as well. The prospective students already designated Notre Dame Scholars, for example, have an average SAT score of 1356 and rank within the top 2 percent of their high school classes. Since the Trustees' plan was developed, he added, Notre Dame has been able to enroll the most academically talented and ethnically and racially diverse classes in its history. In terms of the entire undergraduate population, he observed that nearly one-third of the current freshman class came here with SAT scores of 1300 or higher.

However, Mr. Rooney continued, research indicates that academic reputation rather than financial aid is the single most important factor in college choice. Notre Dame's survey of admitted students, other universities' surveys, and the national UCLA survey of entering freshmen all indicate that students will choose the most reputable school they can afford. Despite whatever reservations we may have about the validity of the annual *U.S. News & World Report* rankings, he added, it is clear that more students apply here when Notre Dame is listed within the top 25 schools than when we fall off the list.

Continuing, he referred to a University of Michigan study by Henry Freeman which concluded that high income students are least influenced by changes in educational costs, while students with financial need are most responsive to financial incentive. And in a study performed for the College Board, Randall Chapman and Rex Jackson concluded that "prior preference is the primary and paramount determinant of college choice behavior." To achieve even a 50-50 chance of enrolling a student, the second choice college must offer the equivalent of a full tuition scholarship. In our case, that means it would take the equivalent of three typical Notre Dame Scholar awards to turn one student around.

In light of the above research, Mr. Rooney made several observations. First, he noted that his greatest concern was the stability of the current level of financial aid, requiring as it does a tremendous fund-raising effort that must be sustained over time. Second, he recommended that Notre Dame continue to use both need and merit as we have been, while at the same time experimenting with special packaging for academic superstars. For the past 12 years, the College of Science and the College of Arts and Letters have each enrolled 20 of the very best Notre Dame scholars into the college honors programs. At this point in the University's development, he speculated, the Academic Council might want to study the effectiveness of these programs and the possibility of expanding them to the Colleges of Engineering and Business Administration. These top students will draw top financial aid packages, and Notre Dame needs to stay competitive in this

area. While we will not often win students away from Harvard, improved reputation and financial aid competitiveness should allow us to compete well against our peer institutions.

Mr. Rooney emphasized the importance of continuing to provide the best possible undergraduate education in order to encourage outstanding students to enroll. The best students are the most discerning and demanding about the quality of our major programs. And finally, he expressed the hope that every segment of the University will work together to promote the academic reputation of Notre Dame. By way of example, he alluded to the brochure which Admissions had developed from the *Chronicle of Higher Education* article on the DeBartolo Classroom Building, and which is sent to each admitted student.

Fr. Malloy acknowledged the difficulty of drawing very large gifts for scholarships in a tight economy, but expressed confidence in the University's ability to convince potential benefactors of the significance of this need. To help do this, he said, a display has been established in the walkway between the Morris Inn and the Center for Continuing Education which recognizes donors whose contributions have assisted undergraduate and graduate financial aid programs. In addition, students have been asked to speak at special occasions honoring benefactors, and their personal remarks have had a dramatic effect.

Professors Varma and Delaney commented on the relatively low number of National Merit Scholars who enroll at Notre Dame. In the annual published report, Notre Dame ranks 51st in the number enrolled. Mr. Rooney explained that the National Merit program, which was begun in 1955, relies on PSAT results to select a pool of 15,000 semifinalists. Ninety percent of the semifinalists are subsequently named finalists, and of that number about 2,200 win scholarships in a national selection process. Notre Dame enrolls 30 to 40 of these 2,200 each year, which ranks us within the top 20 schools. About 3,500 of the remaining finalists are given scholarships by colleges and universities which contract with the National Merit Corporation to call some of their institutional grants "National Merit Scholarships." When these 3,500 are included, Notre Dame's ranking drops into the 50s. One reason Notre Dame does not issue institutional "National Merit Scholarships," he said, is that we do not wish to include ourselves with some of the schools that do follow this practice. At the same time, the Notre Dame Scholar program brings in students who are at least as qualified. And financially, subscribing to this program would mean a \$1,000 sign-up fee and a commitment of a scholarship award to each National Merit finalist who enrolled, whether the student demonstrated need or not. Furthermore, since the initial qualifying relies solely on a standardized test, women are only one-third of the semifinalists, while they should be about 50 percent based on college enrollment numbers.



Speaking for the Academic Council, Fr. Malloy thanked Mr. Rooney and Mr. Russo for making this time available during their busiest period of the year. He expressed the University's appreciation for their hard work and success in attracting so many of the best students to Notre Dame.

## 5. Reports from standing committees.

a. **Faculty Affairs.** Prof. Sheehan said that the committee has spent the last few months gathering data on the employment and duties of adjunct faculty. A recommendation for policies in this regard is being developed, he said, and should be ready for presentation at the next council meeting.

b. **Graduate Studies.** Prof. Roos said that the committee would meet soon to review the data collected from various departments on the use of graduate students in teaching, and that a recommendation would be ready for presentation at the next council meeting.

c. **Undergraduate Studies.** Prof. Bonello informed the council that the committee had met with Student Government representatives to discuss the continuity of *The Guide*. Using Harvard's student guide as an example, the students feel *The Guide* could make a significant contribution to improving undergraduate education. Prof. Delaney added that the students feel *The Guide* has the potential to develop into a very useful instrument, and are concerned that with short-range uncertainties in Student Government support it will not be able to evolve and meet that potential. The committee is divided on the issue of institutional support for this publication, however, and he suggested that some reaction from the council might be helpful.

Prof. Mooney felt that this is a student issue which should be supported by students. Miss Friedewald said that student support is complicated by the change in Student Government administration and the platform positions taken by the incoming administration. At Harvard, she said, the students operate the student guide but the university funds it. At other schools that were surveyed, the university assisted for a couple of years until the student guide was firmly established. The cost of *The Guide* for the past two semesters totaled \$16,600, she said, most of which was printing cost for 4,000 copies covering 100 courses.

Dirk Moses commented that in Australia such guidebooks have been a key feature of undergraduate university life for many years. Given the previous discussion of Notre Dame's competitiveness with other top universities and the fact that most of those universities have such handbooks, he felt that logic indicated we should do whatever was necessary to develop one also.

Fr. Malloy asked the committee to develop a recommendation and bring it to the council for discussion.

## 6. Reports by post-Colloquy committees.

a. **University Committee on Research, Scholarship and Infrastructure.** Prof. Hatch stated that the committee would develop a report by the end of the semester which addresses research needs. He added that the complexity of these needs is significant, differing as they do among the different colleges. In arts and letters, for example, the library may be the biggest need; in business, it may be summer support and support for databases; in science and engineering, it may be capitalization and equipment.

b. **University Committee on International Studies.** Dean Link summarized the committee's current position by saying that a great potential exists for international study to be a significant part of the reputation of the University. To realize that potential, he said, we need to promote international study in terms of both Notre Dame students going abroad and international students coming here. That level of exchange should be augmented by an effort to increase international exchange of faculty. To do all this effectively, he said, means making the international study experience available to all who want it. International study must be integrated into a student's academic program, and faculty advisors must be provided the information to enable them to counsel students on international study opportunities. The recommendations of the committee will be finalized and brought to the council by the end of this semester.

c. **Ad Hoc Committee on University Libraries.** Prof. Schmitz informed the council that the five subcommittees of this committee will report their findings at the end of month. By the end of semester, the committee will have a report to the Academic Council. Among the most serious concerns, he said, are present weakness in the collections, staffing requirements and the rate of inflation for library materials. Simply to keep up with current literature requires more than a 10 percent annual increase in the library acquisitions budget each year.

Concluding the meeting, Fr. Malloy informed the council that the feedback from the recent visit by the North Central Accreditation Committee was generally very favorable. Written reports should be received sometime in April.

There being no further business, the council adjourned at 5:05 p.m.

Respectfully submitted,

Roger A. Schmitz  
Secretary of the Academic Council



## Faculty Senate Journal April 6, 1994

The chair professor Richard Sheehan called the meeting to order at 7:05 p.m. in room 202 of the Center for Continuing Education, and asked professor Mario Borelli to offer a prayer. He then called for approval of the journal for March 1; Borelli so moved, and professor Edward Vasta seconded. After a number of corrections and modifications, the senate agreed.

In his report, the chair said that the president of the University had responded favorably to the senate's recent motions on the general topic of women and gender equity at Notre Dame (see attached correspondence, which is appendix A of this journal). He had this day presented a number of proposals to the Academic Council to restructure and expand the current Faculty/Student Committee on Women, and the council's reaction Sheehan described as favorable. Senator Hafiz Atassi, also a member of the Academic Council, was appointed to head a subcommittee of the council to review the president's proposals; he asked for input specifically from other senators who have been in the forefront of these discussions. Sheehan reported these concerns which the Atassi committee will look into: the relationship between the council and the newly-proposed committee; is there a problem with combining the needs and concerns of women faculty, students and staff into one committee? What is the best way to solicit input from all segments of the community, including the current women's committee? Borelli mentioned another concern about appointed members; they too should serve set terms. Vasta felt the response from the president did not completely cover the resolutions passed in March by the senate; Sheehan agreed partially, especially on the request for an "advocate." Professor Louise Litzinger suggested the Atassi committee use as background for their work the report and proposals her committee had presented to the senate as well as the report of the discussion of them at its March meeting.

Professor Paul Conway was concerned about replacing the existing committee, which the senate had been so instrumental in setting up; has that committee been informed and/or consulted? Atassi said nothing had been decided as yet, but that their deliberations will include conversation with the existing committee. Borelli reported that the president had credited the senate's work as the impetus for his new proposals. Professor David Ruccio asked Sheehan if he was satisfied that all six of the senate's points had been fulfilled by this new initiative? He replied virtually five out of six were incorporated, and the sixth one would probably be included in the final document. Ruccio specifically asked about the proposed "advocate." Sheehan said the president was opposed to

that idea, saying there was "no model" for it in the University structure.

### Committee Reports

1. **Ad-hoc Committee on a Response to the Colloquy** — the chair professor Jean Porter having circulated a preliminary draft response, asked for comments from all senators. The committee will meet again and prepare a final document for discussion at the May meeting.

2. **Benefits** — the chair professor John Affleck-Graves reported the Faculty Salary Survey to the senate and opened the floor for discussion. (That report is printed as appendix B of this journal.) In general, faculty salaries are pretty much in line with the market, and in fact, compared to the *Academe* averages, they are higher for almost every rank and college. Where they fall below may simply be a lack of data.

In the discussion, Vasta pointed out that the salaries of endowed chairs do distort the figures for full professors; some way should be found to separate out chair salaries from those of other full professors. Affleck-Graves agreed, as did Sheehan who mentioned that doing so would create further comparison problems, since *Academe* does not have a separate "endowed chair" category. Professor Paula Higgins wondered if those who opposed releasing salary information gave any reason for so doing. Affleck-Graves said none did, but a majority even if those reported their own salaries on the survey. Sheehan replied 44 percent did, but the responses varied widely by category, college and department. Approximately 1/3 of the teaching and research faculty responded positively. Professor Charles Parnell pointed out that those who were hired early on received comparatively low increases in relation to those hired later, whose starting salaries usually were much higher. Affleck-Graves agreed and again said full disclosure of information would help people see if indeed there are discrepancies. Sheehan said two questions people have asked to be included in any future survey were time of appointment and gender.

Ruccio was struck by the difference in response rates for full professors and associate professors. He wondered, since there were probably more associate professors than full, why was their response rate lower than that for full? This is where we might have expected a greater response, and where we might encourage more compliance next time. Affleck-Graves said there were actually more full professors than associates, but that Ruccio's point was important and should be incorporated into the next survey. Sheehan reminded the senate that work for next year would be determined by next year's senate; this year we can only recommend that the survey be continued. It would be Affleck-Graves' recommendation that this sur-

vey be combined with the annual compensation report. Mario Borelli as a friendly amendment asked that the survey also be included with the April journal. The senate agreed unanimously.

**3. Academic Affairs** — the chair professor Sonja Jordan said the committee had one charge left to it: monitoring departmental responses to the Catholic character issue. So far 13 departments (out of 34) had replied to its request for information, and the committee was ready to write a summary for presentation to the senate in May. Vasta asked if 13 were sufficient for a report. Jordan said yes, and after repeated follow-ups, the committee has determined that it has enough; departmental meetings with the provost, University-wide meetings and other discussions on the issue have brought the topic to the forefront. What we have, according to Parnell, crosses college lines. Jordan added that some departments have talked about the issue without writing anything down. Sheehan said the senate's goal had been to encourage discussion from the bottom-up rather than the top-down, and this has clearly been achieved.

The senate then broke for 45 minutes for committee meetings. When the senate reconvened, it continued with committee reports.

**4. Student Affairs** — the chair professor James Collins had no report, but M. Borelli mentioned that the Academic Council had agreed to help Student Government continue to publish *The Guide*, if it desires to do so.

**5. Ad-hoc Committee on the Restructuring of the Senate** — Collins reported they were waiting for the peer institution draft to be finalized, and were still asking for the names of outside evaluators.

**6. Administrative Affairs** — the chair professor Paula Higgins reported that its work on the bylaws has been completed and all senators received their resolutions for changes in the required timely fashion. These will be up for discussion later in the meeting. One bylaw that was suggested for change, the addition of a standing committee on women or gender equity, was not proposed pending the outcome of the president's proposals to the Academic Council. The committee will have two items for discussion at the May meeting: suggested changes in the Faculty Athletic Board, and recommendations for changes in the tenure appeals process.

The committee presented a resolution (no second needed): The Faculty Senate requests to receive, review and respond to the interim report of the North Central Association. Speaking for the motion, Ruccio said the senate, as a distinct faculty body, was not involved in the recent visitation of the NCA for University re-accredita-

tion, although individual faculty members did have the opportunity to meet with the committee members. Sheehan mentioned that he as chair did meet with one member of the NCA team for 30 minutes, and there was a poorly-attended open meeting with the committee; the invitation to that meeting was not conducive to attracting faculty. He later wrote to the team member with additional comments on the way the Colloquy was apparently perceived by the team. Vasta and Ruccio proposed a change in wording which the committee accepted. As revised, the resolution read: The Faculty Senate requests from the Administration a copy of the interim report of the NCA for purposes of review and response. The resolution passed with two abstentions.

## Old Business

Professor Michael Detlefsen proposed a senate resolution on the issue of academic autonomy, for the ad-hoc drafting committee. This motion intended to imply no blame on any party, but only as a responsible exercise in response to allegations recently published in the *National Catholic Reporter*. It became necessary because the administration had given no formal denial or response to it. The committee was concerned only with our own administration, not outside parties. Vasta asked why the resolution mentioned the local bishop by name? Was that necessary and politic? Detlefsen repeated that the resolution did not intend to blame the bishop for anything; it was only aimed at influencing our administration. It might be a friendly amendment to remove his name but it would not be prudent to do so.

Professor Wilson Miscamble, C.S.C., called the resolution embarrassing, because on the basis of one published report the senate would impinge the integrity of the president and the provost. The lack of documentation for the charges in the article was disgraceful. Do we really expect the president to respond to every scurrilous article published? The resolution was insulting to the president who has spent a good part of his time over the last few years to secure academic freedom on this campus; he has upheld the strictest standards for this. Moreover, there is no evidence that the local bishop had interfered with an academic appointment; if there was criticism to be made it should be directed not at the bishop but at a member of the senate. Detlefsen thought the president should respond to attacks on the University's academic integrity, whatever the source. His resolution asked for full information about what happened, from the president and the provost.

Professor Gerald Bradley, who wanted to know from the president and the provost exactly what happened, thought this resolution was not the way to accomplish that goal. It was mischievous in the sense that it seems

to imply acceptance of the reported incidents. We should find other means to smoke out the real story. Professor Henry Weinfield asked if the formal resolution approach was appropriate here. Couldn't we simply write a letter, express our concerns and ask for clarification from the president? We could resolve to do that in place of this motion. To Mario Borelli, the resolution was almost useless; the president could respond with an innocuous statement of a previous position on academic freedom.

Detlefsen, responding to Bradley, said the resolution did not accept the NCR allegations, but we would be irresponsible if we didn't call on the administration to comment and follow up on the NCR report; he maintained the motion was careful not to take a stand on the accuracy of the NCR article. Bradley recalled that the senate had pressed the provost on this in January. Now we have to find a way to do this with the president. The reader of the resolution will see it as a rebuke to the president before we really know the facts. Detlefsen said he didn't know what happened, and only wanted to hear from the president and provost about what did or did not occur.

Professor Jean Porter thought the motion was carefully worded, not accusatory and of legitimate concern. It asks for a response, and this was a proper exercise for an elected faculty body. If we take the academic life seriously, then we should respond to attacks, real or imagined, on our academic integrity. Vasta was concerned that we were being very undiplomatic. The president was making progress on the "Ordinances" in order to protect academic freedom. Isn't it insensitive to say he doesn't believe in this concept? The resolution was unnecessary. Affleck-Graves made two points: The president shouldn't have to respond to every published report, but this particular allegation went to the heart of Notre Dame's integrity, and called for a response. Second, the senate should be both diplomatic and responsible as elected representatives of the faculty. We should ask the president for his response in line with his earlier defense of academic freedom in the case of the "Ordinances." Collins agreed, recalling that the provost did not give us a clear-cut answer on this issue in January. Parnell asked for a word change which Detlefsen accepted.

The discussion continued with Ruccio saying the resolution was almost too deferential; it could have asked the administration very pointedly to respond to the accuracy of the report, but it did not. In fact it was a quite respectful request for information on a specific issue. Detlefsen responded that the committee had discussed Ruccio's option, but decided against any sharp language. For professor Michael Brownstein the motion was unclear; what exactly did it call for? In answer, Detlefsen said the idea of the resolution was to say what we were concerned about and ask them to respond as they wish in their own way;

we would retain the option of pressing for more depending on their response.

Higgins attempted as a friendly amendment to reword the resolution to take a more open attitude in acknowledging the president's efforts on the Ordinances; she emphasized that she would still want a response. Detlefsen, saying the new language was not clarifying, would not accept her version as a friendly amendment. Higgins pressed the issue to make the resolution more supportive and affirmative of the president and the provost in their efforts to defend academic freedom; the motion as written would only serve to alienate them. Professor Joan Brennecke supported Higgins and urged the senate to consider her changes in language; she too objected to the tone of the original resolution. As a point of order, Porter asked if an amendment had been proposed. Higgins moved to amend the original resolution in three places and Brennecke seconded.

Discussion continued on the Higgins amendment. Porter spoke against the amendment, believing the original resolution was well-considered and well-crafted, decently respectful and not accusatory. She urged the senate to vote down the amendment and act favorably on the original resolution. Weinfield believed that to accomplish our two objectives (a response and a defense) a simple, straightforward letter to the president was sufficient; such a letter should take into account many of the points made in this discussion, but without the formal, legalistic trappings of a resolution. Eagan, as a point of order, suggested the debate was not focused on the amendment as it should be. Professor Harvey Bender called the question, Porter seconded and the senate agreed to vote on the Higgins amendment. The amendment failed to pass, 13 to 14.

The debate on the resolution having concluded, the senate voted on the original motion. The senate did not pass it, nine to 17.

## New Business

The major item of new business was the Administrative Affairs Committee resolutions on changes in the bylaws, distributed 10 days in advance of this meeting. Higgins moved their adoption as a unit (no second needed). Discussion proceeded on the changes.

Higgins as chair presented the resolutions as a package, saying the changes clarify ambiguities and inaccuracies in the current bylaws. The committee had voted unanimously in favor of them. Conway asked why there was a call to reduce to 10 percent of members present the requirement for a roll-call vote; to his knowledge only once in the history of the senate has this provision been in-

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voked (to condemn the Vietnam War). McBrien said the intent was to give the members present a greater role in these instances which will still be rare; it was not to encourage roll calls. Higgins, for the committee, added for the senate's information that the journal should be produced for review in advance of the next meeting, and that officers up for election should produce some kind of platform or statement of intent prior to election for an informed vote.

The senate then voted to pass the proposed changes (with one abstention). The changes are included as appendix C of this journal.

Next the senate voted for faculty representation on a variety of University committees. This list of those elected is appendix D of this journal.

Mario Borelli (seconded by Angela Borelli) moved adjournment and the senate agreed at 9:55 p.m.

**Present:** Affleck-Graves, Atassi, Bandyopadhyay, Borelli, A., Borelli, M., Bradley, Brennecke, Brownstein, Cashore, Collins, Conway, Detlefsen, Eagan, Esch, Goetz, Higgins, Jordan, Litzinger, Lombardo, McBrien, Miscamble, Parnell, Porter, Ruccio, Sheehan, Stevenson, Vasta, Weinfield

**Absent:** Borkowski, Callahan, Coll, Connolly, Hamburg, Hayes, Jenkins, Lopez, Meyerson, Miller, Moe, Sauer, Serianni, Simon, Sporleder, Tomasch, Wei

**Excused:** Bottei, Burrell, Garg, Quinn, Sullivan, Weithman, Yost, Sandra-Graduate Student Representative

Respectfully submitted,

Peter J. Lombardo Jr.  
Secretary

## Appendix A

March 3, 1994

Rev. Edward A. Malloy, C.S.C.  
President  
301 Main Building  
University of Notre Dame

Dear Monk,

At its last meeting the Faculty Senate passed three resolutions that I send along to you now. Let me first give you some brief background on the issue raised here. In response to a number of requests from women faculty, at the beginning of the year I appointed an Ad Hoc Committee on Women's Concerns and asked them to consider two questions. First, what are the concerns of women that are not adequately addressed within the current structures? And second, given the limited number of women in senior positions across campus, how can women gain an effective voice in dealing with the administration? That committee has returned its report and its recommendations. The recommendations are largely self-explanatory, so let me just briefly report the spirit of the rather lengthy discussion of the first two motions.

The first resolution asks for an advocate for women that would report directly to you. The approximate parallel mentioned was Roland Smith as an advocate for minorities. The concern was that with present structures the possibility exists for an issue's resolution to be substantially delayed if administrative responsibilities are not clearly identified. This motion passed unanimously.

The second resolution requests the restructuring of the Faculty/Student Committee on Women. I am told that the genesis of this committee stems from a Faculty Senate proposal. Thus, this motion should be considered as a reflection on whether that committee, formed on the basis of a Senate recommendation, has functioned effectively and whether its effectiveness could be improved. Quite frankly, the only negative opinion expressed in the Faculty Senate about the second resolution was that the Ad Hoc Committee had not contacted Kathleen Cannon before making these recommendations. I must note, however, that four members of the Ad Hoc Committee are current or former members of the Faculty/Student Committee on Women. The main concern expressed in the discussion focused on the dual role of Sr. Cannon as chair of the committee and as-effectively-spokesperson for the administration. No criticism of her conduct was intended. In fact, the speakers praised her performance. Nevertheless, there was a concern that the current structure may not have functioned as effectively as some had hoped. It passed with but two dissenting votes.

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The third resolution, on adding a new committee to the Senate structure has been sent to the Senate's Administrative Affairs committee which currently is working on revising the bylaws. The general sentiment on this motion also was positive, but it was necessary to examine further the implications for and interactions with the other Senate committees.

The fourth resolution I interpret as an exhortation that might be appropriately addressed simply with an additional table in the Provost's annual report. It also passed unanimously.

If you have any questions on these motions or want any further clarifications either of the motions, of the discussion or of my comments, please do not hesitate to call.

I hope all is going well for you this semester.

Sincerely,

Richard G. Sheehan

March 31, 1994

Professor Richard Sheehan  
Chairman  
Faculty Senate  
210B Hurley Bldg.

Dear Rich:

I have had the opportunity to discuss with the Officers of the University the letter that you sent on March 3, 1994, and the accompanying three resolutions from the Faculty Senate. I think that it is a good idea to review periodically our existing structures to determine whether they can be improved relative to the purposes for which they were established. This is true of the Faculty/Student Committee on Women. I am personally committed to enhancing our gender diversity. As I clearly stated in the Epilogue of the Final Report of the Colloquy, "As our campus has been invigorated by the presence of larger numbers of women, we are being called to a new level of awareness about the input of gender on the structure, processes and support systems that organize our common life."

It is my intention to recommend to the Academic Council the establishment of a University Committee on Women to replace the present Faculty/Student Committee on Women. This Committee will be composed of elected faculty, staff and student members as well as

members appointed by the President. The Chair of the Committee will be elected by the members of the Committee. The Committee will determine its own agenda and provide minutes of its meetings in *Notre Dame Report*.

I disagree with the recommendation to establish an advocate for women. There is no model for this in the present structures of the University and I consider it unnecessary.

How the Senate should structure itself with regard to these issues is a matter for your internal discussion. I do know that the Provost Advisory Committee has discussed the matter of the provision of information relative to gender and will continue to review it. I defer to their collective judgment.

Please express my thanks to the members of the Senate for their assistance. All best wishes.

Cordially,

(Rev.) Edward A. Malloy, C.S.C.  
President

cc: Officers' Group

## Appendix B April 6, 1994

### Ad hoc task force report on the academic life section of the Colloquy for the Year 2000 Report

Preliminary Draft  
April 4, 1994

**Background** In a special meeting of the Faculty Senate of September 27, 1993, the Senate approved a resolution by Prof. Michael Detlefsen, calling upon the Academic Affairs Committee of the Faculty Senate to prepare a report on the section on academic life of the "Colloquy for the Year 2000" report. In its original form, this resolution called for a special task force to be appointed to prepare this report, but on the motion of Prof. David Burrell, co-chair of the Academic Affairs Committee, the resolution was amended to entrust the writing of the report to the Academic Affairs Committee.

In its regular meeting of February 9, 1994, Prof. Sophia Jordan, co-chair of the Academic Affairs Committee, reported that that committee had not prepared the report, as mandated by the Senate, and given the constraints of time, the committee would not be able to do so. In response to questions from the floor, she added that Prof. Burrell had consistently refused to put the report on the

agenda of the Academic Affairs Committee while serving as chair during the fall semester. In the light of these facts, the Senate voted to discharge the Academic Affairs Committee from the preparation of this report, and to set up a task force entrusted with that mission. The members of the task force are Professors Jean Porter, James Collins and Sophia Jordan.

Under the circumstances, the members of the task force did not feel that we could undertake to offer the kind of detailed and comprehensive report that would have been possible had this project been taken up in a timely manner, six months ago. Nonetheless, we all agree that it is important to attempt to develop a report, if only to honor the will of the Senate as expressed at its meeting of September 27. Thus, we agreed to develop a report which would call attention to central concerns and to ongoing questions, without attempting to address all the issues raised by the Academic Life Section of the Colloquy Report. The views expressed here are those of the task force members, although we have consulted with other colleagues on the Senate in developing it. At the same time, the Senate has already received expressions of the views of our colleagues on some sections of this report, and where appropriate, those sentiments are noted.

This report is divided into three sections. The first offers our overall views on the Academic Life section, and where relevant, other sections of the Colloquy Report. The second section comments on the procedural issues raised by this report, and the third section comments on substantive issues. All page references are taken from the May 7, 1993, copy of the Colloquy report.

**1. Overall views** In our judgment, there is much to commend in the Academic Life section of the Colloquy report. This section begins with a forthright affirmation of Notre Dame's commitment to the pursuit of truth in all its dimensions (p. 6). It goes on to acknowledge the importance and the difficulty of combining research and teaching, both in the university and in the life of individual faculty members (pp. 6-7), and it recommends that the size of the faculty be increased over the next ten years so that the institution will have room to develop further in both research and teaching (Recommendation 6, p. 8). The report also acknowledges the need for increased financial aid for students (pp. 11-13), and for the development of the bookstore (p. 14) and the library (pp. 15-16).

The concerns about the Colloquy report which have been expressed by colleagues on and off the Senate have been largely (although not exclusively) focused on the question of how the commitment to the Catholic character expressed in the first section of the report affects the commitment to academic excellence in the second section. In particular, there has been considerable concern over Recommendation 1, which reads in part, "All who

participate in hiring faculty must be cognizant of and responsive to the need for dedicated and committed Catholics to *predominate in number* among the faculty" (p. 5; emphasis added). More generally, the concerns raised about the Catholic character and its relation to academic life involve both procedural and substantive issues. This report will address both sets of issues in turn.

**2. Procedural Issues** Although the Colloquy report was developed in consultation with committees which included some faculty representation, it is difficult to say that this document represents the sentiments of the faculty as a whole. In a poll conducted by the Faculty Senate during the Spring term of 1993, 81.3% of the faculty (out of a total of 363 responses) expressed agreement with the statement that "The President should circulate to the faculty a draft version of his report on the Colloquy 2000. A substantial period of time should then be allotted for reflection on and discussion of this draft prior to a final report being communicated to the Board of Trustees." Lesser, but still substantial majorities of the respondents expressed reservations about the content of the section on Catholic character, including 67.8% who agreed that the language of Recommendation 1 is unsatisfactory. We realize that the results of this poll are not probative, but they do appear to us to indicate a degree of uneasiness among the faculty with respect to some aspects of the Colloquy report which the Administration should take seriously. In response to these and similar concerns, President Malloy indicated that the Colloquy report should be seen as an expression of his personal vision for the University. Yet it has been presented to the University and to the public as if it represented the views of the University community as a whole, and departments have been directed by the Provost to develop a plan for implementing some parts of it.

The difficulty is that the faculty is being required to begin to implement a set of recommendations about which it has expressed serious reservations. It is difficult to see how this is consistent with the statement at the beginning of the academic life section that "The faculty are at the heart of Notre Dame as an intellectual center. Individually and collectively *they bear responsibility* for the integrity and quality of teaching and for the learning environment" (p. 6; emphasis added). How can the faculty be expected to take any sort of responsibility for the learning environment, when its views and concerns appear to be disregarded in this way?

**3. Substantive issues** We know of no one at Notre Dame who would question the importance or the value of maintaining Notre Dame's Catholic character. Many of our most distinguished colleagues, including some from other religious traditions, have been attracted to Notre Dame precisely because of its Catholic character.



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The concerns of the faculty have to do with the means by which the Colloquy report recommends that the institution go about preserving our Catholic character. In particular, the language of Recommendation 1, to the effect that this requires that "dedicated and committed Catholics" should "predominate in number" has raised a number of concerns and questions. It raises the specter of unedifying conversations about whether potential colleagues (perhaps even actual colleagues) are sufficiently dedicated and committed to Catholicism. It leaves open the question whether the numerical preponderance of dedicated Catholics must be maintained in each department, or whether it is sufficient that this preponderance be maintained in the faculty as a whole. Questions have also been raised about the practical effects of this recommendation on the process of hiring; for example, does this mean that the appointment of non-Catholics will be delayed, or even discouraged, by the Administration? In that case, again, the question arises is how the faculty can be expected to take "responsibility for the integrity and quality of teaching and for the learning environment." The concern that seems to us to underlie all these issues has to do with the impact of the implementation of Recommendations 1-3 (p. 5) on the quality of our academic programs. Again, we know of no one who doubts that a firm commitment to the Catholic character of the institution is compatible with a commitment to, and the attainment of, academic excellence. But it may well be the case that *particular ways* of implementing our commitment to maintaining our Catholic character are not compatible with maintaining academic excellence. Again, the language of Recommendation 1 is especially troubling in this regard. In many areas of study, there are many fine Catholic scholars, but in other areas, particularly in the natural sciences, Catholics are not well represented. And in every area, it is always possible that the strongest appointment for a given position would be someone other than a Catholic. It is even possible to imagine a situation in which a non-Catholic scholar would be a more enthusiastic participant in the Catholic character of the institution than would any Catholic scholar available for the same position, just as many of our most enthusiastic supporters of Notre Dame's Catholic character now are members of other faith traditions. If departmental faculties are forced to maintain the predominance of Catholics, regardless of any other considerations that may be operative at a given time, how can they simultaneously take responsibility for maintaining the academic excellence of their departments?

We also note, with some concern, that the maintenance of the Catholic character is given more practical importance than any of the recommendations of the academic life section. Only here, in the section on Notre Dame's Catholic character, are the recommendations placed under the direct oversight of the provost (Recommendation

3, p. 5). Moreover, the departmental plans that are mandated in Recommendation 7 (p. 9) have been presented to the departmental faculties in terms of plans for contributing to and maintaining the Catholic character of the institution, although that is not what the recommendation itself and its introductory commentary actually say (pp. 8-9). This raises the concern that in other respects, the recommendations of the section on Academic Life will be interpreted in practice in such a way as to focus attention exclusively on Notre Dame's Catholic character, to the neglect of its academic excellence.

Perhaps some would argue that the maintenance of Notre Dame's Catholic character is important enough to justify focusing on it, even at the cost of some sacrifice in academic quality. We disagree. Notre Dame is first of all a university, and the quality of our academic life is central to the very rationale of the institution. Notre Dame cannot be a fine Catholic university if its academic quality is undermined. Nor do we agree that it is necessary to choose between these two goals.

Indeed, we are struck by the tone of anxiety which pervades the first section of this report, as reflected in this remark: "What is clear is that if no planning is done and no genuine steps in recruitment are undertaken, the University will soon resemble its secular counterparts" (p. 4). This is not at all clear to us, nor is it supported by evidence or argument. Notre Dame's commitment to Catholicism seems to us to be firm, vigorous, and lively. It is expressed in the composition of the student body, the faculty, and, of course, the alumni, in Notre Dame's public profile, in the curricular offerings, the special programs and institutes, and the overall ethos which distinguish this institution among its peers. Moreover, we are perhaps more confident than the authors of this report in the inherent vigor of Catholicism as an intellectual tradition, which, in our view, will guarantee its continued flourishing in any environment in which it can be fully and freely expressed and developed. What is not so clear to us is Notre Dame's future as an institution of academic excellence. It is here that we would suggest that the energies of administration and faculty could be more profitably directed.



## Appendix C

### Faculty Salary Survey

This report summarizes the results of the recent Faculty Senate survey on salaries. There were a total of 359 responses, for a response rate of 44%, which compares favorably with recent faculty surveys. Two results stand out. First, the faculty overwhelmingly supports additional disclosure of salary information with over 75% of the responding faculty favoring the release of additional information either by college or by department. Second, exactly one third of the Teaching and Research faculty voluntarily disclosed their salaries, including approximately twenty who were against the administration releasing additional salary information. A larger percentage of the Library faculty and a smaller percentage of the Special Professional faculty disclosed their salary.

The major reasons for undertaking this survey were two-fold. First, we believe that disclosure of average salaries by rank and by college (or by department) provides individual faculty members with important information regarding the department and college evaluations of their contributions. It also reduces the informational asymmetry that exists when a faculty member discusses compensation with the administration. Second, by reporting salaries relative to comparative market salaries — as we try to do throughout this report — individual colleges and departments can better ascertain their position both internally and externally. We believe this information will foster a more honest and open atmosphere and will remove a potential source of distrust and animosity.

Table 1 summarizes the faculty response on whether the administration should release additional salary information. Only approximately 20% of the responding faculty oppose the release of additional information. Generally, those opposing release did not provide information on rank, college or department. Thus, it is not possible to determine whether any particular group is more or less likely to oppose information release. Of those favoring release of additional information, 75% favor releasing information by department.

Tables 2 to 7 summarize the survey information while preserving confidentiality, we do not report individual responses. As stated in the survey, we provide only summary measures. To maintain confidentiality, we do not report individual salaries or sufficient information to be able to infer individual salaries.

Table 2 indicates the distribution of responses across colleges and ranks. Of the 266 faculty members who declared their salary in the survey, 213 are Teaching and Research faculty (out of 640, based on last year's *Academe*, for a response rate of 33%); 24 are Library faculty (re-

sponse rate of 57%); and 29 are Special Professional faculty (response rate of 17%). the response rate also differs by college. Engineering and Law had the lowest response rates, 19% each, while the response rate in Science was 32%, in Arts and Letters 38% and in Business 39%.

Table 3 presents the number of responses by rank. The response rate is highest for assistant professors and lowest for full professors. In addition, the survey responses suggest that the low response rate of full professors may be due largely to a low response of chaired professors.

Table 3 also reports the average salary by rank as well as the average salary for all faculty at Notre Dame as reported in *Academe*. Since the 1994 salary numbers in *Academe* have not yet been published, the 1993 numbers have been adjusted upward by 4 percent, the average salary increase in 1993-94. The Library faculty and the special Professional faculty have been excluded from this table because the *Academe* figures refer only to Teaching and Research faculty.

Comparing the average salary in the survey with the average salary at Notre Dame yields some additional insight into the potential bias in the survey. Clearly, the largest percentage difference occurs at the full professor level. This result suggests that many chaired professors chose not to participate in the survey. At the associate level, the difference is substantially smaller while at the assistant level, there appears to be virtually no bias.

If all survey responses are accurate, it is a simple process to calculate the average salary of nonrespondents.<sup>1</sup> Our calculations indicate that for full professors survey reporters had an average salary of \$70169 versus \$84681 for non-reporters. Similar calculations for associate professors yields \$52591 for reporters and \$58726 for non-reporters and for assistant professors \$47274 for reporters and \$47517 for non-reporters.

The apparently large discrepancy between the survey and *Academe* salaries for full professor may be due to the failure of just a few chaired professors to participate in the survey. Disclosures in *The Chronicle of Higher Education* last year indicate that some chairs earned in excess of \$140,000. It would take relatively few high paying chairs to bring the survey numbers much closer in line with the *Academe* numbers.

Table 4 states the average salary by rank by college. Given the differences between the survey numbers and the *Academe* numbers, the numbers in Table 4 must be interpreted with care. Nevertheless, the results should not be surprising. They suggest differences exist between colleges, as one should expect given differences in market conditions across fields.

Before proceeding further, an explanation of the survey results for the salaries of the Special Professional Faculty is in order, since the greatest surprise in Table 4 is that associate professional specialists have a higher mean salary than full professional specialists. The Professional Specialist numbers must be interpreted with great caution for three reasons. First, the response rate for professional specialists was substantially lower than for other groups. Thus, the survey means likely have wider bounds of error for professional specialists than for other categories. Second, the responses for this group indicated a wide range of duties and responsibilities. Some have basically administrative roles; others have primarily teaching positions while others work in special units or in laboratories. Averaging salaries over these diverse categories may lead to misleading conclusions. Finally, many professional specialists are paid on a twelve month contract. Some survey respondents stated their 12 month salary. These numbers were converted to 9 months values for this table. Others stated a 9 month salary. Still others did not state the contract length. Since the survey requested 9 month salaries, we assumed that no attached note implied that a 9 month salary was reported. The special professional salaries in the tables, like all salaries except the library, are for 9 months. One clear implication of the special professionals' survey responses is that the issue of who is included in this category and what is the role and function of this category of faculty needs to be examined in detail. That charge, however, is beyond the scope of this survey. In addition, if the survey is repeated in future years, the treatment of special professional faculty will have to be examined more closely.

The remaining tables take a more detailed look at average salaries by college, by rank, and, for Arts and Letters, for broad department units. We had hoped to report numbers by rank and by department. That generally was not possible given the survey pledge not to report salary information for groups with fewer than three respondents.<sup>2</sup> This decision necessarily implied less than complete results for small departments. In addition, we had problems with determining appropriate external comparisons. *Academe* publishes salary averages for some broad classifications, departments or department groups. Thus, we attempted to match groups of departments with the *Academe* equivalent. However, the average salaries reported in *Academe* refer to all institutions and not exclusively to Category I, comprehensive Ph.D. granting institutions. Those institutions generally have somewhat higher salaries. Thus, the salaries of our peer institutions by department group may be higher than the salary averages listed in *Academe*.

Tables 5 through 7 report, for colleges and some groups of departments, the average salary from the survey, the average salary in *Academe* for that group and the survey

average as a percent of the *Academe* average.<sup>3</sup> The last column implies, for example, that the Notre Dame survey respondents in Arts and Letters at the full professor rank had an average salary 14% above that of the average in *Academe* for full professors in Arts and Letters (or 114% of the *Academe* average). Because of large differences in the markets for different disciplines, the following discussion focuses on the survey average as a percent of the *Academe* average to place the numbers in the context of the appropriate reference group. To provide a measure of salary dispersion, we also report the range of survey responses (the maximum salary minus the minimum).

Tables 5 to 7 need not indicate that any individual or departmental group is underpaid despite the substantial variation between groups and dramatic variation within each group. These differences need not indicate inequity or bias — although they certainly may — but may simply reflect productivity differences. These factors should be kept in mind when interpreting the tables and the analysis below.

The numbers suggest that Library faculty fare relatively poorly at all levels. The absolute salaries are lowest while, as a percentage of *Academe* values, they are lowest across colleges for all ranks. Because of the bias in the responses of full professor in our survey and because of the lack of responses at the assistant and associate levels in Law, we contrast the remaining four colleges in terms of the average premium (percent above the *Academe* peer average) across associate and assistant professors. The results suggest fairly substantial differences across colleges. Faculty in Science earn the largest average premium (27%) followed by Arts and Letters (15%), Engineering (14%) and Business (11%).

The differences in these percentages appear to be economically significant. For example, at the assistant professor level, where bias appears to be minimal at the university level, if Arts and Letters were to be at the same average percentage of *Academe* as Science (129.5% rather than 114.6%), then the survey respondents' average salary would have to be \$43708 rather than \$38688. For Business the comparable number would be \$71578 rather than \$60582. Alternately, applying the business percentage to science would yield a salary of \$41927 rather than \$49540. These numbers need not imply that Science assistant professors are relatively overpaid. Differences in the percentages only reflect broad differences in market related salary and do not take account of quality differences or other compensating differentials.

Some brief comments also are in order on dispersion of salaries. The dispersion within a rank is greatest at the full professor level, as one would expect. Differences in performance at the full professor level are likely to be dra-

matic and this may explain the salary differences. In addition, some of the differences in the averages may reflect the presence — or absence — of outliers. Finally, there is almost as much variation within any unit as there is across units. At the associate professor level the within group differences appear to be substantially smaller except for the professional specialists, although business, engineering and science still have substantial within group variation. At the assistant professor level, the range within any group is smaller still, except for business. Again, this result should not be surprising since within-group differences are not as apparent at this stage in most faculty member's careers. Nevertheless, substantial market differences exist between groups, a result that should not be surprising.

Interpretations of the survey results clearly are subject to a number of caveats. We again note the underreporting of full professors, probably chaired professors. With more complete reporting of full professors, we would expect the Notre Dame averages to be substantially higher as a percentage of the *Academe* averages. In addition, since we have only a sample of the faculty rather than the population the ranges likely are understated. Finally, we have no data on relative quality differences which we would expect to influence these percentages.

We conclude by thanking all who participated in the survey and by making a recommendation. We recommend that the Administration respond positively to the survey response by voluntarily releasing salary information by department. The survey responses indicate considerable support for this among the faculty. Moreover, given the results of this survey in terms of percentages relative to *Academe* as well as the limited release of information last year in the *Chronicle of Higher Education*, it would appear that any such disclosure would not have a traumatic effect.

If the Administration chooses not to make such a disclosure, we further recommend that the Faculty Senate repeat this survey next year and make it part of the Faculty Senate's annual responsibilities. As a yearly exercise, it likely will be perceived as less traumatic and less confrontational than this initial survey — although neither trauma nor confrontation were intended products of the survey. We hope that if the survey is conducted annually, faculty participation will increase. Finally, a number of faculty expressed concern about the likely survey response rate and whether any conclusions drawn would be appropriate. We hope that the survey results and this discussion allays some of their concerns.

<sup>1</sup> For example, for full professor we would solve the following equation for Z:  $(.2884) \times 70169 + (1 - .2884) \times Z = 80496$ . Thus  $Z = 84681$ .

<sup>2</sup> The averages by department and rank for all categories where there were three or more survey responses is presented to the Appendix, Table A.1.

<sup>3</sup> For full professors in the visual and performing arts values and for associate and assistant professors in Law, we do not include a survey mean since there were fewer than three respondents in each of these categories. In addition, the Special Professional faculty do not have an *Academe* equivalent.

**Table 1**

Response to Question on Disclosure of Average Salaries

Answer	Number of Responses	Percent of Responses
Opposed	77	21.21%
In Favor	273	75.21%
Indifferent	8	2.20%
Other	5	1.38%
Total	363	100.00%

Of those in favor, 210 favor disclosure of averages by rank by department, and 63 favor disclosure of averages by rank by college.

**Table 2**

Response Rates by College for Those Disclosing Salary

College	Rank					All Ranks
	Full	Assoc.	Asst.	Other	Unspec.	
Arts & Letters	45	39	33	1	0	118
Business	5	9	17	0	0	31
Engineering	6	8	5	0	0	19
Science	15	12	10	2	0	39
Law	5	0	0	0	0	5
Library	3	11	4	0	6	24
Unspecified	1	0	0	0	0	1
Prof. Spec.	5	10	14	0	0	29
Total	85	89	83	3	6	266

Note: Architecture is included with Engineering.

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**Table 3**

**Average Salary by Rank**

Rank	Number of Responses	% of T&R Faculty	Salary per Survey	Avg. Salary All N.D.	Percent Error
Full	77	28.84%	70169	80496	12.83%
Associate	68	35.05%	52591	56576	7.04%
Assistant	65	38.24%	47274	47424	0.32%
Other	3		37667		
Unspecified	6		34567		

Notes: This table excludes responses from 29 professional specialist faculty and 24 Library faculty.

All N.D. numbers are those reported in *Academe* (March 1993), increased by 4%, the average increase across all ranks at N.D. from 1992-93 to 1993-94.

% of T&R faculty represents the number of responses in each rank as a percentage of the number in that rank at N.D. as per *Academe*, March 1993; i.e., 267 full professors, 194 associate professors, and 170 assistant professors

**Table 4**

**Average Salary by Rank by College**

College	Full	Assoc.	Asst.	Other	Unspecified
Arts and Letters	67056	47587	38688		
Business	76900	66456	60582		
Engineering	71233	57500	54160		
Science	71040	55183	49540		
Law	82900				
Library	50900	42173	32825		34567
Prof. Spec.	37160	40720	27271		
Total	67574	49970	43204	37667	34567

Notes: Where less than three responses are available in a category, no average is reported. (The single full professor who did not specify a college is only included in the total average.)

**Table 5**

**Average Salary of Full Professors by College and Departmental Unit**

College	Dept. Unit	Salary per Survey		Average Salary	Average as % of
		Average	Range	<i>Academe</i>	<i>Academe</i>
Arts & Letters	All	67056	50800	58798	114.0%
	For. Lan.	56825	10700	58444	97.2%
	Letters	63727	50800	56869	112.1%
	Phil. & Rel.	62789	21700	58096	108.1%
	Social Sc.	72877	37000	62152	117.3%
	Vis. & Perf.			52289	
Business		76900	25000	75392	102.0%
Engineering		71233	42200	71379	99.8%
Science		71040	29000	65097	109.1%
Law		82900	18500	87462	94.8%
Library		50900	32100	61700	82.5%
Prof. Spec.		37160	28800		

Note: Architecture included with Engineering. Range is maximum minus minimum reported salary.

**Table 6**

**Average Salary of Associate Professors by College and Departmental Unit**

College	Dept. Unit	Salary per Survey		Average Salary	Average as % of
		Average	Range	<i>Academe</i>	<i>Academe</i>
Arts & Letters	All	47587	22000	41334	115.1%
	For. Lan.	46240	4900	40920	113.0%
	Letters	45656	10000	40617	112.4%
	Phil. & Rel.	48686	13500	40163	121.2%
	Social Sc.	48836	21000	43184	113.1%
	Vis. & Perf.	45125	5500	38963	115.8%
Business		66456	20800	59079	112.5%
Engineering		57500	19500	52798	108.9%
Science		55183	21600	44501	124.0%
Law					
Library		42173	25700	43532	96.9%
Prof. Spec.		40720	37800		

Note: Architecture included with Engineering.

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Table 7

Average Salary of Assistant Professors by College and Departmental Unit

College	Dept. Unit	Salary per Survey		Average Salary <i>Academe</i>	Average as % of <i>Academe</i>
		Average	Range		
Arts & Letters	All	38688	12000	33751	114.6%
	For. Lan.	38817	4500	33184	117.0%
	Letters	37450	5000	32635	114.8%
	Phil. & Rel.	38617	5400	32718	118.0%
	Social Sc.	39467	11000	35821	110.2%
	Vis. & Perf.	37475	3400	31354	119.5%
Business		60582	25100	55273	109.6%
Engineering		54160	11300	45632	118.7%
Science		49540	3800	38255	129.5%
Law					
Library		32825	7500	35763	91.8%
Prof. Spec.		27271	17200		

Note: Architecture included with Engineering.

Table A.1

Average Salary by Rank by Department

Department	Full	Associate	Assistant
Classical Language			38200
Economics	77400	51625	45333
English	63300	45186	
Government	72020		
Philosophy	64500	49575	39667
Psychology		43500	38367
Sociology		45733	
Theology	60650	47500	37567
Accounting	79333		69575
Finance		65750	56657
Management			59400
Biology	62525		49150
Chemistry	71033		
Mathematics		56800	
Physics	73900		

Note: Averages are only reported for departments for which at least three responses within a single rank were obtained

## Appendix D

April 6, 1994

### Proposed Amendments to the Bylaws

1. Moved, that Article I, line 1 of the Bylaws of the Faculty Senate be amended to read: "two co-Secretaries" instead of "a Secretary."

Rationale: It has been difficult to find one person willing to do all the work for every meeting because the work of the Senate Secretary is burdensome. The present system of co-Secretaries divides the work in half and seems to be working out well. The Bylaws, however, should recognize that actual arrangement. (Se also #2, below.)

2. Moved, that Article II, Section 2, line 2, of the Bylaws of the Faculty Senate be amended to read: "co-Secretaries" instead of "Secretary."

Rationale: See "Rationale" for #1 above.

3. Moved, that Article II, Section 7, line 2, of the Bylaws of the Faculty Senate be amended, after the word "for", to read: "placement on" instead of "consideration for."

Rationale: This amendment will eliminate a present ambiguity in the Bylaws. Section 8, lines 7-8, specify that "Recommendations approved by a majority of the members voting in a Standing Committee shall be placed on the agenda of the full Senate meeting." But Section 7 specifies only that such recommendations are submitted "for consideration for the agenda."

4. Moved, that Article II, Section 8, of the Bylaws of the Faculty Senate be amended in five places: (1) the first sentence in lines 1-2 should be deleted; (2) in Section 8(a), line 6, after the word "Standing," add the words "and ad hoc"; (3) also in Section (a), line 7, after the word "Standing", add the words "or ad hoc"; (4) in Section (b), line 10, substitute the word "four" for the word "three"; and (5) in Section 8 (c), line 14, substitute the words "ten percent" for the words "a majority".

Rationale: (1) the agenda is far more than "the collection of particular proposals to be debated and resolved", e.g., reports, information, guest appearances of the President and the Provost, minutes, treasurer's report, etc. (2), (3), and (4) are self-evident. We have ad hoc as well as Standing Committees, and there are four Standing Committees, not three. (5) A majority of elected members is too many with regard to a request for a discussion of matters not reported to the floor of the Senate by a Standing Committee.

5. Moved, that Article II, Section 10, of the Bylaws of the Faculty Senate be amended in three places as follows:

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(1) in line 1, after the word "Standing", add the words "and ad hoc" and (3) also in line 3, after the second "Standing", add the words "and ad hoc".

**Rationale:** This is self-evident.

6. **Moved**, that Article V, line 5, of the Bylaws of the Faculty Senate be amended as follows: after the word "Standing", add the words "or ad hoc".

**Rationale:** This is self-evident.

7. **Moved**, that Article VI of the Bylaws of the Faculty Senate be amended in *three* places: (1) in line 1, after the word "presiding" add "or a majority of the members of the Senate who are present"; (2) also in line 1, the words "his or her" be replaced by "their"; and (3) in line 2, the clause "but not to exceed ten minutes" should be deleted and replaced by the words "for a length of time agreed upon by a majority of members present".

**Rationale:** The first change broadens the capacity of the Senate members present at the meeting to control the order of the meeting. The second change is for grammatical consistency, and the third change is self-evident, given the fact that recesses at present—for committee meetings and to hear guests such as the President and the Provost—are for longer than ten minutes.

8. **Moved**, that Article VII, line 1, of the Bylaws of the Faculty Senate be amended as follows: substitute "co-Secretaries" for "Secretary".

**Rationale:** See "Rationale" for #1, above.

9. **Moved**, that Article XI, line 1, of the Bylaws of the Faculty Senate be amended as follows: after the words "ten percent of the", substitute the words "members of the Senate present" for "total of elected members of the Senate".

**Rationale:** The number required for a roll call seems too large. The amendment enhances minority rights to require a recorded vote on an issue deemed important by that minority.

10. **Moved**, that Article XV of the Bylaws of the Faculty Senate be amended in *two* places: (1) in line 1, the word "normal" be inserted between "The" and "Order"; and (2) at the end of the present last sentence in line 6, the following new sentence be added: "Exceptions can be made in accordance with the provisions in *Robert's Rules of Order*."

**Rationale:** Both changes make the present provisions less restrictive, but without undermining proper order.

11. **Moved**, that Article XVI, line 3, of the Bylaws of the Faculty Senate be amended in *two* places as follows: (1) in line 2, after the words "The terms of" and before the word "members" in line 3, insert the word "outgoing"; and (2) in line 3, delete everything after the word "shall" and replace them with the words "end at a point just before the election of new officers and committee chairs, and the terms of newly elected members shall begin at the same point."

**Rationale:** This makes clear what is presently unclear.

## Appendix E

**Campus Life Council**  
Ava Collins

**Board of Traffic and Parking Appeals**  
Kathleen de Langhe  
Jerome Negrey (alt.)

**Faculty/Student Committee on Women**  
Paul Conway

**Judicial Review Board**

Robert Burke	Charlotte Ames
Thomas Frecka	Stephen Hayes
John Luceyt	Louis Jordan
Duncan Stroik	Kathleen Ryan-Zeugner
John Robinson	Thomas Cashore
R. E. Rodes	Peter Lombardo

**Nominees for Academic and Faculty Affairs Committee — Board of Trustees**

Charlotte Ames	David Kirkner
Maureen Gleason	R. E. Rodes
Stephen Hayes	Arvind Varma

## University Committee on Libraries March 22, 1994

The meeting was called to order at 10 a.m. in the office of the director of libraries by the chairman, W. Robert Scheidt. Also in attendance were Thomas Fehlner, John Halloran, Paula Higgins, James Kohn, Robert Miller, Marsha Stevenson, James Walton and secretary Melodie Eiteljorge.

The minutes of the meeting of January 10 were approved as distributed.

Robert Miller reported that a graduate study area is being built on the 10th floor. It will open in the fall and will require detex cards for admission.

The five-year review of the director of libraries will begin this fall. The review committee will consist of both University Committee on Libraries (UCL) members and library faculty members.

New shelving has been installed in various areas of the Hesburgh Library. A letter was posted in the elevators, apologizing for any inconvenience caused by the project and for the substantial loss of seating on the fourth and fifth floors. The libraries will make an effort to set up a quiet study area on the second floor. Meanwhile, notice has been received that additional funding for shelving will be provided.

Robert Scheidt asked if the forthcoming shelving money might be used for compact shelving. Marsha Stevenson replied that we can install compact shelving only in the basement and that there will not be enough room until part of that area is vacated. Paula Higgins asked about the possibility of recovering space occupied by non-library offices. Miller replied that this is a goal for the long run but that space must first be found for those offices to relocate. Digitizing is one solution to space problems, but it is expensive (approximately \$27 per book), and it involves copyright issues. Another alternative is offsite storage, which has some obvious disadvantages, although the Law Library and the University Archives have already utilized it to some extent.

April 1 is the due date for the report of the Libraries' Space Planning Task Force. The above issues, among others, will be addressed. This document will be distributed to the committee and to the Officers of the University upon completion.

Miller also reported that two grants are pending. The first is a proposal to the National Endowment for the Humanities for the second phase of the current NEH grant,

"Program to Preserve the Contents of the Library of the Medieval Institute, University of Notre Dame," which is a microfilming project. Also pending is an application for a grant solicited from the Culpeper Foundation for a state-of-the-art preservation laboratory on campus.

Last year a Unit Specific Requisite Grant was received from the Office of University Computing for the installation of InfoShare. By the end of the semester hardware and software should be in place for the first phase. This will provide through UNLOC increased access to various kinds of indexes. Some of the databases will have restrictions on numbers of users or passwords. Marsha Stevenson observed that acquiring additional passwords for Dow Jones and Lexis/Nexis would be beneficial; the latter, however, is restricted to classroom usage.

PACLINK is now operational in the test region, linking the catalogs of Notre Dame, Ball State, Indiana University, Indiana State University and Purdue.

As announced in a recent mailing to faculty, the Hesburgh Library, at the end of the semester, will be eliminating its subject heading catalog.

The Ad Hoc Committee on University Libraries is close to finishing its work; reports from the subcommittees are due March 23. Following that Roger Schmitz will write the final report.

Miller suggested that UCL consider sponsoring an open meeting for faculty in the fall — a forum on the state of the library. It was agreed that this would be useful.

Paula Higgins inquired about on-line access to dissertation abstracts and emphasized its great importance, particularly to graduate students. Marsha Stevenson indicated that this is available on CD-Rom, but without full abstracts before June 1980. It is high on the libraries' priority list, but funding has been the obstacle. It is \$20,000 for backfiles only; there is an additional charge for subscriptions.

There being no further business, the meeting adjourned at 11:15 a.m. The next meeting is scheduled for Tuesday, April 26, 10 a.m. in the office of the director. The main agenda item will be the forthcoming Space Planning Task Force report.

Respectfully submitted,

Melodie Eiteljorge  
Secretary



# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Current Publications and Other Scholarly Works

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

### COLLEGE OF ARTS AND LETTERS

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## COLLEGE OF ENGINEERING

### Chemical Engineering

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### Civil Engineering and Geological Sciences

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## Electrical Engineering

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## RADIATION LABORATORY

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# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Awards Received and Proposals Submitted

In the period April 1, 1994, through April 30, 1994

### AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	5	670,890	10	1,326,575	15	1,997,465
Facilities and Equipment	0	0	2	58,170	2	58,170
Instructional Programs	1	72,736	0	0	1	72,736
Service Programs	0	0	4	10,636	4	10,636
Other Programs	<u>0</u>	<u>0</u>	<u>5</u>	<u>321,000</u>	<u>5</u>	<u>321,000</u>
Total	6	743,626	21	1,716,381	27	2,460,007

### PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	13	1,821,835	13	1,455,501	26	3,277,336
Facilities and Equipment	1	30,000	0	0	1	30,000
Instructional Programs	0	0	3	1,138,437	3	1,138,437
Service Programs	1	6,000	1	1,073,940	2	1,079,940
Other Programs	<u>5</u>	<u>290,550</u>	<u>4</u>	<u>116,816</u>	<u>9</u>	<u>407,366</u>
Total	20	2,148,385	21	3,784,694	41	5,933,079

# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Awards Received

In the period April 1, 1994, through April 30, 1994

### AWARDS FOR RESEARCH

#### Aerospace and Mechanical Engineering

Lucey, J., Berry, W.  
Energy Analysis and Diagnostic Center Program  
Rutgers University  
\$62,035 12 months

#### Biological Sciences

Fraser, M.  
Transposon Mutagenesis of Nuclear Polyhedrosis  
Viruses  
National Institutes of Health  
\$63,720 12 months

#### Civil Engineering and Geological Sciences

Spencer, B.  
Aircraft Wheel Life Prediction and Assessment  
Systems Res. Labs, Inc.  
\$47,501 6 months

Gray, W.  
Laboratory and Numeric Studies of Multiphase  
Transport  
Argonne National Laboratory  
\$74,998 12 months

Westerink, J.  
Circulation Computations  
University of North Carolina  
\$22,541 24 months

#### Chemistry and Biochemistry

Thomas, J.  
Reactions in Organized and Constricted Systems  
National Science Foundation  
\$126,500 36 months

Smith, B.  
Dynamic Control of the Binding of Neutral  
Biomolecules  
National Science Foundation  
\$75,000 24 months

#### Computer Science and Engineering

Sha, H.  
Timing Optimization for Scientific Applications  
Oak Ridge Associated Universities  
\$5,000 12 months

#### Economics

Marsh, L., Nesiba, R.  
Doctoral Dissertation Grant  
U.S. Housing and Urban Development  
\$15,000 29 months

#### Mathematics

Pillay, A.  
Topics in Model Theory  
National Science Foundation  
\$34,500 36 months

#### Institute for International Peace Studies

Johansen, R.  
Strengthening United Nations Enforcement  
U.S. Institute of Peace  
\$40,000 15 months

#### Physics

Shephard, W., Cason, N., et al.  
Experimental Research in Elementary Particle Physics  
National Science Foundation  
\$305,000 36 months

Johnson, W., Sapirstein, J.  
Weak Interactions in Atomic Physics  
National Science Foundation  
\$170,000 36 months

Livingston, A.  
Highly Charged Ions in Electron Beam Ion Trap -  
Supplement  
National Institutes of Standards and Technology  
\$5,670 15 months

Kolata, J., Wiescher, M., et al.  
Nuclear Structure Research  
National Science Foundation  
\$950,000 12 months

### AWARDS FOR FACILITIES AND EQUIPMENT

#### Civil Engineering and Geological Sciences

Makris, N.  
Experimental Methods in Structural Engineering  
National Science Foundation  
\$30,000 24 months

#### Electrical Engineering

Bernstein, G.  
Model 82 C-V Measurement System  
Keithley Instruments  
\$28,170

# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## AWARDS FOR INSTRUCTIONAL PROGRAMS

### Physics

Rettig, T.  
REU Site Program for Physics  
National Science Foundation  
\$72,736 24 months

## AWARDS FOR SERVICE PROGRAMS

### N.D. Center for Pastoral Liturgy

Bernstein, E.  
Center for Pastoral Liturgy  
Various Others  
\$915 1 month  
Center for Pastoral Liturgy  
Various Others  
\$5,710 1 month

### Center for Continuing Formation in Ministry

Cannon, K.  
Center for Continuing Formation in Ministry  
Various Others  
\$3,750 1 month

### Institute for Church Life

Cannon, K.  
Dynamic Parish  
Various Others  
\$261 1 month

## AWARDS FOR OTHER PROGRAMS

### Chemistry and Biochemistry

Pasto, D.  
Support of the 25th Reaction Mechanisms Conference  
ACS Petroleum Research Fund  
\$2,000 4 months

### Jacques Maritain Center

McInerney, R.  
Thomistic Studies  
Saint Gerard Foundation  
\$200,000 12 months

## Philosophy

Freddoso, A.  
Francisco Suarez: Metaphysical Disputations 20-22  
National Endowment for the Humanities  
\$56,000 15 months

## Theology

Whitmore, T., Ryan, M.  
Seminar/Publication of Issues in Roman Catholic Social Teachings  
Pew Charitable Trust  
\$62,000 19 months

## Academic Services for Student Athletes

Marlowe, D.  
NYSP-ND  
Step Ahead Youth Services  
\$1,000 8 months

## Proposals Submitted

In the period April 1, 1994, through April 30, 1994

## PROPOSALS FOR RESEARCH

### Aerospace and Mechanical Engineering

Jumper, E.  
Implementation of Dynamic Enhancement Concept  
McDonnell Douglas Corp.  
\$42,267 12 months  
Nelson, R.  
Tail Buffeting Due to Vortex Breakdown  
NASA - Ames Research Center  
\$64,852 12 months  
Atassi, H.  
Hydrodynamics and Acoustics in Nonuniform Flows  
Department of the Navy  
\$134,205 12 months

### Biological Sciences

Duman, J., Bridgham, S.  
Climate Warning and the Carbon Balance of Peatlands  
University of Minnesota  
\$269,574 36 months  
O'Tousa, J.  
Genetic Analysis of Retinal Degeneration in Drosophila  
National Institutes of Health  
\$179,910 12 months



# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Center for Applied Mathematics

Atassi, H.  
Fluid-Structure Interaction  
National Science Foundation  
\$56,012 36 months

## Civil Engineering and Geological Sciences

Neal, C.  
REU Supplement for NSF Grant EAR-93-02471  
National Science Foundation  
\$3,500 3 months  
Dynamics, Evolution and Composition of the Moon  
Lunar and Plan. Institute  
\$129,198 24 months

Ketchum, L.  
Pollution Prevention  
Indiana Department of Environmental Management  
\$40,807 12 months

Makris, N.  
Nonlinear Analysis of Highway Bridges  
National Science Foundation  
\$80,209 12 months

## Chemical Engineering

Leighton, D.  
Shear-Induced Migration in Bidisperse Suspensions  
Lockheed Comp.  
\$40,365 18 months

Brennecke, J.  
REU Supplement for NSF-CTS91-57087  
National Science Foundation  
\$5,000 4 months

McGinn, P.  
Critical Current Density in Textured Superconductors  
Purdue University  
\$164,204 12 months

Miller, A., Bandyopadhyay, S.  
Superconducting Quantum Structures  
Purdue University  
\$114,457 12 months

## Chemistry and Biochemistry

Huber, P.  
Protein Binding Domains on Eukaryotic 5S rRNA and rDNA  
National Institutes of Health  
\$206,039 12 months

Tannor, D.  
Control of Photochemical Reactions  
Department of the Navy  
\$323,150 36 months

Castellino, F.  
Structure-Function Studies on Plasminogen and Plasmin  
National Institutes of Health  
\$426,985 12 months

Lappin, A.  
Stereoselectivity in Electron Transfer  
National Science Foundation  
\$440,069 36 months

## Philosophy

Sayre, K.  
Commentary on Plato's Parmenides  
National Endowment for the Humanities  
\$132,401 9 months

## Physics

Blackstead, H.  
Microwave/Optical Studies of High-Temperature Superconductors  
Purdue University  
\$114,000 12 months  
Pair-Breaking by Ba-Site Magnetic Dopants  
Purdue University  
\$68,597 12 months

Rettig, T., Tegler, S.  
The Nuclear Structure of P/S-L9 by High Resolution Imaging  
SpaceTelescope Science Institute  
\$67,844 12 months

Livingston, A.  
Highly Charged Ions in an Electron Beam Ion Trap  
National Institute of Standards and Technology  
\$37,067 12 months

Garg, U.  
A Recoil Distance Device for GAMMASPHERE  
Department of Energy  
\$58,671 12 months

Ruggiero, S.  
Transport Properties of YBCO Thin Films  
Purdue University  
\$73,453 12 months

Kolata, J., Aprahamian, A., et al.  
Nuclear Structure Research  
National Science Foundation  
\$4,500 12 months

# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## PROPOSALS FOR FACILITIES AND EQUIPMENT

### Physics

Kolata, J., Aprahamian, A., et al.  
Nuclear Structure Research  
National Science Foundation  
\$30,000 12 months

## PROPOSALS FOR INSTRUCTIONAL PROGRAMS

### Biological Sciences

Boyd, S., Houtsmuller, E.  
Development of Neuropeptide Systems  
National Institutes of Health  
\$0\* 12 months

Lamberti, G., Gray, K.  
Environmental Stress in Ecosystems  
National Science Foundation  
\$1,049,255 60 months

### Computer Science and Engineering

Uhran, J., Henry, E.  
Integrating EDA Tools in the Curriculum  
National Science Foundation  
\$89,182 27 months

## PROPOSALS FOR SERVICE PROGRAMS

### Center for Educational Opportunity

Blake-Smith, D., Smith, R.  
Upward Bound Project  
Indiana Department of Education  
\$6,000 2 months

### Urban Institute for Communication and Education

Smith, R., Borkowski, J., et al.  
Notre Dame Community Outreach Partnership Center  
U.S. Housing and Urban Development  
\$1,073,940 24 months

## PROPOSALS FOR OTHER PROGRAMS

### Aerospace and Mechanical Engineering

Skaar, S.  
Camera-Base Manipulation  
Department of the Navy  
\$30,000 6 months

## Mathematics

Taylor, L.  
NAFSA Baltic/East Central European Assistance Awards  
Program  
NAFSA/Association of International Educators  
\$30,120 10 months

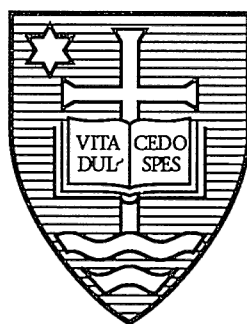
### Institute for International Peace Studies

Hayner, A.  
NAFSA REAP Renewal for Lydia Skrynnikova  
NAFSA/Association of International Educators  
\$28,588 12 months  
NAFSA B/EEP Grant Renewal for Helena Rozlivkova  
NAFSA/Association of International Educators  
\$17,752 5 months  
NAFSA REAP Grant for Larissa Deriglazova  
NAFSA/Association of International Educators  
\$28,588 12 months  
NAFSA B/EEP Grant for Senada Selo  
NAFSA/Association of International Educators  
\$29,988 12 months  
NAFSA B/EEP Grant Renewal for Delia Marincean  
NAFSA/Association of International Educators  
\$16,763 5 months  
Mainwaring, S.  
NAFSA Support for Graduate Student (B. Todorov)  
NAFSA/Association of International Educators  
\$28,120 12 months

### Academic Services for Student Athletes

Beauchamp, E., Marlowe, D.  
NYSP-ND  
NCAA  
\$197,447 1 month

\*Dollar amount to be determined by sponsor.



# NOTRE DAME REPORT

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