

# NOTRE DAME REPORT

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# FACULTY NOTES

## Appointments

**David N. Ricchiute**, professor of accountancy, has been appointed to the newly created Deloitte & Touche Chair in Accountancy. A member of the faculty since 1977, his appointment is effective in January. Deloitte & Touche LLP created the chaired position with contributions of \$300,000 during the past year to an existing Department of Accountancy endowment. After receiving a bachelor's degree from Bryant College in Smithfield, R.I., in 1970, Ricchiute earned masters and doctoral degrees at the University of Kentucky in 1974 and 1977. He twice has been named the outstanding teacher in the College of Business Administration. His research interests include the study of professional judgment and decision making, and the pricing practices of large public accounting firms. His work has been published in leading academic journals, and his textbook, "Auditing," is widely used at colleges and universities throughout the United States, England and Australia.

## Honors

**Scott Bridgham**, assistant professor of biological sciences, has been appointed to the editorial board of the *Soil Science Society of America Journal* for 1995-98.

**Maureen T. Hallinan**, White professor of sociology, was named a member of the editorial boards of *Social Psychology Quarterly* for 1993-95 and *The Social Psychology of Education* for 1994. She is serving on the advisory board of the Mellon/Russell Sage Foundation "Fostering a Community of Learners" project for 1994-97.

**George A. Lopez**, professor of government and international studies and faculty fellow in the Kroc Institute, has been re-elected to a three-year term on the editorial board of the *Bulletin of the Atomic Scientists*.

**Walter Nugent**, Tackes professor of history, has been elected to a three-year term on the Council of the Western History Association.

**James S. O'Rourke IV**, associate professional specialist in the College of Business Administration and concurrent associate professor of management, has been elected chairman of the National Committee on Ethics for the Association for Business Communication. The appointment is for two years, beginning November 1994.

**Michael K. Sain**, Freimann professor of electrical engineering, has been appointed chair of the Baker, Fink, and Thompson Prize Papers Award Committee and a member

of the awards board for the Institute of Electrical and Electronics Engineers (IEEE) in 1995. For the IEEE Control Systems Society, Sain has been appointed chair of the Awards and Fellow Nominations Committee, chair of the George S. Axelby Prize Paper Award Committee, associate editor at large of the *IEEE Transactions on Automatic Control* and member of the conference editorial board for 1995. For the IEEE Circuits and Systems Society, Sain is 1995 editor of *IEEE Circuits and Systems Society Newsletter*. He served on the Technical Program Committee for the Midwest Symposium on Circuits and Systems in August and has been appointed to the International Program Committee of the Mediterranean Conference on Control and Automation in Cyprus, July 1995.

## Activities

**Mark S. Alber**, assistant professor of mathematics, gave an invited talk titled "On Umbilic Geodesics and Soliton Solutions of Nonlinear PDE'S" at the University of Colorado in Boulder, Colo., Oct. 27.

**Panos Antsaklis**, professor of electrical engineering, was an invited principal speaker at the workshop "Hybrid Systems and Autonomous Control" organized by the Mathematical Sciences Institute of Cornell University and sponsored by the U.S. Army Research Office held at Cornell University in Ithaca, N.Y., Oct. 27-30. The title of his presentation was "Interface and Controller Design for Hybrid Systems."

**Kathleen Biddick**, associate professor of history, gave a paper titled "English America: Curricular Masks and Imperial Phantasms" at the conference on Rethinking Britain held at the University of California in Santa Barbara, Calif., Oct. 21-23. She was invited to give a Mellon Seminar in Medieval Studies on "Inquisitorial Technologies" at Cornell University in Ithaca, N.Y., Oct. 28.

**Veronica C. Blasquez**, Galla assistant professor of chemistry and biochemistry, gave the invited seminar "Chromatin Structural Analysis as an Approach for Delineating Enhancer Function in B-Lymphocytes" in the Department of Life Sciences at Indiana State University in Terre Haute, Ind., Oct. 18. She presented a seminar on "Switching Antibody Genes On or Off in B-Lymphocytes" in the Department of Chemistry at Rose-Hulman Institute of Technology in Terre Haute, Ind., Oct. 18.

**Hsueh-Chia Chang**, chairman and professor of chemical engineering, presented a seminar titled "Interaction Dynamics of Solitary Waves on a Falling Film" at the Complex Fluid Seminar Series at Princeton University in

# FACULTY NOTES

Princeton, N.J., Sept. 26. He presented a seminar titled "Waves on a Falling Film" at the Levich Institute of Hydrodynamics at the City College of New York in New York, N.Y., Sept. 27.

**Danny Z. Chen**, assistant professor of computer science and engineering, gave the presentation "Optimal Hypercube Algorithms for Triangulating Classes of Polygons and Related Problems" and chaired a session at the seventh international conference on Parallel and Distributed Systems in Las Vegas, Nev., Oct. 6-8. He gave the invited talk "On the All-Pairs Euclidean Short Path Problem" in the Department of Computer Science at the University of Nevada in Las Vegas, Nev., Oct. 6.

**Rev. Austin I. Collins, C.S.C.**, associate professor of art, art history and design, was artist in residence and sculpture workshop coordinator at Columbia College in Chicago, Ill., Oct. 21-22.

**Daniel J. Costello Jr.**, chairman and professor of electrical engineering, presented the research seminar "Progress Towards Achieving Channel Capacity" for the School of Engineering and Applied Science Fall 1994 Seminar Series at Southern Methodist University in Dallas, Tex., Oct. 21.

**James T. Cushing**, professor of physics, gave the invited talk "Locality/Separability: Is This Necessarily a Useful Distinction?" at the Philosophy of Science Association Meeting in New Orleans, La., Oct. 13-16. He presented "Marginalizing a Competitor: Copenhagen versus Causal Quantum Theory" at the History of Science Society Meeting in New Orleans, La., Oct. 13-16. He gave the invited talk "It Is the Theory Which Decides What We Can Observe" at the London School of Economics in London, England, Oct. 25.

**Roberto A. DaMatta**, Joyce professor of anthropology, gave the inaugural conference at the ninth Medical Congress of the City of Campos, State of Rio de Janeiro, Brazil, Oct. 18. He gave the opening conference for the 20th National Congress of Pharmacists in Rio de Janeiro, Brazil, Oct. 25. He gave a paper at the seminar on "Football, a Brazilian Passion" organized by the Department of Anthropology and by the Institute of Social Sciences of the Federal Fluminense University of Niteroi, State of Rio de Janeiro, Brazil, Oct. 26.

**Julia V. Douthwaite**, assistant professor of Romance languages and literatures, presented a paper titled "Sex and the Natural Man: Emile and His Unruly Cousins in Eighteenth-Century France" at the annual meeting of the Midwest American Society for Eighteenth-Century Studies in Normal, Ill., Oct. 15.

**Jean A. Dibble**, assistant professor of art, art history and design, presented a lecture titled "Modern Printmaking" at the Snite Museum of Art, Notre Dame, Ind., Sept. 27.

**James A. Glazier**, assistant professor of physics, presented the Physics Department Seminar "The Dynamics of Cellular Patterns" at Rockefeller University in New York, N.Y., Oct. 25.

**Denis A. Goulet**, O'Neill professor of economics, delivered a paper titled "Authentic Development: Is It Sustainable?" to the 1994 (Canadian) Political Economy Association Colloquium on "Rethinking Economics" at the Université du Québec à Montréal, Canada, Oct. 14. He directed a three-day workshop on Development Indicators for 45 project managers, program planners, field workers and NGO research directors convoked by Alternativa (Center for Social Research and Popular Education) in Lima, Peru, Oct. 24-26. Goulet delivered the lecture "Economic Development — Human Development: How Is It Measured?" at the Universidad del Pacifico in Lima, Peru, Oct. 24. He conducted a daylong workshop on Development Indicators and lectured on the same topic to the assembly of Coincide (NGO Co-Ordinating Group, Andean Region) in Cuzco, Peru, Oct. 27.


**Kimberly A. Gray**, assistant professor of civil engineering and geological sciences, delivered an invited lecture titled "Water: Quantity and Quality Issues" at the Forever Learning Center in South Bend, Ind., Oct. 5. She was a co-author on the presentations "Statistical Analysis of Pyrolysis-GC-MS Data to Understand Disinfection By-Product Formation" with Allen Simpson and "Use of Gamm Radiolysis to Dechlorinate Hexachlorobenzene on Soils" with Fabrice Lavorel at the 17th Midwest Environmental Chemistry Workshop held at Michigan State University in East Lansing, Mich., Oct. 8-9.

**Maureen T. Hallinan**, White professor of sociology, presented "Educational Processes and School Reform" at the Southern Sociological Society annual meetings in Raleigh, N.C., April 10. She presented "Race Effects on Students' Track Mobility" at the American Sociological Association annual meetings in Los Angeles, Calif., Aug. 5-9.

**Alan L. Johnson**, professor of biological sciences, gave an invited seminar titled "Role of Apoptosis as a Proximal Cause of Ovarian Atresia" at Purdue University in West Lafayette, Ind., Oct. 25.


**Thomas Kselman**, professor of history, delivered the invited lecture "Are Historians Getting Religion? The Ambivalent Status of Religion in Current Historiography" to the Departments of History and Religion at Western Michigan University in Kalamazoo, Mich., Oct. 20.

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 **Gary A. Lamberti**, assistant professor of biological sciences, delivered a seminar titled "Exotic Invertebrates in Streams: Dispersal and Ecological Effects" at the University of Minnesota in Duluth, Minn., Oct. 26-29.


**George A. Lopez**, professor of government and international studies and faculty fellow in the Kroc Institute, gave two faculty seminars on "Building a Successful Peace Studies Program" at DePauw University in Greencastle, Ind., Sept. 7, Nov. 8. He conducted a conflict resolution training session for the "Emerging Leaders" program of the Visions-in-Progress program of South Bend, Ind., Oct. 11. He conducted a futures-invention workshop for the Carmel-Clay Public Library System in Carmel, Ind., Oct. 14. He conducted a training workshop on "Dealing with Competing Cultures and Ideologies in the Classroom" at the Provost's Faculty Development Seminar at Michigan State University in East Lansing, Mich., Oct. 19, and at the Lilly Endowment Fellows Conference in Indianapolis, Ind., Nov. 7.

**Martina Lopez**, assistant professor of art, art history and design, presented an exhibition "Metamorphoses: Photography in the Electronic Age" at the Fashion Institute of Technology in New York, N.Y., Sept. 8-Oct. 29.

 **Scott Mainwaring**, professor of government and international studies, was the chair and the commentator on a panel on "Interpreting Democratic Transitions" at the annual meeting of the American Political Science Association in New York, N.Y., Sept. 1. He prepared a paper titled "Explaining Choices of Political Institutions: Interests and Ideas in Brazil, 1985-1988" for the American Political Science Association meetings, Sept. 4. He gave a paper titled "The Institutionalization of Party Systems and Democratic Consolidation in Latin America" at Ohio State University in Columbus, Ohio, Oct. 13.

**Edward Manier**, professor of philosophy and fellow of the Reilly Center, organized a session on rates and types of consensus formation titled "Tempo and Mode in XXth Century Science" sponsored by the Philosophy of Science Association, History of Science and the Society for Social Studies of Science at their joint meetings in New Orleans, La., Oct. 12-16. He presented recent work of his own titled "Technoscience and Consilience: Molecular, Neurobiology, Cognitive Neuroscience and Cellular Psychology" at that session.

**Rev. Richard P. McBrien**, Crowley-O'Brien-Walter professor of theology, presented "Re-Founding the Church: Looking Forward by Looking Back" at Jesus Day 1994 at Maria High School in Chicago, Ill., Oct. 15.

 **Rev. Richard A. McCormick, S.J.**, O'Brien professor emeritus of Christian ethics, presented "Physician and Patient in Health Care Reform" at the 25th anniversary cel-

ebration of the Hastings Center in Chicago, Ill., Oct. 14. He presented "Catholic Hospitals: Mission or Misfire?" at Saint Mary's College, Notre Dame, Ind., Oct. 12. He gave Xavier's National Alumni Association lecture "Physician-Assisted Suicide: Compassion or Collapse?" at Xavier University in Cincinnati, Ohio, Oct. 26.

**Juan Migliore**, professor of mathematics, gave a colloquium titled "An Equivalence Relation on Curves in  $P^3$ " at Florida State University in Tallahassee, Fla., Oct. 21.

**Walter Nugent**, Tackes professor of history, served as chair and commentator for a panel on "Native-born Ethnicity in the Nineteenth-Century Midwest" at the annual meeting of the Social Science History Association in Atlanta, Ga., Oct. 14.

**Samuel Paolucci**, associate professor of aerospace and mechanical engineering, delivered an invited seminar titled "Stability, Transition, and Turbulence of Natural Convection Flows in Differentially Heated Cavities" in the Department of Mechanical Engineering and Applied Mechanics at the University of Pennsylvania in Philadelphia, Pa., Oct. 27.

**Wolfgang Porod**, professor of electrical engineering, presented a progress report on the project titled "Quantum Cellular Automata" with **Craig Lent**, associate professor of electrical engineering, and **Gary Bernstein**, associate professor of electrical engineering, at the ARPA ULTRA Program Review held in Santa Fe, N.Mex., Oct. 17-21.

**Steven T. Ruggiero**, associate professor of physics, presented a paper titled "Transport Properties of YBCO Films on Ultra-Thin Ag Layers" at the 1994 Applied Superconductivity Conference in Boston, Mass., Oct. 19.

**Michael K. Sain**, Freimann professor of electrical engineering, presented the papers "Absolute Acceleration Feedback Control Strategies for the Active Mass Driver" by S. Dyke, **Billie F. Spencer Jr.**, associate professor of civil engineering and geological sciences, A. Belknap, K. Ferrell and P. Quast and "Limiting Extreme Structural Responses Using an Efficient Nonlinear Control Law" by D. Tomasula and B. Spencer at the first world congress on Structural Control in Los Angeles, Calif., Aug. 4-6. He presented the paper "Discrete-Time Systems: New Results on Undershoot and Overshoot" co-authored with Leo H. McWilliams at the Allerton Conference on Communication, Control, and Computing in Monticello, Ill., Sept. 28.

**Mihir Sen**, professor of aerospace and mechanical engineering, delivered an invited plenary lecture on "Thermoacoustic Machines" and chaired a session on Heat Transfer at the fifth Latin American congress on Heat and Mass Transfer held in Caracas, Venezuela, Oct. 24-27.



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**Robert W. Shaffern**, visiting assistant professor of history, presented a paper titled "Inner Life, Exterior Acts: Indulgences and Medieval Saints" at the Midwest Medieval History Conference at Wright State University in Dayton, Ohio, Oct. 15.

**Susan Guise Sheridan**, assistant professor of anthropology, presented an invited paper titled "Forensic Anthropology: 'Dead Men Do Tell Tales'" at the Israeli National Police Headquarters Expert Witness Training Course in Jerusalem, Israel, Oct. 16.

**Albin A. Szweczyk**, professor of aerospace and mechanical engineering, was a guest of the Russian Academy of Sciences during the fall. He gave invited talks on "The Modification of the Near Wake of a Circular Cylinder in a Shear Flow by Use of a Splitter Plate" at St. Petersburg University in Petrodvorets, Russia, Sept. 27, and at the Technical University, St. Petersburg, Russia, Sept. 28. He delivered the talk "Shear Layer Stability Analysis" at the Russian Academy of Sciences' Physical and Technical Institute in St. Petersburg, Sept. 29. He delivered his main talk titled "The Near Wake of a Circular Cylinder: Stability and Control" at the Division of Engineering, Institute for Mechanics and Control Processes, in Moscow, Russia, Sept. 30, and at the Kazan Physicotechnical Institute of the Russian Academy of Sciences in Kazan, Russia, Oct. 4.

**James P. Thomas**, assistant professor of aerospace and mechanical engineering, presented the paper titled "Modeling of Hydrogen Transport in Cracking Metal Systems" which will be published in the Conference Proceedings and presented a poster at the fifth international conference on Hydrogen Effects on Material Behavior in Jackson Lake Lodge, Wyo., Sept. 12-15. He presented a paper titled "Finite Element Modeling of Hydrogen Transport in Metals" at the Recent Advances in Engineering Science, proceedings of the 31st annual technical meeting of the Society of Engineering Science, at Texas A&M University in College Station, Tex., Oct. 10-12. He presented the paper titled "Solute Transport in Elastic Solids" during a symposium honoring Professor D.G.B. Edelen held as part of that meeting. Thomas presented an invited lecture titled "Modeling the Influence of International Hydrogen on the Crack Growth Rate of Metals" at the Solid Mechanics Seminar Series in the Department of Aerospace and Mechanical Engineering at the University of Notre Dame, Notre Dame, Ind., Oct. 20, and in the Department of Engineering Mechanics at the University of Kentucky in Lexington, Ky., Oct. 24.

**Anthony M. Trozzolo**, assistant dean of science and Huisman professor emeritus of chemistry and biochemistry, presented the invited lecture titled "Photons and Polymers — A Study of Degradation" before the Milwaukee section of the American Chemical Society at the University of Wisconsin-Parkside in Kenosha, Wis., Oct. 20.

**James C. VanderKam**, professor of theology, presented the lectures "The Messiahs in the Dead Sea Scrolls," "The Canon of Scripture and the Dead Sea Scrolls" and "Interpretations of Genesis in the Scrolls" at the Biblical Archaeology Society Seminar titled Explorations in Bible and Archaeology in St. Louis, Mo., Sept. 22-24. He presented "Who Wrote the Dead Sea Scrolls?" at the Scrolls and Bible Seminars: The Dead Sea Scrolls and Second Temple Judaism in Phoenix, Ariz., Oct. 1.

**Arvind Varma**, Schmitt professor of chemical engineering, co-chaired a session titled "Synthesis of New Materials" at the international symposium on Chemical Reaction Engineering held in Baltimore, Md., Sept. 25-28. He authored two papers presented at the symposium titled "Mechanisms of Structure Formation during Combustion Synthesis of Materials" presented by doctoral student Cynthia R. Kachemyer and "Nonuniform Catalyst Distribution for Catalytic Membrane Reactors" presented by doctoral student John Szegeer. He authored two papers titled "Performance of Inorganic Membrane Reactors with Nonuniform Catalyst Distribution" presented by postdoctoral research associate Giacomo Cao, and "Novel Preparation Techniques for Supported Thin Metallic Membranes and Inorganic Ceramic Membranes" presented by postdoctoral research associate King Yeung at the first international workshop on Catalytic Membranes held in Lyon, France, Sept. 26-28.

**Rev. James F. White**, professor of theology, served on a panel on "The Future of the Church" in Palo Alto, Calif., Nov. 4. He gave four Darden Lectures in Practices at the Nazarene Theological Seminary in Kansas City, Mo., Nov. 15-18.

**Eduardo E. Wolf**, professor of chemical engineering, presented a plenary lecture titled "Scanning Probe Microscopy Studies of Catalyst Activation and Deactivation" at the international symposium on Catalyst Deactivation in Ostende, Belgium, Oct. 2-5. He presented a seminar titled "Estudios Transientes de Reacciones de Oxidacion" at the Departamento de Ingenieria Quimica, Universidad Autonoma de Mexico, Ciudad de Mexico, D.F. Mexico, Oct. 27-28.

**John H. Yoder**, professor of theology, gave the guest lecture "How Many Ways Are There to Think About the Morality of War?" at the Garrett Evangelical Theological Seminary in Evanston, Ill., Oct. 26. He presented the guest lecture "Can Just War Theory be Used Honestly?" at the Department of Religion at Northwestern University in Evanston, Ill., Oct. 26.

**Randall C. Zachman**, assistant professor of theology, gave the adult education class "Belonging to God: The Christian Life According to John Calvin" at the Fourth Presbyterian Church, Chicago, Ill., Sept. 11, 18, 25, Oct. 2.

## Corrections to *Notre Dame Report* #4

### University Administration

#### Business Affairs

Victor DeCola, M.B.A.  
Assistant to the Comptroller for Systems Management

Freida Donnan  
Director of Licensing

#### Helen Kellogg Institute for International Studies

Guillermo O'Donnell, Ph.D.  
Academic Director

### Academic Department Chairpersons and Program Directors

#### College of Arts and Letters - Program Directors

Charles Craypo, Ph.D.  
Higgins Labor Research Center

### University Committees

#### Editors of Scholarly Publications

*International Contributions to Labor Studies*  
Anne Zakas, Managing Editor

#### Faculty Board in Control of Athletics

Joseph P. Bauer, Professor of Law

#### Faculty Senate

<i>Executive Committee</i>	Term Expires
Patrick J. Sullivan, C.S.C., Adjunct Assistant Professor of Sociology, Chairperson, Committee on Student Affairs	1995

#### Members

John J. Broderick, Emeritus	1997
Cornelius F. Delaney, Professor of Philosophy (ex officio)	1995
Hilary A. Radner, Assistant Professor of Communication and Theatre	1995

### Faculty of the University

HENRY G. BERRY, *Professor of Physics*. B.A., Oxford, 1962; M.Sc., Univ. of Wisconsin, 1963; Ph.D., *ibid.*, 1967. (1994)

REBECCA BORDT, *Assistant Professor of Sociology*. B.A., Buena Vista College, 1981; M.S., Arizona State Univ., 1985; M.Phil., Yale Univ., 1988, Ph.D., *ibid.*, 1994. (1992)

NOREEN DEANE-MORAN, *Assistant Professional Specialist in English*. B.A., College of New Rochelle, 1963; M.A.T., Univ. of Notre Dame, 1964; M.A., *ibid.*, 1968; Ph.D., *ibid.*, 1982. (1982)

ELIZABETH JANE DOERING, *Adjunct Assistant Professor in the Arts and Letters Core Course*. B.A., Douglass College of Rutgers Univ., 1954; M.Ed., Goucher College, 1955; M.A., Univ. of Notre Dame, 1970; Ph.D., Northwestern Univ., 1992. (1993)

JOHN J. KENNEDY JR., *Assistant Professional Specialist and Director of the College of Arts and Letters Computing Office*. B.A., Univ. of Notre Dame, 1979; M.A., *ibid.*, 1984; Ph.D., *ibid.*, 1990. (1990)

CARL F. MELA, *Assistant Professor of Marketing*. B.A., Brown Univ., 1983; M.B.A., Univ. of California, 1987; M.Phil., Columbia Univ., 1992; Ph.D., *ibid.*, 1993. (1993)

MICHELLE A. MURPHY, *Assistant Professional Specialist in Biological Sciences*. B.A., Scripps College, 1987; Ph.D., Univ. of Notre Dame, 1993. (1993)

ALVEN M. NEIMAN, *Assistant Dean and Concurrent Associate Professor in the College of Arts and Letters Core Course*. B.A., Univ. of Akron, 1973; Ph.D., Univ. of Notre Dame, 1978. (1978)

GUILLERMO O'DONNELL, *Academic Director of the Helen Kellogg Institute for International Studies and Helen Kellogg Professor of Government and International Studies*. LL.B., National Univ. of Buenos Aires, 1957; M.Phil., Yale Univ., 1971; Ph.D., *ibid.*, 1988. (1982)

LUCY SALSURY PAYNE, *Associate Librarian in the Law Library*. B.Music, Andrews Univ., 1974; M.A., Loma Linda Univ., 1979; J.D., Univ. of Notre Dame, 1988; M.I.L.S., Univ. of Michigan, 1990. (1988)

GREGORY L. SNIDER, *Assistant Professor of Electrical Engineering*. B.S.E.E., California State Polytechnic Univ., 1983; M.S.E.E., Univ. of California, Santa Barbara, 1987; Ph.D., *ibid.*, 1991. (1994)

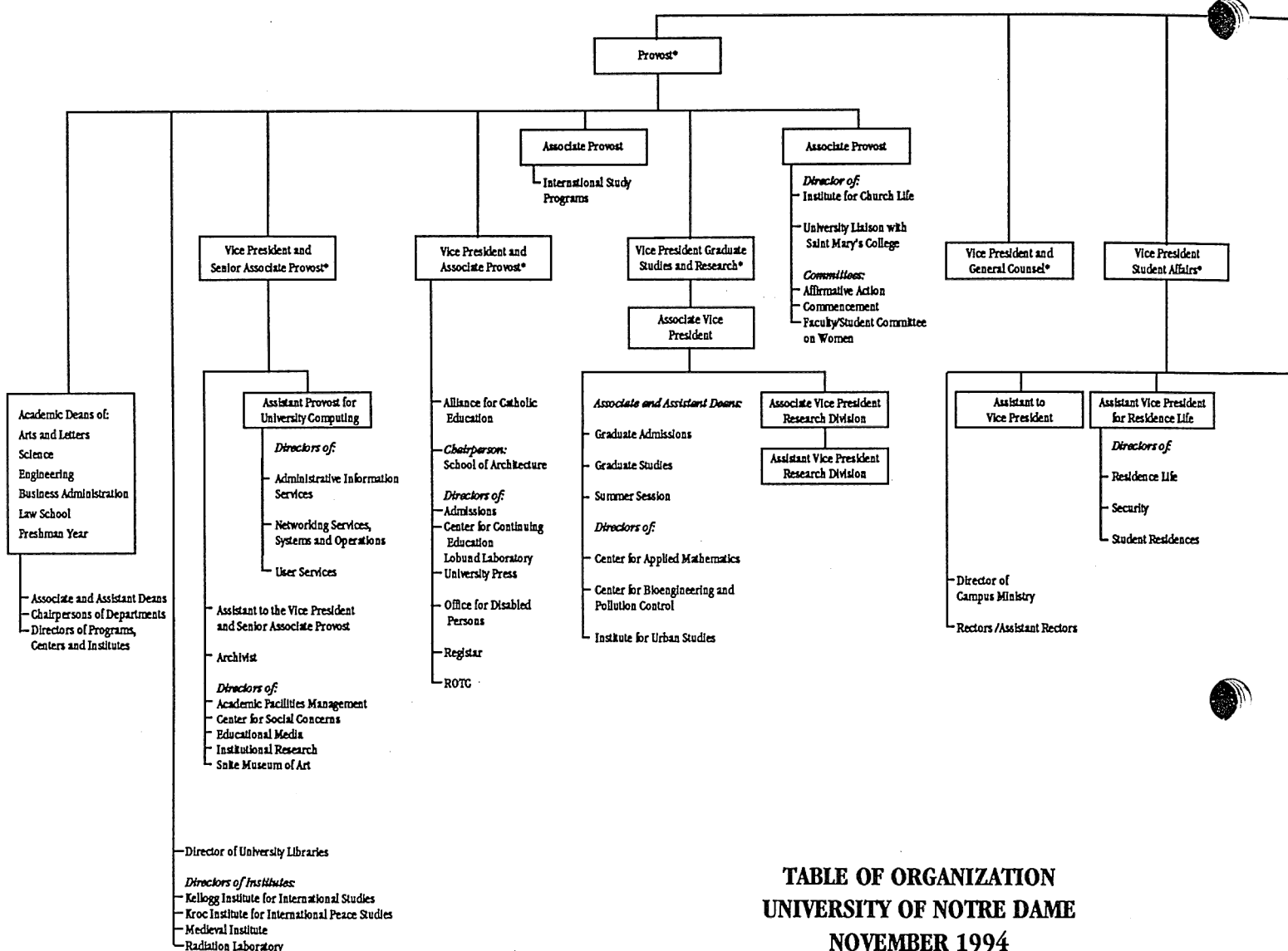
SUSAN C. STEIBE-PASALICH, *Concurrent Assistant Professor of Psychology*. B.A., Catholic Univ. of America, 1973; M.A., Univ. of Ottawa, 1977; Ph.D., *ibid.*, 1980. (1988)

MARTHA TURNER, *Adjunct Assistant Professor in the Arts and Letters Core Course*. B.A., Skidmore College, 1985; Ph.D., Univ. of Notre Dame, 1994. (1994)

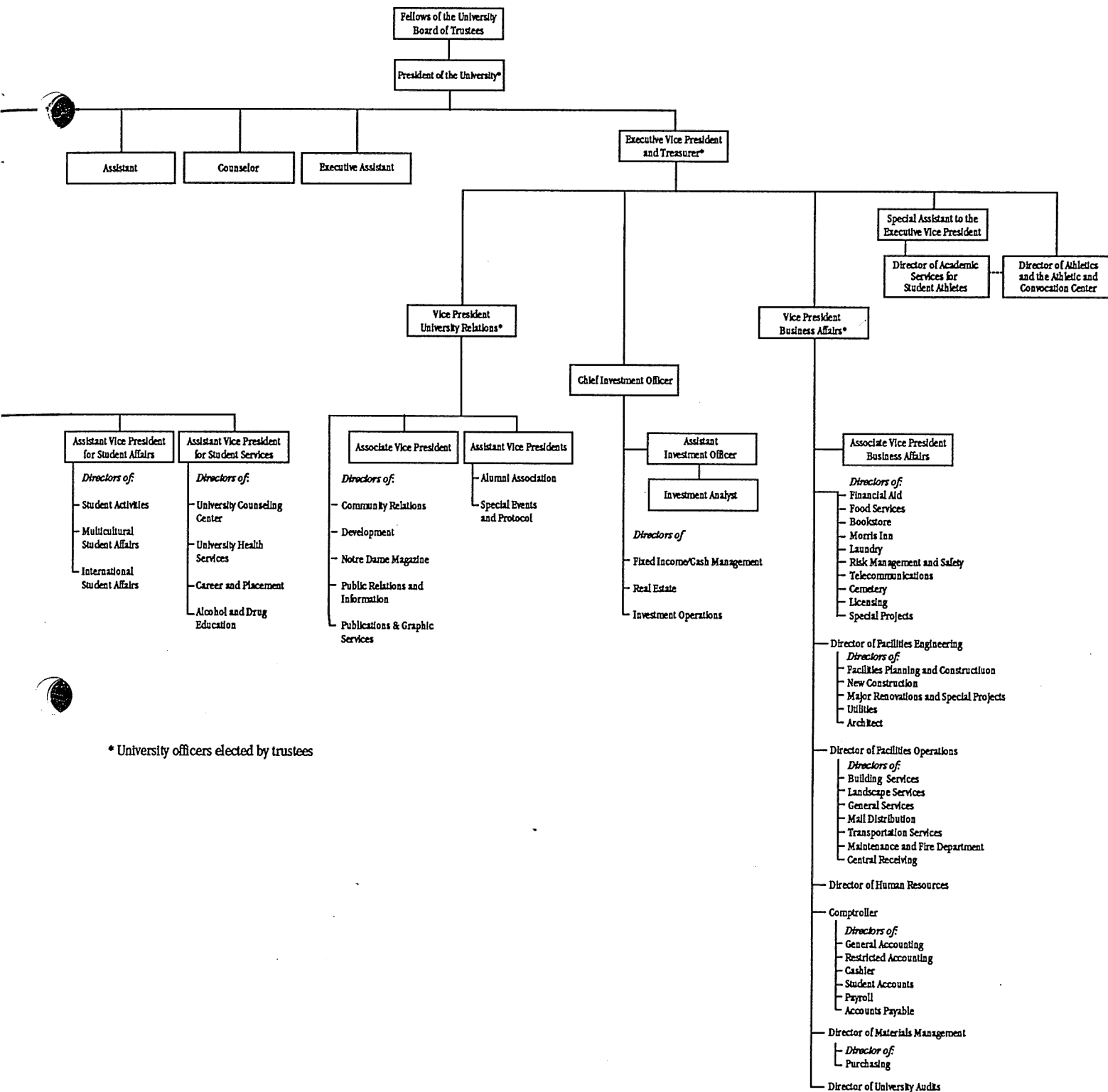
PEI-DONG WANG, *Assistant Faculty Fellow in Electrical Engineering*. B.Sc., Zhejiang Univ., Hangzhou, P.R. China; M.Sc., *ibid.*; Ph.D., Imperial College of Science, Technology and Medicine of London, 1991. (1994)

JAMES L. WITTENBACH, *Professor of Accountancy*. B.S., Ferris State College, 1965; M.B.A., Michigan State Univ., 1967; D.B.A., Univ. of Oklahoma, 1972; C.P.A., Indiana, 1974. (1972)

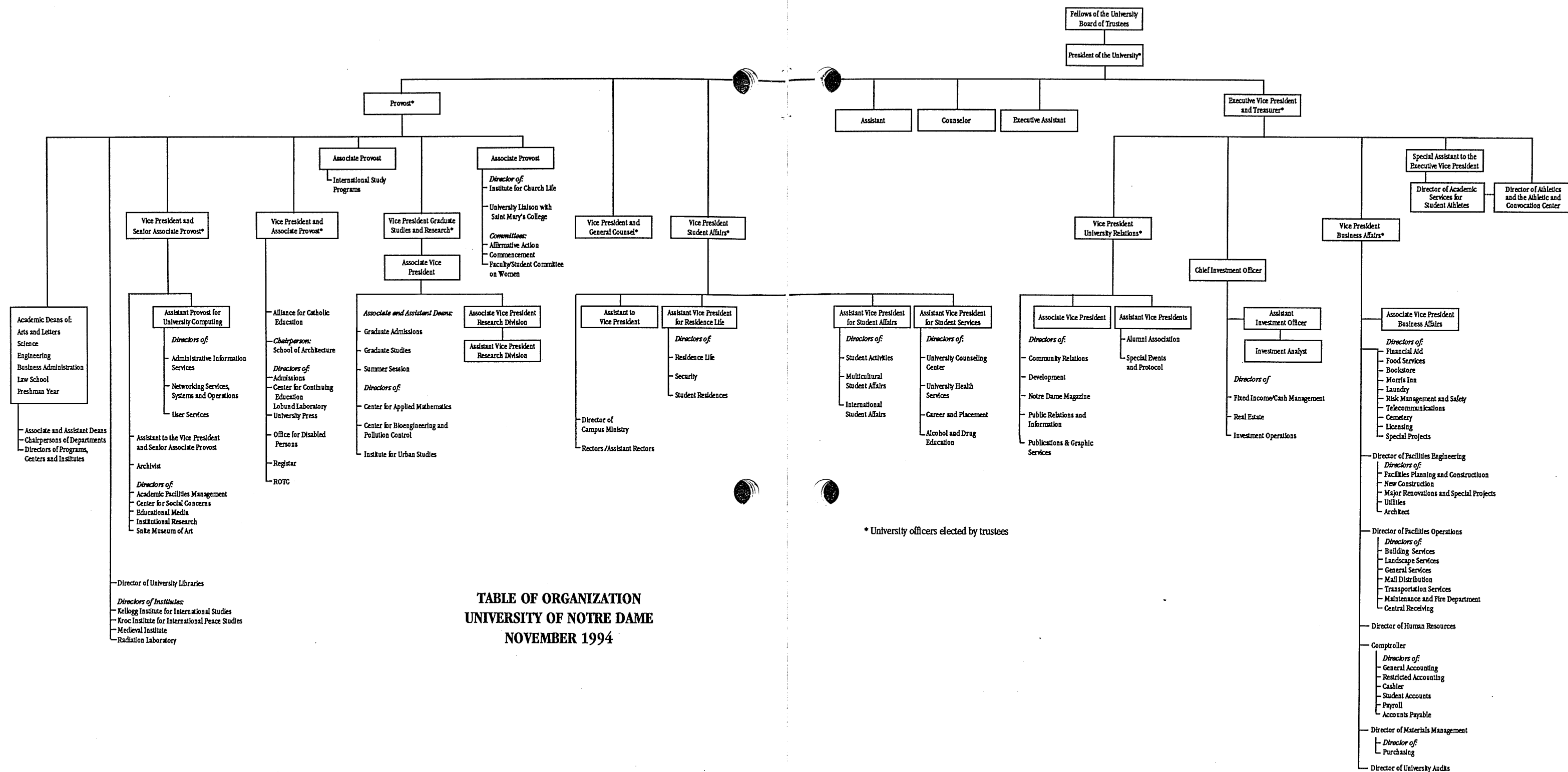
KRZYSZTOF ZIAREK, *Assistant Professor of English*. M.A., *equiv.*, Warsaw Univ., 1985; M.A., State Univ. of New York, 1988; Ph.D., *ibid.*, 1989. (1989)



**TABLE OF ORGANIZATION  
UNIVERSITY OF NOTRE DAME  
NOVEMBER 1994**



\* University officers elected by trustees



## Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools February 21-23, 1994

### EVALUATION TEAM

Alice B. Hayes, Executive Vice President and Provost,  
Saint Louis University, 221 North Grand Blvd., St.  
Louis, MO 63103 (Chair)

Eldon Jay Epp, Harkness Professor of Biblical Literature  
and Chairperson of the Department of Religion, Case  
Western Reserve University, 10900 Euclid Avenue,  
Cleveland, OH 44106

Celestino Fernandez, Vice President for Academic Out-  
reach and International Affairs, University of Arizona,  
Administration 501, Tucson, AZ 85721

Deborah L. Holmes, Vice President for Academic Affairs,  
Loyola University of Chicago, 6525 N. Sheridan Road,  
Chicago, IL 60626

Michael F. Kavanaugh, Professor and Head, Department  
of Technology, Southwest Missouri State University,  
901 S. National Avenue, Springfield, MO 65804

Jack R. Lengyel, Director of Athletics, United States Naval  
Academy, Brownson Road, Annapolis, MD 21402

Thomas E. Miller, Vice President of Student Affairs,  
Canisius College, 2001 Main Street, Buffalo, NY 14208

Rev. William B. Neenan, S.J., Academic Vice President  
and Dean of Faculties, Boston College, Chestnut Hill,  
MA 02192

Hunter R. Rawlings II, President, University of Iowa, 101  
Jessup Hall, Iowa City, IA 52242

Marilyn J. Stokstad, University Distinguished Professor of  
Art History, University of Kansas, 209 Spencer Museum  
of Art, Lawrence, KS 66045

Lorna P. Straus, Professor, Department of Anatomy and  
Biological Science, University of Chicago, 5845 S. Ellis  
Avenue, Chicago, IL 60637

Dina M. Zinnes, Merriam Professor of Political Science,  
University of Illinois at Urbana-Champaign, 512 E.  
Chalmers, Champaign, IL 61820

### PART I. INTRODUCTION

#### A. Organization of the Report

This is a report of a comprehensive site visit to the Uni-  
versity of Notre Dame. It is organized into four parts:

**I. INTRODUCTION.** This section contains the organiza-  
tion of the report, presents an accreditation history of the  
institution, and describes the structure and scope of the  
team visit.

**II. EVALUATION FOR ACCREDITATION.** This section  
evaluates the institution in relation to the General Insti-  
tutional Requirements and the Criteria for Accreditation  
set forth in the *Handbook for Accreditation* of the Commis-  
sion on Institutions of Higher Education, and provides a  
summary of the strengths and concerns identified by the  
visiting team.

**III. COMMENTS AND SUGGESTIONS.** This section of-  
fers suggestions to the institution from the North Central  
Association team in its consultative capacity. While these  
suggestions may be useful to the University, they are not  
to be construed as conditions of the recommendation  
made.

**IV. RECOMMENDATION.** This section contains the  
NCA team's recommendation for accreditation, including  
the Worksheet for Statement of Affiliation Status, and the  
team's rationale for its recommendation.

#### B. Institutional Accreditation History


The University of Notre Dame was founded in 1842 by  
Rev. Edward Sorin, C.S.C., a member of the Congregation  
of Holy Cross. It has been accredited by the NCA since  
1913.

The most recent NCA evaluation team visit was in Febru-  
ary 1984, following which the University's accreditation  
through the doctor's degree level was continued. There  
were no stipulations, reports or focused evaluations  
required.


#### C. Structure and Scope of the Visit

The institution chose to build its self-study around four  
special emphases:

1. Mission: The Catholic identity of the University;
2. Academic Life: The challenge of developing superb  
graduate and professional programs while at the same  
time maintaining the quality of the undergraduate  
programs;


- 
3. Student Life: The challenge of a changing student body;
  4. Athletics: The role of athletics in the University.

These themes emerged from the institutional self-study process, which consisted in a series of colloquys involving students, faculty, academic administrators and professional staff. In lieu of a formal self-study report, the institution submitted a report, "Colloquy for the Year 2000," presented by the president to the Board of Trustees on May 7, 1993. This document was reviewed by the Board of Trustees. It is an inspiring statement of the vision of the president, based on the discussions, ideas and interactions generated in the colloquys and reports. The report provides a clear indication of the University's direction for the future, and was useful to the team in identifying important issues and goals of the University. However, it did not provide much detailed information on the status quo. In order to find additional material on which to base our evaluation, the team reviewed the reports of each of the colloquys which constituted the actual self-study process as well as other documents provided by the University.



Prior to their arrival on campus, the team members reviewed the bulletins of information for the undergraduate programs, the MBA program, the Graduate School, and the Law School. We studied the Faculty Handbook, *Au Lac*, the Student Life handbook, and numerous reports. We read several reports of the provost to the faculty, including the report on reappointment, tenure and promotion; on University finances; and concerning the Provost's Advisory Committee. Any information that was requested was promptly and graciously supplied.

During the evaluation visit, the team members met with, and interviewed the president, provost, executive vice president, and senior administrative and academic officers of the University. We met with four members of the Board of Trustees, including the chairperson. In groups or in individual meetings, we met with all of the deans, several department chairs, faculty and student leaders, and professional staff members. We met with graduate and undergraduate students, including both men and women, international students, and members of ethnic minorities. We visited academic classroom and office buildings, laboratories, studios, student residence halls, the main library and smaller libraries, the church, the theater, the Snite museum, galleries and studios, athletic and recreation facilities, and other University facilities.



Team members were received with courtesy, cooperation, and candor. The team would like to express its thanks to the University of Notre Dame community for this cooperation.

The scope of the visit was a comprehensive evaluation of the institution for continued accreditation at the doctoral level.

## PART II. EVALUATION FOR ACCREDITATION

The team reviewed the institution in relation to the General Institutional Requirements and the Criteria for Accreditation.

### A. General Institutional Requirements

#### 1. Mission and Authorization.

The institution formally adopted and made public a statement of mission in 1984, and has since circulated (May 1993) a contemporary reformulation of the mission statement in *The Report of the Colloquy for the Year 2000* (hereafter referred to as the Colloquy). This more recent statement has been reviewed and accepted by the Board of Trustees and has been widely circulated to the faculty. The team reviewed the statement of mission, and affirmed that it is appropriate to an institution of higher education, describing the teaching, research and service activities of the University in the context of a Catholic institution.

The University awards the baccalaureate degree in over 45 majors, the master's degree in 16 programs, and the doctorate in 23 courses of study. In addition, it awards the M.B.A., J.D., LL.M. and J.S.D. degrees. The team reviewed the *University Fact Book* and *Basic Institutional Data* form and confirmed that these degrees are conferred upon graduates of the programs.

The University was chartered in the State of Indiana in 1844 and has legal authority to confer its certificates, diplomas and degrees. The team inspected a copy of the charter and verified that the institution meets all the legal requirements to conduct its degree programs on the University campus in Notre Dame, Indiana, and in 15 international study programs sponsored by the University.

#### 2. Educational Programs.

All the degrees and programs offered are compatible with the mission of the University and are based on recognized fields of study. The educational programs, as described in the current bulletins of the schools, are four years or longer in length. All undergraduate programs require a general education core curriculum. Graduate programs require completion of a baccalaureate degree as a prerequisite for the degree. The team reviewed the University bulletins which describe the requirements for the degree programs, which are appropriate to the degrees conferred. The University is accredited by the appropriate professional accrediting bodies for the professional degrees offered.



### 3. Institutional Organization.

The governance of the University is vested in the Fellows and Trustees of the University, and these bodies regularly review the basic policies that govern the institution and protect its integrity. Of the 50 members of the Board of Trustees, five are employees of the University, eight are members of the Congregation of Holy Cross, and the remainder come from a wide variety of backgrounds. The team met with the chairman of the board and three of the trustees and affirm that the public interest is well represented. Rev. Edward A. Malloy, C.S.C., was designated by the Board of Trustees in August 1987 to administer the institution as the president (chief executive officer) of the University. The faculty, whose credentials were reviewed by the visiting team, are appropriately qualified by education and experience. They are significantly involved in the development and review of the educational programs at the department level, and participate in the review of policies, practices and procedures at the college and university level through their membership in University committees and councils.

Admission policies are published in the University bulletin and other publications. They are appropriate to the educational programs offered, and are consistent with the institution's mission. The team reviewed admission practices and student records and confirmed that these policies are followed in practice.

### 4. Financial Resources.

The University has substantial resources which provide support for its activities. The team reviewed the financial records and reports which are audited each year by Ernst and Young, Certified Public Accountants.

### 5. Public Disclosure.

University publications provide fair and accurate information about educational programs, policies and procedures that directly affect students, charges and refund policies, and the academic credentials of its faculty members. The team reviewed these materials in detail. Information on financial resources was available upon request in audited financial reports.

After reviewing the materials described and meeting with University officials and trustees, the team concludes that the General Institutional Requirements for accreditation are fulfilled.

## B. Criteria for Accreditation

### 1. The University of Notre Dame has clear and publicly stated purposes, consistent with its mission and appropriate to a postsecondary educational institution.

The team confirmed that the organization and activities of the University were based upon its publicly stated mis-

sion statement, and that the mission is appropriate to a postsecondary educational institution.

In its present formulation, the mission statement celebrates the heritage of the institution and provides a vision for the future. The distinctive characteristic of Notre Dame set forth in this statement is the foundation of its academic community upon the dialogue between faith and scholarship. This perspective demands both individual academic freedom and institutional Catholic commitment. The emphasis on community shapes a learning environment in which the pursuit of truth is expected to lead to service to society and the enrichment of its culture. The values inherent in the mission statement are clearly cherished by the students, the faculty, the administration, the staff, the alumni and the trustees.

### 2. The University of Notre Dame has effectively organized adequate human, financial and physical resources into educational and other programs to accomplish its purposes.

The areas chosen for special emphasis are Catholic identity, academic life, student life and athletics.

#### a. Catholic Identity.

The University of Notre Dame was founded by and is affiliated with the Congregation of Holy Cross. Members of the community continue to provide the foundation for the Catholic identity of the University. The congregation supports the University in many ways: administratively, by providing the leadership of the institution; academically, by their participation in teaching and research activities; spiritually, by their service of faith in their roles as ministers and directors; and financially, with frequent generous gifts. The commitment of the community to higher education and specifically to the University of Notre Dame is manifest, and the present membership of the community promises to provide leadership for the coming years. The Colloquy seeks the continuing support of this relationship in Recommendation #2.

The campus is rich with Catholic images, most impressively recognized in the well-known architectural feature of the golden dome topped with the statue of Mary, "Notre Dame." The campus provides an environment for spiritual reflection with its religious statuary, beautiful basilica and grotto by the lake. All of the college bulletins have sections describing the Catholic character of the University, and the promotional literature of the University also highlights its Catholicity. These visible signs of Catholic presence reinforce the activities, discussions, liturgies and prayer that express and celebrate Catholic identity. Most significantly, there is a commitment to contribute to Catholic intellectual discourse. Catholics are in the majority in the student body, the faculty, and the staff, and the members of the University community who are not Catholic respect the institutional identity.

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In recent years, with growing diversity, the number of Catholics has shown a slight but definite trend of decline. Recognizing the loss of religious identity that has occurred in other institutions that were originally founded with apostolic intent, the president and the board are determined to take those steps they consider necessary to preserve and promote the Catholic identity of the University of Notre Dame. They believe that the Catholic nature of the University requires a critical mass of faculty who are Catholic and who are committed to the Catholic identity and mission of the University. With the decline in the number of Holy Cross priests and brothers, greater reliance must be placed on the lay faculty and professional staff as the bearers of the Catholic tradition of the University.

The first of the Colloquy recommendations directly addresses this issue of Catholic identity, and has been the occasion of considerable discussion and some controversy on campus. This recommendation proposes that "all who participate in hiring of faculty must be cognizant of and responsive to the need for dedicated and committed Catholics to predominate in number among the faculty." Although a similar statement has been included in Notre Dame documents for over 20 years, its most recent enunciation has elicited considerable attention among the faculty and others at the University.

Some of the controversy has focused on the process by which the Colloquy final report was promulgated. Even though faculty members participated in colloquies upon which the final report was based, the members of the Colloquy committees were appointed, not elected, and the document itself was submitted to the Trustees by the president without the final approbation of any faculty group. Literally hundreds ( $n = 367$ ) of faculty members participated in a Faculty Senate sponsored survey in which over 80 percent ( $n = 295$ ) of the respondents requested an opportunity to discuss this issue further before submitting the statement to the board. Although it is also the case that many faculty members chose not to participate in the survey, the team members thought that the numbers responding were too many to be casually dismissed.

The Colloquy clearly describes in the mission statement a non-creedal quest for excellence and a spirit of ecumenism. The faculty, however, is broadly and deeply concerned about the language employed in the first recommendation. A measure of their concern is the realization that the recommendation is still being actively discussed 10 months after the report was first released. Apprehension ranges from wondering how "dedicated and committed" are to be defined or determined, or whether "predominate" implies a quota or a mathematical formula, to asserting that a "belief test" is being applied to hiring. On the practical level there are vexing questions,

such as, how, when and to what extent this "Catholic Affirmative Action" policy will be disclosed to candidates for faculty positions, raising the further difficult issue of what effect all of this might have upon future applicant pools and on the future quality of the faculty as a whole. Many faculty members believe that translation of the Catholic mission into numerical representation of Catholics on the faculty was misguided and potentially undermining of the academic excellence and sense of community of the institution.

There are, of course, those among the faculty who are accepting of the language or at least of the concept and who do not view it with apprehension. There are others who do not take it seriously, since departmental hiring recommendations have typically been approved and there appears to be no indication that a notable change has occurred in hiring practices. Chairs who were interviewed report that they usually secure their first or second choices in new faculty hiring. Indeed, one faculty member, who was strongly opposed to the statement as written, saw the very emergence of this issue as a sign of the University's success, for it would not likely arise in a university that did not attract a diverse group of highly qualified scholars seeking positions in a major, distinguished university.

The provost and the deans are completely committed to Notre Dame and its mission. None of them perceived any problem with Recommendation 1, even though discussion with the deans indicated that they were aware of the controversy that has surrounded it, and there is some variation in how stringently the recommendation would be implemented in the hiring process in the different schools.

In the final analysis, perhaps no one in the University wants Notre Dame to cease being a Catholic university and one that is prominently recognized as such. All faculty interviewed were entirely supportive of the Catholic mission if this was defined in terms of Catholic values and the service and community spirit of Catholicism. Faculty who are not Catholic can make important contributions to the mission if it is presented in this manner. For example, the University might establish a stronger curricular requirement in theology and philosophy than is now the case. This would cultivate the religious aspects of education in areas where it can be accomplished obviously and effectively. Emphases on ethics, respect for the environment and for human dignity, might become important components of the science, engineering and business programs. The social sciences, the international programs and the law provide an intellectual base for understanding issues of justice, poverty and peace. The arts can enhance the Catholic identity and the mission of the University, not in a heavy handed dedication to "Catholic art" but in the reinforcement of spiritual values and a

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common belief in the arts as an expression of the human spirit. The identification in the curriculum and research programs of intellectual, spiritual and moral themes expressive of Catholic identity could be developed into a highly positive enterprise among faculty.

Whether the hiring policy implicit in Recommendation 1 is an appropriate means for maintaining the tradition and mission of Notre Dame as both a Catholic university and one in the mainstream of American higher education in the 1990s might be challenged. Whether the discussion surrounding this topic has been too alarmist or has simply contributed to the healthy examination of University goals may be unresolved at this moment. But the recommendation itself is consistent with the University mission, which is the standard for accreditation. In examining this area of special emphasis, the NCA team has consulted widely among faculty, administrators and students and we have not identified any abridgement of academic freedom at Notre Dame.

## b. Academic Life.

### (1) Undergraduate Programs.

The hallmark of Notre Dame has been its undergraduate programs. Its faithful alumni reflect the influence of the Notre Dame baccalaureate experience, and the University community is deeply committed to its continuation. The success of the undergraduate programs is indicated by the excellent overall retention and graduation rates.

When the NCA team visited Notre Dame 10 years ago, the University was in an early stage of its drive to achieve the same excellence in its graduate programs that it had already achieved in its undergraduate programs. The 1984 team had questions about how the new emphasis on scholarship and research could be reconciled with the University's traditional commitment to undergraduate teaching. In this visit, the 1994 NCA team reviewed the strategies chosen by the University to maintain the quality of its undergraduate program while developing its graduate programs. We believe that several strategies have assured attention to the undergraduate programs:

(a) Stabilization of enrollment. Although total University enrollment has increased (from 9524 in 1984 to 10,126 in 1992), the undergraduate enrollment has been maintained at a relatively stable level (7507 in 1984, 7610 in 1992), as proposed in the 1982 PACE report and reaffirmed in Recommendation #11 of the Colloquy. This control of the size of the undergraduate student body has preserved the sense of a close community so valued by the institution and has enhanced the selectivity of the admissions process. The academic credentials of the student body are excellent. In the section on Student Life, the team will comment further on the importance of the residential community in preserving the characteristic quality of the undergraduate experience.

(b) The Freshman Year Program provides a common Notre Dame experience to all incoming freshmen. This builds identity and assures a common academic foundation for subsequent studies. Students receive both academic counseling and support services, and this period of transition is generally valuable. Collaborative learning groups and monitoring of grades assure attention to the students' development. A fine parents' program has been developed by the dean.

When the last NCA team visited, it reported the concern of some of the faculty in the professional schools about the Freshman Year program. Those issues seem to have been resolved. However, there are still some concerns about student advising in the Freshman Year of Studies. A student who expresses a choice of major before or on arrival may not have all the necessary information to review that choice. For example, a student who is interested in medicine may be advised to pursue the pre-professional program, when perhaps the student should seriously consider a science major in which completing pre-medical requirements is not difficult and which could give the student more career options. Construction of the science programs, with anticipated changes in the biology curriculum, may make it difficult for a student to change majors.

In programs that isolate the freshmen from the direct responsibility of the major departments and schools, there is always a concern that the service courses will get less attention than other departmental priorities. Class size, level of intellectual expectations, and the quality of faculty appointed to teach the freshman courses are all important concerns that require the continuing attention of the academic administration.

The team observed in the report on teaching loads that ranked faculty teach at all levels. It is reassuring to note that full professors taught 16 percent of the 100-level courses and 18 percent of the 200-level courses in 1992 (Fact Book). However, we noted that 30 percent of the 100-level courses were taught by students and 17 percent were taught by non-regular faculty. Only a slight majority (52 percent) were taught by the regular ranked faculty. While recognizing the enthusiasm that student teachers can bring to the learning experience, and acknowledging the quality of the non-regular faculty, team members encourage the academic administration to involve more of the regular faculty in the Freshman Year Program.

(c) Teaching Excellence. Across the undergraduate colleges, the students appear to be pleased with the education they are receiving. A uniform opinion was that the faculty are very accessible and interested in the students. Many reported that the reason they are at Notre Dame is the reputation of the University for providing a high quality education. The faculty recognize that the tradi-

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tion of Notre Dame has been, and continues to be, a strong undergraduate institution. The faculty who teach in the undergraduate programs do a good job, and appear to be respected for the importance of what they are doing.

There is a sense that the agenda driving the University at this time is the goal still unfulfilled — the development of research and scholarship at the level of the top graduate programs. While it may seem less urgent and is always more difficult to identify and reward, teaching excellence remains an important goal. Most faculty members with whom we spoke want to be involved in both undergraduate and graduate programs, and place high value on both teaching excellence and scholarship.

The most effective way to provide faculty with time for both teaching and scholarly work is to reduce their teaching load. With reduced teaching loads, the institution must then either reduce enrollment, increase class size, or expand the faculty. The strategy chosen to increase the size of the faculty (Colloquy Recommendation #6) demonstrates that the University is determined that the growth of the graduate programs will not result in the deterioration of the undergraduate programs. This requires continuing attention to the teaching potential as well as the scholarly potential of new faculty. The success of this teaching scholar approach will depend on the recognition by alumni and donors that support for the new initiatives of the University, while apparently focused on developing the graduate programs, also assures the continued strength of the undergraduate programs.

This shared emphasis on the teaching scholar was recognized by the faculty across the schools and colleges. In both science and engineering, the colleges fully intend to maintain adequate support for undergraduate education as well as to encourage and expect funded research. The College of Science has a policy that all undergraduate courses will be taught by full-time faculty. Graduate students may, and do, handle both labs and problem sessions, but no graduate students will teach any lecture classes. The College of Engineering has the same policy, but it is not as formal as that of the College of Science; however, there are no undergraduate classes in engineering that are taught by anyone other than full-time faculty. It would appear that for the colleges of engineering and science this shared emphasis will be successful.

Undergraduate programs in arts and letters and business also receive the attention of the regular faculty. Although average class size in undergraduate classes seems high (mean enrollments at the 100 to 300 level are reported at 30 to 40, Fact Book), the number is skewed by the high enrollment in introductory engineering courses ( $n = 130$ ), which typically employ the lecture format. In arts and letters, and in business, classes are smaller and can allow attention to the individual student.

Undergraduate programs in the fine arts are a new strength. The inclusion of the arts in the College of Arts and Letters adds both depth and breadth unusual in many schools. The recognition of the arts as integral to a liberal arts education is to be commended. The administrative location of the fine arts with the liberal arts, rather than in a separate school of visual and performing arts, ensures their centrality in the educational mission and the availability of fine arts courses to students who may have strong interests but no expectation of or desire for professional degrees (the so-called "shadow majors.") The existence of both B.A./M.A. and B.F.A./M.F.A. degrees is to be commended.

In the past Notre Dame looked to Saint Mary's College for courses and performances, especially in theater and music. The attitude toward the arts was described as ranging from animosity to indifference. The PACE report of 1982 did not emphasize the arts. Notre Dame has changed direction in the arts, from dependence on Saint Mary's College to a self-sustaining and dynamic role of its own. Resources have been directed to the arts and are being marshalled for a dramatic thrust forward. By the end of the century, with judicious addition of staff to match its expanded facilities, Notre Dame could well be the leading Catholic institution in the arts. The new thrust toward the arts, in which the renovation and building program is seen as a significant signal from the administration, is an important new stage or maturity in Notre Dame development. Notre Dame now has the human resources and the demand for expanded work in the arts.

The architecture program with its focus on the classical tradition, literally interpreted, and its junior year in Rome represents an unusually sophisticated "liberal arts" orientation within a professionally programed. As a newly independent unit under dynamic leadership, it remains to be seen whether the unique Notre Dame architectural program develops into a strong special branch or a slightly quirky twig. If the new classicism flourishes, Notre Dame will have made a distinct contribution. Only the first group of students have finished the new program and the architectural accrediting board visited the school just before NCA came.

The studio system of education in the visual arts and architecture makes the assessment of student achievement possible even during a necessarily brief NCA visit. The work in the galleries and studios was considered good to excellent, among the best work seen coming out of a liberal arts college, as opposed to an art institute or professional school. Graduates are reasonably successful in finding jobs.

Fine arts have three reporting lines at Notre Dame. The art museum director reports to the provost; art, design, and art history, theater and music to the dean of arts and

letters (and even here, theatre is in the Department of Communication and Theatre, and art history in the Department of Art, Art History and Design); and the School of Architecture to the dean of engineering (the "School" status is recent). While to the tidy-minded administrator this may seem chaotic or even suggest the possibility of a reconfiguration (see Colloquy, Recommendation #10), in fact this arrangement makes very good sense. The art museum has a strong public mission (including public relations and fund raising) and represents the University as a whole to a strong support group. Architecture has just emerged as a school with its own professional goals. The visual arts, music and theatre provide intellectual challenge and breadth to the college as well as enrichment to the entire University and South Bend community.

While the team did not have time or opportunity to review each undergraduate program closely, we found considerable evidence to conclude that the undergraduate programs fulfill Criterion II and continue to enjoy a prominent role in University life.

## (2) Graduate Programs.

When the last NCA team visited, they noted that the University was in transition from a predominantly undergraduate institution to one with an increasing presence in graduate studies. We found in this visit that considerable progress has been made in the number and quality of the faculty, the growth of graduate programs, and the growth of research. We noted that the number of full-time ranked faculty has increased from 535 in 1983 to 644 in 1992-93, an increase of 20 percent, while overall University enrollment increased only 6 percent. However, during that time, enrollment in graduate programs increased by 25 percent from 2017 to 2516. Residential facilities for graduate students also increased. External funding increased over 60 percent, from 14 million dollars in 1985-86, (of which 12.2 million was in research funding) to 23.6 million in 1992-93, (of which 19.9 million was in research). Of these research funds, the number of federal grants increased from 88 (9.98 million dollars) to 134 (16 million dollars). The number of endowed chairs also increased, bringing outstanding faculty to campus. The public perception of quality in these programs increased, as reported in the *U.S. News and World Report* surveys.

Notre Dame has plans to make a major move toward recognized status as a research institution. Building on a number of solid graduate programs currently on campus, the institution is hopeful that it can become a significant graduate teaching and research institution through an extensive infusion of funds into a projected 150 new faculty lines, including positions at the very senior level, and considerable new support for graduate students in the form of enhanced stipends. Strengths in a number of the departments, together with the exciting potential of corollary programs such as the Kroc Institute for Interna-

tional Peace Studies and the Kellogg Institute for International Studies suggest that this vision is not unreasonable.

The College of Arts and Letters has a capable, highly articulate dean who has developed detailed plans and expectations for his programs in view of the Colloquy's vision to enhance the research quality of the University. The three strongest areas reinforce one another: philosophy, theology and the Medieval Institute, where strong graduate programs exist but additional faculty are envisioned for relieving the load on existing faculty. English, history and government have peaks of real strength, and distinguished senior appointments have been made recently in the first two. Some progress has been made in sociology, psychology and economics. American studies and liberal studies will probably remain undergraduate teaching units. There is the hope that graduate studies can be developed in anthropology, music, art and art history, German and Russian, and Romance languages. Music and Romance languages would appear to be the best prospects. A music librarian has recently been appointed, but library holdings in some areas, (for example, in Romance languages) are not strong.

The College of Business Administration is looking forward to the completion of the new facility now under construction. The immediate effect of this move will be to allow the college to promote its executive MBA program. The dean noted that Northwestern University and the University of Michigan have very successful executive MBA programs and Notre Dame anticipates a similar development. There is an awareness of the need for the faculty of the college to be more productive in their scholarship. Related to this is the desire of the college to develop a Ph.D. program in the near term. A doctoral program could attract outstanding faculty who would serve both as models for current faculty and spurs to increase productivity. The College of Business Administration seems to be well administered with some relatively modest ambitions for programmatic growth. The Colloquy goals for the college seem to be highly ambitious.

The faculty in both the College of Engineering and the College of Science are eminently qualified to function in the new research and publications environment. The science faculty have been functioning in this type of environment for a much longer time than have the engineering faculty. However, this has not in the least been a detriment to the outstanding record of research and publications production on the part of the engineering faculty.

Although the social science departments have a reasonable appreciation of their strengths and weaknesses and consequently some idea of how they could utilize additional positions and graduate fellowship funds, there do not appear to be well developed plans for future developments. This is not just a question of the number of posi-

tions that might be allocated to a particular area, but rather an integrated long-range plan that indicates how the infusion of funds would put the social science division of Notre Dame on the map of graduate studies. Many questions remain — what will be emphasized — how will potential graduate students be enticed to Notre Dame over Michigan, Illinois — etc. Prestigious faculty and excellent stipends are a solid step in the direction of answering these questions, but more programmatic thought should be given to how to outbid other institutions and to make Notre Dame's contribution to graduate education special.

While most of the effort and anticipated resources are slated to go into improving existing graduate and research programs, some will be devoted to developing new ones. In selecting the latter, it will be important to assess not only what Notre Dame can feasibly do, but what the nation needs. Given the surplus market for new Ph.D.s even from distinguished doctoral programs, the uncertainty of federal research funds, and the difficulty of assembling adequate library materials, each candidate for a new Ph.D. program should be carefully sensitized not only by the faculty and administration of Notre Dame, but by outside experts called into consultation. Acquiring a national perspective will help avoid errors, and could lead to valuable suggestions on programmatic emphasis, required resources, and sources of talent and revenues.

It will be important to make clear to the academic community the programs chosen for enhancement and the reasons for their selection as the process moves along. The strengthened faculty at Notre Dame requires strengthened communication from the administration; a change which has already begun. During a time of major academic development, such consultation is all the more important.

At a less lofty level, there are some practical issues that need consideration. Enhanced stipends should be matched by enhanced resources and facilities for graduate students. Currently there are no graduate student offices in some programs. While library carrells provide a base for research for these students, an office base where students can meet, study and do research is essential.

Finally, as graduate education is developed and more professionals are put out on the job market it will become increasingly critical for the institution and departments to develop comprehensive placement services. Notre Dame will need, in an unfolding future of uncertain employment, to think creatively about extending these services. As graduate programs grow and the number of Ph.D.s produced increases, more attention will need to be given to securing better jobs in industry, government and academe. The visibility and success of major graduate pro-

grams in the country depends heavily on their placement performance. If Notre Dame's Ph.D.s cannot secure positions in other prestigious institutions, its ability to recruit the best graduate students will be limited.

### (3) International Programs.

International programs are a major strength in the academic life of both faculty and students. The University offers or facilitates 16 different programs in 12 different countries (e.g., France, Mexico, England, Austria, Chile and others). Generally the programs are academically strong and diverse. Each year over 400 students take advantage of the opportunity to study abroad. Both undergraduate and graduate students are involved. Students report great satisfaction with the entire study experience and many of the programs are oversubscribed and have to turn away fully qualified students.

As recommended in the Colloquy, a committee on international programs has been appointed to prepare a mission statement, assess and ensure academic quality, consider reorganization and relocation to a more visible campus site, and plan for the future growth of international studies programs. The committee is well on its way to fulfilling its charge and the recommendations of this group should serve the institution well as it prepares to enhance international study programs and move into the next century, into a rapidly increasing global society.

The School of Architecture runs an independent junior year in Rome for its students. They have bought their own property in Rome. The entire junior year class is taught in Rome. The requirement is publicized and well understood. The students must be prepared financially and emotionally to spend the year in Rome. This commitment makes the Notre Dame architectural program unique. Rome seems to be an especially felicitous choice for Notre Dame and might even be considered an enhancement of the school's Catholic identity.

In considering how Notre Dame's contribution to higher education might be unique, it should build on the current strength of the Kroc Institute for International Peace Studies and the Kellogg Institute for International Studies. These two institutes are jewels in the University's crown and can play an even more critical role in the institutions' further quest for internationalization. Both programs have extensive national and international visibility and have ideas as to how to develop and extend their offerings. In both cases there has been some success in securing supporting funding. These programs, however, would greatly benefit from more dedicated institutional commitment in the form of (1) greater access to faculty appointments in relevant departments and (2) released time for Notre Dame faculty to participate in research with individuals brought to campus under these programs. In the former instance the two institutes need



to collaboratively identify potential joint avenues for development and together work with departments in defining new positions that will become available as the University develops the graduate program. In the latter case it would be useful to provide semester-long research leaves on a competitive basis to permit the faculty to better utilize the intellectual resources brought to campus by the two institutes.

Both of the institutes are relatively new and thus free of historical baggage. They have solid foundation in terms of financial endowment and are housed in a new and beautiful facility. They have made a favorable impact on the international flavor of the campus and on the quality of some graduate programs. Both units expressed that resources are needed to purchase part of the time of some of their faculty fellows to be able to significantly develop the institutes' research programs.

(4) Institutional governance and decision making. Ten years ago, the NCA visiting team expressed concern about a perceived authoritarian atmosphere and a limited faculty role in governance. These concerns about governance were reviewed and progress has been observed.

(a) Board of Trustees. The board members we met impressed the team with their knowledge, leadership and commitment. The chairman of the board reviewed the areas of special emphasis with us and confirmed that these are fundamental issues for the University. The board chairman and the trustees fully support the president and the mission of the University.

(b) Administration. The academic administration provides strong leadership for the academic life of the University. The provost, assistant vice president for graduate studies and the deans are knowledgeable, intelligent and dedicated. All of the academic administrators have faculty appointments. Those who have not had teaching and research appointments have been professional specialist faculty. The provost and deans repeatedly observed that they perceive themselves as faculty members. Certainly one of the unique features of academic life is the tradition in which administrators are recruited from the faculty and are themselves scholars with teaching and research experience. Because of this, their role is ideally more collegial than hierarchical. However, it is not the same as that of faculty who are actively involved on a full-time basis in teaching and research, and should be recognized as such.

The deans appear to have considerable budgetary and academic authority which in general results in smoothly running operations. They do not appear to be involved in a coordinated planning effort for the University. Consequently, there appears to be only a vague understanding of how various aspects of the Colloquy are to be implemented.

(c) Faculty Governance. One of the first requirements of academic life is the presence of a well qualified faculty whose academic competence and role in academic governance is recognized. At Notre Dame, the faculty is organized according to colleges, schools, departments, institutes and centers, and the library, with at least one meeting of the whole faculty mandated each year and at least one meeting of each faculty unit required each semester. Teaching loads are commensurate with peer institutions. Faculty support systems are generally good. Although there is no formal sabbatical leave policy, apparently faculty who propose a research regimen usually are granted a semester leave with compensation after a six-year period and sometimes more often. In some schools, there is a very supportive approach to helping junior faculty develop his or her research. There is usually some start-up funding for the new faculty member, although capitalization is not always as extensive as desired. After the three-year review, the tenure clock may be stopped for one year. During this year, the faculty person has the opportunity to review how well his or her teaching was done and to get his or her research well developed, work with his or her graduate students and/or to write additional grants.

Faculty participation in University governance appears to function most fully at the **departmental level**. Though the chairpersons are strong forces in their departments, faculty have a voice both informally and formally. Departments may organize themselves and establish committees to serve their academic needs, and a **Committee on Appointments and Promotions (CAP)** is mandated for each department. Its composition and the mode of selecting members are accomplished by democratic means. Faculty appear to have confidence in this committee and generally in governance functions at the departmental level.

**College Councils** are also mandated, consisting of the dean, sub-deans, chairpersons of departments, elected faculty representatives equal in number to the members ex officio and student members. Decisions are by majority vote, though they are subject to the approval of the dean. The provost's annual report to the faculty on finances indicates that these councils "are expected to play a consultative role in determining the priorities of the dean."

As to broader University governance, it would appear that the **Committees of the University** are more significant in the decision-making process than the individual faculties. Though it is largely a recent development, virtually all committees have faculty representation in varying proportions and three have student representatives.

Major authority for academic decisions rests in the **Academic Council**, recently restructured with an increased



number of faculty members. It is composed of 10 administrators, the chair of the Faculty Senate, 18 faculty and four students, with the faculty members elected by the faculty of the colleges, the Law School, the library and one other unit — in proportion to their sizes.

Beyond the organizational restructuring, some faculty assert that the most important change is in attitude — the openness in the new Academic Council to discussion and deliberation. Many faculty see the expanded faculty membership in this committee and elsewhere as an important first step in more meaningful faculty participation and in administration-faculty communication — but only a first step.

The **Faculty Senate** is the only unit of faculty organization that is composed entirely of faculty members — 53 in number — who are elected by the colleges and four other units, in proportion to their sizes. The chair of the senate serves on the Academic Council and on its Executive Committee. The senate may forward its various recommendations to the Executive Committee of the Academic Council for placement on the latter's agenda, but the senate's power is largely limited to this "right of agenda," for it rests with the Academic Council to accept, reject, act or not act on items forwarded. The senate perceives, however, that the president and the Academic Council are open to discussion and deliberation even if the senate's views eventually are not sustained, and this also is recognized as a step forward in faculty participation in University governance. Some faculty feel that the senate is a less than adequate vehicle for bringing matters to the administration. One issue is that high-level administrative officers (specifically, the provost) are not routinely present to hear the debate, though others feel that such an arrangement would inhibit discussion. If this issue cannot be easily resolved, the University might explore the ways in which faculty senates interact fruitfully with administrations in other universities.

The **Provost's Advisory Council (PAC)** was restructured a year ago. Previously it was an exclusively administrative body; it now is composed of 13 University officers and 10 faculty members elected from the four colleges and the Law School. Though its primary function has been the consideration of promotion and tenure, for the current year and beyond it will also advise the provost on long-term academic priorities.

It should be noted, though, that PAC is not an entity established formally or explicitly by the "Academic Articles"; rather, it arises out of the provision in Art. III. Sec. 4 on appointment and promotion, which speaks of "such advisors as the Provost may choose" to consult in assessing the recommendations that are forwarded to him. The obvious weakness, in term of faculty governance, is that this enhanced faculty involvement is not protected by

University statute and could be subject to unilateral revision.

Faculty applaud the initiation of faculty representation in PAC and feel that an additional element of openness and fairness have been added to the appointment/promotion process, though a vocal group advocates concurrent reduction in administrative or ex officio representatives — in the interest of a more equitable "balance of power." In addition, some faculty feel strongly that a number of PAC members, though they are officials from academically-related offices, do not themselves have "academic standing" in their own right.

Faculty would like to play a larger consultative role in the appointment process for deans, the provost and other appropriate academic officers.

In summary, important initiatives have been taken toward the enhancement of faculty involvement in University governance, and the fulfillment of Colloquy Recommendation #22 therefore is under way, though the team is of the opinion that more is required both for "increased faculty participation" and for "enhanced information sharing." As an example, it is perceived that deans are accountable primarily to the provost and not to the faculties and that the college councils do not always adequately represent the faculty. It is most interesting, however, that faculty who express these reservations about involvement **do not often disagree with the outcomes** of the decision-making process, but their morale and loyalty would be enhanced if, in a variety of possible ways, they were made to feel that they are a vital part of the process.

## (5) Resources.

(a) **Libraries.** The Colloquy report identifies the need for development of library resources and services (Recommendation #21), and the team encourages action on this recommendation. The team recognizes the significant growth the library system has experienced and its improved status in the Association of Research Libraries ratings. Yet during a time when the faculty increased 20 percent, and research grants increased 60 percent, the professional staff of the library increased only from 34 to 35 staff members. The library system appears to be in need of professional staff, additional space, support personnel, books and periodicals and equipment.

The library needs a prompt and substantial infusion of new resources. The professional staff is too small even for its current mission, and some collections are reported by the faculty to be inadequate for the current level of degree programs. Given the financial resources of the University, it is difficult to understand why addressing these needs has been deferred. The budgets of the libraries are not adequate to support the increase in demand for ser-

vices necessitated by the increase in research. In some departments faculty have received an annual request to identify which journal subscriptions should be canceled. Although discontinued journals are still available through interlibrary loan, the time delay is both inconvenient and limiting, and the demand for interlibrary loan has doubled since the last NCA visit. As new faculty are hired and begin their research, the particular journals that are needed may not be available. In the absence of adequate funding it is not possible to obtain these journals, and the new faculty member is hampered in his or her research and prospects for promotion and tenure.

Both the College of Engineering and the College of Science have libraries that function much like branch libraries of a large city library. Both function in a rather autonomous fashion; they have separate budgets, staff, and equipment and purchase the equipment, journals and other holdings as they choose appropriate. The two prime concerns for both of these specialized libraries are space and funding. Both libraries are virtually out of room for additional holdings, and the budgets of both are not at all adequate to support the expected increase in demand that will occur with an increase in research carried out by both colleges. Much of modern library research is done using CD ROM technology. Neither of the two libraries is adequately equipped for introducing this new technology to the undergraduate nor are the libraries funded adequately to allow the purchase of additional CD ROMs to support the research of the faculty.

Library resources in arts and humanities seem adequate to good. But even the Medieval Institute, an extraordinary resource and an excellent support for doctoral research, cannot maintain that excellence in every field. It should be noted that at least one very large collection is still housed in California, at the donor's wish, and consequently its availability is limited. At present space does not seem to be available to house the collection should it arrive at Notre Dame soon.

Far greater demands will be placed upon the library as the plans of the Colloquy are implemented. The library staff should play a strong consultative role in this process, especially since much of the new collecting will be retrospective, expensive and difficult, and many new faculty appointments will depend upon commitments for major acquisitions. Probably the two most serious concerns are journal holdings and the electronic capabilities for accessing materials. While it is possible to electronically examine holdings on campus and in a few related institutions, considerably more could be done to network with other institutions and to permit students and faculty to access electronic files from locations other than just the library. As the Colloquy recognizes, development of the library is an important component of the plans for the year 2000.

(b) Computing. In general, computing resources appear to be well used and supported. The Office of University Computing has a rather long list of computers from which the faculty member may choose. The choices cover the range from IBM-compatible through Apple, and include Sun and UNIX. All are linked to one another through the campus fiber optic backbone. The University owns the computers, provides any training needed as well as all maintenance and repair. Included in this is any help that may be required with software.

The only serious area of concern is the lack of adequate personnel to support the additional emphasis upon research that Notre Dame is encouraging. The University has recently purchased an IBM SP-1 computer capable of parallel computing, and this computer system will be invaluable to many of the faculty who need extensive computing capability. However, the OUC does not have personnel trained to utilize the computer nor to train the faculty how to utilize the computer to the maximum for which it was purchased. The University needs to develop plans to (1) keep the computing equipment current so as to be able to utilize increasingly sophisticated software, (2) fund new software products, (3) provide a technical support infrastructure, and (4) provide dedicated computer laboratory support for graduate student research.

(c) Physical facilities. The general conclusion is that University facilities are impressive and well-maintained.

The DeBartolo teaching building is particularly outstanding. It is a state-of-the-art teaching facility with full technological support for multimedia, computer projection and teleconferencing capability. It is well appointed and gives the professor all the teaching resources currently available. The fiber optic base and master control center provide the potential to incorporate new technologies as they develop in the future. The teaching center includes learning environments from classrooms and lecture halls to a large 450-seat auditorium. There is no hesitation in applauding this outstanding facility, but it is hoped that the emphasis on large classrooms (six 100-seat and three 250-seat lecture halls) will not reduce the treasured Notre Dame emphasis on interaction between faculty members and students which is more readily developed in smaller classes.

Both the College of Engineering and the College of Science are housed in well-maintained and spacious buildings. Since the University has no deferred maintenance, there are no repairs or maintenance problems that need to be resolved. Faculty who are involved with fully funded research have adequate laboratory space. One hundred percent of the science faculty are fully funded and 80 percent of the engineering faculty have at least some funded research. The Radiation Chemistry Laboratory is an impressive research resource.

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The science teaching facilities are good, though laboratories are crowded. The proposed science teaching facility is very much needed and will be very welcome. It would be helpful to have it communicate directly with as many of the other science buildings as possible.

The commitment of the University to the arts is to be commended. Notre Dame's statements are more than mere rhetoric. The University is making a major financial commitment to the arts in its fund-raising and building campaigns. In the next decade, building activity in support of the arts may well be unprecedented in American colleges. Three projects are under way: the renovation of and an addition to the architecture building, the addition of wings to the art museum and the construction of a performing arts center. The former engineering building has already been converted to studio use, including studios for undergraduate students and two small but well organized and effective galleries. At present, only the studio arts are adequately, and by some standards luxuriously, housed because of the conversion of the building to studio/classroom/gallery space.

The most visible addition to the campus will be the performing arts center. The possibilities and demands that come with the excitement generated by the opening of the new center may surprise even its most optimistic supporters. While several intimate spaces may satisfy current perceived needs, the publicity engendered by the new center may create greater demand than anticipated from both students and the public, both for more curricular offerings and for public programs. The intention to turn the present theater, which has elegantly appointed public spaces but inadequate essential working spaces, over to student affairs and extra-curricular use seems eminently satisfactory. The demand for space as indicated by the current scheduling calendar is very high.

The Snite Museum of Art provides a valuable demonstration of the happy problem success can bring. The new museum must have seemed enormous when it opened. The growth in quality and quantity of the collection is truly stunning and today, after only a few years, the museum is overcrowded to the point of being totally inadequate. Again the elegant public appearance (thanks to the skilled director and curators) contrasts with inadequate storage and work spaces. Like athletics, a strong museum of art and indeed strong art programs in general, appeal to a dedicated support group. It would be unfortunate if Notre Dame had to turn down major gifts and outstanding collections because they could not be housed safely and displayed appropriately.

The inadequacy of the bookstore is acknowledged in Colloquy Recommendation #17.

The athletic and recreational facilities are discussed in the section on athletics.

(d) Financial resources. The University's financial affairs are well managed and the financial resources are significant. The overall financial condition of the University is excellent and reflects the good stewardship of its financial officers, the administration and the board of trustees.

The University has chosen not to take advantage of the opportunities available to it to use debt to finance its development, and this conservative position leaves it essentially free from debt service obligations. The endowment is substantial and is well-managed to achieve its investment objectives. The University endowment spending formula is conservative, but there is an expectation that support from the endowment will increase in the future to support the goals of the Colloquy.

The educational and general operating budget is primarily supported by tuition revenues, which somewhat limits program development. The budget is developed by a committee process in which both academic and administrative priorities are addressed. The PAC has recently been enlarged to provide more faculty counsel to the provost on academic priorities.

The Development Office has a record of impressive fund-raising success, and the Notre Dame alumni organization is certainly among the strongest in the country. There is every reason for optimism about the prospects of the next campaign.

## c. Student Life.

Because of its academic reputation and the fact that it is a well known Catholic university, undergraduate applications to Notre Dame remain strong. This past year, the University experienced a notable increase in applications. This may well be attributed to such factors as the improving economy, the very successful football season and the ranking of Notre Dame among the top 25 universities in the *U.S. News and World Report*. Students present high entrance test scores and high school GPAs. They are described by the faculty as homogeneous, middle class, suburban, predominantly Catholic, rather conservative, polite, unassertive, oriented to sports and social activities. While such students are easy to manage and rather industrious, faculty are concerned that they do not participate actively in class discussions or demonstrate intellectual originality. Several faculty members complained of a general anti-intellectualism in the student body. Failure to attract a set of absolutely top students contributes to an atmosphere of conformity and peer pressure, and weak students are not allowed to fail. The Colloquy addresses the importance of a stimulating learning environment, and the team encourages the implementation of Recommendation #9.

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(1) Residential Life. The evaluation team finds the quality of student life to be of great value and importance. Students have respect for the University and for each other. They have a strong sense of community, grounded to a great extent in the residential experience, which the University supports in very significant ways. The residential environment is a primary source of support and nurturance for students and is a popular feature of campus life. It is the vehicle for student formation and development, and the University structures a significant amount of activity around the environment. The hall system contributes to the family community spirit which is evident on campus.

The team that visited the University as part of the most recent accreditation by the North Central Association recommended that the University should "strengthen" student affairs. This team finds that the office has been substantially strengthened and professionalized since that time.

Each of the 25 single sex residence halls has a rector who is either a Holy Cross priest, brother or sister. The rectors supervise and oversee the activities and affairs of students in residence. They have a significantly positive influence on students and their development. The investment by the University in residence halls staff, in the form of rectors, assistant rectors, resident assistants, and other student and support staff, is recognized and appreciated by students and by the evaluation team.

Resident facilities seem well equipped and maintained. Students seem satisfied with the amount of space they have at their disposal and by the quality of the living environment, but, as expressed in the Colloquy, Recommendation #25, there is a need for space in which students can interact, across gender lines, at non-traditional hours. The University should support the development of that space and dedicate energy and resources to satisfy the expressed need of the student community.

## (2) Institutional Governance and Decision-Making.

(a) Role of Students. Students are generally well supported by the University, and they live in caring and helpful communities. However, the Office of Student Affairs does not seem to be regarded as a source of help and support for students. This may be due, in part, to the student discipline function being performed from within Student Affairs, or it may have unrelated causes. Student leaders and student staff (resident assistants) expressed a view that the Office of Student Affairs is regarded as an authoritarian and legalistic place where judgments are made without explanation and requests and proposals are routinely denied without rationale. This student perception may be inaccurate, but the fact that it is held and that students feel as though their voices are not heard is something that the University may wish to address. Students

seem accustomed to feeling cared for and attended. When their interactions with administrators run counter to that norm, it troubles them. There also seems to be a student perception that proposals that they make relative to improving student life must survive a complicated maze of bureaucratic steps before they receive a response. Further, even proposals that they believe have successfully arrived in the Office of Student Affairs languish for long periods before they receive a response. Better communication between University administrators and students about the reasons for decisions would make students more aware that top administrators consider their views seriously.

Some attention needs to be given to greater integration of graduate students into the Notre Dame setting. Providing office space and computing facilities will probably make a major contribution to graduate student morale, but the University should be aware of the extent to which graduate students feel like second class citizens whose needs are not considered as legitimate as those of the undergraduates. This is particularly true of international students who, in a predominantly white American Catholic male institution, feel isolated and very "different." Needless to say, the presence of these students is an important potential source for considerable cultural and intellectual enrichment that should be used to its fullest.

Students expressed concerns about the effectiveness of the University Code of Honor. Students who attempted to remediate a misconduct situation through the code found the procedures and outcomes unsatisfying. Further, students are critical of the faculty who continue to proctor their exams and place students specially so as to make cheating physically challenging. Students do not find these circumstances to be trusting of them, and they are frustrated by them. They see the Code of Honor as being directed upon them and coming from the "top down," rather than seeing it as a student document and as a promise they hold dear.

(b) Professional Staff. The staff outside of the residential environment in the Office of Student Affairs are very well qualified and appropriately credentialed for their work. They seem to be aware of trends and issues in their respective fields, and they serve students well as a result.

The directors of departments within student affairs express some frustration at not being included in office-wide judgments. They seem to function as independent, autonomous operations, but there is little coherence to their work within the larger scheme of student affairs administration. Their common concern seems to be that they do not feel as though they are part of a team, working together for a common good. Most directors were unable to produce job descriptions for their positions,

and they indicated that there was no ongoing, systematic evaluation of their work.

Rectors also express some of the same frustration about their relationships with the Office of Student Affairs. They do not feel they have sufficient influence on matters and judgments that affect their work and the lives of students. They would like to be consulted more on such matters and to have the opportunity to influence the decision-making process. They also expressed some concern about the student disciplinary function being performed by an office with the name Residence Life, which is the source of some confusion for students. The "residence life" title seems to connote a broader service base than just student discipline, and rectors seem to believe that "residence life" is really what they manage, not what the student discipline function oversees. Further, rectors expressed concern about the lack of involvement by faculty in the residential communities.

Although institutional financial aid at Notre Dame appears to be relatively low compared with peer institutions, it should be recognized that nearly one-tenth of the undergraduate student body receives ROTC scholarships, thus allowing the University to allocate its own financial aid to a smaller proportion of its student body. The undergraduate admissions office seems to be well managed and is looking forward to enhanced physical quarters when its building is remodeled in the near future.

### (3) Changes in the Student Body.

The University is making strides in accommodating diversity within the student community and making the campus environment a welcoming one for students of color. Over the past seven years, the number of minority students enrolled in the University has risen due to this explicit recruiting policy. However, additional support in the form of equipment, programming funding, and supplies is sought by the Office of Multicultural Student Affairs.

The University is moving to a 55/45 male/female undergraduate enrollment. This increase in women students continues the decision initiated some 20 years ago for Notre Dame to become coeducational. The proportion of female undergraduate students has increased dramatically from 29 percent to 41 percent over the past 10 years; likewise the percentage of students of color rose from 8 percent to almost 14 percent.

These changes are impressive in and of themselves, but become even more dramatic in light of the fact that the total undergraduate enrollment remained rather stable between 1984 and 1993. The University of Notre Dame should be congratulated for its success in recruiting, retaining and graduating female and ethnic minority students.

There are close to 600 international students from over 60 foreign countries enrolled. These students are generally well prepared academically and their presence enhances the educational and cultural experience of domestic students on campus. Additionally, they serve as an important source of alumni support for the institution.

### d. Athletics.

The athletics program at Notre Dame is excellent — the facilities, the people, their achievements to date in approaching gender equity, the wellness program and the academic support provided to student athletes. It is clear that the University has established institutional control over the intercollegiate program. Virtually everyone the team visited, including faculty members, supports Notre Dame athletics. While some expressed the wish that the first question they are asked off campus wasn't "how is the team doing?" they understand what athletics means to the entire University.

#### (1) Staff.

The administration and coaching staffs are eminently qualified and are held to very high academic and athletic standards. They are working diligently on the development of a quality gender equity plan for the varsity athletic department. The department has made a strong commitment to monitoring and educating its administration, coaches, student athletes and alumni regarding NCAA rules by employing a full-time NCAA compliance coordinator.

#### (2) Students.

The student athlete is fully integrated with students in the dorms and dining facilities. One problem about which we heard a good deal is the restriction that senior athletes do not have permission to live off campus as other seniors do. We were told that a large number of the senior athletes actually do live off campus, simply maintaining the fiction of an on campus residence. This sends a poor message to the other students and also raises the question of the source of the funds used to pay for the second residence. The athletic administration is establishing a student athlete advisory board which should provide a vehicle for communication.

Student athletes at Notre Dame have, in general, good admission credentials. The latest report of graduation rates, submitted to and published by the NCAA reports that 84 percent of the 1986-87 entering class had graduated. The 1991 report of the Faculty Committee in Control of Athletics identified seven institutions with which to compare Notre Dame's academic policies. The graduation rates for the 1986-87 entering classes at those seven range from 62 percent to 89 percent. Further, as one faculty member pointed out, Notre Dame has no "academic hiding places," no easy majors, for student athletes. This was

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borne out at a session with several College of Business Administration faculty. The 1993 NCAA graduation rates report identified business management and administration as the most common degree program for student athletes at Notre Dame. In conversations with members of that faculty they were emphatic that student athletes are no different from all other students in their programs.

There are impressive academic support services available to student athletes either on their request or as recommended by the student academic services counselors. Student athletes expressed appreciation for the academic support services and a need for stronger emphasis in the engineering counseling. There appears to be good communication with the athletics staff so that, for example, when an athlete does not appear for scheduled tutoring sessions, the office enlists the support of the coach. In addition to reasons given in the 1991 report, summer registration is used to get ahead in an academic program and is strongly advised for football players who have many demands on their time in spring and in senior year. This helps ensure their graduation.

The faculty board is evolving, and its name will change to reflect its actual advisory role. Its members see their role as providing support, advice and oversight of athletics, with a special responsibility to promote faculty understanding of Notre Dame athletics. One means of helping achieve this is the present policy of distributing the minutes of the board meetings to the faculty, which could be more effectively done in a more timely manner.

### (3) Facilities.

Athletic facilities are extensive and impressive, with excellent opportunities and space available for intramural, club and varsity sports programs. A new recreational facility should be considered. The Colloquy acknowledges the desperate need for renovation of the stadium.

### (4) Finances.

The department is mandated by the University to be self-supporting. It utilizes an annual zero-based budget and provides excess income of \$2 million annually to the University General Fund and generated approximately \$7 million of income which is designated for University endowment. Since there is a plan to increase the marketing of athletically related items, an understanding that this will help the entire University may forestall some otherwise negative reactions to those marketing efforts. The department might consider ways of getting more information about their activities out to the campus as a whole so that members of the Notre Dame community are aware that much of the money raised by the athletic program goes into the general fund and therefore helps meet general academic needs.

### 3. The institution is accomplishing its purposes.

(a) Institutional Quality. Institutional quality is assured by the vitality of the governing board, the manifest leadership and competence of the president and the University officers, and the fidelity of the faculty and the academic leadership to excellence in the discovery, communication and application of knowledge.

(b) Academic Programs. Based on our review of the available materials and our interviews with faculty, students, staff, officers and trustees, the team concluded that Notre Dame is providing the academic programs and scholarly work envisioned by its statements of purpose.

Although we did not learn of any institutional process for academic program review, we noted that the professional programs were reviewed and accredited by the appropriate professional bodies. The initiatives planned as a result of the PACE report of 1982 have been successfully implemented, resulting in improvements in academic programs. While program review was an implicit component of the colloquy process, the institution should consider establishing more explicit procedures for reviewing the productivity and effectiveness of its ongoing academic programs on a regular basis.

(c) Faculty Achievements. The University of Notre Dame occupies an enviable position among American universities in the 1990s. It has a faculty that is strong and well compensated, with average compensation for its faculty being among the top 25 of doctoral granting institutions. Faculty achievements are expressed in increasing success in attracting external funding, in the initiation of programs and projects that enhance the reputation of the University and in the growth of faculty responsibility for University decisions through participation in University committees.

(d) Equity and Diversity. Flowing from its mission and its goals for increased cultural diversity, the University leadership has expressed its commitment to affirmative action. Much progress has been made in increasing the enrollment of women and minority students, particularly since the appointment of the present president.

Change in the gender and ethnic composition of the faculty, while noteworthy in some departments, particularly at the assistant professor level, is less impressive than the increased diversity of the student body. The increase of women faculty is quite uneven, at best, across the disciplines and faculty ranks. There are still many departments without any or with only one female faculty member. For example, there are no tenured female faculty within the College of Engineering, and no African American faculty members in that college. The actual number of women faculty, however, has doubled during the past 10 years. There are a relatively large number of female



students, but they apparently have few faculty role models to whom they can look for guidance and support.

While all acknowledge that progress has been made in the hiring of women, there is a sense that this progress has been unnecessarily slow, more reactive than proactive, and very passive in the support and retention of women hired. Faculty women report a feeling of isolation. Solutions to these problems are difficult and not always obvious.

A more active recruitment campaign, which requires some creative thinking in terms of putting together exceptional offers and considering spousal appointments, would demonstrate a greater University commitment to women and help improve the situation by simply increasing numbers and thus changing the environment. More overt directives by the administration to undergraduates concerning the seriousness of sexism and sexual harassment would additionally increase morale. Some attempt to network the women on campus at both graduate and faculty levels would be beneficial.

The situation for faculty and administrators of color is much, much worse. Few if any ethnic minority faculty are found in any department at any rank or in any senior administrative position. Although Hispanic students form the largest ethnic minority group — a group that is likely to become even larger due to the Catholic nature of Notre Dame — not a single Hispanic holds a senior administrative position, or indeed any lower administrative position of any importance or consequence. Even at the current enrollment rates, Hispanic students have only a handful of role models on the faculty.

The need to enhance the number of ethnic minority faculty and administrators, particularly Hispanic, will become even more acute as the number of ethnic minority students increase as envisioned in the Colloquy. Yet, there appears to be no systematic plan in place or being developed for increasing the numbers of women and minority faculty. There is much to be done to achieve the University goals in this area.

(e) Student Achievements. Achievements are measured in a variety of ways by each of the schools. The development of a University-wide plan for assessment of student academic achievement should provide more demonstrable accountability for the outcomes of the educational programs and learning environment.

The NCA has taken a clear position over the last decade regarding the role of assessment in institutional improvement. All institutions are required to develop and describe, as part of their self-studies, assessment plans that provide ongoing clear mechanisms to review the extent to which institutions meet their own objectives in terms of student achievement and learning.

A brief outline of Notre Dame's assessment plan was provided to the consultant-evaluators in the *Summary Response* document. This outline describes a five-year cycle of assessment and implementation. Attached to this general outline are summary descriptions of ongoing assessment activities within the different colleges. Also provided were reports on centralized survey instruments in place across the University and summarized by the Office of Institutional Research.

The Notre Dame Assessment Plan begins with a clear articulation of broad learning outcomes sought for all Notre Dame students that are derived from the mission statement as it is articulated in the Colloquy. Implementation of the assessment program is a primary goal of the institution (Recommendation #9). Notre Dame's *Summary Response* includes a general timetable for the assessment cycle. The general outline of the assessment plan was developed by the Assessment Plan Committee, a committee composed entirely of administrators, primarily at the associate dean level, apparently without other faculty input.

It is the conclusion of this team of consultant-evaluators that Notre Dame is still at a very preliminary stage in its planning of assessment activities, although there are some academic areas where activities are much more advanced than others. The most dramatic concern of the team was that assessment was not being integrated into the fabric of the institution but was being structured from the top with very little faculty involvement or awareness. Most of the faculty, and even a number of department chairs interviewed by the team, seemed to have little awareness of the assessment mandate and little or no knowledge of Notre Dame's response to it. Although there are a number of interesting assessment activities in place at Notre Dame, the team concluded that the institutional response fails to meet the general guidelines prepared by NCA to determine whether plans for assessment of student academic achievement are acceptable.

The first of these guidelines asks the team to determine the extent to which Notre Dame has **linked the mission, goals and objectives of the institution to the actual assessment of learning outcomes**. On the one hand, Notre Dame is to be complemented in its clear articulation of general learning outcomes as part of the proposed mission statement included at the outset of the Colloquy. However, because of the general vagueness in most academic colleges and departments visited regarding how these general institutional goals are to be specifically articulated and evaluated within the context of their particular academic programs, it is not possible to determine how well specific assessment programs will eventually assess these general institutional goals. The current absence of either a body or a process to review the acceptability of unit plans in terms of their congruence with the



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University's mission makes it difficult for the team to determine the degree to which the current plan might eventually be effective in this regard.

Additionally, the provost's communication with academic departments regarding their need to show their degree of compliance with the University mission in the Colloquy was interpreted by many faculty and chairs as pertaining exclusively to the Catholic identity aspects of that statement and not student learning aspects. Whether or not this perception of the provost's remarks is accurate is difficult to determine.

The next issue NCA asks consultant-evaluator teams to address is the issue of **faculty involvement in the assessment plan**. The assessment plan was developed by the Assessment Plan Committee, a group composed of the associate provost, the dean of arts and letters, the director of Institutional Research and four associate deans. Although academic administrators hold faculty status, the NCA expectation of faculty involvement refers to those faculty who are directly involved on a full-time basis in teaching and scholarly work. The somewhat more specific college reports appear to have been constructed by the deans with little input from their faculty other than a request from some of the deans to the chairs to identify current ongoing assessment activities in their respective units. As mentioned above, individual faculty queried about the assessment program at Notre Dame seemed to have little idea of what we were talking about.

NCA also asks that each institution's assessment plan clearly articulate the **mechanisms in place to ensure the likelihood that the assessment program will lead to institutional improvement**. The plan outline provided by Notre Dame addresses this issue by indicating that assessment results will be reviewed by key administrative committees at the college and University level. Because of the brevity of the plan, it was not sufficiently clear, however, how the work of these committees will actually result in appropriate changes in instruction that will have a positive impact on student learning.

The next guideline for evaluation of assessment plans asks consultant-evaluators to comment on the degree to which the **proposed timeline is appropriate and realistic**. Insofar as the plan calls for completion during 1993-94 of the key data collection and analysis stages, the Notre Dame plan is clearly unrealistic. At this point in this important assessment year, most of the specific academic programs have yet to adequately articulate their particular learning objectives in light of the University plan. Although the Office of Institutional Research and specific colleges report interesting analyses of a number of surveys of student opinions, these reports are conducted on data collected for other purposes and there is,

for the most part, little attempt to tie the results to specific learning outcomes as listed in the mission statement.

Finally, NCA asks the consultant-evaluators to determine the degree to which the **plan provides for appropriate administration of the assessment program**. At the present time the plan fails to identify any individual or committee that has been charged with authority and oversight for the program. It is possible that the teacher-scholar position to be created (see Recommendation #4) might be someone who could take on that responsibility, but at this date the position has not been described.

In light of the above comments, it is the opinion of the team that while Notre Dame has made an excellent start in developing an appropriate assessment program, the current plan is not sufficiently well developed to be acceptable at this time. Because the program submitted for review does not evidence broad faculty involvement, identify administrative responsibility, provide a reasonable timeline, or show how the assessment results will be linked to program improvement, it is recommended that Notre Dame develop a more complete assessment plan which will clearly fulfill the NCA guidelines in time for the NCA assessment program deadline of August 1995.

4. The institution can continue to accomplish its purposes. The overall academic health, student life and financial strength of the University are unquestioned. But despite these attributes, various challenges do face Notre Dame even if these challenges are relatively benign with the constellation of programs facing higher education today. Some of these challenges arise from forces external to the University: the changing roles of men and women in society, issues surrounding multiculturalism and attitudes of young adults toward such situations as the church, family and changing sexual mores in society. Movements within the University itself also pose challenges: rising academic aspirations facing the desire of the University to maintain its traditional Catholic identification, movement toward a more fully coeducational student body, and the prospect of evolving from a university with some graduate programs to one with significantly greater emphasis on graduate education without lessening what has been the hallmark of Notre Dame, its undergraduate education.

These challenges are those facing a vibrant University and not those all too common in other sectors of American higher education: downsizing, retrenchment and even the threat of extinction.

The University recognizes the need for institutional planning in order to fulfill the goals established. The Colloquy calls for specific plans or reports in Recommendations 7, 10, 16, 20, 21, 24, 25, 27 and 33, and the report

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itself constitutes a statement of objectives around which strategic planning can proceed. The team noted the University practice of developing a major plan in each of the previous 10-year periods, and its commitment to use the Colloquy as the basis for planning over the next 10 years. The goals established in each of the previous 10-year plans have been either fulfilled or exceeded, and the University leadership has demonstrated its intention to move actively toward the goals and objectives established in the current planning process.

There is every reason to believe that the University of Notre Dame will continue to fulfill its mission. To summarize our observations, the team has identified areas of strength and concern for the future.

## STRENGTHS

1. The Board of Trustees fully supports the president and the goals expressed in the Colloquy for the Year 2000.
2. The University provides an excellent undergraduate education for which the student body is academically well qualified.
3. The increasingly strong and well compensated faculty is genuinely committed to scholarship and teaching.
4. The international programs (Kellogg Institute for International Studies and the Kroc Institute for International Peace Studies) are an emerging strength.
5. The University is financially sound. It has a substantial endowment and a record of successful fund raising. This resource base positions the University to pursue the goals of the Colloquy.
6. University facilities are excellent and well-maintained.
7. The University continues to support the tradition of community and loyalty developed in the undergraduate program.
8. The University has a sense of mission that is widely understood, characterized by an institutional commitment to religious values and the pursuit of academic excellence.

## CONCERNS

1. Although a good foundation has been made, the assessment plan needs broad faculty involvement in its formulation, an articulation of specific goals and objectives at the unit level, a mechanism to link the information gathered to the improvement of learning, a realistic timeline and a plan for administration of the program.

2. The need to increase the diversity of students, faculty and staff has been articulated, but has not been systematically addressed.

3. As the University pursues its challenging academic agenda, consultation and mutual accountability between the faculty and the administration needs to be more extensive than the current level of communication.

4. The team concurs with the Colloquy's recognition of the need to support the library by professional staff enhancement, technology support, collection development and additional operating budget and resources for supporting new programs and new faculty.

5. If the Colloquy agenda is to be pursued, the institution should be willing to provide funding for operating budget increases as well as for major capital projects. Faculty and staff express concern about their inability to obtain sufficient resources for expenditures like library journals, new program initiatives and capitalization of new faculty, despite the impressive financial strength of the University.

6. Students seek better communication with the administration and more direct responsiveness to their concerns.

7. There is apprehension among many of the faculty that implementation of the statement on Catholic identity could come into conflict with the goal of bringing the University into a position of high national academic prominence.

In summary, the evaluation team believes that the University of Notre Dame is in compliance with all of the General Institutional Requirements for affiliation and with the Criteria for Accreditation.

## PART III. COMMENTS AND SUGGESTIONS

The comments in this section are purely advisory and are not requirements for accreditation. These are suggestions which the members of the NCA team think will be helpful to the institution in its future development.

1. For its next accreditation visit, the University should conduct and report a genuine self-study following the outlines provided by the North Central Association in its publications. A "personal vision" of the president is an unusual substitute for the comprehensive analysis and critique of institutional organization, planning and achievements that a team anticipates will be presented as a basis for evaluation. We note that the Colloquy process itself calls out for self-study to be done, most clearly in Recommendations 3, 4, 9, 27, 28, 29, 30, 34 and 39.

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2. The University should submit its new formulation of the mission statement for the *formal* approval of the Board of Trustees. In our meetings with trustees, it was clear that they had read and accepted the document, and that indeed they gave it full support. However, the University was not able to provide evidence that the latest version of the mission statement had been formally approved. Because the previous statement of the mission was formally approved by the board, the institution has fulfilled the basic requirement. However, the desire to use the new formulation of the statement as a basis for future activities calls for the formal approval of the statement. Further, the mission statement is not published in University bulletins or publications, although it has appeared in the *Notre Dame Report*, and there is a fine statement on Catholic identity in many of the bulletins. The mission statement should have broad circulation. It is a document worthy of the attention that it would receive if widely published.

3. Explore ways to define "Catholic character" in ways other than assuring a number of Catholic faculty.

4. Refine the membership of the Provost's Advisory Committee so that all of its members have "academic standing" in their own right and not merely from offices held. To assure the continued influence of this group, establish the Provost's Advisory Committee as a duly constituted body within the University's "Academic Articles."

5. Seek an early resolution to the issue of improving communication between faculty and administration, whether by the membership of the provost in the Faculty Senate or by other means. Explore ways to involve more faculty in the search process for new deans or a new provost. Clarify and seek more uniformity in the annual review process for non-tenured faculty. Consider combining the two faculty grievance procedures into a single procedure.

6. The University should develop and implement a plan for filling the projected new 150 faculty positions that is sensitive and responsive to ethnicity and gender concerns. The absence of such a plan or an affirmative action office questions the seriousness of the University commitment to increasing faculty diversity. Specific plans need to be developed to attract female and minority faculty.

7. The Office of Student Affairs should consider whether a reorganization or realignment of duties could help it to be postured as a source of student advocacy and support. Removing the student discipline function from the office in which Student Affairs is located would be a step in that direction. Perhaps an officer of Student Affairs could be designated as having a special student advocacy function

and to whom students could go when there is no other logical source for their concerns. The office may wish to design a general grievance procedure for students to ensure that all grievants have a vehicle for the expression of their concerns.

8. The University's tradition of appointing a faculty member to the post of chief student affairs officer is a reasonable and workable model. However, there should be staff appropriately grounded and trained in practices in student affairs supporting the vice president, and all staff members should maintain appropriate relationships with professional associations and peers at comparable institutions so as to stay abreast of common practice and recent trends in the field of student affairs administration. All professional staff in the Office of Student Affairs should have clear job descriptions and they should be reviewed annually as part of a routine, systematized professional performance evaluation.

9. Consideration might also be given to renaming the Residence Life Office in a way that more accurately connotes its duties. Office titles like judicial affairs, student conduct, student responsibilities and so forth more accurately reflect the duties performed in this office and would avoid the confusion about residential issues and support that the current title may create.

10. The University should consider whether it should create a vehicle for the expression of concerns about racially motivated incidents. A panel of faculty members, students and administrators could be commissioned with the duty, widely promulgated, to investigate any incident in which a University community member experienced racially motivated treatment and make appropriate referrals. Such incidents have occurred at Notre Dame, and they will continue to. The University would be well served to provide a procedure through which it communicates both the seriousness with which it regards such incidents and its resolve to attend to them with fairness and thoroughness. Further, the Office of Multicultural Affairs might be better equipped with resources so as to convey to students of color the importance placed on their presence and on their value to the University.

11. The leadership in the Office of Student Affairs should seek ways to include the rectors and the directors of the departments within Student Affairs in planning, judgments and decisions that affect the entire office. The directors should feel more part of the team than they do, and the leadership within the office should seek ways to empower the directors and make them feel like partners in the general efforts to best serve students.

12. Communication with students needs to be reconsidered, particularly in the context of expectations for their

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behavior. Students need to know the rationales for the standards for their behavior, so they can be helped to embrace them. They should be similarly informed about the reasons for decisions that affect them. The regulations in *du Lac* should be organized in a way that prioritizes them or that places them in context by rationale. Some regulations exist to protect the University community and keep it safe, some are there to preserve the values and heritage of the University, some regulate against student mischief, and others may be for other rationales.

13. The Honor Code needs serious evaluation. If the University wishes to have an Honor Code, its meaning and means of implementation should be consistent and clear.

14. Efforts should be made to increase the size and visibility of the honors programs.

15. The Report of the Faculty Board in Control of Athletics, from the executive vice president to the president, pointed out that at some point revenues will not be adequate to cover expenses. In that report of April 1991 that time was estimated to be 1994-95, but it is now projected to be two to three years further off. New athletic revenue sources must be explored to meet projected increases in expenditures. We suggest that the Athletic Department's business manager include either in the budget or in an appendix information about athletically related income (e.g., concessions, parking) which does not now appear in the Athletic Department budget so that both athletics and University administration are fully aware of all the costs and income related to athletics.

16. In order to assure NCAA-required institution control, the University administration should establish the right of review of all athletic club-related income and expenses — specifically those related to the Monogram Club, the Three Point Club, the Quarterback Club and any future athletic booster clubs. These clubs should submit an annual budget and all disbursements should be cosigned by the athletics business manager. This would be consistent with the recommendations of the Knight Commission.

17. The Athletic Department should maintain a continued commitment and resolve to the implementation of a quality gender equity program in varsity athletics with specific attention to the staffing of women's head coaching positions. While Notre Dame is doing well with respect to women in terms of numbers of sports offered and grants-in-aid, and it recognizes the need to add one or two more sports for women, there should be more women in the department, especially in head coach positions (presently three for the 11 women's sports). Also, additional money will be needed for grants-in-aid for women.

18. There needs to be increased and more formal means for the department's leadership to obtain input from student athletes. The exit interviews they now conduct are an excellent start but this information should come from athletes while they are participating and not just when they have completed their eligibility.

19. Renovate and expand the football stadium to accommodate an additional 20,000 spectators. This project can be funded from revenue and will provide significant additional income without negatively impacting other University programs.

20. Fund raising for new buildings should include an addition to the endowment to cover costs of maintenance. We are aware that unrestricted gifts go into the Plant Fund, but the time may come when unrestricted gifts will be needed for other purposes.

21. Serious consideration should be given to expanding programs with high student demand (e.g., London and Australia) and/or to creating new opportunities in other parts of the world.

22. International student enrollment should be maintained at the present level or increased slightly.

## PART IV. RECOMMENDATION

The team's recommendations for accreditation are shown on the attached Statement of Affiliation Status Worksheet, and the reasons for these recommendations are given below.

The team recommends that the description of the institution and its control be continued without change because this description is accurate.

We recommend that the University of Notre Dame continue to be accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools because we believe that the institution has met the general institutional requirements and the criteria for accreditation.

The team recommends no changes in the statement of educational programs or locations, because the statements on the current worksheet are accurate.

The team does not recommend any stipulations or focused evaluations. However, we do recommend that the institution be required to file a progress report that demonstrates that its assessment plan meets NCA requirements by the NCA assessment program deadline of August 1995. The reasons for this recommendation are given in the discussion of Criterion 3, section e, and are summarized in Concern #1.

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We recommend that the next comprehensive evaluation be scheduled for 2003-2004. The strength of the University leadership and management, the financial stability and the academic quality of the institution justify continuation of the 10-year accreditation cycle.

## Worksheet for Statement of Affiliation Status

INSTITUTION: UNIVERSITY OF NOTRE DAME  
302 Main Building  
Notre Dame, IN 46556

TYPE OF REVIEW: Comprehensive

DATE OF THIS REVIEW: February 21-23, 1994

DATE OF SAS:

COMMISSION ACTION:

ACCEPTABLE PLAN FOR ASSESSMENT OF STUDENT  
ACADEMIC ACHIEVEMENT:

YES\_\_\_ NO x

(If "NO", the team must recommend appropriate follow-up under PROGRESS REPORTS REQUIRED OR FOCUSED VISITS. Candidate institutions are exempted.)

STATUS: Accredited 1913-.

Institution *Recommended Wording:* Retain original wording.

Team *Recommended Wording:* Retain original wording.

HIGHEST DEGREE AWARDED: Doctor's.

Institution *Recommended Wording:* Retain original wording.

Team *Recommended Wording:* Retain original wording.

MOST RECENT COMMISSION ACTION: June 22, 1984.

To be changed by the Commission Office.

STIPULATIONS: None.

Institution *Recommended Wording:* Retain original wording.

Team *Recommended Wording:* Retain original wording.

SITE APPROVAL

EXEMPTION: Courses outside of the country.

Institution *Recommended Wording:* Retain original wording.

Team *Recommended Wording:* Retain original wording.

PROGRESS REPORTS REQUIRED: None.

Team *Recommended Wording:* The University is to file a progress report on its assessment plan by August 1, 1995. This report should provide information on how the plan is to be administered, how faculty have participated in plan's development, and how the program will lead to institutional improvement.

CONTINGENCY REPORTS REQUIRED: None.

Team *Recommended Wording:* None.

MONITORING REPORTS REQUIRED: None.

Team *Recommended Wording:* None.

FOCUSED EVALUATIONS: None.

Team *Recommended Wording:* None.

LAST COMPREHENSIVE EVALUATION: 1993-94.

To be changed by the Commission Office.

NEXT COMPREHENSIVE EVALUATION: 1993-94.

Team *Recommended Wording:* 2003-04

## Faculty Senate Journal September 7, 1994

The chair professor Richard McBrien called the first meeting of the academic year 1994-95 to order at 7 p.m. in room 202 of the Center for Continuing Education and asked professor Randall Zachman to offer a prayer. McBrien welcomed new members especially as well as returning senators. He urged all not to feel constrained from offering their views and representing their constituents but only in accord with *Robert's Rules of Order*. The co-secretary, Peter Lombardo circulated a copy of the senate roster for attendance and address/telephone corrections purposes; each senator will be provided an accurate copy at a later date and each senator will be held to the bylaws provision on meeting attendance. There are two vacancies due to leaves of absence yet to be filled, one in the College of Science and the other in the College of Arts and Letters. The journal for the meeting of May 3, 1994, having been previously circulated, was approved with two corrections noted.

### Chair's Report

McBrien's remarks are printed as Appendix A of this journal.

The chair moved on to a resolution of the Executive Committee dealing with senate sponsorship of the Notre Dame Forum on Academic Life; no second was needed. Professor Edward Vasta asked if the proposed forum was to be seen as a balance to the ongoing campus conversation on Notre Dame's Catholic character by adding a specifically academic component to the discussion. Professor Patrick Sullivan, C.S.C., liked Vasta's use of the term "balance" but thought perhaps "context" was better. Catholic character at a university has to be placed in the context of an institution of higher education, but the forum should not be construed as undercutting anything else. It was offered simply to say to trustees, administrators, faculty, etc., that this is something elected faculty representatives are concerned about. In the best spirit, it will enrich and deepen the insights and contributions of the Catholic character conversation. Professor David Ruccio supported the resolution but wondered why it made no mention of student participation and attendance. Sullivan, acting as spokesperson for the executive committee, recalled that students were substantially involved in the Catholic character discussions — especially in its later stages, and welcomed Ruccio's suggestion; he urged the chair to structure in substantial student activity in the forum.

Professor Wilson Miscamble, C.S.C., expressed his belief that the proposal was vague, and he was concerned about this. To him, the senate itself should serve as the forum

for such a discussion. The conversation on the Catholic character had a strictly defined purpose and generated much discussion. Perhaps the framers of the resolution might re-work the proposal for greater clarity and definition and present it again next month. In response professor Richard Sheehan pointed out that, rather than seeming vague, the focus was clear: The academic mission — what does it mean to be a Catholic university? The proposed forum would nicely complement the very useful conversation on the Catholic character for which Miscamble had been so responsible. Vasta did not find the resolution vague or hazy. The senate was performing a responsible service in sponsoring it; in its role as a "legislative" body, it was difficult to handle such matters, but in the forum setting, the senate would have a natural outlet to use. Professor Mario Borelli thought that the committee appointed to plan and coordinate the forum would define its role as needed, so he did not see it as vague. The senate can afford to sponsor it, and he believed it should.

Vasta called the question, Borelli seconded, and the senate agreed to vote. The senate voted (with three negative votes) to sponsor the Notre Dame Forum on Academic Life. The resolution and its accompanying explanation are printed as appendix B of this journal. The chair asked for volunteers to serve on the planning committee, which he will chair and would hope to balance by college.

McBrien moved to the next agenda item and asked professor James Collins, chair of the senate Ad-hoc Self-Study Committee, to bring the senate up to date on its activities. The idea of this self-study came out of the bylaws revision last year; the committee was simply to review the bylaws and determine what they said about the role of the senate and the responsibilities of individual senators. To fulfill its mandate, the committee organized a three step process: a questionnaire for all senators on what they see as their role; a comparative study of comparable bodies at peer institutions (the committee was awaiting these responses); and an external review, along the lines of the departmental reviews, which the provost has agreed to support. He urged senators to volunteer to assist the committee and hoped to have a final report to the senate by October.

At this point the senate was ready to break for committee meetings. The chair distributed lists of committee members; the bylaws stipulate that each senator should serve on one committee, that each committee should have a fairly balanced membership, and that committees should hold meetings open to all members to accomplish their work. He urged each committee to arrange meetings appropriate to their work of the year and to the schedules of the members. The senate then broke into recess for committee meetings.



When the senate resumed its meeting, the chair asked each committee chair to report. For Academic Affairs, professor Michael Detlefsen reported that the committee's prime work for the year will be to consider improvements to the tenure and promotions appeals/grievances processes; committee members have decided to meet at the monthly senate meeting as well as by e-mail.

Professor Jean Porter reported on the Administration Committee: Their two major projects will be to follow up on previous senate action in regard to salary inequities by monitoring what the Provost's Advisory Committee undertakes on this issue, and in regard to tenure review procedures; this committee will meet as needed. Professor Supriyo Bandyopadhyay reported that the Benefits Committee will look into four issues: benefits for retirees, beginning with a survey which will be presented to the senate first; benefits for spouses, again beginning with a survey which the senate will see before going out; a report on how the preferred providers option (PPO) is working out; and salary inequities (but if the Administration Committee undertakes this, Benefits will assist them); the committee will meet monthly and more as needed. The Student Affairs Committee, according to Sullivan, will meet monthly and more as needed, and it will set its agenda next month; Sullivan reported that the first meeting of the Campus Life Council was fruitful and he believed the new student body president would act in a responsible way. McBrien thanked the committees, and reminded committee chairs that meetings outside the regular monthly senate time allotment have to be announced to all senators in advance.

Under old business, Miscamble asked about the letter of Richard McCormick, S.J., which was distributed to all senators. McBrien said it was a letter received in regard to a mention of McCormick's name in a previous meeting; McCormick was writing to explain his actions. The chair commented that the letter would be published as part of this journal (appendix C), with the senate's concurrence. Professor Michael Brownstein asked if the senate would talk about its committee meetings at some time. McBrien said they could be discussed after an appropriate resolution, perhaps one drafted by Brownstein, for the next senate session.

## New Business

Sheehan moved a resolution that the senate express its "grave concern to the Board of Trustees that the spirit if not the letter of the Academic Articles was broken" by a newly-created position and appointment; in addition that the senate protest that this was done without faculty input; and that the senate request that the Academic Articles be modified to provide "formal faculty input" for the senior and junior vice president and associate pro-

vost. Borelli seconded. Vasta, recalling his role in writing the Academic Articles and *Faculty Handbook*, did not feel that the spirit of the articles had been broken; an officer should have some freedom to pick his own subordinates. Some offices do demand faculty input but not all. Miscamble agreed that people in major offices are entitled to their own choice; not every associate dean's position requires faculty input, so why should the associate provost's position? Miscamble agreed with Sheehan that the new office was created in accord with the University's bylaws, and these seemed sufficient for him. Bandyopadhyay pointed out that all faculty input on this campus is merely advisory and not binding, so it is usually insignificant and ignored. While he supported the resolution, he did not feel it would do much good. Borelli was in sympathy with officers selecting their own subordinates; he would not support the resolution, even though he seconded it to bring up for discussion.

Detlefsen made two points. In response to those who had said a superior should choose his own subordinates, he would agree in general; but the trustees had created a position on the vice presidential level as an officer of the University, not just as associate provost. These same trustees had only a short time ago reappointed the provost in violation of their own established procedures. It was time for the faculty to stand up for themselves. Vasta objected that the provost had been reappointed in accord with established procedures, including a review committee. However, as professor Regina Coll observed, that review committee did all of its work only after the trustees had voted to reappoint the provost, and only after the faculty had strenuously objected to their methods. Borelli asked if Sheehan would rephrase his motion to limit faculty input to those positions on the officer level. Professor Gerald Bradley, reading the job description of the position, was struck by its subordinate nature and by its inclusion as an officer. To him it was an odd combination.

Sullivan saw two issues: What do we mean by major and minor offices? What is the distinction between deliberative and consultative roles in those appointments for the faculty? He asked if anyone knew what our peer institutions did in these matters, and was there an AAUP position on this? Porter agreed with Bradley that the job description was odd, but the position was also that of vice president, and faculty input on that kind of appointment was important. She would not believe it was an appointment just to give the provost another "go-fer," but one that would lead to more later on. The senate had to express the grave concern of the faculty on this, to be true to its own bylaws. Professor John Borkowski was of two minds on this appointment. Surely an officer should have a choice on his subordinates. But this appointment was of an officer, someone who will sit on the Budget Committee, to which we have sought access for years.



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Without a formal representative, although the provost has reported in some detail on its activities for the past several years, we should have some input to major (i.e., vice presidential) appointments.

Sheehan as the motion's sponsor spoke in sympathy with Borkowski, Borelli and others. If the appointment had been of an associate provost, there would not be an issue. But this was a vice president who was appointed. He was concerned about any rephrasing that others had proposed and was not yet ready to accept any amendments. Detlefsen, responding to Bradley, disagreed on the "job description" aspect of his remarks. Certainly merging the two positions created an oddity, but that is the situation the senate faces. The two should be separate, but the administration had combined them. Professor Umesh Garg asked if there had been faculty input into the appointment of the vice president and senior associate provost. Miscamble said there was none, but Detlefsen pointed out that this should not be a precedent. Vasta said this was in keeping with the Academic Articles. Sullivan replied that because something had never been done was not a reason it could never be done. For Ruccio, the faculty can easily distinguish between powerful and less powerful offices; those which fall within our purview, which impact the academic life in some way, should have faculty input in their appointment.

The basic point, according to Miscamble, was whether an officer had the right to choose his subordinates to form his team. He saw no good purpose in passing this resolution. We should reject the motion and let him do his job. He was glad that in this discussion there had been no criticism of the credentials of the person appointed. He then spoke of those credentials as teacher and scholar of Fr. Tim Scully, C.S.C., the new vice president and associate provost. Sheehan agreed with Miscamble, saying that he knew the new vice president, had worked with him, agreed that he would do an excellent job for the academic life of the University and that it was a very good opportunity for the Holy Cross community to move another of its members into higher administration. Even Miscamble may be on the "short list." But we shouldn't have to do things after the fact: The board made the appointment and then the Academic Council had to change the articles to comply. Sheehan agreed also that a superior should choose his own subordinates, but the administration should be sensitive to solicit opinion before the fact, especially on major, officer-level appointments. Professor Laura Bayard, as a point of clarification, asked if the provost did indeed make the appointment. Sheehan with Miscamble in agreement said the trustees made the appointment since it was on the vice presidential level. There being no further debate, the senate voted 26-13 in favor of the Sheehan resolution as written. The resolution is printed as appendix D of this journal.

The next item of new business was a resolution proposed by Vasta and seconded by Porter on the reform of inter-collegiate athletics, asking the Academic Council to incorporate the Knight Commission and AAUP principles into Notre Dame's Academic Code. Vasta recalled that last May the senate voted to ask this year's senate to consider this issue, after extensive study by its Academic Affairs Committee over the past several years. The resolution recommended that the Academic Council incorporate both sets of principles pertaining to college athletics into our Academic Code. Detlefsen asked how the senate can resolve Academic Council action, since we only have the right of agenda. Porter rephrased the opening line of each section of the resolution to take account of this, and Vasta accepted the rewording as a friendly amendment: "that the Faculty Senate recommend that the Academic Council. . . ."

Professor Harvey Bender supported the resolution as in the best interests of the University and the student athlete. He asked where he could get copies of the two sets of principles, and where did the language in part three of the motion originate. Vasta said the language was the AAUP's, and he had copies of the principles which he would gladly provide to any senator. Professor Jerry Wei pointed out a typographical error in #26.8; he also believed that this paragraph was unrealistic: some administrators and others were bound by their position's responsibilities to attend out-of-town games and events, and such trips should be reimbursed. Vasta replied that this was the AAUP language. If the senate passed this on to the Academic Council, they may rephrase the rule for our purposes to take that into account. Professor William Eagan saw that paragraph as applicable to "special benefits" not to job-related trips, so for instance the attendance of the athletic director would be as part of his job responsibilities, as would others also. He distinguished between responsibilities and "free ride." Borkowski saw this rule as a major good. In addition the Faculty Board in Control of Athletics should be expanded to include more faculty. He was unsure on one point: Although he thought in principle it would be good to have the faculty board chaired by an elected faculty representative, what faculty member would have the time, the interest, the inclination to devote to this position that its current chair, the University's executive vice president, has had? Vasta responded that the senate was recommending these principles to the Academic Council; they could presumably fight it out over the details. For professor Andrew Sommese the senate could not endorse what it did not think was proper or correct, just because it came from another body and a third group would have final say; he agreed with Borkowski, and Borelli agreed with Sommese and Borkowski.

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Professor Paul Conway worried about what would happen to the resolution once the senate passed it along to the council. For one thing, unless the senate specified its right of agenda, the council could bury it in committee, and come back to the council with a very different motion. If we used the right of agenda, then the council executive committee would have to take it up. Sheehan reported that the Faculty Board itself was debating the propriety of the "free ride" trips to out-of-town games. Also to have that board chaired by an elected faculty member was a very important matter, because it would mean more control over the agenda of the board. It would not just validate monogram winners but tackle policy issues that now seem to be skirted at best.

Sullivan moved to commit the resolution for further consideration by the Administration Committee because the senate should send only its best thinking to the Academic Council. Borelli seconded. Vasta had not heard enough criticism of the resolution to instruct a committee for consideration. Ruccio agreed and urged the senate to vote in favor of the Vasta resolution. Miscamble believed others in the committee may want to comment and urged further committee consideration. Porter remembered that the senate had considered much of this resolution last year, and while that was not binding on this year's senate, it was indicative of work already done. The senate should vote and get it over with.

Sullivan pointed out that several senators had expressed reservations about the third part of the resolution, dealing with the chair of the faculty board; perhaps the committee can refine that portion to make it more agreeable. He also believed that rewording was needed on the issue of paid-for trips. Professor Joan Brennecke and Zachman spoke against any further consideration as did Eagan. Professor Gary Hamburg called the question, and the senate agreed to vote on the motion for further consideration. The senate did not agree to commit to committee. Debate resumed on the Vasta resolution. Zachman called the question. Eagan seconded. The senate agreed to vote. On the Vasta resolution as amended, the ayes were 34, the nays five, and one present. The resolution is printed as appendix E of this journal.

Miscamble asked again about the McCormick letter. The chair asked Miscamble to write a response to the letter because he was mentioned in the letter. The Miscamble letter would also be included in the journal, subject to senate approval. He agreed to write such a response (printed as Appendix F). Conway asked where the resolutions passed tonight would go. The chair responded that Sheehan's would go to the Trustees and Academic Council, and Vasta's to the council.

There being no further new business, McBrien made some closing comments. He had received several nominations

for the forum planning committee, but was lacking a representative from the College of Business Administration for balance. By custom the senate has begun its meetings with a prayer, but since we are an ecumenical (in many senses) body and faculty, he has written some guidelines for these to be inclusive and participatory. If there are volunteers to offer the opening prayer, please tell the chair. The next senate meeting would include our annual conversation with the president of the University. The chair would encourage members to submit questions in advance; the executive committee will formulate a set of questions and send them to the president as a starting point for the discussion. Ruccio asked if the senate could meet before any guest comes to a meeting. The chair said the executive committee would consider this.

The senate adjourned at 9:50 p.m.

**Present:** Bandyopadhyay, Bayard, Bender, Borelli, M., Borkowski, Bottei, Bradley, Brennecke, Broderick, Brownstein, Coll, Collins, A., Collins, J., Conway, Detlefsen, Doordan, Eagan, Esch, Garg, Gundlach, Hamburg, Huang, Hyde, Jordan, Lombardo, Mason, McBrien, Miscamble, C.S.C., Pickett, Porter, Rai, Rathburn, Ruccio, Sayers, Sommese, Sheehan, Simon, Stevenson, Sullivan, C.S.C., Vasta, Wei, Weinfield, Zachman, Borer

**Absent:** Tomasch

**Excused:** Batill, Biddick, Borelli, A., Burrell, Callahan, Gaillard, Munzel

Respectfully submitted,

Peter J. Lombardo Jr.  
Secretary

## Appendix A

**Faculty Senate Chair's Remarks**  
September 7, 1994

My opening remarks this evening are in two parts: the first has to do with the matter of Senate procedures, and the second has to do with what former President George Bush used to refer to as "the vision thing"; namely, what I take to be the task and challenge of the Senate during the coming academic year.

### I. Procedures

I hope to call each of our meetings to order promptly at 7 o'clock, and to move them along, in keeping with the rules of parliamentary procedure, in order to accomplish

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as much as possible within our limited amount of time each month and so that each meeting will last only as long as necessary, and no longer.

I believe it will be our attentiveness to proper procedures, specifically to Robert's Rules of Order, that will ensure the effectiveness of our work together during the year. In that regard, I hereby reappoint Bill Eagan, of the emeriti faculty, to serve as Senate Parliamentarian for the current academic year, and Jean Porter, of the College of Arts and Letters faculty, as Deputy Parliamentarian.

One of the fundamental rules of procedure is that "discussion of any subject is permitted only with reference to a pending motion." Roberts says: "Unless the assembly has specifically authorized that a particular subject be discussed while no motion is pending, however, such a discussion can be entered into only at the sufferance of the chair or until a point of order is made; and in the latter case, the chair must immediately require that a motion be offered or the discussion cease. The general rule against discussion without a motion is one of parliamentary procedure's powerful tools for keeping business 'on track,' and an observance of its spirit can be an important factor in making even a very small meeting rapidly moving and interesting" (pp. 33-34).

Another rule that is especially important for ensuring equal access to the floor in a body of this size is the rule that no one may be recognized a second time during a debate on a question "so long as any member who has not spoken on that question desires the floor" (p. 42). And, in any case, no one is to speak more than twice on the same question on the same day.

When a debate is in progress, it must be "confirmed to the merits of the question. Speakers must address their remarks to the chair, maintain a courteous tone, and — especially in reference to any divergence of opinion — should avoid injecting a personal note into debate. To this end, they must never attack or make any allusion to the motives of members" (p. 42). The chair will rule such members out of order, and they will forfeit the floor.

Of course, the rules of procedure also apply to the chair. Roberts reminds us that "the presiding officer should not enter into discussion of pending questions (unless, in rare instances, he [or she] leaves the chair until the pending business has been disposed of). . . . Although the presiding officer should give close attention to each speaker's remarks during debate, he [or she] cannot interrupt the person who has the floor so long as that person does not violate any of the assembly's rules and no disorder arises. The presiding officer must never interrupt a speaker simply because he [or she] knows more about the matter than the speaker does" (pp. 42-43). Or thinks he does!

Finally, "The presiding officer cannot close debate so long as any member who has not exhausted his [or her] right to debate desires the floor, except by order of the assembly, which requires a two-thirds vote" (p. 43). You will recall that individual members exhaust the right to debate when they have spoken twice on a given question on the same day.

Even if you do not have a copy of Robert's Rules of Order or do not have the time or inclination to study Robert's Rules, you should at least make an effort to familiarize yourselves with the Bylaws of the Faculty Senate, continuing and new members alike. I would call your attention, for example, to Article XVI (b) which stipulates: "In order that each constituency be effectively represented in the Senate, members who are unable to attend at least one meeting per semester will forfeit their membership. Notice of forfeiture will be sent to the constituency that the member represents, so that a new representative can be delegated."

One hopes that none of us will come even close to falling below this minimal standard, given the high responsibility we have to the University and to our various constituencies within it.

## II. Responsibilities

I turn now to the second part of these opening remarks: the nature and dimensions of our responsibilities in this new academic year.

There are many different issues that might legitimately come before the Faculty Senate over the next eight months. Some matters may have to do with student life; some with benefits for faculty, active and retired alike; some with benefits for faculty spouses; some with salary equity; some with tenure, promotions, and appeals processes; some with the status of professional specialists; some with the library. And this is only a partial list of possibilities.

Given the likelihood that several issues of this sort will come before this body during the current academic year, I have one urgent word of advice: Let's never take our eyes off the central issue before us. Let's not allow any of these other, admittedly worthy issues to deflect our attention from what should always be at the center of our corporate range of vision.

During the 1992 presidential campaign here in the United States, James Carville, Governor Clinton's campaign manager, posted a sign in clear view of all other major campaign workers in Little Rock, Arkansas: "It's the economy, stupid!" Minus the derogatory work, my own sign for this year's Faculty Senate would read: "It's accountability."

It's the accountability, first, of the University Administration: in the making of high-level academic appointments and in the creation of new academic offices without faculty consultation, in the manner of displacing academic administrators, in the handling of appeals from promotion and tenure decisions, in the establishment of criteria for salary equity across the University, in the closing down of successful academic programs without prior consultation, in the appointment of a new Athletic Director, or the joining of an athletic conference, or the elimination of an athletic program — to take but three examples — without the prior consultation or formal vote of the Faculty Board for the Control of Athletics, and then in sometimes appearing to cover up the truth of what has actually taken place.

But if we are to focus on the accountability of the Administration during the current academic year, we cannot afford to neglect the accountability of the faculty as well — a generally well-paid faculty, satisfied with its own individual freedom to teach, to do research, to write, to consult, to speak, to engage in professional activities of various kinds on and off campus, and even to enjoy an occasional football game each fall. As a faculty we tend not to bestir ourselves unless someone or some force moves directly across our path, obstructing our right of way. Then we complain and demand corrective action. When that action is forthcoming, we return contentedly to our private academic pursuits, until the next crisis bestirs us once again. Bureaucrats — everywhere, not just in universities — count on that sort of behavior. They're generally willing to endure the occasional acts of protest as the price of having things pretty much to themselves the rest of the time. We have to change that behavior. Not only theirs, but ours as well.

Notre Dame is a university. The faculty and the students are its heart. They are the purpose for which the university exists. All else — everyone else — exists to enable and support the intellectual and scholarly work that faculty and students do. But the faculty, unlike the students, has, in addition, an abiding responsibility for the academic standards, its curricula, its faculty and administrative appointments, its promotion and tenure decisions, the prioritization of programs, and so forth.

The faculty, therefore, is not simply one interest group among many others in the university, entitled to its limited piece of the pie, but required to wait in line and ask politely just like all the other interest groups in the institution.

In the ecclesiology of the Second Vatican Council, Catholics are reminded that the Church is the whole people of God, and not just the hierarchy. In fact, the hierarchy exist to serve the People of God in the fulfillment of a

mission which comes to them directly from Christ himself, and not mediated through the hierarchy.

But with that liberating theology comes responsibility. If the laity acknowledge, "We are the Church," then the laity must take responsibility for shaping the Church's life and mission. When ministerial needs arise, we can't be looking the other way, or answer like various week figures in the Gospel who offered one excuse after another for not answering the call of Christ. As faculty, and particularly as Faculty Senate, we must give the lie to an existing cynical assumption that we fight only for what we can get for ourselves, rather than for what we can achieve together for this University; namely, the safeguarding of its academic integrity and the strengthening of its academic character.

If during the current academic year this Faculty Senate intends to hold the Administration's feet to the fire of accountability in the governance of this University, we must also be prepared to hold our own feet to the fire of accountability as well.

What I am calling for, therefore, is not a year of confrontation and conflict, but a year of cooperation and collaboration. Indeed, I pledge myself, as Chair of the Faculty Senate, to work in a spirit of cooperation and collaboration with every constituency of this University, including, in particular, its Administration. But that pledge can only be fulfilled in an atmosphere of mutual trust and mutual respect, marked always by truthfulness. In other words, it cannot be peace at any price. As the late Pope Paul VI reminded us, "Peace is the work of justice."

May we all be up to the task this year, and beyond.

## Appendix B

### Executive Committee Resolution

Resolved, that the Faculty Senate sponsor the Notre Dame Forum on Academic Life for the academic year 1994-95.

### Explanation

1. The Forum was first proposed by the Chair of the Faculty Senate in his letter of May 25, 1994, to each member of the Senate: "Over the course of the 1994-95 academic year, some of the most distinguished and articulate members of the faculty would be invited to deliver papers on various aspects of the intellectual and academic life of this university, while all other members of the faculty would be encouraged in open forum to express their deepest aspirations and concerns about the present and future academic life of Notre Dame. One would hope

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thereby to raise the level of discourse about intellectual and academic issues within the faculty, to give coherent voice to what was once referred to as 'the silent majority,' and at the same time to restore credibility to the faculty's one representative body on this campus, namely, the Faculty Senate."

2. As promised in that letter, the proposal was brought before the Faculty Senate's Executive Committee on August 29 and was unanimously endorsed.

3. Apart from the cost of posters and advertisements, the Forum will impose no financial burden on the Senate budget. Meetings will be held in the Center for Continuing Education.

4. If approved by the full Senate, the Forum will be planned and coordinated by an ad hoc committee composed of members of the Faculty Senate and appointed by the Chair of the Faculty Senate.

## Appendix C

Department of Theology  
University of Notre Dame  
Notre Dame, IN 46556

Rev. Richard A. McCormick, S.J.  
John A. O'Brien Professor of Christian Ethics

August 15, 1994

Rev. Richard P. McBrien  
Department of Theology  
University of Notre Dame  
Notre Dame, IN 46556

Dear Dick:

I read with interest the July 29, 1994, *Notre Dame Report*. I refer specifically to the "Faculty Senate Journal" on pages 477 to 484. I wish with this letter to respond to certain assertions made in the course of the discussion on Charles Curran.

Wilson Miscamble, C.S.C., stated that the course that you and I followed in the Curran case was quite irregular. By this he seems to have referred to our involving an outside prelate in a university matter. At another point in the discussion Miscamble referred to our conduct in trying to get Curran into the Peace Institute as inappropriate on the grounds that we had no connection to the Institute.

Let me first of all say that I believe that any serious professor at Notre Dame has a connection to the Peace Insti-

tute. We should all desire to see this jewel prosper and grow. Furthermore, this desire to support the Institute should translate itself into concern that outstanding professors and teachers be brought to it. Our concern in the Curran case was simply an example of the kind of responsibility we would hope to find in all the professors of the University.

There are several unstated factual matters that need development. First, it is true that you and I approached Fr. Malloy during his first year as president about the possibility of bringing Charles Curran to Notre Dame. The result of this discussion was negative as stated in the minutes of the Senate Report. A year later I approached Fr. Malloy alone to see if the matter had changed. During the course of a one hour conversation, Fr. Malloy mentioned that the situation would be somewhat different if bringing Curran to Notre Dame had support from bishops in high places. I grasped this straw and discussed it with Fr. Malloy and then came immediately to you to report this discussion. It was then that we began to explore the possibility of enlisting support from Cardinal Bernardin. The response, therefore, to Miscamble's question (Why would they have considered involving an outside prelate in a University matter?) is as follows: we considered doing this because Fr. Malloy suggested it. He felt he needed this kind of support to reduce what might be a distracting, controversial appointment.

The second point I wish to raise is that you and I went to Fr. Malloy in the first place only after I had discussed a possible Curran appointment with the then director of the Peace Institute, Jack Gilligan. Gilligan thought the idea of bringing Curran to the Peace Institute was an excellent one and would bring further prestige to the Institute. He did note that such an appointment might encounter problems at the administrative level of the University. It was for this reason amongst others that you and I approached Fr. Malloy on the Curran matter. I see nothing inappropriate in this conduct unless it is inappropriate for professors to have the best interests of the Peace Institute at heart.

I thought it necessary to make these points lest readers of the "Faculty Senate Journal" get the impression that we were proceeding in an irregular way. In my judgment, we were seeking the best interests of all concerned, especially the University of Notre Dame.

Sincerely,

Richard A. McCormick, S.J.

## Appendix D

Whereas the Board of Trustees at its May 1994 meeting voted to create and fill another Associate Provost and Vice President position and to create another officer of the University, and

Whereas this position's creation and its filling were undertaken without faculty consultation, and

Whereas the Academic Articles state: "In proposing academic policies, in considering their merits, and in deciding what policies shall be adopted for the University, trustees, administrators, faculty and students recognize one another's proper share of responsibility."

And whereas the ordinary process of "mutual communication and shared action" suggests that any amendment desired by the Board of Trustees will be referred by the Board to the Academic Council before the Board of Trustees takes final action,

Be it resolved that the Faculty Senate express its grave concern to the Board of Trustees that the spirit if not the letter of the Academic Articles was broken by the process of the creation and appointment of this position.

Be it further resolved that the Faculty Senate express its grave concern to the Board of Trustees that the appointment of a major academic office was filled with no meaningful faculty input.

Be it further resolved that the Faculty Senate recommend to the Academic Council that Article II, Section 2 of the Academic Articles be modified so that appointments and reviews for both the senior and junior Vice President and Associate Provost positions include formal faculty input.

Relevant Sections of the *Faculty Handbook*:

Bylaws:

Section II: "All officers of the University shall be elected by the Board of Trustees and shall consist of a President, . . . and such other officers as the Board of Trustees (after consultation with the President) may from time to time determine."

Implication: The Board of Trustees acted within their power to create an officer and to fill that position.

Academic Articles:

Preamble: "The Academic Articles are themselves the product of mutual communication and shared action . . . . As accepted by the Board of Trustees, the final institu-

tional authority of the University, the Academic Articles constitute the document by which academic government is entrusted to the faculty, the students, and the officers of administration. It thereby signifies recognition by all groups of their interdependence and of the responsibility each bears to the others. In proposing academic policies, in considering their merits, and in deciding what policies shall be adopted for the University, trustees, administrators, faculty and students recognize one another's proper share of responsibility and are alert to ways of enhancing their corporate work. The Articles, however, can neither wholly embody nor effectively replace the deeper, more fundamental basis of successful governance: the community's mutual respect and common concern."

Article V: "Those matters in these Articles which derive from the Bylaws of the Board of Trustees may be amended only after amendment of the Bylaws. Ordinarily any amendment desired by the Board of Trustees will be referred by the board in the first instance to the Academic Council for its action."

Implication: The Board of Trustees has the final institutional authority, in particular, the authority to create and fill the position of an officer, but that authority must be tempered by recognizing the "proper share of responsibility" of the faculty. Creating and filling such a position without faculty input, and keeping such a proposed appointment secret even from many of the trustees is entirely inconsistent with the spirit of the April Accord and, more fundamentally, with the warning in the preamble of the Academic Articles that "The Articles . . . can neither wholly embody nor effectively replace the deeper, more fundamental basis of successful governance: the community's mutual respect and common concern." Furthermore, Article V instructs the Board to refer such matters to the Academic Council before taking any action that would be "the product of mutual communication and shared action."

## Appendix E

WHEREAS: In 1991, both the Knight Commission on Intercollegiate Athletics (co-chaired by Fr. Hesburgh) and the American Association of University Professors proposed corresponding and mutually compatible principles that have initiated a now well-advanced reform in the conduct of intercollegiate athletics;

AND WHEREAS: The University of Notre Dame's observance of responsible academic and ethical standards in intercollegiate athletics has brought it distinction, respect, and leadership as virtually a model of the compliance recommended by the AAUP and the Knight Commission;



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## BE IT RESOLVED:

1) That the Faculty Senate recommend that the Academic Council join the effort of reform in intercollegiate athletics by ensuring the University's full compliance with the principles defined by the Knight Commission and the AAUP.

2) That the Faculty Senate recommend that the Academic Council confirm and sustain such compliance by publishing the following combined and integrated statement of these principles in the *Faculty Handbook*, to be recorded as article 26 (page 41) under the *Academic Code*;

### Intercollegiate Athletics

26.1 The University is committed to a philosophy of firm institutional control of athletics, to the unquestioned academic and financial integrity of its athletic programs, and to the accountability of the athletics department for the values and goals befitting higher education.

26.2 To ensure that the educational values, practices, and mission of the University determine the standards by which it participates in intercollegiate athletics, the responsibility and authority for the administration of the athletics department, including all basic policies, personnel, and finances, is vested in the president.

26.3 Standards for admission, progress toward graduation, and the welfare, health, and safety of all student athletes in all sports are comparable to those for other students.

26.4 Formulation of, and compliance with, University policies relating to the admission of student athletes, their progress toward graduation, and the academic integrity of their courses of study are the responsibility of the University's Faculty Board in Control of Athletics, on which elected faculty members comprise a majority and which is chaired by an elected faculty member. The Faculty Board seeks appropriate review of cases of apparent policy non-compliance, and it submits to the faculty annual reports on admissions, progress toward graduation, and graduation rates of intercollegiate athletes by sport.

26.5 Student athletes are integrated with other students in housing, food service, tutoring, and other areas of campus life. Participation in intercollegiate athletics by first-year students is regarded as ill-advised. All student athletes have at least one day per week free of athletic obligations and do not, with rare exceptions, incur more than one overnight absence on a weekday evening per week. In all sports, the number of events per season is periodically reviewed by the Faculty Board.

26.6 Financial aid standards for athletes are comparable to those for other students. The aid is administered by the financial aid office of the University. The assessment of the financial need of athletes may take account of time demands that may preclude or limit employment during the academic year. Continuation of aid to students who drop out of athletic competition or complete their athletic eligibility is conditioned only on their academic and financial qualification.

26.7 The President and central administration of the University maintain full and direct control of the athletic department's financial operations and of revenues received from outside groups. These areas of control include the allocation of general operating funds to the support of the athletic department, the establishment of regulations governing the use of, and fees for, university facilities by private businesses, including summer athletic camps, and the assessment of fees charged to coaches on the same basis as those charged to faculty and other staff engaged in private businesses on campus. Annual budgets and long-term plans are approved by the Provost's Advisory Committee, with the participation of its elected faculty representatives. The University's central administration publishes complete and detailed athletic department budgets for each coming year and actual expenditures and revenues for each past year. Published athletic department budgets also include an accounting of maintenance expenses for sports facilities, activities of booster groups, payments by outsiders for appearances by coaches and other athletic staff, payments by sports apparel companies, and sources of scholarship funds.

26.8 Paid-for-trips to games, and other special benefits for faculty, administrators, or members of the Faculty Board in Control of Athletics, whether offered by the University or by outside groups, create conflicts of interest and are prohibited.

26.9 The President of the University seeks to ensure that the University's intercollegiate athletic events are scheduled, as far as possible, only with institutions, and within conferences and association, that commit themselves to compliance with these or comparable principles. In this effort, the President joins with counterparts in other institutions and organizations to sustain the integrity and promote the viability of such principles, and reports annually to the University community on the progress of such efforts.

3) That the Faculty Senate recommend that the Academic Council accordingly revise the first paragraph of the Faculty Handbook's description of the Faculty Board in Control of Athletics (Article IV, Subsection j, page 30), by ~~deletions~~ and additions as follows:

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

## Appendix F

University of Notre Dame  
Notre Dame, Indiana 46556-0368

Department of History

September 20, 1994

Dr. Peter J. Lombardo, Jr.,  
Secretary,  
Faculty Senate,  
University of Notre Dame,  
Notre Dame, IN 46556.

Dear Peter,

Thank you for your note of September 19 and the invitation to respond to Dick McCormick's letter of August 15.

The McCormick letter provides further confirmation of the essential point I made at the Senate meeting of January 20. Frs. McCormick and McBrien tried in a most irregular manner to orchestrate an appointment for Fr. Charles Curran in the Peace Institute. They apparently attempted to involve Cardinal Bernardin in their endeavors. I simply noted that this was as much "outside interference" in the preliminary stages of an academic 'appointment' as the alleged intervention by the local ordinary which certain senators found so troubling. I'm glad to have the opportunity to make this point again.

Of course, this episode provides a rather amusing glimpse of two aging but skilled ecclesiastical operators at work. From a certain perspective one might admire their willingness to attempt an end-run around established procedures on behalf of a friend. Nonetheless, their rather cavalier disregard for such procedures might be kept in mind when the Senate is next subjected to pious pronouncements about keeping others accountable for their actions.

Keep the Faith,

Bill Miscamble, C.S.C.

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# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## COLLEGE OF SCIENCE

### Biological Sciences

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## COLLEGE OF ENGINEERING

### Aerospace and Mechanical Engineering

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### Civil Engineering and Geological Sciences

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### Electrical Engineering

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## COLLEGE OF BUSINESS ADMINISTRATION

### Accountancy

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## LAW SCHOOL

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George, Manapurathu V.

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## SOUTH BEND CENTER FOR MEDICAL EDUCATION

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# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Awards Received and Proposals Submitted

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

### AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	4	302,557	19	855,824	23	1,158,381
Facilities and Equipment	1	33,982	1	213,859	2	247,841
Instructional Programs	1	37,500	2	230,715	3	268,215
Service Programs	0	0	3	6,905	3	6,905
Other Programs	<u>1</u>	<u>142,989</u>	<u>6</u>	<u>248,229</u>	<u>7</u>	<u>391,218</u>
Total	7	517,028	31	1,555,532	38	2,072,560

### PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	2	318,357	20	1,388,058	22	1,706,415
Facilities and Equipment	1	40,550	5	310,861	6	351,411
Instructional Programs	1	17,350	0	0	1	17,350
Service Programs	0	0	0	0	0	0
Other Programs	<u>0</u>	<u>0</u>	<u>3</u>	<u>102,474</u>	<u>3</u>	<u>102,474</u>
Total	4	376,257	28	1,801,393	32	2,177,650

# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Awards Received

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

### AWARDS FOR RESEARCH

#### Aerospace and Mechanical Engineering

Lucey, J., Berry, W., et al.  
Energy Analysis and Diagnostic Center Program  
Rutgers University  
\$77,850 12 months

#### Biological Sciences

McAbee, D., Sitaram, M.  
Molecular Basis of Lactoferrin-Protein Interactions  
National Institutes of Health  
\$22,212 12 months

Lodge, D.  
Collaborative Research: Herbivory and Plant Resistance  
National Science Foundation  
\$68,348 12 months

Lamberti, G.  
Analyses of Aquatic Macro-invertebrate Data  
Department of Agriculture  
\$2,360 16 months

Bridgham, S.  
Climate Change on Boreal Peatlands: A Mesocosm Approach  
National Science Foundation  
\$175,641 16 months

Lamberti, G., Lodge, D., et al.  
Interactions of Zebra Mussel and Rusty Crayfish  
Environmental Protection Agency  
\$120,209 12 months

Feder, J.  
Genetics of Rhagoletis  
Department of Agriculture  
\$120,000 24 months

Carlton, R.  
Methane Cycling and Release From Littoral Sediments  
National Aero. Space Administration  
\$22,000 36 months

Lodge, D.  
Predation in Zebra Mussels  
Purdue University  
\$15,000 12 months

#### Center for Bioengineering and Pollution Control

Irvine, R., Earley, J.  
Sequencing Batch Biofilm Reactor Engineering  
Using Fungi  
Utah State University  
\$99,402 12 months

#### Civil Engineering and Geological Sciences

Neal, C., Irvine, R.  
Technician Support for the ICP-MS Facility  
National Science Foundation  
\$60,000 36 months

#### Chemical Engineering

McGinn, P.  
Processing of Textured Superconducting  
Microlaminates  
Purdue University  
\$31,824 36 months

#### Chemistry and Biochemistry

Smith, B.  
Synthesis and Study of Photoresponsive Receptors and Catalysts  
ACS Petroleum Research Fund  
\$5,000 4 months

#### Electrical Engineering

Stevenson, R.  
Enhancement of Compressed Images  
Intel Corp.  
\$5,000

#### College of Engineering

Michel, A.  
Robust Stability in Power Systems  
National Science Foundation  
\$60,250 12 months

#### Graduate School

Diffley, P.  
Graduate Research Fellowship Program  
National Science Foundation  
\$46,000 60 months

# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Music

Higgins, P.  
Fanny Mendelssohn Hensel, 1805-47  
National Endowment for the Humanities  
\$30,000 9 months

Youens, S.  
Franz Schubert and His Poets  
National Endowment for the Humanities  
\$30,000 9 months

## Institute for International Peace Studies

Väyrynen, R.  
Conflict Resolution and Peace Prospects in  
South-East Europe  
U.S. Institute of Peace  
\$50,000 12 months

## Philosophy

Detlefsen, M.  
Constructivist Philosophies of Mathematics  
National Endowment for the Humanities  
\$30,000 12 months

## Physics

LoSecco, J., Cason, N., et al.  
Support of Research at the Brookhaven MPS  
Brookhaven National Laboratory  
\$10,949 61 months

Garg, U.  
Exotic Shapes of Nuclei  
US-Pol. Sklodowski-Curie  
\$3,662

## Radiation Laboratory

Schuler, R.  
Effects of Radiation on Matter  
Department of Energy  
\$72,674 12 months

## AWARDS FOR FACILITIES AND EQUIPMENT

### Aerospace and Mechanical Engineering

Mason, J., Powers, J., et al.  
Ultra-High-Speed Camera  
National Science Foundation  
\$213,859 24 months

## Physics

Cason, N., LoSecco, J., et al.  
Research in High Energy Physics  
National Science Foundation  
\$33,982 42 months

## AWARDS FOR INSTRUCTIONAL PROGRAMS

### Aerospace and Mechanical Engineering

Mueller, T.  
NASA National Space Grant College and Fellowship  
Program  
Purdue University  
\$37,500 12 months

### Biological Sciences

Lamberti, G., Gray, K.  
Environmental Stress in Ecosystems  
National Science Foundation  
\$112,500 12 months

### Civil Engineering and Geological Sciences

Silliman, S.  
GAANNP Research Fellowship in CE/GEOS  
Department of Education  
\$118,215 12 months

## AWARDS FOR SERVICE PROGRAMS

### Notre Dame Center for Pastoral Liturgy

Bernstein, E.  
Center for Pastoral Liturgy  
Various Others  
\$759 1 month  
Center for Pastoral Liturgy  
Various Others  
\$5,856 1 month

### Institute for Church Life

Cannon, K.  
Dynamic Parish  
Various Others  
\$290 1 month

# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## AWARDS FOR OTHER PROGRAMS

### Alliance for Catholic Education

Scully, T.

Learn and Serve America: Higher Education  
Corp for National Service  
\$100,492 13 months

### Aerospace and Mechanical Engineering

Skaar, S.

European Research Directed Toward Vision-Based  
Guidance  
Department of the Navy  
\$7,588 12 months

### Graduate School

Diffley, P.

Fellowship for Amy Frohlich  
National Physical Science Consortium  
\$10,000 12 months

### Medieval Institute

English, E.

Sex and Gender in the Middle Ages  
National Endowment for the Humanities  
\$112,149 12 months

### O.S.I.P.A.

Borelli, M.

CANDAX McNair  
Department of Education  
\$142,989 12 months

### Program of Liberal Studies

Power, F.

Russian Awards Program and Eurasian Awards  
Program  
NAFSA/Association of International Educators  
\$10,000 12 months

### Psychology

Whitman, T.

Drug Abuse Problems Among Teen Parents and  
Adolescents  
Association for the Disabled, Elkhart County  
\$8,000 9 months

## Proposals Submitted

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

### PROPOSALS FOR RESEARCH

#### Aerospace and Mechanical Engineering

Mason, J.

Mechanical Initiation of Solids  
Department of the Navy  
\$239,598 36 months

#### Art, Art History and Design

Poole, C.

The Fine Art of Information: Evolution of the  
Polist Poster  
National Endowment for the Arts  
\$63,311 24 months

#### Biological Sciences

Johnson, A.

Protooncogenes and Apoptosis in Ovarian  
Tumorigenesis  
American Cancer Society  
\$78,140 36 months

Grimstad, P.

Arboviral Etiology of Birth Defects  
March of Dimes Birth Defects  
\$115,635 24 months

Lodge, D.

Predation in Zebra Mussels  
Purdue University  
\$15,000 12 months

#### Civil Engineering and Geological Sciences

Kareem, A.

Research in Structural Control  
State University of New York  
\$90,038 36 months

Gaillard, J.

Biogeochemical Processes Affecting Heavy Metals  
National Oceanic and Atmospheric Administration  
\$45,144 12 months  
Characterizing Metabolizable Organic Matter  
ACS Petroleum Research Fund  
\$75,000 36 months

# THE GRADUATE SCHOOL OFFICE OF RESEARCH

## Chemical Engineering

- Brennecke, J.  
Solvation and Diffusional Reactivity in SCFS  
ACS Petroleum Research Fund  
\$75,000 36 months
- McGinn, P.  
Growth of Nd-Ba-Cu-O Domains  
Purdue University  
\$10,000 12 months

## Chemistry and Biochemistry

- Keller, J.  
New Excited State Geometries in Chemical Reactions  
ACS Petroleum Research Fund  
\$0 28 months
- Hartland, G.  
Exciton Trapping in Semiconductor Nanocrystals  
ACS Petroleum Research Fund  
\$20,000 24 months
- Basu, S., Basu, M.  
Glycolipid Metabolism in Normal and Pathological  
Tissues  
National Institutes of Health  
\$213,094 12 months
- Smith, B.  
Sloan Fellowship — Research  
Sloan Foundation  
\$30,000 24 months
- Helquist, P.  
Chemical and Biological Studies of New Cytotoxic  
Agents  
National Institutes of Health  
\$297,935 48 months

## Electrical Engineering

- Costello, D., Perez, L.  
Coding and Modulation for Space and Satellite  
Communications  
National Science Foundation  
\$38,571 6 months

## English

- Fredman, S.  
Falling between Two Stools  
National Endowment for the Humanities  
\$4,000 3 months

## Mathematics

- Shaw, M.  
Partial Differential Equations and Several Complex  
Variables  
National Science Foundation  
\$103,804 36 months

## Institute for International Peace Studies

- Väyrynen, R.  
Conflict Resolution and Peace Prospects in  
South-East Europe  
U.S. Institute of Peace  
\$50,000 24 months

## Philosophy

- Sayre, K.  
Parmenides (Parm II)  
J.S. Guggenheim Memorial Foundation  
\$0 8 months

## Physics

- Dobrowolska-Furdyna, M.  
Optical Studies of Semiconductor Heterostructures  
National Science Foundation  
\$105,263 24 months

## Psychology

- Marsh, K.  
Gaining Control Through Belief Guided Action  
National Institutes of Health  
\$36,882 12 months

## PROPOSALS FOR FACILITIES AND EQUIPMENT

## Civil Engineering and Geological Sciences

- Spencer, B., Sain, M., et al.  
Engineering Research Equipment  
National Science Foundation  
\$40,238 12 months

## Chemical Engineering

- McGinn, P.  
Precision Saw  
Purdue University  
\$14,500 12 months



# THE GRADUATE SCHOOL OFFICE OF RESEARCH

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## Electrical Engineering

Snider, G., Merz, J., et al.

Ion Etching Device for Materials Studies

National Science Foundation

\$103,457 12 months

Hall, D.

Engineering Research Equipment: Titanium Sapphire  
Laser System

National Science Foundation

\$59,079 12 months

Bandyopadhyay, S., Miller, A., et al.

AC Susceptometry and DC Magnetomerry of  
Superconductors

Purdue University

\$93,587 12 months

## Physics

Ruggiero, S.

Noise-Spectral Transport Properties of YBCO Thin Films

Purdue University

\$40,550 12 months

## PROPOSALS FOR INSTRUCTIONAL PROGRAMS

## Aerospace and Mechanical Engineering

Batill, S.

Aerospace Systems Design

National Aero. Space Administration

\$17,350 12 months

## PROPOSALS FOR OTHER PROGRAMS

## Philosophy

Weithman, P.

Religion's Place in Contemporary Liberalism

National Endowment for the Humanities

\$22,612 9 months

## Program of Liberal Studies

Emery, K., Wawrykow, J.

Christ Among the Medieval Dominicans

National Endowment for the Humanities

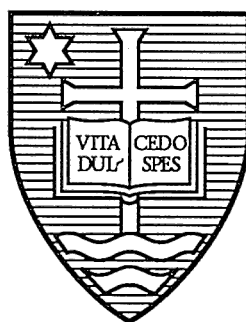
\$39,990 15 months

Sloan, P.

Humanistic Studies and the Human Genome Project

National Endowment for the Humanities

\$39,872 21 months



# NOTRE DAME REPORT

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