

NOTRE DAME REPORT

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Kaesebier Appointed Vice President and General Counsel

Carol Colby Kaesebier has been appointed vice president and general counsel of the University by the Board of Trustees, effective immediately.

Kaesebier has served as the University's associate vice president and counsel since July 1992. She entered the counsel's office as assistant general counsel in June 1988 and was promoted to associate general counsel in July 1991. She now will assume chief responsibility for all University litigation and legal matters, including those related to human resources and employment policies, students rights and discipline, business negotiations and contracts, taxes, trademark, copyright and patent issues, immigration and risk management.

Kaesebier succeeds Phillip J. Faccenda, who retired from the position at year-end.

Kaesebier was graduated first in her class from the Valparaiso University School of Law in 1983 after having received her bachelor of science degree with high honors from the University of Illinois at Urbana in 1971. She was an associate attorney of Barnes & Thornburg, Indiana's largest law firm, from 1983 to 1992, and an associate professor in the Valparaiso school of law from 1986 to 1988. She served as clerk extern for the Honorable James T. Moody, federal district judge in Hammond, Ind., in 1982-83.

Kaesebier has lectured and written on a variety of legal issues, especially those affecting colleges and universities. She is a member of the American, Indiana and St. Joseph County bar associations. Associate editor of *The Journal of College and University Law*, she is also a member of the education committee of the International Trademark Association and president-elect of the Association of College Licensing Administrators.

Suzman to Receive Notre Dame Award

Helen Suzman, South African political activist and outspoken opponent of her nation's now abolished apartheid system, will receive the 1994 Notre Dame Award for international humanitarian service during a ceremony at Notre Dame April 5.

A member of the South African Parliament from 1953 until her retirement in 1989, Suzman, representing the Progressive Party, was the sole anti-apartheid member of that body from 1961 to 1974.

During her stormy tenure in parliament, the occasionally acerbic Suzman regularly and publicly clashed with pro-apartheid prime ministers Hendrik Verwoerd, Johannes Vorster and P.W. Botha. Adept in her role as a thorn in the apartheid establishment's side, she averaged 200 parliamentary questions — most of them embarrassing to the government — per session. In a widely quoted 1968 speech she addressed her parliamentary colleagues' evident conviction that the source of South African violence was in the black community and not in the racist state. "I say that uprooting people at dawn or on a wintry evening in a shanty town, and bundling women and children into police vans is a violence The denial of collective bargaining rights and the low wages that result are a violence. I say that all the powers that circumvent the normal civil liberties are a violence. Banning, house arrests, detention without trial, banishment are all a violence."

In addition to her work in parliament, Suzman became internationally known as an advocate for South Africa's numerous political prisoners. It was in this capacity that she first met Nelson Mandela, now South Africa's president, in 1967. The two remain close friends, and he has written a glowing introduction to her memoirs, *In No Uncertain Terms*, recently published by Alfred A. Knopf.

Suzman was born Nov. 7, 1917, in Germiston, a small mining town near Johannesburg. She was educated at the University of Witwatersrand, where she later became a part-time lecturer in economics and economic history. Suzman holds 21 honorary degrees from colleges and universities worldwide and received the United Nations Human Rights Award in 1978.

The Notre Dame award was established in 1992, in celebration of the Sesquicentennial, to honor persons "within and without the Catholic Church, citizens of every nation, whose religious faith has quickened learning, whose learning has engendered deeds, and whose deeds give witness to God's kingdom among us."

Greifs Establish Scholarship

Notre Dame has received a gift from William G. and Connie Greif of Potomac, Md., to establish a scholarship in their names.

William G. Greif, a native of Evansville, Ind., was graduated from the Notre Dame Law School in 1952. Following a 26-year long career with Mead Johnson and Bristol-Meyers Company, he retired as its vice president of government affairs in 1990. Since then, he has been a consultant for the company and an attorney with the law firm of Akim, Gump Strauss, Hauer & Feld. Connie Greif is a 1948 graduate of Saint Mary-of-the Woods College in Terre Haute, Ind. She is active in the School Counselor program of the Christ Child Society in Washington.

First consideration for the Connie and Bill Greif Scholarship is being given to students from the Evansville, Ind., or Washington, D.C., areas. The first recipient of the Greif scholarship is Aaron J. Coulture, a freshman from Evansville who intends to major in mathematics.

Navy Supports Navarre Students

The South Bend Community School Corporation and Notre Dame's Naval ROTC unit are joining forces in a new project to assist and support students at Pierre Navarre Middle School.

The Personal Excellence Partnership is a Navy outreach program that provides assistance to elementary, junior and senior high schools nationwide. The new program at Pierre Navarre will bring Notre Dame Naval ROTC students into the school to lead workshops, field trips and other activities that enhance the educational environment and promote health, fitness and citizenship.

The Naval ROTC at Notre Dame was established in 1941 and is the largest of the University's three ROTC units with 210 midshipmen. Over the past two decades only the U.S. Naval Academy has commissioned more regular Navy officers than Notre Dame.

Academic Apparel Rental

Measurements for academic apparel for the May 1995 Commencement Exercises will be taken on Tuesday and Wednesday, April 4 and 5, ONLY, from 9 a.m. to 4:30 p.m. at the Hammes Notre Dame Bookstore. The rental of a doctoral cap, gown and hood is \$27; the cap and gown is \$14.50; and the doctoral hood is \$12.50. Faculty who received a Ph.D. or law degree from Notre Dame should rent the Notre Dame doctoral cap, gown and hood. The rental fee is \$71; the cap and gown is \$52.50; and the doctoral hood is \$18.50. The rental of a cap, gown and hood for the master degree is \$24; the cap and gown is \$13; and the master hood is \$11.

FACULTY NOTES

Honors

Sr. Elaine DesRosiers, O.P., professional specialist and director of Educational Media, was re-elected to a second term on the board of directors of the Consortium of College and University Media Centers. She was appointed to the national nominating committee of the Association for Educational Communications and Technology.

E. Jane Doering, adjunct assistant professor in the arts and letters core course, has been appointed visiting assistant professor of Romance languages and literatures and director of Notre Dame's Angers, France, program. She has taught at Notre Dame since 1985 and previously at Northwestern University, Indiana University in South Bend, and L'Université Catholique de l'Ouest in France, the site of the Angers program.

Rev. Edward A. Malloy, C.S.C., president and professor of theology, received the most prestigious institutional award from the Universidad Santa Maria La Antigua in Panama. He received an honorary doctor of divinity degree at the University of Pittsburgh's Honors Convocation which recognizes the outstanding accomplishments of University of Pittsburgh students, faculty and alumni. He gave the keynote address at that ceremony.

Rev. Wilson D. Miscamble, C.S.C., chairperson and associate professor of history, was elected to a three-year term on the Council of the Society for Historians of American Foreign Relations.

Rev. Jerome Neyrey, S.J., professor of theology, was elected to the editorial board of *The Catholic Biblical Quarterly* for 1994-98.

James S. O'Rourke IV, associate professional specialist in business administration and director of the Center for Business Communication, has been appointed to the editorial advisory board of *Business Communication Quarterly*, a journal edited by Scot Ober of Ball State University.

Stephen B. Scharper, adjunct instructor in theology, was elected president and board chairperson of the Religious Education Association. He was selected for biographical listing in *Who's Who in Religion* (1992-93) 4th Edition, Marquis Publications.

Henry M. Weinfield, assistant professor in the Program of Liberal Studies, and **Stephen A. Fredman**, professor of English, co-edited "Intersections of the Lyrical and the Philosophical," a special issue of *Sageetrieb* (12:3, Winter 1993).

Activities

Peri E. Arnold, professor of government and international studies, presented an invited talk titled "Theodore Roosevelt and the Dilemma of the Progressive Presidency" to the Department of Political Science at Western Michigan University in Kalamazoo, Mich., Jan. 15.

Supriyo Bandyopadhyay, associate professor of electrical engineering, and **Albert E. Miller**, professor of chemical engineering, presented an invited paper titled "Optical, Electronic, Magnetic and Superconducting Properties of Quasi Periodic Quantum Dot Arrays Synthesized by a Novel Electrochemical Technique" at the Photonics West '95 conference of SPIE in San Jose, Calif., Feb. 6.

Ikaros Bigi, professor of physics, gave an invited lecture at the Cracow Epiphany Conference on Heavy Quarks in honor of the 60th birthday of Kacper Zalewski at Jagellonian University in Cracow, Poland, Jan. 6.

James T. Cushing, professor of physics, presented the invited talk "Why the 'Copenhagen' Hegemony?" at the University College of the University of London in London, England, Feb. 6. He gave the invited talk "Historical Contingency and Theory Selection" at Cambridge University in Cambridge, England, Feb. 9.

Sr. Elaine DesRosiers, O.P., professional specialist and director of Educational Media, served as the local host and gave a presentation titled "DeBartolo Hall: How We Got Here, and What We Do Here" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26.

Dennis P. Doordan, associate professor of architecture, participated in "Escape to Create," a residency program for artists and writers in Seaside, Fla., where he worked on a book about Aquarium Design. He gave a public lecture titled "Oceans in a Bottle" at that program, Jan. 27.

Keith J. Egan, adjunct professor of theology, lectured on "The Eucharist" at a weekend symposium at the Cenacle in Houston, Tex., Oct. 7-9. He lectured on "Dark Night: Education for Beauty" to the faculty colloquium on Theology and the Arts at Valparaiso University in Valparaiso, Ind., Jan. 31.

Leonid Faybusovich, associate professor of mathematics, gave the invited colloquium talk "Hamiltonian Systems in Optimization" at the laboratory of applied mathematics of the Doshisha University in Kyoto, Japan, Jan. 27.

Benedict F. Giomo, assistant professor of American studies, presented "Poverty and Homelessness in American Society: Photographic Images and Social Conditions" at a

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conference on Homelessness and Urban Revitalization sponsored by Furasato no Kai in Tokyo, Japan, Oct. 16, and to Kansai business executives of San-Sui-Kai in Kyoto, Japan, Dec. 14. He presented five lectures on "Homelessness in the United States and Japan: Comparative Perspectives" to Doshisha University students, Associated Kyoto Program joint seminar and course in Modern Civilization and American Society, in Kyoto, Japan., Oct. 25, 27, Dec. 7, 14, 21. He served as a commentator for the panel "City Upon a Hill: American Crusades in Perspective" at the annual conference of the American Studies Association of Korea in Suanbo City, Korea, Nov. 21.

Denis Goulet, O'Neill professor of economics, delivered the keynote address titled "The Future of Development: Is There Hope?" and spoke at the closing session on "No Democracy Without Development, No Development Without Democracy" at the sixth annual Voices of Democracy symposium at the University of Dayton in Dayton, Ohio, Feb. 3-4.

Barry P. Keating, chairperson and Jones professor of finance and business economics, and **Kern R. Trembath**, assistant chairperson and professional specialist in theology, participated in the session titled "Notre Dame Faculty Showcase" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26.

A. Eugene Livingston, professor of physics, presented a seminar titled "Spectroscopy of Highly-Charged Helium-like Ions" at the Justus-Liebig University in Giessen, Germany, Feb. 9.

Rev. Wilson D. Miscamble, C.S.C., chairperson and associate professor of history, gave the invited lecture "Friends of a Sort: Dean Acheson, George Kennan and the Division of Europe" at a conference on Kennan, The Cold War and the Future of American Foreign Policy at the Center for International Studies at the University of Southern California in Los Angeles, Calif., Jan. 27-29.

Thomas Morris, professor of philosophy, gave the keynote address "The Good Life and the College Classroom" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26.

Rev. Paul Philibert, O.P., director of the Institute for Church Life, gave an address titled "Aquinas on Faith and Culture: Enduring Insights for Contemporary Dilemmas" to faculty and students to honor the patronal feast of Aquinas College in Grand Rapids, Mich., Jan. 30. He presented "Reviving the Gifts of Our Founders" to religious men and women of the Archdiocese of Detroit at the Institute for Pastoral Ministry at Sacred Heart Major Seminary in Detroit, Mich., Feb. 2.

Anand Pillay, professor of mathematics, gave the invited talk "Geometry of Forking and Groups of Finite Morley Rank" at the Model Theory Special Session of the AMS Meeting in San Francisco, Calif., Jan. 4. He presented "Geometrical Model Theory and Applications to Algebra and Number Theory" at the Logic Seminar at the University of Chicago in Chicago, Ill., Jan. 25. He gave the talk "CM-Triviality and Groups of Finite Morley Rank" at the Logic Seminar at the University of Illinois in Chicago, Ill., Jan. 26.

Stephen B. Scharper, adjunct instructor in theology, presented the paper, "Educational Immersion in an Undergraduate Setting: From Personal Ideology to Good Pedagogy" at the annual meeting of the American Academy of Religion in Chicago, Ill., Nov. 21.

Steven R. Schmid, assistant professor of aerospace and mechanical engineering, gave the invited talk "Emulsion Lubrication in Process Tribology" at the Ohio State University in Columbus, Ohio, Feb. 3.

Catherine Schrenker Poole, assistant professor of art, art history and design, gave a lecture and presentation of her collection of Polish Posters and the successful use of symbol as communication titled "The Fine Art of Information: The Evolution of the Polish Poster 1945-present" at the Indiana University Hope School of Fine Arts in Bloomington, Ind., Oct. 6. She presented work from students involved in experiential learning assignments and discussed methods of successful integration of social themes within a design curriculum titled "Design and Experiential Learning" at the Center for Social Concerns at the University of Notre Dame, Notre Dame, Ind., Jan. 13.

Rev. Timothy R. Scully, C.S.C., vice president and associate provost, associate professor of government and international studies and senior faculty fellow in the Kellogg Institute, delivered a series of lectures on the Catholic Church in Latin America during the annual meeting of the World President's Organization in Santiago, Chile, Jan. 25-28.

James H. Seckinger, professor of law, was the programme director and a faculty member for the NITA Train the Trainers Programme for Lovell White Durrant and Central Law Training in London, England, Jan. 9-10. He gave a presentation to the faculty on using the NITA Method of Learning-by-Doing Skills Training for teaching the teachers and gave a lecture to both the participants and faculty on Effective Teaching Techniques.

Rafael Tenorio, assistant professor of finance and business economics, presented the paper "Strategic Behavior in Two-Sided Tâtonnement Auctions" co-authored with Linda Goldberg at the 1995 winter meetings of the Econometric Society in Washington, D.C., Jan. 7.

ADMINISTRATORS' NOTES

Appointments

John Hannan has been appointed assistant regional director of development for the Midland region. A 1978 Notre Dame graduate, Hannan has been a director of major gifts at Earlham College in Richmond, Ind. Reporting to Daniel J. Crossen, regional director of development, Hannan will assist the University's development efforts in Colorado, Minnesota, New Mexico, Nebraska, North Dakota, Oklahoma, the South Bend area, South Dakota, Texas, Wyoming, and Central and South America.

Patrick Krueger has been appointed assistant regional director of development for the Great Lakes region. A 1973 Notre Dame graduate, Krueger has been a development director for Holy Cross High School in Everett, Wash., and Hayden High School in Topeka, Kans. In his new position, Krueger will report to regional director Thomas J. Blum and will assist the University's development efforts in Indiana (outside the South Bend area), Kentucky, Michigan, Ohio, West Virginia, Wisconsin, Western Pennsylvania and Ontario, Canada.

Michelle T. Shakour, formerly assistant director of the Office of Planned Giving, has been promoted to director of the office. She replaces J. Christopher Carlin, who has left the post to become the University's director of administrative services. Shakour joined the planned giving office in July 1993. A 1978 graduate of Saint Mary's College, she obtained a master's degree in Spanish from Middlebury College in 1981, a master's degree in secondary education from Indiana University at South Bend in 1987 and a juris doctor degree from the Notre Dame Law School in 1990. From 1988 to 1990 she taught Spanish at Notre Dame. Following her graduation from Notre Dame Law School, she was an associate of Jones, Obenchain, Ford, Pankow & Lewis before opening her own law office in January 1992.

Activities

Kevin Barry, educational technology consultant in the Office of University Computing, presented "Demonstrations of Notre Dame Multimedia Projects" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26.

Michael Langthorne, associate director of Educational Media, and **Thomas Monaghan**, consultant analyst in the Office of University Computing, presented "DeBartolo Hall: How We Got Here, and What We Do Here" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26. Langthorne chaired the discussion of "Media Retrieval Systems" at that conference.

Thomas Laughner, educational technology consultant in the Office of University Computing, presented "How We Create Multimedia" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26.

Mike W. Miller, consultant/analyst in the Office of University Computing, presented "Destinations on the Information Superhighway: World Wide Web for Student Drivers" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26.

Caryll Vicsik, assistant director of Educational Media, presented "Campus Media Services" at the national conference of the Consortium of College and University Media Centers in Notre Dame, Ind., Oct. 22-26.

Publications

Alan S. Bigger, director of building services, wrote "Specifying Washroom Products: Low-Maintenance Selections Steer Clear of 'False Savings'" which was published in the January/February 1995 issue of *Maintenance Solutions*.

259th Graduate Council Minutes November 16, 1994

Members present: Nathan O. Hatch, chair; Terrence J. Akai; Harold W. Attridge; John C. Cavadini; Michael Detlefsen; Peter Diffley; Morton S. Fuchs; David S. Hachen; Christopher S. Hamlin; Scott E. Maxwell; Robert C. Miller; Thomas J. Mueller; Thomas L. Nowak; Sharon L. O'Brien; James H. Powell; Barbara E. Schmitz; Andrew J. Sommese; Stephen H. Watson; Edward C. Wingenschach

Members absent and excused: Francis J. Castellino, represented by Charles F. Kulpa Jr.; Gregory E. Dowd; Jeffrey C. Kantor; John G. Keane, represented by Edward R. Trubac; Gloria-Jean Masciarotte; Anthony N. Michel, represented by Jerry J. Marley; Barbara M. Turpin; John J. Ubran Jr.

Guests: Chris R. Vanden Bossche and Warren Wong (members of the Snite Museum review committee); Dean A. Porter (director of the Snite Museum)

Observers: Edward J. Conlon; Diane R. Wilson

Dean Nathan Hatch called the meeting to order at 3:35 p.m. on November 16, 1994, in room 210 of the Center for Continuing Education. He welcomed the guests that came for the discussion of the Snite Museum review.

I. MINUTES OF THE 258th GRADUATE COUNCIL MEETING

Prof. Andrew Sommese had noted, prior to the meeting, three corrections to the draft of the minutes. These corrections were distributed at the meeting, and the corrected minutes were approved by voice vote.

II. ADMISSION TO DEGREE CANDIDACY

Dean Hatch drew the council's attention to the list of applicants for graduate degree candidacy and asked for a motion to admit the applicants to candidacy. The motion was made by Prof. Morton Fuchs, seconded by Prof. Thomas Nowak, and approved by voice vote.

III. REVIEW OF THE SNITE MUSEUM

Dean Hatch asked Prof. Chris Vanden Bossche, a member of the review committee, to comment on the committee's report. Prof. Vanden Bossche began his remarks by noting the Snite's dual nature and the committee's initial uncertainty about the function of the review. He stated

that the committee eventually chose to focus on the educational mission of the Snite.

In his outline of the review, Prof. Vanden Bossche stated that the Snite received high praise from external reviewers for its collection development. Nevertheless, the internal committee called for some emphasis on academics in the Snite's strategies for future development.

On the Snite's role in education and research, external reviewers again gave high praise to the Snite's education department, especially the curriculum-structured tours. Both internal and external reviewers called on the University to give stronger support to the education department.

The committee considered a good relationship between the Snite and the Department of Art, Art History and Design to be important and desirable. The committee perceived difficulties in coordination of activities. One recommendation for improving relations called for a joint appointment to the Snite and to the department.

Prof. Vanden Bossche cited shortage of space (except for exhibitions) as a major problem; in particular, there was no teaching space. In addition, he noted the need for office space for curators and staff, and the need for additional storage space. In closing his remarks, Prof. Vanden Bossche said that staffing was a less pressing issue than space. He commented that the Snite should use interns to advantage and obtain grants for staff, and he repeated the recommendation for the appointment of staff to coordinate activities with the rest of the University.

Dean Hatch thanked Prof. Vanden Bossche for his summation and invited Dr. Dean Porter, director of the Snite Museum, to give his reactions to the review. Dr. Porter thanked the members of the review committee and acknowledged that it was not easy to coordinate the reviews from the two perspectives of educational mission and museum accreditation.

Dr. Porter indicated that some improvements were in progress; for example, the University has approved the hiring of an assistant director. Such a person would have a business background and would write grant proposals. Dr. Porter emphasized that such efforts were not in reaction to the review; rather, they were planned prior to the review, but had to await approval and resources.

Dr. Porter stated that the collections were indeed remarkable, and expressed his view that they were more important with regard to education than to exhibition. He agreed that the education department was excellent, but called for better rewards for the staff, whose work he judged to be outstanding. He mentioned that some

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funds had been approved for additional space to alleviate the shortage mentioned in the review. He noted that there was no good place for American art; a new wing is needed. Efforts are being made to acquire 40,000 to 45,000 square feet of new space.

Some of the findings in the review were surprising to Dr. Porter. He countered very strongly any perceptions that education and the University were not the primary concerns of the Snite. Dr. Porter cited several examples to illustrate his point. Four members of the Snite staff teach in departments, he (Dr. Porter) meets frequently with the chairperson of the Department of Art, Art History and Design to coordinate activities, and the Snite sponsors about a half of the department's exhibition activity. He noted that there is an excellent collection of prints and photographs that could be used in a class setting.

Dr. Porter explained that the Snite tries to be proactive; it tries to meet noticed needs and tries to be as accommodating as it can be. He closed by stating his policy as the Snite's director that the University is considered first and the community is considered second.

In the ensuing discussion, Prof. Nowak asked how the Snite runs its educational program. Dr. Porter replied that needs assessments are done by a staff member, tours are customized rather than general, class material is used in applicable instances, all kinds of lectures are sponsored, and the best exhibitions are brought here. Although there have been no grants since 1987, there is now a person to take care of grant proposals.

In response to questions from Prof. Fuchs, Dr. Porter stated that there are no joint appointments between the Snite and the Department of Art, Art History and Design. Curators are professional specialists and may act as adjunct faculty in the department. Also, neither body consults the other on hiring.

Prof. Fuchs also asked if the Snite played an important role in attracting new faculty in some academic departments. Dean Harold Attridge mentioned that there are three divisions in art, art history and design and that the two studio divisions consider the Riley Hall facilities the most important for shows. The historians are more interested in the Snite's holdings. He mentioned that one faculty member did find research material, but the Snite was not instrumental in that person's hiring. Dr. Porter added that the studio disciplines did indeed use the Snite. The Master of Fine Arts student show is the last event of the year, and there has been a faculty show for the last two years (unlike the common practice of other museums not to have faculty shows).

Dean Attridge, in reply to another question from Prof. Fuchs, stated that the Snite is acknowledged during interviews for new faculty, but it is not a decisive factor in recruitment. Prof. Vanden Bossche added that the Snite does not play the same role as a research laboratory in faculty hires. Dr. Porter commented that the Snite can do a better job of making materials available to researchers.

Mr. Robert Miller asked if the Snite was more effective as a teaching rather than as a research resource. Dr. Porter stated that the Snite could function effectively as both. There is a lot of material still to be published. In response to Dean Hatch, Dr. Porter stated that the Snite provides funds for one graduate student for the development of the master's thesis. He added that he would like to have more design interns and the ability to provide more graduate student funding.

Prof. Nowak asked if there was any relationship with the School of Architecture. Dr. Porter said there was some, but that it should be stronger. He noted that a Wright collection effort fell through, but that works by Frank Montana and Ambrose Richardson (emeriti professors of architecture) were shown.

Prof. David Hachen asked about undergraduate student involvement and about the possibility of direct one-credit classes. Dr. Porter cited suggestions for a freshman course and the activity of Junior Parents Weekend as mechanisms for involvement. He also noted some salary help from the College of Arts and Letters and the Snite's co-sponsorship of the Film Series.

Dean Hatch thanked the review committee and Dr. Porter for their work.

IV. SELECTION OF THESIS AND DISSERTATION DIRECTORS

Dean Hatch expressed his concern that the revision of the *Graduate School Bulletin* on thesis and dissertation directors was too restrictive. The revision required the director to be a member of the teaching and research faculty in the student's department. Dean Hatch noted that there were certain cases in which directors from outside the department would be more appropriate. He asked the council to consider a text that would allow Notre Dame faculty from outside the department to serve as directors.

Prof. Michael Detlefsen argued for even greater relaxation, giving examples of inter-university arrangements that might call for an exchange of directors. Dean Hatch and Prof. Nowak both thought that a director should be from Notre Dame. Prof. Detlefsen asked why, and gave

other examples of practical problems; for example, a student working at another university may be barred from tuition remission without a director there. Prof. Fuchs asked why a student would be elsewhere while seeking a Notre Dame degree. Prof. Detlefsen said that a student might make changes at a late stage in their degree program.

Prof. Nowak explained the spirit in which the original revision was made. Directors from outside the regular faculty ranks may have the expertise to give technical advice to a student; however, such directors may not perform proper academic advising, especially since it is not a part of their regular job description. He cited some examples of friction arising from such arrangements. Prof. Fuchs then suggested that, in the same spirit, a director from outside the student's department should also be a member of the teaching and research faculty. This suggestion received general support.

Prof. Sommese, Ms. Barbara Schmitz, Dr. Terrence Akai and Prof. Detlefsen raised some specific issues regarding departing faculty, timing of faculty departure relative to the student's stage of his or her program, or even the death of a faculty member. Dean Hatch said that these were understood to be special situations that were to be dealt with on a case by case basis. Further discussion involved clarification of the language in the text.

Mr. Miller moved that the revision to allow directors from outside the student's department but from the regular Notre Dame faculty be accepted. The motion was seconded by Prof. Charles Kulpa and approved by voice vote. The text of the new policy is as follows.

Advisors and thesis/dissertation directors are normally chosen from the teaching and research faculty of the student's department. There also may be one codirector chosen from the faculty outside (or within) the student's department. In exceptional cases, a department may choose a thesis/dissertation director from the Notre Dame teaching and research faculty outside the student's department. Arrangements for extra-departmental directors or codirectors must be consistent with departmental policies and must be approved by the Graduate School.

V. CLOSURE

Dean Hatch again reported that a major agenda item on the Provost's Advisory Committee retreat in January 1995 was an overall review of graduate programs at Notre Dame. He hoped that the National Research Council study of graduate programs would also be ready by that time. He then adjourned the meeting at 4:35 p.m.

Faculty Senate Journal January 18, 1995

The chair Professor Richard P. McBrien called the senate to order at 7 p.m. in room 202 of the Center for Continuing Education and called on Professor John Borkowski to offer a prayer. The journal for the meeting of December 6, 1994, having been previously distributed, McBrien asked for corrections, additions, etc. The secretary Peter Lombardo reported that several grammatical and typographical errors had been noted. Professor Sonja Jordan, seconded by Professor Richard Sheehan, moved to accept the journal as corrected, and the senate agreed.

The chair's report is printed as appendix A of this journal.

In the discussion which followed Professor Paul Conway asked the chair how the executive committee of the Academic Council reacted to the senate resolution proposing to add the chair of the Faculty Senate to the Provost's Search Committee. McBrien, who sits on the Academic Council *ex-officio*, reported that the committee spent most of its time deciding procedures for election to that search committee rather than talking about the senate resolution; that was to be left for the council itself. Since he would be personally affected by the resolution, he felt uncomfortable pushing it. However, it would not be something done easily; the Academic Articles would have to be amended, and that was a long process. One alternative that had been discussed was to devise some form of non-voting participation in the search process; he thought this might be an acceptable compromise. He commented that it would be prudent for the president to recognize the status of the senate by offering meaningful participation in the search. Although he does not like serving on committees, he sees this as important service and would do his best if asked. McBrien also pointed out what he termed a mistake in the president's recent circular to the faculty on the search process: It is not the recollection of the senate chair at the time that his only participation in the last search for a provost was social interaction (at breakfast with each candidate). Professor Wilson Miscamble, C.S.C., wondered if he had heard the chair correctly when he said he did not like serving on committees. McBrien said that was true, but re-iterated that he does serve on committees.

Miscamble further asked about the procedures the senate would follow in questioning the provost later in this meeting. The chair responded that the executive committee had sent the provost a set of questions in preparation for his visit, but he was free to answer all or none of them; he would handle the process himself. Senators, however, should remember that they would be limited to one initial question (with logical follow-up) until all had

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been heard who requested recognition; then a second round could begin. The time for questioning would not go beyond 9:30 (two hours). Miscamble urged that the senators who had written the questions not remain anonymous but ask them from the floor, to take ownership of them. The chair repeated that the provost would deal with the process as he wished, but senators certainly would be free to do as Miscamble suggested.

Professor Jean Porter requested the floor to report briefly on two matters of business from the Academic Affairs Committee. She and Professor David Ruccio had met in December with the Provost's Advisory Committee (PAC) about the senate's resolution to review procedures for grievances in tenure decisions and renewals. They presented background information, but there was little discussion in their session; they had made a request for a follow-up meeting which might elicit more reaction from PAC members. Second, she had written to Rev. E. William Beauchamp, C.S.C., executive vice president and chair of the Faculty Board in Control of Athletics, requesting information on the composition of the University's official party at the recent Fiesta Bowl and asking him to answer a few questions on bowl invitations that have arisen in the committee and in the senate. He had responded, but the committee has yet to review this answer. She will report to the senate as soon as this has been done. Ruccio followed up on the first point by saying that, although they appreciated the opportunity to present the senate's concerns to PAC, they had little sense of what PAC members think on this issue. Generally, they defended the current situation, and he found that disturbing. A second meeting would be to engage them in discussion of the issue.

The provost of the University, Professor Timothy O'Meara, having arrived, the chair welcomed him to the senate for his annual session, and called a recess to hear him. The provost then engaged in discussion with the senate. The questions which were submitted to him for response are printed as appendix B of this journal.

O'Meara began by saying it was always a pleasure for him to discuss University affairs with the senate. In fact he had intended to drive to Bloomington, Indiana, later this evening, but decided to fly down on the following morning instead, in order to spend as much time as possible in this discussion.

He would try to answer all 22 questions as well and as frankly as he was able to do, but he would have difficulty with the first seven because they called for talking about personal negotiations with individuals. He was aware of the criticism, of course, surrounding the appointment of Fr. Tim Scully, C.S.C., as vice president and associate provost. He felt confident in saying that people were not

concerned about the legality of the appointment so much as they were concerned with its timing and the nature of the consultation leading to it. He had heard the explanation of the president of the University in his senate discussion in October; O'Meara was in the invited audience that evening. The provost agreed that the president's account was essentially accurate. He felt that at the time and since.

But he repeated that discussion about personal negotiation with or about Tim Scully in such a wide open audience was simply inappropriate. The senate has become very public this semester, and while he had never been shy in addressing sensitive issues with the senate — as some senators would be able to recall his doing in the past — he didn't feel that he could talk about personal negotiations with individuals, given that his remarks would not remain confidential and would reach well beyond the senate. Looking toward the future, he doubted that this kind of appointment, at least in so far as its timing and consultation elements were concerned, would occur again. The administration has heard the message. He believed that the choice of Scully had met with the approval of most people. But examining the appointment as if under a microscope was inappropriate. He would welcome comments and questions but not in regard to explicit references to individuals.

Sheehan asked, as a clarifying question, if the provost agreed with the president's comments. O'Meara said he agreed with the broad description as given by Monk in October. He asked the chair, a theologian, if what he was being called upon to do was exegesis, to which McBrien responded, just don't do eisegesis, that is, reading into the text. Miscamble commented that enough of that went on around the senate.

In answering questions 8 and 9, O'Meara believed that many practices now followed at Notre Dame required new insight. These two questions concerned the consultative role of the faculty in the appointment process for deans, provost and other academic officers. He said his answer would be both yes and no. Amending the Academic Articles in the manner indicated by the question made it even more complicated. He expected that "in a department there would be majority support of a particular candidate for the chairmanship." But that might not always be possible. For instance he could not "conceive of a majority vote being taken . . . for the dean of a college, nor for the provost." There had to be widespread support. However, there might be a situation where there is an impasse in a department which is split into factions or in a department which is known to have chronically low standards. In these instances, he thought that calling for a majority vote would be inappropriate. One would have to be foolish to believe that an administrator can

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simply wait to be inspired to appoint some individual as dean or department chair. No, this is done only with considerable input. Advice and consent would be ideal. But there can be problems. As a case in point, he mentioned the philosophy department at one of the Ivy League schools which, he understood, had been in trouble for years. He did not know exactly how to handle such situations, and believed majority approval in these kinds of conditions would not be feasible. Question #9 had an absolute nature to it, but he could give only a qualified answer. Nevertheless, it was part of the art of a dean to muster support in a department so that majority support or full support might be attained for a candidate. He didn't think there was a clear cut yes or no answer to these questions, but all things had to be considered.

Professor Supriyo Bandyopadhyay asked if he rephrased the question to say "overwhelming majority vote in opposition to a candidate," how would he respond? Even with overwhelming opposition O'Meara would want to consider the circumstances, but generally speaking, no, he would move on such an appointment. To continue to press it could be an act of suicide especially if by overwhelming Bandyopadhyay meant not just numbers but reasons and opposing arguments. O'Meara returned to the process and assumed everyone was familiar with the manual's procedures. Concerning what happens if there is a disagreement between the provost and the review committee on the continuation of a dean, he remarked:

When this has occurred, I would act with the full knowledge and discussion with the committee. I could, for example, determine certain categories of faculty with whom I will consult on a one to one basis. For a variety of reasons this can occur. (Generally speaking the process works well.) A difference can occur because some people on the committee want the job. There have also been occasions when the process revealed clear instances of personal bias of such a type that would not be tolerated in a promotion and appointment committee. The effect of this is to muddy the waters. This is not to say necessarily that the negative conclusion isn't called for. Personally I think that this is one area in which some real reconstruction is needed as to how we go about these matters.

O'Meara has been asking other universities about their processes. But in the case of the appointment of new deans, he believed that ours has worked well and Notre Dame has come up with good deans. He was satisfied on that score. There had been one or two instances where the design of the process had proved inadequate, and he didn't yet know how to resolve it. He was also quite satisfied in the case of the review of a dean. "There has been no instance in which even the majority of faculty have been opposed to the reappointment of a dean," he commented. Once again there is something wrong with

the design of the process, and he wanted to look for some new methods. One possible new idea might be to have a strong presence of faculty from another college on the committee for a new dean, but his mind was not yet clear on this and he was not yet ready to talk about this in detail.

He did not believe in tackling this sort of problem by starting with the answer and then finding only the arguments and data to support the conclusion. Rather he would draw a line on a piece of paper and put all the pros on one side and all the cons on the other. He would ask people to look objectively at the problem and see where we should go.

Bandyopadhyay asked for some clarification? Did he hear the provost say that he was not aware of any instance where a dean's reappointment had not been supported by a majority? [The following is the provost's corrected response.]

That is not what I meant. I was responding to the question (#9) of whether I would go ahead and reappoint a dean or a chair in the face of opposition by an overwhelming majority of the faculty affected. And my comment was that there was no instance in which the majority of the faculty affected have been opposed to the reappointment of a dean. That is not to say that there are no instances where a dean's reappointment has not been supported by a majority.

Ruccio followed with a technical question. In the absence of any form of deliberation where only by guesswork could anyone decide what the majority or minority of the faculty committee decided, how could the provost make such a claim? There was and is no formal deliberation that would give evidence for such a conclusion. O'Meara replied that ordinarily review committees poll the faculty, and it was on that basis that he made his earlier comment because the committees provided him the information. [A clarification by the provost follows:]

My answer refers to the majority of the faculty, not the majority of the faculty committee. As pointed out earlier, there can indeed be disagreements with the faculty committee and I went on to say how I would respond to that sort of situation.

Ruccio continued, saying the one, duly elected faculty body at this time has no official role in the search for a new provost, or in the review of a standing one. Similarly at college and department levels, such bodies are not consulted. Maybe some selected individuals are but not the official body, as defined in the Academic Articles. What is the provost's view of that situation? O'Meara agreed: In terms of the Academic Articles, senate involve-

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ment in the search for a new provost does not exist. In terms of faculty consultation, Monk had just written a letter on this subject in which he pointed out how well Notre Dame does in comparison with other schools who have recently searched for a provost. O'Meara stated that a consultation role existed on the elected members of the Academic Council. He mentioned the need for confidentiality in these kinds of searches or good candidates, especially from outside the University, would not surface. For the future role of the senate, he believed some discussion would have to take place on that subject.

O'Meara asked a senate guest, Professor James Merz, to comment on the situation in the California system. Merz replied that Cal-Santa Barbara, where he had taught for years before coming to Notre Dame, had an Academic Senate, similar to the Faculty Senate, but with stronger faculty input and governance. Search committees for major academic officers were constituted of all segments of the University, including their senate, faculty, administration, staff and students. It made recommendations for appointment. O'Meara asked how large such a committee might be, and Merz said it depended on the position but generally in the range of eight or 10. The higher the position being filled, the greater was the need for confidentiality in their deliberations, as O'Meara had earlier suggested was necessary in any search. But he said their senate did not have majority or final vote.

Moving on to question #10, O'Meara said this was a theoretical question because in fact over the last five years there have been 12 appeals and 10 were negative — the committees did not support the appeal. Two supported the appeal, he approved one and disapproved the other. It would be difficult to establish a pattern in this small a sample. Here too he believed there were problems in the understanding of what an appeal should be about, and not just in the role of the provost. Following the visit to PAC of two senate representatives (Porter and Ruccio), he gave all 12 appeals — full packages and the promotion packages associated with them — to six elected members of PAC on a committee chaired by Kathleen Cannon. They have looked at this material and studied it thoroughly. They have isolated all the phenomena that have arisen in the appeals and the problems associated with them. Although they have reported their findings, it is utterly undigested at this time. PAC will invite Porter and Ruccio to return for further discussion on this issue. Porter interjected, thanking the provost. O'Meara continued, saying this was the way to resolve problems: list the pros, list the cons, etc., as mentioned before. A different way would be to go in with a conclusion and then seek the data to support it. Absolutely not. In fact he has emphasized to PAC that we should start an analysis by taking neither side, and he has been pleased with this method. Some of the changes in the University, made in this way through PAC, have been significant.

The next question dealt with Catholics on the faculty — Colloquy Recommendation #1, that Catholics should predominate on the faculty. Why did the NCA report say there was a sharp discrepancy between faculty and administration on this? There were a variety of reasons. The provost reminded the senate that this very same recommendation was made in the 1970s. In 1960 or 1950 or 1940 there was no need for such a recommendation because there was no issue concerning Catholic identity. "Just recall Bing Crosby in *Going My Way* and you'll know there was no such problem," he said. But with the Second Vatican Council and the changes at Notre Dame, some people were concerned about who was going to maintain its Catholic identity. His predecessor, Fr. Jim Burtchaell, C.S.C., formulated the 1970 version, and while there was some flack, it was minimal. The same was true in 1980 when the current chair of the senate participated in the making of that recommendation then. McBrien indicated that the 1980 version was not recommendation #1. It was about the Catholic character of the University, to which he is dedicated, but it is recommendation #1 as written with which he has problems. O'Meara asked if part of his problem was "predominance" and McBrien said yes. McBrien reiterated that he did not write the 1980 version. O'Meara agreed, saying he had participated in it but had not written it. O'Meara returned to the question.

I don't have a final answer to this question. I think we are still learning how to handle this question. For example, I myself, as you know, went around to all the departments to discuss this issue when it became hot two years ago. I don't know the answer but I know we have to be concerned. How do we maintain the Catholic identity? One obvious, perhaps simplistic way of doing it, is to have enough Catholics on the faculty. Then people will say what if you are Sofia University in Japan where you don't have that many Catholics to begin with. Can you be a Catholic university? Yes, of course. But how do we preserve this for the future? There's a great sensitivity about this issue. But we also have to remember that being a Catholic university is not something that we here should be ashamed of. How do we accomplish it? I am fully aware of the difficulties of implementing that Recommendation. It should not be viewed as a logical, water-tight, completely wrapped up thing. But it is something that is highly significant for our future.

Jordan said everyone agrees that Catholic identity is important. That point was made to the officers in the senate executive committee's meeting with them in December. But the recommendation as written implied that issue has already been answered. Now, if the provost and by implication the administration recognized that it is not resolved, why was it written with such force? O'Meara answered that it was the best answer they could come up with at the time, and it was a continuation of

two earlier versions. But, Jordan responded, perhaps it wasn't the best answer even at the time; the faculty's response was then to leave the matter open for more discussion. Professor Michael Detlefsen agreed, saying that idea was submitted and rejected. He added that the provost's current thinking is in line with the attitude of the faculty at the time. Detlefsen called recommendation #1 high-handed and was perplexed to hear the provost say it was the best idea at the time.

In answering question #12, O'Meara recalled the events of the spring of 1992 (possible no-confidence vote, April Accords and the meetings between several officers and faculty drawn from the Faculty Affairs Committee of the Board of Trustees, as Conway reminded him). The provost said:

On the basis of these discussions, PAC was reorganized in the way that we all know so well. Basically now 10 new elected faculty members have been added with emphasis on senior faculty members. Personally, I think it is working very well although people in the group are overburdened.

The idea was that we should give this a five-year run so that we learn from experience and then re-evaluate PAC. Once that is done, it would be appropriate for PAC to become regularized in the Academic Articles. I think PAC is a very strong group. I think that one of its strengths is the strong non-polarized relationship between administrators who are doing the daily work and who are concerned with the practical applications and know the problems — and senior faculty who are not involved in administration. This forces a sort of bonding whereby academic values are not forgotten while dealing with administrative concerns, and the ideals of the faculty are always being put into perspective of real life.

Professor Laura Bayard of the library faculty wanted to know when her faculty would be represented on PAC. O'Meara replied that if he came back in five years time after he had retired, he would probably find the library represented. The reason no one from that faculty currently serves on PAC is that the emphasis in its formation was to get senior faculty representing all the colleges involved on it, particularly because of PAC's role in tenure/promotion decisions. Bayard hoped his clairvoyance was correct, but wanted the opportunity to persuade him that library representation was needed soon.

Porter, who had submitted question #12, asked further about the relationship between PAC and the April Accords. She was on the Academic Council when a proposal for an engineering London program was brought up; the council was told it could authorize it in principle only — PAC in its determination of budget priorities

would make the final decision on it. Whoever holds the purse strings generally holds power, in her view. But PAC was not the policy-making body; the council is, according to the articles. She asked him to clarify this confusing situation, especially about whether PAC should be more explicitly defined in the articles in its policy role.

The provost responded in this manner:

Go back to before the April Accords: The PAC had primarily one role and that was to advise the provost on promotion and tenure decisions. It met on several other issues but not for policy-making. There was a lot of discussion in 1992 about having faculty sit on a University-wide budget committee. This was opposed by the administration. What came out of that in the Accords was that PAC was not to be the University budget committee, but a place where you could discuss long-range academic planning. In particular, PAC could be a place where you could plan the implementation for the Colloquy. As for the separation that was mentioned in the Academic Council, I think it was John Roos who made a speech in this regard. The Academic Council is mainly policy-making. The Academic Council has never been involved with budgeting. PAC is a place where long-term academic priorities are discussed. The hard budget decisions are made by the University budget committee, not PAC. That's the history of it. The PAC has played a very important role in planning the implementation of the Colloquy and I will mention that at the end of the evening.

Porter commented that the April Accords were never discussed or voted upon by the senate nor any other body to her knowledge. Conway interjected, saying that the senate had spent an hour and a half one evening giving people the opportunity to express their views on the Accords; after that discussion the motion of no-confidence in the president was withdrawn. Porter continued to try to understand what the provost meant: The Academic Council has as its mandate general affirmations of policy but that specific decisions as to priorities and implementation remain in whose hands? O'Meara said not in his hands as provost but in the hands of the officers of the University, but that analysis of such problems is made by PAC. PAC has the final say in advising the provost on long-term budget priorities. "The Academic Council does not; PAC has that role thanks to the April Accords." He thought the issue of the London Program was exceptional and that kind of situation will not occur again.

Conway added that in an important way Porter was correct: The academic manual has never been changed to reflect the new standing of PAC. O'Meara agreed and said the new standing was a result of an agreement made by the president. "It would be insanity" if he, the provost, were to try to obstruct it. In fact his whole goal was

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to make the new situation work as it was envisioned. After five years, it will be re-evaluated and that would be the time to put it into the manual. Fr. Pat Sullivan, C.S.C., asked why O'Meara had quoted the president as saying such a role for PAC was insanity. O'Meara corrected him, saying he himself believed trying to obstruct PAC would be insanity for him; the president never said that. Miscamble asked Sullivan to clean out his ears; Sullivan objected to what he called Miscamble's rude interruption and asked that he not do so again. He then apologized to the provost for his misinterpretation and asked him to continue his explanation. O'Meara said that PAC's new standing resulted from intense negotiations, widely known on campus, and for him to do anything contradictory to the result and spirit of those negotiations would be suicidal in terms of his relationship to the faculty. It was the word of the president that guaranteed the shape of the new PAC. He replied to question #13, saying that at the five-year evaluation that point should be brought up for discussion.

Question #14 referred to the NCA report's recommendation for increased faculty participation and enhanced information sharing at Notre Dame. O'Meara explained how he saw it coming about.

The way I see it happening is this: that we immerse these 10 faculty members on PAC in University business. Everything is open to them. As you know they have even seen individual salaries without names in the salary review study. Also they have seen pertinent promotion files with all the grievance reviews. Another example is PAC's discussion on having sunshine on salaries. Some went into PAC discussions with the idea that this was the right thing to do, but after much argument, PAC came out unanimously that individual salaries should not be revealed. So these faculty members will return to the faculty after being in PAC and then more will take their place. With the passage of time, we will have a substantial group in the faculty who've been immersed in our University functions. I think that's one of the primary ways of doing it. I think that in terms of the colleges more emphasis will be placed in developing the role of the college councils. I think there is a real cultural distinction between arts and letters and the other colleges. In arts and letters there is a much greater desire for participation. I don't think it is that strong in science or engineering. Obviously you find the strongest participation of the faculty in the CAPs. Nowadays, virtually every recommendation, not every, but virtually every CAP recommendation, is the one that is sustained.

Ruccio pointed to a larger problem when he said that the faculty wasn't even notified of the accreditation process going on, nor was the Faculty Senate, the elected body, invited to participate in it nor in the response to it.

O'Meara wanted to comment on that later in the evening.

He moved to question #15, on women and minority faculty hiring. O'Meara explained what the University practices were, some of which worked and some did not. He said:

First of all, each department has to submit an Affirmative Action plan indicating the strategies for improvement in the hiring of women and minorities and the numbers involved. Some departments used to resist this and there might be one or two that still do. Generally speaking departments cooperate. All offers that are made must include Affirmative Action statements. Unsatisfactory ones are returned. This University subscribes to three services providing lists of women and minorities. These are sent to departments four times a year with reminders of their importance. There is a strong statement on recruitment in the Colloquy. It referred to increasing the number of senior women on faculty. As an interim step, we are inviting to campus visiting senior women of distinction. Where is the money to come from? By using the income of several partially funded unfilled chairs. The impression that I get from arts and letters now is that, generally speaking, this has been viewed in a positive way. I think that's a very positive move.

O'Meara asked if anyone in the room would comment on these new senior women. Professor Maureen Hallinan, a senate guest, said there was one in her department, sociology.

I repeat this is not our goal; it is an interim step . . .

Every year a statement is expected from each department comparing the number of women in the department with the so called availability of women, a figure that is computed nationally. We also try to emphasize spousal hiring. It doesn't mean we're that successful. But we do try to find jobs for spouses either in other academic units or in other parts of the regional workforce. Twice a year we send out letters on the importance of this. Usually departments have their own plans and a spousal hire might not be strong enough or might not be in an area of interest to the department. Another initiative strongly promoted from inception to conclusion by Kathleen Cannon was the child care center. Another strategy that we put into place was the Luce chairs, junior chairs for women in science. We have an income, as I recall, of \$300,000 a year from the Luce Foundation for the advancement of women in science and engineering. Thanks to Luce Chairs, some very attractive packages are made to strong junior women in science, packages that include summer salaries and start up costs. In engineering these funds are used in a different way. Not for young women faculty,

but for women graduate students in order to attract them into the profession. A recent study at one of the Ivy schools about its 1966 Affirmative Action plan tells us that they've fallen far far short of their goals. Specifically their problem concerns a lack of senior women on the faculty as role models. By 1993 only one of the divisions of that university had achieved that university's 1966 goal in terms of Affirmative Action for women. Clearly there is a lot to be done. I think that men do indeed have hang-ups that are not always apparent. I think I have fewer hang-ups than I used to — I attribute this first and foremost to Jean and our four daughters! Once in a while I'll see a member of the faculty who is advanced as far as I was in 1965! Yes, I do think there are problems. I don't think these are problems just at Notre Dame. And this is reflected for the worse in the recent changes in the political situation in Washington.

Professor Kathleen Biddick expressed some frustration at the slow pace of advancement in this area. The gender studies department is a special area of concern; a good one at a university was taken for granted by rising young scholars. The Notre Dame concentration in gender studies has been languishing for lack of adequate funding and inattention from the Development Office and other administrative foot-dragging. Another point she raised was a request for the Provost's Office to look at recruitment success in departments around the University to see what kind of faculty input there had been at various stages of hiring for women and minorities. She suspected that those departments which had the most open processes for faculty input also had the best recruitment success records; English was one good example; since most women faculty, for example, as junior faculty and probably untenured, women probably have little input into the process. The affirmative action statements are good, but largely ignored, but the culture within the departments is the location of the problem. She asked if he might have Kathleen Cannon look into this. He agreed with her on the latter request and asked her to send him a note about it. He saw the funding question as more difficult to resolve. He believed it should be resolved on the level of the deans when priorities are set. He would be prepared to support increased funding if suitably prioritized by the dean. But Biddick pointed out that gender studies does not fall into the regular funding categories. Even though his office had given the concentration some money recently, and she appreciated that support, it was not enough. He asked for some time to think more about this issue and requested a separate note from her about it.

Professor Gary Hamburg asked if exit interviews were done regularly with faculty who were leaving, especially minorities. O'Meara said not generally with faculty, nor with black faculty whose numbers are small. However with women, exit interviews now are done and in addition Kathleen Cannon has contacted almost 40 women

who were on the faculty and left voluntarily to see what their thoughts were. She has discovered that problems did not generally exist for the University as a whole but occurred in the matter of what might be called supporting services and the "simpatico" relationships that exist on a department level. She is discussing this information with a variety of women's groups to improve the situation.

The provost moved to question #16, assessment requirements and the University's plans in the area as called for in the NCA report.

It's a new requirement, and many people in higher education have serious reservations about it. The Department of Education is playing an increasing role in what the universities are to do in measuring the educational outcomes of individual students. One of the points is that one way to make sure that government money is not ill-spent is to go through the accrediting agencies and if the institutions are not doing their job then what do we do about it? If you have a college where real education is not being provided and the students there are not getting their money's worth, the college shouldn't be accredited. Therefore, the argument goes, an assessment plan must be available at the time of accreditation. The purpose of this plan is to provide a way to assess value added to the individuals through the educational process. Thus if we say the goal of education at Notre Dame is to turn out independent scholars, independent and articulate thinkers, then how do we assess this when they graduate? It's a difficult question and what are we doing about it? The University Curriculum Committee was working on it, and did not finish. That committee has now gone into recess except for one purpose: Once the assessment plan is developed, it will be sent back to the committee for further action and they will discuss it. All department chairs have been asked to contribute, and the assumption has been that they will do so by contacting the faculty. The assessment committee consists of Kathleen Cannon, chair; Graham Lappin in chemistry, Ken Milani in accountancy, Dian Murray in history, Mark McCready in chemical engineering and Scott Maxwell in psychology. All of these except Cannon and Maxwell were on the curriculum committee. Departments have been asked to respond as to what they do now that would assist toward assessment and what they anticipate doing. The responses have been very slow. But if our accreditation is to be complete, we must have answers and they must be provided soon.

Professor Mario Borelli asked if anyone, in or out of the universities, was providing guidelines in this area. O'Meara said at Notre Dame the Assessment Committee is doing so; in addition Harvard has done much work in this field and they see it as a way to improve the quality of their education. Sullivan commented that Kings Col-

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lege in Pennsylvania had been doing assessment for some time; O'Meara said he had given the information Sullivan sent him on Kings to Cannon and thanked him for his help.

Moving to question #17, on the "personal vision statement" as a substitute for an institutional self-study document for the reaccreditation process. O'Meara recalled an earlier period.

For the accreditation process in the early '80s, we submitted the PACE Report with enhancements as our accreditation document. The person in charge at the time was Monk as associate provost. This time Ollie Williams was in charge. There was some comment from the accrediting agency office in Chicago that the Colloquy Report might not be appropriate. But after some discussion, they agreed to accept it this time, again with suitable enhancements. I think it is both fortunate and unfortunate that the Colloquy report has been referred to as the president's personal vision statement. As a matter of fact, hundreds of people had an input into the Colloquy process. Monk says in the report that it is the work of several people. The way I see the reference to the personal vision is that he completely identifies with the Colloquy Report. It is unfortunate that it also had this narrow interpretation. The report was still acceptable to the accrediting agency as our official document, but I am sure it will be done differently next time.

Detlefsen asked if the provost found it appropriate that the faculty group that made up the Colloquy and put its reports together, be made up entirely of non-elected and appointed members. He answered that he thought the next time it would not be done in that same fashion. Detlefsen asked again if he thought the Colloquy process this time was right. O'Meara said he believed what was done on that occasion was okay.

Question #18 dealt with salary inequities, PAC action on them and corrective action. The provost answered:

You've all read in my PAC letter to the faculty that PAC did a major analysis for the first time in history of all faculty salaries. I don't want to repeat the process, because it's all spelled out in the letter. But in the analysis four women were found to have lower salaries than they should have. Everything was coded so that names could not be identified. These difficulties were also explored with the pertinent departments and the deans. Subsequently a similar analysis was done for the entire faculty. In that second review, I think 11 or 12 faculty members' salaries were found to be out of line. Their salaries will be adjusted this year for next year. It was also found that several individual salaries were too high. What do you suggest we do with these?

Now, forgetting these analyses, how many complaints reach me each year or over the years on salary? Answer: 1, 2, none. Occasionally these things come to the dean, but have to come to me for readjustment. I remember some years ago when the first of these came to me. It was a professor who, when the average salary for the University was announced, said his was below average. Did that mean he was below average as a contributor? Both his dean and I agreed that that was not right and adjusted it.

To say that I'm *below average as a person* because my salary in English is below the average for the University is not a fair reflection of things because that average is computed for the entire University. I have to remind you, as I usually do, that a brand new assistant professor in accountancy who might even show up without a Ph.D. will start out at a salary of \$70,000 for nine months. A brand new assistant professor of philosophy will come in at about \$38,000. That is, so to speak, the relative value of accountants and philosophers in our society!

Detlefsen interjected by saying this was also a reflection of relative value in the University, to which O'Meara agreed but only according to one of the norms. In terms of the intellectual life he thought one might have a different analysis! And he did not want to say any more about accountants!

On question #19, concerning having all tenured members of a department sitting on a CAP committee, submitted by Sheehan, O'Meara reflected that in 1962, when he came to Notre Dame he would not have thought this was a good idea: Standards and quality were not as high as they should have been at that time. He was not yet ready to make such a jump globally even now, but in principle he had no problem with having all tenured faculty on CAPs. However, before completely agreeing to it, he wanted to see the pros and cons, to learn what the effect of this would be in a large department and in a small one. He complimented Professor Stephen Batill for the new plan in his department (aerospace and mechanical engineering) as an excellent vehicle for faculty involvement, especially as this applies to getting a new chair. Sheehan asked if it were true that the provost or some high administrator objected to his department's (finance and business economics) having all tenured faculty on its CAP (supposedly because of the additional administrative burden this places on faculty). They were willing to undertake the additional responsibilities. The provost responded that there had been other difficulties with the way that CAP experiment had been done, and he and Sheehan had talked about them already.

Question #20 had to do with the operations of the Faculty Board in Control of Athletics and bowl considerations. The provost said he had difficulty relating to this question and asked Miscamble how Australians might

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feel about it. He said they considered it extremely important! Seriously, O'Meara felt that the players on the football team wanted to participate in the recent Fiesta Bowl, and he suggested to the senate that the issue be left to the Academic Council's consideration when the faculty board's report is received and discussed. He asked whose question it was and what was the motivation for it? Sheehan had prepared it and posed it because some of the players had commented to him that, if given a choice, they would just as soon not play in a bowl. They never had a choice. M. Borelli recalled one year not too long ago when the players voted not to go to a bowl. O'Meara wondered if that had to do with the quality of the team's play that year and Borelli said yes.

Sheehan asked the question, not for its non-importance, but to address the same general points of accountability and responsibility for decisions that the senate has been concerned with in other areas of University life. O'Meara asked if the decision should be made by the board or by the players? Sheehan said the question posed concerned the players. O'Meara asked if they may object to giving up their holiday time (as distinguished from playing the schedule of games during the semester). Sheehan said if the University asks some service of them, "the consent of the governed" might be appropriate. Professor John Borkowski pinpointed the importance of the issue: Not only during holiday time does the University interfere with the academic performance of better than 80 students, but also during finals week when practices go right up to the edge of this time and he thought perhaps even during finals week itself. This is not a small matter, especially in a year like the past one when some, maybe even a majority, might have opted not to play a bowl game. Borkowski said he could not be sure of an exact number; after all some might prefer the television exposure, and there were other motives too. It is not wise to be locked into bowl contracts and not allow the team to reflect on this at all. Of course, he realized we are locked into such contracts. O'Meara asked if anyone in the senate was on the faculty board; there were none currently. He believed, based on this conversation that the issue was certainly and clearly worth a discussion in that group. Hamburg thought we were dealing in supposition and not fact; he felt the discussion at this time was irrelevant.

The next question, #21, concerned fees above and beyond tuition charged to students in engineering and science, and proposed for those in business. O'Meara answered:

I'm against fees, but they creep in in difficult budget years. Once they creep in, it's difficult to get rid of them. Then other colleges say why do they have fees and we don't. And then everyone wants them. It then becomes intolerable, so you wipe them all out until it starts all over again.

A member asked how such fees are approved at Notre Dame. At the University level, the budget committee must approve them, and then the president and the Trustees. Batill wondered how certain fees in courses and/or activities in which only a small group of students participates are handled, and he cited photography as an example where they pay extra fees for supplies. O'Meara believed a case could be made for such a fee. Batill argued and would not like to see a categorical denial of extra fees to support with appropriate resources the intellectual activity of our students. He urged care in applying them only in special situations. O'Meara thought that indeed the University needed discipline to control fees. For instance a college can come up with a situation where it finds that it needs computers — when the budget is already set and such an expenditure is not part of it. The easy solution would be to slap on extra fees on the students. But that's sloppiness, and the fee in that case ought to be denied, but in the photography example it ought to be approved. Borelli thought extra fees in science were appropriate, and O'Meara disagreed: So many students are taking science courses that the University should consider that as part of the general education. Conway was paying about \$300 in fees for music and found it hard to understand why. O'Meara replied that there might be personal instruction by an outside tutor involved. A member wondered about the fee every student pays for *The Observer*, even if not everyone reads it. O'Meara believed we could not do anything about that.

The final question, #22, dealt with computers across the campus and the Office of University Computing (OUC) support. O'Meara responded:

The OUC does not tell colleges what computers to use or buy. We need a certain compatibility on the network. We can't just have every brand on the system because we can't accommodate all of them. So, there are certain norms.

This question was also posed by Sheehan as a result of a situation in the College of Business Administration as they prepared to move into their new building. The provost answered Sheehan, who wondered where decisions were made: by the college or by a supporting service?

This question is why couldn't you buy Dell Computers?

You guys said we could buy more of the Dells than IBMs because the IBMs cost \$1,000 each more than the Dells. OUC said you can buy whatever you like, but OUC will not service Dells because they were not compatible. But OUC was willing to give you \$1,000 more for each IBM you bought. So in a certain sense the problem became moot. My understanding, from Roger Schmitz, is that to make them buy things that were compatible with the system they were given the extra money.

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The provost had some concluding remarks concerning the budgetary implementation of certain Colloquy 2000 recommendations. These remarks were as follows:

Let me recall some of the financial needs identified in the Colloquy. There was \$40 million in endowment for the advancement of graduate studies; we had 150 new positions listed — 50 of them out of the regular budget and 100 out of endowment. There were several items for the Law School. And a lot more. The happy news is that we have been able to put together for the coming year the first of 10 installments toward the Colloquy, and then some. Let me tell you about it with the understanding that this has to be approved by the Trustees.

In terms of the endowment and one-time moneys, we are now going to go for something like \$664 million in the next campaign which should be finished within 10 years. That's \$664 million for academic interests out of a total campaign of \$767 million. Now, that was in the fund-raising category. There were also several things which cannot be obtained through fund raising and should be done through other means, ultimately through tuition advances. These come to a \$21 million dollar increase over and above inflation in the academic budget over 10 years. The plan is to achieve this \$21 million goal through 10 segments of \$2.1 million — all properly indexed according to inflation. *The first segment is approved for next year.*

In addition, if you go to the \$40 million endowment for the advancement of graduate students and divide by 20 for the annual spending money, you get \$2 million per year. All of that would have to wait until the funds had been donated, but Monk said he wanted that accelerated. Now you can't accelerate gifts, but we are achieving that ahead of the gifts. In Monk's talk to the faculty he mentioned this need as a priority. Therefore, for next year we will have \$400,000 more for graduate fellowships. The year after that we will have \$800,000 more; the year after that \$1.2 million and then the next year \$1.6 million, and finally in the fifth year \$2 million more. Thus in five years' time the goal of \$40 million will have been achieved, *and it's already started for next year.* This does not come out of the \$2.1 million.

Let me say also that the libraries have called for increased spending money of \$3.9 million by the end of the campaign, not from endowment but from the \$21 million. This is also being accelerated. This increase will come out of the \$2.1 million. *Next year library spending will go up \$650,000.* Then the year after that it will increase \$1.3 million, etc. In six years the full amount will be realized.

Further, a significant amount of money is in next year's budget for problem-solving. In particular *there will be a special \$800,000, increment in the business school budget to*

help remedy the problem analyzed in my annual PAC letter to the faculty: \$250,000 of this is to admit fewer MBAs (that's to cover the lost tuition) and \$550,000 to target things like fellowships.

The Law School has also been pressing for fellowships. Their target is \$12 million (like the \$40 million for graduate students) through fund raising. But we're not waiting for that. Twelve million dollars equals \$600,000 in income (divide by 20). *They are getting extra money next year of \$100,000 for fellowships;* it becomes \$200,000 the following year and in six years it will be \$1.2 million. This is also a breakthrough in that we are now funding for the first time fellowships on the advanced level in the professional schools *not* out of endowment.

Last year in my letter to the faculty I said we strained and went up over and above inflation to the tune of \$2.47 million, i.e., the academic base for 1994-95 was increased \$2.47 million. For 1995-96 the comparable figure is \$4.55 million.

The University is well-poised, and we have resources. But because we are doing this for next year doesn't mean it will get similar growth for the year after. That is the plan but who knows what will happen with the economy, etc. Nevertheless I am extremely pleased. If you want an illustration of faculty input, here it is. The faculty worked extremely hard on the Colloquy even as some of us wondered if this were not just a theoretical exercise. Also PAC worked hard during the October break in fine-tuning the Colloquy priorities into a fund-raising goal of \$664 million.

You cannot imagine what an experience it was at Christmas when we saw we had accomplished this. You know that we simply have to reduce our annual percentage increases on tuition. Our tuition increase last year was 6.5 percent, and originally we had intended to achieve these things at that 6.5 percent. But we are achieving them at 5.9 percent instead. I can tell you that this is very promising. And it's not just the money, but the fact that it was put together by the University Budget Committee in such a positive, cordial and forward-looking way.

Faculty raises for next year will exist! Four percent will be the average raise. In addition to the 4 percent, an additional \$200,000 is available for promotions and to attend to some salaries which have to be boosted. Law School faculty salaries will be part of this enhancement program. In terms of the library, parts of the \$650,000 enhancement is to bring up faculty salaries.

I think we are in very good shape. And it is our conservative planning in the past that has made this possible today.

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McBrien reminded the provost of the time and asked him to leave a few minutes for additional questions from the floor. O'Meara opened the floor for questions. Batill asked the provost to try to interpret some trends in higher education as they relate to Notre Dame. The role of a university in society is changing. Assessment and productivity are new terms being bantered about. How can this community assess the value added to people coming here? How can we demonstrate the value of a Notre Dame education? Are our tuition increases resulting in us not attracting the students we want for certain economic reasons? Is productivity absent from Notre Dame, since we hear so little about it and so much more about economics and governance? O'Meara replied:

You're speaking about here at Notre Dame, and assessment is a part of it and I hope something constructive comes out of it. In terms of resources and those economic questions and so on, the rhetoric and the thinking is a straight-line evolution of what we've been talking about for the last several years. In American business and in many universities today the emphasis is on productivity and cut-backs. There is a lot in the air, especially at state schools, that faculty have it too easy. So to talk of 150 new faculty is kind of obscene. (An article in *The Wall Street Journal* recently referred to the headhunters vs. faculty involvement in high-level appointments.) Business mentality says if all this is being added, what is being subtracted. But my attitude is this: Having lived conservatively for years, we can reap the benefits now by moving forward at a time that other schools are cutting back.

There is no question but that faculty in many places are under fire in terms of productivity.

He then asked Merz to comment on faculty productivity in the California system, where this is an acute situation. Merz, not claiming expert status on this, said productivity was a very dirty word. All kinds of newspaper pieces were appearing, calculations of faculty salaries per unit hour were being done and were being compared to the combined salaries of the president and vice president of the United States and two United States senators. Administrators and faculty in the California system were reacting to this intense public pressure so that assessment of faculty productivity by non-academics does not destroy their system. They are doing their own assessment, increasing teaching loads and trying to tell the public in a reasonable way what faculty members really do and how they spend their time. He thought it was a big mess.

Sullivan expressed his respect for the provost especially for his sensitivity in answering questions at this meeting. He asked O'Meara if he would next year at this time, in his final appearance as provost before the senate, reflect

with the senate on how it might become more of a structural part of the governance of Notre Dame than it is. O'Meara replied that he would like to be reminded next year of that request. He continued:

I think we'll have real problems in the future, not specifically on the Faculty Senate. As I've said, realignment is going to be necessary, say for how we go about getting new deans and so on. I think at the moment too many people are doing too much work in our evolution of faculty governance. This is to be expected in the transition. But we will have to realign our structure in the future. We too have to consider the implications on our productivity! Right now, I'm not opposed to what we're doing, but too many people are complaining that they don't have a chance to breathe.

It has usually been my right to remove from the minutes any intemperate remarks I've made!

Thank you very much. As usual it has been a great pleasure to be here [applause].

McBrien resumed the chair and thanked O'Meara for appearing at this meeting and answering the senate's questions. O'Meara thanked his good friend the chair and left the room.

The chair called the senate back into session after the provost's conversation. Porter moved to adjourn, Lombardo seconded, and the senate agreed at 9:25 p.m.

Present: Bandyopadhyay, Batill, Bayard, Bender, Biddick, Borelli, A., Borelli, M., Borkowski, Bottei, Bradley, Brennecke, Coll, Collins, A., Collins, J., Conway, Detlefsen, Eagan, Esch, Gaillard, Garg, Huang, Jordan, Lombardo, Mason, McBrien, Miscamble, Munzel, Pickett, Porter, Radner, Ruccio, Sayers, Sheehan, Sullivan, Wei, Weinfield, Zachman, Orsagh, Student Government Representative.

Absent: Brownstein, Delaney, Rathburn, Sommese, Simon, Stevenson, Tomasch

Excused: Broderick, Burrell, Doordan, Gundlach, Hartland, Hyde, Rai, Vasta

Respectfully submitted,

Peter J. Lombardo Jr.
Secretary

Appendix A

Chair's Report

1. The Ad Hoc Committee to formulate a response to the President's five-point agenda for the Faculty Senate, given in the course of his remarks to the Senate on October 10, completed its work in early December, as I reported at our last meeting. The Committee was composed of Kathleen Biddick (History), chair, Edward Vasta (English), Jerry Wei (Management), and David Ruccio (Economics). On behalf of the Senate, I thank the committee, and especially its chair, for the time and effort invested in this project and for the quality of its report.

However, a copy of the committee's draft letter to the President was not circulated among the full Senate membership before Christmas, as originally intended, because one member of the ad hoc committee submitted an informal minority report two days after the December Senate meeting expressing reservations about the inclusion of items 4 and 5 in the draft letter pertaining to campus culture and faculty citizenship, since these seem to be outside the mandate of the Faculty Senate. I decided, in light of that reservation, to circulate the draft letter to the Executive Committee before circulating it to entire Senate. On the basis of several responses from members of the Executive Committee, I concluded that the draft letter was not ready for general circulation. The Executive Committee will review the draft letter as a body and incorporate such changes as it deems appropriate before submitting it to the full Senate for discussion and vote. That discussion and vote will take place at our next meeting on February 9. You will recall that the resolution establishing the ad hoc committee had set the February meeting as the deadline for submission and consideration of the report. So we are on schedule.

2. I announced my intention at the December meeting of the Faculty Senate to reconstitute the Ad Hoc Senate Self-Study Committee and invited members of the Senate to submit their names for possible appointment to the committee. The committee has now been constituted. Its members are Laura Bayard (Library), James Collins (Department of Communication and Theater), Paul Conway (Department of Finance and former Chair of the Faculty Senate), William Eagan (Emeritus Faculty), and Richard Sheehan (Department of Finance and immediate Past Chair of the Senate), who will serve as chair of the committee. The committee is charged with completing its work and submitting its report no later than the final meeting of the Faculty Senate on May 2.

3. Three resolutions remain before the Academic Council for consideration. The recently passed resolution calling for addition of the Faculty Senate Chair to the Provost

Search Committee has been discussed by the Academic Council's Executive Committee and will be presented for discussion and vote at the next meeting of the Academic Council this coming Monday. The resolution concerning formal faculty input into the appointment and subsequent evaluation of the two vice presidents in the Provost's office will be discussed a second time at the next meeting of the Academic Council's Executive Committee, with the understanding that the resolution will be placed on the agenda of the Academic Council for its meeting of February 16. The third resolution, concerning intercollegiate athletics, will be considered as soon as the Faculty Board to Control Athletics has completed and submitted its own report early this semester. The understanding with the Executive Committee, restated by the Faculty Senate Chair at yesterday's Academic Council Executive Committee meeting, is that the Senate resolution will be discussed and voted upon sometime this semester, even if the Faculty Board fails to submit its report.

4. I still intend to prepare a report for general circulation among the faculty on the principal achievements of the Faculty Senate since its inception more than 25 years ago. As I reported last month, I have been in contact with several past Senate chairs, and I repeat my invitation to other former chairs not directly contacted and to other past and present members of the Senate to contribute to this inventory of accomplishment.

5. The second session of the Notre Dame Forum on Academic Life sponsored by the Faculty Senate was held on December 7. The featured speakers were Prof. Jack Furdyna, of the Department of Physics, and Prof. Maureen Hallinan, of the Department of Sociology, both addressing the topic, "The Role of Science in a Catholic University." The presentations were stimulating and the discussion lively. The next session of the Forum is scheduled for February 23. The topic is "The Relationship between Teaching and Research at Notre Dame, and the featured speaker will be Prof. Arvind Varma of the Department of Chemical Engineering. A second speaker has yet to be named.

6. I call your attention to the publication of the Faculty Senate resolution and statement on discriminatory and sexual harassment, passed at our December meeting, on p. 17 of today's *Observer*. Please do whatever you can to see to it that the important concerns expressed in the resolution and the accompanying statement are brought to the attention of your students and please encourage your faculty colleagues in your respective departments and colleges to do the same.

7. I am pleased to announce, finally, that Father Oliver Williams, of the Congregation of Holy Cross and former Associate Provost, will be our guest at the next meeting of the Faculty Senate on February 9.

Appendix B

Questions for Provost

1. Exactly when did you inform Fr. Malloy of your intentions to leave the Provost's office in two years' time? Was it before or after Fr. Malloy's decision to appoint Fr. Scully as Vice President and Associate Provost?
2. Is Fr. Oliver Williams's version of the facts correct when he says in his letter to Fr. Malloy (7/21/94, para. 2) that you assured him of at least one-year's notice before he would ever have to relinquish his position as Associate Provost? If so, why did you not honor that promise to Fr. Williams?
3. Fr. Williams also alleges that, when he challenged Fr. Malloy's haste in making the change in the Provost's office, the President said there was a "crisis" situation. Were/are you aware of any "crisis" that explains the timing of the appointment of Fr. Tim Scully and the termination of Fr. Williams?
4. Fr. Malloy told the Faculty Senate in October that it wasn't a "crisis" but a "personal opportunity" that necessitated the swift pace with which the change in the Provost's office was made. Do you have any personal knowledge that Fr. Scully might have refused the position or been otherwise unavailable for it if it had not been offered to him in May rather than later? If not, do you know of any other factors in the case that could be interpreted as "critical"?
5. Were you personally satisfied with Fr. Williams's performance as Associate Provost, as your recent letter of recommendation attests? If so, why did you request such a sudden change in personnel in your office as the President alleges in his remarks to the Senate in October? ("in the end," Fr. Malloy told us, "the Provost made a judgment about the mix of staff he needed to perform his responsibilities properly. I sustained that judgment.")
6. In the final analysis, was it your idea or Fr. Malloy's to appoint Fr. Tim Scully as Vice President and Associate Provost?
7. Why did you not advise the President to withhold the vice-presidential aspect of Fr. Scully's appointment as Associate Provost until the fall semester so that both the By-Laws and the Academic Articles could be amended *before* his appointment as vice president and also to avoid the negative faculty reaction that followed?
8. The North Central Accreditation Report (see *Notre Dame Report*, Nov. 18, 1994, p. 229, and Concern #3, p. 237) notes that the faculty would like to play "a larger consultative role in the appointment process for deans, the provost and other appropriate academic officers." What is the present relationship between faculty input into the appointment and evaluation of deans and directors and the decision of the Administration to appoint or to continue a dean in office?
9. What are your views on the retention of administrators found wanting by faculty standards? Would you support amending the Academic Articles to ensure that administrators having immediate impact on faculty's academic life (such as chairpersons, deans and the Provost) cannot be appointed or retained without the approval of the majority of the faculty affected?
10. Is the appeals process following a negative tenure, promotion, or renewal decision the same in every college of the University? If not, do you think that this lack of uniformity is unfair and should be corrected?
11. The North Central Accreditation Report acknowledges the widespread dissatisfaction among the faculty regarding Recommendation 1 of the Colloquy (p. 223). It also points out that neither the Provost nor the deans "perceived any problem" with it (*idem*). Why do you think there is such a sharp discrepancy between faculty and Administration on so central and sensitive a matter? What can be done, in your opinion, to bridge the gap between the two — on this and other issues of importance?
12. In its original conception, PAC is a body constituted by the Provost, at his discretion alone, to advise him on matters pertaining to his statutory responsibilities. It has now become a full-scale policy-making body, comparable to the Academic Council. Fr. Malloy, in his remarks to the Faculty Senate in October, referred to these two bodies as being "where the action is," by contrast with the Faculty Senate itself. And yet, as the North Central Accreditation Report notes (p. 229), PAC's new role is not accounted for in the Academic Articles. How do you understand the role of PAC in university governance? Are you concerned that PAC may be currently exercising authority from beyond its "constitutional" limits, and/or that it may be usurping decision-making authority from the Academic Council? Would you support a proposal to spell out the structure and functioning of this committee in the Academic Articles?
13. The North Central Accreditation Report suggests that every member of PAC should have "'academic standing' in their own right and not merely from offices held" (p. 238). Are you open to a reconfiguration of PAC that would implement this suggestion?

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14. The evaluation team of the North Central Association of Colleges and Schools expressed its opinion that "more is required both for 'increased faculty participation' and for 'enhanced information sharing'" (pp. 229, 238, #5) than is presently the case at Notre Dame. Do you agree? If so, what suggestions do you have for greater faculty participation in governance and for "enhanced information sharing" between the Administration and the faculty?

15. The North Central Accreditation Report observes that "there appears to be no systematic plan in place or being developed for increasing the numbers of women and minority faculty" and that there is "much to be done to achieve the University goals in this area" (p. 235). Has that observation been taken to heart? If so, what concrete steps have been, or will be, taken to address the problem?

16. The North Central Accreditation Report is especially critical of the Administration's failure to involve the faculty in the University's assessment plan (p. 236). It says that the current plan "is not sufficiently well developed to be acceptable at this time; and that it "does not evidence broad faculty involvement." Indeed, it formally recommends that Notre Dame 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" (p. 239). What concrete steps have been, or will be, taken to address this problem?

17. The North Central Accreditation Report faulted the University for not preparing a self-study document in advance of the visitation, and observed that the President's "personal vision" statement was "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" (p. 237). Why did you not mandate and supervise the production of such a self-study document? Did you approve Fr. Malloy's "personal vision" statement as an appropriate, if "unusual," substitute?

18. How many cases of salary inequities — not just gender-based inequities, but all types of inequities — have been addressed by the PAC and exactly what corrective action, if any, has been taken?

19. Discussions have arisen among a number of departments on campus about the size of the committee on Appointments and Promotions (CAP). Do you have any objection to all tenured members of a department sitting on a CAP if the department members themselves are willing to incur the potential additional administrative burden?

Would you encourage Deans to support innovative measures within departments to obtain the strongest possible CAPs?

20. The Faculty Board in Control of Athletics met on November 28th to discuss bowl considerations. In light of the fact that our football players are supposed to be scholar-athletes and in light of the fact that they are asked to sacrifice much of the Christmas vacation to participate in a bowl, do you believe that it is appropriate for the players to have a voice — and presumably a vote — in determining whether we go to a bowl? Allegedly, no vote has been taken in prior years, why not?

21. Both the engineering and science colleges currently have student fees over and above tuition. The College of Business currently is considering implementing a similar fee, in large part to provide appropriate computer support in the new building. In general, given our level of tuition, do you believe that it is appropriate for colleges to level additional fees? In particular, given the surcharge already built into tuition to upgrade the computer facilities on campus, why are not sufficient funds available for computerizing the new Business building?

22. The OUC has stated that they will only support IBM and DTK computers. OUC also has purchased only IBM's for student clusters since the DTK's apparently will not stand up to the heavy use those machines receive. The College of Business apparently would prefer to purchase machines for its new building different than IBMs because IBMs cost approximately \$1000 more than an identical machine from Dell and the Dell machines are as reliable as the IBMs. OUC has said that they will not support the Dell machines and will only support IBM and DTK. Thus, any network difficulty with Dell machines would be the College of Business's responsibility. Thus, OUC apparently has made a unilateral decision that they will not support the College of Business's purchase of 70 to 100 Dell machines. Is it appropriate that a support service like OUC unilaterally decides what one of the academic units on campus will be able to purchase and have supported?

Faculty/Student Committee on Women December 13, 1994

Present: Kathleen Cannon, Linda Chalk, Carmen Chapin, Regina Coll, Ava Collins, Sonia Gernes, Kathie Newman, Mark Poorman, James Taylor, Barb Turpin

Absent: Paul Conway, Joe Evans, Bridget Loop, Dian Murray

With minor corrections, the minutes of the previous meeting on November 15, 1994, were approved.

Linda Chalk suggested that the minutes of the meetings be published in the *Graduate Student Newsletter* in addition to the *Notre Dame Report*, since students generally don't have access to the latter. It was agreed that Carmen Chapin would submit a short write-up to the GSN after each meeting.

Barb Turpin then gave a progress report on the work of the subcommittee on graduate students. The committee met with representatives of the business and law schools and Rod Ganey from the Laboratory for Social Research to review the surveys. Given that the interests of each unit are so different, three different surveys must be devised. Ganey is working separately with each school. It will take some time before the surveys are completed. It's unlikely that the subcommittee will be able to do much more this semester than gather and analyze the data. Interviews with students in individual departments will probably have to be put off until next fall.

Ava Collins reported that the undergraduate subcommittee had debated how to attack the issue of assessing the environment for undergraduate students. Should they try to get a handle on what's wrong (i.e., design a survey) or should they make proposals to head off trouble? Most committee members favored the second option because there was no way to get a measure of the first. There is only anecdotal evidence.

Mark Poorman noted that Harvard just completed a self-assessment of its academic climate for women, and faced the same issue of having just anecdotal evidence to go on. They came up with their own survey instrument. He suggested trying to get a copy of it and using the same one here.

Discussion followed on the issue of whether a survey was needed because we already know where the problems are. It was finally agreed that we ought to get a copy of the Harvard survey first, before making any final decision. Poorman said he'd follow through on that.

Kathie Newman asked if we knew of the existence of women's committees on other campuses. She suggested that we find out, and determine what their experiences have been with these issues. We may be trying to reinvent the wheel.

Collins also noted that in her subcommittee meeting the idea of beginning a female alumnae support network came up. Regina Coll suggested starting a list on e-mail.

Finally, Sister Kathleen Cannon reported on the meeting of the faculty subcommittee. They discussed the possibility of conducting interviews with faculty or surveying them. Before either of these things can be done, though, agreement must be reached on what the issues are. The committee is now working on this.

The meeting was adjourned at 2 p.m.

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COLLEGE OF ARTS AND LETTERS

Anthropology

DaMatta, Roberto A.

D. J. Hess and R. A. DaMatta, eds. 1995. *The Brazilian puzzle: Culture on the borderlands of the western world*. New York: Columbia University Press. 306 pp.

R. A. DaMatta. 1995. For an anthropology of the Brazilian tradition. In *The Brazilian puzzle: Culture on the borderlands of the western world*, ed. D. J. Hess and R. A. DaMatta, 270-291. New York: Columbia University Press.

Economics

Dutt, Amitava K.

A. K. Dutt. 1995. Internal finance and monopoly power in capitalist economies: A reformulation of Steindl's growth model. *Metroeconomica* 46 (1): 16-34.

Goulet, Denis A.

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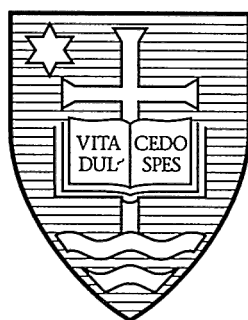
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