

NOTRE DAME REPORT

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Academic Medicine Program Established

Notre Dame and Indiana University School of Medicine have established a new program offering a joint M.D./Ph.D. degree for students interested in academic medicine.

The formation of this joint program between a private Catholic university and a state-supported medical school is believed to be unique in its private-public interrelationship. Three other M.D./Ph.D. programs are offered in Indiana through state-supported institutions.

The joint Notre Dame/I.U. School of Medicine degree is the brainchild of Francis J. Castellino, dean of the College of Science and a biochemist who conducts a major research program in blood coagulation. Castellino persuaded the two institutions that this partnership would maximize the respective strengths of the research and clinical faculties.

To earn the joint degree, students will complete the first two years of medical school at the South Bend Center for Medical Education, located on the Notre Dame campus, and continue at Notre Dame for three more years to pursue the University's doctoral degree through the Graduate School. The last two years of medical school then will be completed at the Indiana medical school's main campus in Indianapolis.

Students will be admitted into the joint degree program beginning with the 1995 fall semester. Those admitted will receive both tuition and stipend assistance, a reflection of the two institutions' commitment to support students devoting themselves to the long training period required.

Admission to the combined degree requires separate applications to the Notre Dame Graduate School and the Indiana medical school. The parallel applications will be coordinated and tracked by the South Bend Center for Medical Education, which will serve as the central office for the combined degree program.

Application to the combined degree program will not jeopardize a student's application to either the Graduate School or the School of Medicine. The student may be admitted to either school independently.

Sheehan Named Alliance for Catholic Education Director

Sister Lourdes Sheehan, R.S.M., U.S. Catholic Conference (USCC) secretary for education since 1990, will become director of the University of Notre Dame-sponsored Alliance for Catholic Education (ACE), effective July 1.

ACE, the brainchild of Rev. Timothy Scully, C.S.C., vice president and associate provost, was founded a year ago to provide committed Catholic teachers for understaffed parochial schools and to provide recent college graduates with intensive teacher training and opportunities for Christian community and personal growth.

The National Catholic Educational Association and the USCC Department of Education, heretofore under Sheehan's direction, are collaborators in ACE. Also a partner institution is the University of Portland, which operates the teacher training and master's in education degree programs for ACE participants.

Sheehan has been an educator and educational administrator for more than 35 years. Prior to joining the USCC, she served for five years with the National Catholic Educational Association as executive director of its National Association of Boards of Education. A native of Savannah, Ga., she was a teacher and principal in a number of schools in the Southeast from 1958 to 1971, then served as superintendent of schools of the diocese of Richmond, Va., from 1972 to 1982. She was provincial administrator for her religious congregation, the Sisters of Mercy, Baltimore Regional Community, from 1984 to 1985 after having served as assistant provincial and director of ministry from 1982 to 1984.

Sheehan was graduated from Mount Saint Agnes College in Baltimore in 1958 with a bachelor's degree in history and education. She earned a master's degree in colonial history from the University of Pennsylvania in 1963 and a doctoral degree in educational administration from Virginia Tech in 1981.

In its first year of operation, ACE has trained and placed 40 recent Notre Dame and Saint Mary's College graduates in 30 schools of the dioceses of Mobile, Ala.; St. Augustine, Fla.; Alexandria, Baton Rouge, Lake Charles and Shreveport, La.; and Oklahoma City, Okla. In 1995-96 the teacher cadre will more than double to between 80 and 90, and the number of cities likewise will more than double to include Montgomery, Ala.; Pensacola, Fla.; Savannah, Ga.; Lafayette, La.; Biloxi and Jackson, Miss.; Charlotte, N.C.; and Charleston and Columbia, S.C. The expanded teacher corps will include graduates of Georgetown and Duke Universities and Portland.

Contributions for 1994 Announced

Notre Dame raised a record \$65 million in cash contributions in fiscal year 1994, according to the annual report of the Office of Development.

The total, which does not take into account pledges of future gifts, exceeded by more than \$4 million the record established in 1993. Record-setting totals in the planned giving program, corporate contribution and the Annual Fund played a large role in establishing the overall record for cash contributions.

Planned gifts — including bequests, trusts, insurance and other estate gifts — amounted to \$11 million, up from the previous record of \$8.2 million in 1993, and planned giving commitments totaled \$16.4 million. The Badin Guild, established for benefactors who include Notre Dame in their estates, numbers 417 members whose anticipated gifts total more than \$121 million.

Corporate contributions were a record \$11.9 million, a 34 percent increase over the previous year. Combined corporate and private foundation support totaled \$21.6 million for the year, the second highest total ever.

In its 51st year, the Notre Dame Annual Fund raised a record \$13.8 million, a 6 percent increase over the previous record established in 1993. The fund's matching gifts program also reached a new high of \$2.7 million. Among U.S. colleges and universities, Notre Dame is second only to Harvard University in both number of matching gifts and total matching gift dollars.

A total of \$6.9 million was raised through the Sorin Society, flagship of the Annual Fund. The society includes contributors of a minimum of \$1,000 annually in unrestricted gifts, as well as Founders Circle members, who donate \$3,000 or more annually.

Fifty-three percent of Notre Dame's undergraduate alumni made contributions to their alma mater, one of the highest participation rates among American colleges and universities. In total, more than 35,000 alumni contributed \$28.2 million to the University.

Ameritech Awards Grant for Summer Engineering Program

Ameritech has awarded the University a \$50,000 grant for a summer program to stimulate interest in the engineering field among very young minority students.

The 1995 precollege program will run during June and July on the Notre Dame campus with students from the South Bend Community School Corp. Thirty-five accomplished minority students in the fifth and sixth grades will be selected to participate.

The program will acquaint the students with seven engineering disciplines, including computer science. It will emphasize hand-on activities and parental involvement and will provide interaction with Notre Dame faculty and professional and undergraduate engineers.

The program will be staffed by a number of Notre Dame engineering faculty members, as well as two elementary school math instructors from Nathan Hale Elementary School in Whiting, Ind. Four South Bend math and science instructors also will be involved as consultants to ensure that the program curriculum is appropriate for the students' age level. Five Notre Dame minority engineering students will serve as group leaders.

The academic progress of these program participants will be tracked through the end of their middle school careers to assess the program's success.

FACULTY NOTES


Honors

Jay P. Dolan, professor of history, was named president of the American Catholic Historical Association for 1995.

Jimmy Gurule, associate professor of law, has been appointed to a Senate Judiciary Committee advisory group by committee chairman Sen. Orrin Hatch, R-Utah. Gurule will provide advice on matters before the committee — or on matters the committee should be considering and will be called upon to provide testimony at Judiciary Committee hearings and offer comment on nominees to federal judicial vacancies and to the Supreme Court.

Anthony K. Hyder, associate vice president for graduate studies and research and professor of physics and aerospace and mechanical engineering, was elected to the board of director of the Oak Ridge Associated Universities.

Ahsan Kareem, professor of civil engineering and geological sciences, has been appointed as a member of the advisory board of the International Wind Engineering Forum (IWEF). Housed in the Japan Association for Building Research Promotion in Tokyo, the main mission of the forum is to promote and facilitate international exchange of information, collaborative research, and joint education and service activities in the area of Wind Engineering and Wind Hazard Mitigation.

 Guillermo O'Donnell, academic director of the Kellogg Institute and Kellogg professor of government and international studies, has been appointed a member of the international advisory board of Estudios Políticos, Mexico. He has been reappointed to the board of the United Nations Research Institute for Social Development for the period 1996-98. He has been appointed a member of the international group of advisors to the High Commissioner for Refugees of the United Nations in Geneva, Switzerland.

Thomas J. Schlereth, professor of American studies, has been appointed to another five-year term as a contributing editor for the *Journal of American History*. He has been named to the board of editors for the *Encyclopedia of Chicago History* and the board of advisors for the National Labor History Landmark Project of the National Park Service. He has been appointed a fellow of the Center for Study of American Culture and Language in Salzburg, Austria. He was awarded the Henry H. Douglas Distinguished Scholarship Award by the University of North Carolina and the journal *Material Culture* for his research publications in material culture studies.

Activities

Scott Appleby, associate professor of history and director of the Cushwa Center, presented a paper titled "A Civil Competition for Souls: U.S. Mainstream and Minority Religions, 1875-1925" at the annual convention of the American Historical Association in Chicago, Ill., Jan. 8. He lectured on "Militant Religious Movements and U.S. Foreign Policy" at the National War College in Washington, D.C., Jan. 9. He lectured and led a discussion of "Christian Fundamentalism and Militant Islam in South Asia" at a conference of Roman Catholic missionaries in the Philippines in Cagayan de Oro, Mindanao, Feb. 17-18.

Paul F. Bradshaw, professor of theology, gave a series of lectures on "Ordination Then and Now," "Recent Liturgical Revision in the Anglican Communion," "A Re-evaluation of the Apostolic Tradition Attributed to Hippolytus" and "Two Ways of Praying" at the Divinity School at Duke University in Durham, N.C., Feb. 15-17.

John E. Chateaufort, assistant professional specialist in the Radiation Laboratory, presented "Application of Transient Spectroscopy to Investigate Supercritical Fluid Solvent Dynamics" at the Brookhaven National Laboratory Department of Chemistry in Upton, N.Y., Feb. 15.

Rev. Austin I. Collins, C.S.C., associate professor of art, art history and design, presented a one-person sculpture exhibition at the Fine Arts Center Gallery at Arkansas State University in Jonesboro, Ark., Jan. 3-Feb. 17.

Michael J. Crowe, professor in the Program of Liberal Studies, gave the invited public lecture "Religion and the Extraterrestrial Life Debate in Nineteenth-Century America" at the University of Oklahoma in Norman, Okla., Feb. 16. He talked on "Ten Misconceptions of Mathematics and Its History" to the History of Science Program at the University of Oklahoma, Feb. 17.

James T. Cushing, professor of physics, gave the invited talks "Historical Contingency and Scientific Realism" and "Quantum Tunneling Times: Standard Quantum Mechanics Versus Bohm's Theory" at Oxford University in Oxford, England, Feb. 21-22. He gave the invited talk "What's Wrong With Deterministic Quantum Mechanics?" at the Department of Theoretical Physics at Imperial College of Science and Technology in London, England, Feb. 28.

Mohamed Gad-el-Hak, professor of aerospace and mechanical engineering, delivered an invited seminar titled "Does a Turbulent Boundary Layer Ever Achieve Self-Preservation?" at the Fluid Dynamics Research Center at the Illinois Institute of Technology in Chicago, Ill., Feb. 22.

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Rev. Patrick D. Gaffney, C.S.C., associate professor of anthropology, gave the presentation titled "The Islamic World" at the Indiana Forum for Global Education Conference sponsored by the Indiana Humanities Council in Indianapolis, Ind., Dec. 8. He gave a lecture titled "Sacred Drama and the Earth: Shamanism in Native America" at a "College Fellow Event" presented by the Office of the College Fellow in the College of Arts and Letters and the Snite Museum of Art at the University of Notre Dame, Notre Dame, Ind., Feb. 9.

John F. Gaski, associate professor of marketing, presented the paper "Some Troublesome Definitions of elementary Marketing Concepts — Have You Ever Looked at It This Way?" at the annual American Marketing Association winter educators' conference in San Diego, Calif., Feb. 14.

James A. Glazier, assistant professor of physics, presented the department colloquium "The Statistical Mechanics of Cell Sorting During Embryo Development" to the physics department at the University of Illinois, Champaign-Urbana, in Urbana, Ill., Feb. 16.

Gregory T. Gundlach, associate professor of marketing, gave an invited presentation titled "Strategic Alliances Effectiveness Dimensions and Life-Cycle Performance" co-authored with Ravi S. Achrol at the winter educators' conference of the American Marketing Association in San Diego, Calif., Feb. 13.

David R. Hyde, assistant professor of biological sciences, gave a seminar presentation titled "The Drosophila Gq Protein: A Key Component of the Drosophila Visual Transduction Cascade" at the State University of New York in Buffalo, N.Y., Feb. 23-24.

Ahsan Kareem, professor of civil engineering and geological sciences, presented a seminar titled "Probabilistic Dynamic Response of Structures" in the Department of Civil Engineering at Washington University in St. Louis, Mo., Sept. 7. He served as an external examiner in the civil engineering department at Washington University for a Ph.D. thesis defense titled "A Pressure Based Finite Volume Time-Stepping Algorithm for the Numerical Simulation of Incompressible Flows."

Louise Litzinger, associate professional specialist in the Freshman Year of Studies, presented "Peer Advising: A Service to First Year Students" as part of the "Back by Popular Demand Series" at the Freshman Year Experience national conference in Columbia, S.C., Feb. 19.

David M. Lodge, associate professor of biological sciences, presented the poster "Determinants of Aquatic Plant Preferences by Generalist Crayfishes" at the Gordon Conference on "Plant-Herbivore Interactions" in Oxnard, Calif., Jan. 21-27.

George A. Lopez, faculty fellow in the Kroc Institute and professor of government and international studies, conducted a faculty seminar titled "Conflict Resolution in the Academy, II: Dealing with Difficult People" for the Lilly Endowment Teaching Fellows program of Michigan State University in East Lansing, Mich., Feb. 2. He presented the paper "Protecting Human Rights from the Ground Up: The Work of Transnational Human Rights Groups" co-authored with Ron Pagnucco and Jackie Smith at the Sears Human Rights Mini-Conference at Purdue University in West Lafayette, Ind., Feb. 18-20. Lopez gave the closing address "International Law as the United Nations Turns Fifty: Maturity or Mid-life Crisis?" at the annual Public Affairs Symposium of Dickinson College in Carlisle, Pa., Feb. 21. He presented two papers titled "Human Rights and Peace: New Considerations" and "Economic Sanctions: Panacea or Peacebuilder in a Post-Cold War World" co-authored with David Cortright, guest lecturer in the Kroc Institute, at the annual meetings of the International Studies Association held in Chicago, Ill., Feb. 21-25.

Rev. Richard P. McBrien, Crowley-O'Brien-Walter professor of theology, participated in a panel discussion on "The Catholic Character of Notre Dame" for the Notre Dame National Alumni Board in Notre Dame, Ind., Jan. 27. He served on the panel "The Pope and Modern Times" on "Think Tank," a PBS television program, Feb. 4.

Rev. Richard A. McCormick, S.J., O'Brien professor of Christian ethics, gave a lecture on "Bioethical Problems of the Nineties" in the Manresa Forum in Detroit, Mich., Dec. 13. He presented the lectures "Mission of Catholic Hospitals" and "Physician-assisted Suicide" at the 50th anniversary convention of Diocesan Co-ordinators of Health Affairs in Honolulu, Hawaii, Jan. 16. He lectured on "Access to Health Care: The Catholic Perspective" at the conference on Access to Health Care in Jupiter Beach, Fla., Feb. 2.

Paul J. McGinn, associate professor of chemical engineering, served as guest editor of the November 1994 issue of the *Journal of Electronic Materials*. He co-authored the paper "Effects of Processing Parameters on the Levitation Force of Melt Textured $\text{YBa}_2\text{Cu}_3\text{O}_{6+x}$ " presented by Chakrapani Varanasi, postdoctoral associate in chemical engineering, at the 1994 fall MRS meeting in Boston, Mass., Nov. 28-Dec. 2. He presented a talk titled "Texturing of 90Ag-10Pd/Y-123 Composite Wires by Reduced pO_2 Melt Processing" at the Midwest Superconductivity Consortium Group Meeting at Ohio State University in Columbus, Ohio, Jan. 27. He co-authored poster presentations titled "Effects of Processing on the Levitation Force of Melt Textured $\text{YBa}_2\text{Cu}_3\text{O}_{6+x}$ " and "Texturing of 90Ag-10Pd/Y-123 Composite Wires by Melt Processing" presented at that meeting. He co-organized a symposium titled "Synthesis, Processing and Large Scale Applications

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of High Temperature Superconductors" held at the annual meeting of the Minerals, Metals and Materials Society in Las Vegas, Nev., Feb. 12-16. He gave an invited talk "Effects of Processing Variables on the Y_2BaCuO_5 Size and Magnetic Properties of Melt-Processed $YBa_2Cu_3O_x$ " and co-authored talks titled "Reduced Oxygen Pressure Melt Processing of $YBa_2Cu_3O_x$ and $NdBa_2Cu_3O_x$ " and "Relationships Between Dislocations, Second Phases and Pinning in Y-Ba-Cu-O" at that meeting.

Rev. Wilson D. Miscamble, C.S.C., chairperson and associate professor of history, presented "A Calling Beyond Country: Notes on an Unfinished Journey" at the third annual Warren G. Rubel Lecture on Christianity and Higher Learning at Christ College, Valparaiso University, in Valparaiso, Ind., Feb. 23.

Jean Porter, associate professor of theology, delivered the paper "Moral Rules, Ideals of Virtue and Prudential Judgment According to Aquinas" under the sponsorship of the Department of Religion at the University of Pittsburgh in Pittsburgh, Pa., Feb. 20.

Terrence W. Rettig, professional specialist and associate professor of physics, presented an invited colloquium titled "Nuclear Structure of Comet Shoemaker-Levy 9 from Hubble Space Telescope Observations — Inferences to Comet and Solar System Formation" at Ball State University in Muncie, Ind., Nov. 17.

Joachim J. Rosenthal, assistant professor of mathematics, gave the colloquium "Inverse Eigenwert Probleme und ihr Zusammenhang mit dem Schubert Kalkuehl" and a seminar talk titled "Ueber die Geometrie des Raumes der linearen Systeme" at the University of Bremen in Bremen, Germany, Feb. 5-15. He presented the invited colloquium talk "Polevorgabe und allgemeine inverse Eigenwert Probleme; ein geometrischer Gesichtspunkt" at the University of Oldenburg, Oldenburg, Germany, Feb. 7.

Valerie Sayers, associate professor of English and director of the Creative Writing Program, presented a lecture and reading titled "The South as Fictional Home" at the South Carolina Humanities Festival in Beaufort, S.C., Jan. 28.

Mark R. Schurr, visiting assistant professor of anthropology, presented an invited lecture titled "Northern Indiana's Archaeological Past" to the Archaeological Institute of America's Visiting Speaker Series at Valparaiso University in Valparaiso, Ind., Feb. 16.

Billie F. Spencer Jr., associate professor of civil engineering and geological sciences, presented a seminar titled "Experiments in the Use of Acceleration Feedback Control Strategies for Seismic Protection" sponsored jointly by the School of Aeronautics and Astronautics and the Space System Control Laboratory at Purdue University in West Lafayette, Ind., Feb. 16.

Eugene Ulrich, professor of theology, presented an illustrated lecture titled "The Scriptures at the Time of Christ and Hillel" at a seminar for the public on "The Scrolls, the Canon, and the Bible" in Phoenix, Ariz. Jan. 28.

Joel E. Urbany, associate professor of marketing, gave an invited presentation titled "Price Search Mavenism, and Information Transmission in the Retail Grocery Market" at a workshop series in Marketing at the University of Chicago in Chicago, Ill., Jan. 30. His paper "Price Discrepancy Effects When Quality is Uncertain" co-authored with Bill Bearden, Ajit Kaicker and Melinda Smith DeBorrero was presented at the winter educators' conference of the American Marketing Association in San Diego, Calif., Feb. 13.

James C. VanderKam, professor of theology, gave the lecture "The Judean Desert" in a course titled "Jesus and His World: What Were They Really Like?" at the Smithsonian Campus on the Mall at the Smithsonian Institute in Washington, D.C., Feb. 6.

Arvind Varma, Schmitt professor of chemical engineering, presented an invited graduate seminar titled "Combustion Synthesis of Advanced Materials" at the Department of Chemical Engineering at the University of Naples in Naples, Italy, Feb. 2. He gave that same seminar at the Department of Chemical Engineering at the University of Akron in Akron, Ohio, March 2.

John A. Weber, associate professor of marketing, gave an invited presentation titled "Using Spreadsheets to Teach Quantitative Methods in Marketing" with Carl F. Mela, assistant professor of marketing, at the winter educators' conference of the American Marketing Association in San Diego, Calif., Feb. 13.

Kathleen Maas Weigert, faculty liaison/academic coordinator at the Center for Social Concerns, concurrent associate professor of American studies and faculty fellow in the Kroc Institute, and Kathy Royer, coordinator for service/social action groups at the Center for Social Concerns, co-led a workshop on service-learning for faculty at Valparaiso University in Valparaiso, Ind., Feb. 22.

Joannes J. Westerink, assistant professor of civil engineering and geological sciences, co-organized and co-chaired with William G. Gray, chairperson and Massman professor of civil engineering and geological sciences, a mini-symposium at the third Society for Industrial and Applied Mathematics conference on Mathematical and Computational Issues in the Geoscience titled "Finite Element Methods for Surface Water Flow and Transport" held in San Antonio, Tex., Feb. 8-10. Westerink presented the invited plenary lecture "Convergence Studies on Tides and Hurricanes Response in Continental Margin Waters" at that conference.

Rev. Paul J. Foik Award

The Reverend Paul J. Foik Award Committee invites nominees for the award, which is given annually to a library faculty member who has contributed significantly to library service to the Notre Dame community or to the library profession through personal scholarship or involvement in professional associations. The award is named for the Holy Cross priest who served as director of Notre Dame's library from 1912 to 1924 and was a leading figure in the library profession in the first quarter of the 20th century. It is among those announced at the president's faculty dinner in May. Previous winners have been Maureen Gleason, deputy director, Robert Havlik, engineering librarian emeritus, Joseph Huebner, head of Collection Development, and Rafael Tarrago, Latin American studies subject librarian.

All members of the University Libraries' and Law Library faculty with two or more years' tenure are eligible. Please send names of nominees, including justification, to the Reverend Paul J. Foik Award Committee, c/o Donald Sniogowski, Department of English, 356 O'Shaughnessy, by April 7.

Academic Council Minutes November 8, 1994

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, Roger Schmitz, Timothy Scully, C.S.C., Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, John Keane, Eileen Kolman, David Link, Anthony Michel, Robert C. Miller, Richard McBrien, Stacey Kielbasa, Frank Bonello, Michael Francis, Gary Gutting, John Roos, Thomas Swartz, Mario Borelli, William Shephard, Andrew Sommese, Hafiz Atassi, Stephen Batill, Carolyn Callahan, Edward Conlon, Douglas Kmiec, Dennis Doordan, Lorry Zeugner, Regina Coll, C.S.J., Margaret Egan, Matthew Gasaway and Dyan Rohol

Observers in Attendance: Andrea Midgett, Dennis Moore and Russell Pickett

Guests: Isabel Charles

The meeting was opened at 3:10 p.m. with a prayer by Prof. O'Meara.

1. Proposed revision of Section 12.1 of the Academic Code. Dean Kolman noted that Section 12.1 of the Academic Code specifies the courses a freshman must successfully complete before moving on to one of the undergraduate colleges. She proposed that the statement presently in Section 12.1, "... one semester of either history or social science," be replaced by "... at least one semester of another University requirement chosen from history, social science, theology, philosophy or fine arts/literature."

She explained that such a revision would grant students more flexibility and would better utilize courses that are not now fully enrolled, such as philosophy and theology, while relieving the burden of oversubscribed courses, such as history and social science. She reported that the proposal had been taken to the Undergraduate Studies Committee of the Academic Council, where it was unanimously approved.

In the discussion that followed, Prof. Francis asked if students who took a theology course as freshmen would later have to take two additional theology courses to meet University requirements. Dean Kolman said that the proposal would not add to University requirements, but would simply grant more flexibility for the fulfillment of those requirements.

Dean Castellino said that the proposal would change classroom dynamics by adding a larger number of freshmen to many classes. Dean Kolman replied that a num-

ber of classes are offered for freshmen only; the proposal would not change that. Dean Attridge said that some 200-level courses in the College of Arts and Letters could be offered as 100-level courses. He said that many students are precluded from taking philosophy and theology as freshmen because of the rigidity of the current freshman year requirements. Because he believes it would be better for students to start meeting their philosophy and theology requirements as freshmen, he strongly supported the proposal.

Prof. Swartz commented that Section 15.2(b) of the Academic Code could allow a student to wait until his or her senior year to fulfill the history or social science requirement, which would defeat the purpose of exposing the student to as many disciplines as possible while an underclassman. Unless parallel language were to be used in the new proposal, he feared that freshmen would start their theology and philosophy courses but defer social science and history. Dean Kolman replied that the freshman year is highly structured. Basically, freshmen can only take 100-level courses, almost all of which go toward the fulfillment of University requirements. She expressed reluctance at changing Section 15.2 because of engineering and other programs that allow for only one University requirement in the freshman year outside of mathematics and science.

Mr. Gasaway reported that the Student Academic Council Committee favored the proposal.

Fr. Malloy called for a vote. The proposal was approved without dissent.

2. Report by the Faculty Affairs Committee on part-time faculty. Prof. Atassi brought before the council this report that was submitted by last year's Faculty Affairs Committee on the University's use of part-time (adjunct) faculty. (See Attachment.) The committee asked six questions: What is the University's policy toward adjunct faculty? How extensive is their use? What kind of resources are available to adjuncts? Is their compensation adequate? What is the length and frequency of their employment? How does their teaching affect the University's quality of education?

To obtain answers to these questions, committee members consulted the offices of the deans and the provost. They found that the College of Arts and Letters and the College of Business Administration make extensive use of adjuncts, while the Colleges of Engineering and Science use them in a very limited capacity. Prof. Atassi described two types of adjuncts. Those of the first type, which represents more than 80 percent of all adjuncts employed, teach specialized courses or disciplines that are not maintained as a major focus of a given department. Virtually

all of them have full-time employment elsewhere; many are professionals in the South Bend area. Others hold positions in various capacities at the University, particularly in residence life or campus ministry. For adjuncts, particularly in this type, compensation for their faculty service is not a real problem. Those of the second type are adjuncts, numbering about 30, who generally have no employment other than teaching at Notre Dame and sometimes concurrently at other institutions. This group teaches basic courses that are not taught by regular faculty because of understaffing. Some of them have been teaching two or three courses per semester for several years. Given their contribution to the teaching mission of the University, their compensation is low.

In summary, the committee found it appropriate for the University to use adjuncts to supplement and contribute specialized skills and knowledge to various departments. However, the committee found it inappropriate for the University to use adjuncts on a quasi-permanent basis as a means of dealing with chronic understaffing problems.

The committee brought two recommendations before the council: First, that there be no restrictions placed upon the first kind of adjunct, whose contributions to the University are well recognized. However, there needs to be adequate facilities for these and other adjuncts. Second, that the University make some sort of commitment to those adjuncts who teach more than two three-hour courses per semester for several semesters. The University's commitment should be commensurate with the adjunct's contributions.

In the discussion that followed, Prof. Gutting asked for the percentage of students taught by adjuncts, information he thought would be important for making comparisons within the colleges. Prof. Atassi said that, while the report listed percentages of sections, he did not have data on the percentages of students. Prof. Gutting also asked how many people from Campus Ministry and Residence Life teach as adjuncts. Fr. Malloy said that the number of rectors who teach is six, at most.

Dean Castellino expressed uneasiness with the committee's broad and somewhat vague recommendations. Prof. Atassi said that the recommendations were meant as an exhortation, not as a rule. He had been told of five or six adjuncts sharing an office, without enough desks, phones, computers, etc. Adjuncts could be offered more adequate facilities. He also said that few adjuncts teach more than two three-hour courses, though one person has been doing so for 23 years. The committee felt that those who teach more should be better compensated and that they should hold regular faculty appointments.

Fr. Malloy said that as soon as an adjunct's position was regularized, departments would likely expect services and

publications from them. Prof. Atassi replied that most adjuncts just teach, for which they would like to be better compensated. Fr. Malloy asked if the Faculty Affairs Committee was recommending implicit tenure for adjuncts who have taught a certain number of years. He also suggested that the position of lecturer might be appropriate. Prof. Atassi replied that the committee deliberately avoided specificity in its recommendations, recognizing that there are special cases to be considered and that situations differ from one department to another.

Fr. Scully said that presently only three or so people would fall into the category of the second recommendation. Dean Michel said that he viewed the recommendations as an exhortation to provide the resources necessary for adjuncts to do their jobs well. He favored the recommendations and did not feel they should be more specific. Prof. Callahan asked if the recommendations would, in effect, create another category of faculty. Prof. O'Meara answered that they would simply say that faculty member should not remain in a nonregular faculty category, carrying a certain workload, for too long.

Since no document or Academic Article were being amended, Fr. McBrien felt that the council should simply receive the report, accept the spirit of its recommendations, and leave the implementation to administrative action. He pointed out further that the report was prepared by last year's Faculty Affairs Committee, and he wondered if it should have been remanded to this year's committee before being brought to the council. Nevertheless, he felt it appropriate that the present report be considered by the council, and the recommendations regarded as guidelines for administrative action.

Dean Attridge added that he could accept the report as a generic exhortation, but not as a requirement that he hire, as full-time regular faculty, those adjuncts who have been employed for the last several years. To do that, he said, would bypass the regular process for faculty appointments.

Fr. Malloy and Prof. Atassi clarified that the report was submitted last April but was not brought to the council then because of time constraints. Prof. O'Meara said that the council could either accept the report as an exhortation or remand it to the present Faculty Affairs Committee. Given the amount of committee and council attention already given to the report and the fact that it had to be delayed last spring, he recommended that the council accept it.

Prof. Roos, referring to the previous comments by Fr. McBrien, expressed his hope that all of the committees of the council would view their work as an ongoing process and maintain appropriate records for continuity from one year to the next. Prof. Hatch added his support of the re-

port as an exhortation. He said it would be helpful for the administration to track adjunct teaching to ensure that the University is aware of any adjunct faculty who, on their own initiative, accept as many appointments as they can in different departments.

Prof. Doordan said that he considered the exhortation to be too weak. He felt that it could be refined and made stronger, to ensure that adjunct faculty are not exploited. Prof. Atassi acknowledged that an earlier version of the report was, indeed, stronger. However, the committee reconsidered the wording in light of its desire that the report be broadly applicable and that it be adopted by the council and used as a guideline for University-wide policy. Also, there was some fear that a more strongly worded recommendation would result in the loss of jobs for some adjunct faculty.

Fr. Malloy then called for a vote. The council voted, with one member dissenting, to receive the report as an exhortation with the two recommendations to serve as administrative guidelines for the University's use of adjunct faculty.

3. Continuing discussion of post-Colloquy reports.

a. Report of the University Committee on International Studies. Fr. Malloy introduced Dr. Isabel Charles as chair of the post-Colloquy University Committee on International Studies. Dr. Charles began her presentation by saying that most of the committee's 20 recommendations would require action by the International Office, whatever form it takes in the future. But a few of the recommendations, to which she directed the council's attention, would require administrative action. (The full report was published in *Notre Dame Report*, No. 2, September 16, 1994.)

Dr. Charles said that Recommendation 14, which involves the London facility, would require attention this year. The University's current leases in London come due in 1997. If the University plans to secure another building by the year 2004, action must be taken now. She noted that it took two years to work out the renting arrangements for the space currently in use. The committee recommended that a new committee be formed this year to begin to address the situation.

Dr. Charles said that Recommendation 16, which seeks the establishment of a vice president for international studies and programs, was made before a new vice president and associate provost position was established last spring. The committee strongly supported the idea of one person having oversight and being responsible for the coordination of all international programs on cam-

pus. Whether or not those responsibilities could be within the purview of the new vice president and associate provost would be a decision for the administration to make.

Recommendation 17 seeks the creation of a fully-staffed international office, which would probably be headed by a director of international programs under the recommended vice president. The director would run the office and would follow through on the recommendations made by the committee. The committee's report contained a suggested organizational chart for such an office that is neither exhaustive nor rigid.

Dr. Charles said that the committee considered recommendation 9, the doubling of the percentage of Notre Dame students who participate in international programs, to be very important. The University was urged to plan carefully and thoroughly for such an expansion. Doubling the number of international student participants has implications for admissions, campus services, campus residential space, faculty teaching responsibilities and curriculum. Each of these, in turn, impacts finances. A primary concern is that programs be created that would attract students. The committee felt that such programs would be created only if faculty believe in their importance and are actively involved in their development.

The committee also recommended (in recommendation 15) that the University conduct a serious examination of the financial aspects of international programs. The current practice of charging full room and board for all international programs, regardless of their individual costs, is often questioned. Also, the University should consider the pros and cons of participating in programs sponsored by other universities and institutions. Financial support must be considered, where needed, for curricular expansion, as well as financial aid for students who would like to participate in international programs but cannot afford to do so.

Dr. Charles said that recommendations 1-8 could be acted upon within the functions of the current International Study Programs office or when a new director of international studies is named. Recommendations 10-14 should be instituted when the new director and the new vice president are in position.

The committee found that not enough people were well acquainted with current international studies programs. To change that, more people need to be involved in more ways, as suggested in recommendations 18-20.

Before accepting questions, Dr. Charles urged the council to view the committee's report as a blueprint, not a finalized design, for the development of a coherent and integrated plan for Notre Dame's international programs —

one that steers it toward its goal of becoming a truly international university.

Prof. O'Meara said that perhaps the only recommendation the council could immediately act on concerned the matter of a vice president for international studies (recommendation 16), and that perhaps no action would be warranted if one of the vice presidents in place were to assume the duties recommended by the committee.

Fr. Malloy said that he had intended for Fr. Scully to assume the responsibility of overseeing international studies, though he did not favor the title, vice president for international studies, because it would not represent Fr. Scully's full range of responsibilities. He said that the University's newly constituted International Advisory Council has had one very productive meeting and plans to meet again in the spring. In many ways internationalization is ready for the next stage of development, for which the committee has prepared well, and for which Fr. Scully would be more than qualified to oversee.

Dean Link responded that by the time the report was completed the committee members uniformly felt that the title vice president for international studies and programs clarified the person's responsibilities and lent weight to the importance of the University's mission of internationalization. The committee felt that at least 90 percent of the vice president's time and 100 percent of the director's would be necessary if Notre Dame truly were to gain an international dimension. However, he said that Fr. Scully has the background to develop further the committee's plan, if he were to take it on as a major responsibility.

Dean Attridge pointed out two issues: the internal organization of whatever officer supervises international affairs and the organization of the provost's office. He felt that discussions about a new vice president precluded discussions about how the provost's office should be organized. Fr. Malloy agreed that the issues were separable. However, since Dr. Charles soon will retire, some sort of action is imminent.

Prof. Bonello asked Dr. Charles where her present position would fit in the proposed organizational chart. She answered that her position would correlate with the director of academic services. She added that the chart was only a proposal and would have to be refined; one person was missing entirely. In response to a question from Fr. Malloy, she said that about one and one-half positions would be added administratively in the proposed organization.

Dean Attridge asked if recommendation 7 was compatible with faculty growth as envisioned in the Colloquy or if it would require additional faculty. Dr. Charles answered

that it was not the intent of the committee to add faculty or to utilize in any major way the Colloquy positions. It was meant to encourage faculty participation wherever possible. She added that new faculty could be utilized to support curricula for new programs.

Prof. O'Meara asked if the costs of additional faculty and the expense of students living abroad had been discussed. Dr. Charles answered that any new faculty would be part of the 150 already recommended in the Colloquy report. The financing of the additional program costs of having more students abroad has not been estimated.

Dean Castellino expressed his concern that Notre Dame students tend to be too isolated from, instead of assimilated into, the local culture of their host country. He said that the establishment of on-site libraries (recommendation 4) would further isolate students and would be expensive. Moving to recommendation 8, he hoped that the reviews would be substantial, and that they would come to the council, not be performed by the council.

Dr. Charles answered that international studies had already begun discussing the development of an instrument that could be administered to review different international programs on a regular basis. She also said that the need for libraries varies from country to country, as does the possibility of enrolling students in local universities, housing them with families, etc.

Prof. Atassi said that he would like for recommendation 2 to be strengthened by saying that, whenever possible, Notre Dame students living abroad should take courses at local universities. Dean Link said that in some countries, or in some localities within a country, Notre Dame and local students would not integrate well. Also, the University would need to run its own programs in some places to ensure the quality of education.

In response to a question by Mr. Miller, Dr. Charles stated that the committee had not given much attention to the possibility of expanding student exchanges with specific institutions in other countries. She added that the principal obstacle to exchanges has been the magnitude of Notre Dame's tuition, room and board costs relative to the those at institutions with which we might consider exchanges.

Prof. O'Hara pointed out that the functions ascribed to the director of support services position shown in the suggested organization chart of the committee's report matches only part of the functions of the existing position in student affairs. She added that the notion of separating that office from student affairs and housing it within an academic unit requires further discussion. Dr. Charles agreed.

Prof. Roos requested that whoever is given lead responsibility for the development plan review the details and present an estimate of what the whole package would cost. He was not willing to support an open-ended commitment, especially when other concerns are vying for funding. Prof. Batill agreed; he also expressed concern that Fr. Scully would not have time to complete such an analysis because of his other responsibilities.

Fr. Malloy asked the council to accept the spirit of the report and to entrust Fr. Scully with the responsibility of carrying it to the next stage, forming whatever groups are necessary for the completion of the task, and reporting back to the council with specific recommendations and information at an appropriate time. Fr. Scully, responding to a question from Prof. Batill, said that he would update the council on his progress by the month of April.

b. Report of the University Committee on Research, Scholarship and Infrastructure. (The full report by this committee was published in *Notre Dame Report*, No. 2, September 16, 1994.) Prof. Hatch, chair of this post-Colloquy committee, began his presentation by saying that the committee focused on neglected infrastructure issues, not on those issues that were clearly addressed in the Colloquy report or those with established endowment goals. The committee targeted three areas that tend to be easily deferred during budget discussions. Of primary importance was recommendation 1, which calls for the University to devise a funding plan to increase the annual budget for capitalization to \$2.25 million, about double its current size. Prof. Hatch said that capitalization is an acute need in science and engineering, where the University must compete with other institutions not so much on salary issues but on how much money is available for laboratory equipment. The committee recommended that instead of waiting for endowment funding, the University begin its own investment program, building up steady funding for capitalization over the next 10 years.

The committee similarly approached recommendation 2, the setting aside of funds for the purchase, maintenance, repair and replacement of research equipment. Prof. Hatch said that over the years a number of committees have recommended this. The University currently matches, as necessary, grant money for equipment. There are no funds available for other kinds of equipment and replacement needs. The committee recommends that the University build up an annual budget of \$2.0 million by adding \$200,000 per year for the next 10 years for this purpose.

The committee focused also on recommendation 4, which proposes that the University increase funding for research development by \$40,000 per year for the next 10 years. Prof. Hatch noted that over a recent 10-year period research funds were provided by the Jesse Jones Founda-

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tion. That source is no longer available, and though the University has since established a small fund of its own with money taken from the regular budget, it needs to be increased. The recommended increment would bring the total to almost half a million dollars in 10 years.

Prof. Hatch briefly mentioned recommendation 6, which proposes endowment funding for research institutes in the College of Business Administration and the Law School. He said that those figures were discussed by the Provost's Advisory Committee (PAC) and are on track for endowment funding.

Fr. Malloy asked Prof. Hatch to comment on recommendation 11, which proposes that the Committee on Research, Scholarship and Infrastructure remain in place indefinitely. Prof. Hatch said that the spirit of the recommendation was that someone or some group review the recommendations over time and to oversee their implementation. He suggested that the Committee on Research and Sponsored Programs be given the task.

Dean Attridge wondered if the committee charged with oversight should report to the Graduate Affairs Committee of the Academic Council. Prof. O'Meara responded that in a similar situation, a standing committee was not recommended for the Curriculum Committee. Instead, it was recommended that an annual report on the progress of the committee's recommendations be presented to the Academic Council by the provost.

Dean Attridge then moved that there be an annual report to the Graduate Studies Committee of the Academic Council on the implementation of the recommendations of the report on Research, Scholarship and Infrastructure, by Prof. Hatch, assisted by the Committee on Research and Sponsored Programs, or whatever oversight committee he chooses. The motion was approved.

Prof. Roos asked where the proposed Humanities Institute in the College of Arts and Letters fit into the various reports being presented. Dean Attridge replied that he did not know of a specific committee working on any of the proposed institutes. He suggested that the deans and college councils must define how the proposed centers and institutes will be presented for fund raising. The Colloquy generated an array of proposals that were generically endorsed as worthy of endowment, but no specific plans have been made to endow any of them.

Prof. O'Meara added that the institutes are covered in the various Colloquy and post-Colloquy reports and will be discussed by PAC. He viewed the proposed centers and institutes as college-wide concerns, not University-wide. Prof. Roos responded that the council has the responsibility of targeting excellence, and that council members should know when and where discussions regarding the

financing of proposed institutes and centers would come to the floor.

Fr. Malloy thanked Dr. Charles and Prof. Hatch for their reports. Two additional reports, one on the library and another on the curriculum, remain to be heard.

4. Other Items. The Faculty Affairs Committee reported that Prof. Conlon and Dean Link were elected committee co-chairs. The other two committees had announced earlier the results of their elections: Prof. Roos was elected chair of the Graduate Studies Committee and Prof. Delaney chair of the Undergraduate Studies Committee.

The meeting was adjourned at 5:10 p.m.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

Attachment

Report on Part-time Faculty Employment at Notre Dame Faculty Affairs Committee Academic Council

The Faculty Affairs Committee of the Academic Council initiated a review of the status of the part-time faculty employed by the University. In particular, the Committee examined the following issues:

- What is the University policy on part-time faculty?
- How extensive is the use of part-time faculty and what is their contribution to the University mission?
- Do they have adequate resources such as the use of an office or a computer?
- Do they receive adequate compensation?
- What are the length and the frequency of their employment?
- Does the use of part-time faculty affect the quality of teaching and interaction with students?

The University policy on part-time faculty is briefly stated in Articles III and IV of the *Faculty Handbook* Academic Articles. This category of faculty, comprised of adjuncts, concurrents, emeriti and visitors, is succinctly mentioned and referred to as nonregular faculty (1993 edition, P. 17, subsection f).

The Committee began by gathering information from the Provost Office and the Deans of the Colleges and the Law

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School. The information received contained lists of the names and departmental affiliation of the part-time faculty in every college as well as the duration and frequency of their employment. The Table below shows the number of part-time faculty (hereafter referred to as adjuncts) per college and the percentage of sections they teach.

College or School	Part-time Faculty	Sections Taught
Arts and Letters	92	13%
Business	16	18%
Engineering	6	5%
Law	13	6%
Science	1	1%

Thus, the College of Arts and Letters and the College of Business Administration significantly use adjunct faculty in their teaching, while Engineering and Science make a very limited use of this type of faculty. Most adjuncts have taught for several years with one having taught for 23 years. In many areas, adjuncts make a significant contribution to teaching at the University.

Adjuncts are mainly used in distinct situations

- Very specialized courses.
- Disciplines which are not maintained as a major focus of the regular academic program
- Expertise or skills to supplement the teaching of the regular faculty.
- Absorb short term fluctuation in enrollment or in demand for certain majors.
- Chronic understaffing in some areas.

Hence, there are two kinds of adjunct faculty. The first kind is comprised of professional members of our community who teach a subject for which the University has no full-time specialist and probably never will. They provide our students with first-hand experience with their expertise in such fields as banking, law, journalism, psychology, medicine, languages and performing arts. Virtually all have regular full-time jobs elsewhere in the community. For them, the level of remuneration is not a critical issue. To this group, we must also add those adjuncts who function in various capacities in the University, particularly in residence life or campus ministry. Their teaching forges an additional link between the residence life staff and the educational mission of the University. This group of adjuncts may greatly contribute to enrich undergraduate, graduate, and professional education at Notre Dame. This group of adjuncts represents more than 80% of all adjuncts employed.

The second group of adjuncts is comprised of individuals who teach basic courses which are not taught by regular teaching and research faculty because of a chronic

understaffing in certain areas. The adjuncts frequently have no full time jobs and often teach concurrently as adjuncts at other institutions. The amount of teaching done by such adjuncts at Notre Dame has not increased significantly over the last ten years, and only a few departments make frequent and extensive use of this kind of adjunct. The number of individuals in this group is about 30. In spite of their relatively small number, a highly visible and sensitive problem surrounds their use. Some of these adjuncts have been teaching two or three courses a semester for several years and make a significant contribution to the teaching mission of the University. However, their compensation package is inconsistent with their contribution.

The current University policy is to minimize use of this second type of adjunct. Departments would like to have sufficient regular faculty to teach all the courses they offer. In the *Colloquy for the Year 2000*, the College of Arts and Letters, for example, gave its highest priority to hiring 80 new faculty members during the next decade. However, we also recognize that the current situation needs to be addressed and there likely always will be cases where it is not feasible to staff all of a department's courses with regular faculty.

The Committee recommends the following:

1. No restrictions on the use of the first kind of adjunct. Their contribution to the academic mission of the University is well recognized. It is, however, important that the University provide them with adequate facilities to perform their teaching responsibilities which is the sole reason for their hiring.
2. For adjuncts who teach more than two 3-credit hours courses for several semesters — implying the University has made a positive assessment of their contributions — the University should make a commitment to them commensurate with their contribution. This may include a full-time position appropriate to their responsibilities.

The Committee believes that it is appropriate for the University to use adjuncts in distinct situations to teach specialized courses, supplement the expertise or skills of the regular faculty, and absorb short-term fluctuations in enrollment or in demand for certain majors. It is, however, not appropriate to use adjuncts as a solution to chronic understaffing.

Respectfully submitted,


H. M. Atassi
Chairman
Faculty Affairs Committee
Academic Council

Academic Council Minutes November 30, 1994

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Timothy Scully, C.S.C., Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, John Keane, Eileen Kolman, David Link, Anthony Michel, Robert C. Miller, Richard McBrien, Stacey Kielbasa, Frank Bonello, Cornelius Delaney, Michael Francis, Gary Gutting, Jean Porter, John Roos, Thomas Swartz, William Shephard, Andrew Sommese, Stephen Batill, Carolyn Callahan, Edward Conlon, Dennis Doordan, Lorry Zeugner, Regina Coll, C.S.J., Kathleen Maas Weigert, Matthew Gasaway and Dyan Rohol


Observers in Attendance: Dennis Moore, Russell Pickett and Ellen Victory

The meeting was opened at 3:05 p.m. with a prayer by Prof. O'Meara.

 1. **Minutes approved.** Prof. Schmitz distributed two sheets containing a few changes for the minutes of the September 20 and October 10 meetings. (The complete minutes had been distributed previously.) With the incorporation of those changes, the minutes for both meetings were approved for publication in *Notre Dame Report*.

2. **Campus computer usage policy.** Prof. Schmitz began his presentation of this item by noting that policies for campus computer usage have developed over the past few years. In fact, the printed materials on computer policy that the council received prior to today's meeting have been distributed by the Office of University Computing (OUC) for at least a year. These pamphlets and handouts originated with the University Committee on Computing and Information Services (UCCIS), which foresaw the need for policies concerned with many of the varied aspects of computing, including piracy of software and computing research behavior. The materials were also reviewed by the Provost's Advisory Committee (PAC), the Office of Student Affairs and a few other groups.

Prof. Schmitz said that the materials on computer policy were brought before council for comment and perhaps endorsement, not for formal approval since no academic article is involved. The OUC plans to continue distributing the pamphlet, "Computer Usage Policy," and sheets entitled "Campus Clusters Facility Policies." In addition, the UCCIS proposes publishing a brief statement on the ethical use of Notre Dame computer resources (see the Attachment) in the *Faculty Handbook* and *du Lac*.

 In the wide-ranging discussion that followed, Dean Michel said that while the College of Engineering en-

dorsed the policy materials, there was some concern regarding the strength of the statements, especially in light of recent events on the national level.

Prof. Schmitz responded that, as is often the case, the materials were more strongly worded earlier on and became less so as they passed from one committee to another. The UCCIS felt it would be appropriate for the more general statements, such as those on the ethical use of computer resources, to be printed in University publications. The other materials would be modified as circumstances warrant, reprinted and redistributed yearly.

Dean Castellino questioned the security of Notre Dame's network and electronic mail system. Prof. Schmitz replied that one should never assume that information transmitted over a network is perfectly secure. Though the chances are small that someone would intercept messages intended for another person, especially on our campus, it is always possible. He added that he has no knowledge of such mail "break-ins" at the University.

Fr. Malloy interjected that the publicized vulnerability of systems, even of confidential government data bases, should be factored into everyone's decisions regarding transmission of information. Fr. Beauchamp recalled that when electronic mail was installed, users were told to use it with discretion. More than once he has received confidential material that was not intended for him, but that came to him because of an addressing error.

Prof. Roos asked what the University would do if/when something unpredictable and controversial happened that involved computing. He asked, for example, how the University would respond if it was called upon to ban material available over the Internet. Prof. Schmitz replied that the UCCIS would be the first group to assess such a situation. As matters stand currently, he said, some subscriptions to network materials contain useful information as well as some offensive material. To ban a subscription would eradicate the good as well as the bad. Mr. Miller, chair of a UCCIS subcommittee that considers matters related to information access, reported that the consensus of the subcommittee was that Notre Dame's documents presented here say about as much as can be said in general terms; the committee was reluctant to move beyond that.

Prof. Shephard commented that he was more worried about the possibility of computer system and research destruction than security. He asked if it would be possible to stiffen the penalties, as stated in the "Campus Clusters Facility Policy," for violations of University policy. Dean Castellino added that he would consider breaking into someone's files to be a very serious offense. Prof. Sommese said that if a faculty member has something on his or her computer that is really valuable, the computer

should be taken off the network. Prof. O'Hara pointed out that the section on sanctions in the pamphlet "Computer Usage Policy" states that violators of computer resources policies will be subject to normal disciplinary procedures. In addition, the loss of computing privileges may result. Prof. Shephard said that he regards the loss of computer privileges so weak a punishment as to be ineffective. Prof. O'Hara clarified that the loss of computer privileges could be a minimum punishment in some situations. Any student violation of a University rule or regulation goes through the Office of Residence Life, and depending on the nature of the matter, can be handled in either an informal disciplinary conference or an administrative hearing. A whole range of sanctions exists that depends upon the gravity of the offense: community service, a fine, disciplinary probation, suspension or dismissal. Prof. O'Hara said that the only cases of this type the University has handled so far have involved the use of computers for harassment, which is treated as a serious offense and which has a more severe range of sanctions.

Fr. Malloy asked what would happen if a staff or faculty member engaged in similar behavior, which in a worst case scenario would bring down the whole system through a virus or other kinds of intervention. Prof. O'Hara replied that any violations would be fed into existing University structures. Student violations would go to the Office of Student Affairs. Faculty violations would go to the Provost's Office; staff violations to the Department of Human Resources.

Prof. Miller expressed concern over the statement that computers are to be used "only" for official business. He feared that failure to adhere strictly to this policy could jeopardize the University should it ever need to discipline someone seriously abusing the rule. He said that he is aware of library staff using the system to do personal correspondence, make airline reservations, transact business, and so on, and would feel compelled to do something about it if it interfered with an employee's work. However, such an abuser might claim that the policy is never enforced. Prof. Schmitz replied that in practice it will be impossible to police all usage. Complaints of abuse will be addressed. Prof. Gutting suggested that the policy materials say something about the "serious abuse" of University computers for personal use. It would give the University a little leeway and not give the pretense that every offense is being hunted. Prof. Schmitz said that he would bring this discussion and Prof. Gutting's suggestion back to the UCCIS.

Fr. Malloy asked if the council was willing to endorse the statements that are proposed for the *Faculty Handbook* and *du Lac*. The council responded with unanimous approval.

3. Academic Council committee reports. Prof. Conlon reported that the Faculty Affairs Committee will focus primarily on the North Central Accreditation Report, identifying those aspects of the report that involve faculty affairs within the purview of the committee. Dean Link added that all of the agenda items for the year are related to the Accreditation Report. Besides a study of the report itself, those items to be reviewed include administrative procedures and relationships to decision gridlock, proper representation of various units on University-wide committees, the classification of professional specialists, and the centralization of decision-making.

Prof. Roos reported that the primary agenda of the Graduate Studies Committee involves a cluster of items relating to the setting of priorities for graduate program development. The committee considers the establishment and review of such priorities and the approval of new programs to be its most important duty. The committee is currently waiting for the release of a major review of graduate programs and criteria of productivity, which it will use as a base for discussion.

Prof. Delaney reported that the Undergraduate Studies Committee has two primary agenda items that were assigned by the council: the discussion of merit scholarships, and the study of a possible special student fee in the performing arts. So far the committee has devoted much of its time to discussing merit scholarships, aided by a wide range of information presented by Kevin Rooney and Joe Russo on other universities and their use or non-use of merit scholarships.

4. Continuing discussion of post-Colloquy reports. Prof. Schmitz presented this report on the University's libraries. He began by referring the council to *Notre Dame Report*, No. 2, September 16, 1994, which contains this post-Colloquy report in full, and by reminding the council that the report had been presented formally to this body last spring. He restated that the intent of the *Ad Hoc Committee on University Libraries* was to study the entire range of University library needs, present and foreseeable, and to make specific recommendations and cost estimates for meeting those needs.

The report was divided into two parts. The first part describes the University Libraries; the second describes the Kresge Law Library. Because the two have parallel needs, Prof. Schmitz said that he would review specifically the recommendations of the University Libraries, and just describe the cost figures for the Kresge Law Library.

The Colloquy report included 14 recommendations for the University Libraries, 11 for the Kresge Law Library. Costs for the recommendations were divided into two parts. The proposed increase in the annual budget for the University Libraries is \$3.9 million. In addition a large

sum required for the physical restructuring of the Hesburgh Library, one-time retrospective purchases of materials and other one-time items, estimated at \$29.2 million, would come through fund raising. Analogous figures for the Kresge Law Library are \$591,000 and \$4.47 million, respectively.

Prof. Schmitz said that the only recommendation in the report that requires formal council action is the proposed revision of Academic Article 4.3, Section F, which describes the University Committee on Libraries. However, that proposal would be presented for action at a later date following a review by the Executive Committee.

Prof. Schmitz summarized the 14 recommendations as follows. Recommendations 1 and 2 pertain to increasing the number of library personnel and faculty. Recommendations 3-6 involve retrospective acquisitions, additional journal subscriptions, and the central location of materials in video and digital formats. In response to a question from Prof. Hatch, Prof. Schmitz said that according to recommendation 6, video materials collected by Educational Media, should be coordinated and cataloged centrally. This, in fact, has been the understanding between Educational Media and the University Libraries for some time.

Recommendation 7 addresses cycles of inflation. In recent years the costs of library materials, particularly foreign journals, have increased much faster than the consumer price index or the inflationary index the University has used for non-salary items. It is proposed that in the annual budgeting process the University deal with this super inflation of library materials just as it deals with super inflation on certain other items, such as those pertaining to overseas programs. The alternative would be for the library to cut subscriptions, an action that would run counter to the committee's recommendation that subscriptions be increased significantly.

Recommendations 8 and 9 involve the sharing of materials with libraries at other institutions, and participation in organizations that will work out sharing arrangements and promote the availability of materials in electronic form. Recommendation 10 proposes an extensive preservation program for printed, electronic and video materials. Recommendation 11 involves the maintenance and replacement of library equipment. Prof. Schmitz said that the condition and availability of equipment and overcrowded reading areas are the two major complaints of students.

Recommendation 12 proposes a long-range study of library space. Fr. Beauchamp asked if an increased number of library volumes and subscriptions would come before or after the acquisition of more library space. Mr. Miller answered that, without additional space, a storage crisis will be reached in about three years. Prof. Schmitz added

that a similar crisis is imminent in the Kresge Law Library. He also added that space for additional personnel is an equally serious problem. Some further crowding in offices can be tolerated for a short time, but specific plans for relief must be made soon.

Recommendation 13 proposes that new or merging departments, programs, offices and the like incorporate library personnel in their discussions of plans and needs at an early stage. Too often newly established entities face an inadequate supply of materials because the library is not given advance notice.

Recommendation 14 involves the restructuring of the University Committee on Libraries. Prof. Schmitz said that a draft proposal increasing the size of the committee from eight to 17, including student representatives, would be brought before the Executive Committee of the Academic Council next semester.

Prof. Schmitz then summarized what he thought were the appropriate follow-up steps. The primary action required by many of the recommendations is to secure the necessary funding — a matter for the University's budget committee and fund-raising offices. Given the necessary funds, library administration and faculty would have the primary responsibility of following up on the first two recommendations regarding personnel hiring and development. The University Committee on Libraries would have the primary responsibility of overseeing the fulfillment of recommendations 3-6, involving the acquisition of materials. Given adequate funds, the library administration and faculty would follow through on recommendations 7-11, which involves interlibrary loans, the general sharing of materials, and equipment. Recommendation 12, on the need for library space, would be incorporated in the University's campus-wide planning for the use and reuse of space. Recommendation 13, which addresses the integration of the library with the various colleges and departments, would be addressed by the Provost's Advisory Committee. Recommendation 14, on the restructuring of the University Committee on Libraries, would go to the Academic Council for approval. Prof. Schmitz said that the Ad Hoc Committee also recommended that the University Committee on Libraries assume responsibility for overseeing and tracking library development for the next five or six years and reporting annually to the Academic Council.

Prof. Schmitz concluded by repeating that the needs of the Kresge Law Library were similar to those he had just discussed. However, the price tag for each recommendation was different. (See page 80 of the issue of *Notre Dame Report* previously cited.) Before the floor was opened for comments, Prof. Doordan, another member of the post-Colloquy committee, said that the committee felt very strongly that the library should be one of the

University's top priorities. He said that the University's claim to academic excellence is dependent on the quality of the library.

Responding to a question from Fr. Malloy, Mr. Miller said that the University Libraries and the Kresge Law Library work closely together, though they are financially and administratively independent. Prof. Schmitz added that the Kresge Law Library is not currently represented on the University Committee on Libraries. The recommended restructuring of the committee would include such representation.

Prof. Swartz asked how many extra library staff and personnel would be necessary to handle the demands of 150 new teaching-and-research faculty recommended in the Colloquy report. Mr. Miller answered that the numbers in the Ad Hoc Committee report for library personnel growth take into account additional faculty, increased acquisitions and technological expansion. He said that additional library personnel would roughly bring the University up to the level of its peer institutions, though there are some differences in structure.

Prof. O'Meara asked about the University's rank in the Association of Research Libraries (ARL). Mr. Miller guessed that with the proposed changes in place, Notre Dame's rank would move from 66 to the high 40s or low 50s.

Prof. Bonello asked to what extent non-Law students use the Law Library. Mr. Miller replied that the Kresge Law Library is open to non-Law personnel from 8 a.m. to 5 p.m., Monday through Friday. The building is *Detexed* for security purposes, which means that most non-Law people cannot get in at other times. Dean Link added that the Law Library simply does not have space for 24-hour undergraduate access.

Prof. Roos asked for clarification of the report's financial estimates. Prof. Schmitz replied that annual costs are projected at \$3.9 million for the University Libraries. Some of this money could come from a restricted endowment, but the committee anticipated that it would be worked into the University's unrestricted budgeting process. In addition, there is an estimated one-time need of \$29.2 million. The committee presumed this money would come through fund raising.

Prof. Conlon asked what definition the committee used to define a "decent" library. Prof. Schmitz replied that the numbers the committee arrived at were need-driven as opposed to trying to match another university's collection. Prof. Doordan added that the needs of the library were determined by checking existing library documents on user requests and projected needs and by reviewing the present condition of collections. The committee also used the University of Chicago's library as a benchmark,

not to be matched but to help gain a firmer idea of what comprises truly outstanding collections. The committee felt that collection evaluation in the report needs to be refined, and that it should be an ongoing process. Prof. Schmitz said that the faculty of some disciplines, especially the library faculty, helped the committee make estimates based on their knowledge of user requests. There was also some input from faculty who find the collections to be inadequate and find it necessary to get materials from other libraries, particularly the University of Chicago.

Prof. Conlon then asked if departments were asked to review existing subscriptions, make wish lists and so forth. Prof. Schmitz replied that time constraints did not allow each department to respond in such detail. However, the different colleges were represented on various subcommittees, including the Book Collection subcommittee.

Prof. Conlon mentioned that he was involved in an exercise at the University of Iowa, where each department was asked to review a list of all serial holdings for that department. The exercise was beneficial because it informed the departments of exactly what the library held in their behalf, what was being used and what was lacking. Prof. Schmitz said that such an exercise might be beneficial at Notre Dame before the library begins adding subscriptions.

Ms. Rohol wondered if the library's current study space for students, which is already overcrowded, would be used in the next three years for offices and storage. Mr. Miller replied that though seating may become less desirable, the library does not intend to lose any seats. Seating is already less desirable than it was three years ago, a trend that will continue until more space is acquired. He said that the library has worked this past year to create a relatively quiet environment on the second floor by not having any tables where more than one person can gather.

As discussion of the library report concluded, Fr. McBrien asked what would be the council's next step. He expressed concern that, without coordination and oversight from an appropriate body, the numerous recommendations of the four post-Colloquy reports the council had heard would be lost. Without a systematic process of follow-through, he feared that the reports and their recommendations would, in effect, go nowhere. Fr. Malloy responded that, as each report was presented, the council had tried to identify its different elements and note to which committee of the council they should be referred. In addition, any items that required formal council approval were identified as such. He said that only the report by the University Curriculum Committee would require full and thorough discussion by the council. As a safeguard, he recommended that the Executive Commit-

tee of the council review all of the reports that had been presented and report back any concerns about items that might get lost or that should be questioned.

In response to a question from Prof. Gutting, Fr. Malloy said that the council's guiding principle has been to accept the spirit of the reports as a whole, thereby adequately, if not exhaustively, indicating the council's approval or endorsement. From there, the Provost's Advisory Committee would make recommendations about academic priorities, and the officers of the University would review the recommendations in the broadest context and work on funding needs.

Prof. Hatch felt that a mechanism should be set up for an annual review of progress on library developments. Prof. Schmitz replied the Ad Hoc Committee recommended that the University Committee on Libraries be charged with reporting annually to the Academic Council.

Prof. Roos said that the council should indicate when it considers a report or a set of recommendations to be a top priority. Even then, he said, no action may take place. He felt that the council should receive periodic reports from the Provost Advisory Committee concerning the status of budgets and fund raising as they relate to the reports. Prof. O'Meara replied that PAC has worked this year on fitting the recommendations and cost estimates from the post-Colloquy reports into the bigger Colloquy picture. The refigured list of costs must now be approved by the officers of the University and the Board of Trustees. The list will eventually be presented to the council.

Dean Attridge moved that the council accept the spirit of the report by the Ad Hoc Committee on University Libraries. The motion was seconded and passed by a unanimous vote of the council.

The council decided to wait until the next meeting to begin reviewing the report from the Curriculum Committee.

The meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

Attachment A

Ethical Use of Notre Dame Computer Resources

University of Notre Dame computing resources are community-wide, and all users are urged to exercise common sense and decency with regard to these resources. Com-

puting resources should be used in a manner consistent with the instructional and research objectives of the academic community. Appropriate use of resources include instruction, independent study, authorized research, independent research, and the official work of the offices, department, recognized student and campus organizations, and agencies of the University.

Those who avail themselves of the campus and network computing resources are required to behave in their use of technology in a manner consistent with Notre Dame's policies governing conduct. The Discriminatory Harassment policy and the Academic Honesty policy are two examples of such University policies. The following excerpts from the Academic Articles are apropos in this regard.

"Freedom of inquiry and freedom of expression are safeguarded by the University . . . freedom to teach and to learn according to one's obligation, vision, and training; freedom to publish the results of one's study or research; and freedom to speak and write on public issues as a citizen."

Correlative obligations include: respectful allowance for the exercise of these freedoms by others; proper acknowledgment of contributions made by others to one's work; preservation of the confidentiality necessary in personal, academic, and administrative deliberations; avoidance of using the University to advance personal opinion or commercial interest; and protection, in the course of one's conduct, utterances, and work, of the basic aims of the University and of its good name."

Notre Dame endorses the following guidelines concerning University computing resources:

Respect the privacy of others. Users should not seek information about, obtain copies of, or modify files, tapes or passwords belonging to other users unless explicitly authorized to do so by those users.

Respect system performance. Users should not deliberately attempt to degrade or disrupt system performance or to interfere with the work of others.

Respect appropriate laws and copyrights. The distribution of programs and databases is controlled by the laws of copyright, licensing agreements and trade secret laws. These should be observed.

Respect the spirit of academia. The theft, mutilation or abuse of computing resources violates the nature and spirit of the academic environment.

The uses of computing resources are governed by the *University of Notre Dame Computer Usage Policy* and the *Campus Clusters Facility Policies*, copies of which may be obtained from the Office of University Computing.

Academic Council Minutes December 13, 1994

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Timothy Scully, C.S.C., Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, John Keane, Eileen Kolman, David Link, Robert C. Miller, Richard McBrien, Stacey Kielbasa, Frank Bonello, Cornelius Delaney, Michael Francis, Gary Gutting, Jean Porter, John Roos, Thomas Swartz, Mario Borelli, William Shephard, Andrew Sommesse, Hafiz Atassi, Stephen Batill, Carolyn Callahan, Edward Conlon, Douglas Kmiec, Dennis Doordan, Lorry Zeugner, Kathleen Maas Weigert and Dyan Rohol

Observers in Attendance: Michael Garvey and Andrea Midgett

Guests in Attendance were the following members of the University Curriculum Committee: Barry Keating, Graham Lappin, David O'Connor and Michael Stanisic

The meeting was opened at 3:05 p.m. with a prayer by Prof. O'Meara.

1. Curriculum Committee Report. Fr. Malloy began by explaining that the day's agenda, to review the post-Colloquy report of the University Curriculum Committee, was of primary importance to the Academic Council. It would be the council's responsibility to clarify any questions or concerns raised by the report. These questions and concerns would then be turned over with the report to the Undergraduate Studies Committee of the council for further study and discussion. Finally, any proposed curriculum changes or recommendations would be returned by that committee to the full council for voting. Fr. Malloy then turned the meeting over to Prof. O'Meara and Dean Kolman, chair and associate chair of the University Curriculum Committee.

Prof. O'Meara began by briefly outlining the Curriculum Committee's Report, which is divided into four sections: I. The Background; II. The Agenda; III. The Debate; IV. The Recommendations. (Faculty members have already received a copy of the report and should refer to it as necessary when reading these minutes. The report will also be reprinted in *Notre Dame Report*.) He summarized *The Background* by saying that throughout the decades the University's curriculum, which is the institution's official statement on the nature of a liberal education, has been relatively stable. The main thrust of the new report is on *how* certain courses are taught, with the intention of improving the quality of education.

The second part of the report, *The Agenda*, raised many questions and prompted numerous ideas from around the University. The kinds of issues that were discussed included: a concern for smaller classes, a desire for greater intellectual intensity in courses, a call for more access to courses that students would like to take, and a push for greater variety in course offerings. There was a very strong reaction against large classes, not that there should not be any large classes, but that any individual student should not have too many of them in his or her schedule. Reducing the number of large classes and offering a greater variety of courses are in line with the Colloquy's recommendation for a significant increase in the number of teaching and research faculty. A few courses were singled out for discussion: ENGL 109 (Composition and Literature), FS 180 (Freshman Seminar), MATH 104 (Finite Mathematics), and MATH 105 (Elements of Calculus 1).

Prof. O'Meara said that the topics listed in *The Debate* were discussed at great length. One question widely debated was: Should students take four courses per semester instead of five, and should individual courses, therefore, have greater depth? There was also much discussion regarding class size, as well as problems surrounding the access, variety and flexibility of the curriculum. The committee felt uncertain about ENGL 109 as currently structured. The committee felt that it did not have enough information to answer the questions raised.

Other areas discussed in Part III included a proposal to consolidate the current five University-required courses into a four course, University-wide, interdisciplinary core sequence, taken during the first four semesters and largely staffed by regular faculty. In the end, this seemed impractical for Notre Dame, given the composition of the faculty. Thought was also given to the idea of a mandatory thesis or research requirement for seniors; the distinction between content and paradigm teaching; a proposal for Arts and Letters University Seminars, which would indirectly replace the Freshman Seminar, and which would foster faculty-student relationships and discussion on the freshman level; a three-course mathematics and physical science core requirement; the development of new science courses and greater availability of science courses, especially in chemistry and biology; the redesigning of lower-level mathematics courses; the possibility of a technology requirement; a serious push for cultural diversity and perspective; encouraging faculty to become more accountable in academic advising; and the development of a University Assessment Plan as required by the North Central Association. Finally, the committee felt that the Academic Council, the deans and the provost should be held accountable for overseeing the implementation of the Curriculum Report and its recommendations. Prof. O'Meara concluded by asking Dean Kolman to discuss the report in greater detail, leaving the floor open all the while for questions and comments.

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Dean Kolman opened by saying that the Curriculum Committee kept one question in mind as it worked: What descriptors do we want to be applicable to our students when they graduate? Two phrases that were repeated consistently answered the question: intellectually curious and self-motivated. The committee devoted its study of the curriculum to determining how best to develop students with both of these traits. Though the committee spent a considerable amount of time studying the matrix of required courses for undergraduates, in the end only one recommendation in that regard emerged — that the total number of required courses be reduced from 13 to 12. Rather than simply manipulate the matrix, the committee focused on how to help students become active learners who are involved in their education. Two pieces seemed key to developing such students: the quality of the classroom experience, and the urgent need for more teaching faculty who are involved with the core curriculum. The committee felt that whatever core courses are offered will ultimately have little impact on students if the quality of the classroom experience is not excellent. Several sections of the report did not lead to any recommendations. However, they required a lot of thought, time and energy, and the committee felt it was important for everyone to know what was discussed and what the conclusions were.

With that as a background, Dean Kolman moved to the idea, strongly advocated by some arts and letters faculty, that students take four courses each semester instead of five. (See page 6 of the Curriculum Report.) There was some initial concern that certain programs, such as those in engineering, could not meet accreditation standards with four courses instead of five. However, after careful study, the College of Engineering found that such a change could work, but it would present difficulties. The question then became: Was there a significant benefit to reorganizing the entire curriculum on a University-wide basis? After much discussion, it was concluded that the benefits of such a change would not outweigh the costs. However, for some departments such a change might be beneficial, especially for juniors and seniors.

At this point, Dean Castellino asked for clarification. Did Dean Kolman mean four courses, each worth four credit hours, or four courses, each worth three credit hours? He argued that lowering the course load to 12 total hours could not be considered a more intense education. Dean Kolman replied that both options were discussed. Dean Castellino then asked what would stop a particular college from changing some of its three-credit senior courses to four credits, thereby reducing the number of required courses. Would such an action require Academic Council approval? Dean Kolman answered that individual departments and colleges might well want to make such changes, which would not require council approval.

Dean Kolman then addressed the issue of class size. Most committee members felt that, in the best of all worlds, small classes are preferable because they maximize faculty/student interaction. However, some departments could spend their entire budget breaking large introductory courses into small groups. The committee also recognized that large classes are effective for certain types of material. In the final analysis, the elimination of all large classes was not recommended. However, it was recommended that large classes be supplemented with tutorials, labs or other small group experiences that facilitate faculty/student interaction. (See recommendation 1 on page 8 of the Curriculum Report.)

Fr. Malloy asked if the actual student attendance in large sections was documented and compared with attendance in small classes. Dean Kolman answered no, though anecdotal evidence suggests that the attendance of some large classes dwindles with time.

Prof. Batill said that any department currently teaching a large class is probably doing so out of necessity. He questioned the effectiveness of recommendation 1 without more specific guidelines such as the maximum number of students allowed or the maximum number of large classes a student may take. In a related question, Dean Attridge asked if there are any large classes currently offered that do not make use of tutorials, labs or the like. Prof. Borelli asked how many students attend available labs and tutorials. Prof. O'Meara replied that his experience with teaching multi-section courses in mathematics would indicate that only a small percentage of students attend such small group sessions. Ms. Kielbasa said that a directive by the council to add tutorials to large classes might improve the quality of existing tutorials. She also suggested that, if the University begins offering the Arts and Letters University Seminars, as recommended later in the report, many displaced teaching assistants and graduate students could help fill tutorial positions.

Prof. Sommese recalled that combining many moderate size mathematics sections of 65 or so students into several large sections of around 200 resulted in a better experience for students and faculty. Student complaints almost disappeared, and faculty gained the freedom lost when sections had to follow a common course outline and pace. The department decided it was better to offer a few sections with faculty who teach well and who could cover the material at their own pace, adjusting it to their students' needs.

Prof. Lappin added that large classes are taught in chemistry because they allow for uniformity and because they are considered an effective and efficient way to deliver the material. As a member of the Curriculum Committee, he felt the point made was simple: Even for large

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classes available mechanisms should be used that promote faculty/teaching assistant/student interaction and that motivate students.

Dean Kolman reiterated that the Curriculum Committee was not asking for all small classes. It strongly recommended, however, that in those situations where big is better, avenues for active student involvement be made available. The committee felt that the attendance of large or small classes may be a function of the quality of the experience as much as class size. Dean Kolman agreed that recommendation 1 must have some teeth to it, and that there must be follow-up.

Prof. Callahan said that she is involved in an experiment this semester where she serves as one of several tutors for an introductory accounting class. She attends the large lecture and then teaches a tutorial, which has been well-attended. Fr. Malloy interjected that without such personalization and interaction, classes might as well be videotaped. Prof. Batill responded that even in large classes he teaches where there is not much verbal response, there is ongoing interaction. He senses from body language and facial expressions if students understand what he is saying or if he needs to repeat the information in another fashion. Prof. Swartz said that he teaches a large class that is videotaped. Though he has not noted a marked decline in attendance, the tapes are well-used by students who are having difficulty and those who are ill, out-of-town, etc., at the time of the lecture. He said the tapes are a useful complement, not a substitute for classroom teaching.

Prof. Roos said the comments made in defense of large classes seemed to involve the lowest common denominator — covering material, budget considerations, etc. He suggested that the issue be approached differently. Why not require a department to demonstrate that some kind of value is added to its large classes, either by having a particularly good teacher involved, a good format for small-group experiences within the class, etc.? A case would have to be made that some value is added to having a class of 100 students instead of a class of 20 students.

Prof. Gutting said that though the College of Arts and Letters has felt a need for smaller classes, the same is not necessarily true for the College of Science. He urged the council to trust the faculty the University has hired. If they say they can do a good job teaching a large class and if they are not getting numbers of student complaints, they should continue to do what works best. Prof. Borelli concurred, adding that large mathematics courses taught by very good teachers have improved the quality of education. However, said Prof. O'Meara, even the best teachers get tired of teaching the same kind of course eventually and probably lose their effectiveness.

Prof. O'Hara asked about the mix of large and small classes in an individual student's schedule, particularly for freshmen. What kind of coordination would be necessary between the Freshman Year and the various colleges to accomplish a better mix of classes? Dean Kolman answered that, for many freshmen, problems occur in the mix of departments, colleges and students' schedules. Coordination between them all is difficult. In addition, many departments have gone through exercises, such as that described by Prof. Sommes, concluding that large introductory classes really work best. The greater problem is that the experience of students involved in labs, tutorials and study sessions is very uneven. Some professors and staff work creatively to make the experience a positive one. Others consider small group settings primarily as a place to turn in homework. In a given semester, 900 freshmen seek tutoring of some sort, some instead of attending small group experiences, which they do not consider beneficial.

Fr. McBrien said that Dean Kolman had clearly identified the real issue before the council, not whether classes should be large or small, but how should they go about stimulating students intellectually. He asked four questions: Are the students already intellectually motivated? How can the University help students become intellectually motivated? How much intellectual motivation can one expect of undergraduates? And, if there are limits to what can be expected, what can be done within those limits? Fr. McBrien felt that it is perhaps naive to assume that undergraduates, left to themselves, will pursue an intellectual life. Perhaps the reason is not that teachers are poor, but that undergraduate students are, by their nature, too immature to sustain an independent intellectual life. Whether their classes are large or small, undergraduates are largely undisciplined, while the intellectual life is one of discipline. Fr. McBrien said that perhaps classes should not be so loosely organized. Faculty should not assume that everyone in a large class will attend. He personally requires students in his large classes to sign attendance sheets. They must also attend small group discussions biweekly, which always begin with a quiz. As much as anything, these sorts of measures affirm to students that their presence (or absence) is noticed.

Ms. Kielbasa argued that while there will always be some students who skip classes, most will attend if the professors are good teachers. Professors need not have a lot of fanfare to get students to attend, she said, but they do need to reward students who attend by having something to say.

Prof. Callahan added that students who come to Notre Dame seek a certain kind of experience, one that includes more faculty/student interaction, one where faculty assume more responsibility for intellectual motivation. The more the University approaches a public school model by

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way of too many videotapes and too many large classes, the more the uniqueness of what Notre Dame has to offer will be diminished.

Because Prof. O'Connor would be leaving the meeting early, the discussion was diverted at this point to his proposal on pages 12 and 13 of the report. Prof. O'Connor said that his proposal for a two-year common core to reformulate the arts and letters requirements was guided by what he considers to be a specifically Catholic, though not uniquely Catholic, view of the synthetic nature of intellectual inquiry. The committee felt his proposal was unworkable for two reasons. First, the University would be unable to recruit enough faculty to teach interdisciplinary core courses at the freshman and sophomore levels. Second, even if enough faculty could be recruited, it would be better to have them teach in fields of professional expertise than to have them teach a general humanities or social science course. Prof. O'Connor's ideas regarding smaller classes and more faculty/student interaction were integrated into the proposal for the Arts and Letters University Seminars. (In discussions at previous council meetings and occasionally in these minutes, these seminars are referred to as "X-courses.") However, the substance of his proposal — a two-year common core — was discarded.

Prof. Gutting asked if the committee had any evidence that indicated a lack of faculty interest in such a core sequence. Prof. O'Connor replied that the proposal was discussed by the committee and that two members, in particular, were very skeptical. The faculty itself was not polled.

Referring to page 15 of the report, Prof. O'Connor reviewed Prof. Alex Hahn's proposal to integrate the teaching of mathematics with physics, so that students would take a course where the concepts of calculus are developed in relation to their role in explaining different physical systems. The committee rejected the proposal because it might overemphasize physics to the exclusion of the other natural sciences, because it might be beyond the grasp of too many freshmen, and because it would be based on Newtonian or classical dynamics as opposed to more modern developments in mechanics. Prof. O'Connor said that both his and Prof. Hahn's proposals grew out of their experiences teaching interdisciplinary courses to freshmen in the Honors Program.

Dean Kolman then returned the discussion to page 8 of the report. She said that this section, *Access, Variety and Flexibility*, points out many problems of which the council is already aware. The University must offer more choice and more courses that will meet students' needs. The committee tried, in this section, to give its vision of students who are actively and creatively involved in learning, and who would graduate from Notre Dame's

educational process as independent, critical thinkers, able to use a variety of tools for gaining knowledge. Dean Kolman said that perhaps recommendation 2 could be viewed as an exhortation. She added that the committee is very optimistic about the new Center for Teaching and Learning and the asset it could be for faculty and students.

Prof. Batill asked if recommendation 2 was consistent with the number of additional faculty members called for in the Colloquy Report. Further, he asked, how would those additional faculty have an impact on access, variety and flexibility? He felt that these questions must be clarified before one could determine the feasibility of accomplishing the objective of the recommendation. Prof. O'Meara and Prof. Delaney responded that the new faculty would largely go toward the establishment of the Arts and Letters University Seminars. Dean Kolman added that the committee looked specifically at the access, variety and flexibility of the 13 required courses, largely arts and letters courses, not with the larger matter of the impact of 150 new faculty positions. She added that two additional recommendations are made later in the report. One deals with access to science courses, particularly biology and chemistry. The other concerns variety in mathematics.

Prof. Shephard asked about a statement made on page 8 of the report: *Many students wind up in classes in which they have no interest simply to accumulate credit hours and satisfy requirements*. He asked if that implied that the University is not using present resources effectively, or if the University is offering courses that should not be taught. Dean Kolman answered with an example from the College of Science. Students are required to take two science courses to graduate. Most non-science majors would like to take two biology courses, but the college does not have the faculty resources for that to happen. So the students are forced into another science course simply to meet the requirement. Dean Castellino interjected that the problem goes beyond faculty numbers. There is also a serious shortage of teaching laboratory space in the college. Additional faculty alone will not solve the problem.

Prof. Batill repeated that he would like to see the Curriculum Committee and the Academic Council set their recommendations and aspirations at levels that are consistent with the University's expected resources. He hoped that the council would not look back over the recommendations in the years ahead and realize that nothing had been accomplished because the expectations were unrealistic. On the other hand, the council cannot measure progress if there is nothing to measure against.

Prof. O'Meara replied that the next step would be for the Undergraduate Studies Committee to define what is desirable in terms of the report. Once that is done, he and others would compare resources and needs. Prof.

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Delaney added that the Curriculum Committee discussed access, variety and flexibility as a problem of attitude as well as a problem of manpower. In many cases, a range of alternatives could be applied to the existing curriculum, using the same human resources.

Dean Kolman moved next to page 10 of the report. She said that ENGL 109, Composition and Literature, generated more discussion than any other existing course, perhaps because almost all students take it. The feelings of the committee were quite mixed. Many felt that the course was fine. Others felt that it was one of the worst courses offered. Yet others did not know much about it at all. A critical question was: Who should take the course? Most faculty see the course as primarily one of composition. However, it is currently structured as composition *and* literature. As a result, some sections do almost all writing and very little literature, some do the opposite. In the end, the Curriculum Committee felt that it must know more about the course before it could make a recommendation about who should be in it or what it should contain. Dean Kolman said that an ad hoc committee to study the course further, as called for in recommendation 3, has not yet been established. Once that committee recommends what the course should contain, there needs to be appropriate ways of determining if students already have these required skills.

Prof. Hatch recalled that five or so years ago there was a lot of concern as to whether the University was current in its methods of teaching writing skills. He asked what developed from that concern. Dean Kolman replied that a committee was organized to work with the director of the Freshman Writing Program. That committee's report called for periodic outside reviews. She added that some new techniques have been employed since then.

Prof. Roos asked when the Freshman Writing Program last had an external review. Dean Kolman answered that the committee reviewing the program some years ago brought in outside consultation. Prof. Roos thought it might be appropriate to have another external review, especially if the reviewers would look at first-rate liberal arts colleges for comparison. Dean Attridge agreed, saying that both internal data about what is happening in various sections of freshman writing and input from other institutions could be helpful at this point. Though he felt that more students could probably test out of the course than currently do, he did not feel that he had enough information to rate the value of the course.

Prof. Batill asked if there was a formal mechanism set up to review periodically the effectiveness of core curriculum courses. Prof. O'Meara answered that such a structure does not exist. Dean Castellino added that such a review would not work without some sort of definition of out-


come expectations. Prof. Roos agreed, expressing surprise that Teacher Course Evaluations (TCEs) were not included, even partially, in the current Curriculum Report. For all their imperfections, TCEs give something other than anecdotal evidence for the success or failure of courses. They can also serve, to some extent at least, as a means of comparing courses.

Prof. Callahan felt that the outcome of core courses would be difficult to measure. Ultimately, in many situations faculty want to know if students gain the requisite skills, which is difficult to measure on TCEs. For instance, do students leave the Freshman Writing Program performing on a level that would please both the College of Business Administration and the College of Science?

Fr. Scully said that when he was on the Academic Life Committee of the Colloquy, the faculty complained consistently about Composition and Literature. However, everything he heard was anecdotal. He asked for clarification of the process of appointing an ad hoc committee to study the issue. Also, what would its relationship be to the council? Why appoint another committee when the Undergraduate Studies Committee already represents the University and has clear reporting lines to the council? Prof. O'Meara said that the intention was for Dean Kolman to study the issues with an appropriate committee, and would report its findings to the council. The committee would be internal, but would seek outside help as necessary. Prof. Roos reiterated that the study should be of the highest quality possible. He hoped that the committee would consult with other colleges of high repute to see what kinds of programs they run and what kind of results they get.


At this point in the discussion of committees, Fr. Malloy said that he felt it would be appropriate for standing committees of the council (in this case the Undergraduate Studies Committee) to recommend to the council the establishment of appropriate ad hoc committees to review matters that otherwise would not receive sufficient attention. Prof. Delaney suggested that one person from the Undergraduate Studies Committee, such as Dean Kolman, be on the new committee. The ad hoc committee would be generated around her, with appropriate channels already in place. Prof. Batill felt that an issue such as this requires people with some knowledge and expertise in the area of study. Therefore, the ad hoc committee might rightly reach beyond standing committee membership to enlist such people. Prof. Roos said that the ad hoc committee needed to come up with some specific recommendations, based on more than anecdotal evidence. An innovative approach to the development of writing courses or seminar courses could have a big impact on freshmen, and could help send them into the colleges at the sophomore level with increased enthusiasm.

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Prof. Hatch said that if the Freshman Seminar is replaced by the Arts and Letters University Seminars, as intended, regular faculty would replace adjunct faculty and graduate students. He asked what the feeling was toward using adjuncts and graduate students for teaching Composition and Literature. Dean Kolman answered that the issue was discussed, though without conclusion. The way the course is currently taught, with a technical emphasis, seems more appropriate for adjuncts and graduate students than it does for regular faculty. However, if the course changed and became more writing-intensive, staffing changes might be appropriate. The committee felt it would have to wait to see what changes were made before making such a decision.

Prof. Hatch explained that he was concerned with the quality of the preparation of graduate students who would teach Composition and Literature. Graduate students who teach the Freshman Seminar are well-screened. Only top students teach the courses, many within their fields of expertise. He expressed concern over graduate students teaching something as difficult as composition, without screening or training. Dean Kolman clarified that graduate students who teach English 109, Composition and Literature, are all from the English Department. The teaching of writing is considered constitutive to their education, and they all take a three-hour course in preparation. They are not randomly selected.



To conclude this area of discussion, Prof. O'Meara summarized what would happen next: An ad hoc committee, chaired by Dean Kolman, would be created to review the Composition and Literature course as proposed in Recommendation 3. The concerns raised by the council would be addressed. The committee would report its findings to the provost, who would bring them to the Undergraduate Studies Committee, and eventually to the full council.

Dean Kolman then moved to page 11 of the report on the Freshman Seminar. She said that more than anything else, the Freshman Seminar represents both the best and the worst of all worlds. It is somewhat unique as a small, writing-intensive seminar course that fosters interaction and discussion. Yet, there are two endemic problems with the course. The first problem has to do with personnel who teach it. Though reference is often made to the "good old days" of the past, regular faculty have indeed never taught the course; it has always been the terrain primarily of graduate students and adjuncts. The second problem is that the course focuses on writing and satisfies only the writing requirement in the curriculum. These problems could be solved if the course were taught by regular faculty, and if, while continuing to be writing intensive, it satisfied a disciplinary requirement in the University's curriculum. These elements are contained in the proposal for Arts and Letters University Seminars.

At this point, Fr. Malloy spoke of his own experience teaching the Freshman Seminar, which he has done for several years. Overall, he appreciates the flexibility of the course, watches closely how others teach it, and feels that it is valuable for students. He said that most students come to the course with enough writing skills that the sheer repetition of writing assignments and feedback is helpful. He argued that the flexibility of the Freshman Writing Program format seems valuable when compared to the relative rigidity of the Composition and Literature format. He was surprised that the Freshman Seminar seemed to be easily dismissed, while Composition and Literature was retained, when his instincts would have been the opposite. Whatever new format emerges, he felt that the issue would be finding personnel who were willing to assign and correct the amount of writing that would be required. In the past, the Freshman Seminar has not been attractive to most faculty for a number of reasons. He felt that the same would be true for the proposed Arts and Letters University Seminars.

Prof. Conlon said that many M.B.A. programs have found that students do not write very clearly or concisely. A solution has been to hire writing specialists who work with first-year M.B.A. students in conjunction with the students' courses, rather than teach writing as a separate course. Prof. Conlon said that it has been a good experience for him to teach a course in conjunction with a writing specialist. By the time he receives papers for grading, they have already been reviewed by the specialist, and rewritten as necessary. Prof. Conlon said that the experience has taught him a great deal. Years of writing professionally had not equipped him to provide feedback to students that was really constructive. He now wonders if it is possible to teach composition effectively in a free-standing course format. Perhaps the solution would be to teach writing in conjunction with other content courses.

Prof. Borelli partly agreed with Prof. Conlon, though he felt there is a significant difference between the understanding of graduate students and freshmen. His experience has been that freshmen reject being required to turn in work that is both mathematically and grammatically correct. They say that writing is not a proper part of a mathematics course. Prof. Conlon responded that having a writing specialist working with the students would take the heat off faculty members like Prof. Borelli. The students would know that writing is indeed part of the course and that they would have to satisfy someone other than the professor.

Dean Attridge said that Prof. Conlon's suggestion warranted further discussion. He then expressed particular concern for the timing of the new seminar proposal, which, as stated, would be implemented by fall 1995. Departments have to submit their plans for fall 1995 courses by mid-January 1995, which would leave no time

for further council study or discussion. He asked that the implementation date be moved to fall 1996. Prof. O'Meara thought that the Undergraduate Studies Committee could address the issue rather quickly, especially since it seemed to be of such importance. Fr. Beauchamp, however, felt that the proposal should be approached more deliberately. He cautioned the council about placing itself in a situation where the actual implementation of a passed recommendation was not feasible because of salary budgets, numbers of faculty, physical space, etc. Prof. O'Meara then suggested that the discussion continue at the next council meeting, in January 1995, that the Undergraduate Studies Committee organize before then for additional input, and that the discussion of the proposal be coupled with the question of resources. He said that the Undergraduate Studies Committee should work from the position that, in principle, the proposal seemed to be a good one. If passed, implementation would be in fall 1996, rather than fall 1995 as originally proposed.

Prof. O'Hara followed with two points for the council to consider. First, based on anecdotal evidence, the Freshman Seminar is one place in the University that more easily allows for diversity, by virtue of the fact that staff are flexible to choose topics. By their very nature, the proposed new Arts and Letters University Seminars might be more disciplinary in orientation and not as encouraging of diversity. Second, the Freshman Seminar has always provided a place for a small number of rectors to teach. Though maintaining such a link between residential and academic sectors should not drive the curricular decision, the link has helped recruit good people who are interested in teaching as well as working in the residence halls. The same would be true for a small number of graduate students who work in the halls.

Prof. Hatch expressed a similar concern for graduate students. The Freshman Seminar currently takes the best graduates from across the College of Arts and Letters. However, those graduate students who would be teaching ENGL 109 would be from the Department of English only, and not necessarily the best in the college. Prof. Roos said that he did not see why the dean could not appoint graduate students or rectors to teach some other course. It is recommended that every freshman have at least one small class taught by a regular faculty member. Rectors and graduate students could be utilized to teach small classes other than the new seminar courses. Prof. O'Hara said that appointing rectors and graduate students would be a possibility. However, the flexibility of the Freshman Seminar in terms of topic makes utilizing such people much easier. It easily accommodates those who are non-doctoral, those who might not easily fit into specific disciplines or departments.

Ms. Kielbasa said that graduate students on the Student Academic Council had opposed the proposal for Arts and

Letters University Seminars because the Freshman Seminar offered them a rare opportunity to teach independently and to receive funding from the University. She wondered if all freshmen could be required to take the course with a regular faculty member, with additional courses open for sophomores and juniors taught by graduate students.

Prof. Hatch asked why not keep the Freshman Seminar and the new seminar courses, and eliminate Composition and Literature? Prof. Lappin answered that the proposed Arts and Letters Seminars seemed to be the best way to involve more regular faculty because they would be given an opportunity to work with small numbers of freshmen within their own discipline. He added that Composition and Literature was held onto, at least for the time being, because the committee felt very unsure of what the impact would be on students if it were eliminated. Prof. O'Meara added that the committee also felt that because of the technical aspects of Composition and Literature, regular faculty would not be as interested in teaching it. Prof. Hatch then wondered if there could be an assessment of which course teaches writing better, Composition and Literature or the Freshman Seminar. Prof. Batill asked Fr. Malloy if he saw any difference in the writing skills of students in the Freshman Seminar who have previously taken Composition and Literature. Fr. Malloy answered that he has not seen a difference.

Prof. Stanisic said that another reason for the recommendation that the Freshman Seminar be replaced by the Arts and Letters University Seminars was that it is one of the few formats that allows for interaction between a small group and an instructor. The Curriculum Committee thought it would be good to bring regular faculty into that interaction, rather than graduate students and rectors.

Prof. Keating mentioned that early on the committee had referred to the proposed new seminar courses as "X-courses." He explained that it was thought at that stage that faculty from any of the colleges could teach the courses. By the time of the final draft, the courses were officially termed "Arts and Letters University Seminars," because only faculty from that college would teach them. However, it would still be possible to envision the courses as doing two things for students: satisfying a requirement that a student take an X course, and satisfying a curricular requirement, perhaps even a departmental requirement. Both of those things might still happen if the courses were taught by faculty from any of the colleges. Then it would be more appropriate to term them *University Seminars*.

Prof. Hatch replied that he had no problem with naming of the courses. His concern was that so much interest in writing was being put into Composition and Literature,

where graduate students in English and no senior people would teach. Prof. Delaney replied that the committee thought that most of the emphasis in writing would be put in the new seminar courses. The committee felt that having students take three writing-intensive courses with regular faculty would attend far more to the development of their writing skills than any other combination. The committee was interested in writing-intensive courses in a seminar setting taught by regular faculty. However, it was felt that department chairs across the colleges would not want to place their faculty in these courses, since they have their own courses to staff. It was felt also that regular faculty largely would probably not be interested in teaching the seminars. Therefore, faculty for the seminars would have to come from the College of Arts and Letters, with faculty teaching within their discipline. He explained further that the committee was charged to come up with a course that was taught by a regular faculty member and that required up to 35 pages of writing. It could not be an X-course if it did not meet those requirements. The committee's view was that the best vehicle to meet those requirements was the Arts and Letters University Seminars, taught by regular faculty.

Prof. Roos said that perhaps the ad hoc committee would decide that Composition and Literature should only be offered as a remedial course, not required. Prof. O'Meara said that the Curriculum Committee had done its work regarding the X-courses. Further analysis on the relative merits of the teaching of writing in Composition and Literature or in the new seminar courses would be left to the ad hoc committee and the Undergraduate Studies Committee.

Fr. Beauchamp expressed concern that the Curriculum Report and its recommendations had not been incorporated into the Colloquy. He said that it must be determined if any additional costs can be accommodated. Dean Kolman responded that recommendation 13 (see page 21 of the report) asked that the Provost's Advisory Committee perform an analysis of how the report fits in with the Colloquy recommendations. The purpose of the discussion today was to determine what the council thinks education at Notre Dame should look like. Who will pay for what is the other question, one that PAC should address as recommended.

Fr. Malloy closed by saying that discussions of the curriculum are at the heart of the council's responsibility. He was unsure that an assessment mechanism exists that would work for Notre Dame in terms of curriculum. However, the question must be asked: What is the University contributing to the education of its students? The council had now moved past several reports and was left with a lot of work to be accomplished next semester, including further discussion of the report of the Curriculum Committee.

Fr. Malloy adjourned the meeting at 5:25 p.m. expressing his thanks to the council for their work through the fall semester and extending his best wishes for the upcoming Christmas season.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

Academic Council Minutes January 23, 1995

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Roger Schmitz, Timothy Scully, C.S.C., Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, John Keane, Eileen Kolman, David Link, Anthony Michel, Robert C. Miller, Richard McBrien, Stacey Kielbasa, Frank Bonello, Cornelius Delaney, Michael Francis, Gary Gutting, Jean Porter, John Roos, Thomas Swartz, Mario Borelli, William Shephard, Andrew Sommes, Hafiz Atassi, Stephen Batill, Carolyn Callahan, Edward Conlon, Fernand Dutille, Regina Coll, C.S.J., Kathleen Maas Weigert, Margaret Egan, Matthew Gasaway and Kathleen Medeiros

Observers in Attendance: Andrea Midgett, Dennis Moore and Russell Pickett

The meeting was opened at 3:10 p.m. with a prayer by Prof. O'Meara.

1. Election of the Provost Search Committee. Prof. O'Meara began by reviewing, as follows, Academic Article II, Section 1 regarding the appointment of a provost. When a Provost is to be appointed, the President advises the University through the Academic Council. The Council then elects five members to serve on a search committee from its elected, not appointed, faculty. A student member of the Council is also elected to the committee. This committee, chaired by the University President, receives and considers nominations for Provost including those received from the faculty. The President and Board of Trustees also receive nominations from within and outside of the University. When all nominations have been received, the President consults with the elected faculty members of the Council regarding all serious candidates. He later reports to the Trustees the results of this consultation, along with a personal recommendation. The Provost is, finally, elected by the Trustees.

Prof. O'Meara pointed out that only members of the council were eligible to vote in the election of the search

committee. The committee would be comprised of five elected faculty members, from the 19 eligible members, and one student member, from the four student members on the council. He then described the election process that had been worked out by the Executive Committee. Each seat would be voted on separately, in an election entirely of its own — that is, there would be five elections for the faculty seats on the committee and one for the student seat. Each election might have several rounds of voting until one individual receives a simple majority of the votes. In each round each council member would vote for one person only. After each round of voting, those members named on ballots and the number of votes each received would be marked on a large board in front of the room, to indicate to the council how the vote was moving. A second, and possibly, a third round would then take place, if necessary, until a simple majority was received by one eligible member. Votes could be cast for any eligible member through the first two rounds. For the third round, if necessary, only the top two vote-getters from the second round would be eligible. Prof. O'Meara described also the procedures that had been proposed by the Executive Committee in the case of ties. Once elected to a seat, an individual's name would be removed from the eligible list, and the process would be repeated for the remaining seats.

Prof. O'Meara asked that council members consider in their voting the qualifications of the candidates for this important role and the desirability to have representation as broad as possible among the committee membership. He also asked that all speeches from the floor be withheld once the election process started.

Fr. Malloy then discussed his letter to the faculty of January 13, 1995, in which he reviewed the University's previous search for a provost, described how some other institutions have handled similar searches, and outlined his personal expectations for the search. (See Attachment A.) He commented that there might be outstanding candidates for the position within the University community, but that he would ask the search committee to look also for potential candidates outside of the University, so he could be assured of ultimately recommending to the trustees the very best person for the job.

Fr. Malloy said that at an appropriate time, the search committee, in accord with the aforementioned article, would return to the council to consult with the elected faculty members regarding all serious candidates. Returning to the council at this point in the search, he noted, renders the process more public and in some ways more complicated than that which prevails at many peer institutions. Without a high degree of professionalism and confidentiality on everyone's part, that step could undermine the selection process.

Fr. Malloy concluded by stating his hopes that those council members elected to the search committee would be ready to work energetically, thoroughly, and quickly. He asked the council to select the very best people possible to serve the University in this capacity. He also urged individual council members to consider, without delay, writing a letter or otherwise identifying anyone from within or outside the University who should be considered for the provost position.

The election process itself was turned over to Fr. Scully. He first read the names of the 38 electors who were eligible to vote, and he noted that 36 of them were present at the meeting. (Those present are listed at the top of these minutes; Dennis Doordan and Lorry Zeugner were absent.) Fr. Scully then read the names of those who were eligible for election to the search committee: Profs. Bonello, Delaney, Francis, Gutting, Porter, Roos and Swartz from the College of Arts and Letters; Profs. Borelli, Shephard and Sommese from the College of Science; Profs. Atassi and Batill from the College of Engineering; Profs. Callahan and Conlon from the College of Business Administration; Prof. Dutile from the Law School; Prof. Doordan from the School of Architecture; Mr. Zeugner from the University Libraries; and Sr. Coll and Dr. Weigert from the Special Professional Faculty. The four eligible students were Ms. Egan, Mr. Gasaway, Ms. Medeiros and Ms. Kielbasa.

Before voting began, Prof. Batill asked if hiring an outside firm to conduct the search had been considered. Fr. Malloy said that he would not wish to use a firm, but would rather have the committee do the work itself, aided by whatever advice it could solicit from the broader academic community.


Through the process described above, with no ties to be broken along the way, the following council members, in the order listed, were elected to the provost search committee: Prof. Delaney was elected in two rounds of voting; Prof. Sommese in three rounds; Prof. Dutile in three rounds; Prof. Callahan in two rounds; and Prof. Atassi in two rounds. Ms. Kielbasa was elected as the student representative in one round of voting.

2. Faculty Senate Resolution of December 16, 1994.

Prof. O'Meara said that this resolution was received by the Executive Committee from the Faculty Senate which has the right of council agenda. (See Attachment B.) He then called on Fr. McBrien, chair of the Faculty Senate, to present the resolution.


Fr. McBrien first reminded the council that the Faculty Senate is the only body of the University that is composed entirely of faculty, elected by faculty and governed by faculty. Late last year, the senate discussed its desire for representation in the provost search process, and after

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considering various possibilities, it eventually proposed that the chair of the Faculty Senate be appointed to the provost search committee. The resolution passed in the senate by a vote of 38 to two.

Fr. McBrien recounted his statements to the Executive Committee that he was personally reluctant to press for approval of the resolution, since adding the chair of the senate to the search committee would change the Academic Articles at an inappropriate time. However, he continued, since the resolution did not specify in what manner the chair should join the committee, he proposed that it be as a non-voting participant in the process, subject to the same rules of confidentiality that apply to the other members of the committee. That way the senate chair would participate in discussions and interviews, but would not vote.



Fr. McBrien asked the council not to miss the point behind the resolution: As the one group on campus that is comprised totally of faculty, the senate wants to be included in the search. He reminded the council that nearly half of the council members are administrators. Therefore, the faculty who had just been elected to the search committee had been elected by a group that is nearly half administration. The senate chair would be the only member of the search committee who is not only a member of the faculty but also represents a group that is entirely faculty, and is elected only by the faculty. Fr. McBrien asked that if the resolution fails to get approval, the Faculty Senate be represented in some meaningful way in the search, not simply at meals or social functions. He asked for a role in the search process that grants the senate its earned recognition.

In the discussion that followed, Prof. Gutting said that apart from the specific merits of the resolution, he felt that the Faculty Senate and faculty concerns generally must be taken seriously in council deliberations. He said that the faculty is the absolute core of, and sets the agenda for, universities of national reputation. Though he questioned whether the articles should be changed at this time, he urged the council to find a way to involve the senate in a significant way.



Dean Castellino asked if the newly elected search committee should discuss the issue and suggest an alternative way for Faculty Senate involvement. He felt that the members of the committee, which includes some of the council's most experienced faculty, have now heard the exhortations and could arrive at their own solution. Prof. Somese responded that, as a member of the search committee, he did not want its first agenda item to be the consideration of the senate resolution. He asked that the entire council decide what should be done. He personally did not approve of changing the articles at this point in the process. He also questioned whether the Faculty

Senate is truly representative of the faculty and whether elections to the senate are considered any more seriously than elections to the Academic Council.

Prof. Batill asked how confidentiality could be maintained if the chair of the senate reported to the senate the progress of the search. Fr. McBrien answered that the chair would represent the senate in the sense that he or she has the respect and support of the senate, not by explicitly reporting to the senate the progress of the search. He saw the chair's position as no different from other committee members who would be bound by rules of confidentiality while serving as representatives of the council, to whom they would report with sensitivity and discretion.

Prof. O'Meara reflected that at the very end of the previous provost search the president identified to the elected members of the council the candidate whom he was recommending to the trustees. He felt that earlier exposure and revealing of names is not desirable, since individuals would not want their candidacy discussed if they are not going to be offered the position.

Prof. Porter said that, as a member of the Faculty Senate who supported the resolution, she would not want to suggest violating or changing the Academic Articles. However, she felt it would be appropriate for the council to amend the resolution and appoint the senate chair as a non-voting member of the search committee. She asked that no invidious distinctions be made between the Academic Council and the Faculty Senate. She said that the senate had been working very responsibly, with broad University representation, including emeritus faculty, and deserved some type of acknowledgment by incorporating it into the search process.

Prof. Delaney added his support of Prof. Gutting's statement that the faculty concerns need to be considered more seriously. But, he asked, how could the search committee be more representative of the faculty, since it is composed entirely of faculty?

Prof. Borelli, identifying himself as another member of Faculty Senate who voted for the resolution, reiterated that the faculty members elected to the search committee were elected by the council, the membership of which is divided between faculty and administrators. The Faculty Senate's resolution would be different in that the source of the votes for the chair of the senate is entirely faculty.

Dr. Weigert asked if the chair of the Faculty Senate had been involved in the screening of potential candidates in the previous provost search. Was it true that the chair entered the process in later stages, as did the deans? Prof. O'Meara answered that the chair was not involved with the selection of candidates, but was asked to participate

by joining one of the groups that interviewed candidates on their initial visit to the University.

Prof. O'Hara said that to add the chair of the senate to the search committee as a non-voting member would still constitute a change in the Academic Articles. She felt that neither the original proposal, nor the modification, was desirable. She said that she might feel differently if the Academic Articles did not call for the search committee to be elected from the elected members of the Academic Council.

Dean Attridge expressed his support for the involvement of the Faculty Senate in the search process, if for no other reason than to ensure that the incoming provost has contact with the senate early on. However, he considered the issues of procedure to be serious. He felt that to approve the resolution would be to open the search committee to all kinds of voting or non-voting representation from across campus.

There being no further discussion, Fr. Malloy asked for a vote on the resolution. By written ballot the resolution failed to pass. There were 25 votes against the resolution and 10 votes in favor of it.

Fr. McBrien expressed his thanks to those who supported the resolution. He then asked Fr. Malloy to consider the overwhelming support the resolution had in the senate and the strong support it had in the council, and to find a role for the senate to play in the search process — a role that would recognize its place and importance in the life of the University. Fr. Malloy responded that Fr. McBrien's presentation and the comments of council members indicated to him that the search committee must find a mechanism for the involvement of the Faculty Senate. He assured Fr. McBrien that the committee would do that, and asked Fr. McBrien to relay that information to the senate. Prof. Roos asked that the five faculty peers elected to the search committee take primary responsibility for deciding on appropriate ways for senate involvement. Fr. Malloy concurred. As chair of the search committee, he would bring the matter to the committee.

Dr. Weigert felt that the matter should be concluded with a more formal statement of the council's position. Dean Attridge then entered a motion, which was seconded, that the elected search committee should seek appropriate methods of consultation with the Faculty Senate and other appropriate bodies within the University as the search for a new provost proceeds. The motion was passed unanimously.

The meeting was adjourned at 5 p.m.

Respectfully submitted,

Roger A. Schmitz

Attachment A

January 13, 1995

Dear Colleagues:

As we begin the spring semester, I write to discuss the search process for Tim O'Meara's successor as Provost of the University. This is a matter of vital importance for the future development of Notre Dame, and I want to assure that the search process is as thorough, comprehensive, and fair as possible.

Before focusing on our present procedures as specified in Article II, Section 1 of the Academic Articles, I would like to explore two examples that may put our present situation in a broader context. The first is a review of the Report of the 1977-78 Notre Dame Provost Search Committee and the second is a survey undertaken by my office of the procedures employed by some of our peer institutions in recent provost searches of their own.

On November 3, 1978, Professor Tex Dutile of the Law School submitted to Fr. Hesburgh the formal Report of the 1977-78 Provost Search Committee. It described the Committee's activity and proposed a change in the *Academic Manual* that would make the President of the University the Chair of the Search Committee. This change was later enacted by the Academic Council.

Since the last Provost search at Notre Dame took place 17 years ago, it is important for us to recall how difficult it was. The 1977-78 Search Committee was constituted, as specified, by five faculty and one student elected by the Academic Council from among its elected (as opposed to the *ex officio*) members. One of the elected faculty later withdrew and Fr. Hesburgh named a replacement. Professor Timothy O'Meara chaired the Committee, which met regularly from October 1977 to April 1978. Early on, the Committee decided that all of its deliberations and proceedings would be confidential. The Committee followed standard methods for announcing the search both on and off campus.

Eighty-four persons either applied or were nominated for the position. Some from among this group withdrew and others were screened out as unpromising. Eight candidates, one internal, seven external, were invited to campus for interviews. The Committee was very deliberate in defining who would meet with the candidates, with the following standard format emerging. The primary interviews were conducted by the Search Committee. In addition, opportunities were provided for social interaction at breakfast with a small group that included the Student Body President and the Chair of the Faculty Senate, at lunch with a group that included the Deans, and at an af-

ternoon reception with the elected members of the Academic Council. The candidates also met individually with three of the Officers of the University. The Search Committee then solicited written reactions from all faculty members and administrators who had met with the candidates.

The result of this long and involved process was that none of the eight candidates was acceptable to both the Search Committee and the President of the University. After a brief impasse, Fr. Hesburgh persuaded Tim O'Meara to stand as a candidate. In May 1978, Tim met with three elected members of the Academic Council; later that month the Board of Trustees elected him Provost of the University.

In addition to reviewing our last Provost search, it is helpful to review procedures employed by our peer institutions. In gathering information from five major universities that have initiated provost searches within the last two years — the University of California-Berkeley, and Duke, Rice, Stanford, and Vanderbilt Universities — I was particularly interested in four factors: 1) the composition of the search committees; 2) how committees solicited nominations internally and externally; 3) the committees' experience with confidentiality; and, 4) how the search committees saw their function relative to the final nomination to the Board by the President/Chancellor.

With regard to the composition of the committees, there was no general pattern. At Cal-Berkeley the Chancellor conducted the search personally without the assistance of a committee. At Duke the President asked the Academic Council to constitute a committee to be chaired by a faculty member. At Rice the committee was appointed by the President, but he did not serve on it. At Stanford the President chaired the committee and appointed all but three of its 12 members. And at Vanderbilt the Chancellor appointed the members of the committee and made a Vice-Chancellor the chair.

My second question was how nominations were solicited. All of the search committees employed the normal forms of public announcement (e.g., *The Chronicle of Higher Education*). They wrote to all faculty on campus seeking nominations. They also made special efforts to encourage women candidates and candidates from racial and ethnic minority groups. The main problem was finding a good pool of qualified and interested faculty. There was a consensus that the best outside candidates do not normally respond to formal announcements, are happy and respected in their current institutions, and will allow their names to be included only after encouragement. The most effective strategy for enhancing the pool seemed to be working hard on getting recommendations from faculty at one's own institution and proactive steps to seek nominations from faculty at other institutions.

All of the committee chairs were vocal and insistent concerning the importance of confidentiality, for two reasons. First, the best external candidates will allow themselves to be interviewed only if they can be protected from undesired publicity at their home institutions. Second, internal candidates are vulnerable to campus politics and false rumors. In all four institutions with formal search committees, confidentiality was successfully preserved throughout the process.

Perhaps the most delicate question I asked was how the search committees saw their function relative to the final nomination to the Board by the President/Chancellor. The operative consensus was that the committees were charged with recommending a slate of names while appropriately leaving the final choice to the President/Chancellor. The number of names was not predetermined, but at Duke it was three, at Vanderbilt, four, and at both Rice and Stanford, six.

On the basis of this survey, I believe that our process at Notre Dame as presently conceived meets or exceeds our peer standard for faculty consultation. In fact of the six schools we are the only one that has by article a totally elected committee (except for the Chair). It will be up to the Search Committee at Notre Dame, once constituted, to work out the details by which we can maximize input from the University community while maintaining confidentiality.

I have asked Provost Tim O'Meara, as Chair of the Executive Committee of the Academic Council, to put the selection of a Provost Search Committee on the agenda for the January 23, 1995, meeting of the Council. This election will follow the procedures in Article II, Section 1 of the Academic Articles. Once the Committee is constituted, I will call us together quickly and develop a schedule of meetings.

Let me repeat what I said in my Address to the Faculty in October 1994. I do not personally know who the next Provost might be. I do not start the process with a personal favorite candidate. I am open, as I am sure the Committee will be, to that person who would provide the very best academic leadership for Notre Dame at this stage of our institutional life and as we move toward the year 2000. The new Provost must have strong academic credentials as a teacher-scholar, must have significant administrative experience, and must personify and be sympathetic with Notre Dame as a Catholic university.

As the search for this person begins, let me urge you to advise the Committee in whatever way you find appropriate. You would assist our work by offering a profile of the ideal candidate, by recommending specific internal or external candidates, or by suggesting good faculty contacts from other campuses for recommendations. Please direct

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your letters to me as Chair of the Search Committee. Once the Committee begins its work, I am certain we will solicit your assistance more specifically.

We have 18 months to complete our task. I hope to present a recommendation to the Trustees long before the deadline, if possible, but we will take whatever time is required. In the meantime, I am confident that Tim O'Meara will continue to provide his customary excellent leadership as Provost of the University.

Cordially,

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

Attachment B

Faculty Senate Resolution December 6, 1994

Whereas the Academic Articles (ii.1) do not currently stipulate a specific role for the Faculty Senate in the search process for a new Provost; and

Whereas "the range of concern of the Faculty Senate extends to matters affecting the faculty as a whole" (Academic Articles IV.3.b); and

Whereas the Faculty Senate has as one of its stated purposes the formulation of faculty opinion (*idem*); and

Whereas the recent North Central Association Accreditation Report calls for greater faculty role in governance (*Notre Dame Report*, November 18, 1994, pp. 229, 237 #3), and specifically "in the search process for new deans for a new provost: (p. 238, #5); and

Whereas the Chair of the previous Provost Search Committee invited the Chair of the Faculty Senate to participate in the interviewing of all candidates; be it therefore

Resolved, that the Faculty Senate recommend to the Academic Council that the Chair of the Faculty Senate be appointed to the Provost Search Committee.

Faculty Senate Journal February 9, 1995

The chair, Professor Richard McBrien, called the meeting to order at 7 p.m. in room 202 of the Center for Continuing Education and asked the senate to observe a moment of silent prayer. Since the January journal was not ready in time to be mailed with this meeting's packet, the chair announced that its approval should be delayed until the March meeting. Upon the recommendation of Professor Paul Conway and with the approval of the parliamentarian, William Eagan, the senate agreed that any corrections, additions, etc., to the text of the January journal which the secretary Peter Lombardo had distributed should be reported to the secretary by Tuesday, February 16; after that time the journal would be considered approved and would be submitted to *Notre Dame Report* before the next deadline. Substantial changes would require the further approval of the senate. This was, as Conway noted, in keeping with senate precedent.

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

Senate committees were then given an opportunity to make a brief report and then meet if desired after the general meeting tonight. Benefits had no report and would not be meeting this evening. Administrative Affairs would meet later tonight for a short time. Academic Affairs had no issues to report at this time. Student Affairs would meet to hear presentations by Director of Admissions Kevin Rooney and Director of Financial Aid Joseph Russo; to hear reports on a recent student government survey in regard to the financial aid situation at Notre Dame; and to discuss the latest incidents involving the issue of Gays and Lesbians at Notre Dame/Saint Mary's College. The senate self-study committee would meet briefly and hoped to have its final report to the senate for consideration at the April meeting.

The senate then recessed to hear its guest for this meeting, Oliver F. Williams, C.S.C., former associate provost and now associate professor of organizational ethics in the management department, College of Business Administration, co-director of the Center for Ethics and Religious Values in Business and an official U.N. observer (nominated by the U.S. State Department) for the recent elections in South Africa. Fr. Williams had a set of prepared remarks, printed as Appendix B of this journal. McBrien explained that, even though the senate was in recess to hear its guests, its usual rules applied to the question period. Williams decided to field his own questions.

Professor Karamjit Rai spoke first. He said Williams had raised a sensitive and disturbing issue in his eloquent re-

marks, but after having heard them and Fr. Malloy's earlier ones, he was unclear as to what Fr. Malloy's motivation would have been to break "the sacred trust." Why would the administration have found it expedient to do so? Williams responded that he had no answer to that and added that he felt obliged not to relate personal conversations without proper permission. But he had asked the provost, "What did I do" to deserve such treatment? O'Meara, according to Williams, responded that it had nothing to do with him (Williams) personally, to which Williams said that it certainly did. He said he had spent much time with the president too and had never received a satisfactory answer. He would be delighted if someone, even from the floor of the senate, could provide him one.

Without probing into instances, actions or words he felt obliged not to relate, Professor Richard Sheehan asked Williams about his reference to a style of leadership he opposed for seven years. How and on what issues did he oppose the leadership? Williams reiterated the four character traits that should be common to top managers: openness, proactive rather than reactive behavior, integrity and clarity. He said all of those traits were not present in his situation, but he could not discuss other cases. Sheehan asked if he meant a style of leadership, in general, in handling tenure/promotion cases, personnel issues, etc.? Williams could not comment directly on these, but said on balance he felt that the widening of PAC, for instance, was a good idea but not because earlier it had made unjust decisions; it was good because it moved toward a more open direction. He said all the kinds of decisions Sheehan had mentioned should contain all four traits he described earlier and often did not.

Mentioning that he and Williams had already discussed this, Professor David Burrell, C.S.C., asked him as an ethicist to explain clearly why he felt his treatment was "unjust" and not just "shabby." Burrell's sense was that Williams served at the pleasure of the upper administration; yes, a one-year's notice might have been agreed to, but Burrell could see where circumstances might collide and make this impractical. In a second part of his question, he asked Williams what he meant by the phrase he used, "current trend" — haven't we learned not to generalize from a single instance? Williams reflected on something he taught his M.B.A. students: When considering a job, negotiate terms on the way in because you can't do it on the way out. He had taken a lot of time to think before accepting the associate provost's position; one thing that was important to him was the possibility of a graceful exit, with a one-year's notice. He took that, when it was agreed to, as a contract, and a violation of contract was a serious injustice. On his use of "current trend," he said his was not the only such case, but he was not free to discuss others. The University community at this point would have to take the truth of that on trust.

Professor Jean Porter appreciated Williams' forthright presentation and his appearing before the senate; she asked if he might help clarify some issues she had raised with the president in his October senate appearance. On the matter of his one-year's notice vs. the two-week actuality of his leaving amid what was termed a crisis situation, he had said yes, Williams had been given only two weeks' notice; he had referred questions about the one-year's notice to the provost, indicating perhaps he did not know of it. And he had been unaware of his use of the phrase, "crisis situation." What was Williams' understanding? Williams responded that the one-year's notice was negotiated with the provost; he was the person for whom he was "associate." Nobody ever said to him last spring that that was not the case; the provost said it was out of his hands, and in the course of a lengthy discussion with the president, Malloy had told him the situation was such that it had to be done. Williams, even with his extensive notes, did not know for certain if Malloy had used the word "crisis." The gist of the discussion was that there was a crisis; Malloy had said the situation was such that he was forced to override the one-year agreement or contract. Williams said he asked if there were some medical or other good reason for this action. No reason was ever offered, and he concluded there was no good reason.

Professor Michael Detlefsen said the president must certainly have been aware of Williams' one-year agreement, but Williams said the University was a big operation and he may not have known at first. But later in conversation before his dismissal he told this to the president and further even told him he felt he was being done an injustice. Detlefsen said the president had told the senate in October he was not aware of the one-year agreement. Williams thought perhaps at the time he made the decision, Malloy may not have known. Williams said it was never made clear to him then or since why his agreement had to be violated; in fact, since the event he has not spent much time thinking of it, to which Professor Wilson Miscamble, C.S.C., said he was not too sure about that.

In Williams' letter to the Holy Cross community, Professor Supriyo Bandyopadhyay found a disturbing note; Williams had written of a "pattern" of "unethical practices" in the administration. What did he think the faculty could or should do about this? Every organization, according to Williams, needed accountability, often a thankless task but a necessary one; it was the one the chair of the senate had spoken of in September as a major goal of the senate. Williams spoke of the Ralph Nader — General Motors relationship; GM executives could not cope with accountability and were replaced, but the outcome has been safer cars for all of us. Professor David Ruccio followed up on accountability by asking again what were the circumstances that would have led the president and provost to override promises? The decision some have said was shabby; others say grotesque, danger-

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ous, unjust. No one has told us or the Notre Dame community what those circumstances were. Williams turned to Burrell and asked what set of circumstances would justify for him the overriding of the agreement to give a one-year's notice. Burrell said it was a pointless question. For him the associate provost served at the pleasure of the provost; this was quite unlike faculty — they do not serve at the pleasure of the department chair. So faculty may view this matter differently. He suggested it was appropriate for Williams to ask for a one-year's notice, but the nature of the position was such that it was conceivable that such a promise may have to be overridden or foregone. It may be shabby but it was not unethical treatment. He didn't know the reason Williams was dismissed, but the nature of the position was quite different from faculty. Williams said if the agreement had been made in those terms, he would not have taken the job. Burrell could not believe Williams did not realize the associate provost served at the pleasure of the provost. Williams said that was not the issue; the issue was the fact of a one-year's notice of termination. To Burrell, the point was elementary: The associate provost serves at the pleasure of the provost. Other considerations should be present too, and that's why he saw what happened as shabby, but the fundamental point remains: The position is filled at the pleasure of the provost. Williams did not want his essential point to be missed: A reason must be given to override or violate a contract.

Ruccio regained the floor, saying the previous discussion centered on the question he did not want to ask, but now he wanted to turn to the North Central Association report. He had three questions: What did Williams think of their recommendations, what needs to be done now in light of those recommendations, and did he feel that his involvement in the process that led to some uneasy recommendations had anything to do with his dismissal? On the last question Williams said he didn't know; that had certainly been suggested as a possible reason, but he had no knowledge to back that up. In fact, he said, these were seasoned administrators who evaluated Notre Dame; even if he wanted to determine the outcome, he couldn't have done so. He tried to provide what they asked for, wrote reports for them, set up the meetings they asked for with the people they selected. He tried to make the University look as good as it possibly could. As to the substance of the report, they were impressed with Notre Dame, and they were nudging us further along to be more outstanding. Nothing is written in stone. Time and again, they pointed out that Notre Dame lacked a genuinely open process, and that's what he's been talking about. We all have to work on that together.

Professor Ava Collins commented on the "pleasure of the provost" concept: No one has ever suggested that the provost had been displeased with his work, so something must have been going on. Further, when the senate offi-

ers met with several University officers in December, Fr. Bill Beauchamp, C.S.C., suggested the process of consultation was unwieldy at Notre Dame; decisions had to be made and administrators did so. To her, once made, decisions were never explained; input from faculty and students was not really sought or fully respected. How would he view the process of decision-making at Notre Dame? Williams responded that the faculty manual says the associate provost serves at the pleasure of the president not the provost, but de facto it is the pleasure of the provost and obviously the provost makes the recommendation.

McBrien turned the discussion to the other person involved in this situation, Professor Timothy Scully, C.S.C., who had been appointed vice president and associate provost in violation of the Academic Articles (later changed). McBrien had learned of the appointment one day before a meeting of the Academic and Faculty Affairs Committee of the Board of Trustees. He raised the issue of the appointment there and saw from the looks on some of the trustees' faces that they didn't know of the appointment; others, he could see, wondered how did he find out? Some Holy Cross trustees knew of the coming appointment, while others did not. McBrien was told later that within the community there had been "one hell of a fight" because of the possible harm to Notre Dame and to the Holy Cross community that could come from the manner of this appointment. He asked why was Fr. Scully appointed amid secrecy to a new academic office and to a position as an officer of the University, when not even most of the trustees had been notified prior to its being done? Is there a linkage between the Williams termination and the Scully appointment? Williams did not feel free to discuss several private conversations with the trustees and fellows, but he said he would not be before the senate if he didn't feel there was a serious problem. Williams wanted the senate to know that some will be offended because of his appearance at this meeting, but he believed more good than harm will come of it.

Professor William Eagan wondered why everyone was so surprised. What had happened to Williams had happened often in the 39 years he knew about. What was new was that one of the inner group was standing up to be counted and not disappearing into the night. Miscamble asked who was admitting surprise. Williams said his parents taught him not to go quietly into the night in the face of injustice.

Professor Regina Coll, C.S.J., serving on committees in both the senate and Academic Council that are studying the NCA report, asked Williams what issues he believed should be addressed. His general approach would be to stress openness as much as possible; the burden of proof should be on not being open, and Notre Dame has a long way to go in this regard in many areas of its community life. His experience as associate provost allowed him to

work with people on other campuses where openness works; our lack of openness causes us problems that should not be problems. Miscamble asked what places have such openness. Williams listed Georgetown, Santa Clara, Marquette and St. Louis as ahead of Notre Dame on the openness question. Miscamble thought there might be some dispute on this, and Williams said he'd be glad to engage in such a discussion. Coll said the image of passive, docile, obedient, was not attractive especially as future leaders of the Church and society. How does this image play into the Notre Dame culture? Can we do anything to alleviate it? Williams responded that as educators we want our students to be assertive, so we should role model this kind of behavior. By appearing before the senate he was doing what he tells his M.B.A. students to do.

Miscamble, saying he had asked Williams not to come before the senate, thinking it was a mistake for him to do so, asked him to look from the other side. Miscamble knew he was hurt by his dismissal from office, and a lot of his reaction to it had grown out of a deep personal hurt which was understandable. But sometimes a president has to make a decision for change for the good of his administration, and Miscamble believed that was what had taken place last spring. Williams was hurt in the process, and Miscamble regretted that as a fellow hurt in Holy Cross. Perhaps Williams would have been hurt no matter what the circumstances of his leaving of office; there was no easy way to go. Miscamble asked him to take advantage of the opportunities he had in South Africa and in teaching at Notre Dame to contribute within the community and within the University to move forward. Williams thought perhaps Miscamble had not heard his statement properly. His motivation was mainly on principle. He was angry at the violation of contract, a subject he teaches. Miscamble was a man of principle too, and he hoped he would understand. Williams was miles beyond hurt; it was a non-issue. He has tried to tell his students to leave an organization a little better than they found it, and he felt one did this by making the tough calls on accountability. Miscamble said he was still part of Notre Dame, and Williams agreed, but he was no longer a part of the administration. Williams appreciated Miscamble's paternalistic attitude; Miscamble believed he was being fraternal, and Williams appreciated that, but he asked Miscamble not to miss his point.

Professor Sonja Jordan expressed appreciation for Williams' appearance and his forthrightness and courage. Since no performance-related explanation for his dismissal had been given him, something that she believed would have been incumbent on the administration to offer, if indeed it were for the betterment of Notre Dame, did anyone offer any strategy on how Williams might respond to his termination, or how he might interpret it? Their strategy, Williams said, was to hope he would simply re-

sign, which he had thought about doing and rejected. He would not say more about private conversations.

Professor Patrick Sullivan, C.S.C., the oldest C.S.C. present, thought the Hebrew word for discipline, translated as "to achieve wisdom from one's suffering in the hard road of experience," applied to Williams. Sullivan commended him for appearing at this meeting, and for being so quiet and reserved after overcoming some early anger. He appreciated Williams representing so well the very best of the Holy Cross tradition [general applause]. Williams thanked him for his remarks and commented that he had asked several Holy Cross community members to read his paper, and their response was overwhelmingly positive to it and to his appearing before the senate.

Porter again expressed her appreciation to Williams for appearing in the senate, but one puzzle remained. The provost had told him it was not his initiative that he go. In Williams' letter to the Holy Cross community he had written that the president expressed a desire to keep him on his administrative team but that others on his administrative team did not approve of this. Who wanted to get rid of Williams? Williams could not speak to that point. McBrien interjected that the letter referred to by Porter was never distributed to the senate; individual members in the age of Xerox may have obtained copies from other individuals in the community. Professor Stephen Batill asked what letter this was, and Williams said it was his personal letter to the 65 or so C.S.C.s on campus to raise their awareness of what had happened to him. Some lines may be taken out of context and Batill wondered if it wouldn't be better to publish it openly to prevent misinformation and stop the rumors. That would be an open and forthcoming action. Williams said that his statement and remarks at this meeting were for and on the record and should suffice to stifle rumors.

Professor Harvey Bender asked Williams if, based on his experience, he would recommend to his faculty colleagues that they undertake administrative positions when asked. It was Williams' hope that people would consider such positions when asked because, unless good people fill those positions to try to make things better, his kind of situation will occur again; if these positions are offered, people should go in with their eyes wide open and they should negotiate clearly in the beginning. He wanted it widely known that he was not a "sad-sack." His seven years as associate provost were tremendous, a great learning experience. But he was ready to go out; he was glad he was out. It was the timing that broke a contract and he was angered at that. Miscamble remarked that now he was free. Williams recalled a friend at another university urging him years ago to accept the associate provost position: "Imagine who will take it if you don't."

Professor Paul Conway wondered what reaction Williams had to his successor's appointment at the vice presidential level. He had no strong reaction. In his time the distinction was not particularly meaningful because he was fully a part of all the discussions and he was completely in the circle. He did not know if the situation had changed in the current year. Conway followed up by asking if it were necessary to be a vice president in order to be considered for the provost's position? Did he feel he would not have been considered for it as just associate provost? Williams said he had always understood that there was a tacit understanding that the provost would be a lay person. Nothing of the sort was written, and there was never any agreement or movement on his part to be provost. Again, he did not know if that tacit understanding had changed. The University had not had a vice president and associate provost until Roger Schmitz's appointment. Williams replaced Fr. Malloy when he became president, and Malloy had been associate provost, not vice president and associate provost.

Williams, in his concluding remarks, said he was not losing sleep over his dismissal; his years in administration were a tremendous experience, and he would encourage people to consider such positions for the future. He saw the Faculty Senate's role as upholding the four traits he listed earlier and keeping the administration's feet to the fire on the issue of accountability. Those four traits (openness, being proactive, integrity and clarity) were missing in his case, and they appear to be missing in University treatment of the issue of gay and lesbian students as well. "We have to teach our students by role modeling, not just by what we do in the classroom" [general and sustained applause].

McBrien thanked Williams for his appearance at this meeting. There was probably a personal cost in his coming, but he was encouraged by Williams' statement earlier that his brothers in Holy Cross were overwhelmingly positive about his prepared statement and about his appearance before the senate. The Holy Cross community has been and is vital to the current and future health of this University, and especially to the preservation of its Catholic character. It would be unfair to confuse the administrative behavior of some members of Holy Cross with that of the Holy Cross community as a whole. There is internal conflict within the congregation, but to hear that Fr. Williams had overwhelming support from his brothers was reassuring. He was constrained by his own ethics from making specific comments about cases other than his own, but the Williams case is part of a larger piece, and the faculty should be aware of and appreciate that wider symmetry and context. McBrien again thanked Williams for his appearance and called the senate back into session.

The chair announced that some senate committees would meet immediately upon adjournment. Miscamble moved to adjourn, Lombardo seconded, and the senate agreed at 8:40 p.m.

Present: Bandyopadhyay, Batill, Bender, Borelli, A., Bradley, Broderick, Brownstein, Burrell, Coll, Collins, A., Conway, Detlefsen, Doordan, Eagan, Gundlach, Hamburg, Hartland, Huang, Hyde, Jordan, Lombardo, McBrien, Miscamble, Munzel, Pickett, Porter, Rai, Ruccio, Sayers, Sommese, Sheehan, Simon, Sullivan, Wei, Weinfield, Zachman, Orsagh, Student Government Representative, Borer, Graduate Student Representative

Absent: Delaney, Esch, Gaillard, Garg, Mason, Rathburn, Stevenson, Tomasch, Vasta

Excused: Bayard, Biddick, Borelli, M., Borkowski, Bottei, Brennecke, Callahan, Collins, J., Radner

Respectfully submitted,

Peter J. Lombardo Jr.
Secretary

Appendix A

Chair's Report February 9, 1995

1. Because the Journal for January 18, 1995, came back from the Provost's office only today, we shall have to delay its approval until the next meeting of the Senate on March 7.
2. As you know, the Senate resolution on discriminatory and sexual harassment was published as a Senate ad in the January 18 issue of *The Observer* and was also subsequently circulated by the Chair to every member of the faculty.
3. The draft letter, by way of a response to Fr. Malloy's five-point agenda for the Faculty Senate given during his October visit to the Senate, has been circulated to each member of the Senate this week. The mailing included the draft prepared by the Executive Committee, plus the original draft submitted by the Ad Hoc Committee and a minority report submitted by one of the members of the Ad Hoc Committee. Although the Executive Committee draft will not be discussed or voted upon this evening, we have met the deadline stipulated in the Senate resolution of November 9; namely, that a draft of a formal reply to the President "be submitted to this body for consideration and possible approval no later than the regularly scheduled meeting of February 9, 1995." The matter will

be on the agenda of the March 7 meeting of the Faculty Senate.

4. The Faculty Senate resolution of December 6 moving that the Academic Council add the Chair of the Faculty Senate to the Provost Search Committee was debated by the Academic Council at its meeting of January 23 and defeated, in a secret ballot, by a vote of 25-10. Immediately thereafter, a motion was made by Dean Harry Attridge, of the College of Arts and Letters, to urge the President and the Search Committee to find some meaningful role for the Faculty Senate in the search process in recognition of the important place and function the Faculty Senate has in the University. The motion was passed unanimously.

5. The Faculty Senate resolution, passed on September 7, 1994, recommending to the Academic Council that the Academic Articles be modified so that the appointments and reviews of both vice presidents in the Provost's office include "formal faculty input" was thoroughly discussed yesterday afternoon by the Executive Committee of the Academic Council and will be placed on the agenda for the Academic Council meeting of February 16. Several members of the Faculty Senate are also elected members of the Academic Council: Neil Delaney, Jean Porter, Mario Borelli, Andrew Sommese, Steve Batill, Carolyn Callahan, Dennis Doordan, and Regina Coll. Other elected members of the Academic Council are Frank Bonello, Mike Francis, Gary Gutting, John Roos, Tom Swartz, Bill Shephard, Hafiz Atassi, Ed Conlon, Tex Dutille, Lorry Zeugner, and Kathy Weigert. Those members of the Senate who favor a change in the Academic Articles to allow for formal faculty input into the appointment and review of the two vice presidents in the Provost's office should contact these faculty colleagues before next Thursday to urge them to support the Senate's resolution when it comes to a vote in the Academic Council.

6. The Faculty Senate resolution regarding intercollegiate athletics, also passed on September 7, will soon be placed on the agenda for discussion and vote within the Academic Council. The Faculty Board in Control of Athletics has just informed the Executive Committee of the Academic Council that its own report will be ready by the end of this month. The Executive Committee of the Academic Council had deferred consideration of the Senate's resolution on intercollegiate athletics until the Faculty Board's own report was completed.

7. A reminder: the next session of the Senate-sponsored Notre Dame Forum on Academic Life will be held on Thursday evening, February 23, at 7:30 in the auditorium of the CCE. The topic is "The Relationship of Teaching and Research at Notre Dame" and the main speaker is Prof. Arvind Varma, of the Department of Chemical Engineering.

Appendix B

Remarks of Oliver F. Williams, C.S.C.
February 9, 1995

Thank you for inviting me to address the Faculty Senate. In reflecting about whether to accept the invitation, it occurred to me that declining to appear would signal a message that I certainly do not want to communicate. On the contrary, I believe that the new focus of the Senate, that of accountability, holds much promise for shaping this body into one of the most important in the university. Thus, I am happy to come here, in person, to support and encourage you in the responsible pursuit of this crucial task.

In responding to your invitation, I made it clear that I believe I am ethically bound not to discuss any cases that I was involved with during the seven years in the provost office. However, I am willing to discuss certain aspects of my own case and the issues surrounding my leaving the office last spring. I am doing this because the learnings from my own case are not too unlike those of other cases which I do not feel free to discuss. I note from the questions submitted to Father Malloy and Provost Tim O'Meara that my thoughts are in the public domain, that you have read and reflected on my letter of August 15, 1994, that I wrote to the Holy Cross Community at Notre Dame. Let me say, first of all, that I stand behind everything I wrote in that letter.

At the moment, my thoughts and concerns are far from those of the letter. I recently accepted a visiting position for the 1995-96 academic year at the University of Cape Town where I will offer a seminar for the faculty on how to bring ethics into business courses; they will provide the support that I need to research and write a book on South Africa and ethical issues. I will also lead four one-week Aspen Institute Seminars in Cape Town where key officers of the new Mandela government can discuss salient issues with top business and other leaders.

However, putting aside my new agenda for a moment, I think it is important to spend some time with you explaining why I chose to take a stand on principle and to take the unusual steps of writing that letter to the Holy Cross Community and of speaking to the Board of Trustees at their May 1994 meeting.

Shortly after I assumed the position of associate provost some eight years ago, a friend of mine in administration at a major university called and asked me if I knew the definition of an associate provost. "An associate provost," he said, "is a mouse studying to be a rat." Last summer that same friend called and offered this counsel: "Now that you have been fired as associate provost, there

is good news and bad news. The *good* news is that you are not going to become a rat. The *bad* news is that you are not going to become a rat." The fact is that I accepted the invitation by Tim O'Meara to serve as an associate only after much discussion and after Monk asked me personally. Having one year notice of when it was time to leave the office and being able to continue teaching were two of the conditions of accepting the appointment. In retrospect, it was a wonderful opportunity to work closely with a remarkable man, Tim O'Meara, and assist in building a great Catholic University; I have no regrets.

To understand my motivation for speaking to the Board of Trustees in May 1994 and for writing the letter to the Holy Cross Community protesting the way I was replaced and taking a stand on principle, it is important to emphasize that one of the areas of my research and writing is organizational ethics. In my view, there is a crisis of legitimacy in organizations today and people are increasingly skeptical and even cynical about them. People do not believe that they are being told the truth, and often they have good reasons for such a belief. We see this undercurrent in all our major institutions: political, business, church and yes, even in the university.

In 1984, I published an article in the *Harvard Business Review* (Who Cast the First Stone, *Harvard Business Review*, 62(5): 151-60, 1984) discussing the crisis of legitimacy as it was manifesting itself in business. In that article, I concluded that many problems could be avoided if top officers embodied four key management traits: openness, preparedness (becoming proactive rather than being reactive to key constituencies), integrity and clarity.

Rather than lecturing you on my research, suffice to say that when I entered the provost office in the Spring of 1987, I had but one key goal. While doing all that I could do to make Notre Dame the great Catholic University that it ought to be, I would count my time as successful if I could nudge the institution along so that it would be more open, proactive, and more well known for its integrity and clarity.

Provost Tim O'Meara wrote me a very complimentary performance evaluation when I left the office in June 1994, but personally I find it difficult to judge my time in the provost office as "successful" in the light of my standards above. There have clearly been some important advances, one being the idea championed by this body, to add elected faculty to the Provost Advisory Committee (PAC). And I might add that I favored adding elected members not because I thought the decisions of PAC were in error or unjust, but rather because the *perceptions* of the faculty were that some of the decisions were unjust. It was a matter of changing the process to overcome a legitimacy problem. Process done well maintains trust and good leadership entails being accountable. Unless

there are overwhelming good reasons, the academic community has every right to expect openness. Yet we still have some distance to go on this score. In my case, I do not know how many knew about the decision but I found it most discouraging that even I did not know I was moving out of the office until two weeks before it was announced.

The point is not *that* I was asked to leave the provost office, for I was fully prepared to leave, either with one year notice from the present provost or upon the appointment of a new provost. This was quite settled in my own mind and, even if a new provost wanted me to stay on, I would have insisted on a research leave to keep current in my field.

Rather, the point is that the principle of openness was clearly violated and for no good reason. Violating this principle in an organization invariably breeds mistrust and skepticism and certainly does not model the kind of behavior we hope our students will bring to their professions. To be specific for a moment, the hope among some people seemed to be that upon hearing that I would be replaced, I would resign and go quietly into the sunset. Frankly, that would have been the easier course for me and I gave it much thought. In the end I could not do it, for I would then be complicit in a style of leadership that I had opposed for seven years.

For example, I chaired several major University Committees and served on a number of others which included scores of faculty and students. In some cases, these committees had met to plan activities for the 1994-95 academic year within the week prior to my being told of my replacement. If then, a week later, I suddenly announced that I was leaving the office, they would correctly surmise that I had lied to them during the planning process, giving them the impression that I would continue to chair the committees in the fall. As it turned out, there was little opportunity for an orderly transfer of leadership and, in most cases, I have never had the opportunity to thank personally the many with whom I served since school was over when my departure was announced.

As associate provost, I interacted with a wide variety of faculty and students. I served on the provost's advisory committee which advises on promotion and tenure decisions and long-range planning for the university. I chaired a number of University committees, including the Committee on the Disabled, the Continuing Education Committee, the Committee to Increase Minorities on Campus and the Committee to Enhance the Ethical Dimension of Education. I was responsible for the University efforts in the Year of Cultural Diversity and also served as the academic dean for the ROTC programs. I was the original chair of the Academic Code of Honor Committee and oversaw that Committee in all its various

projects. I was also a member of the Board of Trustees Committee on Social Values and Responsibilities. In addition, I was responsible for personnel matters for approximately 550 members of the University faculty—including library faculty, professional specialists, faculty fellows, and all non-regular faculty. My last major task in the provost office was to organize and prepare the reports for the ten year accrediting visit of the North Central Association in February 1994.

Father Malloy dismisses any claims for due notice when he said, in response to a question about my departure, to the Senate: "... people in administrative positions have less security than people in faculty and staff positions." (Faculty Senate Journal, *Notre Dame Report*, Number 7: p. 278, December 2, 1994). To be sure, that statement is correct, but it misses the point. Does anyone in this room know *anyone* in an administrative position who was given two weeks notice that his or her replacement would be announced? In the seven years I was in central administration, I know of no such cases. The only cases of abrupt departures from a position that I am aware of were for what the Academic Articles call "serious cause" (1994 *Faculty Handbook*, pp. 23-24). I have not broken my vows, absconded with funds, or been guilty of any of the "causes" outlined in the Academic Articles. Why then was I treated unjustly? Father Malloy suggests that the motivation for the abrupt change was to widen the pool of CSC's for top leadership in the University. This is a worthy motive, but why did it require a violation of trust? Was it simply for reasons of administrative convenience? I will feel I have been successful if my public remarks on record here will make it a little more difficult to treat someone else this way in the future.

In summary, in my view, the administration as well as the faculty must be held accountable for both the letter and the spirit of the *Faculty Handbook*. This includes the Academic Code, the Academic Articles, as well as the Statutes and Bylaws of the University. There are some weighty responsibilities given to the Priests of Holy Cross in the Statutes and Bylaws (p. 4, Para. V(f) and p. 7, Para. 2), responsibilities that include having the President of the University selected from its membership. I believe that the Holy Cross Community is well-qualified to provide the leadership and meet the challenge outlined in the Bylaws. However, without openness and integrity, there is little hope for any of us. Since the days of Father Sorin, members of the Congregation of Holy Cross have been deeply involved in a collaborative venture with lay people in educating the minds and hearts of talented students. Without openness and candor, there is little prospect for meaningful collaboration. If nothing else, let my public remarks on record here give evidence to the future author of *Notre Dame Two Hundred Years* that at least some of the Holy Cross Community have serious reservations about the current trend of events.

Faculty/Student Committee on Women

February 2, 1995

Present: Linda Chalk, Regina Coll, Ava Collins, Paul Conway, Meredith Dwyer, Joe Evans, Sonia Gernes, Bridget Loop, Dian Murray, Kathie Newman, Barb Turpin

Absent: Kathleen Cannon, Carmen Chapin, Mark Poorman, James Taylor

The minutes of the December 13 meeting were approved.

Announcement of the YWCA Tribute to Women; University student nominees are Katherine Wood (undergraduate) and Linda Chalk (graduate). The committee asked how nominations were made. Traditionally Gender Studies has sent out the announcements, but this has resulted in some neglect of students who have no natural link with Gender Studies. Ava Collins will take that concern back to Gender Studies to ensure a wider call in the future.

Undergraduate Student Subcommittee Report: The committee reviewed the Harvard Report and agreed that we haven't sufficient means or mechanism to conduct a study of this nature. We plan to recommend the president and the provost formulate and fund a committee composed of University personnel and outside professional consultants to conduct a comparable study on the academic climate for women at Notre Dame, and focus on the question of the Catholic character and how it colors the gender issues. The committee's work this semester will consist of a telephone survey of peer institutions to gather information on the existence and function of women's committees on other campuses; the specific purpose is to determine whether other schools have done studies on the academic climate for women and how they have conducted such studies. The committee also plans to develop recommendations for Health Service and Counseling Services and for the need for faculty training in gender relations in the new Center for Teaching Excellence.

Graduate Student Subcommittee Report: Barb Turpin circulated a copy of the Graduate Student Survey in its draft state. Committee members reviewed it and made suggestions for additions and changes in wording on several questions.

The committee adjourned at 10:30 a.m.

University Committee on Cultural Diversity September 26, 1994

Members in attendance: Roland B. Smith Jr., Carolyn M. Callahan, Roger V. Mullins, Dennis K. Moore, Frances L. Shavers, Martin F. Murphy, Jean Lenz, O.S.F., David Hungeling, Iris L. Outlaw, Priscilla W. Wong, Roger A. Schmitz, Richard V. Warner, C.S.C., Janice M. Poorman, Mark A. Chaves and Cristiane J. Likely

Excused: Ani Aprahamian and Erskine A. Peters

Guests in attendance: Jose M. Gonzalez and Carrie L. Pugh

The first regular meeting of the University Committee on Cultural Diversity for the 1994-95 academic year was called to order at 12:21 p.m. on Monday, September 26, 1994, at LaFortune Student Center, Notre Dame, Indiana. The chairman, Roland B. Smith Jr., was in the chair, and the secretary was present.

1. **Minutes.** The reading of the minutes was dispensed as this was the first regular meeting of the 1994-95 academic year.
2. **Agenda Review.** Following self introductions by committee members, the chair discussed/reviewed the meeting's agenda, which would consist of the following:
 - a. Review/revise the "University of Notre Dame Cultural Diversity Statement" (originally called the "Cultural Diversity Definition" and revised from the Final Report of the Task Force on Cultural Diversity, September 26, 1994). This statement will become part of the committee's annual report.
 - b. Review/revise the 1993-94 annual report of the committee entitled "The Status of Cultural Diversity at Notre Dame."
3. **Review/Revise the "University of Notre Dame Cultural Diversity Statement."** The chair noted the addition to the Cultural Diversity Statement. Following brief discussion, a motion was made and seconded to adopt the statement as read. The motion was unanimously adopted. The revised statement reads as follows (the addition is indicated by bold text):

"Cultural Diversity, as a stated goal of the University of Notre Dame, means that the University is convinced that it will most effectively carry out its mission of Catholic

higher education in an atmosphere where the faculty, students and staff of the institution are drawn from the full range of ethnic and cultural traditions represented within our society. Further, the University recognizes its obligation to prepare its students to live, work and serve in this increasingly diverse society. Cultural Diversity is not simply a set of numbers tabulating the underrepresented ethnic or racial groups present at the University. It is that and much more. It is a way of thinking, seeing and behaving which demonstrates an understanding and respect for all ethnic and cultural traditions. Cultural Diversity signifies the University's commitment to an atmosphere of hospitality and dialogue where these various traditions can together contribute to a sharing of perspectives in the pursuit of truth. It is the recognition of the contributions — both individual and collective — of those ethnic or racial groups which have been legislatively and socially devalued. It is the recognition and celebration of the cultural differences within our University community."

4. **Review/Revise the Annual Report of the University Committee on Cultural Diversity.** The chair distributed the annual report for review and revision. Committee members offered various comments.

OTHER BUSINESS

5. **Alumni Board Ad Hoc Committee on Cultural Diversity.** The chair informed the committee of the recent meeting of the national Alumni Board Ad Hoc Committee on Cultural Diversity. The two primary goals of the Ad Hoc Committee are: (1) to increase minority involvement in local alumni clubs and (2) to better equip clubs to deal with cultural diversity issues within their communities.
6. **Discriminatory Harassment Policy Survey.** Iris Outlaw reviewed the results from the discriminatory harassment policy survey conducted during the spring of 1994. Results were distributed to committee members. Ms. Outlaw stated that, based on the results, the policy should be revised. The results will be shared with General Counsel, which is presently revising the policy.

The meeting was adjourned at 2:32 p.m.

Respectfully submitted,

Frances L. Shavers
Recording Secretary,
University Committee on Cultural Diversity

THE GRADUATE SCHOOL OFFICE OF RESEARCH

Current Publications and Other Scholarly Works

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

Errata: Correction on entry in *Notre Dame Report* Issue No. 12 under Program of Liberal Studies. Citation should have been listed under the Department of Romance Languages and Literatures:

Romance Languages and Literatures

Douthwaite, Julia V.

- J. V. Douthwaite. 1994. Rewriting the savage: The extraordinary fictions of the "Wild Girl of Champagne." *Eighteenth-Century Studies* 28 (2): 163-192.

COLLEGE OF ARTS AND LETTERS

American Studies

Giamo, Benedict F.

- B. F. Giamo. 1994. Field note: Setting sons. *Journal of Social Distress and the Homeless* 3 (2): 203-206.
B. F. Giamo. 1994. Kenneth Burke: Reminiscences. *Kenneth Burke Society Newsletter* 9 (2): 12-17.
B. F. Giamo. 1994. Order, disorder and the homeless in the United States and Japan. *Doshisha American Studies* 31 (December): 1-19.

Schlereth, Thomas J.

- T. J. Schlereth. 1994. *American home life, 1890-1930: A social history of spaces and services*. 2d ed. Knoxville, Tenn.: University of Tennessee Press. ix + 284 pp.
T. J. Schlereth. 1994. Columbia, Columbus and Columbianism. In *Discovering America*, ed. F. Hoxie and D. Thelen, 103-134. Champaign, Ill.: University of Illinois Press.
T. J. Schlereth. 1994. Mirror makers: Mediums and methods in American consumerism. In *English to the infinite: Expanding universe of English*, ed. M. Yamaguchi, 157-167. Tokyo: University of Tokyo Press.
T. J. Schlereth. 1994. Peer review of museums: An editor's assessment. *Journal of Museum Education* 19 (2): 20-23.
T. J. Schlereth. 1994. Reviewing reviewing. *Journal of American History* 81 (1): 183-187.

Anthropology

Gaffney, Patrick D., C.S.C.

- P. D. Gaffney, C.S.C. 1995. Africa as seen through the eyes of a Holy Cross anthropologist. *Transmission* 18 (1): 1-6.

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C. B. Fox. 1995. Swift: Biographical and historical contexts. In *Gulliver's travels: Case studies in contemporary criticism*, ed. C. B. Fox, 3-25. Boston: Bedford Books of St. Martin's Press and Macmillan.
C. B. Fox, R. Porter and R. Wokler, eds. 1995. *Inventing human science: Eighteenth-century domains*. Los Angeles: University of California Press. xiv + 370 pp.
C. B. Fox and B. Tooley. 1995. Swift and Irish studies. In *Walking Naboth's Vineyard: New studies of Swift. Ward-Phillips Lectures in Language and Literature*. Vol. 13, ed. C. B. Fox and B. Tooley, 1-16. Notre Dame, Ind.: University of Notre Dame Press.
C. B. Fox and B. Tooley, eds. 1995. *Walking Naboth's Vineyard: New studies of Swift. Ward-Phillips Lectures in Language and Literature*. Vol. 13. Notre Dame, Ind.: University of Notre Dame Press. x + 215 pp.

O'Rourke, William A.

- W. A. O'Rourke. 1995. Press frees con in lusty, boyish yarn: Review of *The paperboy*, by P. Dexter. *Chicago Tribune Books*, 29 January, sec. 14, p. 6.
W. A. O'Rourke. 1995. Two voices of Updike merging: Review of *The afterlife*, by J. Updike. *South Bend Tribune*, 29 January, sec. E, p. 8.
W. A. O'Rourke. 1994. Gilchrist out of her element in *Anabasis*: Review of *Anabasis*, by E. Gilchrist. *Chicago Tribune*, 8 November, sec. 2, p. 4.

Sayers, Valerie

- V. Sayers. 1995. A life in collage. Review of *Liliane: Resurrection of the daughter*, by N. Shange. *New York Times Book Review*, 1 January, sec. 7, p. 6.

Government and International Studies

Arnold, Peri E.

- P. E. Arnold. 1994. Review of *The president and the parties: The transformation of the American party system since the New Deal*, by S. M. Milkis. *American Political Science Review* 88 (4): 999-1000.

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S. P. Mainwaring. 1995. Brazil: Weak parties, feckless democracy. In *Building democratic institutions: Party systems in Latin America*, ed. S. P. Mainwaring and T. R. Scully, C.S.C., 354-398, 537-542. Stanford, Calif.: Stanford University Press.

S. P. Mainwaring and T. R. Scully, C.S.C., eds. 1995. *Building democratic institutions: Party systems in Latin America*. Stanford, Calif.: Stanford University Press. xix + 578 pp.

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S. P. Mainwaring and T. R. Scully, C.S.C. 1995. Preface to *Building democratic institutions: Party systems in Latin America*, ed. S. P. Mainwaring and T. R. Scully, C.S.C., vii-x, 477. Stanford, Calif.: Stanford University Press.

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O'Donnell, Guillermo A.

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See under Mainwaring, Scott P. 1995. *Building democratic institutions: Party systems in Latin America*.

See under Mainwaring, Scott P. 1995. *Building democratic institutions: Party systems in Latin America*, vii-x, 477.

See under Mainwaring, Scott P. 1995. *Building democratic institutions: Party systems in Latin America*, 1-34, 477-482.

See under Mainwaring, Scott P. 1995. *Building democratic institutions: Party systems in Latin America*, 459-474, 550-552.

History

Nugent, Walter

W. Nugent. 1995. *Crossings: The great transatlantic migrations, 1870-1914*. 1st paperback ed. Bloomington, Ind.: Indiana University Press. xvi + 234 pp.

Program of Liberal Studies

Weinfield, Henry M.

H. M. Weinfield. 1995. *A thousand threads and The one thing: Oppen's vision* (A reply to Ross Feld). *Sagetrieb* 12 (3): 79-87.

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K. J. Egan. 1995. The classroom: A sacred space. *Courier* 69: 13-14.

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E. C. Ulrich, F. M. Cross, J. R. Davila, N. Jastram, J. E. Sanderson and E. Tov. 1994. *Qumran cave 4: VII. Genesis to Numbers, Discoveries in the Judean desert XII*. Oxford, United Kingdom: Clarendon Press. xv + 272 + XLIX Plates.

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J. C. VanderKam and J. T. Milik. 1994. 4QJub^c (4Q218) and 4QJub^e (4Q220): A preliminary edition. *Textus* 17: 43-56.

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THE GRADUATE SCHOOL OFFICE OF RESEARCH

COLLEGE OF SCIENCE

Biological Sciences

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- O. Q. Munro, H. M. Marques, P. G. Debrunner, K. Mohanrao and W. R. Scheidt. 1995. Structural and molecular mechanics studies on highly ruffled low-spin (porphinato)iron(III) complexes. *Journal of the American Chemical Society* 117: 935-954.

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Pillay, Anand

- A. Pillay. 1994. Definability of types, and pairs of O-minimal structures. *Journal of Symbolic Logic* 59 (4): 1400-1409.

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Sommese, Andrew J.

- E. Ballico and A. J. Sommese. 1994. Projective surfaces with K -very ample line bundles of degree $\leq 4K + 4$. *Nagoya Mathematical Journal* 136: 57-79.

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COLLEGE OF ENGINEERING

Aerospace and Mechanical Engineering

Gad-el-hak, Mohamed

- M. Gad-el-hak. 1995. Questions in fluid mechanics: Stokes' hypothesis for a Newtonian, isotropic fluid. *Journal of Fluids Engineering* 117 (1): 1-3.

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Huang, Nai-Chien

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Civil Engineering and Geological Sciences

Makris, Nicos

N. Makris. 1995. Discussion on the article *Impedance functions of piles in inhomogeneous media*, by H. Vaziri and Y. Han (Paper 2713). *Journal of Geotechnical Engineering* 121 (2): 234-235.

Pyrak-Nolte, Laura J.

L. J. Nolte, D. D. Nolte and N. C. W. Cook. 1995. Hierarchical cascades and the single fracture: Percolation and seismic detection. In *Fractals in petroleum geology and earth process*, ed. C. C. Barton and P. LaPoints, 143-178. New York: Plenum.

Electrical Engineering

Huang, Yih-Fang

M. M. Ammar and Y. F. Huang. 1994. Quantization based on statistical moments for signal detection-Design and analysis. *IEEE Transactions on Information Theory* 40 (4): 1192-1204.

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Sain, Michael K.

L. H. McWilliams and M. K. Sain. 1994. Discrete-time systems: New results on undershoot and overshoot. In *Proceedings of the thirty-second Allerton Conference on Communication, Control, and Computing*, 11-20. Urbana-Champaign, Ill.: University of Illinois.

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COLLEGE OF BUSINESS ADMINISTRATION

Management

Vecchio, Robert P.

R. P. Vecchio. 1995. *Organizational behavior*. 3d ed. Fort Worth, Tex.: Dryden Press. 726 pp.

W. Bommer and R. P. Vecchio. 1995. *Test bank to accompany Organizational behavior*. Fort Worth, Tex.: Dryden Press. 481 pp.

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THE GRADUATE SCHOOL OFFICE OF RESEARCH

RADIATION LABORATORY

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LaVerne, Jay A.

J. A. LaVerne and S. M. Pimblott. 1995. Electron energy-loss distributions in solid, dry DNA. *Radiation Research* 141: 208-215.

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A. Mozumder. 1995. Electron mobility in liquid hydrocarbons: Application of the quasi-ballistic model. *Chemical Physics Letters* 233: 167-172.

Pimblott, Simon M.

See under LaVerne, Jay A. 1995. *Radiation Research* 141: 208-215.

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THE GRADUATE SCHOOL OFFICE OF RESEARCH

Awards Received and Proposals Submitted

In the period January 1, 1995, through January 31, 1995

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	4	4,387,402	10	580,393	14	4,967,795
Facilities and Equipment	0	0	0	0	0	0
Instructional Programs	2	10,000	1	50,000	3	60,000
Service Programs	0	0	5	21,185	5	21,185
Other Programs	<u>2</u>	<u>95,750</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>95,750</u>
Total	8	4,493,152	16	651,578	24	5,144,730

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	7	985,879	26	6,575,879	33	7,561,758
Facilities and Equipment	0	0	1	227,600	1	227,600
Instructional Programs	0	0	9	1,718,123	9	1,718,123
Service Programs	0	0	0	0	0	0
Other Programs	<u>1</u>	<u>20,750</u>	<u>2</u>	<u>28,380</u>	<u>3</u>	<u>49,130</u>
Total	8	1,006,629	38	8,549,982	46	9,556,611

THE GRADUATE SCHOOL OFFICE OF RESEARCH

Awards Received

In the period January 1, 1995, through January 31, 1995

AWARDS FOR RESEARCH

Aerospace and Mechanical Engineering

Renaud, J., Batill, S., et al.
Multidisciplinary Design Technology Development
NASA - Langley Research Center
\$175,000 12 months

Biological Sciences

Saz, H.
Intermediary Metabolism of Helminths
National Institutes of Health
\$226,365 12 months

Craig, G.
Vector Competence for La Crosse Virus in Aedes
National Institutes of Health
\$389,900 12 months

Chemical Engineering

Varma, A.
Optimal Catalyst Activity Distributions in Pellets
Union Carbide
\$22,500

Chemistry and Biochemistry

Basu, M.
Studies on SA-Lex in Neuroblastoma and Colon
Carcinoma
Mizutani Foundation — Glycoscience
\$41,680 12 months

Smith, B.
Ara-C Prodrugs for Ara-C Resistant Tumors
United Health Services
\$10,000 12 months

Miller, M.
Drugs and Delivery Systems for Opportunistic
Infections
National Institutes of Health
\$212,137 12 months

Jacobs, D.
Energetic and Steric Effects in Ion/Surface Reactive
Scattering
Department of the Air Force
\$168,713 12 months

Computer Science and Engineering

Cohn, D.
Protected Shared Libraries
International Business Machines
\$100,000 12 months

Electrical Engineering

Berry, W.
Phase One: Documentation of the Power Train
Ohio Aerospace Institute
\$5,000 4 months

Bernstein, G., Huang, X.
Fabrication of Tunnel Devices
Los Alamos National Laboratory
\$20,000 12 months

Medieval Institute

Gabriel, A.
Support of Scholarly Works
United Casualty Agencies
\$7,500 12 months

Institute for International Peace Studies

Cortright, D.
Nuclear Options and Public Opinion in India
Alton Jones Foundation
\$30,000 12 months

Radiation Laboratory

Schuler, R.
Effects of Radiation on Matter
Department of Energy
\$3,559,000 12 months

AWARDS FOR INSTRUCTIONAL PROGRAMS

Office of Research

Hyder, A.
NATO ASI Program
National Technology Transfer Center
\$50,000 20 months

Graduate School

Hatch, N.
McGee Fellowship Program in Economics
McGee Foundation
\$5,000 9 months
McGee Fellowship Program in Economics
McGee Foundation
\$5,000 9 months

THE GRADUATE SCHOOL OFFICE OF RESEARCH

AWARDS FOR SERVICE PROGRAMS

Center for Continuing Formation in Ministry

Lauer, E.

Center for Continuing Formation in Ministry
Various Others
\$11,505 1 month

Cannon, K.

Center for Continuing Formation in Ministry
Various Others
\$2,000 1 month

Notre Dame Center for Pastoral Liturgy

Bernstein, E.

Center for Pastoral Liturgy
Various Others
\$3,175 1 month

Center for Pastoral Liturgy
Various Others
\$1,826 1 month

Center for Pastoral Liturgy
Various Others
\$2,679 1 month

AWARDS FOR OTHER PROGRAMS

Center for Social Concerns

McClory, E., Weigert, K.

Learn and Serve America: Higher Education Program
Corporation for National Service
\$20,750 9 months

Graduate School

Hatch, N.

Arthur J. Schmitt Foundation
Arthur J. Schmitt Foundation
\$75,000 9 months

Proposals Submitted

In the period January 1, 1995, through January 31, 1995

PROPOSALS FOR RESEARCH

Anthropology

Sheridan, S.

Trace Element Analysis of Age-Related Variation in
Human Bone
American Federation for Aging Research
\$40,000 12 months

Biological Sciences

Kulpa, C.

Hazardous Waste Technology
Argonne National Laboratory
\$49,174 4 months

Fraser, M.

Development of IFP2 Transposon for Genetic
Engineering
Department of Agriculture
\$462,939 36 months

Lodge, D.

Dissertation Research: Carbon and Nitrogen Pathways
National Science Foundation
\$18,759 24 months

Bridgham, S.

Temporal Dynamics of Nutrient Fluxes
University of Minnesota
\$158,475 36 months

Goetz, F.

Ovulation and Ovarian Specific mRNA in Trout
Department of Agriculture
\$234,539 36 months

Müller, I.

Immune Response to Leishmania Major Infection
Burroughs Wellcome Fund
\$149,961 36 months

Johnson, A.

Hen Follicle Apoptosis Via (ICE)-Related Proteins
Department of Agriculture
\$258,056 36 months

Center for Bioengineering and Pollution Control

Irvine, R.

A Collaborative Effort between Zeneca and the Center
National Science Foundation
\$124,911 36 months

Civil Engineering and Geological Sciences

Gray, K.

PY-GC-MS for Drinking Water Treatment
Environmental Protection Agency
\$65,506 12 months

Chemical Engineering

Varma, A.

Combustion Synthesis of Nonmetallic Nitrides
Department of Energy
\$298,038 36 months

Wolf, E., Varma, A., et al.

GRT in Environmentally Conscious Manufacturing
National Science Foundation
\$562,500 60 months

THE GRADUATE SCHOOL OFFICE OF RESEARCH

Chemistry and Biochemistry

- Blasquez, V.
Structure/Function of Chromatin in B-Cell Development
National Institutes of Health
\$95,339 12 months
- Thomas, J.
Photochemical and Photophysical Studies of Freezing
of Liquids
Department of Energy
\$363,948 36 months
- Castellino, F., Prorok, M.
Protein C Peptide Analogs
American Heart Association-Indiana
\$21,000 12 months
- Thomas, J.
Kinetic and Thermodynamic Study of Anionic
Polyelectrolytes
National Science Foundation
\$29,173 36 months
- Smith, B.
Shape-Switchable Polar Lipids for Triggered Liposomes
National Institutes of Health
\$137,853 12 months
- Allosteric Supramolecular Assem
Cyclohexanedicarboxylic Acid
ACS Petroleum Research Fund
\$75,000 36 months
- Scheidt, W.
X-Ray and Chemical Studies of Metalloporphyrins
National Institutes of Health
\$264,466 12 months
- Basu, S., Basu, M.
Biosynthesis of Lacto-Series Glycolipids in Tumor Cells
National Institutes of Health
\$224,769 12 months
- Fessenden, R.
Surface Modified Nano-Semiconductors
Henkel Corporation
\$40,000 24 months

Computer Science and Engineering

- Bass, S., Kogge, P., et al.
Interdisciplinary Research on the Simulation of PDE's
National Science Foundation
\$1,154,374 36 months

Electrical Engineering

- Bandyopadhyay, S., Miller, A.
Quantum Solids that Compute
Department of the Navy
\$256,176 36 months

Physics

- Furdyna, J.
Neutron Scattering Studies of Magnetic Semiconductors
National Science Foundation
\$284,211 36 months
- Glazier, J.
Fractally Coupled Neural Networks
National Science Foundation
\$362,572 36 months
- Mathews, G.
Galactic Chemical Dynamics
Lunar and Planetary Institute
\$202,867 36 months
- Berry, H.
Relativistic Atomic Structure
Department of Energy
\$647,626 36 months
- Tanner, C.
Precision Measurements of Atomic Lifetimes
Department of Energy
\$484,031 36 months

Program of Liberal Studies

- Crowe, M.
Calendar of the Correspondence of Sir John Herschel
National Science Foundation
\$70,861 12 months

Psychology

- Radvansky, L.
Competition Effects among Multiple Reference Frames
National Institutes of Health
\$22,761 12 months
- Gibson, B.
Visual Quality and Salience in Attentional Capture
National Institutes of Health
\$26,499 12 months
- Radvansky, G.
Memory for Situation-Specific Information
National Science Foundation
\$169,191 60 months
- Borkowski, J., Whitman, T., et al.
Precursors of Retardation in Children with Teen
Mothers
National Institutes of Health
\$206,183 12 months

THE GRADUATE SCHOOL OFFICE OF RESEARCH

PROPOSALS FOR FACILITIES AND EQUIPMENT

Electrical Engineering

Merz, J., Hall, D., et al.
Ultra-Nano Probe System
Department of Defense
\$227,600 12 months

PROPOSALS FOR INSTRUCTIONAL PROGRAMS

American Studies

Kilde, J.
Program of Summer Stipends for the Preparation of
New Courses
Lilly Endowment, Inc.
\$5,000 3 months

Biological Sciences

Bridgham, S.
REU Supplement for NSF Grant DEB94-96305
National Science Foundation
\$8,600 3 month

Lodge, D.
REU Supplement for NSF Grant DEB94-08452
National Science Foundation
\$9,952 12 months

Chemical Engineering

Varma, A.
NASA GSRP Fellowship
National Aeronautics and Space Administration
\$22,000 12 months

Economics

Mirowski, P.
Edmund S. Muskie Fellowship Program (Graduate
Fellowship)
U.S. Information Agency
\$140 24 months

Finance and Business Economics

Tenorio, R.
Program of Summer Stipends for the Preparation of
New Courses
Lilly Endowment, Incorporated
\$5,000 3 months

O.S.I.P.A.

Borelli, M.
CANDAX McNair
Department of Education
\$1,099,931 60 months

Psychology

Borkowski, J.
Research Training: Children and Families in Poverty
National Science Foundation
\$562,500 60 months

Theology

Porter, J.
Program of Summer Stipends for the Development of
New Courses
Lilly Endowment, Inc.
\$5,000 3 months

PROPOSALS FOR OTHER PROGRAMS

Biological Sciences

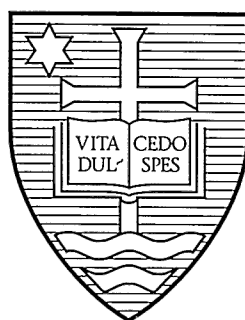
Goetz, F.
International Symposium on Reproductive Physiology
of Fish
Department of Agriculture
\$9,975 6 months

Center for Social Concerns

McClory, E., Weigert, K.
Learn and Serve America: Higher Education Program
Corporation for National Service
\$20,750 9 months

The Snite Museum of Art

Porter, D.
Museum Internships
National Endowment for the Arts
\$18,405 24 months



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