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Kaneb Funds Center for Teaching Excellence

A center for teaching will be created at the University by a gift from John A. Kaneb of Manchester-by-the-Sea, Mass.

Kaneb has been a Notre Dame trustee since 1980 and currently chairs the board's committee on student affairs. A native of Worcester, Mass., and a graduate of Harvard University, he is chairman and chief executive officer of Gulf Oil and other, family-controlled companies.

In each of the University's most recent capital campaigns, he created \$1-million scholarship endowments, one for students who encounter severe financial problems during the course of their Notre Dame educations and the second for Hispanic students. He is active in several Catholic charitable organizations and is a trustee of two Boston area hospitals. He also is chairman of Harvard Medical School's capital campaign.

The Kaneb Center for Teaching Excellence will assist

- faculty members to evaluate and improve their teaching performance, as well as to use new technology;
- graduate students to develop teaching skills and to function effectively in their teaching roles;
- students to become more effective learners.

The center, which will be located in DeBartolo Hall, will be staffed by a director, one or more professional faculty and support staff. It will report to the Office of the Provost and have an advisory board consisting of representatives of the colleges and schools, as well as other appropriate University entities.

In collaboration with departments and other University units, the Kaneb Center will on request provide analysis and critiques of classroom instruction; reviews of assessment mechanisms; information about and assistance in developing teaching techniques, methods and resources; pan-University stimulation of reflection on teaching and learning; and help for students through tutorials, analyses of written and oral communication skills and other appropriate strategies.

EDS Scholarships to Be Awarded to Minority Engineering Students

EDS has added Notre Dame's minority engineering program to its new "Vision of Success" scholarship program. This scholarship is a two-year award, equal to the cost of tuition, books, laboratory and other fees for each academic year. Summer internships also are available to students in good standing. With more than 70,000 employees and 8,000 customers, EDS has been a leader in the application of information technology worldwide. In 1994, EDS posted a revenue of \$10 billion.

To be eligible for the scholarship, a student must be a minority (African-American, Asian-American, Hispanic-American or Native American) and a full-time second semester sophomore with at least a 3.0 grade point average. The student also must have demonstrated strong performance in a curriculum consistent with the EDS career path, extracurricular activities and leadership abilities.

The minority engineering program will select six to 10 candidates who meet these qualifications. EDS then will interview the students and recommend four to six top candidates from which the minority engineering program will choose the recipient.

Kroeger Named Valedictorian

Rebecca Kroeger, an English and French double major from Milwaukee, Wis., was named valedictorian of the 1995 graduating class.

The winner of a Mellon fellowship for the next academic year, Kroeger will enroll in the English doctoral program at the University of Virginia in Charlottesville, Va. She also has been the recipient of a National Endowment for the Humanities younger scholars research grant and was a Rhodes Scholar quarter finalist, a Marshall Scholar nominee and a Fulbright Scholar semifinalist.

Kroeger was editor-in-chief for two years of the *Humanitas* undergraduate academic journal and a student representative of the English department undergraduate studies committee. She served on both the English and Romance languages departments' honor code committees, the Junior Parents Weekend executive committee, the Sophomore Literary Festival committee, and Pasquerilla West Hall's freshman orientation and liturgy committees.

Kroeger also was a news announcer for WSND, an English tutor of international graduate students and a catechist at St. Anthony de Padua parish.

FACULTY NOTES

Honors

Rev. Nicholas R. Ayo, C.S.C., associate professor in the Program of Liberal Studies, has had his book *The Hail Mary: A Verbal Icon of Mary* chosen for the 1995 Cardinal Wright award which was given by the Mariological Society of American for the outstanding Marian book of a given year. He gave a lecture before the award ceremony at the University of Dayton in Dayton, Ohio, May 24.

Subhash C. Basu, professor of chemistry and biochemistry, has been selected as a 1995 Johns Hopkins University Society of Scholars inductee along with 14 other esteemed scientists and clinicians. The first of its kind in the nation, the Johns Hopkins University Society of Scholars was created in 1967 to honor former postdoctoral fellows and junior or visiting faculty who have gained marked distinction in their fields of physical, biological, medical, social or engineering sciences, or the humanities.

Ralph Chami, assistant professor of finance, has been named a recipient of the 1995 Teaching Awards for outstanding undergraduate teaching sponsored by the Amoco Foundation. He is a specialist in the economics of information, risk and uncertainty, as well as public finance, development economics and international trade.

James T. Cushing, professor of physics, has been appointed to a two-year term on the editorial board of *Studies in History and Philosophy of Modern Physics*, a research journal published by Elsevier Science.

Frederick W. Goetz, professor of biological sciences, has been awarded the 1995 Shilts/Leonard Teaching Award for the College of Science. The award, instituted in 1983 to recognize outstanding teaching, memorializes Rev. James L. Shilts, a longtime Notre Dame astronomy and astrophysics professor who died in 1982. The award was endowed by Eugene T. Leonard Jr., a surgeon and 1940 alumnus of the University. Goetz is a specialist in the reproductive physiology and endocrinology of fish ovarian development and ovulation.

Edward A. Kline, professor of English and O'Malley director of the Freshman Writing Program, was awarded a "Certificate of Achievement" from the National Council of Teachers of English for outstanding service and contributions to the English language arts profession.

A. James McAdams, associate professor of government and international studies and faculty fellow in the Kellogg Institute and the Kroc Institute, has won the 1995 Sheedy award for excellence in teaching in the College of Arts and Letters. The award has been given since 1970 in memory of Rev. Charles C. Sheedy, C.S.C.,

former dean of the college. McAdams is a specialist in eastern Europe politics, particularly contemporary Germany.

Ralph M. McNerny, Grace professor of medieval studies, director of the Maritain Center and professor of philosophy, gave an address and received an honorary Doctor of Humane Letters degree at commencement ceremonies at Saint Anselm College in Manchester, N.H., May 20.

Anthony N. Michel, McCloskey dean of engineering and Freimann professor of electrical engineering, received the 1995 Technical Achievement Award of the IEEE Circuits and Systems Society "For fundamental contributions to the qualitative theory of dynamical systems with emphasis on stability theory and applications to power systems, digital filters, implementations of digital controllers, and artificial neural networks."

Rev. Wilson D. Miscamble, C.S.C., chairperson and associate professor of history, was elected to the Board of Regents of the University of Portland for a three-year term beginning in the fall.

John E. Renaud, Clark Equipment assistant professor of aerospace and mechanical engineering, was elected vice president of the St. Joseph Valley Chapter of the American Society of Mechanical Engineers for the 1995-96 term.

Thomas Gordon Smith, chairperson and professor of architecture, received the Peterson Fellowship from the Athenaeum of Philadelphia to conduct research on the "Plain Style" Grecian Sensibility in Philadelphia, 1820-1840.

Michael M. Stanasic, associate professor of aerospace and mechanical engineering, has been named a recipient of the 1995 Teaching Awards for outstanding undergraduate teaching sponsored by the Amoco Foundation. In addition to his research in robotics, specifically singularity-free manipulation systems, he has taught engineering graphics, intermediate dynamics and theory of design.

William D. Terando, assistant professor of accountancy, has been named a recipient of the 1995 Teaching Awards for outstanding undergraduate teaching sponsored by the Amoco Foundation. He is a specialist in the influence of tax and non-tax incentives on capital structure decisions.

William L. Wilkie, Nathe professor of marketing, has been listed in a research citation study reported in the *Associate for Consumer Research Newsletter* as one of the "Ten Most-Cited Authors" of articles published in leading marketing journals over the last 25 years. In a survey of 300 editorial board members reported in *Marketing Theory and Applications*, Wilkie was named as one of 28 "thought leaders" in marketing.

FACULTY NOTES

Activities

Supriyo Bandyopadhyay, associate professor of electrical engineering, presented an invited seminar titled "Hot Electron Magnetotransport" at the Department of Electrical Engineering at Wayne State University in Detroit, Mich., April 19. He presented an invited colloquium titled "Electrochemically Synthesized Quantum Dot Arrays" at the Department of Physics at the University of Missouri in Columbia, Mo., May 3.

Ikaros Bigi, professor of physics, gave the invited lecture "lifetimes of Heavy-Flavour Hadrons — Whence and Whither?" at Oxford University in Oxford, England, May 9. He presented "A QCD Treatment of Heavy-Flavour Decays — Without Voodoo and Undue Incantations" at Rutherford Lab in Didcot, United Kingdom, May 11.

Frank J. Bonello, associate professor of economics, presented "The National Economy and Credit Markets" to the Iowa Bankers Association at Iowa State University in Ames, Iowa, March 21. He presented "New Research in Economic Education" at the Innovative Teaching Strategies Conference at the College of the Holy Cross in Worcester, Mass., April 28.

John G. Borkowski, McKenna professor of psychology, presented a paper titled "Children of Adolescent Parents: Are Developmental Delays Inevitable?" at the University of Wisconsin in Madison, Wis., March 3. He gave the keynote address on the topic "How Learning Contexts Influence the Acquisition of Study Skills" and presented a workshop on training self-regulation and attributional beliefs in learning-impaired students at the annual meeting of special educators of Italy in Pordenone, Italy, March 17. Borkowski with **Thomas L. Whitman**, professor of psychology, organized a symposium on the Notre Dame Adolescent Parenting Project for the Gatlinburg Conference on Research and Theory in MR/DD in Gatlinburg, Tenn., March 24. As part of this symposium Borkowski presented an overview paper on the project's research design and subject selection procedures. He presented a paper with Lisa Rellinger on "Precursors and Consequences of Insecure Attachment in Children of Adolescent Mothers" at the meetings of the Society for Research in Child Development in Indianapolis, Ind., March 30. He presented a paper on "The Measurement of Executive Functioning" and was a discussant on a symposium on "Self-regulation: Teacher Meets Theoretician" at the annual meeting of the American Educational Research Association in San Francisco, Calif., March 19. Borkowski and **Tammy Dukewich** presented a paper on "Child Abuse Potential Among Adolescent Mothers" at the meetings of the Midwestern Psychological Association in Chicago, Ill., May 6.

Hsueh-Chia Chang, chairperson and professor of chemical engineering, presented an invited seminar titled "Wave Dynamics on a Falling Film" at the third SIAM conference on Applications of Dynamical Systems in Snowbird, Utah, May 21–24.

Frederick J. Crosson, Cavanaugh professor in the Program of Liberal Studies, presented a paper on "Autobiography as Narrative Theology" at the 30th international congress on Medieval Studies at Western Michigan University in Kalamazoo, Mich., May 4.

Lawrence S. Cunningham, chairman and professor of theology, gave a lecture titled "The American Catholic Church/The Roman Catholic Church" at St. John Fisher College in Rochester, N.Y., March 30. He was an invited participant for the Lilly conference on Theological Doctoral Education at Auburn Seminary in New York, N.Y., March 31–April 2. He presented "What Does a Catholic Need to Know?" to Saint Bernard's Institute at Siena College in Loudonville, N.Y., April 6. Cunningham was the guest lecturer at two Franciscan Studies classes at Siena College, April 7. He presented the paper "The Undergraduate Theology Major" and follow-up seminar to the theology faculty of Saint Louis University in St. Louis, Mo., April 20–21. He was an invited participant for a panel on the "Catholic Character of Notre Dame" at the Alumni Senate meeting at the University of Notre Dame, Notre Dame, Ind., April 28.

Sr. Elaine DesRosiers, O.P., professional specialist and director of Educational Media, gave three presentations "The What and Why of Educational Media," "The Chairperson's Role in Innovation" and "Models of Multimedia Presentations" at the conference titled Innovation and Design in the Curriculum at the University of Missouri in Rolla, Mo., April 10–11. She gave a presentation on "The Role of DeBartolo Hall in Higher Education" at the National Catholic Education Association's national conference in Cincinnati, Ohio, April 19.

William G. Dwyer, Hank professor of mathematics, gave the talk titled "Homotopy Colimit Constructions for BG" and "Three Ways of Looking at the Euler Characteristic" to the Mathematics Department of the University of Washington in Seattle, Wash., May 15–19.

Keith J. Egan, adjunct professor of theology, lectured on "John of the Cross' Carmelite Roots" and organized two sessions on Carmelite Studies at the international congress on Medieval Studies at Western Michigan University in Kalamazoo, Mich., May 6.

Leonid Faybusovich, associate professor of mathematics, gave an invited talk "Interior-point Methods and Control Applications" to the Department of Information Engineering of the Chinese University in Hong Kong, June 1.

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Douglas J. Fishkind, assistant professor of biological sciences, coauthored a scientific talk titled "Regulation of Cortical Dynamics by the Mitotic Spindle During Cell Division" presented at the UCLA-Symposia on Cytoskeletal Mechanisms in Taos, N.Mex., Feb. 19-25.

Malcolm J. Fraser Jr., associate professor of biological sciences, presented an invited talk titled "Exploring the Utility of the IFP2 Transposon of Lepidoptera for Genetic Engineering of Insects" at the first international workshop on Transgenesis of Invertebrates of Medical, Agricultural and Aquacultural Importance in Montpellier, France, April 21-26.

Bei Hu, associate professor of mathematics, gave a colloquium talk titled "Industrial Problems and Partial Differential Equations" at the Department of Mathematical Sciences at the University of Arkansas in Fayetteville, Ark., March 9.

Robert C. Johansen, professor of government and international studies and senior fellow in the Kroc Institute, has been invited by the Chicago Council on Foreign Relations to participate in a study on "U.S. National Interests after the Cold War." A small group of leading academic, corporate and community leaders from the Midwest will meet five times between March and September to discuss challenges to traditional understandings of the national interest posed by growing interdependence. The council's purpose is to stimulate a rigorous national debate on the subject at a time when it appears that many national interests are no longer merely national.

Jeffrey C. Kantor, professor of chemical engineering, presented a keynote lecture "Mutual Exclusion Constraints in Linear Hybrid Models" at a workshop on the Analysis and Design of Event-Driven Operations in Process Systems at Imperial College in London, England, April 10-11. He presented the paper "A Class of Linear Hybrid Models" at the third SIAM conference on Control and its Applications in St. Louis, Mo., April 28.

Donald P. Kommers, Robbie professor of government and international studies and concurrent professor of law, presented an invited lecture "The Constitutional Politics of German Unification" at Princeton University in Princeton, N.J., March 29. He lectured on "Deploying Troops Abroad for Peace-Keeping Purposes: The German Debate" at the Kroc Institute for International Peace Studies in Notre Dame, Ind., April 20.

David C. Leege, professor of government and international studies, served as U.S. delegate to the annual meeting at the International Committee for Research into Elections and Representative Democracy at Bordeaux, France, April 27. He was a discussant for the workshop

on the Impact of Institutional Arrangements on Electoral Behavior at the annual meeting of the European Consortium for Political Research in Bordeaux, France, April 27-May 2.

Scott Mainwaring, professor of government and international studies, gave a presentation on "Political Parties and Changing Forms of Representation in Latin America at the North/South Center at the University of Miami in Miami, Fla., May 5.

Edward Manier Sr., professor of philosophy and fellow in the Reilly Center, presented an invited paper "Objective (Race, Class and Gender Neutral?) Diagnosis of Attention-deficit Hyperactivity Disorder (ADHD): Spatial and Temporal Scaling (Fractal Analysis) of Activity During a Continuous Performance Task (Video: Target/No Target)" for a session on Brain, Behavior, and Heredity at the meetings of the American Association of the History of Medicine sponsored by the Departments of History at Carnegie Mellon University and the University of Pittsburgh, and the School of Medicine at the University of Pittsburgh in Pittsburgh, Pa., May 11.

A. James McAdams, associate professor of government and international studies, organized an international symposium on Political Justice and the Transition to Democracy and presented the paper "Prosecuting East Germany's Former Dictators" at that symposium which was cosponsored by the Center for Civil and Human Rights, the Kellogg Institute and the Institute for Scholarship in the Liberal Arts at the Law School at the University of Notre Dame, Notre Dame, Ind., April 28.

James L. Merz, Freimann professor of electrical engineering, gave the invited speech "Colloquium on Assessing the Contribution of Fundamental Research" held in Arlington, Va., May 17.

Anthony N. Michel, McCloskey dean of engineering and Freimann professor of electrical engineering, presented with Hui Ye the papers "Qualitative Analysis of Hopfield Neural Nets with Delays: Global and Local Results" and "Robust Stability of Linear Time-Delay Systems: Retarded and Neutral Types" at the 1995 IEEE International Symposium on Circuits and Systems in Seattle, Wash., April 29-May 3.

Gerard K. Misiolek, assistant professor of mathematics, gave a talk titled "Conjugate Points on Diffeomorphism Groups and Hydrodynamics" at the conference Geometric Mechanics, Dynamical Systems and Control Theory in Fayetteville, Ark., April 6-8.

FACULTY NOTES

Alven Neiman, assistant dean and concurrent associate professor in the arts and letters core course, delivered a paper titled "A Defence of Good Books" at the first annual meeting of the Association for Core Teachers and Courses in Philadelphia, Pa., April 27-30. He served as chair of an invited session on Israel Scheffler's book *Teachers of my Youth: Memories of a Jewish-American Childhood* at the annual meeting of the Philosophy of Education Society in San Francisco, Calif., March 30-April 3.

James S. O'Rourke IV, director of the Notre Dame Center for Business Communication, associate professional specialist in the College of Business Administration and concurrent associate professor of management, presented a paper titled "The Ethics of E-Mail: Can We Draft a Policy That Will Protect and Satisfy Everyone?" to the 1995 Midwest Conference of the Association for Business Communication in Indianapolis, Ind., April 21.

Joseph O'Tousa, associate professor of biological sciences, gave a presentation titled "Dominant Rhodopsin Mutants of *Drosophila*" coauthored with Kurada, Tonini and Adams, and moderated a session at the Association for Research in Vision and Ophthalmology meeting in Fort Lauderdale, Fla., May 14-19.

Samuel Paolucci, associate professor of aerospace and mechanical engineering, delivered an invited seminar titled "Natural Convection Flows in Enclosures" to the Department of Mechanical Engineering at Purdue University in West Lafayette, Ind., April 27.

Rev. Mark L. Poorman, C.S.C., assistant professor of theology, presented "Reflections on the Catholic Character of Notre Dame" to the National Alumni Board at the University of Notre Dame, Notre Dame, Ind., Jan. 27 and April 28. He gave a presentation and discussion on "Relational and Psychosexual Maturity: The Movements from Adolescence to Adulthood" for Resident Assistant In-Service Training at the University of Notre Dame, Jan. 30. He spoke on "Ethics for the 'Read World': Challenges and Opportunities" for Breen-Phillips Hall at the University of Notre Dame, April 5. He presented "Issues at the End of Life: Pastoral, Ethical and Legal" with Thomas L.

Shaffer, Short professor of law, in South Bend, Ind., April 7. He presented "An Introduction to Pastoral Theology" with **Sr. Regina A. Coll, C.S.J.**, professional specialist in theology, to the Institute for Church Life Advisory Council at the University of Notre Dame, April 21. Poorman presented "Topics, Methods and Pastoral Perspectives in Bioethics" to the Midwest Parochial Chapter of the Congregation of Holy Cross, Notre Dame, Ind., May 10. He gave the seminar "Women in Theology and Ministry: Pain and Promise" at the 1995 annual convention of the Catholic Theological Society of America in New York, N.Y., June 9. He presented "Institutional Implications for

the Revised Ethical and Religious Directives for Catholic Health Care Services" to the St. Joseph Care Group Board of Trustees in South Bend, Ind., June 15.

John E. Renaud, Clark Equipment assistant professor of aerospace and mechanical engineering, presented an invited lecture titled "A Concurrent Engineering Approach for Multidisciplinary Design in a Distributed Computing Environment" to the Engineering Mechanics Department at General Motor's Research and Development Center in Warren, Mich., May 18.

Joachim Rosenthal, assistant professor of mathematics, presented the paper "On General Realization Theory" at the 14th BeNeLux meeting on Systems and Control in Houthalen, Belgium, March 29-31. He gave two invited seminar talks titled "On Pole Placement Result and Inverse Eigenvalue Problems" and "Convolutional Codes and Systems Defined over Finite Fields" at the University of Twente, the Netherlands, April 26-27.

Steven R. Schmid, assistant professor of aerospace and mechanical engineering, presented the invited lecture "Lubrication Mechanisms for Oil-in-Water Emulsions" at the 50th annual meeting of the Society of Tribologists and Lubrication Engineers in Chicago, Ill., May 18.

John P. Welle, associate professor of Romance languages and literatures, gave the paper "Zanzotto on Cinema/Television" at the American Association for Italian Studies Conference held at Arizona State University in Tempe, Ariz., April 11-13. He participated in a round table on literary translation in honor of William Weaver, honorary president of the association for 1995.

Rev. Oliver F. Williams, C.S.C., associate professor of management, presented "South Africa: A Land With a Future" to the Alumni Education International in Herrogate, England, April 25. He presented "Developing a Code of Ethics" to the National Structured Settlement Trade Association in Las Vegas, Nev., April 29. He spoke on "Multinational Business Responsibilities in Developing Countries" at the University of California in Davis, Calif., May 11.

Eduardo E. Wolf, professor of chemical engineering, presented a seminar titled "Scanning Microprobe Studies of Catalyst Activation and Deactivation" at the Chemical Engineering Department at the University of Kansas in Lawrence, Kans., April 12.

ADMINISTRATORS' NOTES

Appointments

Louis A. Delfra, a teacher at Malvern Preparatory School in Malvern, Pa., has been appointed assistant director of the Alliance for Catholic Education (ACE). A 1992 Notre Dame graduate, Delfra taught religion for the Sunday school program of St. Matthew Grade School in South Bend from 1990 to 1992. At Malvern, where he has been a faculty member since 1993, he teaches philosophy, theology and computer literacy classes; serves as a football, basketball and baseball coach; and leads the senior retreat program. ACE was established 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.

Activities

Reggie Kalili, service manager at the South Dining Hall, Notre Dame Food Services, was selected at one of 35 participants nationwide to attend the National Association of College and University Food Services Leadership Institute in Little Rock, Ark., June 4-9. The institute allows a select international group of industry professionals the chance to improve their leadership skills through an intensive week of education and self-discovery.

Jill Riggs, senior manager at the North Dining Hall, Notre Dame Food Services, served as a facilitator for a second year at the Leadership Institute of the National Association of College and University Food Services at the Tyson Institute in Little Rock, Ark., June 4-9.

Publications

Alan Bigger, director of Building Services, wrote "Public Area Cleaning: First Impression, Last Impression" published in the May 1995 issue of *Maintenance Solutions*. He wrote "You Can Shine While Saving Dimes" published in the June 1995 issue of *Executive Housekeeping Today*.

Charge to the Class Last Visit to the Grotto

Rev. Wilson D. Miscamble, C.S.C.
May 18, 1995

I am very grateful for the chance to speak with you here tonight at the Grotto — this special place, this holy place.

It gives me the chance to thank you for your contribution to Notre Dame during your time here. Notre Dame is a better place for your having been part of it.

I thank you for your readiness to learn and for your capacity for friendship, for your willingness to serve others and for your witness of faith.

It is with real sadness that I think of your leaving this University, which — despite its limitations — we love. You will be missed.

These are special days for you as you move toward your graduation — a week at Notre Dame with all your friends and nothing to do but enjoy each other's company and so forth! (There is a lot included in that "and so forth"!)

But I suspect that they are days of mixed emotions for all of you. Certainly it is a time of happiness and excitement; a time during which you can celebrate the fact that you have earned something here and experienced something here that can never be taken from you. But it is also a time for saying farewell, a time to spend with close friends reflecting upon times you have shared — not just the great times but the tough and difficult moments as well, out of which deep friendships are mostly formed and in which our true characters are revealed. These are the last few days before you scatter to all parts of the country and the world and move on — as you must — to a different stage of your life.

The commencement exercises on Sunday mark not only the fact that you have earned your Notre Dame degree but in a formal sense it marks the end of one phase of your life and the beginning of another. It is the beginning of a new and exciting — even if, for some of you, still a rather uncertain — phase.

I am supposed to say something to you as you journey forward away from Notre Dame — to provide a "CHARGE" to the senior class.

I'm a little nervous about what to say even though Matt Bosse has assured me I can say absolutely anything!

As a historian, I thought of passing on to you the "great" lesson of history — confirmed at least by my own study of the past — namely that "things never turn out quite the way that folks expect" along with a warning that you should be prepared to experience something of this insight in your own life. But this is really an "observation" rather than a "charge."

I thought of trying to pass on some helpful counsel and advice — but in the next few days, I suspect that you will receive plenty of advice on what you must do in the future — the challenges that await you and how you must work to make the world a better place using well the knowledge you have learned here. Pay heed to it all, as I know you will. Our dear but troubled world needs the full contribution of each of you.

Rather than that, however, I want to focus not on what you should DO but on who you must BE; to speak, as best I can, of what, deep in my own heart, I know makes life truly worthwhile.

I pray that in whatever you do, you will BE Christian disciples — men and women of faith whose center of being manifests both a profound sense of being loved by God and a willingness to follow in the path of Jesus who has shown us the WAY.

I hope that as you venture forth from this place each of you senses that you are precious in God's sight and that each one of you is called to live a life inspired by the Gospel rather than simply conforming to the dictates of contemporary culture and society.

I trust that as you leave Notre Dame you possess a moral core that makes you more than clever people but wise and good and courageous people.

- You must be the ones who refuse to be disinterested bystanders.
- You must be the ones willing to commit to a just cause.
- You must be the ones unafraid to stand for and to defend what is right.
- You must be the ones prepared to take the less traveled paths in which fidelity and sacrifice and duty and integrity and commitment and compassion are not avoided but embraced.

Such hopes and prayers for you, I hope, constitute a charge of sorts to you.

- But I am not charging you to forge off in some big new direction. I'm asking you instead to be faithful to the call which Christians have sought to respond to for two thousand years.

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- I'm asking you to join prior generations of Notre Dame graduates — perhaps your parents — who came here to this special place of higher learning so that their hearts and souls as well as their minds might be nourished; who came here like you seeking not simply training for a career but an education for life — a life of meaning and purpose; who discovered that it is faith which energizes and gives meaning to everyday life.

It is now time for you to leave Notre Dame and to venture forth to pursue your different vocations. We hope that your bonds to Our Lady's University will be strong and bring you back to visit often — not only for the inevitable game in the fall but also for times of celebration and joy and for moments of prayer and reflection in Sacred Heart and on this amazingly well-blacktopped but still holy ground.

Go forth with gratitude in your hearts for all that has been and with a deep trust that the Lord will guide you to live, as he did, in such a way that when you die, your love will survive and continue to grow.

Men and Women of Notre Dame — members of the class of 1995 — keep the faith and may the Risen Lord and Our Lady, Notre Dame, bless you always.

Baccalaureate Mass Homily

Rev. Edward A. Malloy, C.S.C.
May 20, 1995

A few years ago I gave an assignment to my theology class. I said I'd like you to read some material that defines what a saint is and then I'd like you to hunt for a saint in your midst. I gave them some names of people in this community for whom I had high admiration and who, in my experience, I thought to be very holy people. The students were very happy to participate in this exercise. At the end, they had to write up a portrait of someone who had impressed them to such an extent that they could say this is a person I consider holy, not that they would be canonized or widely known or fully understood by their peers, but that there was something genuine and integral about these people.

When I began to read the papers there were a few about people that I had asked them to interview. And there were others about individuals they had known earlier in their experience. But a strange and surprising thing happened as I began to count up the numbers of papers about what kinds of people. The most common individuals who appeared in these papers were the students' mother, father or both. It was surprising because who else do we know up close and personal, with all the ups and downs of life, through all the stages of our development? Who else could we make a case against if we wanted to make and play the devil's advocate?

And yet in the process of thinking through who had been special to them, who had been an agent of God's grace, who had displayed in season and out a kind of patience and love and persistence in their responsibility was one or both of their parents.

The other day I received in the mail a letter from a student. Let's call him Matt. That happens to be his name. I had him in class when he was a freshman in my Freshman Seminar. And he was making a case that his parents should receive special recognition during this weekend. It could have been anybody. Too bad the rest of you didn't write so we'll just have to let Matt's story be your story.

He said my parents have raised 14 children, of which I am the 13th. He said when we were young, they used to take an annual trip to Mexico to work with the poor and they'd bring us along. And then having seen, at least in some circumstances, people of great need, they formed an organization which was to carry this work on a more regular basis, and our family became regular participants in that kind of outreach. He said besides that they had

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done all the things that so many parents here have done. They participated in school organizations. They've been den mothers and coaches, heads of the PTA. They've been chauffeurs; they've prepared the meals; they've kept order in the large household. And they've done all the things that are the stuff of everyday life.

And so I say, on behalf of Matt and on behalf of each of you to your parent or parents who are here, the members of your family, significant others who have made your life rich and meaningful, who have been there when you needed them, who have been able to call you by name: Thanks!

For you are the senders of this group. You have provided the background preparation and the generosity to make a Notre Dame education possible. And you stand in the company of thousands of men and women who have gone before you, who have said bringing a child into the world is an exercise of love, who have said abiding by that responsibility through all the years is something wonderful and not simply painful.

And to you belongs the credit for these young people here assembled. None of our lives have been perfect, nor have all families been perfect, and whether the original family has stayed together or not, the love that began it continues to abide. Here, it is manifest. It is seen in the love that characterizes this weekend.

We join you, we faculty, we rectors and dorm staffs, we staff people at Notre Dame who care deeply about those you have entrusted to our care. And the whole array of those who work here, who find meaning in their life at least partially because of the small role that we have been allowed to play in taking individuals of great talent, of energy, of brightness, and trying to have some impact on the way they turn out.

But then there are those being sent, you who are graduating. I cannot think of this class without that overwhelming and powerful experience that came with the loss of Meghan and Colleen in the tragic bus accident. The Basilica of the Sacred Heart filled in a way I've never seen before or since, the other members of the team who could make it there as well, nobody knowing what to say, but all of us struggling with a sense of loss. That people who have been part of our family had, in a flash, been taken from us, and even more later with Mara. None of us will live forever. But those who are young and healthy and strong expect to. And we expect that those who come here will maintain that vitality long into the distant future.

But the tragedy of death and the kind of constitution of community that accompanies that in an institution like

this, is a reminder of our need for God in the face of our own mortality, our need for each other to pick up the pieces, to console, to hug, to comfort, to be there in the long term.

And that's what I've seen in you in all the programs here, a kind of generosity of spirit, a desire to build and forge an ever greater community, to remind us of our failures and to try to help us do better in the future. You are very intelligent or you wouldn't be here and you're very persistent or you wouldn't have made it to graduation. But way beyond those God-given gifts, it's that sense of character that was shaped long before you came to us that hopefully will guide you from now until the end of your days.

The beautiful passage we have from John's Gospel is not unlike what we are doing here — a sending ceremony — where Jesus speaks with great affection to those he had formed. He reminds them of the love that is the best description of the relationship in the Godhead, and of the overflowing love that God has for each of us in turn. He says, I will soon be taken from you but may you be at peace, for I have given you the gift of the Spirit which can allow you to be an agent of transformation in your day, to comfort the afflicted, to take on the deeds of justice in your time, to be with those who are homeless or heartless or are unable to take care of themselves, to recognize that with each gift is a corresponding responsibility.

As Jesus sent his disciples to spread the Good News and to manifest it day in and day out, and to find comfort and strength in each other, so I hope and pray that your time among us will be remembered fondly wherever you might be in the future, that you will recognize that Jesus Christ, risen from the dead, needs to be the center of our existence, that we can bring hope into a world full of so much tragedy and greed and violence, that we can be people of faith and commitment when most relationships seem so fragile, and that we can simply be there for the neighbor in need.

The generosity of so many of you who will be spending time in service after graduation, and the challenge you will all face in school, in the workplace, in establishing a family, and eventually imitating the example of your parents. May you be holy, as many of you have found them to be holy.

May you discover their wisdom when you face the same challenges that they have.

And may you be able to say in turn as they, and all of us, say to you: Peace be with you. Our peace we give to you. Do not let your hearts be troubled and do not let them be afraid.

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1995 Spring Commencement Honorary Degrees

May 21, 1995

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Engineering, *honoris causa*,
on

an electrical engineer whose extraordinary career in research, industry and education has earned her many honors. Convinced of the need for women and minorities in engineering, she is a vigorous voice for programs to recruit and retain these underrepresented groups. The first woman Dean of Engineering in the country, she also leads with intelligence and verve in national professional organizations.

On
Eleanor Baum
New York, New York

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a renowned scholar whose books on Russia's often tragic history are characterized by remarkable literary grace, exceptional erudition and rare good sense. Today, as our thirteenth Librarian of Congress, he labors to preserve the record of our national experience and to make the library's incomparable resources available to everyone via the information superhighway. We salute a man who himself is a national resource, whose prodigious learning and profound democratic sensibility continue the proud tradition of Thomas Jefferson.

On
James Hadley Billington
Washington, District of Columbia

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a woman religious who has practiced nursing ministry in hospitals for more than thirty years. Responding to the urgent need for medical care among the poor, she established a clinic that has been recognized by leaders of our local community as well as by the President of the United States. Her energetic devotion to healing and health have eased the lives of many and made this city a more whole and healthy place.

On
Maura Brannick
Congregation of the Sisters of the Holy Cross
South Bend, Indiana

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a distinguished Church-statesman, whom the call of the Gospel led far from his native Sydney. His three decades in the Vatican diplomatic corps included demanding assignments throughout the world — in India and Argentina, in Taiwan and South Africa, in Ireland and El Salvador. As Cardinal-President of the Pontifical Council for Promoting Christian Unity, he is a resolute apostle of reconciliation and a true servant of the Church universal.

On
Edward Idris Cardinal Cassidy
Vatican City

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Science, *honoris causa*,
on

a physician and basic scientist who has turned his research to the service of humanity. A pioneer in applying discoveries in the mechanisms of blood clot dissolution to the treatment of patients, he is a major contributor to

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the development of the drug tPA widely used on victims of heart attacks. Generous and sensitive, he both directs and financially supports an international research institute dedicated to making further scientific advances that will benefit the millions who suffer from vascular disease.

On
Désiré Jose Collen
Leuven, Belgium

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a proud son of Latin America and an honored citizen of the United States. He heads a global enterprise that does local business in nearly 200 countries, symbolized by one of the world's most familiar icons — the Coke bottle. An ambassador of democratic capitalism, he believes in the dynamic role transnational companies can play in the betterment of humankind.

On
Roberto Crispulo Goizueta
Atlanta, Georgia

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a dedicated public servant, often considered the single most influential economic policy maker in the United States. Committed to principles of long-term economic growth and rising living standards, he has maintained a constant vigilance against inflation and its pernicious effects. He also has helped guide the banking and financial sectors through a difficult structural adjustment to a rapidly changing economy.

On
Alan Greenspan
Washington, District of Columbia

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a nationally recognized educational leader who for more than three decades has been teacher, scholar and administrator at Saint Mary's College. As president, he has preserved and enhanced that institution's independent stature as the nation's premier Catholic women's college even as he has nurtured its historically warm ties with his Alma Mater "across the road." We salute a strong and wise educator and a good friend.

On
William August Hickey
South Bend, Indiana

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a wife and mother whose wisdom and creativity have won her the trust of bishops and church diplomats here and abroad. Working to develop new means to strengthen families and champion the rights of lay church ministers, she has been senior staff member of the National Conference of Catholic Bishops and official advisor to the American bishops at two Roman Synods. Just as her writings have modeled serenity and sanity in the midst of turmoil, so her gracious presence has reassured those who struggle in the cause of church renewal.

On
Dolores Regina Leckey
Washington, District of Columbia

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At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

an academician, presidential advisor, and daughter of Notre Dame. She began her education in a segregated schoolhouse, trained to be a concert pianist, and then became intrigued with the mysteries of Russian politics, language, and culture. World leaders will remember her White House role in managing a peaceful end to the Cold War, but her most enduring mark may be on the academy, where her administrative expertise and celebrated teaching offer proof of her commitment to the power of ideas.

On
Condoleezza Rice
Stanford, California

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a Renaissance man who excelled on the tennis courts and in the classrooms of Notre Dame, and in medicine and public health at Yale and Harvard. For two decades he practiced pediatric surgery before turning his considerable talents to the political arena in his native Puerto Rico. Now, as governor of the U.S. territory, he is committed to reducing crime, reforming health-care, reviving public education, and ultimately, to making the island our nation's 51st state.

On
Pedro Juan Rosselló
San Juan, Puerto Rico

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a Notre Dame parent, trustee and benefactor whose family's generosity has underwritten buildings representing two of this University's hallmarks — learning and living. Twenty-six years ago he rescued a small aerospace company from bankruptcy and, as entrepreneur, created what is today a growing international corporation. We acclaim a man stalwart in service to his profession and his community and ever loyal to his alma mater.

On
Raymond Henry Siegfried II
Tulsa, Oklahoma

At the 150th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a courageous activist for human rights and an articulate spokesman for his country's return to democracy. In a dark time in Chilean history, he selflessly campaigned to provide legal assistance to thousands of political prisoners and their families, for which he was imprisoned twice without charges and then sent into exile for ten years. Now that his country's democratic lifeline has been restored, he continues to fight throughout the world for human dignity and for the power of truth and justice.

On
José Fernando Zalaquett
Santiago, Chile

Commencement Address

Condoleezza Rice
Provost, Stanford University
May 21, 1995

Father Malloy and officers of Notre Dame, Father Hesburgh, to the distinguished platform guests here and to my distinguished fellow honorees, to parents and friends and most of all to you, graduates, of Notre Dame:

I want to thank you for this opportunity to return here to Notre Dame and to be with you on this splendid occasion. I was actually here last in the fall when Notre Dame played Stanford in football. It was my first trip back to campus in better than 10 years. I was reminded of the spirit, the excitement, the sights and the sounds of South Bend on a football Saturday. I was also able to reflect on how important this place has been to me.

When I came to Notre Dame as a 19 year old I had never lived away from home. I learned a lot about myself here. Even though I had lived for a while in Denver I learned what winter really meant. I grew up here in a very short time to be sure. Notre Dame was a nurturing and caring environment and I have never forgotten that. And so on that Saturday last October I want to assure you that I was reminded by Father Joyce of a paraphrase that seemed just right to me. John Kennedy once said this about the Naval Academy/Notre Dame football game: "I want you to know that last October I pulled for Stanford but I prayed for Notre Dame."

The years that you have been here have been extraordinary ones in human history. This very month we have been commemorating the end of World War II, the sacrifice as well as the unifying experience of that great moral crusade. It was a transforming experience for an entire generation, a source of pride in the rightness of the cause. But in commemorating the war's end, we need to remember that the hard work had really just begun in 1945: the rebuilding of Europe and much of Asia, decolonization, the creation of stable democracies in Germany and Japan that would become firm pillars of a more stable and prosperous world.

Fifty years later we can see the success of that era. There is no doubt that the community of three nations grew and that old enemies joined in alliances and friendships never to fight again. Peace between them flowed from the common values and aspirations of a democratic way of life. The universities and the educated people of that generation played a role in that historic transformation. They did it by realizing that ideas and learning should not, indeed could not, be confined to within national

boundaries if nations were to overcome their differences. They did it by sending Marshall and Fulbright fellows and scholars abroad and in turn accepting them here at home. They contributed ideas to the policy process and scholars to public service. And they kept the door open to peoples and knowledge from places that wished to quarantine their populations from the light of free exchange. At their very best universities were places where educated people were bound, at least for the moment, by the title scholar or student that transcended national differences.

Now, in 1995, we are in the midst of another great and challenging transition. The Cold War ended in euphoria and hope. Who can forget the images as German met German across the no-man's land that was the Berlin Wall? Who can forget the celebration of democracy's dawn in Poland or the velvet revolution in Czechoslovakia? Who can forget the peaceful death of the Soviet Union as on Christmas night in 1991 the hammer and sickle of the mighty Soviet empire came down from atop the Kremlin for the last time? Who can forget the pictures of the old and sick in South Africa voting for the first time, voting with enthusiasm and pride for a better future that they will personally never see? The images are not forgotten but they have certainly faded giving way to a kind of quiet despair about the hard work yet to be done. That work is indeed made harder because we have also turned inward to look at ourselves, at the state of democracy at home in America, and that is fitting. There is much at stake here at home and abroad because people still look to the United States of America to see if one can be forged from many, to see if multiethnic democracy can work.

During the Cold War I sometimes chuckled to myself when U.S. presidents talked about America as a beacon for democracy. Sometimes I was just plain embarrassed. I chalked it up to hyperbole or bad speech writing or perhaps both. But I want to tell you that as I traveled throughout eastern Europe and the Soviet Union in 1989 and 1990, as the grip of totalitarian government slipped step by step, I had to admit to myself that what American presidents had been saying was indeed true. You cannot know the strength of democracy's pull until you see it in someone else's eyes. Throughout eastern Europe and the Soviet Union, in those days, I saw America reflected through the eyes of those who were still searching for the civil rights that we take for granted: the right to say what you think, to worship freely, to choose those who will rule. But I would protest, we have so much more to do. Ours is an imperfect democracy. It was imperfect at its birth. When the founding fathers said, "We the people," they did not mean me. To them my ancestors were property. But little by little we are a more inclusive society where "we the people" have come to mean more and more of us. Therein lies the lesson: Democracy is a work in progress. The hard work is begun again each and every day.

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That, then, is the cycle of the human experience and the challenge for every generation. Great changes are accompanied by euphoria and hope but they give way to hard work, to heavy lifting, hopefully inching forward each time to include more and more of the human race in the community characterized by democracy, prosperity and peace. As before, this generation's universities and educated people have to do their part. But the role of the university itself and that of the educated person that it produces, those are very different roles. There is constant pressure for places of learning to lead the charge, to make judgments about the relative moral weight of one political position or another. It is usually put rather starkly: The university must stand up for what is right and what is wrong. Clearly there are times when that is appropriate, when the moral choice is black and white and absolutely clear. But much of the time the issues are gray. Universities are not the venue in which the great issues of our time will or should be decided. They never have been. That is the role of the democratic institutions of governance and the free debate that takes place within them.

I have become convinced that most of the time the university's proper place is to uphold the right of reason, to encourage the search for the truth and to teach and enlighten those within it. As before, the university must insist that knowledge and ideas have no national boundaries, remaining open and welcoming to the best and brightest from across the globe. Universities must do this believing that the educated will contribute rather than detract from the slow evolution of human society toward one that is more just and free.

The role of the educated person, though, is something else altogether. And I can assure you that I remember at my own graduation and it was just about the time that the speaker got to this point, that I had to dedicate myself to solving the world's problems, that my own inclination was to stay in school a little bit longer because it seemed a daunting and overwhelming challenge. Let me reassure you that is not what I'm going to say. Rather, I am suggesting that if you bring to bear the central values of education on your daily life, in the choices you make and in the way that you approach your fellow human being you will contribute to a better world. So I would ask you now, for a few moments, to reflect not on the specifics of what you have learned but the environment and the context in which you have learned it.

First, always remember that you have been exceedingly privileged here. You have had the opportunity to explore the state of human knowledge as it stands today. You have been able to try new things and to find out a great deal about your interests and your talents. You have learned what you are good at doing and what you do less well. You now know that talents are varied and distributed and perhaps you have come to respect the skills of those who do well that which you do not. You have

learned that it takes many of us contributing from our own interests and talents to make progress forward. If you are very lucky you have found your passion here. That life's work that helps you face each day with vigor and excitement. It might be a field of studies, a set of problems, or a moral cause that you want to make your own. It is entirely possible that you came here expecting to be passionate about something and simply changed your mind. That is the prerogative of those who come to places like Notre Dame. That in fact, happened to me.

I was destined to be a concert musician. I could read music before I could read. But one day I realized that I was good but, alas, not great. The 11 year old that I encountered in summer music camp play the Chopin Ballade from sight — that it had taken me all year to learn — convinced me that that was an accurate assessment. I was about to spend my life teaching 13 year olds to murder Beethoven. I started to look for something else to do.

Fortunately I found Russia, a country for which I had a passion, a mysterious connection that to this day I cannot explain. I'm honored to share this platform with all of the guests here, but Jim Billington wrote a book called *The Icon and the Axe* that was actually the first book that I encountered on Russia. And it was the twisting and turning of Russian history, the intertwining with the Soviet Union's presence and thoughts about Russia's future in that book that led me to understand that I had found something very special.

If you have not found your passion, I want to encourage you to keep looking. There is nothing like the day when you feel, quite literally, that there is something in this world that you were born to do.

Second, as an educated person you have lived in the midst of a place where belief in reason and the centrality of the search to know are defining principles. Today in America, the shouting has become so loud, the temptation to wrap one's own interest in the legitimacy of moral argument so great, that people have stopped trying to reason together. We no longer want to know what the other person thinks, we just want to win the argument. The educated are more guilty than others because we are armed with skills of argumentation and the ability to mobilize facts to our side. There is nothing wrong with holding a view and holding it passionately, but when you are sure that you are right it might be well to talk with someone who disagrees. They might even have a point. Instead the tendency is to talk to those who are like minded, to yell at those who disagree, and to gain strength from the Amens of those who share your point of view.

Here at Notre Dame you have been especially privileged to be in a place where the commitment to reason and the will to know exists side by side with faith and belief. The simultaneous right to question and the ability to accept on

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the basis of faith is at the core of this place. It is not always easy for the educated person to find the integration of faith and reason particularly in a world that often denies that which cannot be proven, that which cannot be seen. Yet the journey toward the integration of the spiritual and the rational is a part of the evolution of human society toward one that is both knowing and humane. Without faith, humankind would surely not have survived the hardest times and found the optimism to push forward.

Those who came west across the Rocky Mountains timing the trip to leave one day after winter ended and arrive one day before it began again had to be acting on faith that a better tomorrow could be built. Those who survived the holocaust in Europe or slavery in America relied on faith that the hoards would give way and end in a better day. Father Sorin and Notre Dame's founders rebuilt this University after it burnt to the ground on faith and optimism about the future. The class that graduates today as the Class of 1995 experienced the tragic loss of classmates, of friends, four years ago. The Notre Dame family wrapped itself in faith so that life could go on. When there is no answer and reason fails, faith remains. It is the only source of the peace of path of understanding and of optimism about a future that is irrepressible.

Third, as an educated person you have had the chance to know people from different cultures and different nations. You have not just studied them as objects you have lived together and shared your life's experiences. You have no reason to fear the borderless world, the globalization that so many find threatening. Something very odd is happening to humankind: As the world gets smaller, human beings seem to be ever more intent on finding finer distinctions between we and they.

Today everyone is angry with someone else, every nation, every people, every ethnic group seems caught up holding onto old wounds to find the moral high ground of victimization and suffering. To the degree that I have suffered more than you, my demands and my interests take precedence. Surely it is important to identify bigotry and to confront it. But if you are always looking back you cannot move forward. Finding someone else to blame is a recipe for powerlessness. If I am not powerful enough to help myself then surely I can do nothing for anyone else. We are all victims and no one is responsible for moving ahead. If you ever find yourself angry about what has been done to you or what you have been denied, try to remember that it is deluding and dangerous to always ask why someone else has been given more. It is almost always uplifting to ask why you have been given so much.

Finally, as an educated person, you have an obligation to defend the very nature and importance of education itself. You came to Notre Dame not as a reward for what you had already achieved, but for the chance to get better, to make

yourself over. Our age is no different than any other in attacking the educated and universities themselves as elitists, out of touch and irrelevant. And it is absolutely true that people without the privilege of education have done as much to make America and the world great as have the educated. But anti-intellectualism has a cost. It obscures the truly transforming nature of higher education.

We all have our heroes. My parents and my grandparents are mine. They all valued education and passed that on to me. I am, in fact, in the third generation of Rices to go to college because of my paternal grandfather. He was a poor farmer's son in Utah, Alabama. Somehow he decided that he needed to get book learning. He saved cotton to pay for his education and he asked passersby where a colored man could go to college. They told him of Stillman College, a black Presbyterian school in Tuscaloosa about 60 miles away. When he had saved enough cotton he made his way to Tuscaloosa but upon arriving there he was told that he could not pay his way with cotton. "How," he said, "are those boys going to school?" They said, "Well, they have what's called a scholarship and if you wanted to be a Presbyterian minister you could have a scholarship too." "That," Granddaddy Rice said, "is exactly what I had in mind." He became a minister and my family has been Presbyterian ever since.

I have often wondered what caused my grandfather in Utah, Alabama, to want to get book learning. What caused my grandparents to spend their last dollars during the depression on leather-bound books that I still have. You know, they were onto something. Many who are graduating here today are here because grandparents or parents or perhaps they themselves understood instinctively the transfiguring nature of higher education and were willing to sacrifice to win its benefit. In fact, higher education is one of the few truly transforming and transfiguring experiences that we have left in America. It matters not whether you came to this place from privilege or poverty, from an urban or rural setting, from an ethnic minority or the majority, from America or abroad. You will leave here a graduate of Notre Dame and that will matter. You will leave here with ways of thinking about the world that are different than when you came and that will matter.

As you prepare to go from this place, reflect, then, not on transforming the world, but on how truly transformed you are by the experience and the privilege of higher education. Then you will be ready to contribute to the hard work, to the change that comes day by day, brick by brick, step by step. That is the only way that the human condition has ever gotten better. And it's the only way that we can hope to build a brighter future for this great and good country and for the world beyond our borders.

Thank you and God be with you and your loved ones on this special day.

Valedictory

Rebecca L. Kroeger

May 21, 1995

President Malloy, distinguished guests, administrators, faculty members, parents, friends, and, especially, fellow graduates of the Class of 1995:

By definition, a valedictory says good-bye, and, by tradition, its good-byes are said to the people one meets in school and parts with at graduation. Reflecting on my own four years at Notre Dame, though, I believe that some non-traditional farewells are more in order. In my experience and observation, I will be taking parts of Notre Dame with me when I go and leaving parts of myself behind here. The parts I will take are the people of Notre Dame who made me what I am today. The parts I will leave were in the person I was before I knew them. That person is the object of my valedictions.

At Notre Dame I will leave behind my one-sided sense of spirituality. As a perfectionist by nature, I came here more devoted to the letter of the law than to the spirit of the Gospel. Four years at Notre Dame have begun to rectify that imbalance. Through encounters with people in need of empathy, not antipathy, I have learned to admire and emulate Christ's compassion. At the same time, however, I have become even more convinced that love must be grounded in conviction — that only truth can be truly loving. Ultimately, then, I believe no less than I did when I came here, but now I try to love much more. Therefore, from Notre Dame, I take with me the friends, ministers, rectors, administrators and even random strangers who taught me that being a Christian means not simply cherishing all people whom God has made but cherishing them enough to challenge them to a Christ-like sacrifice of self. These mentors are the agents of grace who go with me. The harder heart I once had stays behind.

The faint-hearted student in me will also remain here. Since kindergarten, I have welcomed the chance to prove my academic prowess yet constantly feared the risk of failure. In college, I have been routinely encouraged to court that risk. Taking chances — in a demanding course, new major or tough competition — has brought me unexpected victory as well as bitter defeat. In the midst of both success and failure, though, I have received exceptional guidance and support from my professors. Not only have they taught me to strive for excellence by continually testing my capabilities, but they have also helped me to accept my limitations and acknowledge that my best efforts may not always be good enough. Because they have inspired me to take risks and to learn

from them whatever the outcome — I thank them — and take part of them with me as I pursue my future. To the side of me afraid to try for fear of failing, I say good-bye.

Social risks have also been part of my Notre Dame experience. Here, for the first time, I enjoyed — and endured — true, mature relationships. From the start, dorm life, class sessions and extracurricular activities have enabled me to befriend people of unique habits, backgrounds and insights. Even if their insights have conflicted with my own, my friends have respected me in all my unwillingness to compromise my convictions. They have thus taught me to value them in spite of our differences. In every case, friendships have provided me with my most instructive Notre Dame memories, painful as well as pleasant. During the past four years, I have made many precious acquaintances; I have also "lost" some among them. While I plan to keep the "treasures" for the rest of my life, even the "losses" will go with me, for they, too, have taught me to be a wiser friend and a braver person. From here, then, I take my Notre Dame friends, past and present, and bid farewell to the less enlightened person I was before I knew them.

Finally, as a member of the Class of 1995, I will leave here with my classmates, for common experiences have bound us together. Our freshman graffiti dance, the Florida State victory, midnight pancake breakfasts, the school-closing snowstorm and JPW have made each of us a part of one another's memories. These memories also embrace classmates who tragically shared too little time with us — Meghan Beeler, Colleen Hipp . . . in short, all whose "Notre Dame experience" began in the fall of 1991 but came to a more sudden, less auspicious end. Today go forth all of those disparate new Domers who have impelled me to appreciate this gift of a Notre Dame education. It is they I take with me to share that gift with others. It is the less thoughtful, less grateful part of myself whom I leave behind.

In closing, then, I say good-bye today not to my "Notre Dame family" but to the person I was before becoming part of them. I sense that I am not alone in leaving that old self behind. Here, I like to think, all of us abandon spiritual pride, academic insecurity and social reticence. In their place, I hope we take conviction and compassion, confidence and courage — all qualities that will make us blessings to others as alumnae and alumni. In short, we approach the next stage of our lives with a new identity, our hearts and minds changed forever by the people, spirit and place that are this university. Full of mentors, professors, friends and fellow graduates, Notre Dame needs no good-byes, for it will go with us wherever we go.

Thank you.

Commencement Prayer

John Sebastian
May 21, 1995

Dear God of Love,

As we the Class of 1995 join together in celebration we now take a moment to consider the greater context in which we live and work and have our being.

As we gather here surrounded by our loved ones let us recall that it was their strength and support which helped to give us the courage to open up to each other and to build a sense of family here amongst ourselves, realizing that true family goes beyond all boundaries and includes all of humanity. So now, we join together as one family to celebrate those achievements we have made here at Notre Dame.

But before we move on, God of Truth, help us to remember that our education is not at an end. Rather, today is only the end of its beginning, for our education is really a search for the truth which lies with you and it is a search we will make for the rest of our lives. We ask you to give us strength to resist those pressures of the world which may blind us to the truth or allow us to betray it and please, God of Hope, help us to always remember that we may rely on the spirit of the family gathered here to support us in times of need, for it is this spirit rooted in faith, hope, and love, and devoted to truth which has been growing in our hearts and in our minds over the past four years.

Finally, God of all Life, help us to keep this spirit alive and to share it with all those we meet in our journey through life.

All this we ask of you through the intercession of Notre Dame, Our Lady, for whom this University is named, and through her son, Jesus Christ. Amen.

Laetare Medal

The University of Notre Dame
to
Joseph Cardinal Bernardin

Your Eminence:

When Peter wrote to the earliest Christian communities, he appealed to their elders to "tend that flock of God whose shepherds you are, and do it, not under compulsion, but of your own free will, as God would have it; not for gain but out of sheer devotion; not tyrannizing over those who are allotted to your care, but setting an example."

We celebrate today your response to Peter's admonition. More than four decades ago, you began your pastoral career as a priest in the diocese of Charleston, and nearly three decades ago, when you were appointed auxiliary bishop of Atlanta, you became the youngest bishop in the country. In the days immediately following the Second Vatican Council, your brother bishops recognized both your competence as a steward of grace and your enthusiasm for conciliar renewal. Elected general secretary of the National Conference of Catholic Bishops and the United States Catholic Conference in 1968, you quickly became one of our church's most visible and active members, and one of our country's most prominent proclaimers of the Gospel. Named archbishop of Cincinnati in 1972, you served the church there for ten years before beginning your present ministry as archbishop of Chicago and later as a member of the college of Cardinals.

As you well know, your ministry has not always met with universal accord. A theological pioneer and the principal expositor of the church's "seamless garment" teaching on moral crises arising from the giving and taking of life, you ethically linked such issues as abortion, euthanasia, embryo experimentation, warfare, and capital punishment. Controversial at the time you first articulated them, most of your insights have since been amplified by Pope John Paul II's most recent encyclical, "The Gospel of Life." In 1983 you were the principal architect of the American bishops' pastoral letter, "The Challenge of Peace: God's Promise and Our Response," which questioned several assumptions underpinning national policy on the use of nuclear weapons. In these and other contentious enterprises, you remained thoughtful, insightful, compassionate, and serene.

DOCUMENTATION

And then, most painfully, when you were falsely accused in a widely publicized lawsuit, you faced the later discredited charges with humility, you met your former accuser with charity and forgiveness, and you provided us all with an example of personal reconciliation which has since become a treasure of our church.

Peter insisted upon what your ministry affirms: Good example is what good bishops are all about. Which is, perhaps, another way of saying that only those who love can teach us how to love. In grateful celebration of your teaching, your example, and your love, the University of Notre Dame is proud to bestow its highest honor, the Laetare Medal,

On
Joseph Cardinal Bernardin
Chicago, Illinois

Response

My dear friends, I am very grateful for this honor you have bestowed upon me this afternoon. Because the Laetare Medal comes from a great Catholic university for which I have such respect and affection, it means a great deal to me. I will always treasure it. Thank you!

There is another, somewhat pragmatic, dimension to my gratitude. In my nearly 13 years in metropolitan Chicago I have learned that many prominent Catholic lay leaders are graduates of this distinguished school. I have often invoked my longstanding friendship with Father Ted Hesburgh and the fact that the Board of Trustees, under his presidency, granted me an honorary doctorate, to impress these graduates. But now, perhaps, in my casual conversations with them I can also discreetly drop words like "Laetare" and "Monk Malloy"!

Catholic institutions of higher education are a vital part of the church's mission and ministry. They bear witness to the fact that faith and knowledge are not contradictory or in conflict; indeed, they complement each other. Catholic universities also provide the support of a community for the faith of those involved. They provide the reassurance and lived example of those who are not embarrassed by their faith but glory in it. For, faith shapes not only how we live, but also how we approach all reality, all knowledge, and all values. It has changed, and it continues to change, our lives — our outlook, our expectations, our every hope.

The Second Vatican Council described the church's expectations about the graduates of Catholic institutions of higher learning in this way:

The graduates of these institutes should be outstanding in learning, ready to undertake the more responsible duties of society, and to be witnesses in the world to the true faith (*Gravissimum Educationis*, 10).

My dear brothers and sisters, members of the Class of 1995, my prayer for you is that you will, indeed, be salt, light and leaven in the world which desperately needs your expertise, your compassion and your faith.

As for me, the Laetare Medal will be cherished not so much as a recognition of past accomplishments as a reminder that there is still much to be done. The medal will motivate me to use whatever qualities God has given me in a way that will make a difference, for others as well as myself, in the years which lie ahead.

May God bless all of you!

Special Presidential Awards to Staff

May 22, 1995

1995 Special Presidential Award

He first came to Notre Dame as a student from his native land of Palestine. His love for the University community is evident as he works with visitors, students, staff and faculty. Effective listening skills, the ability to mediate difficult conflicts and his helpful mannerism serve as his trademarks. On more than one occasion he has saved the life of another person as a result of quick emergency response, good judgment and commitment to duty. His outstanding performance has elevated him through the ranks to his current position of Captain. While gaining U.S. citizenship in 1986 he has not forgotten his roots and continues to lend assistance to friends and family in a troubled land.

For his dedication which is not only the highest tradition of law enforcement but also in the highest tradition of our great University, we honor

Joseph S. Araman

1995 Special Presidential Award

Everyone knows the most important person in any academic department is the secretary. She is faced with the challenges of training new department chairs and deans, responding to the myriad of requests from faculty, and serving as a surrogate mother for the students. For the past forty years this secretary has performed at an exemplary level, assumed major responsibilities with great competence, always realizing when to take charge and when to seek help. She is a model of discretion and personifies the meaning of professionalism. She is quiet but confident, understanding yet assertive, considerate but in control.

For her many years of service we recognize

Mary Ann Chrustowski

1995 Special Presidential Award

His dedication, positive attitude, high initiative level and team work spirit have distinguished this valued staff member. His commitment to his job is evidenced by a perfect attendance record for the past seven years. He is the "entrepreneur" of the kitchen and assumes training responsibility for new employees assigned to his area. He is a role model for fellow staff and have gained their respect and admiration. His peers selected him as South Dining Hall employee of the year. Communication skills are his strength yet he cannot speak or hear. He demonstrates, on a daily basis, that the most meaningful form of communication is nonverbal. Notre Dame is most fortunate to have such a fine person on our staff.

For all his talents and commitment to Notre Dame, we honor

Neil Rightmire

1995 Special Presidential Award

His unfailing patience, willing spirit and infectious smile speak loud volumes in a very quiet manner to many campus visitors who ask for his assistance. There is never a University guest who fails to be impressed by the dedication and commitment to service demonstrated by this individual. His professionalism in responding to the many and varied requests of conference attendees signifies his commitment to excellence.

In the community his presence is equally generous. He spends many hours assisting elderly neighbors with projects ranging from lawn mowing to snow removal. He delivers groceries to the elderly and spends his Christmas break delivering food baskets to families in need.

Tonight we honor

Larry Robinson

DOCUMENTATION

1995 Special Presidential Award

Whenever the prestige of the University is at risk in anything from a dinner to a dedication, her presence is a reassuring signal that everything is in hand. A mistress of detail, a doyenne of protocol, a hostess of impeccable manner — these are the traits that have marked her twelve years as coordinator of special events. Her professionalism is matched by her smile, her perfectionism by her graciousness. As an ambassador of the University to its guests, she speaks of warmth and welcome, of style and class.

We salute tonight the concierge of Notre Dame,

Pamela Spence

1995 Special Presidential Award

His influence as an artist and designer spans this campus and the country. It might be reflected in a poster turned into an oversized banner hanging from Washington Hall, or in admissions materials arriving in mailboxes of promising high school students across the land. It might be seen in the fund-raising publications at the core of several successful University development programs, or in requests from other professionals seeking his award-winning work in order to improve their own design concepts. In addition to the two decades of service rendered Notre Dame, he is active in his parish as a musician and singer and deeply devoted to his family. We recognize a man whose quiet demeanor and diligent work ethic have earned the admiration of his coworkers.

For all he has done for Our Lady's University, we honor

Paul Wieber

Presidential Dinner Awards

May 23, 1995

1995 Faculty Award

Words are the work of the 1995 Faculty Award winner. Poetry and prose, fiction and nonfiction, popular journalism and arcane scholarship are all the metier of this examinee. The author of over seventy books, he is novelist, teacher, philosopher, editor, Catholic controversialist and, above all, family man and Thomist. Born and bred in the twin cities, ripened at the Universities of Minnesota and Laval, and seasoned at Louvain, he has taught philosophy at Notre Dame for more than forty years and inspired love and loyalty in generations of students. For him all roads between Athens and Jerusalem go through Rome. He has written under the pen names of Ernan Mackey and Monica Quill, but you don't need the sleuthing powers of Father Dowling to know that the real name of the 1995 Faculty Award winner is

Ralph McNerny

1995 Graduate School Award

A scholar of international reputation and influence, this recipient of the 1995 Graduate School Award came to Notre Dame to develop and launch an innovative interdisciplinary graduate program. Predictions about the difficulty of this goal were proved false when, in just a few years, it became one of the best in its field. He lured many faculty from difference departments on this campus to join him in this enterprise. Advising nearly 200 students from all parts of the world (more than two-thirds of whom have English only as a second or third language!), he is an inspired organizer and teacher. Always conscious of the importance of human concerns over national interests, he is a model of academic excellence and integrity.

Robert C. Johansen

1995 Graduate School Award

When this winner of the 1995 Graduate School Award joined the Notre Dame faculty 40 years ago, his department did not yet have a Ph.D. program. Undeterred, he quickly mentored 10 master's students, all the while urging the development of a doctoral program. In 1965 the department's first Ph.D. was awarded to one of his students. Bolstered by his own reputation for quality research and high ethical standards, as department chair he guided the graduate program's growth and attracted capable graduate students as well as the sponsored research to support them. Recognized worldwide as a leader in the field of heat transfer, he is tonight in Hong Kong, serving as an adviser to the new technical university. We honor him for a lifetime of contributions to graduate education at Notre Dame and across the globe.

Kwang-tzu Yang

1995 Rev. Paul J. Foik, C.S.C., Award

Attracted to Notre Dame just eight years ago, this librarian impresses her colleagues with her enthusiasm, her multifaceted professional skills and her generous response to service. Organizer of an efficient cataloging and acquisitions department, master of the logistics needed to integrate a massive 34 percent increase in holdings in a single year, and regular contributor to the national development of her field, she has, with commanding competence, helped shape the law library into an accomplished research instrument. A warm sense of humor, infectious energy, and limitless patience identify the 1995 winner of the Paul J. Foik Award.

Janis L. Johnston

1995 Madden Award

Vitality and warmth — these words come to mind when describing the recipient of the 1995 Thomas P. Madden Award. With special flair, this Austrian-American sparks interest and understanding of his intricate subject in large classes as well as in small seminars. Always seeking new approaches, he uses the works of the masters in his discipline to create a unique honors course for freshmen. But he also spends the time delving into the mysteries of K Theory, on which his worldwide scholarly reputation rests. Whether researching elegant algebraic solutions, skiing Alpine slopes, or directing the International Studies Program at Innsbruck, this mathematician brings great energy and enthusiasm to every task.

Alexander J. Hahn

1995 Reinhold Niebuhr Award

A native of Toledo, Ohio, the winner of the 1995 Reinhold Niebuhr Award is a distinguished scholar who exemplifies the admonition we annually give to our graduates — to turn scholarship to service. Over the years he has applied ethical principles to complex problems, particularly when he detects a violation of the rights of others. A member of the Notre Dame faculty since 1986, he has held influential national offices and received many honors for his distinguished contributions to his discipline, including election to membership in the prestigious American Academy of Arts and Sciences. An accomplished golfer in his early years and still an avid sports fan, he is a self-effacing priest who wears his acclaim and achievement lightly.

Richard A. McCormick
Society of Jesus

1995 Grenville Clark Award

This year's Grenville Clark award winner at first appears more comfortable with ledgers than with people. But his life has been one of service to others — from an inner city parish in Chicago to the campus of the University of Notre Dame. Fiscal responsibility, he believes, makes service possible. His unobtrusive efforts have enabled students to travel to Mexican barrios, remote Chilean outposts, as well as Hispanic and African American parishes in South Bend and Chicago. He has aided thousands from the Notre Dame community to serve our community and our world. The sparkle in his eye and his dry sense of humor convey the wit and balance of his full and deeply committed life.

Eugene McClory

1995 John "Pop" Farley Award

Arriving on this campus for a period of personal refreshment and renewal, the 1995 Farley Award Winner — like the "Man Who Came to Dinner" — stayed fifteen years, showing care and concern for the women of one of Notre Dame's oldest halls. Group facilitator for men and women in ministry who study here, and, in summers, "fund-raiser extraordinaire" for her religious community, she keeps in close touch with issues of the Church at large. But she also demonstrates the magical zest of a loyal ND fan. Rumors have it that her cheering exploits have touched both coaches and players! We at Notre Dame have been indeed lucky to have her in our "court"!

Marietta Murphy
Servant of the Immaculate Heart of Mary

DOCUMENTATION

1995 Rev. William A. Toohey, C.S.C., Award

This award-winner is a vigorous sports fan who knows how to hassle a referee effectively but his preaching takes a more subtle approach. He always challenges his listeners to serve those in need and reflects a deep understanding of the human condition in the light of the Gospel's healing embrace. Founder of a center in the Northwest serving those with late-stage alcohol addiction, recently he has formed a center in South Bend to work with similar sufferers. Faithful to his responsibilities as basketball team chaplain, he brings the same dedication to his pastoral duties to the Notre Dame community — in the Basilica of the Sacred Heart, in a residence hall or in the chapel of Sorin Hall where he makes his home. The men of Sorin know they can count on his spiritual guidance as heavily as they can on his ability to locate a spare appliance for them.

Stephen P. Newton
Congregation of Holy Cross

1995 Rev. William A. Toohey, C.S.C., Award

The Toohey Award tonight is presented to a couple who wear the Beatitudes like comfortable clothes. The aid, hope and love they proffer reach deep into recesses where peace and justice too often are absent. They have, literally and routinely, provided homes to the homeless, refuge to refugees, care to the abandoned and safety to the abused. They have counseled lovers on the way into marriage and pacifists on the way out of war. They are readily identified with the disabled in mind and body, but their perpetually open house likewise has welcomed many a guest troubled in spirit. They do not "imitate" Christ; their example is too natural and spontaneous for that description. Innkeepers on the road to Jericho, they offer an open door, an open jug of wine and two open hearts.

Margaret and Michael Garvey

1995 Special Presidential Award

Intelligence, generosity and magnanimity are three of the hallmarks of this gifted award winner. Arriving on this campus by a circuitous route through Pittsburgh, Columbus, New Haven, and Chicago, she quickly gained respect for her ability to handle highly sensitive issues with wisdom and good humor. Mathematician and theologian, teacher and homilist, she blends the multiple talents of this varied background into effective action with the same verve and creativity with which she prepares a meal for friends or plans a festive celebration. Her lively smile and infectious laugh bring needed relief in moments tense or tedious. Compassionate counselor to all — faculty and students alike — she earned our deep gratitude for her essential contributions to the opening of Notre Dame's first Day Care Center last fall.

Kathleen Cannon
Order of Preachers

1995 Special Presidential Award

At their best, Christian lawyers give voice to the voiceless and turn inarticulate frustration into effective action. By representing South Bend's poor in court or before governmental bureaucracies, this remarkable team illustrates the virtues we hold as ideals. Their zeal for their clients' causes, mastery of intricate bodies of law, and commitment to law as ministry have made Notre Dame's Legal Aid Clinic a place in which classroom lessons become memorable experiences. At a time when the legal profession is denounced for its greed and venality, we honor these women for showing its potential for service and Christian witness.

Eileen Doran and Barbara Gasperetti

1995 Special Presidential Award

This scholar-teacher knows her way around both the past and present. A pioneer in the early days of co-education, she has balanced a respect for tradition with a keen concern for the issues of women on this campus. Not only is she a poet and storyteller herself, her work on one of the greatest Medieval storytellers won a major prize for literary scholarship in 1993. She could lead a pilgrimage to Canterbury, but she would be equally at ease leading one to the local Goodwill or St. Vincent de Paul Shop! Encouraging her students to be active and creative, she shares with them her motto for life and work: "Whatever you do, do something . . . and have a little fun."

Dolores Warwick Frese



1995 Special Presidential Award

Theologian and priest, professor and rector, this honoree has done "double-duty" at Notre Dame for over twenty years. Minister to men of two different halls throughout that period, he is an innovator who challenges his charges to think and to act. A famous lecture series aims at their "heads," while a Charity Festival targets their "hearts." Fluent in French, this graduate of the Institut Catholique has served as Director of the Angers Program as well as administrator in his departmental office. Summers in Paris frequently offer needed relaxation and stimulation but this year he leaves us to shoulder the responsibilities of Vice President for Student Affairs at King's College.

Eugene Gorski
Congregation of Holy Cross

1995 Special Presidential Award

Indigenous to the east coast, this individual succumbed in 1968 to the allure of the heartland, becoming a stalwart member of the Notre Dame family. For 27 years, he has typified the Notre Dame ideal of teaching, service and research. Winner of both the Madden and the Shilts/Leonard awards for outstanding teaching, he is sought after by students as a fascinating teacher of difficult courses. While valued for his research in diverse and complex areas of geometry, he dazzles by his Renaissance knowledge and delight in philosophy, drama, art, and music. Indeed he manifests for all of us an infectious appreciation of life in its fullness!

Alan Howard

1995 Special Presidential Award

This award winner owes his allegiance to three supernal beings: The Triune God, Lord of All; Gibbs, the god of Thermodynamics; and Golf, the god of fairway farmers. Before the Triune God and Gibbs he bows in humble silent prayer. Before, during and after a Golf liturgy he is scarcely silent. Miraculously surviving World War II experiences on the less than friendly fields of Manila and Okinawa, he went on in the next 50 years to serve God, Country and Notre Dame with extraordinary dedication. Distinguished for his research, his teaching, and his legendary relationships with students and alumni, he is revered by his colleagues even more for his ever thoughtful presence among them. Steadfast and calm, he can still astound by his uproarious reaction every time he hits a golf ball!

James P. Kohn

1995 Special Presidential Award

Most professors do all of their teaching indoors. Not this award winner! He can often be found out on a green field, standing before hundreds of students. Indoors or outdoors, when he lifts his hand, every eye watches intently. And they follow his every gesture, responding immediately to his cues. But never quietly. Most instructors would cringe at such volume issuing from their classrooms. But not this tall Texan who came to Notre Dame by way of Oxford — Mississippi, that is! Under his leadership, the proud tradition of the Notre Dame Bands continues, providing both stimulating half-time shows during fall semester and sophisticated concert music in the spring.

Luther M. Snavely, Jr.

1995 Special Presidential Award

From departmental meetings to the Colloquy, this scholar's thoughtfulness and thoroughness are always evident — as are his pens of many colors. A "Domer," he actively encourages academic vocations, and his undergraduate honors section effectively challenges talented students from a variety of majors. Recognized as one of the ten most influential people in his field, he has also helped shape Federal Trade Commission investigative procedures and policy on advertisers' claims. Slow to anger and slow to arrive, his commitment to academic excellence at Notre Dame is never in doubt.

William Wilkie



Faculty Promotions

Twenty-five Years of Service

Subhash C. Basu, Chemistry and Biochemistry
James O. Bellis, Anthropology
Joseph Blenkinsopp, Theology
Francis J. Castellino, College of Science and Chemistry and Biochemistry
Richard A. Emge, Center for Continuing Education
Bro. Louis Hurcik, C.S.C., Physical Education
David T. Link, Law School
Kenneth E. Moore, Anthropology
Leon John Roos, Government and International Studies
W. Robert Scheidt, Chemistry and Biochemistry
J. Kerry Thomas, Chemistry and Biochemistry

To Emerita or Emeritus

Esmée C. Bellalta, Architecture
Edgar D. Berners, Physics
Paul R. Chagnon, Physics
Isabel Charles, Office of the Provost
Jeremiah P. Freeman, Chemistry and Biochemistry
Philip J. Faccenda, Office of the Vice President and General Counsel and Law School
Edward A. Goerner, Government and International Studies
Francis M. Kobayashi, Graduate School and Aerospace and Mechanical Engineering
James P. Kohn, Chemical Engineering
Kenneth R. Lauer, Civil Engineering and Geological Sciences
Phyllis H. Luckert, Lobund Laboratory
Rev. Marvin R. O'Connell, History
Daniel J. Pasto, Chemistry and Biochemistry
Konrad J. Schaum, German and Russian Languages and Literatures
Walter J. Tomasch, Physics
Edward A. Ulicny, Radiation Laboratory

To Assistant Professional Specialist

Karen M. Morris, Chemistry and Biochemistry

To Associate Professional Specialist

Douglas E. Bradley, Snite Museum of Art
Jay W. Brandenberger, Center for Social Concerns
Ruthann K. Johansen, Arts and Letters Core Course
Kay L. Stewart, Biological Sciences
Kern R. Trembath, Theology

To Professional Specialist

Rev. Eugene F. Gorski, C.S.C., Theology

To Associate Librarian

Mary C. English, University Libraries
Laura A. Sill, University Libraries

To Librarian

Joanne M. Bessler, University Libraries
Katharina J. Blackstead, University Libraries
Louis E. Jordan III, University Libraries

To Associate Dean

Angie Ricks Chamblee, Freshman Year of Studies

To Associate Professor and Tenure

Rev. Joseph P. Amar, Classical and Oriental Languages and Literatures
Marian A. David, Philosophy
Julia V. Douthwaite, Romance Languages and Literatures
Kimberly A. Gray, Civil Engineering and Geological Sciences
Davide A. Hill, Chemical Engineering
A. Alexandrou Himonas, Mathematics
David R. Hyde, Biological Sciences
Dennis C. Jacobs, Chemistry and Biochemistry
Gary A. Lamberti, Biological Sciences
Joseph M. Powers, Aerospace and Mechanical Engineering
Kathleen A. Pyne, Art, Art History and Design
William M. Ramsey, Philosophy
Joachim J. Rosenthal, Mathematics
Ken D. Sauer, Electrical Engineering
Gregory E. Sterling, Theology
Mitchell R. Wayne, Physics
Joannes J.A. Westerink, Civil Engineering and Geological Sciences
Ewa Ziarek, English

To Tenure: Associate Professor

Jimmy Gurulé, Law School
Jay H. Tidmarsh, Law School

To Professor and Tenure

Valerie L. Sayers, English

To Professor

Howard A. Blackstead, Physics
Thomas F. Cosimano, Finance and Business Economics
Christopher B. Fox, English
Mark D. Jordan, Medieval Institute
Leon John Roos, Government and International Studies
Robert P. Schmuhl, American Studies
Steven B. Skaar, Aerospace and Mechanical Engineering
Billie F. Spencer Jr., Civil Engineering and Geological Sciences

To Endowed Professor

David N. Ricchiute, Deloitte & Touche Professor of Accountancy

Academic Council Minutes February 16, 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, 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, Andrew Sommese, Hafiz Atassi, Stephen Batill, Edward Conlon, Fernand Dutile, Lorry Zeugner and Kathleen Maas Weigert

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

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

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

1. **Minutes approved.** Prof. Schmitz had previously distributed to the council minutes from the November 8, November 30 and December 13 meetings. All three sets of minutes were approved with an amendment of a paragraph on page 3 of the December 13 minutes. So amended, the minutes will be published in *Notre Dame Report*.

2. **Election of the committee to review the dean of the Freshman Year of Studies.** Prof. O'Meara read from the Academic Articles the procedure for electing a committee to review the dean of the Freshman Year of Studies. While all council members would participate as electors, only the 19 elected faculty members of the council would be eligible for election. Five faculty members would be elected to the committee, plus a student representative elected from the four students members of the council.

Fr. Scully conducted the election. To expedite the process, he asked the council to elect the committee in three groups: the first three seats, the next two seats and the student representative. A simple majority would be necessary for a council member to win a seat on the committee. Profs. Batill, Conlon and Bonello were elected in the first group. Dr. Weigert and Prof. Borelli were elected in the second group. Ms. Medeiros was elected as the student representative.

3. **Various items of interest.** Fr. Malloy related to the Council several items of interest during intervals in the election process. First, he reported that the Provost

Search Committee had established an agenda. The committee's immediate goal is to maximize the pool of potential candidates for provost, both outside and within the University. Accordingly, advertisements will be placed in the *Chronicle for Higher Education* and in several other appropriate papers and journals, including those devoted to minority concerns and to women in higher education. The committee will also send a letter that contains a copy of the advertisement to all Notre Dame faculty, encouraging faculty to submit names and resumes of potential candidates to the committee.

Next, Fr. Malloy reported that the Committee of Bishops and Presidents, on which he serves, had recently met to discuss the implementation of the *Ex Corde Ecclesiae* and its potential impact on Catholic higher education. He felt that the meeting was profitable, that the committee had received a lot of quality feedback from ordinaries and bishops who have colleges and universities in their dioceses, and that a solution will be found that proves satisfactory to both the bishops and the universities who have spoken out on this issue. When the committee meets again in the spring to discuss issues relating to the role of the Catholic theologian, the language of mandate will be deliberately avoided.

Moving to broader concerns, Fr. Malloy passed on to the council information gathered from several recent meetings, including the Association of Catholic Colleges and Universities, the National Association of Independent Colleges and Universities, the This is Our Education Forum and the American Council on Education. He said that one of the biggest debates taking place at the federal level today involves the future of student financial aid. The Clinton administration has moved toward direct lending, depending on collaboration between schools and the government, and lessening the involvement of banks. It has also proposed to allow for tax deductions on student loans for families with up to \$100,000 of income, and an increase in Pell grants.

On the other side of the debate, the Republicans propose to eliminate the deduction on student loans, which would raise costs to the borrower by at least 20 percent. They also propose to move away from direct lending, for fear that the government does not do it well. In addition, the National Endowment for the Arts is likely to be cut to the point that it no longer exists, and funding for the National Endowment for the Humanities will be substantially cut. It is unclear what will happen with funding for public broadcasting or to museum-related federal subsidies. Notre Dame has a stake in these areas of debate. A combination of reduced financial aid and reduced or eliminated funding from agencies that subsidize scholarship and research could have a long-term, negative impact on the University.

DOCUMENTATION

Fr. Malloy reported that State Post-Secondary Review Entities (SPRE's) were discussed at two meetings at least. SPRE's, which exist in every state, were originally created to remedy high levels of loan defaults by certain kinds of institutions. In reality, SPRE's can force any institution to undergo what is essentially an accreditation visit in a very short period of time. As such, they give high degrees of regulatory power to the government. Institutions view SPRE's as a potentially serious threat to autonomy. Responding to the hostility of institutions on a national level, the Clinton administration has announced that the role of SPRE's will become more limited. The Republicans have verbalized their willingness to introduce measures in Congress that would eliminate SPRE's altogether.

On other items of interest, Fr. Malloy said that teaching hospitals, which have historically subsidized universities, are now in the position to lose very large sums of money. As a result, universities everywhere are lining up to sell their teaching hospitals, lest their bottom line be destroyed. Dean Castellino added that any institution with a medical school today is having trouble; the issues are managed health care and negotiated payments on behalf of patients. It is predicted that in 10 years there will be unemployed physicians. All faculty should be aware of what is happening in the field, especially for students interested in a profession in health-related fields.

Fr. Malloy said that in 1996 there will be a constitutional amendment in California to eliminate affirmative action in admissions, financial aid and hiring at all state institutions. The amendment is predicted to pass without difficulty; other states will likely follow suit. Notre Dame has sought to use various affirmative action goals in hiring, admissions and financial aid.

Fr. Malloy also reported that the tremendous pressure being exerted by the business community to control costs will soon lead to a national debate on tenure, for which universities should be prepared. The business community considers tenure to be a primary obstacle to cost control in the modern university.

Next, he reported that several state institutions are experiencing attempted takeovers at the board level by the religious right. These groups, which are unhappy with the direction of public higher education, have organized themselves for election to publicly-held boards with strong regulatory powers over public institutions. Also, on the state and local level, many institutions are fighting demands by city and state governments for certain types of payments in lieu of taxes. For instance, one institution was told to pay \$300 for each campus parking place. Responding to a question from Dean Attridge, Fr. Malloy said that Notre Dame is not in the city of South Bend, but in the county, a significant difference. Cur-

rently, the University does not make any type of payment in lieu of taxes.

Fr. Malloy then spoke to issues involving accreditation. Partly due to stiff criticism, a kind of super accrediting agency that accredited the accrediting agencies has fallen apart. Great effort has been expended in an attempt to fill the void, for fear the federal government will step in. However, a proposal for a new kind of super agency that was greeted positively by public institutions was adamantly opposed by private institutions. Fr. Malloy said that while private schools recognize the need for a mechanism to establish consistency for regional agencies and to limit the number of specialized agencies, they will continue to resist anything that is overwhelmingly public in its membership and power structure and that threatens the autonomy and distinctiveness of private institutions.

Overall, Fr. Malloy's impression from attending the meetings and participating in numerous conversations is that very few universities presently can match Notre Dame's strong financial condition and realistic hopes for the future. However, the University faces the problem of a critical mind set; some groups on which the University depends for support do not understand at this time how any institution could be thinking of anything other than downsizing, restructuring and increasing cost efficiency and productivity. At the very least, Notre Dame will face pressure from constituencies regarding its development plans, both physical and academic.

Fr. Malloy concluded these items by expressing his concern about how better to distribute the large volume of information on higher education, state government and the federal government that the administration constantly receives and reviews. To do its job well, he stated, the council must maximize its knowledge base in all of these areas by having access to the information that is available. He asked the members to bring any suggestions they might have to his attention.

4. Changes in titles of Special Research Faculty. (See Part I of Attachment A for proposed amendments to Academic Article III, Sections 1(b), 2(b) and 3(b).) In presenting this proposal, Dean Castellino said that the titles of *Fellows* for members of the Special Research Faculty at Notre Dame has for years caused confusion outside of the University. Also, many of the Fellows themselves have expressed dissatisfaction with their titles. Dean Castellino therefore proposed a change in titles. Where the Academic Articles use the term *Faculty Fellow*, the title would be changed to *Research Professor*. Where the Articles use the terms *Associate Faculty Fellow*, *Assistant Faculty Fellow*, and *Staff Faculty Fellow*, the titles would be changed to *Research Associate Professor*, *Research Assistant Professor* and *Research Specialist*, respectively.

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It was also proposed that Faculty Fellows of Institutes be titled *Fellows of Institutes*. (See Part II of Attachment A for the proposed new subsections to Academic Article III, Sections 1(g) and 4(e).) This change in titles would necessitate appropriate word changes in the constitutions of the Kellogg, the Kroc and Medieval Institutes as shown in Parts III A, B and C of Attachment A.

In response to a question from Mr. Miller, Dean Attridge said that the proposed changes in the constitution of the Medieval Institute were made in close consultation with Prof. Van Engen, director of the institute, and his Advisory Board. He added that the institute wanted to retain the distinction that membership on its Advisory Board is open only to tenured faculty members.

Prof. O'Meara reminded the council that the title "Fellow" would apply only to University institutes, not centers. If the proposal passed, any current "Fellow" in a center would cease to carry that title. Prof. Swartz asked if there were any other constituted University Institutes other than the three discussed. Prof. O'Meara replied that the Radiation Laboratory is a University Institute; it will use the titles Research Professor, Research Associate Professor and Research Assistant Professor. What the proposal would mean for the Urban Institute requires further study.

For the sake of consistency, Dean Attridge and Prof. Dutilleul pointed out that the term "Special" should be eliminated as a modifier to "Research Faculty" throughout the Academic Articles. With that understanding, the proposed changes in the Academic Articles passed with unanimous approval.

5. Continuing discussion of the Curriculum Committee Report. Dean Kolman reminded the council that previous meetings brought the discussion of the report to page 14 to the section "Arts and Letters University Seminars." Prof. Conlon recommended that, following a discussion of the College Council in the College of Business Administration, the name "Arts and Letters University Seminars" not be used to denote these courses. Several faculty in the College of Business indicated an interest in teaching such courses; to identify the courses so closely with the College of Arts and Letters did not seem appropriate. Also, the College of Business Administration is currently discussing an honors program that would use courses very similar to the "X Seminars." Dean Keane asked Prof. Keating about a course that he taught several years ago that is similar to those being proposed for the Arts and Letters Seminars. Prof. Keating replied that, around 1978, a course entitled Classics of Enterprise was offered in the Freshmen Seminar. The course was comprised of a set of readings that were very broad but that all had something to do with enterprise or economics.

Similar courses, taught by College of Business Administration faculty in the future, could fall under the University Seminar group. The goals of the University Seminars could be met even if the seminars were taught by faculty other than those in the College of Arts and Letters: small classes, writing intensive and perhaps meeting part of a student's degree requirements. Using faculty from other colleges would also help reduce the pressure on faculty in the College of Arts and Letters.

Prof. Gutting asked for clarification: What requirements would the proposed seminars fulfill? Would there no longer be a Freshman Seminar requirement? Would the Arts and Letters Seminars fulfill some of the University requirements? If so, what requirements would be fulfilled by a seminar taught by faculty from another college, such as business?

Prof. Keating answered that the seminars would apply toward a requirement that all students take a certain number of such courses. Prof. Lappin added that they were called Arts and Letters Seminars because they were specifically designed to fulfill University requirements within the College of Arts and Letters. Other courses in other colleges could be taught in a similar manner, but they would not fulfill arts and letters University requirements.

Prof. O'Meara asked if a similar seminar were offered in physics, could it not fulfill a College of Science requirement? Prof. Lappin answered yes. Dean Attridge said that the seminars would fulfill, at the very least, disciplinary requirements. For example, if a seminar of this type were taught by a member of the College of Business Administration, it might fulfill a requirement toward a major in finance or marketing.

Dean Castellino said that if the seminars are going to be called University Seminars, it would make sense for them to fulfill a University requirement for a seminar, regardless of the college in which they are offered.

Prof. Borelli asked if a University Seminar in history, for example, would fulfill a requirement for a degree in history? Dean Castellino felt that such a scenario should be argued against. For example, he said, to allow a University Seminar to fulfill one of the two University science requirements would be a radical change. Fr. Beauchamp asked if Dean Castellino was arguing against a particular seminar being allowed to fulfill a departmental requirement for a major. Dean Castellino answered yes. Science that is taught to non-science majors satisfies the University's requirements for science, but does not, and should not, satisfy the College of Science's requirements for a major. Fr. Malloy asked if University requirements currently also satisfy college requirements. Dean Castellino answered no.

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Dean Kolman said that the committee's idea was to phase in the Arts and Letters Seminars. The first seminar would be offered in the Freshman Year. Since the College of Arts and Letters was particularly concerned about writing intensive courses, the seminars came to be called Arts and Letters University Seminars. The second or third seminars that a student took might, at some point, satisfy a disciplinary requirement for the University or for another college, but that would be a decision for individual colleges and departments to make. Responding to Fr. Malloy, she said that the Undergraduate Studies Committee would have the responsibility of resolving questions surrounding the recommendation.

Finally, Dean Castellino agreed that the issue warranted further discussion in the Undergraduate Studies Committee. He felt that faculty from the different colleges might like the idea of teaching the seminars. However, he would want University requirements to be uncoupled from individual college requirements.

Dean Kolman next called attention to the section "A Thesis or Research Requirement" on page 13 of the Curriculum Report. She said that while the committee liked the idea of requiring a thesis or research project for graduating seniors, there would not be adequate resources to have such a requirement carried out. Much faculty time and energy, and, often, laboratory space and equipment would be necessary for all students to fulfill such a requirement. The committee therefore suggested that honors students do something along the lines of a thesis or research requirement. The committee recommended that the council consider the idea and work out a plan as to how it could be put into place. It would change what is meant by graduating "with honors." Presently, that designation is based solely on grade point average. Perhaps another category could be created for students who fulfill a major thesis or research requirement; perhaps those students would also have to meet a certain grade point average. The committee left it to the council to make actual recommendations for an altered honors system.

Prof. Batill asked if the committee discussed whether a student would work individually or in a group for research projects. Dean Kolman answered that most committee members thought in terms of individual work. However, some areas such as engineering might require that students work in groups. However the requirement was fulfilled, the committee felt that departments should make it an expectation of their best students.

Capt. Pickett asked if such a requirement would be added onto existing requirements for graduation, or would that be the decision of individual departments. Dean Kolman answered that some departments already have project requirements, though they are not connected to graduating

with honors. What the committee envisioned would require long-term preparation on the part of students and would not simply be tacked onto existing requirements.

Dean Kolman said that the next section of the report, "Content Versus Paradigm," was included partly to let readers know that an extended discussion of the issue took place. In history, social science and the fine arts or literature, the paradigms are taught in the context of particular content, but without expectation of covering all content. No recommendation was made in this regard.

Prof. Gutting supported the idea of emphasizing content over paradigm. Though there are problems and questions about what the content should be, he felt it would be unwise to place content anywhere other than at the center of education. He said that the disciplines cannot be isolated from content, and that an educated person needs to have mastered content in at least some basic subject areas.

Prof. Lappin clarified the thinking of the members of the committee on the issue. They felt it would be too shallow to approach education by simply requiring that students, for example, skim a little history here, memorize a few dates there, etc. They felt it would be better for students to study a small area of history in some depth, all the while learning how history works.

Prof. Gutting replied that he was not arguing for superficiality. Certainly, all students cannot be required to study in depth the history of the world, from beginning to the present. However, it is important to consider what major areas of world history should be studied and mastered.

Dr. Weigert asked if this conversation by the committee carried over into engineering, science and business. She said that those fields have become increasingly important, especially when one is charged with preparing students for the 21st century. Dean Kolman answered that the committee only dealt with those University courses that are required of all students, which does not include courses from engineering, business or architecture. Prof. O'Meara added that part of the committee's motivation was to get senior faculty teaching freshman courses. If very specific areas of study were required, it would be harder to do that; senior faculty would resist being moved too far from their own areas of expertise.

Dean Castellino questioned why content and paradigm were placed in adversarial positions. No matter what the course, the paradigm can be taught within it. He felt that the two terms should not be separated.

Prof. Lappin then moved to the section "Science Courses" on page 16 of the report. There are two types of courses

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that can be made available to non-science majors: an overview that covers a large topic very quickly, or a more specific course that does not cover as much area. The University's goal is for students to be scientifically literate, to be able to pick up a popular scientific article and, at least, understand what is being said and what the larger issues are. The Curriculum Committee favored topic-oriented science courses that explain the scientific method and also cover significant factual content, rather than survey-oriented courses. Many departments in the College of Science, such as biology, physics and mathematics, already do this well. More topics-oriented courses need to be offered in chemistry, for non-science majors. Biology also needs to offer more courses so supply will come closer to meeting demand.

Prof. Bonello asked if any type of engineering course could meet the University's objectives. Prof. Lappin answered that it was suggested that the College of Engineering offer some sort of technology courses. However, both scientists and engineers clearly felt that technology courses should not be substituted for basic science courses.

Prof. Conlon said that, rather than a plethora of specialized classes, students would perhaps be better served by offering more basic chemistry courses, in smaller class sections. Dean Castellino said that few people in the College of Science would disagree. However, such a move would mean practically eliminating all courses for non-majors and placing everyone in a freshman-level majors course. Further, most students would want to take biology, which is not possible because of a lack of laboratory space.

At this point, Fr. Malloy asked that the Curriculum Report be continued at a later meeting so the council could move on to the next agenda item.

5. Faculty Senate resolution regarding the Vice President and Associate Provost positions. Prof. O'Meara asked Fr. McBrien to lead the discussion of this Faculty Senate resolution (See Attachment B), and he added that the resolution would only be discussed, not voted on, at this meeting.

Fr. McBrien began by saying that the resolution was not specific in the sense that it simply called for formal faculty input in the appointment and review of the two vice presidents in the provost's office without specifying how the input should be obtained. He noted that the two vice presidents in the provost's office are the only academic officers in the University, including by extension the deans, whose appointment and review do not include faculty input.

The argument against the resolution, as Fr. McBrien saw it, is that the vice presidents and associate provosts are comparable to associate deans. They serve at the pleasure of the provost and are expected to fulfill their responsibilities in the office of the provost in whatever manner the provost deems suitable. For these reasons, the provost must be free to select individuals with whom he or she can most effectively work. Fr. McBrien considered that argument invalid because the associate provosts are also vice presidents, officers of the University with accompanying power, status and voting privileges. If one argues that they must serve at the pleasure of the provost and be able to work effectively with the provost, and that therefore their appointments should not involve faculty input, they should not be made vice presidents and officers of the University. However, Fr. McBrien said, it could then be argued that, without the additional status of vice president, attracting the best people to the position of associate provost would become impossible. Then, Fr. McBrien said, make their appointments subject to formal faculty input, as for all other academic officers, deans, and the director of University Libraries.

Fr. McBrien then read a text he had prepared, for illustrative purposes, as an example of what changes might be forwarded in the Academic Articles if the resolution moved forward: *When such an appointment is to be made, that is, of one of the two Vice Presidents, the Provost so advises the faculty through the Academic Council. The Council then elects five members from the faculty and one student representative to constitute a committee chaired by the Provost. The committee receives and considers nominations, including those received from the faculty. The Provost reports the recommendations of the committee to the President, along with a personal recommendation. The appointment would be made by the Board of Trustees. The five-year review would involve a similar committee, also chaired by the Provost.*

Fr. McBrien ended by stating that a Faculty Senate resolution is being put before the council, recommending that the Academic Articles be modified so that the appointments and reviews for the both vice president and associate provost positions include formal faculty input. To vote for the resolution would move it to the Executive Committee of the council, where it would be discussed and where a text would be developed that would be brought back to the council for further discussion and a vote. To vote against the resolution would be to maintain the status quo. The Academic Articles would be left as they are, and the appointment and review of the vice presidents would be conducted without formal faculty input.

In the discussion that followed, Prof. O'Meara said that serving as an officer of the University argued for formal faculty input. Flexibility on the part of the provost ar-

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gued against it. He said that filling the positions of associate provost could be difficult and that maximum flexibility was desired. Also, he felt that the provost should be responsible for his or her actions, not the associate provost.

As a vice president and associate provost, Prof. Schmitz also favored flexibility for the provost. He said that during his eight years in the Office of the Provost, his job description had changed quite a bit, depending on personnel changes in the office and the academic climate of the University. He felt that more formality, more procedural reviews, and more committee involvement would make it harder to attract top faculty members to the position.

Prof. Swartz asked Prof. Schmitz what he thought about a periodic review of an associate provost. Prof. Schmitz replied that an associate provost could be reviewed in a similar manner and at the same time as the provost, by the same committee. The entire provost's office and all of its operations could be reviewed at once, which is not the current practice.

As a former member of the Provost's Review Committee, Prof. Delaney said that the last committee focused primarily on the provost himself. Though the operation of the provost's entire office was relevant to the review, it was not as explicit as it could have been.

While Prof. Porter recognized the need for flexibility on the part of the provost, she questioned the need for an associate provost to be a vice president; that is, an officer of the University. She asked why an associate provost could not be only an associate provost. Prof. Schmitz replied that, if that were the case, the academic units of the University would be represented among the officers by just two members, the provost and the vice president for graduate studies and research. Prof. Porter responded that, if the associate provosts are indeed representing the academic units of the University as University officers, it would seem worth a marginal loss of flexibility to have them appointed and reviewed with input from the faculty. She asked if faculty would be so unwilling to submit to a review of their peers that they would not stand for the position.

Prof. Sommese said that he thinks of the provost's office as a single unit, a team, and that it would be a bad idea to have different parts of the team selected separately. He doubted that the best people for the job would accept the position without a vice presidency being attached. And he did not support the idea of separate reviews for the provost and the associate provosts, but felt that perhaps the review of the provost could be enlarged to include the entire office.

Prof. Batill felt that the Faculty Senate was asking for formal input, not the selection of the vice presidents and associate provosts. He asked if the support of a committee for a candidate could help the provost decide how the candidate could best assist and what role he or she would play in the office? Prof. O'Meara answered that there are times when the search for a dean is helped by a committee, and there are times when it is not. He added that the pressure to follow the recommendations of a search committee can be intense.

Dr. Weigert expressed concern that the academic arm of the University would be underrepresented among the officers if some of the associate provosts were not also vice presidents. Who, she asked, elects the officers? Fr. Malloy answered that the election is by the Board of Trustees. Then, Dr. Weigert wondered if there were not other ways to have the academic units represented among the officers.

Dean Kolman said that she had been an associate provost, with no input from any kind of a committee. In her current position, she is the product of a search committee that involved the input and support of faculty, support she still values.

Prof. Conlon suggested that the entire discussion had come to the fore not because of the existing process but because an outcome of the process into which they had no input.

Prof. Roos speculated that giving the provost two additional voices among the officers of the University, voices of his or her choice, would make the current search for a provost more attractive to the best candidates. Allowing the provost that freedom would also strengthen his or her hand in terms of shaping an agenda.

Fr. Malloy spoke at length regarding his opposition to the resolution. As a former vice president and associate provost, he felt that his role in relation to the Board of Trustees was very important. As president, he thinks that having two vice presidents and associate provosts gives the academic units a certain amount of clout relative to the other entities that serve the University. Two vice presidents also strengthen the presence of the provost's office overall, and will help attract the very best candidates for the provost position. Fr. Malloy felt strongly that when a provost is chosen, he or she should have sufficient flexibility to put together a team. Fr. Malloy asked rhetorically, if any council member were to become provost, how would he or she want to be able to put together a team?

Fr. Malloy then read to the council how several peer institutions handle the appointment of those who serve the

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provost. At Stanford, everyone who reports directly to the provost is chosen at the discretion of the provost with the advice of the president and his cabinet. At Tufts, the provost has discretion over how he appoints those who report directly to him. He has hired an associate and an assistant provost from within the University. For another associate provost position, he instituted a search. At Duke, those who report directly to the provost and who do not have responsibility for major academic units are chosen by the provost with the advice of the president and her cabinet. At Vanderbilt, the provost is allowed to select those who report directly to him, with input from the chancellor and the management team. Georgetown has no set procedures for dictating whether a search must be conducted to fill a position. For those who report directly to senior officers, the choice is left with the person to whom the new hire will report. At the University of California at Berkeley, the provost decides if he wants to employ a search committee to fill the positions which report directly to him.

Prof. Porter asked if, in the examples Fr. Malloy had read, the associate provosts also carried the title of vice presidents. Fr. Malloy said that some do and some do not. The main distinction seemed to be whether the person had an assigned area of academic responsibility, such as vice president for graduate education, or whether the person served at the provost's discretion.

Prof. Hatch said that, having just undergone a review, he feels that it is imperative that the person being reviewed have a job description to which he or she can be held accountable. A vice president and associate provost would lack such a description, since assignments in the provost's office change regularly.

Fr. McBrien ended the discussion by saying that, as maker of the motion, he would challenge the council at the next meeting as to what good reasons it could put forward for not allowing the faculty to have formal input in the selection of the vice presidents and associate provosts.

The meeting was adjourned at 5:20 p.m.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

Attachment A

Amendments to the Academic Articles pertaining to the title of "Fellow"

The following amendments to the Academic Articles will accomplish two things: (a) provide a more appropriate designation for faculty appointed either to departments or institutes as research faculty; (b) clarify the character of appointments, particularly of regular faculty, to University Institutes.

Because the Academic Articles will now distinguish between appointments as Research Faculty and appointments as Fellow of an Institute, certain technical amendments are required in the constitutions of the three University Institutes which the Academic Council approved in the 1993-94 academic year. Parts III A, B, and C specify those amendments. By approving the amendments to the Academic Articles, the Academic Council will automatically approve the consequent amendments to the constitutions of the Institutes.

Part I.

Amendments changing the Designation of Faculty Fellows to Research Faculty

Three subsections of the Academic Articles require amendment:

A. Article III, Section 1, Subsection (b) *Special Research Faculty*

Members of the [~~Special~~] Research Faculty have the ranks of ~~Faculty Fellow~~ [Research Professor], ~~Associate Faculty Fellow~~ [Research Associate Professor], ~~Assistant Faculty Fellow~~ [Research Assistant Professor] and ~~Staff Faculty Fellow~~ [Research Specialist]. A member of the [~~Special~~] Research Faculty is a member of the faculty of the specific research organization to which the Fellow is appointed [an appointment is made] as well as of the department which approves such an appointment. The approving department is indicated by title, e.g., ~~Staff Faculty Fellow~~ [Research Specialist] in Sociology, ~~Associate Faculty Fellow~~ [Research Associate Professor] in Electrical Engineering, ~~Faculty Fellow~~ [Research Professor] in Microbiology.

B. Article III, Section 3 Subsection (b) *Special Research Faculty*

The requirements for the rank of ~~Staff Faculty Fellow~~ [Research Specialist] are the same as those for an ~~Assistant Faculty Fellow~~ [Research Assistant Professor], except that the ~~Staff Faculty Fellow~~ [Research Specialist] may not yet possess the doctor's degree or its equivalent in certain

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fields. The appointment is ordinarily for a one-year period, with renewal from year to year by mutual agreement. If the University chooses to terminate the services of a ~~Staff Faculty Fellow~~ [Research Specialist] at the end of a contract period, the University will give three months' notice of such termination. If the appointee elects to terminate services, the University should be given three months' notice of such termination.

The ~~Assistant Faculty Fellow~~ [Research Assistant Professor] should ordinarily possess the doctor's degree or its equivalent or, in certain fields, the appropriate professional degree or license. The ~~Assistant Faculty Fellow~~ [Research Assistant Professor] should have demonstrated research ability, promise as a scholar, interest in students and a genuine spirit of study necessary to assure growth in knowledge and maturity. The initial appointment is ordinarily for a one-year period. The appointment may be renewed on mutually agreeable terms, and salary is reviewed each year. If the University chooses to terminate the services of the ~~Assistant Faculty Fellow~~ [Research Assistant Professor] at the end of a contract period, the University will give six months' notice of such termination. If the ~~Assistant Faculty Fellow~~ [Research Assistant Professor] elects to terminate services, the University should be given three months' notice of such termination.

The ~~Associate Faculty Fellow~~ [Research Associate Professor] should possess the doctor's degree or its equivalent or, in certain fields, the appropriate professional degree or license. The ~~Associate Faculty Fellow~~ [Research Associate Professor] should have demonstrated outstanding research ability, growth in knowledge and maturity, salutary influence upon younger colleagues and students, and standing among colleagues. Principles regarding review of salary and notice periods are the same for this rank as for ~~Assistant Faculty Fellow~~ [Research Assistant Professor].

The ~~Faculty Fellow~~ [Research Professor] should possess the qualifications required for appointment as an ~~Associate Faculty Fellow~~ [Research Associate Professor] and beyond these should have gained widespread recognition for contributions to a field of knowledge. Principles regarding review of salary and notice periods are the same for this rank as for ~~Assistant Faculty Fellow~~ [Research Assistant Professor].

C. Article III, Section 4 *Subsection (b) Special Research Faculty*
Appointments and reappointments to, and promotions in, the ~~Special Research Faculty~~ are made . . .

Part II.

Amendments Introducing the Category of Fellows of Institutes

Two subsections require amendment:

A. Article III, Section 1, [*Subsection (g) Fellows of Institutes* Fellows of University Institutes are members of the regular or non-regular faculty with a special relationship to University Institutes. Their rights and responsibilities are defined by the constitutions of those institutes.]

B. Article III, Section 4, [*Subsection (e) Other Appointments* Appointment to a nonregular faculty category is made by the Provost upon the recommendation of a Chairperson of a Department, the Director of a University Institute, or a Dean. Appointments as Fellows are made by the Provost on the recommendation of a director of a University Institute, in accordance with the constitution of the Institute.]

Part III.

III.A. Helen Kellogg Institute for International Studies Constitution

(Reference: Notre Dame Report 14, March 31, 1994, pp. 325-25)

IV. Faculty Fellows [of the Institute]

A. ~~Faculty~~ Fellows of the Institute are members of the University's [Teaching and Research, Special Professional, or] ~~Special Research Faculty~~ (as described in Academic Article III, Section 1, Subsection[s a and] b and Section 3, Subsection[s a and] b) whose academic work is deemed directly relevant to the activities and priorities of the Institute. Upon the recommendation of the Academic Director, in consultation with the Faculty Committee of the Institute, ~~Faculty~~ Fellows are appointed in accordance with the provisions of Academic Article III, Section 4, subsection [e] b. ~~Faculty~~ Fellows are appointed for a term of five years, renewable. Faculty members who feel their work is directly relevant to the activities and priorities of the Institute will be eligible for an invitation to become ~~Faculty~~ Fellows of the Institute.

B. Residential Fellows from outside the regular Faculty of the University have temporary appointments as Visiting ~~Faculty~~ Fellows in the Institute, typically not exceeding one academic year. Their appointments are intended to advance the mission of the Institute through their initiation of and participation in projects and programs of the Institute, or through independent research deemed significant to the mission of the Institute. Residential Fellows may be identified through open competition or by

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invitation and are appointed in accordance with applicable procedures in the Academic Articles for Visiting Faculty Fellows upon recommendation of the Directors of the Institute.

C. A meeting of the Faculty Fellows of the Institute will be convoked by the Executive Director and/or the Academic Director at the beginning of each academic semester to discuss the HKI's current activities and future plans.

III.B. Constitution of the Joan B. Kroc Institute for International Peace Studies Constitution

(Reference: Notre Dame Report 14, March 1996, pp. 325-26)

V. The Faculty Fellows [of the Institute]

A. Faculty Fellows of the Kroc Institute are members of the University's [Teaching and Research, Special Professional, or] Special Research Faculty whose teaching and research work relates directly to the substantive activities and priorities of the Institute as specified in Section 1.A. Fellows are appointed upon the recommendation of the Director in accordance with the procedures in Academic Article III, Section 4, Subsection [e] b. Nominations of faculty as candidates for Faculty Fellow status will be made to the Executive Committee of the Institute. The Executive Committee will serve in an advisory capacity to the Regan Director in recommending Fellows to the Provost.

B. Faculty Fellows are appointed for three-year terms, renewable. Normally no more than one-third of the Fellows will be new appointees.

C. The primary work of the Fellows is their teaching and research. Fellows are also expected to serve on Institute Committees (as specified in III. and IV.) as requested by the Regan Director.

D. Faculty Fellows meet at least twice each semester as a committee of the whole. Therein they consider matters of curricular policy which emanate from the work of the Undergraduate and Graduate Advisory Committees, the Graduate Admissions Committee and the Executive Committee. Half of the Fellows constitutes a quorum for such business and a majority vote is necessary to pass on matters brought before the Fellows.

E. The Faculty Fellows meeting also serves as a forum for discussions about the goals and directions of the Institute and in order to hear and approve reports of Research, Publications and ad-hoc Committees. The Fellows meeting institutes an advisory group to the Regan Director of the Institute in discussing and approving the reports of these Committees.

VI. Visiting Fellows

A. The Institute sponsors a program for Visiting Faculty Fellows which brings to the Institute distinguished scholars and leaders in peace studies, public affairs, the religious, and education and scientific community. Visiting Fellows are invited to the Institute based on a competitive application process administered by the Regan Director in consultation with the Executive and Research Committees of the Institute.

B. Visiting Faculty Fellows shall be appointed upon the recommendation of the Regan Director for specified terms in accordance with guidelines and procedures in the University's Academic Articles.

III.C. Constitution of the Medieval Institute

(Reference: Notre Dame Report 10, February 4, 1994, pp. 244-46)

B. Members of the Institute

~~1. Members consist of faculty members whose teaching and research activities pertain to the work of the Institute.~~

~~2. Members have full access to the Institute's library and microfilm holdings, can participate fully in its programs, may serve on its committees, and are eligible to elect the Institute's Advisory Board from among the Fellows.~~

~~3. Members shall be assembled at least once each year to discuss the Institute's activities and plans.~~

~~4. Members are appointed by the dean of the College of Arts and Letters on recommendation of the director and the Advisory Board.~~

[B] C. Fellows of the Institute

1. Fellows consist of tenured faculty of the University who are members of the Institute, whose teaching and research activities pertain to the work of the Institute. Their status is equivalent to that of the Full Faculty Fellow (*Faculty Handbook*, III.3.b). [Fellows have full access to the Institute's library and microfilm holdings, may participate fully in its programs, may serve on its committees, and are eligible to elect the Institute's Advisory Board.]

2. Fellows are nominated by the Institute's [Advisory Board] existing Body of Fellows and appointed for five-year terms by the [provost] president, on the recommendation of the provost, the College dean, the director of the Institute, and the chairperson of the [Fellow's] department in which he or she is tenured.

3. The specific provisions of a Fellow's appointment to ~~this special research faculty category~~ are to be determined by the director, the chairperson of the faculty member's home department, and the dean, and are to be stipulated by the provost.

4. The Fellows are to gather at least once ~~each semester~~ [a year] to discuss future planning and present programs within the Institute. Only Fellows [who hold tenure as members of the Teaching and Research Faculty] are eligible for election to the Advisory Board, and for appointment to search or review committees.

III. Amendments

Amendments to this Constitution may be proposed to the Fellows by any [Fellow] ~~member~~ of the Institute. An amendment becomes effective with the approval of a two-thirds vote of the Fellows and the approval of the Academic Council.

Attachment B

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

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

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

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

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

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

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

Academic Council Minutes March 6, 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, Anthony Michel, Robert C. Miller, Richard McBrien, Stacey Kielbasa, Frank Bonello, Cornelius Delaney, Michael Francis, Gary Gutting, Jean Porter, John Roos, Mario Borelli, William Shephard, Andrew Sommese, Stephen Batill, Carolyn Callahan, Edward Conlon, Fernand Dutille, Dennis Doordan, Lorry Zeugner, Regina Coll, C.S.J., Kathleen Maas Weigert, Margaret Egan, Matthew Gasaway and Kathleen Medeiros

Observers in Attendance: Andrea Midgett and Dennis Moore

Guests: Graham Lappin (member of the University Curriculum Committee)

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

1. **Minutes approved.** The minutes of the January 23 meeting were approved without amendment.

2. **Faculty Senate Resolution regarding Vice President and Associate Provost positions.** Prof. O'Meara reported that the Faculty Senate resolution, which was presented at the February 16 meeting of the Academic Council, had been further discussed by the Executive Committee. The resolution called for modification of the Academic Articles to ensure that appointments and reviews for both vice president and associate provost positions would include formal faculty input. While some members of the Executive Committee supported the resolution, others did not. After much deliberation, the following proposal was agreed upon and is now brought to the council with Executive Committee support: The provost would consult with PAC (Provost's Advisory Committee) when appointments are to be made to either of the vice president and associate provost positions. The sentiments of both the PAC and the provost would then be relayed to the president and to the trustees. (The appointment is officially made by the trustees.) Prof. O'Meara said that if this arrangement were approved by the council, the Executive Committee would return at the next meeting with appropriate changes for the articles. The committee also agreed that a review of the vice presidents and associate provosts would be included as part of the review of the provost. Fr. Malloy called the council to vote on the proposal as described by Prof. O'Meara. It was approved.

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3. Continuation of the discussion of the report of the University Curriculum Committee. Fr. Malloy reminded the council that once this report has been presented in its entirety, it would be turned over to the Undergraduate Studies Committee for deliberation in light of the council's many discussions surrounding the recommendations. Only then would the recommendations be brought before the council for a vote.

Continuing from the endpoint of earlier council discussions, Dean Kolman referred to the section "Mathematics Courses" on page 16 of the report. She said that the Curriculum Committee supported the current University requirement that all students take two mathematics courses. However, the committee felt that the lower-level courses, such as the 104 course on finite mathematics and the 105-106 calculus sequence, needed attention. It was recommended that those courses be redesigned and that additional courses be offered, especially for arts and letters students. The committee recognized the fact that some programs, by their nature, require mathematics and would have a mathematics requirement regardless of what the University curriculum specified. But the committee felt that the Department of Mathematics should consider establishing new courses for arts and letters students, in conjunction with the faculty and various departments whose students would take the courses.

Mr. Miller asked if the recommendation called for additional mathematics courses or substitutes for current ones. Dean Kolman answered that the recommendation was for additional courses.

Prof. Bonello asked if the committee discussed raising the level of difficulty of the lower courses so they would be the equivalent of the 105-106 sequence. Prof. O'Meara replied that the kind of mathematics done in 104, probability theory, is important for business and social science students. The 105-106 sequence would not be appropriate for many students. Prof. Bonello responded that probability courses such as 104 are replicated in courses offered in the College of Business Administration, and that social science majors are required to take other statistics courses that include probability.

Prof. Sommese said that 104 is a solid course that does more than cover just basic probability. He also said that it would not be true that students who do well in 104 find 105 to be more difficult. Rather, the reverse is often true. Prof. Borelli agreed that 104 is often more difficult than 105. In reality, 105-106 is easier for arts and letters students. He said that he considers 104 as an opportunity to teach students how to think mathematically. And he suggested that probability could be dropped from 104 if it was covered elsewhere for arts and letters students.

Dean Castellino felt that it would be a mistake to drop 104 since it helps some programs. However, individual departments need not adopt 104 for their majors, but should feel free to build onto the University's requirements or to establish their own.

Prof. Batill asked if the committee had considered uncoupling the core of the mathematics requirements from the Department of Mathematics. Could students satisfy mathematics requirements by taking courses taught by other departments? Dean Kolman answered that the committee did not address this issue specifically. The committee's recommendation is that the Department of Mathematics increase its offerings of lower-level courses. The committee did not recommend that 104 be discontinued. Rather, the committee urges the department to look carefully at what it is doing toward meeting the needs.

Prof. Delaney added that there was some discussion of elevating the level of the mathematics requirement to a serious sequence of calculus or something similar, but a majority of committee members did not favor such a change.

Dr. Weigert was enthusiastic with the committee's recommendation, based on the student complaints she has heard regarding mathematics. She supported the idea of different faculty participating in the designing of new courses. She asked if there was a mechanism to ensure that newly designed courses really meet the needs of students in the social sciences, business, and the humanities. Prof. Sommese replied that a group in the Department of Mathematics is continually working to design courses that meet the needs of other departments and disciplines. Prof. O'Meara agreed that mathematics has for many years worked to meet the needs of other departments. He said that a mechanism such as the one Dr. Weigert asked about exists; the recommendation calls for the mechanism to be supervised by the provost. He also said that he was impressed with the desire and energy of the department to push new concepts and methods of instruction.

Moving to the section "Technology" on page 17 of the report, Dean Kolman said that the College of Engineering had proposed that a technology course be added as a University requirement. The committee saw merit in the proposal, but was reluctant to add a requirement. Also, as the discussion unfolded, there was not a consensus about what such a course should cover, even among the engineering faculty on the committee. Several faculty designed a course proposal, but the committee felt that several such courses would have to be piloted to gauge the response of non-technical students. It could later be discussed whether such courses would be added as a University requirement or whether they could be used to satisfy an existing requirement. It seems possible that technology courses could eventually parallel some courses in the

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business college in the sense that they are not required, but many students want to take them.

Prof. Delaney said that some members of the committee favored splitting the science requirement into two separate requirements, one science and one technology, with the understanding that there is a difference between the two. However, it seemed premature to make such a change, especially since it was unclear what kinds of technology courses would be offered and how they would be designed. Prof. Shephard asked what kinds of course possibilities were discussed. Dean Michel answered that the courses would be designed to make students technologically literate. Prof. Batill remarked that subtle, important distinctions exist between engineering and technology, and urged caution in using the word "technology," which can mean different things to different people. He also said that technology courses that would fulfill a science or mathematics requirement could be taught out of the College of Engineering.

Prof. Doordan felt strongly that technology is an important subject for all educated people, not just engineers, and that a course on issues in technology should be offered to all students. He said that models for developing such a course currently exist in the University. For example, an introduction to environmental thinking that combines a grounding in a basic science with serious, extended discussions of the ethical issues is currently being designed by an interdisciplinary group of faculty. He cautioned against designing a technology course that would duplicate, rather than build on, efforts in programs such as Science, Technology and Values.

Fr. Malloy asked if recommendation 9, on page 18 of the report, was drawn with the presumption that the School of Architecture was still related formally to the College of Engineering. Prof. O'Meara said that no distinction was intended; the recommendation could apply to both the school and the college.

Dean Castellino said that he favors a technology requirement, but not at the expense of a science requirement, especially since arts and letters students have only two opportunities for exposure to the way scientists look at and think about the world. He wondered if a course in technology could be offered for freshmen. For example, an environmental course could be taught jointly by a civil or chemical engineer and a biologist. Prof. Borelli asked if Dean Castellino meant that a technology course could be offered within the context of some existing course. Dean Castellino answered yes, especially since more topical courses are needed at the freshman level. Prof. Borelli proposed creating a course, calling it Technology, requiring it of everyone, but leaving the subject matter fluid enough that it could combine mathematics

and biology, or whatever seemed appropriate. Dean Castellino said that to combine an aquatic ecologist with a civil engineer to teach a freshman-level course could lead to a very attractive course for business and arts and letters students.

Dean Kolman said that the committee had in mind a course that would demonstrate that while something might be scientifically possible, through engineering or technology it might not ultimately work because of environmental consequences, costs, unintended consequences, etc.

Dean Keane said that technology was mentioned in recent talks with an accreditation committee for the College of Business Administration. He asked if the proposed courses would be generic, or would there be an opportunity to put a particular cast to them and perhaps tie them to business concerns. Dean Kolman replied that while the committee wanted to allow a lot of leeway for the College of Engineering to develop technology courses, the members felt that several courses could ultimately be designed in conjunction with other colleges in the University.

Dean Kolman directed attention next to the section "Cultural Diversity" on page 18 of the report. The committee concluded that students need more opportunities to explore other world views and more courses that present a variety of cultural perspectives. Where appropriate, departments were strongly encouraged to offer more diverse perspectives by redesigning old courses, developing new courses, and hiring faculty who add diversity demographically and academically. It was also recommended that resources be made available to those departments that demonstrate a commitment to cultural diversity.

Fr. Scully said the committee should keep in mind the possible need for an expansion of language preparation in Chinese and Portuguese, and other areas where the International Studies Program might be expanding.

Mr. Miller commented on the ambiguity about the concept of cultural diversity. He said that when many people talk about cultural diversity, they are not talking about learning Chinese or studying 17th-century African history. Instead, they are talking about something much more immediate. Dean Kolman said that the committee spent a fair amount of time discussing the term "cultural diversity" and its meaning. Ultimately, they borrowed some of their language from a statement of the University Committee on Cultural Diversity. She said the committee was not comfortable with counting traditional foreign language courses, such as French and Spanish, as those which promote cultural diversity.

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Prof. Batill was also uncertain about what the committee was recommending, and about what it expected as a result of its recommendation. Dean Kolman answered that enhancing cultural diversity would primarily be a matter for the provost and deans to address; they must decide what it means for their colleges and faculty.

Fr. Scully asked Mr. Miller what he meant by "more immediate" cultural concerns. Mr. Miller replied that he meant gaining an understanding of the diverse society in which Americans currently live. Courses that approach diversity from this perspective would study such things as the ethnic composition of American society, ethnic issues and the urban culture of America — that is, a broad spectrum of issues and concerns that students may immediately encounter in the work world. Instead of learning Chinese, students might take classes in Black English, Urban English, Appalachian English or Regional Dialects.

Prof. Borelli said that two courses currently offered, *Spanish for Near Natives* and *The Hispanic Encounter*, would seem to address cultural diversity of the "more immediate" type. Fr. Scully said that he does not find ambiguity in this regard as sharply as Mr. Miller described.

Prof. Bonello asked what evidence led to the conclusion that the University does not do enough in the way of cultural diversity with its course offerings. Dean Kolman answered that the committee reviewed the curriculum, which led to much discussion about what does and does not promote diversity. For example, Notre Dame offers a large selection of history courses, but few are outside of American or European history. The committee ultimately agreed that more diverse courses and perspectives would strengthen the overall curriculum.

Ms. Kielbasa said that freshmen and sophomores meeting their history requirement have little to choose from that is not American or Anglo-European in origin. A few more diverse classes exist, but they are for history majors and are generally unavailable to underclassmen. Ms. Medeiros said that she is taking a course in race relations for her major that could have been filled twice by the number of students turned away. She said students feel that there are not enough courses available on such issues.

Prof. Porter said that, for her own purposes, she recently counted only two or three courses that deal with African-American issues. She found nothing along these lines in the offerings in literature, ethics or other related areas of study. She also found nothing in the offerings in theology or philosophy that address contemporary American multiculturalism. She said that if there are many such courses out there, they are hard to find. She considered the lack of more diverse courses to be notable for a university the size of Notre Dame.

Prof. O'Meara said that the committee had discussed whether African-Americans should teach African-American history. The issue was not resolved, and that, owing to the temperament of committee discussions, the resulting recommendation was worded quite mildly.

Fr. Malloy said that when he was teaching regularly in the Department of Theology, he taught a course on Social Ethics in America, which studied, in part, the origins of many transformation movements, such as abolition. Many students from minority backgrounds took the course and wrote papers that related to their own ethnic, racial or cultural experience. Since he has been teaching in the Freshman Seminar, he has deliberately worked to use an international and multicultural perspective in the materials he chooses for the class. He has found the teaching of both courses to be gratifying, and both have drawn students from a very diverse mix of backgrounds. He said that one of the dilemmas the University faces is that departments are so specialized that unless someone is hired specifically for a particular task, such as teaching about cultural diversity, it might not be taught. On the other hand, diverse perspectives can be presented in less pressure-filled courses, such as the Freshman Seminar, where material can be selected that reflects the diversity of America and an awareness of the international community.

Prof. Batill said that a fair number of students in colleges such as engineering have little exposure outside of their college, and that the courses being proposed would be almost inaccessible to them. He asked if the Curriculum Committee purposely focused on required curriculum for all students, and if it would be correct to assume that there are very few courses available that address issues of cultural diversity outside of those a major can take. Dean Kolman said that would be a fair statement.

Prof. Gutting asked what percentage of Freshman Seminar courses would be considered culturally diverse. Fr. Malloy said that the number would be small, especially since many of the courses are taught by graduate students whose selected materials reflect their own areas of study. A list describing the contents of the Freshman Seminar courses and the Composition and Literature courses is published in a bulletin every year. Prof. Gutting wondered if the committee had been specific enough in their survey of what the University does or does not offer in the area of cultural diversity. Prof. O'Meara said that the committee had performed a detailed analysis which indicated that the University has not done well in this area. Prof. Gutting asked if the council could view the data on which the analysis was made. Prof. O'Meara answered that information would be something for the Undergraduate Studies Committee to review. He said that the analysis also considered gender-related questions.

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Prof. Doordan said that counting courses might not be the best way to survey cultural diversity offerings. For example, the art department offers a course on Art History Since 1945 which, though it would seem to fall into the traditional rubric of art history, considers issues involving image and arguments about the periphery versus the center of American culture. He suggested that colleges be asked to describe how they are addressing cultural diversity in their course offerings. He said that a number of studio courses in the School of Architecture address issues of diversity, but they would never be identified as such in a general survey.

Dean Keane asked if the problem of promoting cultural diversity could be separated from the composition of the faculty itself. Dean Kolman responded that the committee was charged with reporting on the curriculum. However, curricular diversity could be addressed more quickly if the faculty were more diverse.

Dean Kolman then moved the discussion to the section "Academic Advising" on page 19 of the report. She said that several committee members felt that academic advising is intrinsic to how the curriculum works itself out. In particular, the committee felt that academic advising could help maximize interaction between faculty and students. Such advising would be more than simply letting students know what the curriculum requires; it would be a means of encouraging students to become active, involved learners. Students are currently advised in many different ways at Notre Dame: by professional advisors, whose primary job is to advise students; by the mailing out of PIN numbers; by departments who assign every faculty member a certain number of advisees; by departments with a designated faculty member who advises all department majors, etc.

Dean Kolman said that the University has never looked at advising and asked, "How are the needs of our students being met?" and "How do our students feel about the advising they receive?" The committee felt that such questions should be asked and thus recommended that the provost's office perform a study of academic advising, possibly surveying a cross section of students and noting their satisfaction, or lack thereof, with current advising methods. This would be a first step in discerning if all advising methods are good, if some methods are better than others, and if some different advising combinations should be tried. Once compiled, this information would be shared with the departments who use the various advising methods and with the Undergraduate Studies Committee of the council. The Curriculum Committee disapproved of advising methods that move students away from interacting with faculty, such as the use of PIN numbers that students receive in the mail, and the use of departmental secretaries for distributing PIN numbers and/or actually advising students.

Ms. Kielbasa expressed strong feelings about academic advising. She said that while it is not difficult for students to get appointments with their advisors, the value of the experience differs from department to department. She is in a department that mails out PINs; her personal experience has been that advisors vary from poor to great. Talking with classmates has indicated to her that students often get the best advice from faculty members they have had some type of contact with. Ms. Kielbasa said that there must a way to bring what's happening sporadically to all students, so all can benefit from good advising relationships. She hoped that a survey would lead to the designing of a model that would fit the needs of individual departments, would be convenient for them and in line with their resources, and that would also benefit both male and female students, who may look for different things when being advised.

Ms. Medeiros agreed with Ms. Kielbasa by saying that academic advising is one of her major concerns. She said that she has personally had very good advising experiences since she was a freshman, and has always found professors more than willing to give her their time. However, it has happened at her initiative: She sets up appointments with her dean and professors, something most students simply will not do. She liked the idea of assigning each faculty member a certain number of students for advising.

Prof. Callahan said that she shares the students' concerns about advising. She agreed that students who take the initiative can in all likelihood find a faculty member and get the help he or she needs. However, she worries about students who need help more regularly and who do not take the initiative to get it. Though the College of Business Administration advises its students once they are identified, she was surprised at the lack of interaction between faculty and students at Notre Dame. She mentioned working at other institutions where she might have 15 students who were hers to advise until they graduated, a method of advising that gave students a face and a name to go to for all kinds of problems, not just academic ones.

Prof. Lappin recalled that once this issue came up in the committee, the student members basically took over. He said that faculty committee members felt that there should be more emphasis on talking to students rather than checking course requirements and other details that could be handled by the Registrar's office.

Prof. Hatch asked about arts and letters students, who, because they do not have to declare their major in their sophomore year, more or less float through the college for a long while. Dean Kolman said that arts and letters advising was not discussed specifically.

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Fr. Malloy remembered that arts and letters students were also of concern in this regard in the previous curriculum study some years ago. Following a highly-structured freshman year, arts and letters students are left pretty much on their own until they focus on a particular area of study. These students have a particularly wide range of fields to consider before declaring a major.

Prof. O'Hara said that she has heard students address academic advising more than any other issue. Though she agreed with the Curriculum Committee that academic advising needs to be discussed in the context of the curriculum, she feared that it would receive only minimal attention. She wondered if the Student Government could conduct a study of student satisfaction with academic advising. She also mentioned a related area of concern — the targeting, encouraging and informing of students about postgraduate fellowship opportunities. While self-motivated students will find relationships with faculty that foster interest in fellowships and the like, she wondered how many other students are being missed.

Fr. Malloy said that Prof. James McAdams, of the government department, recently stressed to freshmen that they need to prepare themselves for competitions at the end of their undergraduate work. Prof. McAdams also made some suggestions as to how students might be cultivated in this regard over a period of time. Fr. Malloy said that this is an area in which the administration plans to take some initiative.

Dean Attridge felt that the University can certainly do a better job of academic advising. He also said that College of Arts and Letters reorganized its advising approach about four years ago, with the result that the college is doing a better job. At least students know of a designated faculty member to whom they can turn. He noted that in the most recent survey, graduating students rated the University high on overall satisfaction except in a few areas such as financial aid and academic advising.

Prof. Borelli felt that clarity is lacking in the term "academic advising." Is it the clerical task of checking hours and required courses, or is it fostering one-on-one relationships that prepare students for fellowships?

Mr. Zeugner said that advising need not be the domain of the teaching-and-research faculty, but could include members of the library faculty and special professional faculty, particularly for advising underclassmen. He recalled that at another institution he advised students for the College of Arts and Architecture.

Prof. Shephard commented that the term "advising" was being used in two different ways, for clerical work and for mentoring students. He wondered if the two functions

could be separated into two entirely different processes, with different people performing them.

Prof. Batill asked what happens when a sophomore in arts and letters does not declare a major. Dean Attridge answered that those students are seen regularly by the assistant deans in the Office of Undergraduate Studies. Prof. Batill asked if this were also true for students who spend a year abroad. Dean Attridge said that it is difficult to advise students who go abroad. Fortunately, they usually already have a fairly focused major and get advice from their major department. Prof. Batill then said that the issue of advising seemed so important that it should perhaps be separated from the Curriculum Committee report and studied on its own. He felt that the council should perhaps take a more active role on the issue rather than dealing with it as a small item in a much larger report.

Fr. Malloy said that financial and personnel resources are related to academic advising. Universities around the country have expanded college and departmental staffs for advising purposes, to keep from placing more demands on the shoulders of regular faculty. However, the current emphasis on downsizing means that many universities who hired extra people for those purposes are now letting them go. Fr. Malloy said that the Undergraduate Studies Committee should keep all of this in mind when discussing academic advising. Would they add more work to faculty who already do a lot, or would they hire another category of personnel for advising? Is there another alternative?

Prof. Batill said that he thought the goal was to increase faculty-student interaction, which would not be reached by having administrators advise students. He asked what it would take to involve faculty in advising.

Prof. Delaney said that his experience has been that while there is not much faculty-student interaction at Notre Dame, it seems to be more than most students want. He and his colleagues are always surprised that few students approach them to talk, though each professor usually announces that his or her door is always open and that he or she is always available. Prof. Delaney concluded that the problem is not one of faculty availability, but is a cultural problem. He wondered what prevents students from accepting explicit invitations to talk.

Ms. Medeiros said that students follow their peers. If they do not see many classmates meeting with their professors, they probably will not do so either. Also, many students have never had to take the initiative before and are not comfortable with doing so. Once they make the effort and spend time talking with a faculty member, they usually find it to be rewarding. For all these reasons, Ms. Medeiros thought that a formal mentor program would be a tremendous help.

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Prof. Delaney doubted that a formal structure would help. He said that students receive the most benefit when they talk with faculty of their choice, not faculty to whom they have been assigned.

Ms. Kielbasa said that the Curriculum Committee really wanted another group to study the issue of academic advising in depth. She felt that a formal mentor program might help some students who would otherwise slip through the cracks. She also said that the intellectual climate on campus needs to be addressed, along with the fact that students and faculty have few opportunities to interact outside of the classroom, be it at a bookstore or common eating facility.

Fr. Beauchamp noted that the physical structure of the campus discourages informal interaction between students and faculty, especially since the faculty are primarily housed in buildings away from student classrooms. To compensate for a lack of informal meeting times, appointments between students and faculty practically have to be scheduled.

Next, Dean Kolman moved on to the section "Assessment" on page 20 of the report. She said that basically a separate subcommittee was organized and given the task of formulating an institutional assessment plan. The subcommittee will report back to the Curriculum Committee when it has finished the task. Prof. O'Meara commented that the subcommittee must move ahead; their report must be in by August for accreditation purposes. Prof. Lappin, a member of the subcommittee, said that the subcommittee is currently in the process of involving faculty in the discussions. The faculty were surveyed last fall about what assessment should be at Notre Dame. The subcommittee now plans to talk to faculty about what they learned from the surveys.

Fr. Malloy asked if assessment seems to be desirable to faculty. Prof. Lappin could not answer generally, but expressed his personal opinion that assessment was important. He noted that some means of assessing outcomes would have been helpful to the Curriculum Committee in many deliberations about whether this or that approach would be better. More statistical information and assessment of outcomes from Notre Dame and other institutions would have reassured and guided the committee as it discussed what to change and what to expect from change, both positively and negatively.

Prof. O'Meara asked if Prof. Lappin meant that the University does not have a mechanism for determining the outcome of its educational system. Prof. Lappin answered that indeed in some cases precise measures do not exist. For example, how can the Curriculum Committee know that having Freshmen Seminar taught by regular

faculty will lead to increased student-faculty interaction? Anecdotal evidence suggests that it will work, but will that be true for Notre Dame? The subcommittee on assessment is looking at ways of cataloging what the University does, and is figuring out how to use the information that is available to target areas where the University would like to see improvement. Prof. O'Meara asked if the subcommittee had therefore concluded that the concept of assessment is important, though the University might not yet know how to do it. Prof. Lappin answered yes. Prof. O'Meara said that such sentiments would appear to be more than just a response to accrediting agencies. Prof. Lappin agreed.

Fr. Malloy said that he meets people at national meetings for whom assessment is everything, largely in response to the business community and others who feel that students spend years in undergraduate education without really learning anything. On the other hand, those schools who think they do a good or outstanding job of educating their students see little need for assessment; their graduates leave and are either highly regarded by employers or go on to graduate and professional schools. Prof. Lappin commented that charting where students go after graduation, what their income is, etc. would not be the principal value of assessment. Rather, assessment should help Notre Dame improve its educational process.

Prof. Shephard felt that the term "assessing the outcome" needed to be defined — by the accrediting group he presumed. Prof. Dutile said that his concern is not about the importance of assessment, but that assessment might drive the educational process. For example, if one took the number of students who pass the bar exam as the best way to assess the Law School, passing the bar would eventually drive the school.

Turning attention to the final section of the report "Continuing Oversight," Dean Kolman said that the committee hoped that the report would not just get filed away, but would be acted on. The committee therefore ended the report with two recommendations. The first, recommendation 12, has two key concepts: To the extent that the recommendations are approved by the council, the provost and the deans will see that they are carried out; and the Undergraduate Studies Committee of the council will review the curriculum annually in light of the recommendations, and will see if the curriculum is meeting their expectations. Recommendation 13, which concluded the report, called for the PAC to analyze the resources necessary for each particular recommendation and to relate the recommendations to other budget and Colloquy priorities.

Mr. Miller asked how PAC could consider the finance aspects of the recommendations before the Undergraduate Studies Committee has completed its review of the report.

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and its recommendations in total. Prof. O'Meara responded that the Undergraduate Studies Committee needed to get into action quickly now that the report had been delivered. He said that the recommendations are clear and can basically be agreed with and accepted or not. Once the recommendations are prioritized, PAC will analyze the necessary resources.

Fr. McBrien asked about fundamental, macro-questions that the report posed on page 2 and elsewhere and that were not answered. As an example, he cited the question of whether the core curriculum remains the best way to structure the educational experience of Notre Dame undergraduates. He asked why certain such questions were not explicitly addressed. Further, he asked why the Undergraduate Studies Committee was being asked to review the courses and structures of the University to see if they are fulfilling its educational goals (recommendation 12) — a task that the Curriculum Committee was mandated to do.

Prof. O'Meara answered that the main point of recommendation 12 is that a curriculum study should not be conducted only every 10 years, as in the past, but that reviewing the curriculum should be an ongoing exercise. The recommendation does not imply that the Curriculum Committee has not done its work or that the Undergraduate Studies Committee should take over in its stead. Also, it was the strong sentiment of the committee that the University needs to maintain a core curriculum. The committee discussed and summarized the discussions of several proposals that would have moved the University away from a traditional core curriculum. However, it remained an articulated, underlying assumption that a core curriculum was desirable.

Prof. Delaney said that no one on the committee argued to dismantle the concept of a core curriculum. There were broad-ranging discussions as to what the core should look like, some of them very different from the University's traditional core. Dean Kolman added that many macro-questions were discussed. While not every single question was addressed, such questions formed the background of the committee's discussions.

Prof. Gutting asked if the fact that there were few recommendations for change reflected a high level of satisfaction with the curriculum or if it reflected an inability to agree on an alternative. Prof. Lappin said that the committee was reasonably satisfied with the way education is handled at Notre Dame and with the curriculum. However, the committee felt that the University should and could improve in certain areas. Prof. Gutting then asked if the committee was enthusiastic about the status quo. Prof. Lappin answered that the committee considered other models, such as eliminating the core curriculum

and having a free approach to education, and, on the other side of the spectrum, having a more structured curriculum than what currently exists. The committee ultimately felt that the model that worked best for the University involved a considerable core curriculum. The committee then moved to discussing what should constitute that core. Most committee members were satisfied with the final recommendations.

Prof. Delaney added that there was a brief, enthusiastic consensus about reducing the core until committee members started specifying ways that it could be cut. Everyone had a different idea of how to reduce the core, usually by cutting a colleague's courses. Once it was all out in the open, the enthusiasm for deep cuts diminished. Prof. O'Meara added that the committee was a core-oriented group with no apologies. He said there were no attempts to change anything dramatically.

Dean Kolman concluded the discussion by saying that in the end, few changes were recommended to the matrix of core courses. However, the committee noted some problems with how the curriculum is lived out. The committee strongly recommended that faculty-student interaction be improved. In addition, it recommended that many courses be improved in either how they are taught or how they are structured. Dean Kolman said that it could be argued that the only concrete change called for is the addition of small seminars. If so, it reflects the committee's commitment to increasing faculty-student interaction.

Fr. Malloy concluded the presentation by thanking the committee for its hard and diligent work.

4. Standing committee reports. Prof. Delaney reported that the Undergraduate Studies Committee had discussed two particular issues: the concept of merit scholarships, especially for the performing arts, and the idea of a fine arts fee for all undergraduates. First, the committee was convinced after talking with Joseph Russo (director of Financial Aid), Kevin Rooney (director of Admissions), and the fine arts departments that merit scholarships should not be put forward since the University does not currently meet financial need for a great number of undergraduates. However, the committee supports a policy that is proceeding on an ad hoc basis for merit-only scholarships from funds that are raised by the fine and performing arts departments themselves. In the end, the committee unanimously recommended that the University's plans to increase student aid should include finding sources of endowment to support students in the fine and performing arts. Second, the committee recommended that exceptional talent in the fine and performing arts be included in the criteria for determining eligibility for full financial aid to meet student need. Prof.

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Delaney said that the committee's recommendations would be presented to the Executive Committee, along with their rationale for tabling the issue of a fine arts fee, at least for the moment.

Prof. Roos reported that the Graduate Studies Committee had discussed two issues: the effect of the abolition of the Freshman Seminar on graduate teaching assistantships, and ways to target new programs and to strengthen, and perhaps build onto existing graduate programs. Prof. Roos said that the committee would soon send a memo to the Undergraduate Studies Committee, stating that graduate teaching assistantships are very important to the University and should be preserved in one form or another. However, the goal of preservation should not in any way dictate deliberations in the Undergraduate Studies Committee regarding the proposed changes in the Freshman Seminar. The University must do what is best for the curriculum, then consider how and where graduate teaching assistantships will fit in. The Graduate Studies Committee did not expect to arrive at any resolutions on how to strengthen graduate education at the University. An informational memo summarizing their discussion may be circulated to the council in the future.

Prof. Conlon said that the Faculty Affairs Committee had discussed the accreditation report by the North Central Association primarily with regard to matters dealing with faculty affairs. Thus far the committee has discussed the subjects of affirmative action and ethnic and gender diversity and will eventually make a recommendation to the council regarding how some portion of the 150 new faculty positions targeted in Colloquy report could be set aside to increase faculty diversity.

Prof. Conlon reported that the Faculty Affairs Committee has also discussed the roles of various committees, including its own as well as those of the Academic Council and the PAC. One question of interest in this regard was whether the PAC's role should be constituted in the Academic Articles. The committee came to the conclusion that it should not, based on the fact that as an advisory committee to the provost, its responsibilities are within the provost's purview, which are already adequately described in the articles.

Further, he said, the committee emphasized the need to be vigilant of the fact that the Academic Council has an important role as a voting body of elected faculty dealing with academic directions. He reiterated that the PAC is an advisory committee, advising the provost on such issues as he seeks advice.

The meeting concluded with Prof. Delaney asking for news of progress on the proposed Center for Teaching and Learning. Prof. O'Meara said that progress had been made toward funding, but that he could not, at this point, quantify it.

The meeting was adjourned at 5 p.m.

Respectfully submitted,

Roger A. Schmitz
Secretary of the Academic Council

Faculty Senate Journal May 3, 1994

(This journal has not been published previously in Notre Dame Report.)

The chair, Prof. Richard Sheehan, called the final meeting of the academic year 1993-94 to order at 7:05 p.m. in the auditorium of the Center for Continuing Education, and asked Prof. Jerry Wei to offer a prayer. Next he welcomed the newly elected senators whose term of office would begin with the adjournment of the old senate later in the evening. Each senator (new, returning and retiring) introduced him or herself in turn.

Prof. Philip Quinn moved the adoption of the January journal, and Prof. M. Borelli seconded. The secretary Peter Lombardo announced that several changes had been reported to him and asked senators to report any others that might be found. The senate agreed to the journal as amended. Quinn then moved the adoption of the April journal, and Prof. Patrick Sullivan, C.S.C., seconded. Again, Lombardo asked for changes. The senate agreed to the journal as amended.

In his chair's report, Sheehan told the senate that the president of the University had written to him in regard to the senate's discussion on several occasions of alleged episcopal interference in Notre Dame's hiring practices. President Malloy's response is printed as appendix A of this journal.

Standing Committee Reports

A. Academic Affairs — the chair Prof. Sonja Jordan presented the committee's report, "Composite Profile of Departmental Responses to the Catholic Character Issue," which is printed as appendix B of this journal. She reviewed the process and asked the senate to receive the committee's report. Prof. Edward Vasta asked if there were any indication of the number of faculty who participated in these departmental discussions. Jordan said there was really no accurate way to determine this because of the variety of ways in which the departments undertook these discussions and the ways in which they were reported. In other business, committee member Prof. Donald Sporleder reported that bikeways are now part of the University planning effort.

B. Benefits — the chair Prof. John Affleck-Graves presented a report to the senate on its numerous meetings with the director of human resources, Roger Mullins, in regard to benefits for emeriti faculty. This report is printed as appendix C of this journal as interim documentation on these complex issues; he suggested that next year's senate may want to continue work on them.

On other matters, Vasta asked if the Benefits Committee had been informed of the Provost's Advisory Committee's new procedures on the subject of faculty salary equity. Affleck-Graves replied they knew only via the grapevine, not formally. He continued that these procedures would probably concern issues of gender bias. Sheehan added that PAC had examined the salaries of 114 women faculty, and some rectification had been done. Affleck-Graves urged next year's senate to have input on these examinations and procedures, especially about PAC's methods. Prof. Thomas Cashore congratulated Affleck-Graves and the committee for their hard work and clear reports. Quinn thought the chair should call the provost to get formal notification of PAC's actions. Sheehan responded that in his end-of-year letter to the provost he would surely include such a request as part of the year's unfinished business.

C. Student Affairs — no report.

D. Administrative Affairs — the chair Prof. Paula Higgins presented several reports for senate action.

1. After a long investigation of both Notre Dame and peer institution procedures in regard to appeals of tenure decisions, the committee moved to ask for a full-scale study of the issue (no second needed). Prof. David Ruccio reported that faculty colleagues were pleased to hear about such a study or review because it was an issue of concern to many. Quinn thought that the wording was a bit redundant and proposed that the word "external" be left out of the motion, to which Higgins readily agreed. He also asked to clarify whether the motion meant the national office or the local representative of the AAUP. Higgins inserted "national" into the motion in response. The senate agreed to the committee motion, as amended, with one negative vote. The amended motion is printed as appendix D of this journal.

2. Athletics — this has been a long-standing concern of the senate. The latest interest originated with a concern over the effectiveness of the Faculty Board in Control of Athletics several years ago. This then broadened into a concern about the way in which Notre Dame's policies and procedures harmonize with the guidelines of the AAUP, as expressed in their statement dated June 27, 1991. Prof. Karamjit Rai asked if the committee had found specific violations by Notre Dame of the AAUP guidelines. Higgins said they saw possible violations of article 8 (faculty perquisites) and article 7 (faculty dominance) of the policy-making body. Affleck-Graves said the chair of that committee was not a faculty member, as specified by AAUP.

Vasta saw the issue as one of principle. The University should adopt the AAUP principles, and not quibble about past violations. He thought the resolution before us was

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weak and probably would be ignored. Notre Dame must conform to the spirit of the guidelines. However, the AAUP statement appears to be only a preliminary one, open to review. Our stance ought to be that Notre Dame should conform both to the AAUP principles and to the Knight Commission statement. And we should urge the Academic Council to take up this issue and add these principles to the Academic Manual. The committee resolution should be revised before we vote on it. He moved to amend the last paragraph to incorporate his remarks; Wei seconded. Ruccio could not remember the points made by the Knight Commission; until we have additional documentation he could not support the amended motion. Vasta commented that the Knight Commission's 10 points are compatible with the AAUP guidelines; he thought perhaps the issue should be held until next year and re-introduced. Prof. Jean Porter pointed out that the amendment makes the jurisdictional question in the resolution very unclear: It would be better to vote the original resolution up or down.

Higgins reported that the committee had endorsed only the AAUP guidelines and had not studied the Knight recommendations; further the AAUP statement is their policy and is not merely preliminary. Sullivan asked if AAUP had asked us to endorse their guidelines; Higgins replied that that was requested about three years ago in an announcement asking for comment. Sullivan wanted a new document, incorporating AAUP and Knight guidelines and with a stronger opening statement by the committee. Vasta did not want to appear to be criticizing the committee, but he had had second thoughts about the way the senate should proceed. To clarify his amendment, he was asking for Academic Council action. It would certainly be better to wait on this issue until the fall, when we would be able to write our own document. He felt the University was close to compliance now.

Porter moved the question on the amendment, and Quinn seconded. The senate agreed to vote on the amendment. By vote the senate did not agree to the amendment. Prof. Paul Conway moved to table the committee's resolution, and Mario Borelli seconded. Porter commented that tabling anything at this time kills it for the year because nothing can carry over. Sheehan said there would be moral suasion on the next year's senate to re-look at this issue. The motion to table carried.

There being no further old business, the senate moved to new business.

NEW BUSINESS

Under new business, Prof. James Collins reported for the senate self-study committee. Fact-finding has about been concluded, and he asked what its status is for next year. Sheehan said it would be up to the new chair and the

new senate. Prof. George Lopez continued the report. He has asked peer institutions for information on their by-laws, and significant changes in the last five or seven years on such issues as benefits, curriculum and governance. The second area where information is being gathered is from a questionnaire which each senator has filled out. Additionally the group is reviewing the academic literature on faculty senates. He said their goal was to compile and present the information soon to the senate. Sheehan recommended that the self-study continue because of the progress already made and the commitment of the provost to support it.

The chair turned to Porter to report on the Colloquy task force response. She said the committee had completed its report and had presented it to the senate. No action was necessary, and she thanked the members of the task force and all senators who helped their work. The report is printed as appendix E of this journal. Affleck-Graves congratulated the task force, and the senate gave them a big round of applause.

Prof. Michael Detlefsen asked for the floor to introduce a resolution on academic freedom and alleged episcopal interference with Notre Dame hiring practices. Ruccio seconded his motion. In discussion Detlefsen explained that he regarded the article in the January 21, 1994, *National Catholic Reporter* as harmful to the University's reputation, especially if it is not disavowed. The president and provost have both defended the University's autonomy in the past, and his resolution would call upon them to do so again forthrightly. He tried to avoid any semblance of "legalese." Prof. Hafiz Atassi pointed out, as did M. Borelli, that the president's April 29 letter is a denial of the NCR allegations, and that letter will be a part of the journal (appendix A).

Vasta asked Detlefsen what relevance his motion had in view of the president's letter. Detlefsen distinguished between academic appointments (which might also include terminations of such positions, an issue not addressed by the president but one certainly involved in the NCR article) and hiring decisions. His second point was that the provost had remained silent on the issue. The president's letter was not an official written response to a senate resolution. Prof. Wilson Miscamble, C.S.C., wondered if the current resolution is in order in view of the senate's action at its last meeting. Sheehan, after consultation, ruled it was substantially new business and in order. Vasta, recalling the president's work on *Ex Corde Ecclesiae*, felt the motion was not constructive, implying that the president and provost do not provide the senate with information in a timely and forthright way. Borelli agreed, saying the provost spoke to us in January on this subject, and to continue to press this issue seemed to him a little childish. Detlefsen said the provost really did not address this subject in January because of pending litigation.

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Ruccio feared this discussion on relatively small quibbles would detract from the larger issues: Should not the senate be concerned about academic freedom at Notre Dame, and was President Malloy's letter a response to us? The answer to the first was obviously yes, and to the second was debatable; what was not debatable was that we haven't yet heard from the provost, and we should have. Their responses should be in writing. For Prof. Henry Weinfield the concern should be a general one about academic freedom in the future; we already have the answer to the NCR allegations. Now, let's be certain they defend academic freedom in the future. Borelli thought the president's response was sufficient; we didn't need anything else from the provost.

Miscamble did not agree that this resolution was substantially different from last month's. The president has defended academic freedom since he took the presidency. This effort to belittle his accomplishments was one designed to score points in an irrelevant game. Quinn supported Ruccio's statement that a principle was at stake in this, but he did not know the best way to proceed; he realized many senators were reluctant to move on this. For himself, he was satisfied with the president's letter of April 29. But there was still something to be said in asking the provost for a response; he is the chief academic officer of the University and is concerned about these matters. When he spoke to us in January, the allegations had just surfaced; he was perhaps caught off guard. Now, upon reflection he may have something more judicious to say in response. Quinn asked to remove the president from the resolution and simply ask the provost for his response. Sullivan agreed, saying the provost should do so in the senate in the fall when the litigation is completed. Detlefsen did not agree to Quinn's suggestion as a friendly amendment.

Affleck-Graves felt the president's letter had pre-empted the Detlefsen resolution. His reaction was that the senate should be more positive: Endorse the letter and ask for a stiff defense of the principle that academic decisions should be made on academic grounds by University people. Ruccio asked other senators what the negative implications of passing this resolution were. Prof. Joan Brennecke saw two: The assertion of academic freedom was adequately handled by the president and need not be of concern to us, and the spirit of what he said would apply to the Detlefsen distinction between academic appointments and hiring; her second point was to ask Prof. Richard McBrien for his comment.

McBrien was uncomfortable about addressing these issues again; he shared some part of Miscamble's hesitancy on this. But he would not yet endorse the president's letter. The second part of the NCR allegations involving the denial of an appointment and the abolition of a program rather than appoint the individual named by the search

committee was more serious, and the facts have yet to come out. He felt the senate was not the place to debate it, and he was constrained by his personal involvement and his own ethical standards from further comment. He would only say that Quinn was correct: Ask the provost for his response, and don't endorse the president's letter. Detlefsen asked that his resolution be withdrawn. The chair called upon the "second" for his approval, and Ruccio agreed. The motion was withdrawn.

There being no further new business, the chair reflected on the accomplishments of the senate over the past year. In spite of spending more time on some issues than we might have desired, it was a year of positives: an action report on the revision of the women's committee, a more comprehensive salary survey, a start on the self-study, a response to the Colloquy, changes in the bylaws and more. He thanked senators for their hard work and congratulated them on making good progress. There is much to be done in the future. Borelli moved a motion of appreciation for the chair's excellent work, Higgins seconded and the senate agreed wholeheartedly. The 1993-94 Faculty Senate then adjourned.

The 1994-95 Faculty Senate gathered under temporary chair Sheehan to elect its officers. Nominations were open. There were two nominees for chair: Richard McBrien and Michael Detlefsen. Each spoke prior to the vote, and their remarks are printed as Appendix F. The senate voted McBrien as chair for 1994-95. McBrien thanked the senate for its confidence in him and pledged to work for the good of the faculty. He continued the election process and the following were elected:

vice chair	Sonja Jordan
treasurer	Paul Conway
co-secretary	Peter Lombardo Jr. Ava Collins

committee chairs:	
academic affairs	Michael Detlefsen
administrative affairs	Jean Porter
benefits	Supriyo Bandyopadhyay
student affairs	Patrick Sullivan, C.S.C.

The senate then adjourned at 9:30 p.m.

Present: Affleck-Graves, Atassi, Bender, Borelli, M., Bottei, Bradley, Brennecke, Brownstein, Cashore, Coll, Collins, Conway, Detlefsen, Goetz, Hamburg, Higgins, Jordan, Litzinger, Lombardo, Lopez, McBrien, Moe, Parnell, Porter, Quinn, Ruccio, Sauer, Sheehan, Simon, Sporleder, Stevenson, Sullivan, Vasta, Wei, Weinfield, Yost.

Absent: Borelli, A., Callahan, Connolly, Esch, Hayes, Jenkins, Kantor, Meyerson, Miller, Serianni, Tomasch.

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Excused: Borkowski, Burrell, Eagan, Garg, Weithman

Newly elected 1994-95 Senators Present: Sayers, Zachman, Collins, Gundlach, Hyde, Rai, Gaillard, Huang, Mason, Bayard, Sporleder

Respectfully submitted,

Peter J. Lombardo Jr.
Secretary

Appendix A

Office of the President
University of Notre Dame
Notre Dame, Indiana 46556
April 29, 1994

Professor Richard Sheehan
Chair, Faculty Senate
210B Hurley Bldg.

Dear Richard,

As I indicated at our recent Academic Council meeting, I was surprised to learn that some members of the Senate had puzzled over a report in the *National Catholic Reporter* concerning the role of the local bishop in hiring decisions at Notre Dame.

I say unequivocally that Bishop John D'Arcy, in my seven years as President, has never influenced, or had any role in, hiring decisions at the University. This is in conformity with my understanding of the autonomy of the University in such matters. This position has been clearly articulated in Notre Dame's official response to the proposed Ordinances on Catholic Higher Education.

I am happy to report that I have an excellent personal relationship with Bishop D'Arcy. We speak periodically about matters of common interest. I have never experienced from him anything but full appreciation of our separate areas of responsibility. Our relationship is cordial, respectful, frank and mutually supportive.

On one occasion early in my presidency, an effort was made by some faculty members outside the normal hiring process of the University to gain episcopal support at the national level for a particular hire. When Bishop D'Arcy found out about it, he legitimately expressed his opinion to me. This was long after a final decision had been made.

I appreciate the opportunity to clarify the issue that was raised. Your telephone call was the first time, formally or

informally, that anyone asked me my interpretation of the situation or my opinion about the principles involved.

Cordially,

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

Appendix B

Composite Profile of Departmental Responses to the Catholic Character Issue

Charge:

At the September 9, 1993, meeting of the Faculty Senate, the Academic Affairs Committee was charged with monitoring "responses to the Catholic identity issue department by department." Having studied the Departmental responses received, the Committee now brings before the Faculty Senate a summary of its findings, impressions, and observations.

History:

Recommendation 1, of the *Final Report: Colloquy for the Year 2000* states:

In recruiting new faculty, each department must make energetic efforts to hire faculty of the highest caliber who seek to participate in the intellectual life of a dynamic Catholic university. All who participate in hiring faculty must be cognizant of and responsive to the need for dedicated and committed Catholics to predominate in number among the faculty (p. 5).

On May 4, 1993, the Chair of the Faculty Senate invited all academic departments to reflect on the role they play in fostering Notre Dame as a Catholic university. The letter asked that we reflect "as practitioners of specific disciplines" on the relationship between our respective disciplines and the Catholic identity of Notre Dame. Additionally, it asked departments to examine what it means to have an "affirmative action" policy for Catholics.

In that same letter, the Chair noted that the Academic Affairs Committee of the Faculty Senate would "act as a clearinghouse for departmental discussions thereby making available to others what some have been able to realize."

What the Data Reveals:

Thirty-two (32) departmental chairs were contacted both in writing and through a series of phone calls to encour-

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age and/or to spur the discussions, and hopefully, the timely submission of a written summary to the Academic Affairs Committee. Of the 32 departments contacted, only 13 responded with a written document. Three departments sent letters indicating that they were still in the process of committing their deliberations to paper. Indeed, in many cases summarizing the deliberations proved more difficult than the actual discussions. In an effort to cope with the diversity of issues, some departments established special committees to conduct the process among the faculty and to draft a response.

If generating a written document is the sole criterion by which to judge a department's concern with the issue, this Committee would have far less to summarize. The fact is that while not all departments have responded in writing, it seems that most have met to discuss the issue. Many departments met more than once and some are still engaged in the conversation.

It is this Committee's belief that at least two factors contributed to the low number of written responses. These are the series of papers and discussions on the Catholic character presented throughout the year and the Provost's meeting with each department. While each of these clearly contributed to the University's discussion, they also had the effect of watering-down the Faculty Senate's request of May 4th. Many departments indicated the redundancy in preparing two written responses, one for the Provost and one for the Senate. Of these departments, several indicated that the Provost's request takes precedence. Other departments indicated that their meetings with the Provost served the purpose of discussion.

Whatever the limitations, this Committee believes it can draw some general observations concerning departmental responses to the question of Notre Dame's Catholic character and to the place of an affirmative action policy for Catholics.

The Catholic Character of the University:

Regarding the issue of the University's Catholic character many Departments stress that it provides an identity in the "marketplace." In some cases, this has the effect of our being viewed in a special way by organizations that place a priority on moral values and ideals. A value-oriented approach to education and strength in applied research distinguish us from many of our peer institutions. This offers some unique advantages in attracting qualified faculty members who can contribute to the broader mission.

Some departments, however, emphasize the opposing point of view stating that initiatives that take scholars too

far afield from the dominant paradigms in their disciplines can diminish their scholarly contributions and their impact on their disciplines. Similarly, the scholarly potential of the faculty could be diluted by an emergent culture that would value scholarly contributions strictly for their Catholic nature, independent of their impact within the discipline.

Almost all departments stressed that while the Catholic character is important, the most important goal is the quality of scholarship and teaching. We are a university people committed first and foremost to the life of the mind. In that regard, several departments specifically mentioned that students want precisely what a pluralistic conception of our faculty wants to provide: a first-class education in standard academic disciplines and access to discussion of these issues. A pluralistic model supports, at the highest level of excellence, intellectual endeavors that are particularly relevant to Catholic intellectual traditions.

Along these same lines, several departments responded that the Catholic character is a matter of substance to the curriculum and not a matter of faculty views about Catholic character. In these cases Notre Dame's Catholic character determines the choice of subject matter. For example, the Department of Economics stated that the core of their curriculum focuses on issues relating to social justice. An opposing view noted, however, that a Catholic university cannot be distinguished from other universities by emphasizing its commitment to social justice for the simple reason that so many secular universities have the same commitment. The very *raison d'être* of the Program of Liberal Studies, on the other hand, is the integration of faith and reason within the framework of the Catholic heritage. Similarly, the German Department noted that the choice of readings is directly affected by the Catholic character of the University. While it is true that for these departments subject matter was affected by the Catholic character of Notre Dame, Catholic character did not dictate the selection of a methodology.

Across all departments, the faculty expressed a level of comfort in discussing ethical issues and the willingness of students to explore them. There is a belief that this is more the case at Notre Dame than at secular institutions. To this, one can add that the Catholic tradition encourages a freedom to explore value questions. While this is viewed as a plus by the faculty, absent the scholarly dimension many highly qualified scholars might not have considered Notre Dame.

When defining what it means to be a Catholic institution, many departments expressed concern that we have a serious problem of definition. Some departments express the need for a precise statement apropos the

University's Catholic character. This would clarify the issue and provide a sense of shared mission. The current mission statement is too vague to provide guidance in this area. For these faculty, Notre Dame's Catholicity is a magnet. Yet faculty within the same department stated that the University's not defining too specifically what a "Catholic tradition" means is a sign of health. For them too much definition is divisive and counter-productive, and for those faculty ambivalent about Notre Dame's Catholicity it would create a certain amount of anxiety. Many faculty noted reservation concerning the expression "dedicated and committed" as found in the Colloquy recommendation. Additional emphasis on a Catholic tradition might limit academic or even personal freedom.

Finally, most departments felt that the continuing discussion led to an affirmation of the necessity of the process. Consideration of Notre Dame's Catholic character must be an ongoing discussion, not to be terminated prematurely in the quest for an easy formula. That is the key to improving our understanding of our Catholic character.

Affirmative Action: Hiring and Implementation

With regard to the question of hiring Catholics, departmental responses focused on what exactly was the relationship between an affirmative action policy and the University's Catholic character. Is there a historical or a logical relationship such that more Catholics mean more Catholic character for Notre Dame? How does hiring affect the Catholic character and is it the only avenue for affecting the Catholic character? What percent would the administration view as adequate to "guarantee" the Catholic character? If the Administration does not know, yet has a perception that things are amiss, how are the Department's to determine it?

Some departments disagree that a decrease in the number of denominational Catholics is any evidence of the University's being less Catholic in its mission or less successful in living that tradition. In this regard, a written statement about the Catholic character is not necessary and should not be implemented as a formal device at the time of hiring. Indeed, both the content and intent of such a statement might be misunderstood by job candidates. Moreover, it is impossible to reach agreement on what such a statement might say or on the desirability of a common statement for the entire University. Thus it was generally stressed that tests and quotas in hiring are best avoided.

One department indicated that the quest for the Catholic character of Notre Dame should take place as part of a collaborative effort by the faculty who value the spiritual life; to awaken and intensify their own spiritual lives. A

mission statement might be valuable in communicating the nature and the ambience of Notre Dame as long as it did not compromise or de-emphasize other dimensions of the environment.

Regarding the university community, the increasing presence of those who teach and do research in non-European languages and literatures may necessarily bring with it an increase in the non-Catholic presence on the faculty. In this regard, affirmative action for Catholics might collide with other affirmative action policies already in place. Many departments have noticed that the free and open climate at Notre Dame has changed over the years. The recent discourse on affirmative action for Catholics might be viewed as a prelude to parochialism and lead to the suppression of other religions.

The Department of Physics found it difficult or impossible to identify Catholics in the pool of applicants. They estimate that only 15-20% of persons in the pool are Catholics. The Chairs of several Departments noted that while they try to pay special attention to hiring Catholics, they are concerned that quality would suffer if the University required that Catholics be openly identified before being considered for hiring. Several departments offered as an explanation that high quality Catholic faculty are going to more prestigious institutions. In order to attract those applicants, Notre Dame has to provide a first-rate academic environment. Other departments explained the phenomenon by suggesting there simply may not be enough Catholic scholars in any discipline to achieve the numerical preponderance required without seriously lowering our standards of excellence.

Most departments affirmed that faculty members in their departments, whether or not they are Catholic, are overwhelmingly sympathetic to the goals of the University in maintaining a strong Catholic identity. Indeed, it is felt that the Catholic umbrella is much larger than those who advance narrow views would have us believe.

Finally, many departments expressed in one fashion or another that an over-emphasis on Catholic character has been a detriment to them in the past. Well qualified Catholic candidates have removed themselves from consideration when they have the slightest inkling that they are being recruited principally because they are Catholic. The best Catholic scholars want to be in departments that are recognized as the peers of the best departments at secular schools. Thus the most important criteria even for enhancing Catholic character is academic excellence.

Prepared by the Academic Affairs Committee, April 27, 1994

Chairs: David Burrell, C.S.C.
Sophia K. Jordan

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Appendix C

FACULTY SENATE: BENEFITS COMMITTEE

The Benefits Committee of the Faculty Senate met with Roger Mullins to discuss several issues relating to benefits at Notre Dame, especially some of the benefits offered to emeriti faculty. Most of the problems were resolved through a simple exchange of information and hence the benefits committee has no formal resolutions at this time. Dissemination of some of the information, however, may be useful and hence we provide a brief summary of our discussions below.

A. Supplemental Pay for Retirees

Roger Mullins indicated that he would undertake an analysis to determine how many retirees were in various income brackets, particularly in the very low income levels. It must be noted, however, that it is difficult to obtain exact income levels for retired faculty due to varying levels of social security payments, selection of different annuity options on retirement, and payments from other sources (e.g., additional personal investment income). The University makes some attempt to ensure retired faculty receive a livable income, but any additional payments (over and above normal retirement monies) introduce complex legal and tax problems.

B. Health Insurance for Retirees

The University pays a lower percentage of the health insurance premiums for retirees, than for regular faculty. Also, there appears to be wide variation in the amounts paid by individual retirees. There are two main reasons for these effects. First, the program is intended as a Medicare supplement, rather than a fully funded plan (i.e., much of the cost is expected to be carried by Medicare). Second, the University pays the full premium for the "base" plan, namely the \$2000 (per person) deductible plan. Therefore, if this option is taken, the University and Medicare cover all costs other than the deductible. Many retirees, however, prefer a lower deductible plan. The University offers such plans but requires retirees to fund the difference in premiums between a chosen plan and the "base" plan (i.e., you can have alternative choices but must pay the additional premiums). Finally, when previous plans such as the \$100 deductible plan were phased out, the University decided not to change the plan for the already retired to protect them from an adverse financial impact (i.e., their choices remained intact but were not offered to new retirees). As a consequence, many different plans exist for retired faculty and this accounts for much of the wide variability in payments across this group.

Some concern was expressed about the University's ability to remove certain options in the future. For example, under the current policy a retiree who accepts the "base" plan has to forfeit the right to the Retirement Care plan. In addition, the University pointed out that it retains the discretion to stop the "base" plan at any time. This caused some anxiety as retirees felt that if they adopted the "base" plan now and it was later removed, they would not have access to a reasonable medical plan. Roger Mullins noted that it is impossible for the University to guarantee that any one plan will always be available. He could state however, that at all times the University will offer a reasonable set of alternatives to retirees and that they would not be excluded from coverage because of a prior choice which had been removed.

Health insurance plans for dependents of retirees were also discussed. Roger Mullins noted that such requests were rare (only two in the last few years) and that a plan was available. This plan was, however, relatively expensive, as most of the cost was borne by the retiree. The Department of Human Resources is currently reviewing the plan to determine if there is a need to offer a more extensive plan of coverage for dependents of retirees.

C. Educational Benefits

Currently this benefit covers four years of academic study on a full-time basis, or five years on a part-time basis. While national statistics indicate that only about twenty percent of entering freshmen graduate in four years, Notre Dame's experience shows that the vast majority of students eligible for this benefit, finish in four years. It was also noted that the four years (or five years part-time) do not have to be contiguous.

D. Insurance

Premiums for group life insurance offered through the University increase drastically at age 65. Members of the Benefits Committee queried whether this was reasonable or desirable. Unfortunately, the answer to this question is very complex. Group life premiums are based on participation over a broad range of ages. Any rate concession to one group must be made up from another. On examining several alternative policies from leading insurance companies, it was clear that such price jumps occur in almost every case (except for the uniformly expensive ones), although the ages at which the jumps occur do differ markedly from group to group. In addition, because group life plans have to offer some level coverage to all faculty (independent of medical condition), premiums have to reflect this added risk. Consequently, while the Notre Dame plan is reasonably competitively priced, individuals who are healthy and can pass a rigorous medical examination can probably do better by contracting indi-

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vidually outside of the plan. (Note that this does have some social implications as outside selection by healthy individuals will result in a higher risk profile for the university group participants and attendant higher premiums for the less healthy members of our community.)

Appendix D

Motion on Tenure, Promotion, and Appeals Procedures

WHEREAS the brevity of the language in the Academic Articles concerning the procedures for Tenure, Promotion, and Appeals creates considerable ambiguity with regard to academic process in such matters;

WHEREAS a preliminary study conducted by the Faculty Senate suggests that certain aspects of the University's current procedures with regard to Tenure, Promotion, and Appeals are at variance with AAUP guidelines as well as with practices currently in effect at many of Notre Dame's peer institutions;

BE IT RESOLVED that the Faculty Senate request that Provost O'Meara, in consultation with the Faculty Senate, establish a Review Committee, to include national AAUP representatives, in order to evaluate existing Tenure, Promotion, and Appeals procedures at all levels, including the departmental level, and to make recommendations necessary to ensure the fairness and impartiality of the academic process.

Paula Higgins, Chair
For the Faculty Senate Subcommittee on Administration

Appendix E

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

April 28, 1994

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

In its regular meeting of February 9, 1994, Professor Sophia Jordan, co-chair of the Academic Affairs Committee, reported that that committee had not prepared the report, as mandated by the Senate, and given the constraints of time, the committee would not be able to do so. In response to questions from the floor, she added that Professor Burrell failed to put the report on the agenda of the Academic Affairs Committee while serving as chair during the fall semester. In the light of these facts, the Senate voted to discharge the Academic Affairs Committee from the preparation of this report, and to set up a task force entrusted with that mission. The members of the task force are Professors Jean Porter, James Collins, and Sophia Jordan.

Under the circumstances, the members of the task force did not feel that we could undertake the kind of detailed and comprehensive report that would have been possible had this project been taken up in a timely manner, six months ago. Nonetheless, we all agree that it is important to attempt to develop a report, if only to honor the will of the Senate as expressed at its meeting of September 27. Thus, we agreed to develop a report which would call attention to central concerns and to ongoing questions, without attempting to address all the issues raised by the Academic Life section of the Colloquy Report.

Of course, the Faculty Senate has already commented on and responded in various ways to the Colloquy report. What follows is not intended to supersede anything that the Senate has done in the past, or to forestall future action on the part of the Senate as a whole. This is a report of an *ad hoc* committee of the Senate to the Senate itself. The views expressed here are those of the task force members, although we have consulted with other colleagues on the Senate in developing it. At the same time, the Senate has already received expressions of the views of our colleagues on some sections of this report, and where appropriate, these sentiments are noted.

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

1. Overall views In our judgement, there is much to commend in the Academic Life section of the Colloquy report. This section begins with a forthright affirmation of Notre Dame's commitment to the pursuit of truth in all its dimensions (p. 6). It goes on to acknowledge the importance and the difficulty of combining research and teaching, both in the university and in the life of individual faculty members (pp. 6-7), and it recommends

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that the size of the faculty be increased over the next ten years so that the institution will have room to develop further in both research and teaching (Recommendation 6, p. 8). The report also acknowledges the need for increased financial aid for students (pp. 11-13), and for the development of the bookstore (p. 14) and the library (pp. 15-16).

The concerns about the Colloquy report which have been expressed by colleagues on and off the Senate have been largely (although not exclusively) focused on the question of how the commitment to the Catholic character expressed in the first section of the report affects the commitment to academic excellence in the second section. In particular, there has been considerable concern over Recommendation 1, which reads in part, "All who participate in hiring faculty must be cognizant of and responsive to the need for dedicated and committed Catholics to *predominate in number* among the faculty" (p. 5; emphasis added). More generally, the concerns raised about the Catholic character and its relation to academic life involve both procedural and substantive issues. This report will address both sets of issues in turn.

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

The difficulty is that the faculty is being required to begin to implement a set of recommendations about which it has expressed serious reservations. It is difficult to see

how this is consistent with the statement at the beginning of the academic life section that "The faculty are at the heart of Notre Dame as an intellectual center. Individually and collectively *they bear responsibility* for the integrity and quality of teaching and for the learning environment" (p. 6; emphasis added). How can the faculty be expected to take any sort of responsibility for the learning environment, when its views and concerns appear to be disregarded in this way?

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

The concerns of the faculty have to do with the means by which the Colloquy report recommends that the institution go about preserving that character. In particular, the language of Recommendation 1, to the effect that this requires that "dedicated and committed Catholics" should "predominate in number" has raised a number of concerns and questions. It raises the specter of unedifying conversations about whether potential colleagues (perhaps even actual colleagues) are sufficiently dedicated and committed to Catholicism. It leaves open the question whether the numerical preponderance of dedicated Catholics must be maintained in each department, or whether it is sufficient that this preponderance be maintained in the the faculty as a whole. Even the meaning of the phrase "predominate in number" is unclear, since it could be taken to mean anything from a simple majority of the faculty to something more considerable.

Questions have also been raised about the practical effects of this recommendation on the process of hiring; for example, does this mean that the appointment of non-Catholics will be delayed, or even discouraged, by the Administration? Some colleagues have expressed a fear that this is already happening, at least in some colleges. We are not in a position to judge whether these fears are well-founded, but they do reflect a concern among the faculty that is worth noting in itself. At any rate, if it is indeed the case that the judgement of departmental faculties with respect to appointments is to be called into question in this way, then we must once again ask how the faculty can be expected to take "responsibility for the integrity and quality of teaching and for the learning environment."

The concern that seems to us to underlie all these issues has to do with the impact of the implementation of Recommendations 1-3 (p. 5, on the quality of our academic programs. Again, we know of no one who doubts that a firm commitment to the Catholic character of the institu-

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tion is compatible with a commitment to, and the attainment of, academic excellence. But it may well be the case that some *particular ways* of implementing our commitment to maintaining our Catholic character are not compatible with maintaining academic excellence. Again, the language of Recommendation 1 is especially troubling in this regard. In many areas of study, there are many fine Catholic scholars, but in other areas, particularly in the natural sciences, Catholics are not well represented. And in every area, it is always possible that the strongest appointment for a given position would be someone other than a Catholic. If departmental faculties are forced to maintain the predominance of Catholics, regardless of any other considerations that may be operative at a given time, how can they simultaneously take responsibility for maintaining the academic excellence of their departments?

We also note, with some concern, that the maintenance of the Catholic character is given more practical importance than any of the recommendations of the Academic Life section. Only here, in the section on Notre Dame's Catholic character, are the recommendations placed under the direct oversight of the provost (Recommendation 3, p. 5). Moreover, the departmental plans that are mandated in Recommendation 7 (p. 9) have been presented to departmental faculties in terms of plans for contributing to and maintaining the Catholic character of the institution, although that is not what the recommendation itself and its introductory commentary actually say (pp. 8-9). This raises the concern that in other respects, the recommendations of the section on Academic Life will be interpreted in practice in such a way as to focus attention exclusively on Notre Dame's Catholic character, to the neglect of its academic excellence.

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

Indeed, we are struck by the tone of anxiety which pervades the first section of this report, as reflected in this remark: "What is clear is that if no planning is done and no genuine steps in recruitment are undertaken, the University will soon resemble its secular counterparts" (p. 4). This is not at all clear to us, nor is it supported by evidence or argument. Notre Dame's commitment to Catholicism seems to us to be firm, vigorous, and lively. It is expressed in the composition of the student body, the faculty, and, of course, the alumni, in Notre Dame's pub-

lic profile, in the curricular offerings, the special programs and institutes, and the overall ethos which distinguish this institution among its peers. It might be said that all these aspects of our common life, however desirable in themselves, are not sufficient indications of, or safeguards for the Catholic character of Notre Dame. If so, then we would find it helpful to be told whether, and if so, in what ways the authors of the Colloquy Report consider Notre Dame's present manifestation of a Catholic character to be deficient or inadequate.

Moreover, we are perhaps more confident than the authors of the Colloquy Report in the inherent vigor of Catholicism as an intellectual tradition, which, in our view, will guarantee its continued flourishing in any environment in which it can be fully and freely expressed and developed. What is not so clear to us is Notre Dame's future as an institution of academic excellence. It is here that we would suggest that the energies of administration and faculty could be more profitably directed.

Appendix F

Pre-election statement

McBrien:

First of all I would like to say that, if elected, I would continue the work of the ad-hoc self-study committee. There's no question about that.

I don't have a lot of lengthy remarks, but they're prepared, which I won't read at you, but they are organized under three headings.

- first, my understanding of the role of the Senate within the University;
- secondly, my understanding of the Senate's continuing responsibility regarding both the Catholic character and the academic integrity of the University;
- thirdly, and most briefly, the question of experience that I might bring to the task of chair of the Faculty Senate.

First, the role of the Senate within the University: All members have in their packet, certainly the newly elected as well as the continuing members, all have a copy of the revised bylaws and in those revised bylaws there is on the first page a preamble which summarizes I think clearly and succinctly the responsibilities and the scope of the work of this Senate. Sometimes we forget to look at the bylaws because we are more concerned about changing the rule of how many you need to have a roll call and so forth and so on. The preamble is very important. The faculty handbook you are not likely to have with you this

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evening. But the faculty handbook stipulates that the Faculty Senate's range of concerns extends to matters affecting the faculty as a whole. The Senate, it says, seeks to formulate faculty opinion and receives from other groups in the University items requiring consideration by the faculty. The recommendations of the Senate are referred to the Executive Committee of the Academic Council and are placed on the Council's agenda and indeed the chair of the Faculty Senate serves ex-officio on the Academic Council's Executive Committee. Given the recent enhancement of the Academic Council's role in University governance, it seems to me that the Faculty Senate can also assume an even more significant role in the life and governance of the University. Nevertheless, I have been one of many, many senior faculty members who have had little or no involvement in the Senate over the years. I've had an excuse, but it may not be a determinative excuse. I was chairman of one of the largest, if not the largest, departments in the University for eleven years. Following a sabbatical break, I thought it time to make whatever contribution I could to the enhancement of the Senate's effectiveness and particularly to its credibility within the University as a whole. As chair of the Faculty Senate I would take it as a particular responsibility to encourage heretofore non-involved faculty to participate more actively in the work of the Senate and to recruit some of them to run for election.

Regarding the second point, continuing the responsibility of the Senate regarding both the Catholicity and the academic integrity of the University: Many times over the years I have told my students, especially graduate level students, that if I had an epitaph put on my gravestone it would be "both/and not either/or." The University of Notre Dame is both a Catholic University and a catholic university. My record as chair of the Department of Theology shows that I have a strong and abiding commitment to Catholicity, understood always, however, in an ecumenical and pluralistic pattern. A completely revised and updated edition of my *Catholicism* book is just now being published by HarperCollins and recently I chaired an ad hoc committee of the department to draft a mission/vision statement for the department. But my record also shows that I have an equally strong and abiding commitment to academic integrity, guaranteed principally, although not exclusively, through academic freedom and institutional autonomy. My defense both in writing and in court testimony in Washington, D.C., of Fr. Charles Curran's claim against the Catholic University of America several years ago is only one case in point. I too share the favorable reaction of the Senate to the ad hoc task force report on the academic life section of the Colloquy that was prepared by my colleague Jean Porter and others. As chair of the Faculty Senate, I would be committed to the strengthening and advancement of

both values, Catholicity and academic integrity, never compromising the one at the risk of weakening the other.

Finally, experience: I served for eleven years as chair of one of the largest departments here, nearly as large as this body if you can believe it. I have a track record as an administrator and I can run a meeting. Now, those aren't the only qualities needed to chair the Faculty Senate, but their absence can sometimes pose a problem and at least in that regard I won't have a problem. But the more important issues of course are the issues of our vision of what the Senate is, what it can be in the University, and what its abiding responsibility is in maintaining the academic integrity of the University without losing sight of its distinctiveness as a Catholic University.

Detlefsen:

I'm not keen on this job to be honest with you. Before I was a senator I was asked if I would be willing to serve in such and such a capacity. I said yes. Then I was asked by some people on this Senate if I would be willing to chair the Senate. I said okay. I think I can do a decent job, and I'd be willing to try.

Faculty/Student Committee on Women March 30, 1995

Present: Kathleen Cannon, Carmen Chapin, Regina Coll, Ava Collins, Sonia Gernes, Dian Murray, Kathie Newman, Mark Poorman, Barbara Turpin

Absent: Linda Chalk, Paul Conway, Meredith Dwyer, Joe Evans, Bridget Loop, James Taylor

Report of the subcommittee on Graduate Students:

Barb Turpin distributed a copy of the Graduate Student survey and the cover letter. The survey will go out under the auspices of the office of Nathan Hatch.

Fourteen hundred surveys will be sent out on Friday, March 31, 1995, with a one-week period of time to respond. Turpin plans to e-mail a student in each department to ask them to encourage their peers to return the completed surveys. She will keep track of the numbers returned from each department and the department with the highest response rate will be rewarded with a pizza party.

Turpin was assisted by the Laboratory for Social Research in particular, Rod Ganey, in the drafting of the survey and he will also assist in the tabulating of the responses.

Kathleen Cannon observed that the survey looks simple to fill out and should require little time from the students. She then asked for questions or comments concerning the survey. Mark Poorman pointed out that some of the data may be skewed (cf., items 21-23 and 42-45) if there is no distinction between masters and Ph.D. students. He asked about the possibility of adding a question concerning the level of graduate program a student is in. Turpin stated that the surveys are in the envelopes and ready to go. Several suggestions were made on how to determine whether the student is in a masters or Ph.D. program. After some discussion it was decided to insert a paper with the following with each survey: Please indicate by code number on question 1 if you are a candidate for 1) Ph.D., 2) terminal masters, 3) masters in progress to Ph.D.

May 9 meeting with the President and Provost

Cannon stressed that everyone should be present for this meeting. The goal is to have conversation between all committee members and the president and the provost. She noted that in the past the committee has given a report and that could be done again or the committee

could choose another format. Questions could be prepared for discussion or subcommittees may have recommendations that are evident to them even before their work is completed. Some time will be taken at the next meeting to prepare for this meeting.

Visiting Senior Women Scholars

Cannon asked if the committee would want to make a recommendation that this program continue. Poorman asked if there was any indication that the program would be withdrawn. Cannon responded that the program originally was intended as an interim strategy to bring senior women faculty to our campus. The committee would like to see the program continue.

The meeting adjourned at 9:50 a.m. and went into subcommittee meetings for the remainder of time allotted.

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Faculty/Student Committee on Women

April 11, 1995

Present: Kathleen Cannon, Regina Coll, Ava Preacher, Sonia Gernes, Dian Murray, Kathie Newman, Jim Taylor, Barbara Turpin

Absent: Linda Chalk, Carmen Chapin, Paul Conway, Meredith Dwyer, Joe Evans, Bridget Loop, Mark Poorman

Minutes:

The minutes of the February 28, 1995, meeting were approved along with suggested revisions for the Executive Summary submitted to *Notre Dame Report*.

The minutes of the March 30, 1995, meeting were approved with amendments.

Women's Award of Achievement:

Kathleen Cannon presented to the committee a copy of the certificate to be given to the six women selected for the Women's Award of Achievement which will be presented at the Alumni Reunion in June.

Subcommittee Reports

Graduate Student Subcommittee:

According to Barb Turpin, 350 surveys had been received as of Friday (April 7, 1995) which is approximately a 25 percent return. In response to Mark Poorman's suggestion to distinguish the graduate status of the responder, Turpin stated that an additional question was added to the survey by use of a label inserted on each survey.

In order to give a preliminary report on the survey, Turpin asked for recommendations on what to ask the Training Lab to seek from the surveys. It was suggested that the training lab sort by gender and perhaps by college. That data may suggest further areas for analysis.

Undergraduate Student Subcommittee:

Ava Collins reported that the students have not completed their work on the phone surveys. Collins will report on what work has been completed at the next committee meeting.

Faculty Subcommittee:

Cannon reported that a monthly newsletter would be distributed to department chairs. The newsletter would suggest strategies for improving the climate for women.

She distributed a list of non-salary resources for science and engineering faculty. This list could be used as a guideline for discussions with deans and department chairs. The following points were brought out in discussion:

Jim Taylor pointed out that in engineering with only three female faculty members a comparison of support for men and women would not tell much since such things as capital equipment are determined on an individual need basis.

Information on some of the items could be found by using a survey but on others it could be brought out better in discussion.

The faculty are tired of surveys. Possibly facilitating discussions would be another way to spur conversations on these topics. It was mentioned that untenured young faculty may not feel free to speak out on some items.

Cannon inquired from the committee as a whole if she should discontinue work on a possible faculty survey. It was decided that she would compile what has already been done and the subcommittee would look at it further.

Meeting with the President and Provost

Fr. Malloy is unable to attend the meeting scheduled for May 9. May 2 was suggested as an alternate date.

When the discussion turned to the format for the meeting, it was determined that since the committee had no formal recommendations to forward to the president and the provost the meeting should be rescheduled for the fall.

The next regular meeting of the committee will be May 9, 1995.

The meeting adjourned 10:30 a.m.

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.

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LAW SCHOOL

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JOAN B. KROC INSTITUTE FOR INTERNATIONAL PEACE STUDIES

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RADIATION LABORATORY

Chipman, Daniel M.

- See under Tripathi, G. N. R. 1995. *Journal of Physical Chemistry* 99:5264-5268.

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THE GRADUATE SCHOOL OFFICE OF RESEARCH

Awards Received and Proposals Submitted

In the period April 1, 1995, through April 30, 1995

AWARDS RECEIVED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	13	1,336,019	14	1,168,952	27	2,504,971
Facilities and Equipment	0	0	1	44,079	1	44,079
Instructional Programs	0	0	6	83,600	6	83,600
Service Programs	0	0	6	9,730	6	9,730
Other Programs	0	0	0	0	0	0
Total	13	1,336,019	27	1,306,361	40	2,642,380

PROPOSALS SUBMITTED

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	18	1,774,038	21	4,093,157	39	5,867,195
Facilities and Equipment	0	0	1	194,710	1	194,710
Instructional Programs	1	105,810	0	0	1	105,810
Service Programs	0	0	0	0	0	0
Other Programs	6	210,293	5	50,000	11	260,293
Total	25	2,090,141	27	4,337,867	52	6,428,008

THE GRADUATE SCHOOL OFFICE OF RESEARCH

Awards Received

In the period April 1, 1995, through April 30, 1995

AWARDS FOR RESEARCH

Aerospace and Mechanical Engineering

- Jumper, E.
Fluid-Optic Augmentation
Department of the Air Force
\$44,976 10 months
- Mueller, T.
Inversion/Simulation Techniques Propeller Blade
Response
Department of the Navy
\$81,726 24 months
- Gad-el-Hak, M., Sen, M.
A Novel Method for Micropumping
National Science Foundation
\$30,000 12 months
- Lucey, J., Berry, W., et al.
Energy Analysis and Diagnostic Center Program
Rutgers University
\$77,850 12 months
- Thomas, F., Nelson, R.
Experiments on the Flow Physics of High Lift Systems
NASA - Ames Research Center
\$52,745 12 months

Biological Sciences

- Bridgham, S.
Climate Change on Boreal Peatlands: A Mesocosm
Approach
National Science Foundation
\$193,385 34 months
- Kulpa, C.
Biodegradation of MTBE
Amoco Chemical Research Center
\$105,000 12 months
- McAbee, D.
Hepatic Metabolism of Lactoferrin
National Institutes of Health
\$164,831 12 months

Center for Civil and Human Rights

- Meintjes, G.
International Criminal Tribunal for former Yugoslavia
Program
J.D. and C.T. MacArthur Foundation
\$150,000 29 months

Civil Engineering and Geological Sciences

- Kareem, A., Kantor, J.
Semi-Active Liquid Dampers
National Science Foundation
\$84,645 12 months
- Spencer, B.
JSCE Colloquium on Structural Control
University of Tokyo
\$5,596 9 months

Chemical Engineering

- Varma, A.
REU Supplement for NSF Grant #CTS92-14009
National Science Foundation
\$5,000 48 months

Chemistry and Biochemistry

- Smith, B.
Allosteric Supramolecular Assemblies
National Science Foundation
\$96,750 12 months
- Huber, P.
Interactions of Aminoglycoside Antibiotic with TAR
RNA
Parke-Davis
\$15,000 12 months
- Tannor, D.
Wavepacket Studies of Transition State Dynamics
National Science Foundation
\$68,000 24 months
- Miller, M.
Siderophores, Analogs and Bioconjugates: Synthesis
and Study
National Institutes of Health
\$234,574 12 months
- Blasquez, V.
Structure/Function of Chromatin in B-Cell
Development
National Institutes of Health
\$95,339 12 months

Office of Research

- Hyder, A., Porod, W.
NATO Advanced Study Institute Program
Department of the Navy
\$50,000 36 months

THE GRADUATE SCHOOL OFFICE OF RESEARCH

Ketchum, L.
Pollution Prevention in Electroplating: Economic Model
Environmental Protection Agency
\$165,037 24 months

Pollution Prevention in Electroplating: Expert System
Environmental Protection Agency
\$229,595 24 months

Pollution Prevention in Electroplating
Purdue University
\$29,700 12 months

Silliman, S., Kulpa, C.
Analysis of Subsurface Heterogeneity
Department of Energy
\$349,804 36 months

Chemical Engineering

Varma, A.
REU Supplement for NSF Grant #CTS92-14009
National Science Foundation
\$5,000 12 months

McGinn, P.
Fabrication of Long Length Superconductors
Purdue University
\$11,479 12 months

Kantor, J.
Studies on Integrated Process Monitoring and Control
National Science Foundation
\$73,684 12 months

Chemistry and Biochemistry

Huber, P.
Interactions of Aminoglycoside Antibiotic with TAR RNA
Parke-Davis
\$15,000 12 months

Protein Binding Domains on Eukaryotic 5S rRNA and rDNA
National Institutes of Health
\$195,690 12 months

Basu, S.
Studies on Inhibition of Prostate and Colon Tumor Cells
United Health Services
\$8,800 12 months

Thomas, J.
Radiation Induced Reaction on Clays
National Science Foundation
\$383,103 36 months

Kinetic and Thermodynamic Study of Anionic Polyelectrolytes
National Science Foundation
\$24,309 36 months

Miller, M.
Drugs and Delivery Systems for Opportunistic Infections
National Institutes of Health
\$276,463 12 months

Office of Research

Hyder, A., Porod, W.
NATO Advanced Study Institute Program
Department of the Navy
\$50,000 36 months

Electrical Engineering

Bandyopadhyay, S.
Hot Electron Effects and Quantum Magnetotransport
Department of the Army
\$125,823 36 months

Michel, A., Bauer, P.
Supplemental Funding under the CAST Program
National Research Council
\$2,600 26 months

Sain, M., Bauer, P., et al.
Clark Clutch Performance Studies
Clark-Hurth Components
\$248,850 36 months

Institute for International Peace Studies

Lopez, G., Pagnucco, R., et al.
Non-Governmental Organizations Working for Human Rights
Joyce Mertz-Gilmore Foundation
\$219,000 24 months

Philosophy

Gutting, G., Klima, G.
Buridan's Summulae
National Endowment for the Humanities
\$50,000 24 months

Physics

Shephard, W., Cason, N., et al.
Research in High Energy Physics
National Science Foundation
\$1,672,013 36 months

Rettig, T.
Comet Shoemaker-Levy Analysis
National Aeronautics and Space Administration
\$104,479 12 months

Comet Shoemaker-Levy 9 Fragments and Their Dust Comae
SpaceTelescope Science Institute
\$58,749 12 months

THE GRADUATE SCHOOL OFFICE OF RESEARCH

REU Program for Physics
National Science Foundation
\$67,889 12 months

Mathews, G.
Gamma-Ray Bursts and Relativistic MHD at Coalescing
Neutron Stars
National Aeronautics and Space Administration
\$60,557 12 months

GCD in Spiral Galaxies
California Institute of Technology
\$202,867 36 months

Glazier, J.
National Young Investigator Award
National Science Foundation
\$83,589 12 months

Schiffer, P.
Thermal Investigation of Vortex Lattice Melting
Purdue University
\$67,359 12 months

Radiation Laboratory

Asmus, K.
Vitamin C Derivatives Synthesis and Pulse Radiolysis
Department of Energy
\$15,000 36 months

South Bend Center for Medical Education

Hamlett, W.
Reproduction in Amazon Rays
I.U. School of Medicine
\$57,376 36 months

PROPOSALS FOR FACILITIES AND EQUIPMENT

Biological Sciences

Carlton, R.
Laboratory Instrumentation for Ecological Investigation
National Science Foundation
\$194,710 1 month

PROPOSALS FOR INSTRUCTIONAL PROGRAMS

O.S.I.P.A.

Borelli, M.
PWMEGS
Department of Education
\$105,810 3 months

PROPOSALS FOR OTHER PROGRAMS

Alliance for Catholic Education

Scully, T.
Learn and Serve America: Higher Education
Corp for National Service
\$125,893 12 months

Office of Executive Vice President

Roemer, J.
National Youth Sports Program — Notre Dame
NCAA
\$47,000 12 months

Institute for International Peace Studies

Power, F.
NAFSA Support for Graduate Student (T. Makogon)
NAFSA/Association of International Educators
\$10,000 12 months

Hayner, A.
NAFSA Support for Graduate Student (V. Roussin)
NAFSA/Association of International Educators
\$10,000 12 months
NAFSA Support for Graduate Student (D. Konovalov)
NAFSA/Association of International Educators
\$10,000 12 months

NAFSA REAP Grant Renewal for Larissa Deriglazova
NAFSA/Association of International Educators
\$10,000 12 months

NAFSA BEEP Grant Renewal for Senada Selo
NAFSA/Association of International Educators
\$11,400 12 months

NAFSA Support for Graduate Student (L. Cebotaru)
NAFSA/Association of International Educators
\$10,000 12 months

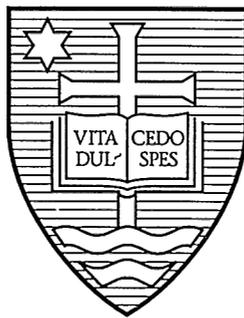
NAFSA Support for Graduate Student (O. Plescan-Popa)
NAFSA/Association of International Educators
\$10,000 12 months

Sociology

Hallinan, M.
NAFSA Support for Graduate Student (Y. Chumakov)
NAFSA/Association of International Educators
\$10,000 10 months

Urban Institute for Community and Educational Initiatives

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



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