

NOTRE DAME REPORT

THE UNIVERSITY

- 125 *Architecture Building Named Bond Hall*
- 125 *Arnolds Endow Libraries' Directorship*
- 125 *Parsons Foundation Establishes Pieroni Engineering Scholarship*
- 126 *Meyer Supports M.B.A. Program*
- 126 *Advisory Committee and Advisors Announced for Lesbian and Gay Students*

ADMINISTRATORS' NOTES

- 136 *Appointments*
- 136 *Activities*
- 136 *Publications*

FACULTY NOTES

- 127 *Honors*
- 128 *Activities*

DOCUMENTATION

- 137 *Summer Commencement Address*
- 141 *How Can Notre Dame Realize Its Academic Potential?*
- 146 *President's Address to the Faculty*
- 152 *Academic Council Minutes*
 - April 16, 1996
 - May 7, 1996
- 165

THE GRADUATE SCHOOL

- 179 *Current Publications and Other Scholarly Works*

NOVEMBER 1, 1996 • NUMBER 5

Architecture Building Named Bond Hall

The newly renovated and enlarged architecture building has been renamed Bond Hall in honor of William Bond Jr., a Notre Dame graduate and senior partner in the Memphis, Tenn., investment and asset management firm Bond, Johnson & Bond.

Bond's previously anonymous gift of \$5 million underwrote the nearly completed renovation and expansion of the building. Designed by New York architect Edward Tilton, the building was dedicated in 1917 as the University's main library and served that purpose until 1963. Architecture faculty and students, housed in Hurley Hall since June 1995, will return to the building in January for the spring semester.

Bond is a member of the advisory council for the School of Architecture and a longtime benefactor of Notre Dame. Among his many gifts was \$1.2 million in 1984 to establish the Montedonico Fellowship master's degree program in architecture in honor of his mother, Rose Montedonico Bond.

A native of Memphis, Bond had his undergraduate studies at Notre Dame interrupted by World War II. After serving from 1942 to 1946 with the Army Corps of Engineers in the European theater, he returned to the University to complete his bachelor's degree in architecture in 1950.

Bond was president and chief executive officer of the Memphis architectural firm William W. Bond Jr. and Associates from 1950 to 1968. Working with clients such as Holiday Inn, Ramada Inn, Sheraton, Howard Johnson and Travelodge, the firm designed motels world- and nationwide.

From 1968 to 1986, Bond was president and chairman of the board of Care Inns, Inc., a nursing home concern with operations in Mississippi, Tennessee, North Carolina, West Virginia and Kentucky. He sold the firm in 1986.

Notre Dame's School of Architecture, described by *The New York Times* as "the Athens" of the New Classicism movement, offers the nation's only fully accredited curriculum in classical architecture. Established in 1898, it was the first architecture program under Catholic auspices and now enrolls 220 undergraduates and 13 graduate students with a faculty of 20.

Arnolds Endow Libraries' Directorship

Notre Dame has received a \$2 million commitment from Edward and Suzanne Arnold of Lebanon, Pa., to endow the directorship of the University Libraries.

Edward Arnold, chairman, president and chief operating officer of Arnold Industries in Lebanon, Pa., is a 1961 Notre Dame graduate and a member of the advisory council for the University Libraries. A previous benefaction from Mr. and Mrs. Arnold made possible the libraries' E.H. and Suzanne Arnold Family Endowment for Germanic Studies.

Parsons Foundation Establishes Pieroni Engineering Scholarship

The University has received a grant of \$100,000 from the Ralph M. Parsons Foundation to establish an undergraduate engineering scholarship fund in memory of Len Pieroni, a 1960 Notre Dame graduate.

Pieroni, chairman and chief executive officer of The Parsons Corporation, a world-wide engineering firm, died April 3 in a plane crash in Croatia. He and 34 others, including U.S. Commerce Secretary Ron Brown, had been exploring business opportunities in the Balkan region when the Air Force CT-43 in which they were traveling crashed while attempting to land at the Cilipi Airport near Dubrovnik.

In 1993 Pieroni received one of Notre Dame's College of Engineering honor awards for his leadership in international engineering and construction.

The Ralph M. Parsons Foundation of Los Angeles became an independent grant-making foundation upon Mr. Parson's death in 1974. The foundation supports pre-eminent institutions of higher education, among other program areas.

Meyer Supports M.B.A. Program

Notre Dame has received a major commitment from Ken Meyer, executive vice president of Lincoln Capital Management Company in Chicago, Ill., to endow a professorship, fund several fellowships and summer internships, and develop a group of special graduate level courses in the M.B.A. program of the College of Business Administration.

In addition to establishing the Kenneth R. Meyer Chair in Global Investment Management, the gift will fund the development of M.B.A. courses in advance futures and options, fixed income analysis, global portfolio theory and management, international investments, and applied global money management. The gift also will establish and fund the Meyer Presidential M.B.A. Fellowships for outstanding graduate students in finance and a summer internship program which would give selected M.B.A. students working experience in an investment firm.

A 1966 graduate of Notre Dame, Meyer holds an MBA degree from the Wharton School of Finance. He has been with Lincoln Capital since 1981 and in the investment management business since 1968. A member of the board of directors of Irish Life of North America and of LINK Unlimited, a minority education program in Chicago, he also is a member of the advisory council for the College of Arts and Letters.

Advisory Committee and Advisors Announced for Lesbian and Gay Students

In accordance with the recommendations made last spring by the Ad Hoc Committee on Gay and Lesbian Student Needs, Patricia O'Hara, vice president for student affairs, has announced the creation of a standing committee to advise her on the needs of lesbian and gay students.

The standing committee will act as a resource to the vice president in identifying needs of lesbian and gay students, continuing the dialogue begun by the ad hoc committee, and assisting in the implementation of campuswide educational programming on lesbian and gay issues.

The members of the standing committee are: Ann Firth, assistant to the vice president for student affairs, who will chair the committee; Sister Sue Bruno, O.S.F., rector of Pasquerilla West; Rev. David Burrell, C.S.C., Hesburgh professor of theology and philosophy; undergraduate students Sean Geary, Mark Massoud and Anthony Silva; and Rev. Richard Warner, C.S.C., director of campus ministry and counselor to the president.

In response to another recommendation of the ad hoc committee, O'Hara also has announced the advisors to the newly created University group, Notre Dame Lesbian and Gay Students. This group, which is not a student organization, is designed to assist lesbian and gay students in coming together to find mutual support and to explore common issues within the context of the University community and the teachings of the Catholic Church. The advisors will be Sister Mary Louise Gude, C.S.C., assistant professional specialist in Romance languages and literatures, and Rev. Thomas Gaughan, C.S.C., rector of Stanford Hall and director of Notre Dame Encounter and Retreats.

FACULTY NOTES

Honors

Scott Appleby, director of the Cushwa Center and associate professor of history, and **Martin E. Marty**, University of Chicago, have won the 1996 American Academy of Religion Award for Excellence in the Study of Religion, analytical-descriptive category, for *The Fundamentalism Project*, a five-volume series on global religious resurgence in the 20th century. Appleby and Marty, edited the series and contributed several chapters to it.

Thomas P. Bergin, director emeritus of continuing education and professor emeritus of management, has been elected to the first class of inductees into the International Adult and Continuing Education Hall of Fame in Washington, D.C. The hall, established in 1995, honors men and women who have made lasting contributions to continuing education.

Fred R. Dallmayr, Dee professor of government and international studies, was appointed to the advisory board of the Toda Institute of International Peace Studies in Tokyo, Japan.

Jimmy Gurulé, professor of law, has been appointed to serve on the editorial advisory board of the *Harvard Journal on Hispanic Policy*, which is published by the John F. Kennedy School of Government and highly regarded as the premiere publication on Hispanic policy issues.

Richard Jensen, guest professor of biological sciences and director of the Greene-Nieuwland Herbarium, received a Distinguished Service Award from the American Society of Plant Taxonomists, only the second such award the society has presented.

Robert C. Johansen, professor of government and international studies and fellow in the Kroc Institute, has been invited by the National Research Council, Commission on Behavioral and Social Sciences, Washington, D.C., to be one of five experts to serve on its United Nations Peacekeeping Evaluation Project and to provide advice and written text for preparing international standards for evaluating the success of future U.N. peacekeeping operations.

Ahsan Kareem, professor of civil engineering and geological sciences, has been invited to serve on the technical committee on Engineering: Buildings and Structures of the National Hurricane Conference, the nation's leading forum for education and professional training on managing the impact of hurricanes.

Catherine Mowry LaCugna has been named the Nancy R. Dreux professor of theology. She is a specialist in systematic theology and has written books and articles on the trinity and other topics within Catholic theology, including feminist issues and liturgical theology. Her work has focused on showing the practical implications of the doctrine of the trinity for spirituality ethics, sexuality and the life of the church. William Dreux earned a law degree from Tulane University and practiced law in the New Orleans firm, Hurley & Dreux. A captain in the O.S.S. during World War II, he authored the book, *No Bridges Blown*, which was published by Notre Dame Press in 1972. He was a member for more than 20 years of the advisory council for the College of Arts and Letters.

John E. Matthias, professor of English, received the 1996 Ohioana Book Award for poetry for his recently published book of short poems *Swimming at Midnight* in Columbus, Ohio, Oct. 19. The awards have been given annually since 1942 by the Ohioana Library Association to honor native Ohioans who have published outstanding works of fiction, non-fiction and poetry.

Sheridan P. McCabe, associate professor of psychology, received the Division of the Psychology of Religion Mentoring Award "for guiding, advising and teaching others to lead" at the convention of the American Psychological Association in Toronto, Canada, Aug. 11.

Naomi M. Meara has been named the Nancy R. Dreux professor of psychology. A specialist in the application of theory to the professional roles of psychologists, she has focused on exploring the role of virtue ethics as an adjunct to principle ethics in educating psychologists. William Dreux earned a law degree from Tulane University and practiced law in the New Orleans firm, Hurley & Dreux. A captain in the O.S.S. during World War II, he authored the book, *No Bridges Blown*, which was published by Notre Dame Press in 1972. He was a member for more than 20 years of the advisory council for the College of Arts and Letters.

Marvin J. Miller, an organic chemist internationally recognized for his work in the crucial field of new antibiotics, has been appointed to the George and Winifred Clark chair in chemistry. His research focuses on the synthesis and study of biologically important compounds, particularly beta-lactams — the core units of penicillin and its relatives, which comprise the most important class of antibiotics used throughout the world — and microbial iron transport agents. The George and Winifred Clark chair grew out of a fund for distinguished professors established by the couple in 1954 and a bequest from the estate of Mr. Clark, founder of the George C. Clark Metal Last Co. in Mishawaka. Clark was a self-taught mechanic

FACULTY NOTES

and engineer who devised and patented a number of shoe lasts (forms over which canvas and rubber footwear were manufactured) in use 50 to 60 years ago. He firm, founded in 1902 in a garage in his backyard, at one time was supplier to most major footwear manufacturers.

Norlin G. Rueschhoff, professor of accountancy, received the 1996 College of Business Administration Alumni Merit Award at Creighton University in Omaha, Nebr., Sept. 28.

Billie F. Spencer Jr., professor of civil engineering and geological sciences, was appointed to the international board of the conference on Motion and Vibration Control.

Stephan Stolz, an internationally recognized topologist who has been a member of the Notre Dame faculty since 1986, has been named to the John A. Zahm chair in mathematics. The Zahm chair honors a Holy Cross priest who from 1875 to 1892 was a Notre Dame professor of physics and chemistry, a librarian and curator of the University's scientific museum, and — at the age of only 25 — served as vice president of the University.

John J. Uhran Jr., associate dean of engineering and professor of electrical engineering and computer science and engineering, has begun a two-year term as a member of the board of directors of the American Society of Engineering Education.

Andrzej Walicki, O'Neill professor of history, received the 1996 Vucinich Prize for the American Association for the Advancement of Slavic Studies for his book *Marxism and the Leap to the Kingdom of Freedom: The Rise and Fall of the Communist Utopia* published by Stanford University Press in 1995.

Rev. Joseph L. Walter, C.S.C., chairman of preprofessional studies and associate professor of chemistry and biochemistry, was honored by the Buhl Science Center of Pittsburgh, Pa., in the publication *Lives Touched, Worlds Changed* as one of the alumni science-project awardees for 50 years of alumni achievements.

Activities

John H. Adams, assistant professor of biological sciences, presented an invited seminar titled "Multiple Apical Organelle Proteins from a Single Locus in *Plasmodium yoelii*" at the Malaria Program, Naval Medical Research Institute, in Rockville, Md., Sept. 23.

Panos J. Antsaklis, professor of electrical engineering, gave the 1996 ISIC plenary address titled "Intelligent Autonomous Control: From Theory to Applications" to university, government and industry participants at the IEEE CCA/ISIC/CACSD conference on Control Applications (CCA), Intelligent Control (ISIC), and Computer Aided Control System Design (CACSD) in Dearborn, Mich., Sept. 17.

Scott Appleby, director of the Cushwa Center and associate professor of history, presented the paper "Catholics and the Christian Right: An Uneasy Alliance" at the conference titled "The Christian Right in Comparative Perspective" at Calvin College in Grand Rapids, Mich., Oct. 4-5. He participated in a panel on "Religion and the '96 Election" at the Religion Newswriter conference in Evanston, Ill., Aug. 31.

Ani Aprahamian, associate professor of physics, gave the invited talk "The A=80 Region of Nuclei and Radioactive Beams" at the international conference on Physics of Unstable Nuclear Beams in Sao Paulo, Brazil, Aug. 28. She gave a seminar titled "Exotic Beam and Nuclear Structure Near the Limits" at the Erevan Physics Institute in Erevan, Armenia, Sept. 12. She gave the invited colloquium "The A=80 Region of Nuclei and Experiments with Radioactive Ion Beams" at the Flerov Laboratory of Nuclear Reactions in Dubna, Russia, Sept. 17. She presented the invited talk "The Astrophysical r-process and Nuclear Structure in the A=80 Region of Nuclides" at the ninth international conference on Neutron-Capture Studies and Related Topics in Budapest, Hungary, Oct. 10.

Klaus-Dieter Asmus, director of the Radiation Laboratory and professor of chemistry and biochemistry, presented "Donor-Bridge-Acceptor Ferrocene-C₆₀ Dyads; Photoinduced Intramolecular Electron Transfer" at the 20th Solar Photochemistry Research Conference in French Lick, Ind., June 8-12.

Louis J. Berzai, assistant professional specialist in the Computer Applications Program, made a multimedia presentation demonstration to Ohio Federation of Independent Colleges faculty from Ohio colleges on how and when to use these tools for better classroom presentations held in DeBartolo Hall, Notre Dame, Ind., July 9. He presented his masters' thesis "Changing Boundaries of Computer Ethics" using Asymetric's multimedia software

FACULTY NOTES

called Toolbook at the Cross Roads Hawaii/Managing Technology Conference sponsored by DPMA (The Association of Information System Professionals) Honolulu Chapter in Honolulu, Hawaii, Sept. 19-20.

Kathleen Biddick, associate professor of history, gave a plenary paper titled "Translating the Foreskin" at a conference on Writing Cultures/Making Culture: Sites, Stages, and Scenarios of Medieval Studies organized by the Center for Medieval and Renaissance Studies at SUNY in Binghamton, N.Y., April 18.

Sunny K. Boyd, associate professor of biological sciences, gave the invited talk "Brain Vasotocin Pathways and the Control of Sexual Behaviors in the Bullfrog" at the international conference on Hormones, Brain, and Behavior in Turin, Italy, Aug. 24-31.

Robert J. Brandt, professional specialist in architecture, exhibited an architectural model in conjunction with the exhibition "Ohio Builds a State House, 1846" celebrating the 150th anniversary and refurbishment of the state capitol building at the Riffe Gallery in Columbus, Ohio, Sept. 1-Oct. 26. He exhibited recent sculptural works in the "New Directions in Wood" exhibit at the Sheldon Swope Art Museum in Terre Haute, Ind., Sept. 12-Nov. 17.

Ian C. Carmichael, associate professional specialist in the Radiation Laboratory, presented "Theoretical Studies on Some 2-Center/3-Electron Bonded Radical Ions" at the 14th international conference on Radical Ions at Uppsala University in Uppsala, Sweden, June 29-July 5.

Neal M. Carson, professor of physics, gave an invited lecture titled "Search for Exotic Mesons in BNL E852" at the SLAC Summer Institute at the Stanford Linear Accelerator Center in Stanford, Calif., Aug. 28.

Hsueh-Chia Chang, professor of chemical engineering, presented the invited lecture "Wave Dynamics on Falling Film" at the international conference on Differential Equations: Theory, Numerics and Applications in Bandung, Indonesia, Sept. 29-Oct. 2. He was selected to chair the Scientific Committee for International Union of Theoretical and Applied Mechanics for the Symposium on Nonlinear Wave Behavior in Multi-Phase Flow to be held at Notre Dame in 1998.

Danny Z. Chen, assistant professor of computer science and engineering, presented a paper titled "Lower Bounds for Computing Geometric Spanners and Approximate Shortest Paths" at the eighth Canadian conference on Computational Geometry in Ottawa, Canada, Aug. 12-15. He presented the paper "Parallel Algorithms for Partitioning Sorted Sets and Related Problems" at the fourth annual European symposium on Algorithms in Barcelona, Spain, Sept. 25-27.

Daniel M. Chipman, professional specialist in the Radiation Laboratory, presented the poster "Hyperfine Coupling Constant in Free Radicals" at the 29th Midwest Theoretical Chemistry Conference in Indianapolis, Ind., May 31-June 1. He gave the poster "New Quantum Mechanical Operators for Evaluation of Electronic Charge and Spin Densities at Nuclei" at the American Conference on Theoretical Chemistry in Park City, Utah, July 20.

Peter Cholak, assistant professor of mathematics, gave the invited talk "Computably Categorical Structures" in the Logic Seminar at the University of Illinois at Urbana-Champaign, Ill., Oct. 22.

Daniel J. Costello Jr., chairperson and professor of electrical engineering, presented a talk titled "Concatenated Turbo Codes" at the international symposium on Information Theory and Its Applications in Victoria, British Columbia, Sept. 20.

Xavier Creary, Huisking professor of chemistry and biochemistry, presented the Frontiers of Science Lecture titled "Reactive Intermediates Derived from Diazirines" to the Department of Chemistry at Wayne State University in Detroit, Mich., Sept. 16.

Fred R. Dallmayr, Dee professor of government and international studies, presented a paper on "Political Identity in a Multicultural Society" at a meeting organized by the Political Philosophy section of the International Political Science Association held in Moscow, Russia, June 5-8. He presented a lecture on "Gadamer, Derrida, and the Hermeneutics of Difference" under the Friendship Treaty with Notre Dame at Innsbruck University in Innsbruck, Austria, June 18. He presented a paper on "Liberation Theologies East and West" at the annual meeting of the Society for Buddhist-Christian Studies at DePaul University in Chicago, Ill., July 31. Dallmayr presented a paper on "Mark Roelofs: Phenomenologist and Critic" at the annual meeting of the American Political Science Association in San Francisco, Calif., Sept. 26.

Kevin Dreyer, assistant professional specialist in communication and theatre, serve as a guest artist, lighting designer and production stage manager for "Two Women, Dancing Lives and Stories," a Sistar grant performance by Indi Dieckgrafe and Caroline Quinlan, at Saint Mary's College, Notre Dame, Ind., Sept. 5-6.

William G. Dwyer, Hank professor of mathematics, gave the invited seminar talk titled "Homotopy Colimits" and a colloquium lecture titled "How Much of a Lie Group Lingers After its Geometry is Gone?" at the Department of Mathematics at the University of Chicago in Chicago, Ill., Oct. 3-4.

FACULTY NOTES

Richard M. Economakis, assistant professor of architecture, lectured on "Think Globally, Act Locally" at the Rinascimento Urbano conference held at the Aula Absidale S. Lucia in Bologna, Italy, March 29. His architectural proposal titled "Center for Classical Studies for the Island of Nisyros, Greece" and his architectural design proposal "Bridge Between Greece and Turkey" which was produced in collaboration with Baki Sükan were exhibited at the Habitat II City Summit in Istanbul, Turkey, June 3–21. He delivered a lecture titled "Our Cities Besieged" at the invitation of the Anglo-Hellenic League Patron HRH Prince Michael of Kent at the Prince of Wales' Institute of Architecture in London, England, June 6. The lecture was followed by a showing of the film *Nauplion: A City Besieged*, produced by Logos Films, Los Angeles, and co-scripted by Richard and Andrew Economakis.

Richard W. Fessenden, professor of chemistry and biochemistry and associate director of the Radiation Laboratory, presented "An ESR and CIDEP Study of the Photochemistry of 2,2'-Biphenol in Aqueous Solution" at the Rocky Mountain Conference on Analytical Chemistry in Denver, Colo., June 21–26.

Guillermo J. Ferraudi, professional specialist in the Radiation Laboratory, presented "Magnetokinetic Effects (MKE) in Reactions of Radicals with Ni (II) Complexes" at the 20th Solar Photochemistry Research Conference in French Lick, Ind., June 8–12. He presented "Magnetokinetic Effects (MKE) on Outer-Sphere Electron Transfer Reactions of Ru and Co Coordination Complexes" at the 31st international conference on Coordination Chemistry in Vancouver, Canada, Aug. 18–23.

Barbara J. Fick, associate professor of law and in the Higgins Labor Research Center, presented a conference paper titled "Review and Assessment of Collective Labor Law in Eight Central and Eastern European Countries" at the conference on the Promotion of the Defense of Trade Union Rights in Central and Eastern Europe sponsored by the International Labor Organization, the International Confederation of Free Trade Unions and the Free Trade Union Institute in Zakopane, Poland, Sept. 27.

Malcolm J. Fraser Jr., associate professor of biological sciences, gave a presentation titled "Functional Assays for Lepidopteran Transposable Elements in Spodoptera Frugiperda IPLB-SFZIAE Cells" and chaired the symposium on Biotechnological Applications of Invertebrate Cell Culture at the world congress of In Vitro Biology in San Francisco, Calif., June 21–23. He presented "Transformation of the Lepidopteran *Trichoplusia ni* Using the piggyBac Element" at the Pacific Branch Entomological Society of America meeting held in Big Sky, Mont., June 24–26.

Stephen Fredman, professor of English, presented "The Question of Identity in Lyn Hejinian's *My Life*" at Assembling Alternatives: An International Poetry Conference at the University of New Hampshire in Durham, N.H., Aug. 31.

Mohamed Gad-el-Hak, professor of aerospace and mechanical engineering, organized and delivered five lectures in the short course "Flow Control: Fundamentals and Practices" held at the University of Notre Dame, Notre Dame, Ind., Sept. 9–13.

John H. Garvey, professor of law, gave a colloquium paper titled "The Boss" about enforcing the constitution against local officials at the University of Kentucky Law School in Lexington, Ky., April 18. He conducted a conference on Assisted Suicide at the Notre Dame Law School, Notre Dame, Ind., July 17. He spoke at a conference on the Constitutionality of Government Cooperation with Religious Social Ministries at the Center for Public Justice in Washington, D.C., Aug. 2–3. He gave a lecture titled "The 'Right' to Rights" at the 1996 annual education meeting of the Florida conference of District Courts of Appeals in Naples, Fla., Sept. 16.

Teresa Ghilarducci, associate professor of economics, gave a presentation to senators and congressmen on the role of unions and private pensions at a meeting on Pension Privatization in Mexico City, Mexico, Aug. 23.

James A. Glazier, assistant professor of physics, presented the invited seminar "How Cells Know Where to Go" at the University of Chicago Department of Physics in Chicago, Ill., Sept. 25.

Denis Goulet, O'Neill professor in education for justice, economics, conducted a workshop on "Ethical and Methodological Assessment of Participatory Research on Conditions of Women in Maguilas in Central America" sponsored by the International Development Research Centre, Canada, held in San Salvador, El Salvador, Sept. 9.

Dirk Guldi, associate professional specialist in the Radiation Laboratory, presented the invited papers "Nanoseconds of Nanoparticles. Effects of Size, Surface Derivatization and Coating on Photobleaching of CdS and CdSe" and "Langmuir-Blodgett Films, and Self-Assembled Monolayers of Functionalized Fullerene Derivatives: Analogy Between Fullerenes and Nanoparticles. Two-Dimensional Crystal Growth" at the NATO Workshop in Szeged, Hungary, March 7–19. He presented the invited paper "Lichtinduzierte intramolekulare Desaktivierung in ueberbrueckten Fulleren-Ferricen-und Fulleren/Ru-(II)-tris(bipyridyl)-Komplexen" at the seminar ueber Physikalische Aspekte der Komplexchemie, Cologne, March 18. He gave the papers "Effects of Hydrophobic-Hydrophilic Balance and Stereochemistry on the

FACULTY NOTES

Supramolecular Assembly of Functionalized Fullerenes" and "Donor-Bridge-Acceptor Ferrocene- C_{60} Dyads; Photoinduced Electron Transfer via Intramolecular Reductive Quenching" and the poster "EPR Study of [60]-Fullerene Anions in Aqueous Solution" at the 189th Electrochemical Society Meeting in Los Angeles, Calif., May 5-19. He gave the invited lecture "Pulse Radiolytic and Flash Photolytic Techniques as Powerful Tools for the Investigation of Fullerenes and Functionalized Fullerene Derivatives" at the Slovak Technical University, Bratislava, Slovak Republic, and Université Louis Pasteur, Strasbourg, France, May 30-June 25. Guidi presented the invited papers "Time-Resolved Studies on Fullerenes and Functionalized Fullerene Derivatives," "Radiolytic Redox Reactions of Metalloporphyrines. Donor-Bridge-Acceptor Ferrocene- C_{60} Dyads" and "Photoinduced Intramolecular Electron Transfer" at the Gordon Conference on Radiation Chemistry in Newport, R.I., July 6-12. He presented the invited papers "Donor-Bridge-Acceptor Ferrocene C_{60} Dyads; Photoinduced Electron Transfer via Intramolecular Reductive Quenching" and "Photophysical Properties of Functionalized Fullerene Derivatives" at the SPIE's annual meeting in Denver, Colo., Aug. 5. He presented "Donor-Bridge-Acceptor Ferrocene C_{60} Dyads" at the JRDC-NU international workshop on π Electron Materials at Northwestern University in Evanston, Ill., Aug. 13.

Ronald A. Hellenthal, professor of biological sciences and Gillen director of the Environmental Research Center, acted as chair and served as moderator for a public hearing on Indiana's groundwater pesticide protection program held in Columbia City, Ind., Sept. 10.

George S. Howard, professor of psychology, presented the Presidential Address of the Division of Humanistic Psychology of the American Psychological Association titled "Ecological Psychology: Creating a More Earth-friendly Human Nature" and the Presidential Address of the Division of Theoretical and Philosophical Psychology of the American Psychological Association titled "A Psychology for the Twenty-first Century" in Toronto, Ontario, Aug. 10-11.

Gordon Hug, associate professional specialist in the Radiation Laboratory, presented the poster "Acid-base Equilibria Involved in Secondary Reactions Following the 4-Carboxybenzophenone Sensitized Photooxidation of Methionyl-Glycine in Aqueous Solution. Spectral and Time Resolution of the Decaying ($S\cdotp N$)⁺ Radical Cation" at the 20th Solar Photochemistry Research Conference in French Lick, Ind., June 8-12, and at the XVI IUPAC Symposium on Photochemistry in Helsinki, Finland, July 20-28.

Prashant Kamat, professional specialist in the Radiation Laboratory, presented the invited papers "Dye-Capped Nanocrystalline Semiconductor Thin Films" and "Reveal-

ing the Mysteries of Nanocrystalline Semiconductor Thin Film Based Photoelectrochemical Solar Cells. Dye-Capped Nanocrystalline Semiconductor Thin Films" at the meeting of the American Chemical Society in New Orleans, La., March 24-29. He presented the papers "Hydroxyl Radical-Mediated Oxidation: A Common Pathway in the Photocatalytic, Radiolytic and Sonolytic Degradation of Textile Dyes," "Photochemical Behavior of C_{60} on Al_2O_3 and TiO_2 Surfaces" and "Photosensitization Aspects of Semiconductor Nanoclusters and Thin Films Capped with Dye Aggregates" at the 189th Electrochemical Society meeting in Los Angeles, Calif., May 6-8. He gave the paper "Photosensitization Aspects of Dye Capped Semiconductor Nanoclusters" at the 20th Solar Photochemistry Research Conference in French Lick, Ind., June 8-12. He presented the paper "Photosensitization Aspects of Semiconductor Nanocrystallites" at the Chemistry Division seminar, BARC, in Bombay, India, July 2. He presented "Seminar on Photocatalysis with Colloidal Semiconductors" at RRL, Trivandrum, India, July 25. He gave the paper "Photochemistry and Photophysics of Semiconductor Nanoclusters" at the 11th international conference on Photochemical Conversion and Storage of Solar Energy in Bangalore, India, July 29.

Ahsan Kareem, professor of civil engineering and geological sciences, organized and served as a co-chair of a technical workshop on Engineering/Public Works/Building Codes at the 1996 National Hurricane Conference in Orlando, Fla., April 2-5. He presented a technical paper on "Mitigation of Wind-Induced Motions of Tall Buildings" co-authored by Professor Y. Tamura, Tokyo Institute of Polytechnics, Japan, at the Council on Tall Buildings and Urban Habitat's Conference on Tall Buildings Structures — a World View in Chicago, Ill., April 15-18. He chaired a technical session on Wind Loading and Wind Effects, chaired a Task Committee on Damping Systems and served on the Technical Steering Committee of the American Society of Civil Engineers Structures Congress '96 in Chicago, Ill., April 15-18.

M. Cathleen Kaveny, associate professor of law, gave a presentation on "Ethics and Managed Care" at an interdisciplinary ethics seminar composed of medical students and law students at Notre Dame, Ind., March 1. She lectured on "End of Life Issues" as part of a parish educational series on medical ethics co-sponsored by the Knights of Malta and Education for Parish Service in New Canaan, Conn., April 17. She was an invited respondent at a conference on "Natural Law and Contemporary Public Policy" in Cleveland, Ohio, April 18. Kaveny gave an invited lecture on "Social Teachings, Health Care and Stewardship" at the eighth biannual meeting of the International Association of Catholic Medical Schools held at Loyola Medical School in Chicago, Ill., May 14. She was an invited participant at an international conference of legal scholars on "Evangelium Vitae and the Law" spon-

FACULTY NOTES

sored by the Vatican and held in Vatican City, Italy, May 23–25. She gave a lecture on "Health Care: Commodity or Basic Right?" at a conference on Catholic Christian Perspectives on Managed Care sponsored by Georgetown University Medical School and its Center for Clinical Bioethics in Washington, D.C., May 29. She was a speaker at a conference on Religion and Biotechnology sponsored by the Hastings Center held in Briarcliff Manor, N.Y., June 17–18.

Kwan S. Kim, professor of economics and fellow in the Kellogg Institute, gave a talk on "What Does It Mean to Become an Advanced Nation?" at the Korean Economic Association in Pusan, Korea, Aug. 22. He presented a paper titled "The Political Economy of Distributional Equity in Global, Comparative Perspective" at the eighth world congress of Social Economics at Charles College, S.C., Aug. 22.

David J. Kirkner, associate professor of civil engineering and geological sciences, presented the paper "Numerical Simulation of Permanent Deformation in Flexible Pavement Systems Subjected to Moving Loads" at the ASCE 11th Engineering Mechanics Conference in Ft. Lauderdale, Fla., May 19–22.

Gyula Klima, associate professor of philosophy, presented a paper on "Contemporary 'Essentialism' vs. Aristotelian Essentialism" with commentator **Michael J. Kremer**, associate professor of philosophy, in the University of Notre Dame Department of Philosophy's Colloquium Series in Notre Dame, Ind., Oct. 18.

Pamela A. Krauser, associate professional specialist in the Graduate School, co-authored and presented the poster session titled "Faculty Research Program: More Than Just Seed Money" at the annual meeting of the Society of Research Administrators in Toronto, Ontario, Oct. 5–9.

Charles F. Kulpa, professor of biological sciences, gave the invited talks "Molecular Tools for Monitoring Pollution Control Systems: Studies on Phenol Degradation and Ammonia Removal in Suspended Growth Systems" and "Biological Treatment of Explosives Contaminated Soil in a Slurry Reactor" at the American Chemical Society titled Emerging Technologies in Hazardous Waste Management VIII in Birmingham, Ala., Sept. 9, 11.

Jay A. LaVerne, professional specialist in the Radiation Laboratory, presented "Production of OH Radicals in the Heavy Ion" at the 44th annual meeting of the Radiation Research Society in Chicago, Ill., April 14–17. He presented the poster "Fluorescence Yields in the Heavy Ion Radiolysis of Benzene" at the Radiation Chemistry Gordon Conference in Newport, R.I., July 6–12.

David Lodge, associate professor of biological sciences, served as an invited session organizer and speaker on "Mechanisms and Impact of Exotic Species Introductions" at the meeting of the International Association of Astacology in Thunder Bay, Ontario, Aug. 10–14.

Gilbert D. Loescher, professor of government and international studies, presented a paper with **Alan Dowty**, professor of government and international studies, titled "The Internationalization of Human Rights Violations: Grounds for International Action" at the International Studies Association — Japan Association for International Relations Conference in Tokyo, Japan, Sept 21. Loescher presented the paper "Human Rights Protection and Humanitarian Action in the Post Cold War Era" at the Pew Global Stewardship Conference titled Migration Policy in Global Perspective at the New School for Social Research in New York, N.Y., Oct. 4.

Michael J. Loux, O'Shaughnessy professor of philosophy, gave a lecture titled "Kinds and Predications" to the Department of Philosophy at Marquette University in Milwaukee, Wis., Sept. 13.

Keith Madden, associate professional specialist in the Radiation Laboratory, presented the poster "Quantitative in situ Radiolysis TRESR Studies: Determination of Free Radical Yields via Aminoxyl Radical Dosimetry" at the 44th annual meeting of the Radiation Research Society in Chicago, Ill., April 14–17. He presented the poster "Radiation Chemistry Information Services via the Internet: Enhancing Public Access to Property Data Using the World Wide Web" at the Radiation Chemistry Gordon Conference in Newport, R.I., July 6–12. He gave the posters "Characterization of the 4-Oxo-2,2,6,6-tetramethylpiperidinoxyl Dosimeter for in situ Radiolysis Electron Spin Resonance Studies" and "Radiation Chemistry Information Services via the Internet: Enhancing Public Access to Property Using the World Wide Web" at the Rocky Mountain Conference on Analytical Chemistry in Denver, Colo., July 21–26.

Mary Ann Mahony, assistant professor of history and fellow in the Kellogg Institute, presented the paper "Satisfying the World's Sweet Tooth: Cocoa, Chocolate, and the World Market for Cacao" at the third conference of the Brazilian Studies Association at King's College, Cambridge, England, Sept. 7–10.

John E. Matthias, professor of English, gave a poetry reading at Western Michigan University in Kalamazoo, Mich., April 10. He read his poetry at the American Comparative Literature Association annual meeting, April 13. He gave a poetry reading at Barnes and Noble bookstore in South Bend, Ind., April 21.

FACULTY NOTES

Rev. Richard McBrien, Crowley-O'Brien-Walter professor of theology, presented "Challenges Facing the Church: The New Search Ground" at the Call to Action Michiana and Committee on Position on the Ordination of Women at the University of Notre Dame, Notre Dame, Ind., Sept. 18. He gave a 30-minute interview titled "Christopher Closeup" televised in November.

Ralph M. McInerny, Grace professor of medieval studies, director of the Maritain Center and professor of philosophy, presented "The Mystery of Fiction" at Writers Live at the Library at the Fremont Public Library in Fremont, Mich., Sept. 10. He presented "The Mystery of Fiction" at the Elkhart Public Library in Elkhart, Ind., Oct. 3. He presented "Why Catholics Need to Know Their Past" to the Catholic Historical Society at Georgetown Visitation Center in Washington, D.C., Oct. 5.

James L. Merz, vice president for graduate studies and research and Freimann professor of electrical engineering, gave a contributed talk at the international conference on Superlattices, Microstructures and Microdevices in Liege, Belgium, July 16. He gave the plenary talk "Opening the Optics Toolbox for Nanostructures Made by Man and by God" at the International Material Research Congress in Cancun, Mexico, Sept. 2. He gave the invited talk "Of Quantum Dots and Quantum Cells — Computing and Communicating in the 21st Century" at the autumn meeting of the Computer and Communications Industry Association in Chicago, Ill., Sept. 10.

Anthony N. Michel, McCloskey dean of engineering and Freimann professor of electrical engineering, presented "Stability Analysis of a General Class of Hybrid Dynamical Systems" at a Decision, Control and Optimization Seminar in the Coordinated Science Laboratory at the University of Illinois in Champaign-Urbana, Ill., Oct. 22.

Philip E. Mirowski, Koch professor of economics, gave the invited paper with co-author Wade Hands titled "Harold Hotelling and the American Dream" at the International Economics Association Conference on Economic Methodology in Bergamo, Italy, June 17–18. He presented the paper "On Playing the Economics Card in the Philosophy of Science: Why it Didn't Work for Michael Polanyi" at the annual meetings of the History of Economics Society in Vancouver, B.C., June 29. He gave the invited lecture "Ecology in the Mirror of Economics" at the European Workshop on Ecology, Nature and Society at Pori, Finland, Aug. 29–30.

Michael C. Mossing, assistant professor of biological sciences, presented a talk titled "Structure and Specificity of a Novel DNA Binding Domain" at the Walther Cancer Institute annual retreat at Indiana University Medical Center in Indianapolis, Ind., Sept. 21.

Asokendu Mozumder, research professor emeritus in the Radiation Laboratory, presented "Thermodynamics of Electron Trapping and of Some Reactions in Liquid Hydrocarbons" at the Radiation Chemistry Gordon Conference in Newport, R.I., July 6–12.

Thomas J. Mueller, Roth-Gibson professor of aerospace and mechanical engineering, presented a seminar "Experimental Aerodynamics and Aeroacoustics of Unsteady Flows" at the Aeromechanics Division of the Flight Dynamics Laboratory at Wright-Patterson Air Force Base, Ohio, Sept. 10. He presented the seminar "Experimental Investigation of Propeller Flowfields and Noise Generated Due to Turbulence and Cyclic Inflows" at the Department of Aerospace Engineering at the University of Southern California in Los Angeles, Calif., Sept. 18. He presented the seminar "Experimental Aerodynamics and Aeroacoustics of Unsteady Flows" at the Department of Mechanical, Aerospace and Nuclear Engineering at the University of California in Los Angeles, Calif., Sept. 19. He presented the seminar "A Thin Film Sensor for the Measurement of Unsteady Pressure on Propeller Blades and Other Aerodynamic Surfaces" at the Department of Aerospace Engineering and Engineering Mechanics at the University of Texas in Austin, Tex., Sept. 23. Mueller presented the seminar "Experimental Investigation of Propeller Flowfields and Noise Generated Due to Turbulence and Cyclic Inflows" at the Department of Mechanical Engineering at Texas A&M University in College Station, Tex., Sept. 24.

Walter Nugent, Tackes professor of history, delivered half-hour talks on "Bartolome de las Casas" and "Thomas Jefferson" in the series "Millennium Minds" on RTE-1 Irish Radio, Aug. 10, 17.

Joseph E. O'Tousa, associate professor of biological sciences, gave the lecture titled "Drosophila in Vision Research" at Woods Hole Marine Biological Laboratory in Woods Hole, Mass., Aug. 21.

Teresa Godwin Phelps, professor of law, presented the paper titled "'If Power Changes Purpose': Images of Authority in Literature and Film" at a program on How Literature and Films Can Stimulate Ethical Reflection in the Business World sponsored by the Notre Dame Center for Ethics and Religious Values in Business in Notre Dame, Ind., Oct. 2.

Mark C. Pilkinton, chairperson and professor of communication and theatre, presented "Strategies for Survival in the Faith-based Institution" at the Association for Theatre in Higher Education National Conference in New York, N.Y., Aug. 7–11.

FACULTY NOTES

Simon Pimblott, associate professional specialist in the Radiation Laboratory, organized and chaired the symposium, presented the poster "Stochastic IRT Modeling of the Radiation Chemical Kinetics of Aqueous Systems" and the papers "Energy Loss by Energetic Electrons: Consequences on Track Structure" and "Platzman's Legacy: Understanding Short-Time Processes" at the 44th annual meeting of the Radiation Research Society in Chicago, Ill., April 14-17. He presented the paper "The Initial Energy Deposition Events in Radiation Damage to Water and DNA" at the NIH workshop on Radiation Chemistry in Washington, D.C., June 4-6. He presented the posters "Effects of Track Structure in Radiolysis" and "Reconciliation of Transient Absorption and Chemically Scavenged Yields of the Hydrated Electrons in Radiolysis" at the Radiation Chemistry Gordon Conference in Newport, R.I., July 6-12.

Jean Porter, professor of theology, gave a talk on recent developments in moral theology to the United Religious Community of South Bend in South Bend, Ind., Oct. 13.

Terrence W. Rettig, professional specialist and concurrent associate professor of physics, presented a paper titled "Dust Size and Velocity Distribution for the Fragments of Comet Shoemaker-Levy 9, Interpreting the Observations" at the international conference on the SL9-Jupiter Collision sponsored by the Observatoire de Paris in Meudon, France, July 3-5.

Ellen D. Rogers, associate professional specialist in the Graduate School, co-authored the poster session titled "Faculty Research Program: More Than Just Seed Money" at the Society of Research Administrators' annual meeting in Toronto, Canada, Oct. 5-9.

Peter Schiffer, assistant professor of physics, gave an invited talk titled "Geometrically Frustrated Magnetic Systems" at the Army Research Office workshop on Nanoscale Design of Magnetic Materials in Research Triangle Park, N.C., Sept. 17.

Mark R. Schurr, assistant professor of anthropology, presented an invited lecture titled "Rural Ethnic Minorities in the Nineteenth Century: A Tale of Two Northern Indiana Settlements" at the Cornelius O'Brien conference on Historic Preservation sponsored by Indiana University and the Indiana Division of Historic Preservation and Archaeology in Brown County, Ind., Sept. 21.

Thomas L. Shaffer, Short professor of law, spoke on "Morality in the Practice of Law" in the Faith, Ethics and World of the Professions Series at the First Presbyterian Church in Bethlehem, Pa., Sept. 29. He gave a paper titled "Stories of Legal Order in American Business" in the

conference on How Literature and Films Can Stimulate Ethical Reflection in the Business World in the Notre Dame School of Business in Notre Dame, Ind., Oct. 1.

Bradley D. Smith, assistant professor of chemistry and biochemistry, presented the invited lecture "Molecular Recognition and Membrane Transport Using Organoboron Acids" at James Cook University, Australia, Aug. 5., and at Monash University, Australia, Aug. 10. He chaired a session at the ninth international symposium on Molecular Recognition and Inclusion held in Lyon, France, Sept. 7-13.

Donald Sniegowski, associate professor of English, gave the invited lecture "Competing Ideas of the University in Nineteenth-Century Britain" at a conference on Reading and Writing: The Liberating Arts held at Wheaton College in Wheaton, Ill., Sept. 26-28.

Andrew J. Sommese, Duncan professor of mathematics, gave a colloquium "Degenerate Projections of Projective Manifolds" at the University of Leiden, The Netherlands, Sept. 19.

Billie F. Spencer Jr., professor of civil engineering and geological sciences, chaired a session titled "Damping-IV" and delivered a keynote address titled "Recent Trends in Vibration Control in the U.S.A." at the third international conference on Motion and Vibration Control in Chiba, Japan, Sept. 1-6. He co-authored a paper titled "Magneto-Rheological Fluid Dampers for Semi-Active Seismic Control" presented by J.D. Carlson of the Lord Corporation, Cary, North Carolina, at that conference. Spencer and **Michael K. Sain**, Freimann professor of electrical engineering, co-authored a paper titled "Seismic Response Reduction Using Semi-Active Control Strategies" presented by S.J. Dyke, former graduate student in civil engineering and geological sciences, at that conference. Spencer gave an invited lecture titled "Magneto-rheological Dampers: A New Approach to Structural Response Reduction" at the Research and Development Headquarters of the Mitsui Engineering and Shipbuilding Co., Ltd., in Tamano City, Japan, Sept. 9. He presented the invited lecture "Seismic Response Reduction Using Magneto-rheological Dampers" at the Technical Research Institute of the Obayashi Corporation in Tokyo, Japan, Sept. 10. He gave the lecture "Magneto-rheological Dampers: A New Approach to Structural Response Reduction" at the Research Institute of the Ishikawajima-Harima Heavy Industries Co., Ltd., in Yokohama, Japan, Sept. 11. He presented "Recent Trends in Vibration Control in the U.S.A." at Nihon University in Tokyo, Japan, Sept. 12. He lectured on "Seismic Response Reduction Using Magneto-rheological Dampers" at the Research and Development Institute of the Takenaka Corporation in Chiba, Japan, Sept. 13.

FACULTY NOTES

Gregory E. Sterling, associate professor of theology, served as chair and presider and was a panel reviewer of John Meier, *A Marginal Jew, Vol. 2*, for the Historical Jesus and His Early Interpreters Continuing Seminar at the annual meeting of the Catholic Biblical Association at the University of St. Thomas in St. Paul, Minn., Aug. 10-13. He presented "Contexts and Meanings: The Beatitudes as Prophetic, Sapiential, Didactic, and Paraenetic Sayings" at the Clergy Education Program for Northwestern and Central Indiana Disciples of Christ and United Churches of Christ at the United Church of Christ in Valparaiso, Ind., Oct. 3.

Jay H. Tidmarsh, associate professor of law, testified before the House Committee on the Judiciary, Subcommittee on Immigration and Claims, concerning H.R. 1023, the Ricky Ray Hemophilia Relief Fund Act, in Washington, D.C., Sept. 19. His testimony focused on standards of governmental liability for the regulatory conduct of its agencies and the effect of this legislation on those standards.

Anthony M. Trozzolo, assistant dean of science and Huisking professor emeritus of chemistry and biochemistry, gave the American Chemical Society Rocky Mountain Lectures titled "Photochromism-Molecules that Curl Up and Dye" at the Central Utah ACS Section at Brigham Young University in Provo, Utah, Oct. 7, at the Colorado ACS Section at the Air Force Academy in Colorado Springs, Colo., Oct. 8, and at the Wyoming ACS Section at the University of Wyoming in Laramie, Wyo., Oct. 9.

John J. Uhran Jr., associate dean of engineering and professor of electrical engineering and computer science and engineering, and **Eugene W. Henry**, professor of computer science and engineering, presented a paper titled "Engineering Design for the Global Environment" at the IGIP world congress in Budapest, Hungary, July 3. Uhran gave the invited talk "Path Planning for Robots: Theory and Practice" to the group on Cellular Neural Networks at the Hungarian Academy of Sciences in Budapest, Hungary, July 4. He presented the paper "An Efficient Approach for Determining Shortest Paths among 2-D and 3-D Weighted Regions" co-authored with **Danny Z. Chen**, assistant professor of computer science and engineering, and graduate student Robert Szczerba at the CESA-'96 IMACS Multiconference in Lille, France, July 10.

Arvind Varma, Schmitt professor of chemical engineering, presented an invited seminar titled "Ethylene Epoxidation in a Membrane Reactor" at the Union Carbide Technical Center in South Charleston, W.Va., Aug. 13. He presented the invited seminar "Metal-Composite and Ceramic Membranes: Synthesis, Characterization and Reaction Studies" at the Engineering Research Section of DuPont Company in Wilmington, Del., Oct. 4.

Raimo Väyrynen, Regan director of the Kroc Institute and professor of government and international studies, presented a paper on "Post-Hegemonic and Post-Socialist Regionalism: A Comparison of East Asia and Central Europe" in the joint convention of the International Studies Association-Japanese Association of International Relations in Makuhari, Japan, Sept. 20-22. He presented the paper "The Age of Humanitarian Emergencies" and co-chaired the conference on the Political Economy of Humanitarian Emergencies organized by the World Institute for Development Economics Research in Helsinki, Finland, Oct. 6-8.

Kathleen Maas Weigert, associate director of academic affairs and research at the Center for Social Concerns, concurrent associate professor of American studies and fellow in the Kroc Institute, organized and participated with **Benjamin Giamo**, assistant professor of American studies, and **Martin Saiz**, assistant professor of government and international studies, on the panel on "Framing the Questions: Perspectives on Causes of Homelessness" at the conference on Confronting an American Disgrace: The Systemic Causes of Homelessness sponsored by the Institute for Applied Community Research and the United Religious Community of St. Joseph County in South Bend, Ind., Sept. 19-21.

John P. Welle, associate professor of Romance languages and literatures, gave two invited lectures: "The Republic of Silence: Writing Early Cinema in Italy" and "The Secret Muse: Translating Contemporary Italian Poetry" at the University of Oregon in Eugene, Oreg., Oct. 10-11.

William L. Wilkie, Nahe professor of marketing, delivered an invited faculty lecture titled "Marketing and Society" to the annual doctoral consortium of the American Marketing Association held at the University of Colorado in Boulder, Colo., Aug. 1.

Erhard Winkler, professor emeritus of civil engineering and geological sciences, gave the invited keynote talk "Stone Decay and Stone Conservation: Past, Present, Future" at the eighth international congress on Deterioration and Conservation of Stone in Berlin, Germany, Sept. 30-Oct. 4.

John H. Yoder, professor of theology and fellow in the Kroc Institute, presented "La Radicalité éthique de la croix (the ethical radicality of the cross)" at the conference Face à la Violence: Fondements et pratiques de Réconciliation (In the face of violence; foundations and practices of reconciliation) to Protestant theology faculty and sponsored by two theology schools, three Christian journals, four action agencies and led by the International Fellowship of Reconciliation and Church and Peace in Paris, France, Sept. 25.

ADMINISTRATORS' NOTES

Appointments

Carolyn Berzai, assistant director of Administrative Information Services, Office of Information Technologies, was promoted to the position of co-director of Administrative Information Services. An employee at the University for 20 years, she previously was in charge of data administration.

Stephen H. Camilleri, a 1994 Notre Dame graduate, has been appointed assistant director of the Annual Fund. While a student he worked in development's phone center and served as a resident assistant in Cavanaugh Hall. For the last two years he taught religion and English to fifth and sixth graders at Holy Ghost Catholic School in Hammond, La., through the Alliance for Catholic Education. He received a master of arts degree in teaching from the University of Portland in June.

Velma Harris, assistant director of Administrative Information Services, Office of Information Technologies, was promoted to the position of co-director of Administrative Information Services. An employee at the University for 23 years, she previously was in charge of database administration.

Activities

Scott Siler, manager of student computing services, Office of Information Technologies, served on the program committee and presented "ResNet: Residential Networking at Notre Dame" at the 24th annual ACM/SIGUCCS User Services Conference in Chicago, Ill., Sept. 29-Oct. 2.

Timothy Truesdell, director of development research, Karen I. Anderson, assistant director of development research, and Linda L. Klaybor, assistant research analyst, presented "Proactive Research: It's Better to Give Than to Receive" to the Indiana chapter of the National Society of Fund Raising Executives at its Philanthropy Day observance in Indianapolis, Ind., Sept. 27.

Publications

Alan S. Bigger, director of building services, and Linda Bigger, assistant director of purchasing, wrote "Ensuring ADA-Compliant Restrooms" published in the September issue of *Maintenance Solutions*. They wrote "The All-in-One Myth" published in the September/October issue of *Contracting Profits*. They wrote "Get Wired, and Take a Byte out of Grime" published in the October issue of *Executive Housekeeping Today*. They wrote "A New Tack on Carpet Selection" published in the October issue of *Maintenance Solutions*.



Summer Commencement Address


Phillip R. Sloan

Program of Liberal Studies

August 2, 1996


Members of the Platform Party, parents, friends and guests of the graduates, and you the graduates of summer commencement, 1996.

I am deeply privileged to be asked to address you on this important event in your lives. After many years of attending commencements, I have come to prefer these summer graduations. I like the sense of intimacy this affair can have. Both undergraduates and graduates receive personal recognition for their achievement, and you are addressed by members of your local faculty who have known intimately the institution and the experiences you have had during your years at Notre Dame. We have even taught some of you in this period. And you as parents can actually see the speaker!



As I review the list of graduates, I note some features about your group. Unlike the case at May commencement, the undergraduates are in the minority, only 16 in attendance to be exact. There is also a smaller percentage of graduates from the professional schools in law and business (19). The largest component, comprising two-thirds of my audience, is formed by the research M.A. and Ph.D. students in various fields of the arts and sciences.

I have chosen to address the two most distinct components of your graduating class — the undergraduates, and the graduate and professional students — in slightly different ways this morning. Because of my joint position as a faculty member in the unusual Program of Liberal Studies of the College of Arts and Letters, with its exclusive undergraduate liberal arts focus, and as a member and currently director of Notre Dame's graduate Program in History and Philosophy of Science, I live in two different academic worlds. In the same day I might sit down with sophomores to discuss a work like Plato's *Republic* or with seniors to discuss Goethe's *Faust* and direct a senior essay on Romanticism, and then lecture to graduate students on the history of recent molecular biology and genetics and consult with a graduate student about a dissertation on contemporary evolution.



This experience, requiring from me what I might term a continual shift of bifocal vision, has impressed deeply on me the point that we educate at Notre Dame two groups of students, two very different constituencies, with different educational goals and different expectations of this institution. We have attempted something at Notre Dame that John Henry Newman, in his famous essay on

the University, said could not be accomplished — a wedding of the research academy devoted to specialized research, and the undergraduate college devoted to education of the whole person.¹ If we have not taken Newman's words as definitive, nonetheless I have never found the combination an easy one. But rather than place these in some fundamental opposition, I will speak of their linkage in my remarks.

To you undergraduates, I congratulate you on completing the four years of undergraduate work at this institution. You form the main constituency of this school, and I hope that we have served you well in these years. I know that for the most part you will not be following me or my colleagues into a life of University teaching and scholarship. Although some of you will be entering advanced education programs immediately, most will go directly into business, applied engineering, social work, architecture and service fields. A good number of you will probably end up someday in law school. Some of you may even be commencing an undefined period of exploration — a possibility that indeed may worry your parents — my wife and I have raised four children to adulthood ourselves! To the parents of those in this latter group, I recall for you Charles Darwin's recollection of the conversation with his father on graduation from Shrewsbury school, what would roughly correspond to a high school education. "You care for nothing but shooting, dogs, and rat-catching, and you will be a disgrace to yourself and all your family."² Followed by failure at medical school, and failure again as a divinity student at Cambridge, he departed on a round-the-world cruise on the *HMS Beagle* (an undertaking his father also considered a great waste of time and money). One might sympathize with his father's impatience. But these explorations led Darwin into a world of complex and world-transforming scientific theory and eventually to his position as one of the great scientific intellects of his century. So I say to the parents who may feel in this situation: "take hope," and to the students beginning such an exploratory period, "you had better make it good!"

To the graduate and professional students among you, I view you as leaving here as highly trained experts, skilled to enter the highest echelons of research, teaching and corporate life. You possess considerable intellectual power. You have the technical knowledge to utilize the law or invest rationally in the financial markets; you may have skills that now allow you to explore the complex world of matter and energy, or the intricacies of molecular biology; you may be prepared to engage in the most esoteric discussions of theology, professional philosophy and literary theory. You most readily display in practice the reality of Francis Bacon's vision of knowledge as no longer the contemplative wisdom of Antiquity, but as the power to manipulate the world.

Obviously such power can be used for good or ill; for self-aggrandizement or human betterment. It is, in each of its specific forms, often ethically ambiguous knowledge. To cite but one example from the sciences, the great new age of the life sciences being opened up by the human genome project will likely make the cure of a wide range of human diseases possible. It may give the solution to most forms of cancer, AIDS and other killer diseases. It will give humans rational control over the most elementary processes of life. Some of you may end up participating directly in this enterprise. But this is, we must acknowledge, also awesome power. As seems typical of our great scientific-technical enterprises, there are unforeseen consequences of our explorations that are now beginning to reveal themselves in troublesome ways only six years into this massive project. Gene patenting has emerged as a major issue of contention. A maze of legal and economic issues centering on insurability and equal access to appropriate genetic therapies looms before us. There is often fierce competition between research groups for credit and reward that threatens to undermine the ideal of mutually shared and freely available scientific knowledge; we really don't know what all this will mean for debates over such highly charged issues as elective abortion, but in the short term at least it seems to suggest there will be a much greater demand for this. And the deeper problem is that you who may produce this knowledge will not be able to define or control it, or limit its technological applications to ends you might consider ethical. Equipping you with the skills to engage in such research and generate information has been the easy part of education. Enabling you to utilize this knowledge for noble and ethical ends is a much deeper challenge you must face directly with consideration of issues that are not simply technical and scientific. It will require reflection on what it means to be human; on the limits of our "technological utopianism" as it has been termed, and ultimately on the position of humans in a larger divine creation.

In your education at either the undergraduate or graduate level at Notre Dame, there is often little that differentiates your educational experience from that you might have received at *any* fine school with claims to excellence. We have aspired, as an institution and as a faculty, to give you the finest education in this sense. But what then is the difference, if any, we might hope will mark your education here at Notre Dame.

Of course I can mention our Catholic religious heritage and mission, how as a Catholic university of any merit we are committed to a wider universality of human issues, to the manifestation of faith in the world in all its complexity. We are concerned with the integration of faith and reason, and the Catholic tradition refuses to place these in a simplistic conflict; we are committed to ethical behavior and to values beyond merely "getting

ahead," and becoming productive professionals. We have chosen to navigate the treacherous terrain between the denominational college and the secular research university, seeking to retain an authentically Catholic Christian vision while meeting head-on the challenges of the highest demands of modernity in all its manifestations.

But I would like to address this difference in another way, calling loosely on the theme of the "rhythms of learning" that Alfred North Whitehead outlined in an address published in 1922.³

As both an important philosopher and an educator, Whitehead was concerned with more than the content of education, as important as this must be. He was also concerned with its timing, with the notion that there are stages in life when we are educated in different ways. I will adapt this framework to speak to my two main constituencies this morning. Whitehead speaks of three important phases of education in his address: the age of "romance," the age of "precision," and the age of "generalization."

The notion that educational experience ideally passes through an age of "romance" seems particularly relevant to the education of the undergraduates in the audience. You likely came to Notre Dame approximately four years ago following upon an American high-school preparation. Most likely you began with a sense of anticipation, nervousness and excitement. Whitehead speaks of this as a phase where learning has the "vividness of novelty" surrounding it. For many, it may have been your first experience where you were asked to engage in seminar discussions of ideas. You may have had your first exposure to philosophy, to higher biblical criticism, or to professional science and engineering. Many experienced that first awakening of the excitement of ideas and learning, the encounter with great thoughts and the wisdom of tradition. For the first time you may have deeply questioned the wisdom of your elders or your religious heritage.

Whitehead speaks of the transition that takes place in this stage "from the bare facts to the first realisations of the import of their unexplored relationships." (p. 29). I suggest to you that this "romantic" phase of learning, however we characterize it, is fundamental to the undergraduate educational experience. I hope you found it here, I hope that it was different and better than you might have experienced at another institution, and I pray that you never lose touch with it.

Whitehead's second age is one you all either now enter or already have entered, a phase he terms the "age of precision." This stage has been the whole focus of the professional and graduate education of the majority of your group. Undergraduates have entered into this particu-

larly in their last two years. Some of you, particularly in the sciences and engineering, may have been in this since freshman year. In Whitehead's words, this phase subordinates "width of relationship" to "exactness of formulation." Accuracy, exactitude and precision are demanded of you. It is education in which you must master the skills of computing, statistical analysis, differential equations, cellular mechanics, mathematical modeling, logic and tight analysis of argument.

Learning in this phase may be stimulating, challenging and rewarding, but it is rarely what one would characterize as "entertaining." For some of you, it may have been the occasion of those first low marks on your academic record. Some may have wished to run away from these demands. But I can assure you that the skills acquired in this phase will be ever more demanded of you in the coming years, wherever you move in life. The requirements of career, profession, corporation will hone your skills to an ever sharper focus and attention to detail. It will require from you what Max Weber aptly characterized as the underlying ethos of advanced commercial society — a "worldly asceticism" — that demands much self-discipline, long hours, delayed gratification, and application of all your intellectual powers as you take your place within society in some specific role or vocation. We wish you well in this phase of your life, and we are proud as an institution and as individual faculty to have been part of your educational preparation for these challenges ahead.

But let us turn to a third stage that I hope will follow this "age of precision." Whitehead defined this as an "age of generalization" when learning is brought together into some higher insights and synthesis. I do not discount his characterization, but I would like to speak of a different third phase: an age of something we might term wisdom — *sophia*. Perhaps in this lies the potential difference — and I speak of it only as a *potential* difference — that Notre Dame has sought to supply from within its position in the western Catholic tradition.

Let me expand on this briefly. One truism that we can safely utter about universities is that they are filled with clever people. Both you, and the faculty that has taught you, have been the people who earned the A's in school; you won the scholarships and fellowships; you were the valedictorians and the class presidents. Fame, success and various kinds of power are now within your reach. It is highly probable that because of circumstances of background, your own initiative, and even the fact that you have graduated from a school like this one, you will find yourself in one or two decades part of a decision-making elite, whether this be in business, commerce, science, politics, the military or even the religious life. As people experiencing the complex and often disturbing stresses

and strains that seem to accompany ends-of-centuries, you will assume this decision-making role in what we all sense will be a new age of enormous complexity. I recall for you that the era of optimism, prosperity and technological marvels that enchanted the people of a hundred years ago, even the new era of international cooperation promised by the revival of the Olympic Games, ended unexpectedly in the massive conflicts of the Somme, Verdun and Gallipoli, events that defined so much of the grim history of our own century.

We cannot know what this new century will bring with it. We must face it as people of faith, hope and realism. It will obviously demand not only technical skills from us, but also great judgment and insight in all fields. Scientific and technical knowledge must also be balanced with gentility and humility. Skill in using the law, the economic system, the forces of matter and energy must be subordinated to human interest and a sense of their location within what Teilhard de Chardin called the "Divine Milieu" if they are not to be simply dehumanizing powers; the use of our intellectual prowess and educational skills to "get ahead" in life must be embedded in a call to service of others if we are to realize any of the larger mission of Notre Dame.

There is no formula for moving to some further third level in our education that will make us able to make this new century different than our own. But I hold before you the ideal of such a stage in your education, as something to be pursued, an ideal precisely because it is never fully realized. It stands before us as a beacon, pointing to something beyond the practicalities of immediate life, the demands of success, the discipline of our professions.

Education is itself no guarantee that this transition will occur. Our explorations of the world of advanced learning can as easily fashion for us new chains as it can human liberation; it can end simply in despair, or perhaps more distressing, in a kind of refined aestheticism. You may find yourselves lost in midlife in the state described in Dante's immortal words with which he opens the *Divine Comedy*:

When I had journeyed half of our life's way,
I found myself within a shadowed forest,
for I had lost the path that does not stray.
Ah, it is hard to speak of what it was,
that savage forest, dense and difficult,
when even in recall renews my fear;
so bitter — death is hardly more severe!
(Translation Mandelbaum)⁴

Escape from this "deep wood of mid-life" cannot be accomplished by our technical learning, for it is not the kind of wilderness that technology of either the arts or

the sciences can address. The pilgrim of Dante's epic sees no way out. All routes seem blocked by beasts representing the great sins, until Vergil appears to lead him toward the shining mountain he can see and wishes to ascend. But he learns he can only reach it by first undergoing the purging accomplished by the descent to the Inferno.

If we are to avoid or escape from our own deep woods, if we are to create an ethical order that truly reflects God's presence and care for the world, it seems necessary to keep alive within us the lessons of that initial stage of our education when we first discovered the powers of learning, the excitement of knowledge, when we believed that the true, the good and the beautiful both existed and were soon within our grasp. Surely this all seems much more complex to you now that it did as first-year college students. But it is my special hope that all of you, undergraduates and graduates alike, never lose contact with that first age as you commence the phases of education that now stand before you.

I close with a kind of prayer. Although I might have made it a Christian prayer, it seems fitting in the sense of openness we have to all learning at Notre Dame to select another source. It is the prayer of Plato placed in the mouth of Socrates at the conclusion of my favorite Platonic dialogue, the *Phaedrus*. It is my favorite because it most directly engages the great and ongoing struggle between sophistry and truth; between intellectual cleverness and wisdom; between rhetoric and philosophy. At the end Socrates offers a small prayer to the gods:

Socrates: Dear Pan, and all ye other gods that dwell in this place, grant that I may become fair within, and that such outward things as I have may not war against the spirit within me. May I count him rich who is wise, and as for gold, may I possess so much of it as only a temperate [person] might bear and carry with him.

Is there anything more we can ask for, Phaedrus? the prayer contents me.

Phaedrus: Make it a prayer for me too, since friends have all things in common.

Socrates: Let us be going. (Translation Hackforth)⁵

With all congratulations, best wishes, and our prayers for your success as you commence these new stages of your education.

¹ Newman, *The Idea of the University*, 2nd ed. (1873), ed. M. Svaglic (Notre Dame: University of Notre Dame Press, 1982), p. xl.

² Francis Darwin (ed.) *The Autobiography of Charles Darwin* (reprint: New York: Dover, 1958), p. 9.

³ A. N. Whitehead, "The Rhythm of Education," in: *The Aims of Education and Other Essays* (New York: Mentor, 1963; first published 1922), 26-38. I am also drawing on some valuable developments of this theme by my late colleague Stephen Rogers in his unpublished essay "The Rhythms of Learning," delivered as a talk to the students and faculty of the Program of Liberal Studies.

⁴ Dante, *Divine Comedy* Canto 1, trans. M. Mandelbaum (Berkeley: UC Press, 1980).

⁵ Plato, *Phaedrus*, trans. R. Hackforth in: *Plato: Collected Dialogues*, ed. E. Hamilton and R. Cairns (Princeton: Bollingen, 1961) 279 b-c.

How Can Notre Dame Realize Its Academic Potential?

Nathan O. Hatch, Provost
September 18, 1996

Father Malloy, officers and deans of the University, faculty colleagues, students and friends, I stand before you today deeply honored that you have entrusted me with the responsibility of serving as provost of this magnificent University. I am grateful for your confidence, exhilarated by the challenge ahead, and sobered by the task to narrow the gap between aspiration and reality. I am immensely blessed to represent the Notre Dame faculty in this way. I do have some doubts about my judgment, however. Last spring, addressing the whole faculty seemed like such a capital idea. I can tell you, from this vantage point I find the plan much less convincing. I recall the extent to which colleagues in my home department can take apart an academic lecture, and I have chosen to multiply that scrutiny forty-fold. In any case, I trust that these brief and limited reflections will do justice to the full range of academic endeavors that animate this campus.

Twenty-one years ago Julie and I arrived in South Bend and I took up responsibilities teaching early American history. Our eldest son, Gregg, who was six months old at the time, will graduate from Notre Dame in the class of 1997. For two decades Notre Dame has been a wonderful academic home. I am grateful to my colleagues in the history department, who set an exemplary standard for scholarship and teaching and how to integrate them. I also am thankful for the rich heritage of this place — a legacy that began with Father Edward Sorin's audacious vision and took shape at the hands of countless others, members of the Congregation of Holy Cross, distinguished lay faculty and other religious, and a host of alumni and friends who came to expect from Notre Dame a standard of excellence.

My goal today is to reflect on where we stand academically as a University and how we might be most strategic in realizing our potential. To begin that discussion, let me reflect briefly on Notre Dame's central mission, which is to fulfill the promise of a Catholic university.

Notre Dame's primary calling is to excel as a center of learning. When we teach physics, government, German literature, accounting, music theory, and civil engineering, our performances should be, or should become comparable to those at the very best colleges and universities. We at Notre Dame affirm academic freedom, welcome a diverse faculty, and expect to challenge our students with differing ways of thinking. The ideal of a liberal educa-

tion — the heart of all we do — should broaden students' understanding of the world, enabling them to engage all issues in a critical way.

A Catholic university has, in addition, the rare opportunity to connect wisdom from the past with contemporary ways of understanding, to grapple with the ultimate nature and purpose of human existence. Our real opportunity is to deepen the questions we ask of ourselves and our students in the novels they read, the chemistry they study, the art they create, the management style they develop. Modern higher education has typically understood religion as a manifestation of some deeper motivation or attachment, a mask for self-interest, a tool of the powerful, or a psychological crutch. Anchored in the Catholic tradition, we have an opportunity to consider religion analytically and critically but at the same time not to shrink from questions that grow out of religious conviction, questions such as those which Immanuel Kant called the three fundamental issues of life — What can I know? What ought I to do? In what can I believe?

This, then, is our mission: a university of sterling quality that is serious about its role as a Catholic center of learning.

The core of my presentation today will be to recommend six priorities for our academic life. Before that, however, let me suggest three assumptions that guide my approach to administration.

The first is that an institution like Notre Dame must become more venturesome. Notre Dame has tremendous opportunities in the coming decade if we do not rest on our laurels. I am convinced that we need the mindset of a challenger, to be willing to compare any of our programs with the very best and most innovative in higher education. We must foster a climate that rewards frank self-assessment and always asks: How do we advance? My biggest administrative challenge is how to work for innovation in what has been a very successful organization.

My second assumption is that one cannot renew an academic institution; it is only people who can be renewed. I believe the men and women of the faculty are Notre Dame's most valuable asset. It is only by your creativity that richer learning environments can be created. It is only by your commitment that articles and books will be written that can reshape knowledge. And it is only by your example that students will fall in love with learning and be inspired to excel in the classroom and beyond. As provost, I pledge to do everything in my power to foster an environment in which your calling as scholar, teacher and mentor can flourish.

My third guiding assumption is that vibrant intellectual life must be coupled to a deep commitment to students. For learning to be prized by our students, we must take a vital interest in them and their development. A Catholic university would be remiss if it were not the kind of alma mater described by Cardinal Newman as "knowing her children one by one, not a foundry, or a mint, or a treadmill."

Innovation, faculty development, a commitment to students — I trust that my approach to academic life can be guided by these principles.

Six Priorities for Academic Life

I turn now to six priorities for academic life at Notre Dame. This certainly is not an exhaustive list of what is important academically. Time does not permit separate treatment of several notable priorities: the Graduate School, which you know is dear to my heart; the professional schools of law and business, which have tremendous potential for improvement in the coming years; and the fine and performing arts, which traditionally were underdeveloped here but now have strong institutional support. Most of the priorities I enumerate have implications across the whole institution. They represent my best judgment about what actions are essential if we are to realize our potential.

1. Investing in Centers of Excellence
2. Revitalizing Undergraduate Education
3. Going the Second Mile to Recruit Faculty and Students
4. Keeping Science and Engineering on the Cutting Edge
5. Making Notre Dame a Center of Catholic Intellectual Life
6. Fostering a Community of Intellectual Engagement

1. Investing in Centers of Excellence

Notre Dame has made tremendous academic strides in the last two decades in attracting faculty, building laboratories, enhancing graduate education, networking the campus for computers, bringing technology to the classroom, and developing lively centers and institutes. For the coming decade, Notre Dame also needs to invest wisely in specific centers of excellence. My own conclusion, after visiting a number of our peers, is that we can do a better job of focusing resources. In its latest long-range plan, Duke University, an institution larger than our own, concludes: "No university — least of all a university of our size and relative youth — can hope to be excellent across the full spectrum of academic disciplines." In like fashion, we must be willing to take the risk of extra investment in certain departments, concentrations and programs. For an emerging institution such

as Notre Dame, it is important to be good at all we do — and let me emphasize that nothing will be done to jeopardize solid departments and programs. But it also is crucial that we be exceptionally good at a few things. Visible centers of excellence are indispensable if we are to recruit first-rate graduate students, and such centers have been a critical element in the most successful academic advancements, as Stanford found a generation ago and Duke and Northwestern have demonstrated in our own time.

In some cases, additional resources may be merited for departments that have an excellent record over time; in others, an emerging field may show the greatest potential. This process must give careful attention to areas that cross departmental boundaries in technical fields, in comparative literature and in international studies. Let me underscore that refining priorities will remain a dynamic process and will depend upon the faculty's own creative input identifying new possibilities. The questions you must ask are: Which faculty of distinction can be recruited to Notre Dame and which groups of faculty, working together, can build nationally respected intellectual communities?

2. Revitalizing Undergraduate Education

We enjoy a rich legacy of teachers and teaching at Notre Dame. Building upon that foundation, we need to ensure a continuing process of creative thinking about teaching and mentoring. A Catholic university, of all places, needs to be a community of learning bound together by personal commitment. Our task goes beyond merely disseminating information. We are to engage persons, to shape minds, to inspire students with intellectual exploration.

David Gardner, former president of the University of California system, has said that higher education's greatest challenge is how to make better sense of lower division curricula. Are we at Notre Dame confident that our core curriculum is compelling and of consistently high quality? How can we enhance teaching and learning in introductory required courses, whether in arts and letters, science or engineering? I am delighted that in recent years chemistry and biology are rethinking their programs, that accounting has reshaped its curriculum, and that this fall the College of Arts and Letters has introduced a new program of University seminars, an effort that brings 55 of our best faculty into interaction with first-year students from the moment they set foot on campus.

Three other initiatives should also enhance undergraduate teaching. This fall, Professor Barbara Walvoord joins us as the founding director of the Kaneb Center for Teaching and Learning, whose offices have opened on the third floor of DeBartolo Hall. She brings a wealth of

ideas and experience to faculty who wish to improve their teaching. We also have initiated a new round of departmental reviews. Their format will address a department's full mission, the undergraduate major as well as the graduate program. Finally, I am pleased to announce that Vice President and Senior Associate Provost Father Timothy Scully, C.S.C., has agreed to give oversight to undergraduate education across the campus in the same way that the vice president for graduate studies is responsible for advanced study.

3. Going the Second Mile to Recruit Faculty and Students

Herman Wells, the legendary president of Indiana University, once noted that building a great university was a simple matter: Convene great faculty and great students with access to a great library. I am vigorously committed to the third of these priorities and have very much appreciated becoming more knowledgeable about our library as we search for a new director. For now I want to address Wells' first two priorities.

Few of our professional responsibilities as faculty members match in importance the task of searching for new faculty. Each new appointment shapes the evolving intellectual agenda of departments and institutes and the quality of learning that students can expect. For the coming decade, hiring faculty is a pivotal issue at Notre Dame. The University plans to add as many as 150 new faculty, in addition to replacing faculty who choose to retire. How do we recruit scholars, especially Catholic scholars, who will represent ideals that enrich this academic community? How do we increase the presence of women on the faculty, particularly senior women? And how do we become a hospitable place for faculty who are African-American, Hispanic, Chicano, Native American and Asian?

These challenges press us to go beyond conventional modes of hiring. Toward that end, I intend to reserve approximately one third of new resources for faculty positions to target and recruit specific faculty of unusual promise. Through appropriate departmental and collegiate channels, I invite you to respond to the questions I posed to department chairs in guidelines for this year's annual reports: "Who are the key faculty members at other institutions that Notre Dame could reasonably hope to recruit and who could greatly improve your department? What would be your rationale for recruiting them? Please give special attention to women, people of color, persons who would enliven Notre Dame as a Catholic center of learning, and those whose expertise would help an existing or emerging strength."

We also need to become more aggressive in recruiting the best students — because as an institution we are responsible to nurture leaders. The last decade has seen the cost of a university education skyrocket. Financial aid practices and student recruitment have undergone their own revolutions. We must do two things: Develop persuasive, state-of-the-art recruitment materials that demonstrate the advantages of our approach to education and of our majors. Secondly, we must examine how many talented students and potential leaders we are losing because of uncompetitive financial aid. Financial aid is an academic priority to be faced with creativity and resolve — for undergraduates, for professional students and for students in the Graduate School.

4. Keeping Science and Engineering on the Cutting Edge

We live in an age which magnifies the potential of science and technology — for good and for ill. How should Notre Dame think about its mission in these areas? Fundamental scientific exploration stands at the heart of the modern university. A Catholic university worthy of the name must not shrink from the challenge of doing first-rate science. Our students deserve faculty whose laboratories are working at the frontiers of existing knowledge about the physical and the animate world.

Today, Notre Dame must recruit cutting edge scientists, capitalize their laboratories, and facilitate their search for external research support. One of the joys of my first weeks as provost was the successful recruiting by the biology faculty of a worthy successor to Professor George Craig in the Clark chair in biology. Building upon Notre Dame's international reputation in vector biology, Frank Collins and his colleague, Nora Basansky, who have been at the Center for Disease Control, bring to their work the most sophisticated techniques of molecular biology. Their laboratories will expand our capacity in this critical area and their passion to attack the scourge of malaria reinforces our institutional mission.

The recent evaluation of graduate programs by the National Research Council underscores two things about science and engineering on this campus: We are strong, but not distinguished. At the same time, the study suggests that Notre Dame is clearly the leading Catholic center of scientific learning in the country. That distinction should not be taken lightly and should lead us to redouble our efforts for scientific excellence.

We also should foster an environment that explores the implications of technology in the modern world — and I am grateful to the Reilly Center for Science, Technology and Values for leadership in this area. This is an age

when scientists can manipulate laser beams both for healing and for guiding smart bombs. In coming years there is every reason to believe that modern science will generate ethical dilemmas of mind-boggling proportions, as we move from manipulating genes in fruit flies and vegetables to altering the very genetic makeup of the human person — techniques that could remove genetic disease, on the one hand, or, on the other, give parents the power to “design” their children. Given these awesome prospects, Notre Dame must promote a dialogue among scientists, ethicists and other scholars that can help to map this uncharted terrain.

We also must work to assure that we do not leave our students with a compartmentalized understanding of the world. Do our students who move from the corridors of O’Shaughnessy Hall to those of Nieuwland and Fitzpatrick have ways to mediate between the “two cultures?” How can we promote interdisciplinary conversation that will help arts and letters students and business students appreciate the power and wonder of the scientific method and will encourage students in science and engineering to understand the limitations of objective rationality and to explore also those realms that cannot be captured by science.

5. Making Notre Dame a Center of Catholic Intellectual Life

Notre Dame has a pivotal role to play as a Catholic center of learning, a place that welcomes the intellectual ferment of a university as we replenish traditions of Catholic reflection. This is an active and forward-looking intellectual experiment, not a retreat to some imagined golden age. Any worthwhile attempt to renew Catholic intellectual life must grow out of the faculty’s own intellectual curiosity and commitment, not out of any administrative master design. It also must respect, even encourage, diversity of opinion within the university. And it must take root in disciplines across the whole university.

As a believer who comes from outside the Roman Catholic Church, I find the Catholic intellectual tradition immensely appealing because, at its best, it is neither narrowly sectarian nor indifferently inclusive. It espouses a thoughtful Judeo-Christian engagement with the whole world of learning. I appreciate the stance of Cardinal Newman, who, in an age of defensive ecclesiastical reaction to modern learning, preferred not to divorce himself from contemporary thought but “to yield to the stream, and direct the current, which could not be stopped, of science, literature, art, and fashion, and to sweeten and to sanctify what God had made very good and man had spoilt.”

Do we know how to frame a university both authentically Catholic and accountable to the highest standards of scholarship? We must begin by admitting how difficult that challenge is, how few templates are available, and how much sharp disagreement there is about the subject. It is simpler to agree on important elements of Catholic identity that exist beyond the classroom: the community of faith, liturgy, service and mutual responsibility that is fostered so well among our students.

But a Catholic university must be animated by its intellectual life. In the post-Vatican II Christian community and a post-modern intellectual world, it is hardly self-evident what is meant by Catholic learning or Catholic intellectual life — as Philip Gleason’s new book on Catholic higher education in the 20th century attests. The breakup of neo-scholasticism a generation ago has left Catholic intellectual life fragmented at the same time that the post-modern world brings the foundation of all knowledge under suspicion. We must admit that many believers have only a sketchy sense of what intellectual difference religious convictions could make in pursuing the life of the mind — and that these issues vary widely across disciplines.

Yet the opportunities for this kind of intellectual exploration never have been greater. A deep crisis of meaning grips the academy today. Vaclav Havel has suggested that the modern age has reached an intellectual impasse which fails to provide solid answers to life’s most pressing questions about meaning and significance. “The world of our experience seems chaotic, confusing,” he says. “Experts can explain anything in the objective world to us, yet we understand our own lives less and less. We live in the post-modern world, where everything is possible and almost nothing is certain.”

In a fascinating book published last year, *The Death of Satan: How Americans Have Lost the Sense of Evil*, Andrew Delbanco, professor of humanities at Columbia University, portrays what he calls “the culture of irony” in which all value judgments are radically subjective. “We have reached a point,” he concludes, “where it is not only specific objects of belief that have been discredited but the very capacity to believe.” Delbanco numbers himself among the secular liberals, but is deeply troubled by the implications that the world has no intrinsic meaning or purpose — only that which individuals fabricate out of their own experience. He admits that the loss of transcendence leaves a dry, dusty taste in his mouth. After showing his young daughter the star-filled sky in rural New York, Delbanco admits that he fears her generation will have no capacity to view the heavens and see, in the words of Poe, “the multitudinous myriads of stars . . . roll and glow in the majestic presence of their Creator.”

Most troubling for Delbanco is that we have no criteria of wrongness, no way to think about human evil that is compatible with personal responsibility. In our disenchanting world, even serial killers and cruel tyrants become persons whose identity is merely the stream of formative experiences which they could not control, the wrong set of chemicals surging through the brain. Metaphors of disorder have replaced those of evil.

This crisis of meaning in the modern intellectual world raises a host of bedrock intellectual questions. How does one relate theistic assumptions about God, the human person, and the good society with contemporary claims that language about truth is nothing more than a disguise for self-interest? How do students think about faith as they embrace an intellectual world in which, as Ann Douglas suggests, the "discourse of disbelief" has "become the only thoroughly accredited modern mode." Given Notre Dame's academic resources, there is untold potential to address an age that aches from a loss of transcendence, shared meaning and moral responsibility.

6. Fostering a Community of Intellectual Engagement

I would not want to conclude this list of priorities without giving voice to the widely shared hope that we can increase the vitality of intellectual life at Notre Dame. How can Notre Dame improve as a center of learning, a place vibrant with discussion, debate and conversation?

Professor Jack Pratt, who coordinates our nominating process for Rhodes scholars, told me last week that an unfortunate number of even our best students in their senior years have difficulty identifying four faculty members whom they can seek out for substantive recommendations. As an institution we need to assist faculty and students to find more natural ways to become conversation partners. There are many worthwhile efforts toward this end and we hope to develop others. One small step is a new plan to provide free meal tickets to faculty so that they can join undergraduates for lunch or dinner.

It also is important that we as a faculty continue to sponsor conferences, colloquia and lecture series of the very highest caliber. What a delight it was last weekend to have on campus two Nobel laureates, one in literature and one in medical science. Let me pose an ongoing challenge: What are the most pressing and timely intellectual issues around which a conference could be convened at Notre Dame? Who are the best minds deliberating on the subject? This fall, I will announce an initiative inviting proposals from across the University to sponsor world-class conferences on this campus, the papers from

which would be made available by the Notre Dame Press — a resource, I might add, that has great promise of enhancing our overall academic mission.

I have spoken at length about high ideals and aspiration. Our dreams also need to be tempered with realism and humility. Striving to be a distinguished Catholic university must not imply that we think ourselves superior to others or immune from problems. This is a human community. We have our share of tensions, whether between administration and faculty, conservatives and progressives, or among the different cultures of our colleges. My hope is that we will not paper over our problems as if they did not exist, but face them forthrightly and creatively.

Finally, a challenge and an invitation: Addressing our deficiencies and moving Notre Dame ahead is not dependent primarily upon what happens in the Provost's Office, the President's Office, or anywhere in the Main Building. Real improvement can only spring from courage on your part to address weaknesses and make appropriate changes. Academic progress depends on the fresh ideas and entrepreneurial energies that emanate from your offices in the Law School, Nieuwland, Decio, Hesser, Crowley, Riley, Haggard and the new College of Business Administration — and many other places. It is your offices that are the nerve centers of our academic life.

I urge you to bring innovation to every aspect of academic life. My goal is to foster an environment that will encourage you to set your sights high. In this climate, I trust we can reward honest self-assessment and be responsive to fresh approaches and bold initiatives. Deans' offices and the Provost's Office will have tough choices to make, because resources are finite. My invitation to you is, by virtue of good ideas, to make those choices even tougher. I look forward to our sojourn together as we strive in concert to harness the creative energy, the academic expertise and the commitment to students here represented.

Notre Dame will achieve its full academic potential when more and more of its faculty find a way to achieve their own. I pledge my best efforts to work with you toward that end.

President's Address to the Faculty Rev. Edward A. Malloy, C.S.C. October 8, 1996

Dear Colleagues:

I come before you at a particularly promising moment in Notre Dame's history. In recent years we have been blessed in just about every dimension of our life and work here. In contrast, many of our peer institutions in American higher education have been hemorrhaging from financial cutbacks, institutional restructuring and severe criticism from various of their constituencies.

Our challenges remain immense but I am confident that we can parlay our recent success into even greater achievement as we approach the year 2000.

Let me begin by focusing our attention on several noteworthy developments of the last academic year.

1) Transitions in the Central Administration. I am pleased to report that the new officers group had an excellent planning meeting at Land O'Lakes, Wisconsin, during the course of the summer. The momentum established there has continued to sustain us during the first few months of the present academic year. Our new provost, Nathan Hatch, has assembled his team and assigned responsibility for different facets of our academic mission to Vice Presidents and Associate Provosts Tim Scully, Jeff Kantor, Carol Mooney, and Associate Provost Kathleen Cannon. I am grateful to Tim O'Meara for assisting with the transition in the Provost Office.

On September 18 you heard Nathan offer his reflections on the theme, "How Can Notre Dame Realize Its Academic Potential?" I wholeheartedly share his enthusiasm for Notre Dame's academic future. I thought he did an excellent job of clearly articulating six priorities for academic life. As time goes on, Nathan intends to extend his analysis to other academic units and programs of the University. This is a complex place. But the new team in the Provost Office will, I am confident, serve us well.

Jim Merz, after a distinguished career in teaching, research and administration, has replaced Nathan as our vice president for graduate studies and research. He is consulting with many of you as he seeks to prepare a coherent plan for the next stage of development of graduate education at Notre Dame.

With the resignation of Tom Mason as vice president for business affairs, Bill Beauchamp has chosen to subdivide Tom's duties between Jim Lyphout, our new associate vice president for business operations, and Scott Malpass,

our new associate vice president for finance and investment, to reflect the increasing sophistication of business and financial operations. In addition, Mark Poorman has become the executive assistant to Bill Beauchamp. The executive vice president now has a team assisting him on a regular basis which also includes Bill Sexton, Carol Kaesebier, Mike Wadsworth, Roger Mullins and Katie Anthony.

I appreciate the energy, commitment and fund of new ideas that the newly assembled groups in the provost and executive vice president's areas will bring to our broader administrative team.

As most of you already know, Nathan Hatch is chairing search committees for three major administrative positions at the University. The searches for Jack Keane's successor as dean of the College of Business Administration and Bob Miller's successor as director of University Libraries are rather far along. Recently, we learned that Harry Attridge would be stepping down as dean of arts and letters at the end of this academic year to accept a distinguished chair at Yale Divinity School. We all will miss Harry who has served so ably in perhaps the most demanding dean's job of them all. As a result, we have initiated a third major search process to be completed by the end of the academic year. Early indicators suggest that we have an excellent pool to draw upon in each of those crucial areas of academic leadership.

2) The Kaneb Center. Joining our faculty this year is Professor Barbara Walvoord, the first director of the John A. Kaneb Center for Teaching and Learning. Barbara has established a national reputation as an expert in this important field. Our goal is to build on the long-established tradition of commitment to teaching excellence here by incorporating the best pedagogical theory and utilizing more effectively the new learning formats that are available. We need to examine successful initiatives that have been undertaken elsewhere as well as share our experience with our colleagues in peer institutions.

3) Academic Reputation. In the most recent edition of the *U.S. News and World Report* evaluating undergraduate education we advanced from the 18th to the 17th position among national research universities. This places us among the elite institutions of the world. As we have come to recognize, this particular evaluation has a disproportionate influence on the application and enrollment patterns of prospective students and their families. Whether we like it or not, it is important to present ourselves in the best possible light, especially to students and their families who have no prior Notre Dame connection. Therefore, I am gratified that we seem to be receiving favorable reviews from our peer institutions. Our indicators are all strong except for the two over which we have the

least control — overall academic reputation and financial expenditure per undergraduate student.

The comparable evaluations of our professional schools and of our graduate programs suggest that we are making progress but that we have further to go in these areas. At all academic levels, increased financial aid is the one factor that can ensure incremental and even quantum progress in the quality of our student body.

4) Faculty Recruitment. This is a fortuitous time to be recruiting new faculty to the University. We are one of a minority of institutions who have been quickly adding faculty slots in addition to replacing faculty who retire or leave for other reasons. (I want to take up later the related matter of affirmative action goals in enriching the pool of those we consider in the hiring process.) The goal of the Colloquy for the Year 2000 to add 150 new faculty positions over 10 years is just about on schedule. With vigorous recruitment and cooperative effort at all levels we can transform the faculty of Notre Dame to the next level of academic achievement and reputation.

It is important not only to recruit well but also to retain those among our faculty who are being sought out with lucrative packages by other major universities. I am grateful, therefore, that two of our outstanding chaired professors turned down attractive offers elsewhere and decided to stay with us. Guillermo O'Donnell, from the Department of Government and International Studies and the Kellogg Institute, and Maureen Hallinan, from the Department of Sociology, fortunately will continue to enliven us with their scholarship and teaching.

5) Campus Construction and Development. Perhaps nothing represents more dramatically the changes going on at Notre Dame than the various construction and renovation projects presently under way on the campus. The expansion and renovation of the Architecture Building will be completed by the end of the fall semester. This will provide wonderful new space for the faculty and students of the School of Architecture. This spring we will break ground for the new Eck Bookstore and Visitor Center/Alumni Office. These will be adjacent buildings south of the Morris Inn. The bookstore will provide the kind of breadth of size and warmth of environment that is appropriate to a major university community. We have recently finalized arrangements for the new London facility off Trafalgar Square which will increase threefold the space available and give us a prominent venue for our multiple academic programs.

The ResNet project to wire all of the student dormitories will be completed within the coming year. This will provide access from our student and staff rooms to the Notre Dame computing system and to the Internet.

The exterior renovation of the Main Building was finished on schedule just as school began again in September. This coming summer we will begin the two-year renovation on the interior of this tradition-laden structure which symbolizes so well our common life and mission.

In other projects, over the course of the summer the main entranceway on the south end of the campus was significantly improved. We repaved Notre Dame Avenue, planted hundreds of trees, reconfigured the Main Circle, and constructed a new access road to the interior of the campus. In addition, improvements were made on roads, draining systems and parking lots. The first stage of the expansion of the football stadium was finished in time for the fall season and the remaining work will be completed prior to the fall of 1997.

Within the last month we have dedicated two new undergraduate residence facilities — Keough and O'Neill Halls. They constitute an important affirmation of the centrality of the residential tradition of Notre Dame. Construction will continue on the other two adjacent dorms — Welsh and McGlinn Halls — which will open next fall. Finally, Grace Tower is being renovated and fitted for other uses.

6) Financial Aid. We have made multiple efforts in recent years to increase our internal financial aid resource base. As you have heard, this is the single highest priority in the upcoming campaign. I am happy to report that we are still making progress although the desired goal of being fully competitive with our peer institutions has not yet been attained.

Over the past six years the University has transferred \$44.4 million from the NBC contract, postseason revenues, licensing revenues and the affinity credit card to endow undergraduate financial aid. The market value of these endowments has grown to \$54.5 million and based upon this year's spending rate of \$300 per unit, actual spending is expected to be \$2.1 million for the 1996-97 academic year.

In addition to transfers for undergraduate financial aid, the University also has transferred \$5 million from NBC revenues to endow graduate fellowships, and \$1.5 million to endow law school fellowships. These two endowments will generate over \$280,000 in expendable money for fellowships in the present academic year.

During the past academic year 1995-96, approximately \$12.6 million was put in financial aid endowments and \$3.2 million was used as expendable money to make us more quickly competitive for the best students.

7) Financial Condition of the University.

We finished the 1995-96 budget year with a balanced budget and a surplus. Almost all of this favorable result came from revenues in excess of budget. The largest income producing items were more undergraduate students than we budgeted for and excess income from athletics. One of the main reasons that we have been able to come in with a budget surplus is the great spirit of cooperation that prevails across the budget units. Thanks to all of you for making that possible.

The favorable net balance at the close of the budget year then was expended in several broad categories including academic building renovations, residence hall renovations and faculty capitalizations. Otherwise, we would have been forced to use unrestricted gifts for these purposes.

The University received a total of \$12.7 million in unrestricted gifts in fiscal year 1996. These gifts were allocated as follows: \$2 million to undergraduate financial aid (in accord with our approved plan) and \$10.7 million to the plant fund. I might add that it is absolutely essential to replenish the plant fund as we continue to implement the Colloquy program related to construction and renovations of the physical plant. This plan includes essential but unspectacular items like upgrading the power plant and expanding the network of mechanical and technical support systems that service our facilities.

The market value of our endowment has doubled since 1990 and now stands at \$1.2 billion. This growth is due to increased gift receipts and top level investment returns. The unitized investment pool has achieved impressive annualized growth. These strong investment returns have allowed us to increase our annual endowment spending at a rate substantially higher than the rate of inflation. Over the past three years, endowment spending has increased 38.3 percent. Nevertheless, our recent 4.4 percent spending rate is well below our 4.75 percent to 5 percent target and therefore we expect to have another significant increase in the spending rate for the 1997-98 academic year.

Because of our strong operating results in the budget, we have been able in recent years to fund a number of programs that enhance the academic life of the University. For example, \$20 million of the \$27 million cost of the campus computing upgrade was funded from operations. Over the past five years we allocated over \$7.5 million of operating revenues to fund faculty capitalization and over \$6.5 million to fund academic facility improvements.

A portion of room and board revenues is set aside each year for the renovation of academic buildings and dormitories. On the academic side, this has recently included

Cushing, O'Shaughnessy, Hesburgh Library, Fitzpatrick, Nieuwland, Galvin and Stepan. All you have to do is visit some of our peer campuses to see that academic building renovation and upkeep is frequently neglected when times are difficult and operating budgets are stretched.

8) NCAA Accrediting Report. As part of the national reform of intercollegiate athletics, the NCAA has begun to implement an every five-year accreditation of institutions and their intercollegiate athletic programs. Nathan Hatch has chaired an internal committee which has prepared an exhaustive report with appropriate recommendations. In November 1996, an external review committee will visit the campus and on the basis of the internal report and campus interviews submit a final evaluation.

I have been involved at every step of the construction of the internal report, as has a cross section of trustees, faculty, staff and students. I am pleased with the thoroughness of the process and the forthrightness that characterized every aspect of the review. The new Notre Dame Statement on Intercollegiate Athletics, which was approved by the Academic Council and the Board of Trustees, articulates well what we expect of all participants in our athletic endeavors.

It might be good to note that Notre Dame teams were quite successful during this past year. In our inaugural year in the Big East Conference, we won the commissioner's trophy for men's athletics and finished second for the women's trophy. Our women's soccer team, of course, won the national championship. Even more importantly, nine student athletes earned GTE academic All-America honors. Thirteen varsity teams produced mean grade point averages of 3.0 or higher in the spring semester of 1996.

There are other positive indicators that I only have time to mention in passing. The Alliance for Catholic Education graduated its first class in ceremonies on campus this past summer. It was a real inspiration to participate in the convocation. The level of participation in our local alumni clubs and in alumni reunion weekends continues to foster a close relationship to the University community. The local clubs and the National Alumni Association have emphasized continuing education and social service in addition to the traditional social, recreational and athletic events. Golden Dome Productions, *Notre Dame Magazine*, and the plethora of Notre Dame-sponsored media endeavors give us a wide visibility at the national and international level. Notre Dame Press continues to produce and market high quality publications in an established set of intellectual fields. Finally, a Staff Advisory Council has been elected and has been meeting regularly to keep staff-related issues at the forefront of University concerns.

For these and many other reasons, I would characterize this past academic year, including a very busy summer period, as notably successful. We have been making steady and impressive progress in realizing the multifaceted goals of the Colloquy planning document. I thank you for the spirit of cooperation that has made all of this possible.

Having identified some of the elements of this generally positive picture, I will now turn to two areas that warrant further discussion and evaluation.

Ongoing Issues:

1) Affirmative Action. One of the most neuralgic and divisive issues in contemporary American higher education is institutional commitment to a policy of affirmative action. Normally, this policy is applicable in the recruitment of students for all degree programs, in the proportionate distribution of financial aid resources, and in the recruitment and hiring of faculty, staff and administration. Affirmative action as a strategy emerged in the wake of a national recognition that established procedures in and of themselves would not correct the glaring discrepancy between the percentage of certain groups in the overall population and their presence in various institutional settings, particularly where jobs, opportunity or leadership and/or power were at stake.

Recent court decisions and voter referenda have tended to polarize the citizenry on the issue of affirmative action. Much of the opposition to this policy at the national level is generated by either of two convictions. First, some believe that sufficient progress has been made in realizing the desired goals and in rectifying past patterns of discrimination. They argue that keeping such a policy in place would be fostering a kind of reverse discrimination. This point of view is not averse to the utilization of such strategies in the short run. But such efforts should be dropped when enough time has passed to have realized whatever good results might be able to be achieved.

A second group of commentators oppose affirmative action on the grounds that it is flawed at its core since it attempts to impose false or exaggerated criteria on processes that otherwise have an integrity of their own. From this perspective, what counts in the academy is intelligence, preparation, experience and mastery. The accidents of gender, race and socio-economic background are either not pertinent or should be given a secondary significance.

In light of this controversy it is important here at Notre Dame to reaffirm our commitment to a policy of affirmative action as it is has been articulated in the COUP, PACE and Colloquy reports and as it has been supported

by our Board of Trustees. We have for many years been following a policy of affirmative action for members of historical minority groups, for women, for Catholics and for Holy Cross religious. In the epilogue of the Colloquy document in section five on diversity and affirmative action, I have this to say. "In the first year of the present administration, we established some goals for the University with regard to cultural diversity. In the last five years we have doubled the percentage of undergraduate students of color and made some progress in developing related cultural support systems. We have not been as fortunate in the recruitment or retention of minority faculty. This mixed result is not peculiar to Notre Dame but it should be a cause for concern. . . . As an institution, we have been coeducational at the undergraduate level for a little over 20 years. A great change in proportionate numbers and in collective attitudes has emerged over this space of time. We have eliminated the gender-based quota in undergraduate admissions and vigorously recruited female faculty and administrators. We are moving in the right direction but in some units of the University progress has been painfully slow and uneven. . . . Among the options available to us, the policy of affirmative action has proven most valuable as we move toward a greater degree of cultural diversity and a more pronounced presence of women in the recruitment of students and in the hiring of faculty, staff and administration. Affirmative action entails setting public goals for ourselves, winning the cooperation of all units and departments of the University, and finding the resources necessary to achieve our goals. In this area there can be no pulling back."

With regard to special efforts to increase the percentages of people of color and women, Notre Dame has been on the same trajectory as the vast majority of our peer institutions. What is particular to us and equally important is that we have made similar efforts to attract Catholics and Holy Cross religious to our University community.

In order to get a handle on whether these affirmative action efforts are working I will focus on recent patterns in the hiring of teaching and research faculty here at Notre Dame.

Since the 1991-92 academic year the size of the overall teaching and research faculty has grown from 657 to 705 (or 48 additional faculty slots over five years). From 1994-95 to 1995-96, the teaching and research faculty expanded by 20 positions. By way of comparison, the size of the teaching and research faculty over five years was reduced at Cornell and Stanford, grew at a slow rate at the University of Southern California, and increased at Duke and Virginia.

The increases in the size of the faculty at Notre Dame, in addition to the replacement of faculty who retire or leave for other reasons, has provided an unusual opportunity to apply the affirmative action criteria and enhance the diversity of the faculty. So how have we done?

Over the last three academic years, here is how the figures break down. A total of 128 teaching and research faculty were hired across all of the colleges and schools. Of this number 89 were male and 39 female (or about 34 percent female). Half of the total hires were in the College of Arts and Letters where 43 percent (or 27 out of 63) were female. In other colleges it was females one out of four in architecture, one out of 13 in engineering, five out of 18 in business, two out of 20 in science, and three out of seven in law.

With regard to racial classification there has been relatively little change. Of the total of 128 hires across the University 13 are Asian, three black, five Hispanic and 107 white. The three black hires were two in the College of Arts and Letters, and one in the Law School. Of the five Hispanic hires, four were in the College of Arts and Letters, and one in the College of Business Administration.

When it comes to the religious categories of Catholic and other, remembering that this is a self-reported statistic, there were 61 Catholics (47 percent) and 67 other (53 percent). In arts and letters, there were 29 Catholics out of 63 hires, in architecture — three out of four, in engineering — five out of 13, in business — nine out of 18, in science — five out of 20, and in law — 10 out of 10.

The conclusion that I would draw on the basis of this statistical profile is that we are making progress in the hiring of women but that it is concentrated in two or three colleges; we are doing poorly in the hiring of blacks and Hispanics; and we are quickly slipping below 50 percent in the percentage of the overall faculty who describe themselves as Catholic.

I am convinced that we need to redouble our efforts in all of these categories of affirmative action in the recruitment and hiring of teaching and research faculty. Nathan Hatch, in the third of his six priorities for academic life in his recent talk to the faculty, took on this issue in a creative way when he indicated, "I intend to reserve approximately one-third of new resources for faculty positions to target and recruit specific faculty of unusual promise." I totally agree with this strategy and consider it the most promising way to keep affirmative action in the forefront of our concern and attention.

Before concluding this section I want to clarify one further point about our affirmative action goals. The University as an institution has publicly and consistently committed itself to affirmative action in the hiring of Holy Cross priests of the Indiana Province with a special obligation in the crucial disciplines of philosophy and theology. On its part, the Indiana Province has committed itself to the expensive and time-demanding preparation of such candidates at the very best graduate programs. I am confident that Holy Cross priests will continue to be available for service on our faculty, and when hired, will enrich us with their unique gifts and talents, including involvement in the residentiality of Notre Dame.

Let me summarize my main point about affirmative action in the hiring of faculty. In a time in the history of American higher education when opposition to this policy of affirmative action has become commonplace and strident, I want to urge us to ratchet up our commitment. I am convinced that affirmative action is the best method available to make Notre Dame a more inclusive and representative institution.

2) Alcohol Use and Abuse. In recent months the officers of the University have spent a great deal of time thinking and talking about the issue of alcohol on campus. As we are all aware, alcohol use and abuse have reached almost epidemic proportions on college campuses across the nation. Studies indicate that institutions in the northeast and north central sections of the country and private institutions in non-metropolitan areas are at higher risk than others for excessive drinking.

I chaired the 1994 national report entitled "Rethinking Rites of Passage: Substance Abuse on America's College Campuses." This report, published by the Commission on Substance Abuse at Colleges and Universities for the Center on Addiction and Substance at Columbia University, cites the following alarming statistics:

- one in three college students drinks primarily to become intoxicated
- the number of women who report drinking to become intoxicated more than tripled between 1977 and 1993, and the rate now equals that of men
- 95 percent of violent crime on campus is alcohol-related
- 90 percent of all reported campus rapes occur when alcohol is being used by either the assailant, the victim or both
- alcohol is implicated in more than 40 percent of all academic problems and 28 percent of all drop-outs
- poor grades are correlated with increased use of alcohol

Closer to home, Notre Dame has participated in four national studies over the past four years examining the levels of alcohol consumption and alcohol abuse on our

DOCUMENTATION

campus. The results of these studies suggest that the extent to which our students consume alcohol is above the national average. The statistical information received through these studies bears out the experience of those of us who live side-by-side with our students in the residence halls. Taken as a whole, these studies indicated that over one-half of our students report behavior that experts characterize as binge drinking — that is, consumption of four or five drinks in a single sitting one or more times within a two-week period.

We have been concerned for many years about the ways in which excessive use of alcohol interferes with the academic progress and personal growth of those students who engage in heavy drinking. Recent studies, however, also draw our attention to “secondhand binge” effects — that is, the negative consequences suffered by those students who do not abuse alcohol themselves but suffer as a result of the conduct of students who engage in heavy drinking. Students pay an enormous price for alcohol abuse by their peers. These students lose important time when intoxicated students interrupt their study or sleep, or when they must care for an intoxicated friend. They risk property damage, and of even more concern, loss of personal safety. Alcohol abuse on campus constitutes a serious disruption of the academic environment that compromises the intellectual and personal formation not only of those students who engage in heavy drinking, but also of those students who suffer the effects of this behavior.

We have made extensive efforts over the years to address this issue. These efforts include development of a comprehensive policy regarding alcohol use on campus, creation of an Office of Alcohol and Drug Education, provision of counseling services for those experiencing problems with alcohol, on-going training of hall staff on this issue, inclusion of substance abuse education in First Year Orientation and dedication of significant resources to promoting non-alcoholic student activities.

I am convinced, however, that more remains to be done. Alcohol abuse is our most significant behavioral problem and undercuts our efforts to educate students to lead well-integrated lives of mind, body, heart and soul.

We have a moral obligation to renew our efforts in this area. As an initial step, I have asked the Undergraduate Studies Committee of the Academic Council to examine this year the academic implications of alcohol abuse on our campus. Possible topics for discussion by this committee include surveying faculty attitudes and perceptions about student alcohol use, examining whether classes and exams might be scheduled to discourage patterns of heavy drinking and considering recent national initiatives to infuse substance abuse education into the curriculum.

Our approach to this issue, however, must be comprehensive. Patty O'Hara and the excellent staff of Student Affairs have worked hard at reviewing our options. As the officers continue conversations about this issue, we expect to announce in the weeks and months ahead other initiatives — both University-wide and within Student Affairs — to combat the problem of alcohol abuse at Notre Dame.

Conclusion:

There are many other issues that I will have to leave to another occasion: the ethical content of our curriculum, particularly in the professional schools; the job market for Ph.D.s and the impact that this reality will or should have on our graduate programs; the creeping cost factors in the development of computing on the campus; the uncertain future of library information retrieval systems; and the proper place and role of institutes and centers in our cultivation of interdisciplinary perspectives on scholarship and public policy.

All of this is a reminder that no complex, multifaceted institution like a modern university ever remains the same for long. We at Notre Dame have, indeed, been fortunate over the last several decades. Our greatest temptation may be complacency, to talk and act as though we are better than we actually are. That is why I have charged all of the officers to concentrate this year on benchmarking our peer institutions. We need to have a reliable and useful set of statistical comparisons. We need to engage in well-planned on-site visitations. We need to read personally in the extensive literature on higher education. And, finally, we need to interpret all of this evidence relative to our distinctive mission and identity. If we would realize our potential as a Catholic university, it will be by no other model than our own.

On May 3, 1997, we will celebrate the inauguration of our new fund-raising campaign. This collective effort of officers, trustees and our development staff under the leadership of Bill Sexton is an indispensable step toward the realization of our greatness as an academic institution. During the course of the campaign many of you will be called on to assist the process by articulating persuasively the urgent needs of your area of the University and by meeting with potential benefactors. I am confident that we will realize our financial goals and that we will look back on this campaign as a major turning point in the history of the University. I pledge to you that I and the other officers will work tirelessly toward this worthy goal.

Thank you and good afternoon.

Academic Council Minutes April 16, 1996

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Timothy R. Scully, C.S.C., Patricia A. O'Hara, Nathan O. Hatch, Harold Attridge, Francis J. Castellino, John G. Keane, Eileen Kolman, Richard P. McBrien, Jonas McDavit, Cornelius F. Delaney, Philip L. Quinn, John H. Van Engen, Bruce A. Bunker, Andrew J. Sommese, Hafiz M. Atassi, Jeffrey H. Bergstrand, Edward J. Conlon, Lorry Zeugner, Regina M. Coll, C.S.J., Kathleen Maas Weigert, Matthew Fitzgerald,

Observers in Attendance: Andrea Midgett, James J. O'Brien Jr., Harold L. Pace, Kevin Rooney

Guests: Roger Jacobs (on behalf of Fernand Dutile), Maureen Gleason (on behalf of Robert Miller), Dennis Brown (on behalf of Dennis Moore)

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

1. **Minutes.** After noting two minor amendments, the Academic Council approved the minutes of the January 23, 1996, meeting.

2. **Academic Code changes.** Prof. Delaney reported on recommendations made by the Undergraduate Studies Committee regarding a five-part proposal, submitted by the registrar, seeking changes in the Academic Code. (See Attachment A.) Prof. Delaney said that the first part of the proposal suggested changes in class ratings for undergraduates, to better clarify how students are rated freshmen, sophomores, juniors or seniors. (See 8.1, The Academic Code.) He explained that the current ambiguous wording of the policy has caused problems for students. The Undergraduate Studies Committee therefore recommended accepting the reworded policy, which would more accurately reflect the methods used to compute undergraduate class level.

The second part of the proposal advised rewording the policy on changes in student class schedules so that any course discontinued after the first seven days of the semester would receive a grade of "W." (See 11.3, The Academic Code.) Prof. Delaney said that the registrar hoped that a more punitive use of the "W" grade would deter students from capriciously signing up for what they know will be too many courses, with the intention of dropping one, thereby crowding other students out of the course, including some for whom the course may be required. Prof. Delaney reported that while the Undergraduate Studies Committee understood the intent of the proposed

change, they felt that the continued benefits of encouraging students to take courses outside of their major would override the good that would be gained by a more restrictive policy. Undergraduate Studies did not, therefore, recommend approval of this part of the proposal.

The third part of the proposal advised reworking the policy so that it better reflects and explains grades assigned by the registrar. (See 18.1, The Academic Code.) Prof. Delaney said that the advised changes would officially record practices that have long been in place. The Undergraduate Studies Committee recommended approval of this part of the proposal.

The changes called for in the fourth part of the proposal would result in fewer misunderstandings of the pass/fail option policy and would better reflect the longstanding practice of interpreting grades "A" through "D" as "pass," grade "F" as "fail," and computing only an "F" into a student's cumulative average. (See 19.1, The Academic Code.) Prof. Delaney said that the Undergraduate Studies Committee was aware that to compute an "F" into a student's cumulative average allowed for a particular nonsymmetry since a "pass" is not computed into a student's average. However, Undergraduate Studies felt that the nonsymmetry was attributable to the indeterminate character of a "pass" and the determinate character of a "fail." Undergraduate Studies thus approved the proposed change.

The fifth part of the proposal called for changing the policy regarding student examination conflicts. (See Examinations, the Academic Guide.) The policy currently states that exam conflicts will be resolved by allowing the larger class to take precedence over the smaller class. The proposal calls for the reverse, since it is more likely that a professor of a large class will have to find an alternative exam time for students with conflicts. It is also more likely that a professor of a large class will have to write a second exam. Prof. Delaney said that the Undergraduate Studies Committee recommended accepting this and other proposed changes in the examination policy.

In summary, the Undergraduate Studies Committee recommended approving all five parts of the proposal, except the second one. Prof. O'Meara reported that the Executive Committee of the Academic Council recommended the same. He also explained that the Academic Council does not have to officially approve changes in the Academic Guide.

Dr. Pace said that after discussing the second part of the proposal with the Undergraduate Studies Committee, he understood their reluctance to approve it. He felt that the deans and associate deans with whom he had worked on the proposal would understand as well.

DOCUMENTATION

Before opening the floor for discussion, Fr. Malloy explained that he would ask the Academic Council to vote on the first four items from the Academic Code as one unit, and to vote on the fifth item from the Academic Guide separately. Particularly, he would ask the council to approve parts 1, 3 and 4 of the proposal, and to not approve part 2. Then, in a separate vote, he would ask the council to approve part 5.

Fr. Beauchamp asked if the pass/fail policy should be even more explicit. He said that though the new policy would make it clear that an "F" would be computed into a student's cumulative average, it would not make it clear that a "pass" would not be computed. The council agreed that the new policy should clarify the computation of pass/fail grades.

Prof. Bergstrand asked about rating undergraduates according to the number of credit hours earned and semesters completed. Would the policy work against a student who had taken heavy loads each semester and had attained senior status, for example, by the middle of his junior year? He also questioned the use of the term "freshmen," especially since the title Freshman Year of Studies has recently been changed to First Year of Studies, which is considered more inclusive. And he felt that to assign a grade of "W" to a course that had been dropped after seven days would not really discourage students from registering for too many classes since they could still drop the course before seven days and not receive a "W." Prof. O'Meara responded that the articles are currently being reviewed, and that the Executive Committee felt that it would be best if all language issues were addressed and revised at the same time, rather than have sporadic changes scattered throughout the *Faculty Handbook*.

Dr. Pace commented that the proposed changes for rating undergraduates would essentially allow computers to be programmed for the majority of students; the deans would continue to make adjustments for individual students as necessary. The kind of student Prof. Bergstrand mentioned could still qualify and participate as a senior. Prof. Bergstrand then asked if advance placement points would allow students to move up in class ratings. Dr. Pace answered that in some cases, yes. However, he said, more and more students are entering the University with advance hours that do not apply toward their degrees. When those students are placed in a higher class, they often miss class events that they want to participate in. Mr. McDavit said that this happened to him last year when he was classified early as a senior. Although he gained senior privileges, he did not receive any junior class literature or mail, including information on Senior Seminars, because it was assumed that he would have graduated. As a result, he did not get a good course selection for his senior seminar.

Fr. Scully asked about the difference between the "NR" and "F" grades. Dr. Pace said that if for some reason a faculty member did not turn in his course grades, all students in the course would receive an "NR." However, if a faculty member approached the registrar and said that she had not seen a student since midterm and did not have enough information on which to base a grade and did not feel comfortable giving an "F," the Registrar's office would give an "F*," which essentially signals to the student the need to come in for a consultation. Most such students mistakenly think they have properly dropped a class; after consulting with their dean, the grade is usually changed to a "W."

Fr. Malloy called for a vote to accept parts 1, 3 and 4 of the proposal, and to not accept section 2. The vote was unanimously approved.

Moving to the fifth part of the proposal, Prof. Jacobs questioned the last proposed sentence under (1), which he felt unnecessarily explains *why* a particular action would be taken though all other sections of the Academic Guide simply state how a particular action will be carried out, or when, or who will be involved. Dean Attridge replied that the Academic Guide is not a legal document in the same manner as the Academic Code and perhaps allows for a looser writing style. Dr. Pace said that he and the deans had simply wished to communicate what they were doing as clearly as possible.

Prof. Bergstrand said that he encourages his students very early in the semester to note any final examination conflicts so they can be resolved well in advance. He felt that the proposed seven-day lead time for students to request changes would be too short, especially since the exam schedule is published so far in advance. He also questioned the last two points of the proposal, which seem contradictory. Point (3) would grant lower-numbered courses precedence over high-numbered courses, even though lower-numbered courses tend to be larger. That seems to directly oppose point (2) of the proposal, which would grant small classes precedence over larger classes. Prof. Delaney said that the three points of the proposal are lexically ordered. Therefore, the third point would only come into play if the second point was not followed or was not applicable. Dr. Pace agreed with Prof. Delaney. He also said that the guidelines were necessary for resolving disputes among faculty dealing with examination conflicts. Prof. Quinn said that it should be clear that the points are lexically ordered. He suggested inserting a clause such as, "When class size does not determine the outcome, then. . . ." The Academic Council agreed with this idea.

Prof. Bunker commented that the second point, which would grant priority to the smaller class, seems counter-

DOCUMENTATION

intuitive. Dr. Pace said that the experience of the deans indicates that professors of large classes more often expect to schedule another exam, and that professors of small classes generally assume that everyone will show up for exams as scheduled. Also, it is often more difficult for professors of small classes to write second exams since they tend to use more essay-type questions.

Prof. Jacobs repeated again his feeling that the explanation at the end of point (1) was inconsistent with the wording of the rest of the Academic Guide. Dr. Pace said that the sentence could be removed and that his office could explain the reasoning behind the guideline as necessary. It was moved and seconded that the sentence be eliminated from the proposal. However, the Academic Council did not approve the move.

Fr. Beauchamp asked if the "seven days" before the final exam period that students would have to contact their dean regarding an exam conflict would be "seven calendar days" or "seven class days." Dr. Pace thought that "seven class days" would be appropriate. He also said that though students can discern conflicts much earlier in the semester, most do not review their exam schedule until they have finished their last course papers. Prof. Hatch commented that "seven class days" could also be confusing since some classes follow a Monday-Wednesday-Friday schedule and others a Tuesday-Thursday schedule. He wondered if it would be better to allow the students "two weeks." Prof. O'Meara proposed "seven week days." Dr. Pace said that he preferred "two weeks." However, Dean Kolman felt that "two weeks" could be meaningless. She said that deans could not hold students to it when they walk in a week prior to exams and report a conflict.

Prof. Sommese asked if all appropriate data could be computerized, with letters sent to students who have exam conflicts along with a description of the resolution. Dr. Pace said that such a procedure could be followed. However, he added, though it is against University policy, professors sometimes move exam dates around on their own, placing students in a situation they cannot negotiate. Prof. Sommese said that professors who ignore University policy should drop to the bottom of the queue when exam conflicts must be resolved. Dr. Pace said that is how most deans handle the situation when they learn of such conflicts and how they came about.

Prof. Delaney said that having computers automatically search out conflicts might make matters worse since some faculty assign papers in lieu of final exams. In such cases, students would receive notice of exam conflicts and would be informed of resolutions they do not need. Prof. Delaney suggested that, if the deans so desired, faculty could work out resolutions after a computerized list of

conflicts had been sent to the deans. This would, however, omit students entirely in the resolution process. But Dr. Pace felt that the deans would prefer having students come to them rather than having to study pages of computer printouts and then checking with faculty to see if the conflicts really exist. He said that there are only between 50 to 100 conflicts during examination periods, which would not seem to warrant the extra work deans would have to do if they were given examination data on every student. Fr. Malloy said that the policy should not seek to resolve a few worst-case situations. Rather, it should be something that everyone could agree on in most situations, such as allowing students up until seven days before the onset of examinations to report exam conflicts to their deans.

Mr. McDavit said that when he, as a student, read the proposed policy, he took it to mean seven calendar days, which he considered to be a reasonable amount of time for students to notify their deans. He asked that the decision, for however many days, be explicit and that it be well publicized so students have no question as to what the policy means and how much lead time they have. Fr. Beauchamp asked what would happen if a student did not get to his or her dean before the seven-day deadline. Fr. Scully and others felt that most deans would resolve the conflict anyway.

Fr. Malloy then asked if the Academic Council was willing to approve the proposed formulation for principles governing exams, with the understanding that students with exam conflicts must contact their dean at least seven calendar days before the onset of the final exam period. The council was unanimous in its approval.

3. Review of English 109: Composition and Literature. Prof. O'Meara began by saying that the Executive Committee of the Academic Council approved all 10 recommendations of the English 109 Review Committee, except for Recommendation 3, which would allow the dean of the First Year of Studies to appoint faculty, recommend promotions, etc.; the Executive Committee felt that it would take the University in a new direction to allow an entity other than a University college or the Law School such jurisdiction. Prof. O'Meara then turned the review and discussion over to Dean Kolman.

Dean Kolman outlined for the Academic Council the 10 recommendations listed at the end of the Review of English 109: Composition and Literature. (See Attachment B.) She reminded members that much time was spent last year discussing English 109, and that the Review Committee had subsequently been charged with the task of studying the issue further and making recommendations concerning the reorganization of the course.

DOCUMENTATION

Dean Kolman reported that the Review Committee felt strongly that a new course needs to be established at the University; it would be called "Composition 110" and would deal exclusively with writing. (See Recommendation 1.) Composition 110, which would be based on current composition theory, would focus on a broad variety of topics within the academy. In other words, writing would focus on what students are studying and learning, not on topics they select. The Review Committee and others involved in teaching the current course feel that it is too ambitious to combine an introduction to literary analysis and, concurrently, devote a significant amount of time to writing. (See Recommendation 2.)

The Review Committee recommended that the newly configured program report to the dean of the First Year of Studies. (See Recommendation 3.) Dean Kolman said that of the three current courses — Freshman Seminar, English 109 and the Humanities Seminar — only English 109 will exist next academic year. Though it is housed in the College of Arts and Letters, the University's largest college, the Freshman Writing Program is a rather free-standing enterprise that is not located in any one department. The Review Committee felt that the proposed program would benefit if it were administered by a smaller unit that could offer closer supervision. Addressing Prof. O'Meara's concern, Dean Kolman said that the Department of English and the Review Committee collaborated closely throughout the writing of the report and that the Review Committee envisioned the continuation of such a close relationship between Composition 110 and the Department of English. She said that though the appointment of professional specialists and their departmental affiliations is an issue that needs to be looked at, it is nonetheless tangential to the greater need for a new writing program. One full-time professional specialist, who is not connected with any particular department, currently works in the Freshman Writing Program.

Dean Kolman said that there is presently an Advisory Committee for the Freshman Writing Program. The Review Committee recommended maintaining this body and suggested how it might be improved. (See Recommendation 4.) To further strengthen the relationship between the new program and the Department of English, she suggested that Recommendation 4 be amended to read, "It should be composed of faculty representing each of the Colleges and a special representative of the English Department. . . ."

A significant change proposed by the Review Committee relates to those who would teach Composition 110. English 109 is currently taught by graduate students from the Department of English and adjunct faculty. It is recommended that the course be taught primarily by advanced graduate students who would be chosen competi-

tively in a process that would involve the Graduate School, similar to the current process by which graduate students are chosen to teach the Freshman Seminar. (See Recommendation 5.) Following a similar procedure for Composition 110 would continue the practice of allowing top graduate students opportunities to teach, which will become increasingly important once the Freshman Seminar ceases to exist. It would also ensure that undergraduates are taught by individuals who are up to date in writing instruction and techniques.

Dean Kolman said that English 109 currently employs a large number of adjunct faculty. The Review Committee recommended the establishment of a larger core of stable faculty members who would work closely with the director of the new program. (See Recommendation 6.) A similar core group was also recommended several years ago in the VandenBossche Report. However, this recommendation again raises questions concerning the appointment of special professional faculty. Pending approval of the recommendation, Dean Kolman suggested that how appointments come about be discussed by the director of the writing program, a representative of the Department of English, and the dean of the First Year of Studies. The Academic Council would subsequently be informed of the discussion and resolution concerning appointments.

The Review Committee recommended that anyone teaching Composition 110 be well trained in contemporary methods of teaching composition and that the individual be closely supervised. (See Recommendation 7.) Dean Kolman said that the committee felt strongly that all first-year students should take the course since one's writing skills can always be improved. In addition, a review of other institutions indicated that it is increasingly expected that all students will take at least one writing course. However, the Review Committee's top priority is to implement the new program. Currently, students with high enough advance placement scores can place out of English 109. Dean Kolman said that the Review Committee would be comfortable with the continuation of this practice, at least for the time being. (See Recommendation 8.)

The final two recommendations concern special sections of the proposed new course, for students for whom English is a second language and for students who require remedial work. (See Recommendations 9 and 10.) Dean Kolman said that special sections are offered in English 109 for students for whom English is a second language, and that students who need remedial help are tracked in 10 to 12 special sections. Many students in these latter sections are either athletes or minorities. Dean Kolman said that the Review Committee recognizes the negative stigma attached to tracking. It is also aware of the debate

DOCUMENTATION

surrounding mainstreaming and realizes that some students need more support than is offered in traditional classroom settings. The Review Committee could offer no solutions to the problem and recommended that the issue be studied in depth by the Advisory Committee.

Prof. Delaney asked how many first-year students are currently exempted from English 109. Dean Kolman said about 400 students each year are exempt from English 109 due to advanced placement.

Prof. Hatch voiced his support of the proposal and said that it would be a very positive step forward. However, he expressed reservations about the proposed reporting relationship and its long-term implications. He felt that it might be difficult to recruit top faculty and graduate students into an entity other than the College of Arts and Letters, where, in fact, most of the teachers of the course would come from. He also thought the reporting relationship might make it difficult to find a quality director for the new program, and that the director might wish to be involved in deciding where the program would best operate. He said that the College of Arts and Letters has its own mandates, which would include ensuring that a program such as Composition 110 operates well. Finally, he suggested that the reporting issue be left somewhat flexible and that no unchangeable recommendation be attached to it.

Dean Kolman replied that the Review Committee had to convince her of the value of its recommendation. However, she said, the current program has received little time and attention from the College of Arts and Letters; it is a very small program, housed in a very large college with which it has tenuous ties. The Review Committee thought that the new program, which would exclusively serve first-year students, would be best housed and administered by the First Year of Studies, much like physical education is administered. Dean Kolman said she was convinced that the strengths of the proposed reporting relationship would outweigh its weaknesses. She said that while she has regular contact with the current director of the Freshman Writing Program, she would like more control of appointments and reappointments, especially when course sections are not working as they should. She also said that her office, the First Year of Studies, receives all pertinent feedback from students on teachers/courses.

Dean Attridge considered the reporting issue to be secondary to the more significant need for a core group of regular faculty who are closely supervised. Long-term, it concerned him that the College of Arts and Letters could one day say, "Our graduate students are needed here and may not teach outside the college." If the director of the new program operated outside of the college, he or she

could find it difficult to successfully negotiate with department chairs for graduate students.

Fr. Malloy expressed reservations about what seemed to be a general consensus in composition theory regarding preferred kinds of writing. He questioned the Review Committee's indication that composition theory/writing has become a well-developed subfield with absolute convictions about how to teach writing. Dean Kolman replied that the Review Committee had learned from research that such a body of knowledge exists. At least 35 recognized institutions offer doctoral programs in composition and rhetoric, however, which is one reason why the Review Committee purposely distanced itself from any particular branch of the field. The underlying principle for all of the programs is that in order to write better one must write a lot, and one must get feedback on what one writes. Also, research has indicated that the least effective way to teach technical, grammatical skills is to teach these skills in isolation. The Review Committee felt comfortable recommending that these general principles be the basis of the new program. Further program development would greatly hinge on who is hired to teach and how the program is run.

Fr. Scully asked what Dean Kolman meant by recommending that a "special" representative of the Department of English serve on the Advisory Committee. After pondering the matter, Dean Kolman suggested striking the word "special." The intent of the recommendation is that someone would represent the Department of English on the Advisory Committee, along with a representative from each of the colleges, including the College of Arts and Letters.

Prof. Delaney asked about the range of possibilities for Recommendation 2. For example, would some course sections be devoted to technical writing for student engineers? Dean Kolman answered no, the Review Committee did not want to see the course broken into segments and tracked for this or that kind of student. On the other hand, she said, the committee did not want to mandate that every section of the course couple writing with texts from history, philosophy or science. Rather, the various segments of the course would be controlled by those teaching it. The direction of the program would be specified, but not so specifically that history majors would take one section and business majors another.

Prof. Delaney asked why it would not be appropriate for student engineers to take a course that focused on the kind of composition engineers write and read. Dean Kolman said that the underlying philosophy of the First Year of Studies is that students come to the University with undeclared majors. Even those students who come with a major in mind generally change directions at least

DOCUMENTATION

once. It was felt that Composition 110 should be general enough to help students in whatever direction they eventually go.

Fr. Malloy asked if the Academic Council was willing to approve the recommendations, given a new formulation for Recommendation 3. Prof. Delaney said that Recommendation 3 could read: The newly configured program should report either to the dean of the First Year or the dean of the College of Arts and Letters. Prof. Hatch said that he would be willing to facilitate the next stage of discussions surrounding the issue. He also said that the dean of the Graduate School should be included in the discussion.

Ms. Gleason asked if the recommendation should be amended to include the mention of an appointed committee who would determine where the program should report. Dean Attridge suggested that Recommendation 3 read: The Provost, in consultation with the respective deans of the College of Arts and Letters, the First Year of Studies, and the dean of the Graduate School will determine whether the newly configured program should report to the dean of the First Year of Studies or to the dean of the College of Arts and Letters.

Fr. Malloy asked for a show of hands supporting the proposed amendment to Recommendation 3. It was approved 21 to two. He then called for a vote on all 10 recommendations, which were approved unanimously.

4. Change in the Academic Articles concerning Academic Officers. Prof. Hatch proposed a change in the Academic Articles that would allow another associate provost to assume vice-presidential status and thereby become a member of the Academic Council. He explained his intention to upgrade one of the associate provost positions by the appointment of a senior, tenured faculty woman, in which case it would seem prudent and right to accord her a status equal to that of the other tenured associate provosts. He said that he did not desire to increase the number of University academic officers. But he would like to see the leadership role of women at the University enhanced and the proposal seems essential to that end.

The changes that the proposal would require would be quite modest, Prof. Hatch said. The bylaws would not require changing and only a few minor adjustments would be required in the Academic Articles, including minor changes in Sections 1 and 2 of Article II and in Article IV. (He asked permission to make other minor changes as necessary upon further review of the *Faculty Handbook*.) He also explained that to add another vice president to the University would be to add another member to the Academic Council. He said that council proportions

could be maintained by adding another elected faculty member to the body. He proposed that the Executive Committee consider such a possibility and report back their decision before the end of the academic year. He concluded by saying that he would like to present the proposal to the Board of Trustees in May; he would discuss it with the Provost's Advisory Committee before then.

Prof. O'Meara reported that the Executive Committee had discussed the proposal and unanimously supported it. Fr. Malloy explained that if the Academic Council was in agreement, the Board of Trustees would be presented in May with the proposal and with a recommended candidate. If the Board of Trustees approved, the proposal would then become part of the Academic Articles.

Prof. Quinn heartily endorsed the proposal, as long as it was understood that the Executive Committee would consider maintaining the balance of the Academic Council and would bring forth a recommendation on whether or not an additional faculty member should be added. Fr. Malloy said that he would encourage the Executive Committee to issue a recommendation at the last meeting of the year.

Fr. Malloy called for a vote on Prof. Hatch's proposal to expand the Academic Council membership by the addition of another vice president and associate provost. The proposal was unanimously approved, pending its presentation to the Board of Trustees.

5. Other Business. The three standing committees of the Academic Council (Faculty Affairs, Graduate Studies and Undergraduate Studies) reported that they would meet in the next week.

Prof. Hatch announced that the University has a verbal acceptance for the first director of the Center for Teaching and Learning, Prof. Barbara Walvoord, from the University of Cincinnati. Prof. Hatch said that Prof. Walvoord is highly qualified for the job, which is similar to her current position at Cincinnati. She is a respected, tenured scholar in her institution's Department of English. Prof. Hatch said that Notre Dame's Department of English performed an external review of her writing and received very positive feedback; she will come here as a concurrent full professor in the Department of English. Perhaps most importantly, she has successfully worked with faculty across disciplines who are interested in improving their teaching.

Fr. Malloy said that he had also been favorably impressed with Prof. Walvoord, and felt that she would bring a creativity, energy and experience to her position at Notre Dame.

DOCUMENTATION

There being no further business, the meeting was adjourned at 4:40 p.m.

Respectfully submitted,

Rev. Timothy R. Scully, C.S.C.
Vice President and Associate Provost

Attachment A

Class Ratings for Undergraduate Students (Academic Code)

Present policy with proposed changes:

8.1 For academic purposes, the rating of a student as first year, sophomore, junior or senior depends upon the number of credit hours ~~completed~~ *earned and the number of semesters completed*. The registrar will determine the number of hours for each classification on the basis of the total credit hours required for a degree conferred in each college.

Proposed policy:

8.1 For academic purposes, the rating of a student as first year, sophomore, junior or senior depends upon the number of credit hours earned and the number of semesters completed. The registrar will determine the number of hours for each classification on the basis of the total credit hours required for a degree conferred in each college.

Discussion

This corrects the Academic Code to reflect the method used to compute undergraduate level.

Changes in Student Class Schedules* (The Academic Code)

Present policy with proposed changes:

11.3 Courses may be ~~dropped~~ *discontinued* at the discretion of the student during the first seven class days of the semester. After this period the student must have the approval of the dean. ~~A student who withdraws from class without the permission of the dean will fail the course.~~ A course may be ~~dropped~~ *discontinued* up to one week after the distribution of mid-semester deficiency reports, but the dean's approval ~~will~~ *may* not be granted if the student's remaining course load falls below the full-time course load for a degree-seeking student. A course may be ~~dropped~~ *discontinued* after this deadline only in cases of serious physical or mental illness.

Courses ~~dropped~~ *discontinued* after this period the first seven class days of the semester will be posted on the academic record with the grade of "W." This does not apply to beginning freshmen in their first semester at the University.

Proposed policy:

11.3 Courses may be discontinued at the discretion of the student during the first seven class days of the semester. After this period the student must have the approval of the dean. A course may be discontinued up to one week after the distribution of mid-semester deficiency reports, but the dean's approval may not be granted if the student's remaining course load falls below the full-time course load for a degree-seeking student. A course may be discontinued after this deadline only in cases of serious physical or mental illness.

Courses discontinued after the first seven class days of the semester will be posted on the academic record with the grade of "W." This does not apply to beginning freshmen in their first semester at the University.

Discussion

Changes to 11.3 of *The Academic Code* are for the following purposes:

- updating and clarifying the statement (see 1, 2, 3 below)
- changing the period of the "W" grade (see 4 below)
- allowing an exception for first semester freshmen (see 5 below)

1. "Discontinued" is the preferred word when a Notre Dame student decides not to continue in a course and it is approved by the proper academic administrators.

2. The deleted sentence "A student who withdraws from class without the permission of the dean will fail the course" — was determined not to be needed because a student cannot discontinue a course without the permission of the dean.

3. The deletion of "will" and addition of "may" honors the discretion which the dean exercises in these matters.

4. The addition of "the first seven class days of the semester" will have the effect of changing the period when the "W" grade will be posted to a student's academic record. At present, only students who are allowed a discontinuance in a course after the deadline (Friday of the ninth week of the semester) "in cases of serious physical or mental illness" are assigned a grade of "W." The proposed change would allow a "W" grade to be assigned for all course discontinuance after the 7th class day. Under the present policy, a drop between the first class day and the 9th week of the semester results in the course being re-

DOCUMENTATION

moved from the student's academic record. Under this proposal, the course with a grade of "W" would appear on the student's academic record.

Discussion:

When a student signs up for a class and then, after the registration period (seventh class day), elects not to continue it, that "seat" goes unused. (Students are not allowed to add a class after the seventh class day.) The members of the Committee on Collegiate Procedures (CCP) believe that there are a number of students who sign up for a heavy course load (>17 hours) planning to discontinue one class should the workload be too demanding. This practice could "close-out" a fellow student who needs the course for graduation or to complete a full-time course load. The CCP hopes that this proposal will encourage students to consider more seriously the likelihood of actually completing a class before retaining it on his/her class schedule.

5. The reprieve for freshmen in their first semester — *"This does not apply to first year undergraduate students in their first semester at the University"* — would allow a freshman student to discontinue a course without record of the discontinuance.

Discussion:

Freshmen may miscalculate the requirements of courses as they make the transition from high school to Notre Dame. Freshman Year of Studies finds that some freshmen may need to discontinue one course in order to adjust to the demands of their Notre Dame course work. For the first semester these students should not be "penalized" for a discontinuance.

*This proposal was turned down by the Academic Council at its April 16, 1996, meeting. *This Academic Code change is supported by the Committee on Collegiate Procedures.*

The Grading System (Academic Code)

Present policy with proposed changes:

18.1 The grading system employed is as follows:

Grades which are assigned by the registrar, i.e., not to be given by the faculty:

W ~~Withdrawn~~ Discontinued with permission. To secure a "W" the undergraduate student must have the authorization of the dean, and the graduate student must have the authorization of the associate dean of graduate studies and research.

P Pass in a course taken on a Pass-Fail basis.

NR ~~No grade reported.~~ Not reported. Final grade(s) not reported by the instructor due to extenuating circumstances.

F* No final grade reported for an individual student.

Proposed policy:

18.1 The grading system employed is as follows:

Grades which are assigned by the registrar, i.e., not to be given by the faculty:

W Discontinued with permission. To secure a "W" the student must have the authorization of the dean.

P Pass in a course taken on a Pass-Fail basis.

NR Not reported. Final grade(s) not reported by the instructor due to extenuating circumstances.

F* No final grade reported for an individual student.

Discussion

These changes *correct* the Academic Code to reflect the grades presently assigned by the registrar and also better explains the reason for each grade.

Pass-Fail Option (Academic Code)

Present policy with proposed changes:

19.1 Each junior or senior undergraduate may file with the registrar during the first seven class days of the semester the decision to take one elective course, outside the student's major department and not required by the student's program, per semester on a Pass-Fail basis. Such a filing is irrevocable and will result in conversion by the registrar of the instructor's final grade report into an entry of P ("pass") or F ("fail") on the student's record. ~~No notice of the pass-fail decision will be communicated to the instructor. The instructor will not be informed that the student has elected the pass-fail grading option. The registrar will interpret the final grades of "A" through "D" will be counted as "pass."~~ If a final grade of "F" is issued, it will be computed into the student's grade point average.

Proposed policy:

19.1 Each junior or senior undergraduate may file with the registrar during the first seven class days of the semester the decision to take one elective course, outside the student's major department and not required by the student's program, per semester on a Pass-Fail basis. Such

DOCUMENTATION

a filing is irrevocable and will result in conversion by the registrar of the instructor's final grade report into an entry of P ("pass") or F ("fail") on the student's record. The instructor will not be informed that the student has elected the pass-fail grading option. The registrar will interpret the final grades of "A" through "D" as "pass," and will not be computed into the student's grade point average. If a final grade of "F" is issued, it will be computed into the student's grade point average.

Discussion

Sr. Kathleen Cannon states that . . .

"Almost every semester I have to deal with students who contest having a failing grade included in the computation of the GPA. The present policy is that for courses taken on a pass-fail basis, "pass" is *not* included in the computation but "fail" is. This is not stated clearly in *du Lac*."

The above changes should result in fewer misunderstandings of the pass-fail policy.

Examinations (Academic Guide)

Present Policy with proposed changes:

Two-hour final examinations must be given in undergraduate courses on the date, at the time, and in the place assigned by the Office of the Registrar and stipulated in the official examination schedule. No student shall be required to take more than two final examinations in one day or more than three final examinations in a 24-hour period. Instructors may not change times of the examination for the class, but special arrangements can be made for students who have conflicts in examinations.

Following are the guidelines for such conflicts:

1. The conflict will be resolved by the student's dean who will communicate with and convey the decision to both faculty involved. *Students who have a conflict, must contact his/her dean at least seven days before the start of the final exam period. This will allow the dean time to notify the instructors involved and resolve the conflict before the start of the final examination period.*
2. When two departmental exams conflict, priority should be granted to the ~~larger~~ smaller class to be examined.

3. Lower-numbered courses usually take precedence over higher-numbered ones. ~~Ordinarily this should also result in a larger class taking precedence over a smaller one.~~

Proposed policy:

Two-hour final examinations must be given in undergraduate courses on the date, at the time, and in the place assigned by the Office of the Registrar and stipulated in the official examination schedule. No student shall be required to take more than two final examinations in one day or more than three final examinations in a 24-hour period. Instructors may not change times of the examination for the class, but special arrangements can be made for students who have conflicts in examinations.

Following are the guidelines for such conflicts:

1. The conflict will be resolved by the student's dean who will communicate with and convey the decision to both faculty involved. Students who have a conflict, must contact his/her dean at least one week before the start of the final exam period. This will allow the dean time to notify the instructors involved and resolve the conflict before the start of the final examination period.
2. When two departmental exams conflict, priority should be granted to the smaller class to be examined.
3. When class size does not determine the outcome, lower-numbered courses usually take precedence over higher-numbered ones.

This Academic Guide change is supported by the Committee on Collegiate Procedures.

Attachment B

Review of English 109: Composition and Literature

Background

At the request of the University Curriculum Committee, the Academic Council, and Provost Timothy O'Meara, the Committee undertook the task set forth in **Recommendation 3** of the University Curriculum Committee Report:

"That an ad hoc committee be established to review the Composition and Literature course; having reviewed and made recommendations concerning the purpose of this course, it should establish which students should take this course and set clear guidelines for skipping this course and receiving credit through examination."

This recommendation for a review follows repeated expressions of concern over the years about the quality of student writing. English 109 has been reviewed several times, most recently in 1990-91 by the Vanden Bossche Committee. The present Committee spent much time initially clarifying its mandate because the Academic Council had voiced so many questions and concerns about the above recommendation and about the English 109: Composition and Literature course in general. We decided to focus on five key issues:

1. goals of the course,
2. content and methods of the course,
3. administrative structure of the program,
4. staffing and training the staff, and
5. which students should take the course.

Procedures

The Committee is composed of faculty from each college of the University, the Law School and the First Year of Studies. Members brought to the committee expertise in teaching particular genres of writing (O'Rourke, Phelps), much experience in teaching undergraduates, and familiarity with English 109 from an administrative perspective. The Committee met biweekly during the fall 1995 semester. The Committee examined the Vanden Bossche Report of 1991 which had evaluated the Program and met with Chris Vanden Bossche from the English Department who had chaired the committee. In addition to Professor Vanden Bossche, the Committee met with Professor Edward Kline, director of the Freshman Writing Program, Dean Harold Attridge of the College of Arts and Letters, and Professor Nathan Hatch, vice president and dean of graduate studies. We also brought to campus as a consultant Professor Janice Lauer from Purdue University, who directs their doctoral program in composition and

rhetoric, and is an accomplished scholar in the field of composition theory.

The Committee reviewed materials from the English 109 course, a wide variety of articles on the teaching of writing and the assessment of writing programs, and materials from other universities on their writing requirements. Some members sampled student papers from first-year students in Composition and Literature, Freshman Seminar and Humanities Seminar.

The Committee is in agreement with many of the findings and recommendations of the Vanden Bossche Report. After extensive study and review, we unanimously recommend the establishment of a new composition course for first-year students.

A New Composition Course: Goals, Content and Method

Writing is at the very heart of what we do at a university. The written word is not only a means of communicating our thinking, but it is inseparably related to the clarity and accuracy with which we formulate ideas and develop arguments. A first-year course that offers guided practice in reading and writing the discourses of the academy and the professions is an essential element of an undergraduate education of highest quality.

The Vanden Bossche Report recommended "that the curriculum of ENGL 109 be thoroughly evaluated and serious consideration be given to developing a new curriculum that takes advantage of recent developments in composition theory and pedagogy." The Committee undertook this task and concluded that a significant part of the curriculum of the present English 109 course is devoted to literary analysis. We believe that literary analysis in itself should not be a cornerstone of a new composition course. The study and analysis of literature is an important academic endeavor, but it is neither the same as nor a necessary format for the teaching of writing. In keeping with the thinking of the University Curriculum Committee, we see "this course primarily as a composition course."

In addition, we discovered that although the present English 109 course draws upon composition theory and pedagogy, these perspectives are but one more addition to a course that has grown by accretion rather than undergoing more fundamental changes that would result in a revising and restructuring of the course based on composition theory. This Committee, and many who teach the course, feel that there are too many tasks for both teacher and students that are unrelated to course goals, and that the relationships among these tasks are not understood or defined.

To correct these problems and to offer our students the best that current composition theory has to offer, we propose Composition 110, which would have as its subject matter the process of writing in which writers and readers enter the conversation of the academy. The focus would be on planning, drafting, revising, using data, evaluating sources, reading critically, interpreting evidence, developing ideas for writing, and solving problems in writing. Most importantly this course would be founded on current composition theory and require a substantial amount of writing, revision, and discussion of each student's writing efforts. It would essentially be a writing workshop.

Moreover, the new composition course we envisage emphasizes the writing skills most suitable to the academic and professional pursuits of our students. The subject matter of the writing will come from the various disciplines of the academy: history, sociology, the sciences, literature, philosophy, economics, etc. Its primary focus will be on writing, and the subject matter will contribute a context, a stimulus for writing assignments. The new composition course, then, will be substantially different from the newly created University Seminars which present the paradigms of the various disciplines and use writing as a means of engaging students in the subject matter.

Administrative Structure

English 109 is currently one course in the Freshman Writing Program which also includes Freshman Seminar and Humanities Seminar. On the recommendation of the Curriculum Committee and the approval of Academic Council, both Freshman Seminar and Humanities Seminar will be replaced in the fall of 1996 with new University Seminars which will not be part of the Freshman Writing Program. In conjunction with this, we recommend two key changes in the administrative structure related to the reporting lines and the advisory committee.

We recommend that this newly configured program report to the dean of the First Year of Studies. This new composition course serving first-year students can be more closely administered by a unit devoted exclusively to freshman courses. Unlike other courses offered to first-year students, this course does not come under the purview of any academic department for its staffing and budgeting. There is precedent for this reporting structure with the physical education department.

This structure would also make it easier for the staff of the Freshman Learning Resource Center to support the composition program. This would be especially beneficial for students whose writing proficiency is underdeveloped.

We further recommend that the present advisory committee for the Freshman Writing Program be strengthened. This committee should be composed of faculty representing each of the Colleges and ought to take it as its responsibility to provide for the rigorous academic give-and-take which is present in academic departments. For this committee to meet its full potential, it must be chaired by an elected member who is not the director of the program. The primary function of this advisory committee should be the continuing, objective assessment of the goals, methods and outcomes of this course. This is in keeping with the University's assessment plan.

Staffing and Training of Staff

The present English 109 course is taught primarily by graduate students in the department of English and adjunct instructors. We propose that the new composition course be taught primarily by a variety of advanced graduate students who would be chosen on a competitive basis as is now done for the prized competitive positions teaching the present Freshman Seminar course. As regular teaching and research faculty are phased into the University Seminar program over the next three years, graduate students will no longer teach this course and will be available for the new composition course.

In a structure parallel to the present one, graduate students who have reached advanced standing would submit their credentials and a proposed syllabus to a selection committee. The committee would consist of the director of the first-year composition program, a representative of the dean of the Graduate School and the dean of the First Year of Studies. Graduate students chosen to teach these courses would be paid a stipend competitive with the best stipend paid to graduate students in Arts and Letters. Regular faculty would be welcome to teach in the program.

Other teaching responsibilities would be taken up by a small number of (at least three) full-time professional specialist faculty trained and experienced in the field of composition theory. At present there are one and one-half such positions in the writing program. This method of staffing would provide a stable group of instructors trained in composition and rhetoric and committed to the program. These professional specialists were also recommended in the Vanden Bossche Report.

All who teach this new composition course would be required to participate in an intensive training course which would introduce them to contemporary composition theory and practice. During the course of the semester, there would be additional, required follow-up meetings. This training and experience in teaching writing, would be an asset to our graduate students in their quest for university employment.

DOCUMENTATION

Students

We believe that all students can benefit from an opportunity to improve their writing. In reviewing the curriculum practices of other institutions, we noted a move toward at least one required writing course for every student at many peer institutions. We believe that all Notre Dame students could benefit from the study of composition in their first year.

However, at the present time, some 450 students receive Advance Placement credit for English 109. The financial requirements of serving these additional students would divert resources from the more important task of staffing and training teachers for the new Composition 110 course.

Therefore, for the present, we recommend the continuation of the policy of allowing students to satisfy the requirement to complete Composition 110 by achieving a score of four (4) or higher on an Advanced Placement examination in either Composition and Literature or Composition and Language. In contrast, we recommend the elimination of the locally administered credit by examination because such testing runs contrary to the goals of the new course.

We recommend that after both the University Seminar and the new Composition 110 course are fully implemented, the Writing Program Advisory Committee evaluate the writing of first-year students to determine the effectiveness of AP credit, Composition 110 and the University Seminar.

At present there are special sections of English 109, some for students for whom English is a second language (English 109B) and some for students whose writing proficiency is underdeveloped (English 109A). We recommend that Composition 110B be established as a special section for ESL students, but that it be taught by instructors, either professional specialist faculty or adjunct faculty, educated and skilled in teaching English as a Second Language.

English 109A, however, presents more complicated problems. First, given Notre Dame's current admission policies, the students in these sections are largely minority students and/or varsity athletes. This kind of tracking stereotypes and stigmatizes these students. Second, although some of the sections are taught by more experienced TAs or adjuncts, none of the teachers has special training. Third, we do not know if the tracking is effective. Fourth, with the elimination of the Freshman Seminar and the introduction of the University Seminar, English 109A will no longer be part of a 2 semester sequence

(Engl 109A and FS 180A). Thus, one argument for tracking, that the students stay with the same class and teacher for two semesters, is no longer viable.

An alternative to special sections is mainstreaming these students into regular sections of the new composition course. Mainstreaming obviously obviates any stigma, but it creates different problems. An instructor of a regular section with 15-20 students has little time and perhaps no expertise to devote to one or two students whose writing ability falls far below the class norm. Mainstreaming, therefore, requires an additional support structure so that the students can receive extra help. This support could come from a writing center or from tutors specially-trained in the well-developed pedagogy, Basic Writing, for teaching students with underdeveloped writing proficiency.

The Committee prefers mainstreaming, but recommends that a decision be made by the Writing Program Advisory Committee with information about what methods have proven most effective at other schools and with realistic consideration of the problems inherent in and the consequences of each approach.

Recommendations

The English 109 Review Committee recommends that:

1. A new composition course, Composition 110, should be developed which focuses on planning, drafting, revising, using data, evaluating sources, reading critically, interpreting evidence, developing ideas for writing and solving problems in writing. The course would be founded on current composition theory and have a substantial amount of writing, revision, and discussion of each student's writing efforts. It would offer guided practice in reading and writing the discourses of the academy.
2. Literary analysis in itself should not be a cornerstone of the new composition course.
3. The Provost, in consultation with the appropriate administrators, determines whether the newly-configured program should report to the dean of the First Year of Studies or to the dean of the College of Arts and Letters.
4. The present advisory committee for the Freshman Writing Program should be strengthened. It should be composed of faculty representing each of the Colleges, and an additional representative of the English Department, be chaired by a member elected by the committee who is not the director of the program, and focus on the objective assessment of the goals, methods and outcomes of this course.

DOCUMENTATION

5. The new composition course should be taught primarily by a variety of advanced graduate students who would be chosen on a competitive basis as is now done for the prized positions teaching the present Freshman Seminar course.

6. The number of professional specialist faculty teaching in the program should be increased to at least three. These faculty, trained and experienced in composition theory, would provide a stable core of instructors for the director and could teach special sections as needed.

7. All who teach this new composition course should be required to participate in an intensive training course and follow-up workshops which would introduce them to contemporary composition theory and practice.

8. While all students could benefit from a composition course, for the present, students scoring at least a four (4) on either of the Advanced Placement composition tests should receive credit for Composition 110.

9. Special sections should be maintained for students for whom English is a second language.

10. The Advisory Committee should study the effectiveness of various practices (eg., special basic writing sections, mainstreaming, etc.) for assisting students whose writing proficiency is underdeveloped and implement a program based on these findings.

Appendix A

Budget Implications

1. For purposes of budget projection, we are making the following assumptions:

- a. 18 students per section
- b. 41 sections per semester
- c. 3 full-time professional specialists (8 sections per semester)
- d. 18 TA award winners (\$10,000/year) with one-half funding from the Graduate School (This is the present number of TA award winners.)
- e. 1 section taught by the director
- f. 14 sections taught by adjuncts.

2. With these assumptions, the total cost of the program is approximately \$248,600.

3. Not all of this would be new money because \$291,600 is budgeted presently for the Freshman Writing Program (ENGL 109, FS 180, HUM 185/186) and additional "soft money" is provided by the College of Arts and Letters—\$32,800 this year. Approximately \$132,000 of this budgeted money could be used to fund Composition 110, leaving new costs of \$116,600.

4. Moving the program from the College of Arts and Letters to the First Year of Studies would necessitate budgeting for all of the costs in advance since "soft money" would not be available.

5. At present, graduate TAs from the English department funded by the Graduate School teach English 109 at no direct cost to the Program. If some of these graduate students were employed instead of adjuncts, there would be a savings of \$2,500 per section or a maximum possible savings of \$70,000.

Appendix B

Committee Members

Eileen Kolman, Dean of the First Year of Studies, Chair
Joseph Buttigieg, Professor of English
James Cushing, Professor of Physics
Jay Dolan, Professor of History
Lloyd Ketchum, Associate Professor of Civil Engineering and Geological Sciences
James O'Rourke, Associate Professional Specialist in the College of Business Administration and Concurrent Associate Professor of Management
Teresa Phelps, Professor of Law
Jennifer Warlick, Associate Dean in the College of Arts and Letters and Associate Professor of Economics

Academic Council Minutes May 7, 1996

Members in Attendance: Edward A. Malloy, C.S.C., Timothy O'Meara, E. William Beauchamp, C.S.C., Timothy R. Scully, C.S.C., Patricia O'Hara, Nathan Hatch, Harold Attridge, Francis Castellino, John Keane, Eileen Kolman, David Link, Anthony Michel, Robert Miller, Richard P. McBrien, Jonas McDavit, David Burrell, C.S.C., Cornelius Delaney, Jean Porter, Philip Quinn, John VanEngen, Mario Borelli, Bruce Bunker, Andrew Sommesse, Stephen Batill, Jeffrey Bergstrand, Edward Conlon, Roger Jacobs, Dennis Doordan, Lorry Zeugner, Sr. Regina Coll, C.S.J., Kathleen Maas Weigert, Matthew Fitzgerald, Catherine Schehr and Ed Wingenbach

Observers in Attendance: Andrea Midgett, Dennis Moore, Thomas Runge, Lora Spaulding, Kevin Rooney and Sarah Taylor

Guests: Thomas Frecka (accountancy) and Thomas Cosimano (finance), both of the College of Business Administration

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

Before turning to the agenda, Fr. Malloy introduced the new academic commissioner, Sarah Taylor, who will begin serving as the undergraduate student representative to the council in the fall.

1. Minutes approved. The minutes of the March 21, 1996, Academic Council meeting were approved without amendment.

2. Change in the composition of the Academic Council. Prof. O'Meara reported that, as recommended by Prof. Hatch at the Academic Council's previous meeting, the Executive Committee of the Academic Council had discussed adding a 20th elected faculty member to the council. Prof. Hatch had suggested the additional member to maintain a proportionate balance of elected/appointed/ex-officio members on the council, a concern prompted by his proposal to grant vice-presidential status to another associate provost. The Executive Committee concluded that the most underrepresented unit on the council is the College of Arts and Letters, and thus recommended that the additional member come from that body. Fr. Malloy called for a vote on the Executive Committee's recommendation, which was approved without dissent. Fr. Scully said that the Academic Articles would be modified by the Board of Trustees in the future, to change the number of elected faculty members from 19 to 20.

Before moving on, Fr. Malloy announced that the Board of Trustees had approved appropriate changes in the Academic Articles regarding another Associate Provost and Vice President, as proposed by Prof. Hatch (Attachment A).

3. Proposal from the Faculty Affairs Committee regarding chairs of standing committees. Prof. O'Meara reported that the Executive Committee had discussed at length a proposal submitted by the Faculty Affairs Committee of the Academic Council that would grant the chairs of the council's three standing committees membership on the Executive Committee. Prof. O'Meara said that, after some revision, the Executive Committee recommended approving the proposal. (See Attachment B.)

Fr. Scully explained that the Executive Committee believed that approving the proposal would help energize and organize the work of the three standing committees. The Executive Committee and the Faculty Affairs Committee agreed that, during elections in the fall, council members should keep in mind that three members of the Executive Committee (from a pool of eight, five elected by the council and three appointed by the president) would be elected to chair the standing committees. As much as possible, these eight members of the Executive Committee would be distributed among the standing committees according to preference. Each standing committee would then elect as its chair one of the distributed members of the Executive Committee.

Dean Castellino asked if elections to the Executive Committee would take place first, and then, would those elected be distributed among the standing committees. Fr. Scully answered yes, and said that, if necessary, he would work to persuade Executive Committee members to accept placement on a standing committee other than their first choice. Fr. Malloy said that a legitimate concern is that the standing committees could wind up being chaired by representatives from only one or two of the University's colleges.

Mr. Zeugner said that the proposal deviates from the historical practice of allowing standing committees to elect their own chairs from among their members. Fr. Scully agreed. Fr. Malloy said that in almost all cases, the standing committees would choose one of at least two possible candidates, since eight members of the Executive Committee would be distributed among only three committees.

Dean Kolman asked if the chairs of the standing committees would have to be elected rather than appointed faculty members of the Executive Committee. Fr. Scully said that the standing committees could name as chair either elected or appointed members of the Executive Committee. Dean Kolman clarified her question by asking how

DOCUMENTATION

the Executive Committee members would have become members of the Academic Council. Fr. Scully said that the pertinent question would be how the chairs became members of the Executive Committee: They could be elected or appointed. Dr. Weigert recommended that the proposal be approved for a three-year trial period. At the end of three years, the Academic Council would review the procedure and adjust it if deemed necessary. Dr. Weigert's recommendation was seconded and approved by the council.

Fr. Malloy then called for a vote on the proposal. It was approved without dissent.

4. Proposal from the Graduate Studies Committee to increase representation of advanced students on the Academic Council. Prof. O'Meara said that advanced students are currently divided into two categories for Academic Council representation. *Graduate students* include those working toward a masters or doctorate. *Professional students* include students of law and business. Because there is only one advanced student representative on the council, membership rotates yearly between the two groups. However, the Graduate Studies Committee of the Academic Council proposed that both categories of advanced students be represented yearly on the council, which would increase membership by one person. (See Attachment C.)

Prof. O'Meara reported that, after much deliberation, the Executive Committee recommended that the proposal not be approved. The committee did recommend that both categories of advanced students be present in the council, one as a member of the council and one as an observer. The committee also recommended continuing the current practice of alternating between graduate and professional students, with the student representative from the professional category alternating between business and law.

Prof. Quinn asked why the Executive Committee recommended adding an advanced student observer to the Academic Council instead of another full council member. Prof. O'Meara said that the committee was concerned with the multiplication of people on the Academic Council, especially the multiplication of non-teaching and research faculty. There was also concern that approving the proposal would encourage other groups to seek council representation. For example, if the proposal passed, undergraduates could lobby for an additional council representative to ensure proportionate representation. Such incremental changes would eventually change the composition of the Academic Council. Prof. O'Meara remembered that rotating advanced students was given considerable attention several years ago when the council was reduced in size. Upon reexamination of the issue, the Ex-

ecutive Committee felt that teaching and research faculty should predominate on the council. Mr. Wingenbach asked if "observer" meant voice without vote. Prof. O'Meara answered yes.

Before Fr. Malloy called for a vote on the proposal, it was suggested that the word "represented," in the last line of the document, be changed to "present." With that modification, the council unanimously accepted the recommendation of the Executive Committee.

5. Faculty Senate modification of the appeals process. Prof. O'Meara said that modification of the appeals process has been under discussion for at least two years by the Faculty Senate and the Provost's Advisory Committee (PAC). During this period, it was decided that PAC should go through a complete cycle of faculty promotions and appeals to give members firsthand experience with the process and to enable them to make informed judgments regarding the Faculty Senate's proposal.

While PAC was thus engaged, the Faculty Senate submitted a revised proposal to PAC. (See Attachment D.) As chair of the Faculty Senate, Fr. McBrien expressed satisfaction that PAC had thoroughly considered the revised proposal, which now requires further revision. He said that the Faculty Senate supports the Executive Committee's recommendation that the proposal be further reviewed by a special ad hoc subcommittee of PAC. After the ad hoc subcommittee completes its work, the issue of appeals would be returned to the Executive Committee and Academic Council.

Prof. Quinn asked who would establish the ad hoc subcommittee. Prof. Hatch answered that he would. Prof. Mooney, an elected member of PAC, will serve as chair. Prof. Quinn asked if the distribution of elected and non-elected members had been established. Prof. Hatch answered no.

Prof. O'Meara explained that the proposal would essentially be remanded to the Executive Committee, which would then remand it to a subcommittee of PAC. Mr. Miller asked if the subcommittee would report its conclusions to the Executive Committee rather than to PAC. Fr. Malloy answered yes. Fr. Malloy then decided that a formal vote on the matter was unwarranted. The Academic Council obviously favored the Executive Committee's recommendation that the Faculty Senate's proposal be remanded to the Executive Committee and thus to a special subcommittee of PAC. A report is expected from the subcommittee sometime in the fall.

6. Faculty Senate Proposal regarding adjunct representation. Prof. O'Meara reported that the Executive Committee opposed the Faculty Senate's proposal regarding

DOCUMENTATION

adjunct faculty representation on the Faculty Senate. (See Attachment E.) The committee was informed in its decision by a report documenting the disparate numbers and professional experiences of adjunct faculty employed by the University. Prof. O'Meara said that the Academic Council has, in the past, expressed concern over the potential that exists for exploitation of those adjuncts who are a somewhat permanent part of the University. The council concluded that adjunct faculty should not be employed permanently, except for good reason.

The report documents that, of the 218 adjuncts employed by the University in the past two years, 42 teach overseas and rarely, if ever, come to campus; 57 have two or more years of contiguous salaried appointments (roughly half of this number have been here for more than four years, the other half is clearly temporary); 42 were here for one year only; 45 come and go as adjuncts; 20 have been here over two years, but are not paid; eight have been here longer than one year, and are not paid, such as adjuncts teaching at the Center for Medical Education, who are employed by Indiana University but desire a title while at Notre Dame; and four others.

Prof. O'Meara said that the fundamental question regarding adjuncts is: To what extent should they participate in charting the course of the University? The report demonstrates that those adjuncts with a somewhat permanent place at Notre Dame comprise a very small group. Overall, Prof. O'Meara said, the Executive Committee was not convinced of the need for adjunct representation on the Faculty Senate. The committee's decision was based partly on the numbers involved, partly on a fear of the multiplicity of people on committees, and partly on philosophical grounds that adjuncts and regular teaching and research faculty should not carry the same weight when making decisions that will impact the University's future.

Fr. McBrien said that he voted for the Faculty Senate's proposal out of loyalty to the senate; he did not vote on the Executive Committee's decision to not support the proposal. He then asked Prof. Porter to comment on the proposal since she chaired the subcommittee that produced it. Prof. Porter first said that the numbers pertinent to adjunct faculty either were not or could not be obtained when the subcommittee was writing the proposal; she conceded that only a small number of adjuncts have a continuous presence on campus. She also said that there was some concern in the Faculty Senate over the prospect of adding two individuals to the body. There was also concern over dividing representation to a diverse group of faculty, some with long-term commitments to the University and some without. The senate weighed these considerations against the fact that adjuncts represent a significant proportion of University concerns and

that they do not have a voice or forum through which they may represent their interests. For example, those who teach long-term cannot apply for health insurance and do not have provisions for pensions. The subcommittee and eventually the Faculty Senate concluded that it would be better to err on the side of representation. First, because other "irregular" groups such as emeriti faculty are represented. Second, because the diversity of the adjunct pool could be addressed by generating nominations at the college level, where adjuncts and their commitments are better known. Prof. Porter concluded by saying that if the Academic Council did not feel that Faculty Senate representation was the most appropriate way to address the concerns of adjunct faculty, another, more suitable way should be found.

Prof. Quinn said that he was also involved in the generation of the proposal. He underscored the fact that adjunct faculty have no forum for voicing their concerns. He also reiterated that denying the proposal would not make the problem disappear. And he suggested that if the Academic Council did not approve the proposal, the problem of adjuncts should be studied further by the Executive Committee.

Prof. Batill suggested that the proposal be amended so that one adjunct faculty representative be added to the Faculty Senate. He felt that adding one person to represent an entire group would be a reasonable compromise. Prof. Porter said that she was open to such an amendment, though she could not speak for the entire senate.

Dean Attridge preferred to maintain the principle that only regular faculty should be represented on the University's faculty body. He said that electing adjuncts to the Faculty Senate would be very difficult logistically. They are a highly disparate group, many are here for only brief periods, and most do not know each other. Dean Attridge also felt uneasy about asking adjunct faculty to serve on a time-consuming University committee for which there is no financial reward. Though University service without compensation is expected of regular faculty, it is not normally expected of adjuncts.

Prof. Hatch said that the University must remain attuned to the problems facing adjuncts and that it must decrease its dependence on them. He acknowledged the potential threat of exploitation for those adjuncts who teach two or three courses and are not considered full-time employees with full-time contracts. However, he said, this does not apply to the many who are professionals elsewhere and teach one course at the University.

Prof. Burrell asked why the proposal needed Academic Council approval. He felt that since it came from the Faculty Senate and concerned senate representation, the senate should decide on the issue.

Fr. McBrien said that Dean Attridge's fear that adjunct representation on the Faculty Senate could erode the rightful place and responsibility of teaching and research faculty was worth considering. He did not agree with the dean's concern about adjuncts serving without compensation, since no one is compensated and no one would be forced to serve as a representative. He supported Prof. Batill's recommendation to reduce the number of proposed adjunct faculty representatives from two to one. He asked Prof. Batill to formally make a motion for such an amendment, which Prof. Batill did. The motion was seconded.

Prof. O'Hara said that the issue was not how many adjunct representatives would serve, but how they would affect the role and responsibilities of regular faculty. She said that the composition of the Faculty Senate has wider University consequences than simply the composition of the senate itself.

Fr. Scully called attention to the Academic Articles, which are approved by the Academic Council and which do not give non-regular faculty voting privileges in individual departments. He said that the council established such a precedent for a reason. To change the policy for the Faculty Senate, an officially-constituted faculty representative group, would open other areas to change as well. He applauded the inclusion of emeriti faculty on the senate, for while they are "non-regular," they have long-standing relationships with the University and enjoy University benefits. And he said that adjuncts could only be elected to the senate for one-year terms since one year is normally the length of an adjunct's employment contract. He felt that, in the end, it was not a question of how many adjuncts should be elected to the Faculty Senate, but rather a matter of principle.

Sr. Coll asked how many adjuncts have worked longer than 10 years and would presumably be committed to the University. Prof. O'Meara answered that about half of the 57 who have worked for more than two years are what he would call truly adjunct faculty: They have professional jobs in the community and teach as a service to the University. He repeated that the administration and the council has been concerned about the other half, those who teach for an indefinite period of time. He explained that while the use of these adjuncts should be minimized, it should not be completely eliminated, since some are rectors and others who wish to teach on a continuing basis. Again, he said, the fundamental question is who should direct the future of the University. He felt that, as a matter of principle, regular faculty should fill that role. Serving on the Faculty Senate should not be viewed as representational in the sense that every group of people connected with the University warrants a senate seat.

Prof. Porter said that she was heartened by the apparent awareness of the problems of adjunct faculty. She acknowledged the differences between emeriti and adjunct faculty and agreed that emeriti should have a voice in the Faculty Senate since they have served the University in the past. However, she said, one could argue that emeriti are no longer teaching and generally have less contact with the University than those who teach on a regular basis. She also said that the fact that emeriti receive benefits while adjuncts do not could be perceived as part of the problem.

Fr. Burrell said that it seemed unlikely that adding one adjunct representative to the Faculty Senate would take away from the preponderance of regular faculty. Such a move would, however, give some long-term adjuncts a kind of status.

Fr. Malloy called for a hand vote on changing the number of proposed adjunct faculty representatives from two to one. The amendment passed, with 18 voting for it, 13 voting against it and two abstaining.

Dr. Weigert asked how the pool of nominees for adjunct representatives would be defined. Whom would the faculty be voting for if the proposal passed? And how would the various groups of adjuncts be included, such as those who teach overseas? Prof. Porter answered that the nominations would be made on a college basis, by college electoral committees, as other faculty nominations are made. The election itself would be conducted across the entire electorate, including those overseas, who would presumably vote by e-mail.

Dean Attridge asked when elections for adjuncts would take place. It could not be during regular collegiate elections since most adjunct appointments are not made until the beginning of the academic year. Prof. Porter responded that there are exceptions to the rule for the time of senate representative elections. Dean Attridge asked if meaningful elections could take place when, in any given year, 80 percent of the adjunct population could be new. He felt that such practical considerations would make the election of adjunct faculty extraordinarily difficult.

Fr. McBrien said that other small and fairly discrete bodies are represented on the Faculty Senate, such as the School of Architecture and the Law School. The election of adjunct faculty would be a self-electing process, with those adjuncts living overseas almost certainly not participating. Fr. McBrien felt that those adjuncts most involved in the University would be nominated by individuals who know and respect them. The number of adjuncts actually voting would be relatively small but still significant, as is the case with several other University constituencies represented on the Faculty Senate.

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Dean Attridge replied that the small units mentioned by Fr. McBrien are distinct, integral parts of the University, not a type of faculty but academic entities with their own identities. The faculty in these small units know one another, which would not be true for adjuncts. Fr. McBrien said that a similar argument could have been made when the Faculty Senate decided to represent professional specialist faculty, a group that is scattered throughout the University. Since then, the professional specialists have organized themselves into a coherent group; they know one another and see to it that respected individuals are elected to the senate. Fr. McBrien felt that adjunct faculty would handle representation in a similar manner. The most engaged and responsible among them would organize themselves into a coherent group that would act out of a sense of responsibility not only to themselves but to the University.

Prof. Sommesa said that the proposal was flawed in that it did not focus on the group it meant to represent. He questioned granting voting privileges and Faculty Senate representation to a group who are largely on campus for only a year and who would most likely not vote.

Dean Kolman said that the proposal would grant representation to a special group of faculty the senate would like to represent. She said that though problems regarding election would have to be worked out, the Faculty Senate should be allowed to add one representative for an entire group of people if they wished to do so. Prof. Borelli agreed, and said that the problems which would need to be resolved would clearly belong to the Faculty Senate, not the Academic Council.

Prof. O'Meara repeated his concern about the basic principle of Faculty Senate representation. He said that a decision should not be based on the principle that every University group needs Faculty Senate representation. Similar arguments could be applied to the Academic Council. However, it is assumed that council members represent more than their own particular academic interests; they represent a tradition of academic progress, quality and diversity. Prof. O'Meara questioned what adjunct faculty would represent other than their own interests, which is a valid role for the senate, but is not its only role. By right of agenda, the senate directly affects the work of the Academic Council and the future shape of the University. Prof. O'Meara said that the basic principle of representation should not be violated, for though one person would not significantly impact the Faculty Senate, the principle regarding the election of people to official bodies of the University would be impacted.

Prof. Batill said that one role of Academic Council members is to bring diversity to decisions regarding the future of the University. Though members should represent

more than their own interests, their interests and perspectives as representatives of different bodies are important. Prof. Batill said that considering different perspectives is also a role of the Faculty Senate. And he felt that any individual worthy of appointment as an adjunct professor would be capable of bringing his or her unique perspective to deliberations of the Faculty Senate.

Sr. Coll said that an adjunct faculty member already serves on the Faculty Senate. Looking back, she could not remember a time when the adjunct's contribution was obviously different from anyone else's on the senate. Discussion of this particular proposal is the only time that issues concerning adjunct faculty have emerged.

Prof. Hatch said that faculty representation at Notre Dame is as democratic as any university he knows of. Notre Dame's full-time researchers are faculty, as are special professionals, and both are represented on the Faculty Senate. Essentially, anyone who is full time has appropriate representation. Prof. Hatch said that he has a philosophical problem with the idea that anyone teaching one course at the University should have some standing in the Faculty Senate.

Fr. Malloy called for a hand vote on the Faculty Senate's proposal to add to its body one elected representative from the adjunct faculty. The proposal was rejected 20 to 14, with no abstentions.

Prof. Quinn moved that the issue of adjunct faculty be referred to the Executive Committee for further study in order to find some appropriate forum in which adjuncts can express their concerns. The motion was seconded. Prof. Quinn said that defeating the proposal did not resolve the growing, nationwide problem of adjuncts. He said that Notre Dame has shown wisdom in working to decrease its dependency on adjuncts just as other institutions are increasing theirs. However, the University must exhibit more than paternalistic concern and allow adjuncts some way to express themselves.

Fr. Malloy felt that the preceding discussion had indicated a willingness to explore options for adjunct faculty. He urged the Academic Council to accept Prof. Quinn's recommendation and asked the Executive Committee to determine how matters should proceed. Dean Keane said that the discussion had prompted him to consider action at the college level, which the Executive Committee might find useful for all of the colleges. Fr. Malloy called for a vote on Prof. Quinn's recommendation that the issue of adjunct faculty be referred to the Executive Committee for further deliberation. The recommendation was approved unanimously.

7. Proposal for a Doctoral Program in Business Administration. Prof. Conlon began by introducing several individuals who were involved in generating the proposal for a doctoral program in the College of Business Administration henceforth, CBA. In review, he said that the proposal's origins go back to 1989, when a previous committee wrote a statement describing a possible doctoral program in business. That statement, reworked in 1991, was the basis for the inclusion of a proposed doctoral program in the final report of the Colloquy in 1993. Prof. Conlon said that many aspects of the original statement could be found in the proposal currently before the Academic Council, which received the unanimous approval of the College Council of the CBA in March and the approval of the Graduate Council in April, with one dissenting vote and one abstention. (See Attachment F.)

Prof. Conlon said that two statements best summarize the proposal: The CBA would like to become involved in doctoral education; and now is the time to do so. The proposal details what such a program would look like and the resources it would require. Prof. Conlon stressed that the proposal is not an either/or proposition; it does not stipulate that the program must begin in its entirety or not at all. He said that the proposed program would be good for the University and for the CBA for a few basic reasons. First, the market for hiring new business Ph.D.s is not developing favorably. Though there are enough Ph.D. graduates to meet demand, demand outstrips supply where superbly trained doctoral students are concerned. The CBA has been unable to fill some faculty positions for this reason. If the college had its own doctoral program, it could produce students who would be placed in some of the nation's premier research institutions. Second, the CBA does not closely resemble those institutions it compares itself with when evaluating faculty for promotion and tenure, since the great majority of those institutions are involved in doctoral education. A significant problem for the college is its perceived lack of academic reputation, as indicated in polls such as those conducted by *U.S. News and World Report*. Though the college disagrees, the polls document others' views, which may be partly due to the fact that the college does not graduate scholars who continue in research at other institutions.

Prof. Conlon said that the proposed program would differ from programs offered at many institutions. It would purposefully be small in size; it would emphasize graduate fellowships; and it would stress early research mentoring. He concluded by remarking on the crucial timing of the proposal. It is important that a decision on the proposal precede the public announcement of the next fund-raising campaign. And it is important to know how to signal potential faculty and students.

Dean Keane said that a doctoral program in business had been discussed for almost three decades, but that it had now gained a sense of immediacy and importance and must be addressed. For example, he knew of three faculty candidates who recently turned down the CBA, at least in part because it lacks a doctoral program. He wondered how many potential candidates never consider Notre Dame because they would not be part of a doctoral program peer group and because the research environment would not be what they have prepared for. He said that several faculty currently at the CBA came with reasonable hopes that a Ph.D. program would be offered in the near future. He concluded by saying that a doctoral program would quickly, measurably and importantly improve the quality of the CBA; interactions between college and other academic units would improve; and the University would benefit. He felt that the University cannot have a complete doctoral program without offering a Ph.D. in business, especially since 22 percent of the total number of students at the University are enrolled in the CBA.

Dean Link asked about the trend for hiring business faculty. Prof. Conlon answered that during the 1980s demand greatly outstripped supply. That has changed in recent years, so that supply generally meets demand, except where the hiring of the best doctoral students is concerned. He said there is very keen competition for top, newly minted Ph.D. students.

Prof. Batill said that he had heard for years about the possibility of a doctoral program in business, and he applauded the comprehensive, aggressive nature of the proposal. He mentioned that the proposal indicates that half of the faculty would mentor one doctoral student every five years, and asked if faculty involved in doctoral research and publication would be considered differently for promotion and tenure when compared to faculty primarily involved with the M.B.A. program. Also, would there be a limit on the number of faculty who could be involved in the doctoral program? And would a kind of professional status divide the faculty? Dean Keane answered that he did not anticipate problems in these areas. Many faculty at other institutions mentor graduate students on a continuing basis while their involvement with M.B.A. and doctoral programs changes periodically. Prof. Batill asked if it would become a tenure expectation that new faculty mentor doctoral students. Dean Keane answered no.

Fr. Burrell said that if the Academic Council were being asked to approve a doctoral program in the Romance Languages, the area of scholarship would be easily recognizable. But the Romance Languages do not have a relationship with a standing practice, as does business. He felt that everyone could well understand why the CBA wants to educate individuals and enable them to do better what

DOCUMENTATION

they are already doing. However, he said, there is a lot of skepticism regarding American business today and to continue its current practices is perhaps not desirable. He asked what difference it would make for a doctoral program in business to be offered at Notre Dame? He felt that the proposal only weakly hints that one distinguishing feature of the program would be an ethical component. He asked how he should view the relationship of business scholarship and research and the distinctiveness of the University.

Dean Michel said that he could not think of a single reason to not support the program, but he listed several reasons to do so. The proposed program was listed in the Colloquy, which indicates its substantial University support; faculty have been hired with the understanding, if not the promise, that there will be a Ph.D. program in business, and to not establish it could be devastating; the program appears to have tremendous external backing; establishing the program would be consistent with the University's aspirations of becoming a major research institution, while not establishing it would be inconsistent with this objective; the program would benefit other academic units, such as engineering and mathematics; opportunities would exist for interaction with academic units not so closely aligned with business, such as law and theology; business undergraduates would benefit from the addition of a Ph.D. program; and Notre Dame is the only Catholic university in the country that could establish such a comprehensive doctoral program in business. Dean Michel said that he wants to be part of a university where every academic unit is as good as it can be. He also said that society would benefit if more doctoral students graduated from Notre Dame with the values the University is known for.

Dean Keane said that three out of four departments in the CBA want to include the general area of social values in their programs. Several faculty are already involved with issues of public policy and ethics and their interaction with the business world. He also said that Boston College and St. Louis University offer limited doctoral programs in business, and he expressed confidence that Notre Dame could quickly equal those programs in quality. He said that Notre Dame's program would focus more on ethics than most universities, though not at the expense of scholarship.

Mr. McDavit asked how the proposed program would fit financially with other Colloquy items that seem to precede it in ranking. Dean Keane said that the proposed endowment level of \$40 million would not come at the expense of anything else. Fr. Malloy added that he and others have been working diligently at raising funds to meet the Colloquy's goals and others that have emerged, and are slightly ahead of the target goal at this point.

(The public part of the fund-raising campaign will be announced next spring). He explained that the University works hard on strategizing how to best raise funds, and from where. For instance, much progress has been made in the last two years on raising funds for financial aid. Though there is still work to do, some groups such as the Notre Dame Club of Chicago are reporting for the first time that, because of increased financial-aid packages, all of their potential candidates have committed to the University. Fr. Malloy expected that the proposed doctoral program would be funded by a very few domestic and international benefactors who would only be interested in funding business. Dependent upon funding, the program would be implemented in its entirety or in stages. He concluded by saying that the needs of the University as a whole will be considered as money is raised; he remains hopeful that a high percentage of identified needs will be funded.

Dean Castellino voiced his support for the proposal, and said that it should be considered with a long view. Though it would be unreasonable to expect excellence overnight, decisions made now will greatly impact the future excellence of the University. He felt that though the financial implications of the proposal are significant, they are worth the risk. He doubted that the CBA faculty would encounter a new set of expectations if the proposal passed, since research is already expected of them. He questioned mandating that the college teach ethics, a highly sophisticated area of study. However, he encouraged the inclusion of ethics, which he feels should be taught in every discipline.

Mr. Wingenbach asked about Notre Dame's values and the hiring of new faculty for the CBA. He felt that there may be some issues in business where the dominant perspective takes a position that is contrary to Catholic social teaching. Dean Keane said that he did not foresee this as a problem, since the University attracts a certain kind of faculty. Prof. Conlon opined there are no issues in any area of business where the paradigm is inherently contradictory to Catholic social teaching. He felt that it might well be argued that, of necessity, intellectual debate will entertain perspectives of all types. Prof. Frecka added that most departments in the CBA already consider ethics to be an important component of business education.

Prof. Porter said that while the proposed program would greatly benefit the CBA, its impact on the Graduate School should also be considered, where many areas of study need reinforcing. She was troubled by the lack of discussion regarding how the proposal would be funded, and if it should be considered a fund-raising priority. She said that she would feel differently if money for funding the proposal was in hand. However, since the money is

not even promised, she felt that the proposal should be assessed against other priorities and needs of graduate education.

Mr. Zeugner was impressed by the breadth of the proposal, which would essentially support doctoral programs in four major areas of business. However, he was surprised that library resource needs were not included in budget totals, especially since Recommendation 13 of the report by the Ad Hoc Committee on University Libraries, which was part of the Colloquy process, stated that a library impact statement should be required by the Graduate Council and the Academic Council for any new or altered academic programs. He said that offering a Ph.D. in four major areas of business would require substantial library resources and space.

Prof. Borelli sensed a lack of vision on the part of the Academic Council. He said that if he were to ask himself if the world needs another 10 doctoral students in business, the answer would be yes, if they were from Notre Dame. Regardless of the role of ethics in the proposed program and regardless of the needs of other areas of graduate education, business students would serve the actual needs of people.

Prof. O'Meara said that establishing a doctoral program in business had been seriously considered for several years. From the beginning, it was held that such a program must have academic merit and purpose. It also was known that business would be one of the easier areas for fund raising. However, Prof. O'Meara said, donors cannot be approached with ideas, but must be approached with clarified programs. He said that those members of the College of Business Administration Advisory Council who initially opposed the program are now very enthusiastic about it. Prof. O'Meara reminded the Academic Council that funding has already been secured for library improvement and the Graduate School; neither area is contingent upon the campaign. He was confident that the proposed program would be funded, but not if the proposal were presented halfheartedly. He restated that donors would come from the business community and would not be interested in contributing to anything else. He said that raising money means that the University has to sell something, and asked the Academic Council if the proposed program is something they would like to sell.

Fr. McBrien asked what was meant by the statement that "virtually all prestigious business schools offer Ph.D. programs." Prof. Conlon answered that 19 out of the top 20 business schools offer a Ph.D. Fr. McBrien was troubled that the proposal does not address any concerns or dissent that were presumably expressed within the CBA during the planning and writing process. He asked why the Graduate Council's report also did not indicate any dis-

cussion or dissent, especially when the vote approving the proposal was not unanimous. He was very disturbed by the lack of a library impact statement, and asked for a response to Mr. Zeugner.

Prof. Conlon said that the committee writing the proposal felt that the impact of a doctoral program in business on the library would be minimal. He said that business faculty are already engaged in research, and that library holdings are generally considered to be adequate. But Mr. Zeugner responded that to increase library holdings in business, even minimally, would be expensive. Prof. Sommese said that to expect business faculty to conduct research is to expect certain library resources, whether graduate students are involved or not. And in support of the proposal, he said that business is a substantive subject that merits more than just professional training.

Ms. Schehr commented on the statement that each doctoral student would be expected to teach one class per year, and asked if that meant that a considerable amount of teaching would be done by graduate students instead of full-time faculty. She asked what kind of impact such a teaching situation would have on undergraduate business education. Dean Keane answered that the number of classes taught by graduate students would be comparatively less than what is found at most institutions. Prof. Conlon said that the total impact would be about 10 students in each of two sections per semester, or about 20 students in all of the courses offered in the CBA per semester. Doctoral students would not teach until their last year, and only after they had participated in a teaching seminar.

Prof. Hatch said that he had seen the proposal in various stages, that he had worked with Prof. Conlon and others on it, and that he supports the long-term creation of a doctoral program in business. But he expressed reservations about the implementation of the program. He felt that though significant resources will be found, it is unlikely that the entire program will be funded at once, since many potential donors are interested in undergraduate business and the M.B.A. program. He asked what would happen if only \$10 to \$20 million were raised initially. Is there a plan for the gradual implementation of the program? He defended the proposal's institutional, comprehensive nature, but said that he did not want the Academic Council to pass it assuming that it would be implemented as outlined.

Prof. Conlon said that the proposal formulates what the CBA wishes to see in a doctoral program, and that it is all contingent on funding. The budget indicates that the least expensive of the proposal's four tracks would require over \$10 million to implement. He said that while the

DOCUMENTATION

Graduate Council would be most pleased if the entire fund were raised at once, they could implement the doctoral program in stages. The proposal addresses what would happen if only part of the money were raised, how the deans would propose a plan to the Graduate Council and how the council would move ahead when confident of the timing, quality and resources.

Prof. O'Hara found it helpful to know that the CBA would entertain the possibility of partial funding. Fr. Malloy pointed to other areas where decisions were made with multi-million dollar implications, such as in computing, where the University decided to move ahead without a firm idea of what the full costs would be; the building of a performing arts center, where the final cost estimate was four times greater than anticipated, with the result that building has not yet begun, due to a lack of funding; the building of a new science teaching facility, which will be very costly and will not begin until funding is secure; and improvements in the library, where slow but steady progress has been made. Fr. Malloy said that the business faculty have felt for some time that if a doctoral program is established in their college, it should be done well. He added that it should be done with distinction and in a manner appropriate with the University's reputation. He said that the new business facility, the strengthened M.B.A. program, and the recruitment of quality faculty had been necessary steps toward the implementation of a doctoral program. And he felt that although the program could be implemented gradually, it would be a waste of resources to not anticipate the costs of the entire proposal, including library needs.

Fr. Malloy continued that the CBA should be granted the same opportunities to move ahead that other colleges in the University have had. He said that the proposal has the support of the many entities that have had a chance to participate in it. Approval by the Academic Council would allow the program to move to the next step, to be mentioned in the campaign, to be discussed with prospective faculty, etc. Then, if the financial resources were not raised, it would not be for lack of effort or because other fund-raising priorities were distorted. Fr. Malloy felt that the University has enough review mechanisms (councils, deans, the provost, etc.) to ensure that the program would be implemented as it should be. For the Academic Council to not approve the proposal would be to tell the CBA that they can progress no further academically in the foreseeable future. He concluded by saying that he favored approving the proposal, which represents the efforts of the CBA to articulate its goals for the next decade.

Dean Castellino did not disagree with Fr. Malloy's general view of the proposed program, though he thought that the Academic Council was being asked to approve the

program as specified in the proposal. If the council were to approve the proposal, he asked, when would the CBA start advertising for Ph.D. students? If not immediately after approval, at what point in the fund-raising process? Prof. Conlon said that the college would not list the program until it was given clearance by the Graduate School and the Graduate Council, and clearance would not be granted before the completion of a lot of detail work regarding the launching of the program. Dean Castellino asked if the Academic Council was being asked to vote on the general principle of the proposal. Prof. Conlon answered yes. Prof. O'Meara interjected that the doctoral program would be listed in the University's next fund-raising brochure if the Academic Council approved it. He said that without the approval of the Academic Council, the CBA can only mention the possibility of a doctoral program, which does not sell benefactors. Fr. Malloy said that some fund raising is for the future, and some is for the present; the University would like to get the proposed program funded so it can exist.

Clarifying what would be voted on, Prof. Conlon said that, like the Graduate Council, the Academic Council was being asked that the proposal to establish a Ph.D. program in the CBA be approved in regard to its academic components, without reference to its budget and funding provisions, and with implementation subject to the usual control of the Graduate School and the Graduate Council.

Prof. Porter said there was no mention of approval in principle or approval contingent on obtaining money. As worded, the motion would approve the program, subject to the control of the Graduate Council, whether funding comes from donors or the internal budget. Prof. Hatch said it should be clear that funding would be dependent upon new resources. Prof. Batill felt that the Academic Council should be able to approve the academic components of the proposal, such as issues related to faculty and graduate students. Afterward, more financial work would need to be done by the CBA, PAC and others.

Prof. Quinn suggested changing "without reference to its budget" to "contingent on the raising of financial resources," to protect the University from finding itself in the position of needing to fund the program from its own budget. Prof. Conlon was not opposed to the suggestion, though his sense was that the College Council in the CBA would not move forward until the necessary financial resources were in hand for each of the program's four tracks. He said that the Graduate Council also has a real interest in the quality of the program, and would not grant their final approval of any of the tracks until the necessary resources were secured.

DOCUMENTATION

Prof. Borelli was uneasy with the word "contingent," for the sake of those involved with fund raising. He felt it was tantamount to asking someone to "give money to produce something that we won't be able to produce if you do not give us the money." Fr. Malloy replied that potential benefactors understand and are not put off by such implications.

Dean Castellino felt that Prof. Quinn's proposed amendment would put the University in a box by constricting the dynamic ebb and flow of the budget process. At some future point, he said, the president or the provost might decide that the doctoral program should move forward, even if it required money from the internal budget. The University could have the money but be unable to use it because of the wording of the motion.

Prof. Porter favored the suggested funding restrictions. To not amend the proposal would leave open the door for the use of other operating resources for the doctoral program, thus rendering it a priority without the Academic Council and others being given a chance to judge it as such. Mr. Miller felt that "contingent" could suggest that all of the funds must be brought in before the program could be implemented. Prof. O'Meara proffered the phrase "contingent on adequate resources to initiate the program."

Prof. O'Hara said that she would not like to see the decision-making process of the Academic Council changed so that the council becomes explicitly involved in the budgetary processes and funding of every proposal it approves. She said that the council frequently communicates its sense of priorities, as when it approved, with a sense of urgency, the proposal regarding a teaching center. However, she pointed out, that proposal passed without the required funding for the center being in place.

Prof. Hatch said that other potential resources exist that could bring income into the doctoral program, such as increasing enrollment in the executive programs in business to generate additional revenue.

Fr. Malloy called for a vote on the amendment, which was read as previously stated, with the addition of the phrase "contingent on adequate resources to initiate the program." The amendment to the motion passed unanimously. He then called for a vote on the proposal for a doctoral program in business. It was approved without dissent, with one abstention.

8. Other business. Prof. O'Meara reminded the council that, in November 1994, the University Curriculum Committee recommended in its report that the Provost's Office survey student satisfaction with academic advising, a process also called for in the University's self-assessment

plan that is required for accreditation. The Provost's Office began, this past year, by surveying all of the University's undergraduates and academic departments. The purpose of the survey was to describe the advising process across campus, students' experiences and expectations of advising, students' evaluations of advising effectiveness, specific advising issues that are important to students, and students' suggestions for improving advising.

Though a full report will be presented in the fall, Prof. O'Meara gave a brief summary of the findings: 40 out of 43 departments returned their surveys; 1,800 out of 7,500 undergraduates returned their surveys; 33 percent of the students described their departments' advising program as excellent; 25 percent said that advising is excellent on the University level; 41 percent described their advisors as excellent; and 44 percent said that they would recommend their advisor to another student. The full report will include a summary of the numerous written comments that were submitted.

Before Fr. Malloy concluded by thanking everyone for their hard work during the past year, Fr. McBrien made a formal motion that the Academic Council express its appreciation for Prof. O'Meara's service to the University as provost over the past 18 years. The council approved the motion.

There being no further business, the meeting was concluded at 5:40 p.m.

Respectfully submitted,

Rev. Timothy R. Scully, C.S.C.
Vice President and Associate Provost

DOCUMENTATION

Attachment A

Article II, Academic Officers

Section 1/The Provost

... The Provost is assisted in the duties of office by the Vice President and Senior Associate Provost, the Vice President(s) and Associate Provost(s), as described in Section 2, and by Associate/Assistant Provosts who are appointed by the President. The Associate/Assistant Provosts perform such duties and exercise such as authority as may be delegated by the Provost.

Section 2/The Vice Presidents and Associate Provosts

The Vice President and Senior Associate Provost and the Vice President(s) and Associate Provost(s) are elected by the Board of Trustees for an indefinite period upon recommendation of the President.

When such an appointment is to be made, the Provost consults with the Provost's Advisory Committee and reports the complete results of this consultation to the President, along with a personal recommendation. Later, the President reports these findings to the Board of Trustees, along with a personal recommendation.

In the absence of the Provost, the Vice President and Senior Associate Provost acts as Provost. In the absence of the Provost and the Senior Associate Provost, the (a) Vice President and Associate Provost (so designated) acts as Provost. ~~Both the~~ (The) Vice President and Senior Associate Provost and the Vice President(s) and Associate Provost(s) assist the Provost in whatever way the Provost may desire.

The above can be found on pages 12 and 13 of the *University of Notre Dame Faculty Handbook 1995*.

Suggested deletions shown by ~~strike through~~.
Suggested additions shown by (parentheses).

Article IV, Organization of the Faculty

Section 3/Committees of the University

Subsection (a) The Academic Council

The Academic Council consists of the President, who chairs the Council; the Provost; the Executive Vice President; the Vice President and Senior Associate Provost; (the) Vice President(s) and Associate Provost(s); the Vice President for Student Affairs; the Vice President for Graduate Studies and Research; the Chairperson of the Faculty Senate; the Deans of the Colleges; the Dean of the Law School; the Dean of the Freshman Year of Studies. . .

The above can be found on page 27 of the *University of Notre Dame Faculty Handbook 1995*.

Suggested deletions shown by ~~strike through~~.
Suggested additions shown by (parentheses).

Attachment B

TO: Timothy R. Scully, C.S.C.

FROM: Lorry Zeugner

DATE: April 2, 1996

SUBJECT: Proposal from the Faculty Affairs Committee of the Academic Council

At its March 27, 1996, meeting, the Faculty Affairs Committee discussed the status of its February 16, 1996, proposal that elected chairs of the Standing Committees by automatic members of the Executive Committee and that the Chairs be elected faculty members of the Academic Council. The Faculty Affairs Committee remains committed to this principle and voted to urge the Executive Committee to bring the proposal to the full council for discussion.

The committee addressed the concern for electing the Executive Committee in May if this proposal was accepted. The Committee felt that the election could be held as proposed, reserving three slots for the Chairs elected by the Standing Committees in September. If a faculty member is elected to the Executive Committee in May and is also elected Chair of a Standing Committee in September, an at large election of the Academic Council could be held at the September meeting to fill the additional slot.

The Faculty Affairs Committee felt this was a workable solution and requests consideration by the Executive Committee.

Attachment C

Proposal to Increase the Representation of Advanced Students on the Academic Council March 25, 1996

Currently, the students in Advanced Studies are represented by one student rotated between the Graduate School one year and the Law and Business Schools the other year. The interests of the graduate students and the law and business students are so different, that this rotation significantly underrepresents both groups. The Graduate Committee of the Academic Council proposes increasing the representation of the advanced students by one.

This will be accomplished by changing the part of Article IV, Section 3, Subsection (a) of the Academic Articles, which deals with students serving on the Academic Council. The words in italics are the changes, the boxed words are the words to be removed.

... In addition, there are four *five* student members, one the Academic Commissioner of the Student Government, another a student from the Graduate School or, in alternate years, *Graduate School, another a student from the other programs of advanced studies, rotated between the College of Business and the Law School,* and two undergraduates, rotated among the four Colleges. Student members are selected according to procedures approved by the Academic Council.

Thus the changed sentences will be:

... In addition, there are five student members, one the Academic Commissioner of the Student Government, another a student from the Graduate School, another a student from the other programs of advanced studies, rotated between the College of Business and the Law School, and two undergraduates, rotated among the four Colleges. Student members are selected according to procedures approved by the Academic Council.

Observer status will be accorded a student representative from the Graduate School or from the Law and Business Schools, on an annual rotating basis, to ensure that both constituencies are always present on the Academic Council.

Attachment D

A Proposal Concerning Appeals (revision of 9/95)

[addition] = addition

~~deletion~~ = deletion

I. Precondition: Since a principal ground upon which an appeal of a tenure or promotion decision is to be initiated is that of procedural error or irregularity, it is essential that procedures be developed clearly and in detail, that they be "official" (i.e., that they be approved by the relevant Dean and the Provost, to ensure the desired degree of interdepartmental and intercollegiate uniformity), and that any changes in them be conditional upon the prior consent of the relevant Dean. They must also be distributed to all faculty members upon commencement of their appointment to a tenure track appointment at Notre Dame. We therefore call upon the Provost, in consultation with the Deans, to direct each department or other relevant unit to develop and submit a written statement of the procedure to be followed in renewal, tenure and promotion cases. The items to be ~~specifically~~ addressed in this statement of procedure include:

(1) A statement of the various factors regarding faculty performance to be considered in renewal, tenure and promotion decisions. This will include at least the three standard factors of (a) teaching, (b) research/creation/performance, and (c) service (to department, college, university, and local and scholarly communities). In addition, it will include a statement concerning the relative weighting to be given these three factors together with any minimum levels of performance required.

(2) A statement of the procedure to be followed in arriving at the assessment of the factors enumerated in (1). These will include sub-statements concerning

(A) The manner in which and the extent to which such instruments as peer review and student evaluation will play in the assessment of teaching. It will also specify the forms which such peer and student evaluations are to take (e.g., unannounced or announced observation of lectures, evaluation of syllabi, examinations, and written assignments, interviews with selected students (where both the criteria and process of selection [of interviewees] are [to be given] ~~detailed~~ in the statement)).

(B)(i) The number of external evaluations of research/creation/performance that will be obtained, together with a ~~full specification~~ [description] of how and on the basis of what considerations external evaluators are to be selected. It will also include a statement of the features of the research/creation/performance upon which the external evaluators will be asked to comment and [a statement] of

DOCUMENTATION

the standards against which they will be asked to measure the candidate's work. In addition, it will include a statement clarifying what if any consultation with the candidate will be allowed to figure in the selection of external reviewers. The [This] statement on consultation will address the question of whether (and, if so, to what extent) the candidate is to be allowed to inform the departmental chair and CAP of those s/he believes are unusually well or poorly qualified to judge his/her work together with reasons supporting these suggestions. It will also address the matter of whether (and, if so, to what extent) the candidate will be allowed to tell the chair and CAP of persons s/he believes to have some kind of bias against him/her or against her/his person or work, together, again, with the reasons supporting such judgments.

(B)(ii) The number of internal evaluations of research/creation/performance that will be obtained, together with a full specification [description] of how and on the basis of what considerations internal evaluators are to be selected. It will also include a statement of the features of the candidate's work upon which the evaluators are to comment and [a statement] of the standards against which it is to be measured. It will also address the same matters of consultation with the candidate regarding selection of internal evaluators as are enumerated in (B)(i) above in connection with external evaluators.

(C) The means by [and the standards according to] which the service component of the candidate's performance is to be rated [evaluated]. ~~It will address such matters as how the information regarding service is to be gathered (e.g., is it to be taken off information included on the candidate's CV, from a personal statement submitted by the candidate, is it to be verified by the chair and or other persons in the department, will it include assessment by co-workers of how well the candidate performed, etc.);~~

II. The Appeal Process: All appeals of decisions regarding renewal/tenure/promotion will follow the present course of such things up through the hearings of the various collegiate appeals committees. These committees will have access to all information and documents as are needed to make fair and accurate disposition of a given case. After conducting their hearings, these committees will present a recommendation to a University Committee on Appeals and Grievances. This committee will consist of six members selected as follows. Two are to come from the collegiate appeals committee submitting the recommendation. They are to be elected by that committee as a whole. Two more are to come from the Provost's Advisory Committee by election of the elected members of that committee. The final two are to be chosen from the membership of the Faculty Senate's Committee on Academic Affairs by election of the full Senate. Decisions of this com-

mittee are to be taken by majority vote of its members and are to represent the final decision regarding whether the case is to be submitted for reevaluation starting at the departmental level and extending through all other levels of evaluation. The committee is to have access to all information and documentation it deems necessary for the rendering of a fair and informed decision.

III. Grounds: The grounds upon which an appeal can be initiated are these: (i) any departure from the [official] procedure established for the making of renewal/tenure/promotion decisions for persons in the candidate's department or other unit, (ii) any verifiable instance of [personal] bias, (iii) any verifiable [violation of academic freedom], (iv) any verifiable instance of unreliability in the instruments used in the evaluation leading up to the decisions made in his/her case, (v) any verifiable instance of incorrect assessment of the evaluative instruments used, and (vi) any verifiable instance of the use of an evaluative instrument or desideratum not included among those expressly listed in the approved statement of factors to be considered in the renewal/tenure/promotions decisions of the candidate's department.

IV. Notification: In consultation with the Deans, the Provost will work out a schedule specifying the dates upon which the various entities (e.g., the departmental CAP's, the departmental chairs, the Deans) submitting recommendations regarding a decision are to submit their recommendations. In all cases, the Provost is to receive and assess all recommendations and to present his/her own decision to the candidate in writing by March 15th of the academic year in which the case was brought forth. In that written statement, he/she is to address each factor weighing in the decision individually. Specifically, he/she is to offer a separate statement concerning the strengths of the teaching, the research/creation/performance and the service of the candidate. He/she is also to ~~make [give] a definite and specific~~ statement concerning what he/she takes to be the strength and reliability of the teaching evaluations and the internal and external evaluations of research/creation/performance. Each recommending entity (the CAP, the departmental chair or unit supervisor, the Dean) is also to present his/her/its recommendations in writing and is to address in separate specific statements the strength of the candidate's teaching, the strength of the candidate's research/creation/performance and the strength of the candidate's service. He/she/it is also to offer ~~specific~~ statements concerning his/her/its impressions of the reliability and strength of the various evaluative instruments used in arriving at his/her/its decision.

V. Timing: After receiving the written decision from the Provost March 15th, the candidate will have until April 15th to present his/her appeal in writing to the Dean of

DOCUMENTATION

his/her College. Within five working days of receipt of this written appeal, the Dean will notify and convene the Collegiate Appeals Committee. The Collegiate Appeals Committee will then complete its deliberations and present its findings and recommendation to the appropriate University Committee on Appeals and Grievances by May 1st. That committee will then complete its deliberations and give written statement of its decision to the candidate, his/her department or unit, his/her collegiate Dean and the Provost by May 31st.

Attachment E

Whereas the adjunct faculty at Notre Dame make up at present a significant portion of the total faculty (in the 1994-95 academic year, there were 146 adjuncts, compared to, for example, 654 regular teaching and research faculty, 175 Professional Specialists, and 44 Librarians); and

Whereas the adjunct faculty should have a forum in which their views and interests are represented, and the Faculty Senate provides a natural such forum; and

Whereas other non-regular faculty such as Emeriti, have designated representation in the Faculty Senate;

Be it resolved that subsection (b) of Section 3 of Article IV of the Academic Articles be amended by adding: "Two members are also elected by and from the Adjunct Faculty, elections being on a university-wide basis, and nominations on a college-wide basis"; and

Be it further resolved that subsection (b) of Section 3 of Article IV of the Academic Articles be amended by striking "53" in the first sentence ("The Faculty Senate consists of 53 members of the faculty,") and substituting "55."

Attachment F

Proposal for
A Doctoral Program in Business Administration
March 27, 1996

A copy of the full proposal is available by contacting Rev. Timothy Scully, C.S.C., in the Office of the Provost.

THE GRADUATE SCHOOL OFFICE OF RESEARCH

Current Publications and Other Scholarly Works

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

COLLEGE OF ARTS AND LETTERS

Anthropology

DaMatta, Roberto A.

R. A. DaMatta. 1996. A Mão Visível do Estado: Notas para o Significado Cultural dos Documentos na Sociedade Brasileira. In *O Desafio da Democracia na América Latina*, ed. E. Diniz, 417-434. Rio de Janeiro: IUPERJ.

R. A. DaMatta. 1996. El Carnaval como Autointerpretación Brasileña. Chapter 3 in *De Palabra Y Obra en El Nuevo Mundo: 4 Tramas de la Identidad*, eds. J. J. Klor de Alva, G. H. Gossen, M. L. Portilla and M. G. Estévez, 63-74. México and España: Siglo Veintiuno Editores.

R. A. DaMatta. 1996. *Torre de Babel: Ensaios, Crônicas, Críticas, Interpretações e Fantasias*. Rio de Janeiro: Editora Rocco. 265 pp.

R. A. DaMatta. 1996. Um Rei Fora do Lugar. Review of *Dom João VI no Brasil*, by O. Limas. *Caderno Prosa & Verso* (literary supplement of *O Globo*, 29 de junho).

R. A. DaMatta. 1995. Em Torno do Autoritarismo Político e Social: Reflexões, Dúvidas, Indagações. *Educação & Sociedade* 53 (16): 675-694.

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Neiman, Alven M.

A. M. Neiman. 1996. Pragmatism, the philosophy of education and the quest for God. *Philosophy of Education Newsletter* (July): 7-9.

Economics

Marsh, Lawrence C.

L. C. Marsh and A. Zellner. 1995. Bayesian optimization procedures for firms facing discrete product demand, economic random utility models and industry equilibrium. In *Proceedings of the American statistical association*, 151-156. Alexandria, Va.: American Statistical Association.

Swartz, Thomas R.

T. R. Swartz and K. M. Weigert, eds. 1995. *America's working poor*. Notre Dame and London: University of Notre Dame Press. x + 198 pp.

English

Matthias, John E.

J. E. Matthias. 1996. The poetry of Roy Fisher. In *Contemporary British poetry: Essays in theory and criticism*, eds. J. Acheson and R. Huk, 35-62. New York: State University of New York Press.

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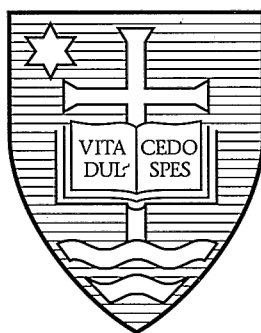
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Linda M. Diltz, Editor
Marten Schalm, Designer
Erin Gallavan, Publication Assistant
Gerard Jacobitz, Indexer
Publications and Graphic Services
415 Main Building
Notre Dame, IN 46556
(219) 631-5337
e-mail: Diltz.1@nd.edu

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