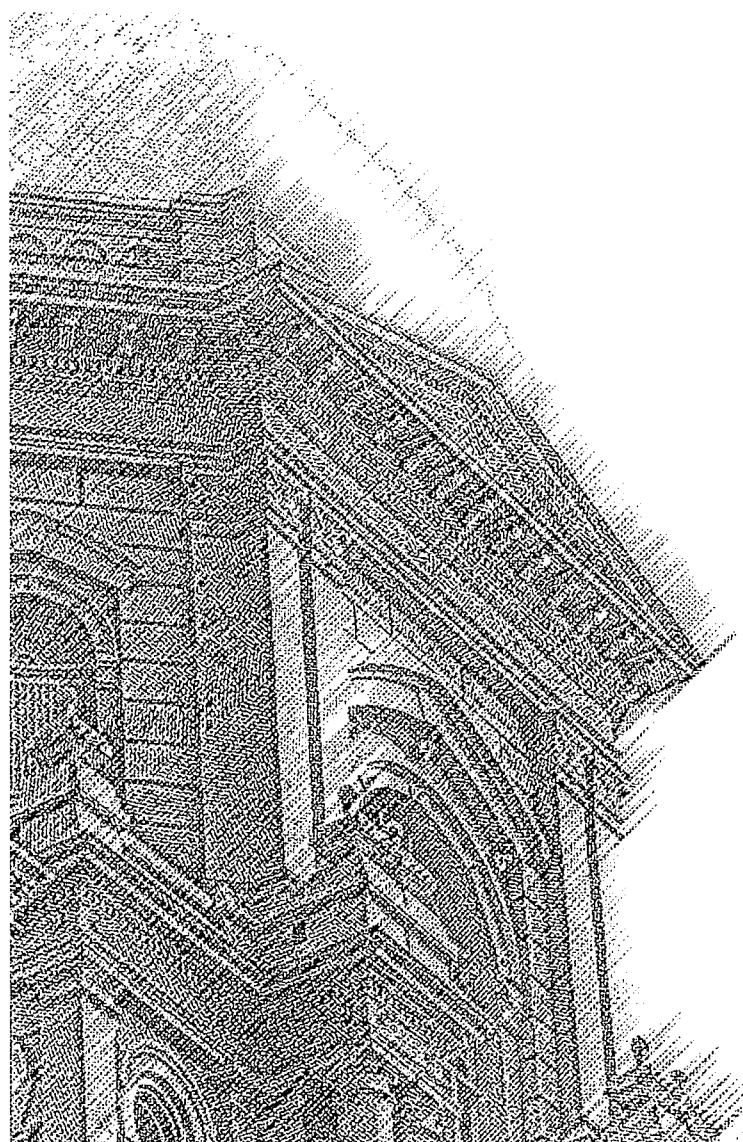


Notre Dame Report



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J A N U A R Y 5 , 2 0 0 1

N U M B E R 8

Faculty Notes

Appointments

William J. Caponigri, assistant professor of sociology, has been appointed director of the Community Learning Center, currently being created in the former Goodwill Building on North Eddy Street.

Honors

John H. Adams, associate professor of biological sciences, has been appointed to serve as the chair of the Malaria Research and Reference Reagent Resource Center (MR4) Scientific Advisory Council. The council was established to provide guidance to this Resource Center on such issues as prioritizing reagent acquisition and to serve as a liaison to the malaria research community.

Robert N. Barger, adjunct associate professor in the Computer Applications Program, has been named to a three-year term as chair of the standing committee on telecommunications of the American Educational Research Association (AERA).

Meredith S. Chesson, assistant professor of anthropology, was nominated for and accepted membership into the East Coast Archaeological Marching and Chowder Society, a professional organization of archaeologists who work in the Middle East.

George A. Lopez, professor of government and international studies, fellow in the Joan B. Kroc Institute for International Peace Studies and fellow in the Helen Kellogg Institute for International Studies, was elected in July to a second two-year term as chair of the board of directors of *The Bulletin of the Atomic Scientists*.

Ahsan Kareem, Robert M. Moran professor of civil engineering, received the 1999 Munro Prize awarded annually by Elsevier Science for the best paper published in *Engineering Structures* for the paper, "Application of Wavelet Transforms in Earthquake, Wind and Ocean Engineering." The prize was shared by the coauthor, K. Gurley.

James S. O'Rourke IV, associate professional specialist in the Mendoza College of Business, concurrent associate professor of management and director the

Eugene D. Fanning Center for Business Communications, has been elected to the board of trustees of the Arthur W. Page Society, a select membership organization of public relations and corporate communications professionals devoted to ethical practices and strengthening the profession. He is the first ND faculty member to be selected for membership and one of three academics on the board, serving as chair of the Society's business school committee.

A book by **Robert P. Schmuhl**, professor of American Studies and director of the John W. Gallivan Program in Journalism, Ethics and Democracy, has been cited by the *Chicago Tribune* Books section (Dec. 2) as one of the "Choice Selections" in nonfiction for 2000. Published by the University of Notre Dame Press, Schmuhl's book, *Indecent Liberties*, is one of 40 notable titles in the newspaper's listing of "favorites from the past year."

Alan Carter Seabaugh, professor of electrical engineering, has been appointed chair of the IEEE Electron Devices Society Nanotechnology Technical Subcommittee

Erhard M. Winkler, professor emeritus of civil engineering and geological sciences, received the Meritorious Service Award, Engineering Geology Division, Geological Society of America, at the annual meeting of the Geological Society of America, Reno, Nov. 15.

Activities

Asma Afsaruddin, assistant professor of classics, chaired the panel, "Defining Orthodoxy and the Internal Other," at the annual conference of the Middle East Studies Association, Orlando, Fla., Nov. 18.

Peri E. Arnold, director of the Washington, D.C., Program and professor of government and international studies, was a guest on Chicago's WGN Radio's "Extension 720," commenting on the second presidential debate, Oct. 11, and on National Public Radio's "Talk of the Nation," discussing the unresolved 2000 presidential election, Nov. 30.

Eleanor Bernstein, C.S.J., associate professional specialist and director of the Center for Pastoral Liturgy, presented

"The Liturgical Year—Part 2" at the Diocese of Memphis, The Liturgical Ministry Institute, Memphis, Dec. 1-2.

Paul Bradshaw, professor of theology, presented "The Common Roots of Jewish and Christian Prayer" for the Institute of Humanities, John Carroll University, Cleveland, Nov. 13.

David B. Burrell, C.S.C., Theodore M. Hesburgh, C.S.C., professor of arts and letters, professor of theology and philosophy and fellow in the Joan B. Kroc Institute for International Peace Studies, presented "Analogy, Creation, and Theological Language" at the Jesuit Institute, Boston College, Oct. 19.

Meredith S. Chesson, assistant professor of anthropology, co-organized with S. Kus the session "Other Ways and Others' Ways of Presenting Archaeology and Ethnography: Nourishing the Spirit and Quickening the Mind" for the American Anthropological Association meetings, San Francisco, Nov.; and coauthored and presented "A Virtual Tale of Life and Death: Archaeologies of the Senses and Ethnographies of the Past" with J. Graham and **Ian Kuijt**, visiting assistant professor of anthropology, for the "Other Ways" session; copresented "Urbanism and Household Structure: Early Bronze Age life at Bab edh-Dhra', Jordan" with Ian Kuijt, at the Department of Anthropology, Univ. of Montana, Missoula, March.

Lawrence Cunningham, professor of theology, presented a lecture on the art of Samuel Bak at the Snite Museum of Art, Notre Dame, Nov. 5.

Mary Rose D'Angelo, associate professor of theology, participated in the Henry J. Luce III Fellows in Theology conference in Princeton, N.J., Nov. 3-5, where she delivered a paper entitled "Early Christian Sexual Politics and Roman Imperial Family Values: Rereading Christ and Culture."

Mary Doak, assistant professor of theology, presented "The Theological Challenges in Cornel West's Radical Democracy" at the AAR national conference in Nashville, Nov. 18-20.

Christian Dupont, assistant librarian, presented "Benefits of an On-line Bookplate Catalog" at the 41st Rare Books and Manuscripts Section (RBMS) Preconfer-

ence, "Beyond Words: Visual Information in Special Collections," Chicago, July 5-7; and an invited lecture, "*Giulio Acquaticci e John Zahm collezionisti di Dante*," at the conference "*Quei battenti sempre aperti: Gli Acquaticci e Treia nella cultura marchigiana*," Treia, Italy. Nov. 4.

Keith J. Egan, adjunct professor of theology and chairperson of religious studies at Saint Mary's College, presented "From Solitude to Contemplation to Love" and conducted a workshop on "The Landscape of the Soul in John of the Cross" at the annual Summer Seminar on Carmelite Spirituality, St. Mary's College, Notre Dame, June 18-24; presented five lectures on "Eucharist in the New Millennium" at the Retreats International program, Notre Dame, July 3-7; presented the keynote address on "Meditation for Us Ordinary Folks" and four lectures on "The Landscape of the Soul" at the Center for Theological and Spiritual Development, the College of Saint Elizabeth, Morristown, N.J., July 10-15; five lectures on the "Landscape of the Soul" at the Rock Hill Oratory, Rock Hill, S.C., July 17-21; the keynote address, "The Wisdom of Saint Therese," at the 75th celebration of the parish of Saint Therese, Munhall, Pa., Oct. 1; "Holiness" to the Spirituality Committee at Little Flower Parish, South Bend, October 10; and "Therese of Lisieux: Saint and Doctor of the Church" for the Spiritual Formation Program of the Diocese of Fort Wayne-South Bend, Holy Cross Parish, South Bend, Nov. 9 and 16.

Rev. Patrick D. Gaffney, C.S.C., acting director of Mediterranean Middle East Studies Program, chairperson and associate professor of anthropology and fellow in the Joan B. Kroc Institute for International Peace Studies, presented an invited lecture, "Faith and the Uncertain Struggle for Power: Islamic Movements in the Contemporary Middle East," at the 2000-2001 Area Studies Symposium, Gettysburg College, Pa., Nov. 17.

James A. Glazier, associate professor of physics, presented "Quantitative Experiments on Cell Sorting and Diffusion," an invited seminar at Modeling Dityostelium Morphogenesis, Univ. of Utrecht, Utrecht, Holland, Oct. 16; "Soap Froths in Two and Three Dimensions," an invited seminar, Department of Materials Physics, Univ. of Lyon, Claude Bernard, Lyon, France, Oct. 13; "A Model of Cellular Materials and Polycrystals," an invited seminar, Nation-

al Polytechnic Institute of Grenoble, Department of Physical Engineering and Mechanics of Materials, Grenoble, France, Oct. 12; "The Current State of High Rayleigh Number Turbulence," Joint Fluid Mechanics and Magneto Hydrodynamics Seminars, Laboratory of Geophysics and Industry, Grenoble, France, Sept. 28; and "How Cells Know Where to Go," an invited seminar at "From Physics to Biology Symposium," Princeton Univ., Oct. 21.

Linda Gutierrez, assistant professional specialist at the Center for Transgene Research, copresented: "Expression of Interleukin-8 (IL-8) and IL-8 Receptor Type A (IL-8-RA) in Human Myometrium and Leiomyoma" with I. Sozen, L. M. Senturk, E. Kovanci and A. Arici, at the 56th Annual Meeting of the American Society for Reproductive Medicine, San Francisco, Oct. 21-26.

Noriko Hanabusa, assistant professional specialist of East Asian languages and literatures, presented "Summer Program Participants and Host Families' Perception of Language and Culture in Daily Life," coauthored with Y. Collier-Sanuki, at Hokkaido International Foundation 15th Symposium, Hakodate, Japan, July 30; "The Necessity and Effectiveness of Pre-Orientation for Study Abroad Programs," coauthored with Y. Jo, at the 2000 annual symposium of Association of Japanese Language Teachers in Europe, Helsinki University of Technology, Helsinki, Finland, Aug. 27; and "Pre-Departure Preparations for Travelling/ Studying in Japan," coauthored with Y. Jo, at the 9th Annual NECTJ Conference, the Japan Society of New York, Oct. 14.

David N. Harley, instructor in history, presented "Brain and Soul in the Early Enlightenment: Arminianism and Mechanism," at a symposium on Medicine, the Body, Religion and Secularization in Early Modern Europe, Wellcome Centre, London, Oct. 20; "The Scientific Revolution: Boxing for England?" at the annual meeting of the History of Science Society, Vancouver, Nov. 205; and "Constructing Jewishness: The Case of Roderigo Lopez," Vann Seminar in Pre-Modern History, Emory Univ., Atlanta, Dec. 3.

Laura Holt, assistant professional specialist in the College of Arts and Letters and concurrent in Theology, presented an invited paper, "What Augustine Teaches with Philosophy at Cassiciacum," as a

participant in an international conference on Augustine and the Disciplines, sponsored by Villanova University, Nov. 9-11.

George Lopez, professor of government and international studies, fellow in the Joan B. Kroc Institute for International Peace Studies and fellow in the Helen Kellogg Institute for International Studies, presented "University Peace Studies and the Problem of Peace," the Keynote address at the national conference, "The University Thinks About Peace," Universidad Nacional de Colombia, Bogota, Colombia, Oct. 27; presented "Sanctions as Mechanisms of International Norm Enforcement" for the National Security Agency, Washington, D.C., Oct. 31; served as external consultant to the peacemaking team of Catholic Relief Services strategic planning summit, Tampa, Fla., Oct. 8-13; and was interviewed on a two-part, one hour radio program, "Peace Processes: Comparative Perspectives," Universidad Nacional Radio, 98.5, Oct. 18 and Oct. 25.

Dino Vito Marcantonio, assistant professor of architecture, presented a conference on church architecture sponsored by the Catholic Common Ground Initiative, The Liturgical Institute, Univ. of St. Mary on the Lake, Mundelein, Ill., Nov. 17-20.

Rev. Richard P. McBrien, Crowley-O'Brien-Walter professor of theology, presented "Ecclesiology," "Magisterium," and "Religion and Politics" at the Hesburgh Center for Continuing Formation in Ministry, Catholic Theological Union, Chicago, Nov. 2-3; and "Pathways to a Converted Church in the New Millennium" at the 50th Anniversary Lecture, Christ the King Parish, Kingston, R.I., Nov. 14.

Rudolph M. Navari, M.D., Ph.D., associate dean, College of Science, presented "Antimicrobial Use in Patients Receiving Palliative Care" at the Infectious Disease Society of America national meeting, New Orleans, Sept. 9.

Jean Porter, professor of theology, made an invited presentation on the historical roots of the concept of the common good at a conference on "Theology and the Common Good," sponsored by the Center for Theological Inquiry, Princeton, Nov. 11.

Karen Richman, assistant professor of anthropology, presented a lecture to the

Social Science Research Council's Workshop on Religion and Immigration, New York, Dec. 3-4.

Steven Ruggiero, associate professor of physics, presented the invited talk, "Single Electron Tunneling in the High Conductance Regime," at the National Institute of Standards and Technology, Boulder, Colo., Nov. 16.

Robert P. Schmuhl, professor of American Studies and director of the John W. Gallivan Program in Journalism, Ethics and Democracy, presented an invited talk, "Campaign 2000: What's at Stake and Who Cares?" at the St. Joseph County Library in South Bend Oct. 18; and delivered a Hesburgh lecture, "Statecraft, Stagecraft, Spincraft and the 2000 Presidential Election," at the Univ. of Portland, Oct. 26; discussed "The 2000 Election and the Future" on the program "Extension 720" on WGN in Chicago, Nov. 20.

Alan Carter Seabaugh, professor of electrical engineering, presented the invited paper, "Silicon-Based Tunnel Diodes and Integrated Circuits" at the Fourth International Workshop on Quantum Functional Devices, Kanazawa, Japan, Nov. 15.

Mei-Chi Shaw, professor of mathematics, gave a seminar talk titled "The Tangential Cauchy-Riemann Complex on Lipschitz Boundaries" in the Calderon-Zygmund seminars at the Univ. of Chicago, Nov. 6.

Thomas Gordon Smith, professor of architecture, is exhibiting four architectural projects in *Reconquering Sacred Space 2000: The Church in the City of the Third Millennium*. This international exhibition of contemporary liturgical architecture is held in Rome, beginning Dec. 1, and in Chicago in 2001.

James VanderKam, Rev. John A. O'Brien professor of theology, presented "The Dead Sea Scrolls and Rewritten Scriptural Works" at Princeton Univ., Sept. 28; and "The Dead Sea Scrolls and the Canon" at the Institute for Biblical Research, Society of Biblical Literature annual meeting, Nashville, Nov. 18.

Erhard M. Winkler, professor emeritus of civil engineering and geological sciences, presented a poster session, "Durability of Tuffaceous Rocks Used as Building Stones in Ancient Rome," at the

annual meeting of the Geological Society of America, Reno, Nov. 15.

Publications

A. Aprahamian, professor of physics, coauthored "Isomer Spectroscopy of Neutron Rich $^{190}\text{W}116$ " with Zs. Podolyák, P. H. Regan, M. Pfützner, J. Gerl, M. Hellström, M. Caamaño, P. Mayet, Ch. Schlegel, J. Benlliure, A. M. Bruce, P. A. Butler, D. Cortina Gil, D. M. Cullen, J. Döring, T. Enquist, F. Farget, C. Fox, J. Garcés Narro, W. Gelletly, J. Giovinozzo, M. Górski, H. Grawe, R. Grzywacz, A. Kleinböhle, W. Korten, M. Lewitowicz, R. Lucas, H. Mach, M. Mineva, C. O'Leary, F. De Oliveira, C. J. Pearson, M. Rejmund, M. Sawicka, H. Schaffner, K. Schmidt, C. Thiesen, P. M. Walker, D. D. Warner, C. Wheldon, H. J. Wollersheim, S. Wooding and F. Xu, published in *Physics Letters B*, vol. 491, 2000, pp. 225-231.

Peri E. Arnold, director of the Washington, D.C., Program and professor of government and international studies, wrote "Bill Clinton and the Institutionalized Presidency: Executive Autonomy and Presidential Leadership," a chapter in *The Postmodern Presidency: Bill Clinton's Legacy in U.S. Politics*, S. E. Schier, ed., Pittsburgh, Pa.: Univ. of Pittsburgh Press, 2000, pp. 19-40.

J. Matthew Ashley, assistant professor of theology, wrote "*La contemplación en la acción de la justicia: La contribución de Ignacio Ellacuría a la espiritualidad cristiana*," published in *Revista Latinoamericana de Teología*, vol. 51, 2000, pp. 211-232.

Meredith S. Chesson, assistant professor of anthropology, coauthored "Classic Maya Diet and Gender Relationships" with J. Gerry, published in *Gender and Material Culture in Archaeological Perspective*, M. Donald and L. Hurcombe, eds., London: MacMillan Press, 2000, pp. 250-264; wrote "Libraries of the Dead: Early Bronze Age Charnel Houses and Social Identity at Urban Bab edh-Dhra', Jordan", for the *Journal of Anthropological Archaeology*, vol. 18, pp. 137-164.

Lawrence Cunningham, professor of theology, wrote "Discernment," published in the *Encyclopedia of Monasticism*, London and Chicago: Fitzroy Dearborn, 2000; "Discipleship," published in the *Handbook of Spirituality for Ministers*, vol. 2, New

York: Paulist, 2000, pp. 606-612; "Religion Book Notes," published in *Commonweal*, vol. cxxvii, Nov. 3, pp. 38-41; and "Jesus Christ: Yesterday, Today and Forever," published in *Millennium Monthly*, Dec., pp. 1-4.

James T. Cushing, professor of physics, wrote "Bohmian Insights into Quantum Chaos," published in *Philosophy of Science*, supplement to vol. 67, no. 3, 2000, pp. S430-S445.

Roberto DaMatta, Edmund P. Joyce, C.S.C., professor of anthropology, published "*Lo Social y lo Estatal desafiando el Milenio*" in *Nueva Sociedad*, vol. 168, 2000.

Mary Doak, assistant professor of theology, wrote "Religion in Public: Dangerous Narratives and Practical Reasoning," published in *Religion in a Pluralistic Age*, P. Lang, 2001, New York: Peter Lang, pp. 119-130.

Rev. Michael S. Driscoll, associate professor of theology, coauthored "Every Knee Shall Bend: A Biocultural Reconstruction of Liturgical and Ascetical Prayer in V-VII Century Palestine" with **Susan Guise Sheridan**, associate professor of anthropology, published in *Worship*, vol. 74, no. 5, 2000, pp. 453-468.

Richard W. Garnett, assistant professor of law, wrote "Taking Pierce Seriously: The Family, Religious Education, and Harm to Children," published in *Notre Dame Law Review*, vol. 76, Nov., pp. 109-146.

James A. Glazier, associate professor of physics, coauthored "Diffusion and Deformations of Single Hydra Cells in Cellular Aggregates" with J. P. Rieu, A. Upadhyaya, N. B. Ouchi and Y. Sawada, published in *Biophysical Journal*, vol. 79, no. 4, 2000, pp. 1903-1914.

Noriko Hanabusa, assistant professional specialist of East Asian languages and literatures, coauthored "Summer Program Participants and Host Families' Perception of Language and Culture in Daily Life" with Y. Collier-Sanuki, published in *Hokkaido International Foundation 15th Symposium Proceedings*, July, pp. 23-28.

Dennis C. Jacobs, associate professor of chemistry and biochemistry, coauthored "Ion Imaging in Surface Scattering" with M. Maazouz and J. R. Morris, published

as chapter 9 in the ACS Symposium Series 770, *Imaging in Chemical Dynamics*, A. G. Suits and R. E. Continetti, eds., Washington, D.C.: American Chemical Society, 2001, pp. 139-150.

Lloyd H. Ketchum Jr., associate professor of civil engineering and geological sciences and fellow in the Helen Kellogg Institute for International Studies, coauthored "Trace Metal Concentration in Durum Wheat from Application of Sewage Sludge and Commercial Fertilizer" with H. L. Frost, published in *Advances in Environmental Research*, vol. 4, 2000, pp. 347-355.

George Lopez, professor of government and international studies, fellow in the Joan B. Kroc Institute for International Peace Studies and fellow in the Helen Kellogg Institute for International Studies, coauthored "Toward More Effective and More Ethical Economic Sanctions," published in *America*, Nov. 25, pp. 18-22; "The Limits of Coercion," published in *Bulletin of the Atomic Scientists*, Nov./Dec., pp. 18-20; "Lift Trade Sanctions, Maintain Arms Embargo," published in the *Sun Sentinel*, Aug. 11, and syndicated to six other newspapers; and "Learning From the Sanctions Decade," published in *Global Dialogue*, vol. 2, no. 3, Summer, pp. 11-24, all with **David B. Cortright**, guest lecturer in the Joan B. Kroc Institute for International Peace Studies.

Timothy Matovina, associate professor of theology, coedited *¡Presente! U.S. Latino Catholics from Colonial Origins to the Present* with **Gerald E. Poyo**, visiting fellow in the Institute for Latino Studies, Maryknoll, N.Y., Orbis, 2000.

Rev. Richard P. McBrien, Crowley-O'Brien-Walter professor of theology, wrote a review of *The Oxford Companion to Christian Thought: Intellectual, Spiritual, and Moral Horizons of Christianity*, A. Hastings, A. Mason, and H. Pyper, eds., published in *The Tablet* (London), vol. 254, no. 8358, Nov. 11, pp. 1528-9.

Ralph M. McInerny, Michael P. Grace professor of medieval studies, director of the Jacques Maritain Center and professor of philosophy, wrote "On Beauty," published in *Sacred Architecture*, vol. 3, no. 2, issue no. 4, 2000, p. 34.

Rudolph M. Navari, M.D., Ph.D., associate dean, College of Science, coauthored

"Preferences of Patients with Advanced Cancer for Hospice Care" with L. Alexander, W. Trick, B. Kupronis, R. Weinstein, and S. Solomon, published in the *Journal of the American Medical Association (JAMA)*, vol. 284, 2000, p. 2449.

William O'Rourke, professor of English, published the following in *The Chicago Sun-Times*: "A Chorus of Baa-ing Leads the Status Quo," vol. 53, no. 126, June 30, p. 41; "A Return to Power for Ruling Class," vol. 44, no. 26, June 25, p. 44A; "The Stars Come Out in Philly," vol. 44, no. 32, Aug. 6, p. 39A; "Yet Another Campaign Fought in the Longest War," vol. 53, no. 142, July 19, p. 47; "Bush's Choice of Cheney Gives Gore Opportunity," vol. 53, no. 151, July 29, p. 14; "Vice Presidency Becoming High-Paid Temp Job," vol. 53, no. 167, Aug. 17, p. 37; "Conventions Served as Vehicles for Image Rehab," vol. 53, no. 175, Aug. 26, p. 18; "Flogging a Dead Horse Instead of a Live Gore," vol. 53, no. 187, Sept. 9, p. 16; "Marquess of Queensbury Has No Chance," vol. 53, no. 196, Sept. 20, p. 59; "Not a Watershed in Sight," vol. 53, no. 209, Oct. 5, p. 33; "Decision is Not Any Easier," vol. 53, no. 216, Oct. 13, p. 43; "Gore's Act is a Hit—for Bush," vol. 53, no. 221, Oct. 13, p. 39; "Manufactured in the U.S.A.," vol. 53, no. 235, p. 18; "One's a Loser, the Other a Yahoo," vol. 53, no. 243, Nov. 14, p. 33; "No Thrill When Magic is Gone," vol. 53, no. 249, Nov. 21, p. 35; and "Bush Happy to Let Others Do the Dirty Work," vol. 53, no. 255, p. 33.

Eric Plumer, visiting assistant professor of theology, wrote "The Development of Ecclesiology from the Patristic Era to the Counter-Reformation," published in *The Gift of the Church*, P. Phan, ed., Collegeville: The Liturgical Press, 2000.

Jean Porter, professor of theology, wrote "Responsibility, Passion, and Sin: A Reassessment of Abelard's Ethics," published in the *Journal of Religious Ethics*, vol. 28, no. 3, 2000, pp. 367-394.

W. Robert Scheidt, William K. Warren professor of chemistry and biochemistry, coauthored "Structural and Electronic Characterization of Nitrosyl(Octaethylporphinato)iron(III) Perchlorate Derivatives" with M. K. Ellison and C. E. Schulz, published in *Inorganic Chemistry*, vol. 39, 2000, pp. 5102-5110.

Maoyu Shang, associate professional specialist in chemistry and biochemistry, coauthored "Role of the Transition Metal in Metallaborane Chemistry. Reactivity of $(\text{Cp}^*\text{ReH}_2)_2\text{B}_4\text{H}_4$ with BH_3thf , CO , and $\text{Co}_2(\text{CO})_8$ " with S. Ghosh, X. Lei, and

Thomas P. Fehlner, Grace-Rupley professor of chemistry, published in *Inorganic Chemistry*, vol. 39, 2000, pp. 5373-5382.

Susan Guise Sheridan, associate professor of anthropology, coauthored "'The Vessels of the Potter Shall be Broken': The Material Culture from a Burial Cave at St. Étienne's Monastery, Jerusalem" with K. Coblentz Bautch, R. Bautch, and G. Barkay, published in *Revue Biblique*, vol. 107, no. 4, 2000, pp. 561-590.

B. F. Spencer, Leo E. and Patti Ruth Linbeck professor of civil engineering, coauthored "Probabilistic Micromechanical Description of Fatigue Crack Initiation" with K. Sobczyk and J. Trebicki, published in the *Archives of Mechanics*, vol. 52, no. 4-5, 2000, pp. 61-777.

James VanderKam, Rev. John A. O'Brien professor of theology, wrote *An Introduction to Early Judaism*, Grand Rapids: Eerdmans, 2000; coedited with L. Schiffman and E. Tov, *The Dead Sea Scrolls Fifty Years after their Discovery: Proceedings of the Jerusalem Congress, July 20-25, 1997*, Jerusalem: Israel Exploration Society and The Shrine of the Book, Israel Museum; wrote "Sabbatical Chronologies in the Dead Sea Scrolls and Related Literature," published in *The Dead Sea Scrolls in Their Historical Context*, T. Lim, ed. Edinburgh: Clark, 2000, pp. 159-78; wrote "Apocalyptic Tradition in the Dead Sea Scrolls and the Religion of Qumran," published in *Religion in the Dead Sea Scrolls, Studies in the Dead Sea Scrolls and Related Literature*, J. J. Collins and R. A. Kugle, eds., Grand Rapids: Eerdmans, 2000, pp. 113-34; wrote "Covenant and Biblical Interpretation in Jubilees 6," published in *The Dead Sea Scrolls Fifty Years After Their Discovery: Proceedings of the Jerusalem Congress, July 20-25, 1997*, L. Schiffman, E. Tov, and J. VanderKam, ed., Jerusalem: Israel Exploration Society and The Shrine of the Book, Israel Museum, 2000, at pp. 92-104.

Olaf G. Wiest, assistant professor of chemistry and biochemistry, coauthored "Ion Chemistry of *anti-o,o'*-Dibenzene" with K. Schroeter, D. Schroder, H. Schwarz, G. Devi Reddy, C. Carra, and T.

Bally, published in *Chemistry A European Journal*, vol. 6, 2000, pp. 4422-4430.

Administrators' Notes

Honors

Lora J. Spaulding, associate registrar received the Indiana Association of Credited Registrar's and Admission's Officers' Distinguished Service Award on Nov. 2.

Activities

Lori Maurer, associate director of Residence Life, presented "Finding Your Wings in Judicial Affairs," Great Lakes Association of College and University Housing meeting, Dayton, Ohio, Nov. 5-7.

Jeffrey R. Shoup, director of Residence Life, presented "Helping Residence Hall Staff Respond to Grief and Loss," Great Lakes Association of College and University Housing, Dayton, Ohio, Nov. 5-7.

Publications

Alan S. Bigger, director of Building Services, coauthored "All for the Want of a Nail...Responsive Customer Service" with L. S. Bigger, published in *Executive Housekeeping Today*, vol. 21, no. 12, Dec., pp. 4-5.

Documentation

Academic Council

January 24, 2000

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Rev. E. William Beauchamp, C.S.C., Jeffrey Kantor, Carol Mooney, James Merz, Rev. Mark Poorman, C.S.C., Christopher Fox, Frank Incopera, Eileen Kolman, Patricia O'Hara, Carolyn Woo, Jennifer Younger, Jean Porter, Andrea Selak, Joan Aldous, Neil Delaney, Henry Weinfield, Patrick Gaffney, C.S.C., Naomi Meara, Sonia Gernes, Carolyn Nordstrom, Ikaros Bigi, Samuel Paolucci, Joseph Powers, Rick Mendenhall, Edward Conlon, Alan Krieger, Ava Preacher, Kenneth DeBoer, Matthew Hedden

Members Absent: Rev. Timothy Scully, C.S.C., Francis Castellino, Thomas Blantz, C.S.C., Charles Kulpa, W. Robert Scheidt, Fernand Dutile, Rev. Richard Bullene, Cristina Mejias, Cindy Mongrain

Observers Present: Mary Hendriksen, Dennis Moore, Col. Stephen Popelka, Harold Pace, Barbara Walvoord, Sean Seymore

Observers Absent: Dan Saracino

Professor Hatch opened the meeting at 3:05 p.m. with a prayer.

1. **Minutes approved.** The minutes of the November 29, 1999, meeting were approved without amendment.

2. **Presentation by the Office of Institutional Research on The University of Notre Dame Review of the U.S. News Ranking of Colleges and Graduate Programs.** Professor Hatch introduced Eva Nance, Director of Notre Dame's Office of Institutional Research. Prof. Hatch explained that, under Dr. Nance's direction, the Office of Institutional Research has performed an in-depth analysis of the August 1999 *U.S. News and World Report's* rankings of colleges and universities and the factors that drive those rankings. At the meeting today, Dr. Nance will summarize the report and answer any Academic Council members' questions concerning it or the rankings in general. Prof. Hatch noted that both the Faculty Senate and the Academic Council have been interested in

various aspects of *U.S. News and World Report's* annual rankings.

Dr. Nance stated that the report her office has compiled, *The University of Notre Dame Review of U.S. News Ranking Colleges and Graduate Programs (Institutional Research Report #99-39)*, would form the basis of her presentation. Dr. Nance stated that she would address three issues: (a) The methods by which the magazine constructs its rankings; (b) Certain categories in which Notre Dame performs less well than other categories; and (c) The "per student expenditure" category, which has been one of the more troublesome measures for Notre Dame.

(a) Methods by which U.S. News and World Report Constructs its Rankings. In the August 1999 *U.S. News and World Report*, Notre Dame was assigned an overall rank of 19. Dr. Nance explained that the magazine's overall ranking of colleges is based on seven categories or measures, each assigned a weight in an institution's total score:

Measure	1999 Weight	ND's 1999 Ranking
Academic Reputation	25%	30th
Retention Rate	20%	4th
Faculty Resources	20%	23rd
Student Selectivity	15%	18th
Financial Resources	10%	56th
Graduation Rate		
Performance	5%	3rd
Alumni Giving	5%	4th

The University scored above its overall rank in four categories: Retention Rate, Student Selectivity, Graduation Rate Performance, and Alumni Giving. In the other three categories—Academic Reputation, Faculty Resources, and Financial Resources—it scored below its overall rank. These latter three categories account for 55% of an institution's total rating.

Some of the seven categories are further subdivided into "subfactors," each of which is assigned its own weight (p. 2 of Report #99-39). For example, the subfactor Faculty Compensation carries a weight of 7%. The subfactor Student/Faculty Ratio for Full-Time Faculty carries a weight of 1%. (Dr. Nance said that she would return to the subfactors and the relationship between them.)

Dr. Nance pointed out that over time the editors of *U.S. News and World Report* have adjusted the measures for the rankings, the definitions of the measures, and the weights assigned each measure. Some of the adjustments have been in response to institutions pointing out problems with various measures or weights. By participating in this on-going dialogue between the magazine's editors and university administrators, Notre Dame has been able to influence some weightings. However, there have been no significant changes in the magazine's overall weightings since 1996. This is true for the weights assigned to the subfactors as well. Subfactors in the Faculty Resources measure have undergone some adjustment, but this overall category has remained at 20% of an institution's total score since 1996.

Continuing her explanation of the history of the magazine's ratings, Dr. Nance noted that the additional weight gradually given to the Retention Rate measure, which has climbed from 5% to 20% of an institution's overall score, has benefitted Notre Dame. Not only does Notre Dame do very well on this particular measure, but the extra percentage points given were taken from, for the most part, the Financial Resources measure. The Financial Resources measure is one in which the University does less well. That factor began at a weight of 20% of an institution's overall score, but is now only 10%.

Fr. Malloy asked Dr. Nance if she would speculate as to why, other than as a response to lobbying or a legitimate effort for a fair appraisal, the magazine would adjust the relative percentages of the different measures. Dr. Nance replied that she believes the editors' decision to assign a lower weight to the Financial Resources category was the result of lobbying, in particular, by Notre Dame's Dennis Moore, Director of Public Relations and Information.

Mr. Moore then explained to the Academic Council the argument he made several years ago to the editors of *U.S. News and World Report*: Leaving aside criticisms that could be made of how the various statistics are compiled and how the magazine arrives at its conclusions regarding them, if one takes the measures at face value, then Notre Dame's relatively low score in the Educational Expenditures per Student category (a subfactor in the Financial Resources measure) is not something for which it should be penal-

ized. While it is true that in this subcategory Notre Dame is among the lowest of the top 25 universities, that score should be considered in relation to the University's performance in four other categories: Student Selectivity and Retention Rate (Notre Dame is generally within the top 20 for both these measures), Graduation Rate (Notre Dame is generally within the top five or six), and Alumni Giving (Notre Dame is generally within the top three). If Notre Dame can achieve high scores on these four very important measures and do so at a lower expenditure per student than other schools, why should it be penalized? Mr. Moore had pointed out to the editors that the combination of scores on these five measures indicates that Notre Dame is doing something good rather than bad, particularly given the concern about the rising cost of higher education—a perennially favorite topic at the magazine. Mr. Moore said his argument must have been convincing to the editors, because they slowly reduced the weighting of the Financial Resources measure from 20% to its present 10%.

Prof. Bigi asked Mr. Moore whether Notre Dame made that particular argument on its own or through a coalition formed with other schools. Mr. Moore replied that Notre Dame made the argument on its own. However, simultaneously, other schools may have been arguing the same point.

Mr. Moore added that if one looks at the long history of university and college rankings in *U.S. News and World Report*, the exercise began as nothing more than what even the magazine itself called a "beauty contest." In the late 1980's, the rankings were widely recognized to be based simply on academic reputation, or nothing more than a very gross opinion survey. Notre Dame was not ranked the first year. The next year, the magazine began to use some of the statistical factors still in place today. Then, Notre Dame moved into 18th or 19th place. In response to complaints by some of the "public Ivies"—such schools as North Carolina, Virginia, and Michigan—about the way in which the Financial Resources measure was calculated, the magazine changed the calculation for that measure. That adjustment caused Notre Dame to drop out of the top 25. At one time, it was even down to a rank of 36th. So, in that sense, a rise by Notre Dame to its current 19th place shows a great deal of movement. Mr. Moore stated that, speaking

very broadly, one could say that as the weight for the Financial Resources measure has changed, so have Notre Dame's fortunes—either up or down. Other factors have been remarkably steady over time. He said that one other factor which has particularly benefitted the University was the introduction of the calculation on alumni giving. Notre Dame has always done extremely well on that measure.

Fr. Malloy noted that he has met twice with the editorial board of *U.S. News and World Report*. Meetings between college and university representatives and the editors are not unusual; the magazine welcomes schools' comments and analyses. Either alone or in coalitions, college and university presidents or public relations officers constantly meet with the editors in an effort to tweak the statistical bases in their favor. Fr. Malloy pointed this out to demonstrate that Mr. Moore's efforts on behalf of the University concerning the weight assigned to the Financial Resources measure were not unusual.

Dr. Nance stated that she believed the editors' decision to assign greater weight to the Retention Rate measure was also a result of lobbying by various institutions. The argument made to the editors on this measure was that, in attempting to measure the quality of an institution, its Retention Rate serves as a very good means of measuring outcomes. In the magazine's calculation of rankings, much of a school's total score is on the "input" side. Retention Rates and Graduation Rates are two means by which outcomes, always difficult to standardize, can be measured.

Dr. Nance directed Academic Council members' attention to page 4 of the report, which contains a graph of the history of Notre Dame's rankings, both overall and for each of the seven major measures. The measures fall into three groups. At the top of the chart, representing the categories in which Notre Dame does best, are Graduation Rate (Notre Dame was ranked 3rd in 1999), Retention Rate (4th in 1999), and Alumni Giving (4th in 1999). The University has been among the top ten institutions for these measures since 1990. In the middle range of the chart are Student Selectivity (Notre Dame was 18th in 1999), Faculty Resources (23rd in 1999), Academic Reputation (30th in 1999), and overall rank (19th in 1999). Finally, in the lower third of the graph is one measure—Financial

Resources. This measure is a difficult one for Notre Dame. It has always been below the rank of 50 in this category; in 1999, it was ranked 56th.

Dr. Nance continued that although the measures used by *U.S. News and World Report* have been relatively stable over the last few years, for the 1999 issue, the editors constructed a new methodology for putting the measures together. The new methodology took into account the size of the difference in the distance in rankings between institutions. The effect of this was to heighten the impact of a measure for an institution that had extreme values. Thus, if an institution had very high research expenditures compared to other schools, the new methodology moved it ahead in the overall ranking more than did the old methodology.

Another example of the effect of this change in methodology, Dr. Nance noted, is the appearance in 1999 of four public institutions in the top 25: the University of California at Berkeley was ranked 20th, the University of Virginia was ranked 22nd, and the University of Michigan and the University of California at Los Angeles were ranked 25th. Those who watch these ratings over time have noticed that public institutions tend not to come into the top 25. *U.S. News* attributes the 1999 ranking of four public universities in the top 25 to the fact that these schools' academic reputations are so much stronger than those of many of their peers. Under the new methodology, extreme values in academic reputation were enough to pull these public universities into the top tier in 1999. Dr. Nance said she draws attention to this change to illustrate, again, how the editors continue to adjust the measures and their calculations. The methodology by which the rankings are constructed is never the same from year to year.

Dr. Nance directed Council members' attention to page 6 of the report, which sets forth the formula the magazine uses for its rankings. The blocked-in areas on the chart represent the three measures on which Notre Dame has done less well than its overall rank of 19: Academic Reputation, Faculty Resources, and Financial Resources. The history of the University's ranking for each factor is listed below the rank given in 1999. The chart illustrates that some of the seven major factors have

subfactors, each subfactor has a weight, and those weights vary from 1 to 16%.

Dr. Nance said that the seven primary measures are not independent. Obviously, there is a relationship between Retention Rate and Graduation Rate, and Academic Reputation is probably related to all of the measures. Dr. Nance pointed out one relationship between the measures that is not as apparent as others—that between Graduation Rate Performance and Student Selectivity. Weighted at 5% of the total score, the Graduation Rate Performance factor represents the difference between an institution's predicted and actual graduation rates. Notre Dame graduates students at a better rate than can be predicted from its admissions characteristics and its expenditures on students. In 1999, the University ranked 3rd on this measure. However, Dr. Nance cautioned, as the University's admissions characteristics and expenditures per student rise—and the University would like to see both rise—the Graduation Rate Performance ranking is likely to fall. This example illustrates the many relationships between the factors and the subfactors. None of the measures stands independently.

(b) Notre Dame's Rankings for Specific Factors. Beginning her discussion of the individual measures used by the magazine to tabulate a school's overall rank, Dr. Nance addressed the topic of Academic Reputation. At 25% of an institution's total score, Academic Reputation is accorded the highest weight of any of the seven measures. The score for this measure is assigned by tabulating the results of a survey sent to college and university presidents, deans, and admissions directors, who are asked to rate the academic programs of each institution in their assigned group by placing them in a quintile. Notre Dame's group is Research 1 and 2 and Doctoral 1 and 2, together containing approximately 250 institutions.

In 1999, Notre Dame was ranked 30th in Academic Reputation. That puts it on par with the University of Texas at Austin, Georgetown, Pennsylvania State University, and the University of Washington (see page 7)—“not bad company,” commented Dr. Nance. Some of the institutions ahead of Notre Dame on the Academic Reputation measure are Duke (11th), Northwestern (13th), Rice (21st), Vanderbilt (24th), and Emory (27th). Dr. Nance said that

the Academic Reputation measure is one that is difficult to assess because it is entirely qualitative. She recommended that the University initiate a conversation focusing on how perceptions of academic reputation are formed and how they can be influenced.

Fr. Malloy added that he has participated many times in the *U.S. News and World Report* survey regarding academic reputation. He believes it is clear that survey recipients will assign a higher score to the schools they know best and with which they are most comfortable. This judgment is often a function of a school's history and reputation—particularly the reputation of its graduate and professional schools. He believes that perceptions regarding graduate education drive this category more than any factor specific to undergraduate instruction. Those who respond to the survey might take for granted that if a university is outstanding at the graduate or professional level it will also offer an outstanding undergraduate education. While this is a common presumption, whether it is true or not is debatable. Furthermore, Fr. Malloy stated, when he places schools in one of the quintiles, he is quite confident about those he puts in the first quintile. Although he responds to the survey as honestly as possible, the further down the ranking he goes—i.e., when he must place a school in either the 2nd or the 4th quintile—judgment about precise placement becomes more difficult.

Prof. Hatch underscored the fact that the Academic Reputation category measures an institution's perceived reputation.

Prof. Mendenhall asked what specific question is asked on the survey. Dr. Nance said that p. 43 of the Institutional Research report reproduces a sample page of the questionnaire regarding graduate programs. She believes it is very similar to that for undergraduate reputation—very simply, recipients are asked to mark a box as to whether the school is Distinguished, Strong, Good, Adequate, or Marginal.

Fr. Beauchamp asked for clarification: Does the survey question pertain to overall academic reputation or to undergraduate reputation alone? Fr. Malloy replied that, as he recalls, the poll does not distinguish undergraduate reputation from overall academic reputation. When he

responds to the survey, he operates on the assumption that the editors are asking him to rate institutions on their overall academic reputation.

Dr. Nance next directed Council members' attention to page 9 of the report, pertaining to the Student Selectivity measure, which accounts for 15% of a school's total score. For the subfactor Freshmen in the Top 10% of their High School Class, which carries a weight of 5.25%, Notre Dame ranks 21st, with 84% of its freshmen in this category. This is very close to the University's overall rank of 19. Dr. Nance said that next year Notre Dame's percentages should be about the same as the 1998 figures. Thus, there should not be a change in the University's rank for this subfactor unless another school's admissions characteristics change.

Prof. Bigi asked whether if the University calculated this percentage without regard to faculty children, would it do significantly better? Dr. Nance replied that it was not possible for an institution to remove some students from the pool. Mr. Moore then pointed out that, in the past, some schools did precisely that and arbitrarily withdrew students who were accepted with special entrance, such as athletes. They also removed these students from the calculation of SAT/ACT scores. In response to many complaints, the editors of *U.S. News and World Report* prohibited the practice several years ago.

Dr. Nance continued with a second subfactor of the Student Selectivity measure: SAT/ACT Scores, accounting for 6% of a school's total score. Here, Notre Dame ranks 23rd—again, very close to its overall rank of 19. In the 1999 guide, Notre Dame's SAT/ACT percentile band was 1240-1400; next year it should rise to 1260-1430. The 1260 would put the University in the area of Cornell and Georgetown, which are tied for 17th place in this subfactor's rank, with a percentile band of 1260-1450. The 1430 is the high end of the range for schools just ahead of Notre Dame—Case Western (19th) and Washington University in St. Louis and Tufts (21st). Dr. Nance explained that this indicates to her that even with a 20 to 30 point rise in SAT and ACT scores, Notre Dame's rank for this subfactor cannot be expected to shift significantly. Again, if Notre Dame were to move up in this particular area, it would be the result of other schools' scores staying the same.

A third major measure in the rankings (accounting for 20% of a school's total score) is Faculty Resources, for which Notre Dame ranked 23rd in 1999. Dr. Nance said she believes that, in some ways, this is a "softer" measure than many of the others. Notre Dame ranks 30th for this measure's subfactor—Student to Faculty Ratio (comprising 1% of a school's total score). Its student to faculty ratio is 13:1. Dr. Nance pointed out that to achieve a rank of 19 on this subfactor (doing so would put Notre Dame on par with Tufts and Dartmouth), the University would need to add 200 faculty members. Dr. Nance said that the magnitude of this number gives a sense of just how large the gap is between 30th and 19th place.

Prof. Incropera asked whether special professional faculty are included in Notre Dame's numbers. Dr. Nance replied that they are not, which illustrates the softness of this measure. Before continuing with this theme, however, she asked members to examine page 12 of the report, which charts schools' rankings for percentage of full-time faculty. For this subfactor (again, weighted at 1%), Notre Dame is very low compared to its overall rank of 19. Notre Dame is ranked 43rd for percentage of full-time faculty, with 87% of its faculty classified as full-time.

Dr. Nance said that if one looks at the institutions ranked higher than Notre Dame, those familiar with them know that the percentages given for some schools for full-time faculty cannot be true. The issue here is that it is very difficult to count faculty. Different institutions define faculty in different ways, and faculty have different functions in different institutions. For purposes of this subfactor, the definition of "full-time" is left entirely up to each institution. However, Dr. Nance said, when schools report salaries for full-time instructional faculty for a third Faculty Resources subfactor, Faculty Compensation, they must adhere to a definition that is fairly tightly scripted by the federal government. At 7% of an institution's total score, the faculty salary subfactor is assigned a significantly higher weight than that for Percentage of Full-time Faculty. Thus, it is a trade off. If Notre Dame wished to increase the number of faculty, it would need to report salaries for those faculty, and that would lower its ranking in the faculty compensation area. Dr. Nance said she believes that, as an institution, it appears that

Notre Dame has chosen to favor the salary measure over the head count measure, which is to its benefit in these ratings.

Fr. Beauchamp asked whether all schools use the same definition for faculty when reporting their compensation. Dr. Nance replied, "Yes." For that subfactor, there is a definition for full-time instructional faculty. Institutions may interpret the definition differently but all use the same definition. She pointed to page 13 of the report, an excerpt from the *U.S. News and World Report* questionnaire, which defines "full-time instructional faculty" by cross-referencing the American Association of University Professors' annual survey of faculty compensation and that of the Integrated Post Secondary Education Data System-National Center for Education Statistics (IPEDS).

Fr. Malloy pointed out that the survey makes no reference to whether the full-time instructional faculty an institution claims ever appear in the presence of any undergraduate students. Dr. Nance agreed, noting, however, that faculty and students in free-standing graduate and professional programs are excluded from the calculation. Thus, she said, for this subfactor, law school faculty and students are factored out, as would be medical school faculty and students for an institution that includes a medical school.

Fr. Beauchamp pointed out that at the bottom of page 13, the definition of "part-time faculty" includes adjuncts, part-time instructors, and instructional faculty employed less than two semesters or three quarters.

Dr. Nance explained that *U.S. News and World Report* lists the definitions from IPEDS, the federal government data collection agency.

Dr. Nance continued that yet another subfactor in the Faculty Resources measure is class size. She explained that there are two subfactors for class size—the percentage of undergraduate sections below 20 students (carrying a weight of 6%) and the percentage of undergraduate sections above 50 students (carrying a weight of 2%). For the first subfactor, charted on page 14, Notre Dame's ranking is 31st, with 53% of its sections under 20 students. Page 15 shows that Notre Dame's rank is 27th for the larger class size, with

12% of its sections enrolling more than 50 students. Dr. Nance explained that when Notre Dame completes the survey for *U.S. News and World Report*, it includes in its calculations 500-level courses in all colleges except Law and Business. Because these high-level courses are open to undergraduates by permission, including them in the class size subfactor is to the University's benefit.

Dr. Nance explained that last year Notre Dame made an effort to cap classes at 19 that were formerly capped at 20 and to cap classes at 49 that were formerly capped at 50. Page 16 illustrates the impact of that effort—classes with enrollment under 20 increased by 1%, which is good but not a huge change. However, despite this effort, classes enrolling over 50 students increased as well, although by only a tiny percentage (.2%). Once again, she said, this result illustrates how difficult it is to influence the magazine's measures. To achieve a rank of 19 for the small class size subfactor, Notre Dame would need to increase classes enrolling fewer than 20 students by 152 sections, which is a huge amount. In order to move up to 19th place for large class size (a measure which ranks most highly those institutions having the smallest percentage of classes over 50), it would need to decrease, to under 50, the number of students in 29 sections.

Fr. Beauchamp asked what effect such steps would have on Notre Dame's overall rank. Dr. Nance replied that it would be marginal. Together, the small and large class size subfactors account for 8% of a school's total rank.

Dr. Nance then directed members' attention to pages 17 through 22 of the report, which give the distribution of enrollment for classes in each of Notre Dame's five colleges. These pages also list the names of the undergraduate classes enrolling fewer than five students. Page 22a contains the definitions used by *U.S. News and World Report* for "undergraduate class section" and "undergraduate class subsection." Dr. Nance stated that her office has tried to be as true to the definitions as possible, although certainly making decisions favorable to the University when it is able. In this regard, she noted that Notre Dame's statistics for small classes are somewhat inflated because it is impossible to recognize in the data some kinds of classes that are probably individ-

ual instruction. Thus, the list beginning on page 20 probably does contain some classes, particularly in Music and Art, that are individual and should be removed. However, because they do not have any characteristics in the data that allow her office to do that, they remain in the small class section category which is to Notre Dame's advantage.

Fr. Malloy asked if that would be true of every other school. Dr. Nance answered, "Yes"—every school's report can only be as good as its data. Her own experience is that Notre Dame has very good data. While this one area of class size may be slightly flawed, Notre Dame has good systems in place and its data are very clean.

(c) The Per-Student Expenditure Category. Notre Dame ranks 56th in the Educational Expenditures Per Student Category (comprising 10% of a school's total score), as compared to its overall rank of 19. Dr. Nance said that the definition of "per-student expenditure" is quite tightly scripted. For this measure, *U.S. News and World Report* uses the federal government's definition: The expenditure per student for instruction, research, public service, academic support, student services, institutional support, and operations and maintenance (IPEDS). Thus, when calculating their per-student expenditures, institutions include nearly all expenditures except auxiliary expenditures. Dr. Nance said that the assigned rank of 56 is troublesome to Notre Dame. Because there are many at the University who perceive its financial expenditures per student to be much higher than the rank of 56 indicates, she asked her office to explore specifically how this ranking works and what drives it.

Pages 23 and 24 list the top 50 national universities and the top 40 national colleges in order of their per-student expenditures. Notre Dame's per-student expenditure is \$22,628, compared to the top-ranked California Institute of Technology's \$133,153—an enormous difference. Dr. Nance pointed out that there are 21 colleges with higher per-student expenditures than Notre Dame, which indicates that it is not just the classification of a school as a university that puts an institution in the high per-student expenditure category. In this list of the top 90, only 7 universities have a lower per student expenditure than Notre Dame. All except one of these, Boston College, is public.

Thus, Dr. Nance said, she concludes from the data that the public/private distinction is a factor in this variable. Further, of the 9 private universities in this list without a medical school, all except one (again, Boston College) have higher per-student expenditures than Notre Dame. Thus, Dr. Nance said that, contrary to a commonly held assumption, the conclusion she draws from this data is that it is not the presence of a medical school that drives this ranking.

What does drive it? To determine this, her office took the top 50 national universities and performed a regression analysis to determine the unique effect of several factors on per-student expenditure. (A regression analysis is a measure of how much one variable, e.g., enrollment, is associated with a final calculation, taking other factors into account. It is, therefore, an indicator of the unique part of the relationship.) As the chart on page 25 demonstrates, three factors had a negative relationship with per-student expenditure: size of the institution, percentage of undergraduate students, and presence of a medical school. Thus, the larger an institution's absolute number of students, the lower its per-student expenditure. Also, the larger the percentage of undergraduate students, the lower the institution's per-student expenditure. In the presence of these other factors, the unique effect of a medical school was actually negative.

There are two positive factors influencing this measure. The first is research dollars. The higher an institution's research expenditures, the higher the per-student expenditure. The second is instructional expenditures, which also has a positive correlation. Again, having taken research dollars into account, the unique effect of a medical school becomes negative. Dr. Nance said this indicates to her that, as Notre Dame thinks about its identity and compares itself to other institutions, it would be better to think about research dollars than the presence of a medical school.

Prof. Hatch pointed out that the ranking of an institution such as Wake Forest University near the top of the list in this category indicates to him that, in some cases, the presence of a medical school does enhance a school's ranking. The nearly \$64,000 per-student expenditure at Wake Forest can be attributed primarily to its

medical school research. Dr. Nance agreed that individual cases exist in which the presence of a medical school is significant. However, she believes that the regression analysis her office performed indicates that, overall, the presence of a medical school enhances a school's ranking only when there are also large expenditures for research.

Prof. Woo asked for clarification on the construction of the formula. She said that, essentially, in this calculation one would expect the category of instructional expenditures to be the numerator and to be positive and the number of students enrolled to be the denominator and to be negative. In other words, the more students by which the instructional expenditures are divided, the lower the per-student expenditure. Dr. Woo also questioned whether research dollars are part of the numerator. She indicated she would expect them to be and believed they would have a positive effect. If they are not, that is telling us something else. Dr. Nance replied that research dollars are part of the calculation of the numerator.

Professor Bigi said the data indicates to him that it is not the presence of a medical school that has a negative effect, but that a medical school may not always be successful in achieving what one might call an institution's fair share of research dollars. He believes one must view the two factors together; *i.e.*, the presence of a medical school and the total amount of research dollars.

Prof. Kantor agreed that it could be true that there may be a zero result from this calculation. One might consider that all schools have the same expenditures per student, so that costs relate directly to the number of students. However, that is not what Institutional Research has found from the data. Rather, its finding is that as the student body becomes larger, an institution's per-student expenditures decrease.

Prof. Woo asked if that could be restated as a finding that the numerator and denominator move on different scales. Dr. Nance agreed that there are different units of measure—one is dollars; the other, students.

Mr. Krieger asked if, on the qualitative side, there are significant variations in

the way institutions report instructional or research expenditures. Dr. Nance answered that there is a fairly standardized way of reporting, prescribed by the IPEDS finance survey.

Prof. Gernes asked what is included in Instructional Expenditures other than faculty salaries, for which Notre Dame ranks very highly. Dr. Nance read the IPEDS finance survey definition: "All instruction expense of colleges, schools, departments, and other instructional divisions of the institution, and expenses for departmental research and public service that are not separately budgeted. The instruction category includes general academic instruction, occupational and vocational instruction, special session instruction, community education, preparatory and adult, basic, etc. [Dr. Nance noted that the latter categories do not apply to Notre Dame.] Include expenses for both credit and non-credit. Include expenses for academic administration if the primary function is administration, *i.e.* deans' expenses."

Prof. Hatch asked if, in other words, expenses included in this category are, basically, the academic budget. Dr. Nance answered that the expenses do not exactly mirror the academic budget because the magazine's definitions include an academic support category as well. The University's accountants are very clear about what they put in the Instruction Expense category. They are never pleased when asked about the possibility of moving certain expenses around to achieve a different result. They have their rules and they follow them closely.

Prof. Bigi said he wished to rephrase an earlier question: If research dollars were factored out (because Notre Dame does not take in as much research funding as other schools), is the University still faring poorly on this measure? He suspects that low research funding is the single cause of the University's poor showing.

Dr. Nance replied that she wished to provide more background facts before answering that question. The chart on page 26 shows that, in terms of the absolute size of institutions in *U.S. News and World Report's* top 50, the public universities are at the top of the list. New York University, in 10th place, is the private university with the highest number of students (27,263). With 10,144 stu-

dents, Notre Dame is more than halfway down the list—in 31st place. Among private universities, Notre Dame is in the middle, possibly even one of the larger private schools. Thus, Dr. Nance said, she concludes that the University's size is not penalizing it in the per-student expenditure calculation.

Prof. Powers asked whether *U.S. News and World Report* includes only undergraduate students in its calculation. Fr. Beauchamp and Dr. Nance discussed the question and agreed that the magazine uses the total number of students, both graduate and undergraduate.

However, Dr. Nance said, while Notre Dame is not penalized in this calculation because of its size, if one looks at "undergraduate intensity," the result is different. Here, Notre Dame ranks 8th, with 77% of its student body undergraduates. (See Report, p. 26) She reminded Council members that undergraduate intensity serves as a negative in this calculation (see Report, p. 25)—the more undergraduates, the lower the per-student expenditure. However, Dr. Nance pointed out that there are other private universities high in the number of undergraduates, but also higher than Notre Dame in their per-student expenditures. Lehigh and Brown (78% undergraduate), Brandeis (73%), Princeton (72%), and Rice (66%) are five examples.

Looking at the positive influences on the per-student expenditure calculation—instruction and research expenditures—the charts on page 27 reveal that for instructional expenditures, Notre Dame is fairly low. At expenditures of \$10,137 per student, it is ranked 35th. For research expenditures, Notre Dame is ranked even lower. With research expenditures of \$2,461 per student, its rank is 47th.

Prof. Merz asked Dr. Nance the year of the data used in her regression analysis. Dr. Nance replied that the data is from the IPEDS finance survey for the fiscal year ending in 1996, which was the most recent data available for this calculation. Dr. Nance commented that she has confidence in these numbers. Institutions tend not to change significantly on any of these measures. If the data does change, the tendency is for all institutions to move in the same direction. She would expect that if Notre Dame's numbers had

increased, most other schools would have as well.

Fr. Beauchamp asked if the 1996 numbers were submitted to *U.S. News and World Report*. Dr. Nance replied that they were not. 1996 numbers were used for all institutions in this Institutional Research report, but only for the purposes of the report.

Prof. Aldous asked Dr. Nance how Notre Dame's rank is affected by the fact that the College of Arts and Letters is the major source of students, and, in Arts and Letters, research grants are infrequent and comparatively small. Prof. Aldous indicated that she would expect these characteristics to influence the results. Looking at such institutions as Johns Hopkins, with its noted medical school and a number of science departments with high enrollment, as well as Cal Tech and the University of Chicago, she would suspect that having a high number of science students is a significant factor.

Dr. Nance agreed with Prof. Aldous' conclusion and said she would have evidence to support it later in her presentation. While Dr. Nance concludes from the data that the amount of research dollars is the critical factor driving the calculation of per-student expenditure, she believes it is clear that the kinds of disciplines at a school and the distribution of students among those disciplines makes a significant difference in a school's ranking for the per-student expenditure calculation.

Prof. Aldous asked if *U.S. News and World Report* breaks out research expenditures by colleges. Dr. Nance said it does not, but that the closest comparison for Notre Dame would be with the four-year colleges she identified at the beginning of the discussion of the per-student expenditure category. As she stated earlier, there are 21 private colleges with higher per-student expenditures than Notre Dame.

Mr. Hedden asked Dr. Nance to explain the composition of Notre Dame's \$22,628 per-student expenditure amount. The chart on page 27 lists \$10,137 for instruction expenditures and \$2,461 for research expenditures. What else enters the calculation to arrive at \$22,628? Dr. Nance referred him to the definition of per-student expenditure on page 24. In addition to instruction and research expenditures, the federal government and *U.S.*

News include expenditures for public service, academic support, student services, institutional support, and operations and maintenance.

Dr. Nance continued discussion of the per-student expenditure by explaining that in previous years, *U.S. News and World Report* agreed with an argument made by Notre Dame that, in the magazine's attempt to measure the quality of an undergraduate education, research dollars should be weighted differently than other dollars. Thus, in *U.S. News' Annual Guides* for 1993 through 1998, a dollar of research expenditures was weighted only one-fourth as much as a dollar of other expenditures. In the *Annual Guides* for 1999 and 2000, however, all dollars were weighted equally. Dr. Nance believes that Notre Dame has felt the effect of the editors' change in methodology.

In an attempt to determine more precisely the impact of research dollars in the rankings, Institutional Research compared schools' rankings when research dollars are factored out. As the table on page 28 reveals, Notre Dame is ranked 42nd in the per-student expenditure sub-factor when research dollars are included. When they are excluded, its rank rises to 36th—not as large a jump as Dr. Nance said she had expected. A change of 6 on a factor that contributes 10% to overall rank is fairly marginal.

Dr. Nance explained that the table also reveals that the correlation between the rank with research dollars and the rank without them is .97. That is a very high correlation. It suggests to her that whatever is being measured by research dollars is also included in the non-research dollars category. Thus, if the calculation of research dollars is measuring, as she believes it does, graduate and research intensity, they are factors that are also spread throughout the other dollar categories. This is so because it is not possible, for example, to desegregate the portion of faculty salary going to graduate education from that portion going to undergraduate education.

The final subject examined in the per-student expenditure analysis is the proportion of expenditures classified as "auxiliaries," which the magazine defines as operations that "exist to furnish a service to students," e.g., residence halls and food

services. Expenditures for auxiliaries are excluded from *U.S. News and World Report's* per-student expenditure calculation. [On page 29a, the report sets forth some arguments as to why some auxiliaries should be included in *U.S. News and World Report's* per-student expenditure calculation. The primary argument is that excluding auxiliaries from the calculation excludes dollars that are devoted to creating the environment in which the total person is educated.] Dr. Nance said there are two areas in particular that Notre Dame reports as auxiliaries that she thinks other institutions do not: recreational sports and salaries of residence life staff. The problem with attempting to include some auxiliary dollars in the per-student expenditure calculation is that auxiliary expenditures are collected in the aggregate. The only piece that can be separately identified is intercollegiate athletics. Thus, the table on page 28b presents a very gross way of looking at auxiliaries. Even so, Dr. Nance said, it reveals that when the per-student expenditure calculation is made with auxiliaries, Notre Dame's rank increases by 5, from 42nd to 37th. That is not a great deal, particularly when one considers what piece of the auxiliaries would actually apply. As the final column on page 28b demonstrates, when the per-student expenditure calculation is made without research dollars and with auxiliaries, there is a change of 14—not enough to move Notre Dame as far as it needs to go.

Dr. Nance concluded by summing up what is wrong, from Notre Dame's standpoint, with the magazine's per-student expenditure calculation (see pages 29 and 29a). As the calculation is made now, it penalizes institutions with an undergraduate emphasis, favors institutions with large research expenditures, does not factor out expenditures for graduate education functions, and fails to identify certain dollars devoted to undergraduate education. Unfortunately, she believes Notre Dame must live with the calculation. The way the government collects the financial statistics, which are the same numbers used by *U.S. News and World Report*, is not likely to change.

Why is Notre Dame's per-student expenditure amount low? Dr. Nance said she believes it is due to three factors: the University's emphasis on undergraduate education, combined with low research expenditures and low per student total

revenues. Further, Notre Dame's graduate programs tend to be in fields that do not generate the greatest research revenues. Only 16% of masters degrees are granted in science and engineering fields, which relates to Prof. Aldous' comments about the relative size of the College of Arts and Letters in the University. Only 24% of Notre Dame Ph.Ds are granted in the science and engineering fields, which are precisely the fields that tend to generate research revenues. Given these characteristics, the University must use other sources to pay for graduate education, which reduces its overall per-student expenditure calculation.

Dr. Nance also noted that Notre Dame's science and engineering faculty bring in, very roughly, \$100,000 per faculty member per year in research revenue. She believes that is low compared to some other schools, although her office did not study that precise question. Also, in a separate study her office completed, compared to other top colleges and universities, Notre Dame's per-student revenue from endowments is low. In addition, the University's per-student revenue from gifts, as well as its tuition, is lower than many of the schools listed ahead of Notre Dame in per-student expenditures.

In summary, Notre Dame's low ranking on the per-student expenditure measure is due to institutional characteristics that make it different from the other institutions in the top 25. Undergraduate intensity, less activity in the fields that generate research revenues, and lower per-student revenue differentiate Notre Dame from institutions with higher per-student expenditures.

As a final example of the resources necessary to raise Notre Dame's rank in the per-student expenditure calculation, Dr. Nance set forth the following scenario: If the University would add 200 new faculty members to bring the student/faculty ratio down and the number of small classes up, and pay each new faculty member a salary of \$100,000 (a number probably on the high side, she said, but not unrealistic), that would add \$20,000,000 to Notre Dame's category of "instruction expenses." Further assume that the new faculty members all bring in research dollars at the science and engineering rate. That would add another \$20,000,000 to this amount. Together, these additions would give a \$40,000,000 increase to Notre Dame's instruction

expenditures, which would, in turn, produce a \$4,000 increase to the per-student expenditure calculation. Then, at, the new figure of \$26,628 for Notre Dame's per-student expenditure, the University would be in the company of Grinnell, Smith, Bard, and Wesleyan colleges. Dr. Nance said that the scenario she has sketched gives an idea of how difficult it is to influence one's rank in the *U.S. News and World Report* measures. Whether one wants to try to influence the measures is another issue entirely.

Prof. Weinfield asked why is it that Notre Dame is not expected to have as high a graduation rate as it actually does? Does the expectation have a basis in grade inflation or another specific factor?

Dr. Nance replied that she believes Notre Dame graduates its students so well because it chooses them very well. There is a good fit between students and the institution. The fact that the University pays attention to its students and wants them to graduate is part of the Notre Dame culture. Dr. Nance said there is evidence from student surveys to support her conclusion that Notre Dame has a good student/institution fit.

Dr. Walvoord noted that there is a relatively new national survey of "student engagement." The survey asks seniors such questions as: "Did you engage in intellectual conversations?" "Did you talk to your teacher outside of class?" There is a great deal of Pew Foundation money behind the development of this new survey. She has heard the director of Pew say that he hopes the survey will be included someday in *U.S. News and World Report's* data—although *U.S. News* has said publicly that it is not making any promises about the survey's inclusion. Dr. Walvoord asked Dr. Nance if she believes that this, or any other new measure, is likely to enter the *U.S. News* tabulations any time soon.

Dr. Nance answered that there is a great deal of pressure to come up with good outcome measures and to standardize them across institutions, but she believes that is a very difficult task. The survey to which Dr. Walvoord refers is an example of one such effort. The survey appears to have gotten off to a very good start, although it has had an extremely poor response rate. There are some issues with the student engagement survey having to

do with ownership of the data and how it is to be used. Obviously, all institutions like to have some control over their image and how they are being presented in such surveys. Notre Dame did participate in the pilot survey. However, because it conflicts with Notre Dame's own senior survey and the University does not want to tax its students in connection with surveys, Notre Dame will not participate in the first actual administration of the student engagement survey.

Fr. Malloy thanked Dr. Nance for her presentation. He said that the presentation was intended to spark some collective musing and reflection about what the *U.S. News and World Report Annual Guide* tells the University descriptively about itself in terms of several factors. The presentation was not intended to lead the University to a quick "fix" for any measure.

3. Report on the University of Notre Dame's Generations Campaign. Fr. Malloy introduced Dr. William Sexton, Notre Dame's Vice President for University Relations, who was invited to the Academic Council meeting to brief members on the University's Generations capital campaign.

Dr. Sexton stated that as of today, January 24, 2000, the University had one year remaining in the Generations campaign. The formal phases of the campaign were begun three and one-half years ago. December 31, 2000 will be the campaign's concluding date. Dr. Sexton said that three years ago he addressed the Academic Council to ask for the members' help in meeting with potential donors, showing them the University, and speaking to them about plans and hopes for departments and colleges. He thanked Council members, particularly the deans, for their willingness to aid in these tasks. Their help has been of enormous benefit to the campaign.

Before turning to specific results of the Generations campaign, Dr. Sexton addressed the subject of the recent history of Notre Dame's annual total returns. When total returns, or cash received by the University, are charted over the past ten years, 1998 proves to be the high point. That year, \$132 million was contributed to Notre Dame. Market conditions were such in 1998 that it was a particularly good year for investors to reap

the benefits of donating securities; Notre Dame benefitted from those market conditions as well. With \$113 million donated to the University in 1999, it was the second highest year in the past ten-year period. Dr. Sexton said there are approximately 15 schools in the country that receive over \$100 million annually. By January 24, 2000, Notre Dame had so far received \$79 million in this fiscal year. If contributions to the University continue to be made at this rate, he expects Notre Dame to receive a total of \$122 million in Fiscal Year 2000.

Since its inception in 1994, the Generations Campaign has received nearly \$850 million in commitments and contributions. With a target amount of \$767 million, the amount received to date is 10% over the goal. In fact, initial projections were that the University would receive \$625 million by January 2000. Dr. Sexton said he and others at the University are heartened, even a bit taken aback, by the response to the campaign. The Development Office has identified 120,000 alumni and friends of the University. By this date, 73,000 of this number have contributed to the campaign.

Dr. Sexton continued that, when funds received for the campaign are broken down by category, donors have designated nearly \$143 million for scholarships—as contrasted with the campaign's goal of \$178 million. (Thus, 80% of the goal.) The category of Law School scholarships, with a goal of \$12 million, has received nearly \$10 million. (81% of the goal). Dr. Sexton noted that the target amounts for scholarships were set in 1993 and, looking at them seven years later with current financial aid needs in mind, deans might think they are a bit low. While goals set today might be somewhat more ambitious, with one year remaining in the Generations campaign, Development is closing the gap between the amount targeted for scholarships and funds actually received.

The Generations campaign set a goal of \$145 million for professorships. Approximately \$87 million has been committed to date in this category. Related to this campaign goal, Dr. Sexton noted that, within five or six weeks, foundations will be laid for a granite wall around the campus reflecting pool. This spring, workers will inscribe in the wall the names of the endowed chairs of the University. At this

time, there are plans for 130 names to be inscribed. While there are certainly needs exceeding the \$145 million target amount, Dr. Sexton said, Development continues to work to close in on the targeted amount in the Faculty category. In particular, his office hopes to achieve at least 20 to 25 more endowed chair commitments before the year is over.

The campaign's goal for the University Libraries was \$29,200,000. Thus far, that category has exceeded expectations, with \$29,561,134 received to date. This is in large part due to a major gift received from an estate. That gift, Dr. Sexton said, took care of the brick and mortar side of the library's campaign goals.

Dr. Sexton next addressed the campaign's goals for campus buildings. The goal for physical facilities was \$169 million. With contributions to date of a little over \$100 million, 60% of this particular goal has been met. Funds for three facilities were included in the campaign's goals: \$40 million for the renovation of the Main Building (the campaign has actually contributed \$20 million of that target amount); \$40 million for the new Science Teaching Facility (at current projections of building costs at a minimum of \$300 a foot, estimates are that the 200,000 square-foot facility will cost over \$60 million to build); and \$20 million for the London facility (this facility was built significantly under the \$20 million projection). Thus, construction or renovation of these three facilities alone accounts for \$100 million of the targeted amount for physical facilities. Dr. Sexton noted that Development recently received confirmation of two significant commitments for funding of the Science Teaching Facility, increasing his optimism that the University will reach the campaign's goal for the building.

Fr. Beauchamp added that the Center for Performing Arts is a major building project at the University, although funds for it are not included in the Generations campaign. The majority of funds for this building were obtained in the University's previous capital campaign, with additional final funds put in place a year ago.

Another category targeted for campaign funding is colleges and institutes. With a goal of \$114 million, the University has received to date only a rather modest \$30 million designated for this category. Dr.

Sexton explained, however, that the target amount set in 1993 contained \$60 million for funding of new Ph.D. programs. With a change of leadership in the colleges since that time, there has been some rethinking about those Ph.D. programs. They would not emerge today as the high priority they did several years ago. In addition, a second category in the original \$114 million goal was \$12 to \$14 million for research institutes that have now taken a different form in some of the colleges.

Dr. Sexton continued that he believes that the modest progress towards the \$114 million goal reflects the feelings of many Notre Dame alumni about graduate education and research. He thinks it is fair to describe the vast majority of alumni as passionately committed to sustaining the high quality of the undergraduate experience they received at the University. Their recollections of that experience include life outside the classroom—in particular, their experiences in campus dormitories and the many close ties they forged with classmates and faculty members. Alumni who were only graduate students at Notre Dame have a much different recollection of their time at the University. And, many alumni who had the typical Notre Dame undergraduate experience and now treasure it, feel that resources devoted to graduate education and research might dilute or decrease support for the undergraduate educational experience. Thus, despite substantial efforts on the part of the Development Office, generally, the low amount received in the Colleges and Institutes campaign category demonstrates that there has not been enough progress in changing the minds of Notre Dame alumni about the value of graduate education at the University. The message Development has been trying to send through the Alumni Office, the Public Relations Office, *Notre Dame* magazine, and during Notre Dame Nights is that the quality of graduate programs at Notre Dame sustains and enhances the quality of the faculty, which, in turn, enhances the quality of the undergraduate experience.

Dr. Sexton continued with his explanation of a table of gift levels and the progress to date on the levels. At the levels of \$5 million and \$1 million down to \$5,000 and less, the campaign has done extremely well. There has not yet been a gift at the \$30 million level—although Development

has certainly asked. There are now two proposals outstanding at that level. What happens quite frequently is that a gift that was targeted at the highest levels becomes a gift of \$15 or \$18 or \$20 million. Before the end of the campaign, Dr. Sexton said, Development would certainly like to obtain one or more gifts of a dollar level at the top of the chart.

Regarding gifts at the highest level, Dr. Sexton noted that the Development Office is quite strict in how it claims or counts gifts. Rounding is down, not up—not a common practice in the development world. An example of Notre Dame's practice is a promised estate gift to the University in excess of \$18 million. How much of the promised gift should be counted for the campaign, especially in light of the fact that the couple whose estate it will be are 82 and 84 years old? Many institutions would count the full \$18 million immediately. Notre Dame, however, is counting only 60% of the promised amount because, according to actuarial tables, that is the present value of the estate.

Dr. Sexton continued that at the lowest level shown on the chart—\$5,000 or less—the University has received 73,000 gifts totaling nearly \$132 million. These contributions come from a group of 113,000 prospects. Development's target at this gift level is to receive contributions from 100,000 of those in the data base. Going to the higher end of the chart—gifts of \$250,000 or above—contributions have come from 440 families. Those 440 gifts, out of the total number of gifts—81,500—have accounted for 70% of the total amount raised. Generally, Development's rule of thumb is that the breakdown is 80% high-end gifts to 20% lower-end. In this campaign, the proportion of high-end gifts is 10 percentage points lower. Dr. Sexton noted that it is fair to say that Notre Dame is very definitely involved in the lives of these 440 families and corporations, although this group is generally composed of families who have contributed to Notre Dame at these very highest levels. Essentially, the financial future of the University is in the hands of a very few people.

Dr. Sexton then outlined Development's plans for the remainder of the campaign. First, there are three "fly-ins" planned for this year. A fly-in is a fund-raising event which begins by the University sending a private plane to bring six to eight couples

to campus for a weekend. On Friday night, the potential donors have a relaxed dinner with Fr. Malloy, Fr. Beauchamp, Prof. Hatch, and Dr. Sexton. Following Saturday morning presentations, two graduate and two undergraduate students join the group for lunch. The students tell the potential donors why they came to Notre Dame and how their expectations have been fulfilled at the University. They may even offer their views on what Notre Dame can do to become even better. More presentations follow in the afternoon, ending with an appeal by Dr. Sexton for participants to consider a financial commitment to the University when a representative from the Development Office calls on them the following week.

At the heart of his appeal, Dr. Sexton said, is his statement to the participants that they were invited for the weekend because he believes they have an emotional connection to Notre Dame that is sometimes hard to express. Some of those invited have children who have benefited from the Notre Dame experience. Most have enjoyed the Notre Dame experience themselves. Still others are people who are deeply serious about their continuing to be one place in the country where a demanding education, basically of a liberal character, is offered around a central core of values and the sacraments.

After this appeal, Dr. Sexton continued, all participants attend Mass at the Log Chapel. The beginnings and foundations of Notre Dame are recalled at the Mass. Dinner at the top of the Library follows Mass, with the evening ending with one more expression by Fr. Malloy of his vision for Notre Dame and his hope that the invited guests will become a part of this endeavor. By this time, the 12 to 16 guests have developed quite a rapport with Notre Dame officers and each other. On Sunday morning, the University hosts a final breakfast for the guests. By mid-morning, they are on their way back home.

The results of the fly-in weekends are quite gratifying. The weekends have averaged \$540,000 per couple. There has been a total of 158 attendees, with approximately \$85 million committed. Many of the campus buildings one sees today were funded by donors who decided to contribute to the University after a fly-in experience.

Dr. Sexton said that there will be three more fly-ins before the campaign's end. One weekend will be focused on financial aid, another on graduate studies, and a third on the new Science Teaching and Engineering facilities. These fly-ins will be larger than normal. Thus, possibly 20 couples will attend the weekend planned for the Notre Dame-Texas A & M game. The weekend of the Notre Dame-Kansas game this past fall was the date of a fly-in centered on the new Science Teaching Facility. That one three-day period resulted in commitments of approximately \$4.8 million for that facility. Development is hoping to duplicate that level of gift commitment twice more—once for the Science Teaching Facility and once for the Engineering facility.

In addition, Dr. Sexton said, there are three major functions planned for Science and Engineering at gift amounts a level down from the fly-ins. At these events, Development hopes to receive gifts in the \$100,000 to \$500,000 range. Also for the Generations campaign, Development has scheduled four mailings all with a focus on financial aid, graduate studies, and the library. The individual gifts received from the mailings are generally \$10,000 or lower. In addition, Development runs constant focused telemarketing through its bank of 40 phones staffed by undergraduate students who are receiving financial aid from the University. The students place calls to specifically targeted alumni and have met with enormous success. The success rate of the phone bank, which has become quite a substantial operation, is approximately 95%. Phones operate into the late-night hours, when the students call West Coast alumni and friends. Finally, Development has \$100 million in nine leadership proposals outstanding at this time. Of the nine proposals, Dr. Sexton says he is optimistic that seven will result in a substantial gift.

Dr. Sexton concluded his presentation by outlining Development's funding goals for the final months of the campaign: (1) His office will work to close the gap on financial aid between the current amount received of \$143 million and the target amount of \$178 million. (2) A second major goal, and a very ambitious one, is to secure commitments for 25 more endowed chairs. (3) For the Science Teaching Facility, the target date for breaking ground is Spring Semester 2003. Dr. Sexton said he feels optimistic that,

given this year's results, the University will be in a position to guarantee that target date. (4) The Engineering Facility is intended to be primarily a teaching and research facility, which means the University will be turning to the federal government for financial assistance. Dr. Sexton said the University's representation in Washington has taken great strides forward this year and he is optimistic that federal aid will be forthcoming for this facility. (5) Graduate studies will continue to be a focus of the campaign. Development will continue to endeavor to convince potential donors that the quality of graduate and undergraduate educational experiences at the University are inextricably connected. (6) Library collections continue to be a high priority. This year, 43 new library collections were dedicated. Dr. Sexton said he believes this is evidence that library donations are becoming a more attractive donor possibility. (7) Centers and institutes will also continue as a campaign goal. There has been some progress in this category. Development hopes for even more progress in the final stages of the campaign. (8) The campaign's final focus will be securing funding for a proposed Law School addition. Development has identified two families as the key funding candidates for this project.

Dr. Sexton again pointed out that, with receipts to date of \$850 million, the Generations campaign has well exceeded its goal of \$767 million. By June 30, 2000, the end of the fiscal year, Development expects to be at \$900 million. Some are suggesting that the University could be at the \$1 billion level by the end of the calendar year, the end of the campaign. Dr. Sexton explained that to reach that goal, Development needs the continued assistance of deans and professors. The faculty can make potential donors more aware of what can happen at the University with increased resources. That is a story that cannot be told as well by a professional fund-raiser.

Prof. Woo thanked Dr. Sexton for the work he and his staff have done on behalf of the College of Business.

Prof. Merz said he wished to point out that, in some instances, there can be a difficulty in "counting" gifts, or designating in which gift category they belong. For example, according to statistics presented today, Library funding has done

very well. However, some of the collections counted in the Library's totals are actually parts of the Graduate Program in the Humanities. One could just as easily count some library collections as donations to the Graduate Studies category.

Dr. Sexton explained that when the campaign refers to funds for graduate studies, it means funds in support of graduate fellowships, relief from teaching to pursue research, or fundamental support for research. Although this has sometimes proved a difficult sell, Development will continue in its endeavors in these three areas.

Prof. Merz commented that although Dr. Sexton's presentation demonstrated how the overall campaign goal has been exceeded, the only specific category mentioned today with commitments exceeding the target amount was the libraries. What are the other categories, not discussed earlier, which have exceeded the campaign goals?

Dr. Sexton replied that there is a major category called "Emerging Priorities." Included in this category are the Institute for Irish Studies, the Institute for Educational Initiatives, the Alliance for Catholic Education, and the Institute for Latino Studies. Approximately \$125 million has been designated to these entities. In addition, the category of Unrestricted Gifts, with a target of \$25 million, has received \$85 million to date. A third category is Expendable Gifts—for financial aid, for example—which has received approximately \$40 million. Together, these categories account for a substantial portion of campaign donations.

Fr. Beauchamp clarified that the category of Unrestricted Gifts does not mean that a donor says the University can do whatever it wishes with a donation. In the Unrestricted Gifts category are such entities as the Annual Fund and the Sorin Society, all of which have claims against them for scholarships, underfunded building projects, and other expenses. Dr. Sexton agreed that the designation "Annual Fund" may be a more accurate designation for the category of Unrestricted Gifts. Nonetheless, he said, it is fair to say that this category has substantially exceeded its target amount.

Prof. Aldous commented that Dr. Sexton said in his presentation that one of the

reasons Notre Dame was important to donors was that it offered a "liberal education." Dr. Sexton replied that, yes, fundamentally, a liberal education is offered at the University. Prof. Aldous then said, given the University's focus on a liberal education, she would like Fr. Malloy to clarify his statement at the April 19, 1999, Academic Council meeting that freedom of speech at the University existed only within the classroom.

Fr. Malloy answered that he knew of no context in which there had been a discussion of that issue. At the April meeting, the discussion related to student organizations and whether, within the administrative structure of the University, student organizations were subject to the Vice President for Student Affairs and generally within the student affairs sphere of the University. It was related to that topic that a discussion occurred. There was never a discussion of academic freedom as such.

Prof. Aldous repeated that Fr. Malloy had said at that meeting that academic freedom existed at the University only in the classroom. Fr. Malloy asked her for the source of the comment she now attributes to him. Prof. Aldous answered that he made the comment at the April 19th Academic Council meeting. Fr. Malloy asked if she had the minutes of that meeting in front of her. Prof. Aldous replied that, although the minutes were not in front of her at the moment, she remembers that she was astounded when Fr. Malloy said at the April meeting that if she took her students out in the hall, the discussion that occurred there would no longer be covered by freedom of speech. He could look at the minutes and see that had been his response. This was disturbing to her. Prof. Aldous further stated that while Dr. Sexton frequently speaks and meets with wealthy people—for instance, the potential donors he is flying to the University for special week-ends—this is a University and what occurs here must stir people. The experience students have here will affect them their entire lives. That is the reason she feels it is so important for Fr. Malloy to clarify his remark.

Fr. Malloy said he found it difficult to refute Prof. Aldous' contention without a copy of the minutes. He has been a great defender of academic freedom as a reality, both in his writing and in countless

discussions. Academic freedom is a rubric that is employed comfortably in University settings. At the April 19 meeting, the discussion pertained to student organizations, not about Prof Aldous speaking to students in the hallway. Fr. Malloy said he would be more than happy to clarify the minutes, although he did not believe that the appropriate time to do was during the discussion of the University's financial campaign.

Prof. Aldous replied that some people do contribute to the University on the basis of what they have learned here. One of those things, which is also a basic tenet of our country, is freedom of speech. She believes that the topic of academic freedom is germane to the discussion because she is sure that Dr. Sexton would like contributions from those of ordinary means as well as from the wealthy.

Dr. Sexton commented that, when he uses the term "liberal education" in connection with Notre Dame, what he means is that students are exposed to the arts, sciences, mathematics, and all aspects of an education that prepare a person to be fully-educated and well-rounded; he did not intend to imply any more than that.

Fr. Malloy then thanked Dr. Sexton for his presentation and adjourned the meeting at 4:50 p.m.

Respectfully submitted,

Carol Mooney
Secretary

Academic Council

March 2, 2000

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Carol Mooney, James Merz, Mark Poorman, C.S.C., Francis Castellino, Christopher Fox, Frank Incropera, Eileen Kolman, Patricia O'Hara, Joan Aldous, Neil Delaney, Thomas Blantz, C.S.C., Naomi Meara, Sonia Gernes, Carolyn Nordstrom, Charles Kulpa, W. Robert Scheidt, Samuel Paolucci, Joseph Powers, Rick Mendenhall, Ava Preacher, Kenneth DeBoer

Members Absent: Rev. E. William Beauchamp, C.S.C., Rev. Timothy Scully, C.S.C., Jeffrey Kantor, Carolyn Woo, Jennifer Younger, Jean Porter, Andrea Selak,

Henry Weinfield, Patrick Gaffney, C.S.C., Ikaros Bigi, Edward Conlon, Fernand Dutille, Alan Krieger, Matthew Hedden, Cristina Mejias, Cindy Mongrain

Observers Present: Mary Hendriksen, Dennis Moore, Col. Stephen Popelka, Harold Pace

Observers Absent: Dan Saracino, Barbara Walvoord, Sean Seymore

Invited Guest: Philip Quinn, as Jean Porter's stand-in

Prof. Hatch began the meeting at 3:05 with a prayer.

1. Report on the Special Professional Faculty. Prof. Hatch stated that the first item of business would be a report on the Special Professional Faculty (SPF) submitted to the Academic Council by the Faculty Affairs Committee. (The report is attached, with its own Attachments A through E.)

Prof. Mendenhall, chair of the Faculty Affairs Committee, explained that the report is the product of work begun in the 1997-98 academic year, when the Faculty Affairs Committee appointed a subcommittee on the SPF. The subcommittee's mandate was to explore a range of topics that had surfaced over the years, including such issues as the criteria for appointment to the SPF, the process for appointment, and the length of contracts. The subcommittee pursued a number of information-gathering steps, including a survey of Notre Dame's SPF. In this current academic year, the subcommittee's work was considered by the full Faculty Affairs Committee. Nearly three meetings were spent discussing it. Prof. Mendenhall said the topic that proved the most controversial in committee, and to which the most effort was devoted, was that of the titles of the SPF ranks. [Current SPF ranks are Assistant Professional Specialist, Associate Professional Specialist, and Professional Specialist. Academic Articles, Art. III, Sec.1(d).]

Prof. Mendenhall directed members' attention to pages 3 and 4 of the report, which state: "Some Special Professional Faculty may be more appropriately considered as research faculty. [The Academic Articles establish four categories of regular faculty: Teaching-and-Research, Research, Library, and Special Profession-

al. Art. III, Sec. 1(a)-(d).] To allow more flexibility in building an infrastructure for research, the Committee suggests that the University allow for appointments of research faculty to institutes, centers, and laboratories without attachment to a department."

Prof. Mendenhall said that the committee formulated this suggestion with the specific case of the Radiation Laboratory in mind. Both he and Prof. Bigi have spoken to Radiation Laboratory SPF members. The researchers told them that their grant applications are at a great disadvantage because reviewers frequently do not recognize the title "Special Professional Faculty." Thus, the committee's Recommendation (c) is that faculty members whose primary duty is research, like those in the Radiation Laboratory, should be appointed to the Research Faculty. Prof. Mendenhall said the recommendation is meant to apply not only to those newly applying for faculty positions. The committee's intent is that current SPF who are more appropriately classified as Research Faculty should now be so classified.

Prof. Mendenhall stated that Dr. Weigert, who had been chair of the subcommittee last year when it prepared its report on the SPF, was invited to address the full Faculty Affairs Committee this year. Dr. Weigert believes that the problem of titles of the SPF ranks goes beyond researchers in the Radiation Laboratory and those engaged in similar work. When she addressed the committee, she asked for an opportunity to address the Academic Council as well. While Dr. Weigert's request was denied by the Executive Committee, she was invited to write a letter that appears as an attachment to the committee's report. (Attachment E)

While recognizing that the subcommittee conducted a survey of many issues of concern to the SPF in February of 1999, in her letter, Dr. Weigert calls for the Academic Council to conduct a new survey focusing only on the issue of the preferred titles for the ranks within the Special Professional Faculty. Prof. Mendenhall said there was some sympathy for Dr. Weigert's request within the Faculty Affairs Committee. However, as a whole, the committee failed to find sufficient evidence that a problem concerning the titles of the SPF ranks exists outside the Radiation Laboratory concerning the titles of the SPF ranks.

The committee's conclusion was based on the February 1999 survey. Question 15 of that survey asked: "Are there any other issues you would like addressed by the subcommittee (such as the name of faculty, ranks, organization, position within the University, etc.)?" (Attachment A, p. 4). Out of 210 SPF surveyed, 109 responded. Only 18 of the 109 respondents mentioned titles as an issue they would like addressed. Although, Prof. Mendenhall said, the Faculty Affairs Committee was never presented with the original data, he would expect that several of those 18 respondents would be satisfied with the committee's recommendation that faculty members who primarily do research should be appointed to the Research Faculty. While the committee failed to find sufficient evidence warranting a new survey, it agreed to include Dr. Weigert's letter as an attachment to its report in recognition of the seriousness of her concern.

Prof. Castellino stated that the topic of Special Professional Faculty is a complex one. He has spent time on it every week since his appointment as Dean of the College of Science, although he recognizes that some of the issues concerning the SPF may be unique to his college and not have the same importance for others at the University. For Council members' information, Prof. Castellino explained that current University policy is that Research Faculty must be appointed to a department by a Committee on Appointments and Promotions (CAP) and be reviewed by that CAP [Academic Articles, Art. III, Sec.4(b)]. In contrast, SPF can be appointed to a department or to centers and institutes [Academic Articles, Art. III, Sec. 4(d)]. Under the Academic Articles, any Special Professional Faculty member can be recommended to a department—for example, a Radiation Laboratory Professional Specialist could be recommended to the Chemistry Department—and its CAP would then vote on whether that person should be converted to the Research Faculty. While such a conversion can occur now, issues remain as to whom the faculty member reports. Prof. Castellino also said that it has been suggested that Research Faculty should be appointed only by centers and institutes, not by departments. Personally, he favors this idea, although it is a separate and complex issue of its own. Adopting that policy would take an act of the Academic Council.

Prof. Hatch commented that the same suggestion regarding the appointment of Research Faculty through centers and institutes was discussed at the Executive Committee. He, too, believes the idea should be considered, although he agrees that it raises very complex issues that need to be examined in depth.

Prof. Castellino continued that the issues concerning the SPF go beyond the Radiation Laboratory, although they are certainly pressing issues for the researchers there. His concern is that the Faculty Affairs Committee's Recommendation (c) may need some refinement because it is not as innocuous as it may seem. There are not a great number of SPF who primarily do research. However, of those who do, many do not hold Ph.Ds. It may be that the University wants to restrict its designation of Research Faculty to those who hold a Ph.D. and designate as Special Professional Faculty those who do not.

Prof. Mendenhall asked whether the distinction is between those faculty members who do or do not have a Ph.D., or between faculty members who do original research and those that assist with research?

Prof. Castellino said, while it would be his preference that all Research Faculty should have a Ph.D., that is not the issue at hand. He has raised it only to demonstrate the complexity of Recommendation (c).

Prof. Mendenhall said he believes that, in this recommendation, the committee meant to include people who are responsible for doing original research. While he is not in Science or Engineering, the two colleges containing most of the SPF engaged in research activities, he would assume that the majority of SPF in Science and Engineering do have Ph.Ds.

Prof. Castellino said Prof. Mendenhall's assumption may not be true. There are other subtleties here as well. For example, currently, a SPF member cannot apply for his or her own grant without a co-sponsor from the Teaching-and-Research Faculty. In contrast, because Research Faculty members are under a department, they may apply for grants on their own. That is a major issue in Science and Engineering. In these colleges, one would hope that if the designation

"Special Professional Faculty" exists, faculty members in that category would be able to apply for research grants. Thus, grant procedures are another element of the complexity of the issue.

Prof. Delaney asked for an estimate of the number of the kinds of faculty members under discussion. Of the SPF who do primary research, what percentage of them have Ph.Ds?

Prof. Merz said that there are 12 SPF in the Radiation Lab and "all" have Ph.Ds.

Prof. Delaney asked for the number outside of the Radiation Laboratory. Prof. Castellino replied that, probably, there would be eight to ten who do primary research but who do not have a Ph.D. He then amended that number to five or six. These SPF would be in centers and institutes, such as the Center for Transgene Research and the Walther Cancer Institute. He added that the determination as to whether a person does original research or assists in it can be a difficult one. In many cases, although a person may be "assisting," he or she is so heavily involved that, in actuality, original research is being performed. Prof. Castellino concluded by saying that, including the 12 SPF in the Radiation Laboratory, he believes there would not be more than 20 SPF on campus to whom Recommendation (c) would apply.

Prof. Delaney asked Prof. Castellino if he believed it appropriate for faculty members with Ph.Ds who do primary research to be appointed to the Research Faculty. Prof. Castellino answered, "Yes."

Prof. Merz said he wished to comment on the situation of the Radiation Laboratory. He has worked closely with the Radiation Laboratory for the past seven years, including a time as its acting director. As previously mentioned, a problem exists with Radiation Laboratory SPF securing grants because many outside of the University do not understand the Special Professional Faculty title. The 12 SPF at the Radiation Laboratory, all of whom hold Ph.Ds, publish a high rate of first-quality research in appropriate journals. While they would be eligible for appointment to an academic department, particularly the Chemistry Department, such a move would be inappropriate because it would triple the size of the Physical Chemistry

group and completely unbalance the department's research groupings.

Prof. Merz also stated that he disagreed with Prof. Castellino regarding the policy on research grants. Prof. Merz believes that the Radiation Laboratory's Professional Specialists can submit grants, but that they cannot supervise Ph.D. dissertations. Thus, each SPF who supervises a dissertation must do so through a member of the Chemistry Department or other appropriate department. He strongly encourages establishment of a mechanism which would authorize a CAP in the Radiation Laboratory to review the status of each Special Professional Faculty member individually and decide whether that person would be more appropriately classified as Research Faculty. He believes a mechanism to do just that is already underway and that it is the only viable solution to a long-standing problem in a high visibility and important research component of the University.

Prof. Castellino clarified that SPF may submit grants, however, the routing form requires the signature of a Teaching-and-Research Faculty member. Prof. Merz agreed.

Prof. Preacher addressed the issue of the name now given to the SPF. While the committee's report states that 62% of survey respondents did not add any comments to their questionnaires, the most commonly cited issue among those who did was the name of the faculty. The issue of the Special Professional Faculty name has come up repeatedly in a campus organization of SPF. Despite the small number of responses to Question 15 of the committee's survey, whenever the issue of the SPF name surfaces in the organization, it has been hotly contested. Prof. Preacher said that, although she believes the current term provides for a category of people in a creative and productive way, it is difficult to explain to those outside of the University. Thus, most SPF ordinarily use their alternate titles on letters or when taking some sort of official action. Prof. Preacher added that she supports Dr. Weigert's belief that a new survey is needed to ask specifically about current SPF titles and to collect suggestions for possible changes. Prof. Preacher further commented that she believes it is not well known, even within the University, that SPF are part of the regular faculty. Many at the University,

particularly department chairs, need to be educated on this point.

Regarding the desirability of a new survey, Prof. Mendenhall said that while he does not believe the evidence warrants it, he does know there is sympathy for a survey. If many faculty members do not like their title, he does not believe it should continue to be used. While that position may appear inconclusive, he believes it is open to the Academic Council to decide whether a new survey is needed.

Prof. Gernes, a member of the Faculty Affairs Committee, stated that, certainly, the number of responses to Question 15 was not great. However, there is a degree of passion among some in the SPF ranks who feel the lack of an appropriate title is high. The problem does not seem to be the name Special Professional Faculty, but the individual title of Professional Specialist. Many find it leaves them in a kind of limbo professionally when representing themselves to persons outside of the University.

Mr. DeBoer agreed with Prof. Gernes. When SPF meet in the loosely organized campus group Prof. Preacher mentioned, the issue of SPF titles has been discussed. However, even within that group, there is no consensus on a suitable replacement. He believes that a new survey dealing only with the issue of the SPF name and the titles of its ranks would be desirable.

Prof. Meara asked if there were any specific suggestions for a new name.

Prof. Castellino replied that the difficulty in choosing a new name is that there are many different functions performed by Special Professional Faculty. He believes that some SPF, particularly those with a job description including functions involving "support," should continue to use the name. However, those who are involved in more creative activities should have a different name. Several years ago, in recognition of this, the Academic Council moved a large group of SPF into the category of Research Faculty. However, some faculty still remain in the SPF category who should be taken out—for example, researchers in the Radiation Laboratory. There should be different names for different sets of people—all of whom now are designated Special Professional Faculty.

Prof. Mooney pointed out that Attachment D of the Faculty Affairs Committee's report lists several alternatives to the name "Special Professional Faculty" that were provided by survey respondents. Some of these are "Strategic Faculty," "Teaching Education Specialist," "Administrative Specialist," and "Scientist Specialist." She was a member of the committee that dealt with this issue, but feels that none of the suggested alternatives is adequate. The difficulty is that an enormous variety of people now are classified as Special Professional Faculty. One specific title cannot describe all members of the group.

Prof. Meara commented that it does appear that one name would describe only a portion of the different people now classified as Special Professional Faculty.

Prof. Gernes agreed. Some SPF are researchers in the sciences; some teach the lower levels of modern and classical languages; some are advisors in the First Year of Studies; and others are administrators in such programs as the Theology Department's Master of Divinity Program.

Prof. Merz commented that another example of Special Professional Faculty are the associate and assistant deans of the Graduate School. He does not believe that they are unhappy with their titles or that they are advocating a change.

Prof. Hatch asked whether the Graduate School deans ever use the title Assistant Professional Specialist or Associate Professional Specialist. Prof. Merz replied, "No." They use the title Assistant or Associate Dean.

Prof. Hatch then asked if a large number of current SPF would be more appropriately classified under a name such as Administrative Faculty. Prof. Preacher commented that some SPF, including she, could be so classified.

Prof. Castellino commented that Notre Dame was not uniquely structured. Surely other universities have the same types of positions and must name faculty who fill them.

Prof. Hatch said he believes that Notre Dame has a broader definition of faculty than most other universities. For instance, at Vanderbilt, there are no such

categories as Library Faculty or Special Professional Faculty. Many private universities tend to classify people either as Teaching-and-Research Faculty or Administration.

Prof. Merz said he believes that is true, with the exception of a Research Faculty classification. Almost all universities have Research Faculty in centers, institutes, and laboratories.

Prof. Delaney said it would be helpful to separate the questions at hand. First, should Ph.D. researchers be put on the Research Faculty? This is a substantive issue that relates to the success of grant applications. Second, should, a smaller group—although a very diverse one—be given a different name? He assumes that, with Prof. Castellino's proviso regarding primary research, no Council member has any objection to Ph.D.s being part of the Research Faculty.

Prof. Merz said the qualifications for appointment to the Research Faculty are clearly spelled out in the *Faculty Handbook*. Thus, any transfer from Professional Specialist to Research Faculty must meet established criteria. That seems uncontroversial.

Prof. Delaney said that what is controversial is the second question. It involves what people prefer to be called. He does not believe that one name can describe both the faculty member teaching Introductory French and the faculty member serving in an administrative capacity in a dean's office.

Mr. DeBoer said he agreed with Prof. Delaney, but pointed out that the issue before the Council today is only whether it should authorize a survey of the SPF to ask specifically about attitudes toward the current name.

Prof. Delaney said he is suggesting that the survey group could be smaller by classifying those SPF as Research Faculty who should be so classified.

Prof. O'Hara said that while she was not on the Subcommittee on the Special Professional Faculty she does serve on the Faculty Affairs Committee. The committee's report has been three years in the making. Even though only a small number of SPF responded to the survey question regarding the name, the subcommittee

focused on that issue and, within itself, explored other possible titles. None of those titles was perceived to be better than the current designation. While subcommittee members did not have consensus on the issue of a name, the majority felt that retaining the existing title was preferable to any of the suggested changes. When the subcommittee's report came to the full committee, it endorsed that recommendation. Thus, while committee members understand that there is a discomfort with the name, they did not like any of the alternatives. Prof. O'Hara said that she feels that the issue has been thoroughly discussed, but that there is not yet an alternative with sufficient support.

Prof. Mendenhall agreed with Prof. O'Hara. A new survey would likely indicate dislike of the SPF title. Whether it would lead to a better solution is another question. Prof. Delaney has captured the committee's frustration with the designation Special Professional Faculty for those other than those in the Radiation Laboratory and those in similar positions. The choice seems to be to come up with a better title or to come up with an array of titles. Neither option was very satisfying to the committee.

Prof. Kolman pointed out that, in Attachment D, three reasons are given for concern about the current SPF title. The first is difficulty in obtaining federal grants. This appears to be solved if some SPF are brought into the Research Faculty category. The second is "hard to explain to outside professional groups." However, it appears that most SPF have alternate titles which are frequently used. The third reason given is "hard to explain inside the University (e.g., some see it as 'staff')." Prof. Kolman said she believes the third reason may be related to other parts of the survey that indicate problems with voting rights, status within departments, and review and promotion. Thus, if some SPF feel equated with staff, it may not be simply because of their current titles. Rather, it may be due to how they feel they are treated in their departments. Perhaps that is more to the heart of the discomfort with current titles than the titles themselves.

Prof. Hatch stated that some of the committee's recommendations propose that departments make strong efforts to integrate within them all members of the SPF

and that each department clarify voting rights and the criteria used in evaluating performance, setting salaries, and determining readiness for promotion. (See Recommendations d, e, and f.) Departmental policies concerning voting rights vary widely across the University. Some departments give SPF voting rights; others do not. While each department has the autonomy to choose, the rules should be clear to all. If the Academic Council approves these recommendations, the Provost's Office would ask that departments make efforts to comply with them.

Prof. Merz moved that the committee's recommendation that the University allow appointment of Research Faculty to institutes, centers, and laboratories without attachment to a department be accepted. The motion was seconded by many Academic Council members.

Prof. Castellino said that before adoption the ramifications of such a policy should be studied. He believes there is some value in having faculty positions tied to departments. While he is amenable to opening up a discussion of the issue, when and under what conditions the policy should be implemented needs to be thoroughly examined. A serious study is necessary first.

Prof. Merz offered to amend his motion by restricting it to the Radiation Laboratory.

Prof. Castellino said as much as he agreed in principle with the idea, he does not believe the Council should restrict the proposed policy to a certain part of the University.

Prof. Preacher asked for clarification of the voting process with regard to the committee's report. Will the Academic Council vote on each of the seven recommendations separately or will they be bundled into a whole? Fr. Malloy answered that the Council may choose either option. If Prof. Merz withdraws his motion, the recommendations can be looked at as a whole. Under that option, the recommendation forming the basis of Prof. Merz's motion would be studied with the others. Prof. Merz agreed to withdraw his motion "with some reluctance."

Prof. O'Hara moved that the report of the committee be accepted and referred to

the Provost's Office for appropriate implementation. Prof. Castellino seconded the motion.

Prof. Aldous said she has listened to the discussion today with some bewilderment. Other universities do not have the SPF category. Before the committee's recommendations are made a *fait accompli* and left in the Provost's Office, she believes the Special Professional Faculty should have more of a voice in the matter. They are the ones who will be affected by any changes. Perhaps the Provost is willing to have some sort of advisory committee made up of Special Professional Faculty. Prof. Aldous added that she is curious how other universities designate their SPF-like faculty. She had not heard of the category until coming to Notre Dame.

Prof. Castellino replied that, as Prof. Hatch said earlier, because many universities do not designate SPF-like employees as "faculty," "Special Professional Faculty" is not a common term.

Prof. Hatch reiterated that many universities consider some positions that are designated Special Professional Faculty at Notre Dame as part of the administration. For those who teach particular subjects and are not on a tenure track, a common practice is to use the title of "Professor of the Practice of (the specific subject)."

Prof. Mooney explained that the subcommittee did survey a number of other universities. They found that, frequently, those who teach Introductory French, for instance, might be called "Lecturers" or "Instructors." Notre Dame uses the title of "Instructor" differently. At Notre Dame, it is almost a post-doctoral position before one begins on a tenure track. The subcommittee also found that some SPF at Notre Dame would be classified as administrators at most other universities and that researchers would be a part of the Research Faculty. Thus, Notre Dame does have an uncommon category of faculty members—uncommon not only in the name but in the inclusiveness of the faculty designation.

Prof. Aldous asked if the committee had examined how the compensation of Notre Dame's SPF compares to similar faculty at other institutions.

Prof. Mooney said it was not an issue the committee was charged with exploring.

Prof. Hatch said compensation for SPF at Notre Dame is comparable to those in similar positions at other universities, e.g., researchers are paid comparably to other researchers and assistant deans are paid comparably to assistant deans.

Prof. Castellino stated that in the College of Science, Research Faculty have a given rank—either assistant, associate, or full—and are paid approximately the same as Teaching-and-Research Faculty at the same rank.

Prof. Aldous asked who decides the pay scale. The survey results indicate to her that some SPF feel they do not have any voice in their earnings.

Prof. Castellino reminded Council members that, under current University policy, members of the Research Faculty are under the chair of a given academic department. Thus, for compensation, they are treated in the same way as any other faculty member in that department. With Special Professional Faculty, compensation is complicated by issues of lines of authority.

Prof. Aldous replied that Teaching-and-Research Faculty usually have some sort of negotiating power. She gathers from the survey that many SPF feel they do not.

Prof. Preacher said the SPF have been addressing many of the issues Prof. Aldous has raised. By and large, however, the SPF are pleased to be included in the faculty category. It is a privilege those in similar roles at other universities do not have. In fact, it puts Notre Dame in the forefront of creative thinking about how to deal with people in certain kinds of positions. Although there are weaknesses with the SPF designation, perhaps they have been laid out in a way that makes satisfaction with the position appear more negative than it actually is.

Prof. Quinn said that, assuming the motion under discussion passes and the Provost's Office studies the committee's recommendations, it seems to him that the real issue is that there are some members of the SPF who have an alternate title they prefer. If one happens to be an assistant dean or an associate dean,

that is the preferred title. However, there are some members of the SPF who do not have a more recognizable title. Perhaps the solution is for the University to become more creative in devising new titles for those who do not feel they have an acceptable alternative.

Prof. Incropera said, as a comparative newcomer to the University, he has been very confused by the title Special Professional Faculty. His confusion has been heightened by the tremendous range of talents and people that fall under that designation. He disagrees with Prof. Preacher that the designation "faculty" is appropriate. While he understands why many might prefer a name including the word "faculty," he would opt for a name that actually describes the activity or function of the individual so that he or she may use it with some sense of pride. Examples might be "Administrative Specialist," either assistant or associate, and, rather than prefacing titles with "Full," simply "Administrative Specialist," "Technical Specialist," "Teaching Specialist," or "Lecturer." Thus, he would advocate a system of classification that, in fact, reflects what people do.

Fr. Malloy called for a vote on the motion presented by Prof. O'Hara to accept the report of the Faculty Affairs Committee and refer it to the Provost's Office for appropriate implementation. The "Aye" votes were unanimous, with one abstention by Prof. Merz.

Prof. Hatch said that he will look seriously at the issue of changing policy so that Research Faculty need not be approved by a department. The same suggestion has come from the Faculty Senate. While Prof. Hatch said he believes it is an appropriate step for the University to take, various issues and procedures need to be thought through before such a change is made. His office will do the research and then come back to the Academic Council with a proposal to amend the Academic Articles.

2. Committee Reports.

(a) Faculty Affairs Committee. Prof. Mendenhall reported that his committee has several matters now in process. Most of them are in subcommittees. A report on non-regular faculty is ready for discussion by the full committee. The proposed Faculty Alcohol Policy, which is an

outgrowth of a resolution from the Faculty Senate, has been the subject of much work by subcommittee, and is nearly ready for full committee discussion. In addition, a member of the Library Faculty is examining the subject of Library representation on University committees. That, too, is nearly ready for committee. Two matters which still need work by subcommittees are the Faculty Senate's resolution to increase the faculty by 150 new positions in addition to those which were called for by the Colloquy 2000, and the issue of adjunct faculty representation on the Faculty Senate.

(b) Graduate Studies Committee. Prof. Meara reported that this committee was working on two issues. One involved suggestions for enhancing the University's focus on graduate education and the reputation of the Graduate School. The second was to sort out the differences in the responsibilities of the Graduate Council and this subcommittee. There is overlap between these two entities.

(c) Undergraduate Studies Committee. Prof. Fox reported that the committee continues to discuss the Academic Code of Honor. At a recent lengthy meeting, discussion focused on the issue of disclosure of student violations, a topic on which the committee is divided. The next topic will be the issue of evidence. He hopes to bring a revised proposal on the honor code to the Council this year. Although other issues are before the committee, members feel that the honor code should be their focus.

There being no further business, Fr. Malloy thanked Academic Council members for their participation and adjourned the meeting at 4:05 p.m.

Respectfully submitted,

Carol Ann Mooney
Secretary

Academic Council

April 18, 2000

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Rev. E. William Beauchamp, C.S.C., Jeffrey Kantor, Carol Mooney, Rev. Mark Poorman, C.S.C., Christopher Fox, Frank Incropera, Eileen

Kolman, Carolyn Woo, Jennifer Younger, Jean Porter, Joan Aldous, Henry Weinfield, Rev. Thomas Blantz, C.S.C., Rev. Patrick Gaffney, C.S.C., Naomi Meara, Sonia Gernes, Carolyn Nordstrom, Charles Kulpa, W. Robert Scheidt, Samuel Paolucci, Joseph Powers, Rick Mendenhall, Edward Conlon, Fernand Dutile, Rev. Richard Bullene, C.S.C., Alan Krieger, Ava Preacher, Kenneth DeBoer

Members Absent: Rev. Timothy Scully, C.S.C., James L. Merz, Francis J. Castellino, Patricia O'Hara, Andrea Selak, Neil Delaney, Ikaros Bigi, Matthew Hedden, Cristina Meijas, Cindy Mongrain

Observers Present: Mary Hendricksen, Harold Pace, Barbara Walvoord

Observers Absent: Dan Saracino, Sean Seymore

Invited Guest: Capt. Patrick Casey, as Col. Stephen Popelka's stand-in; Dennis Brown, as Dennis Moore's stand-in

Prof. Kolman opened the meeting at 3:05 with a prayer.

1. Request for change in designation of the title of a Ph.D. in "Aerospace Engineering" or "Mechanical Engineering" to "Aerospace and Mechanical Engineering." The first item on the agenda was consideration of a request to change the title of the Ph.D. program in one of the Engineering departments. Prof. Hatch called on Dean Incropera to introduce the topic. Prof. Incropera referred the Academic Council members to documents from the College of Engineering faculty and the Graduate Council, which explain that currently Ph.D. students in the College of Engineering must select either a major in "Aerospace Engineering" or "Mechanical Engineering." Although the College has two separately accredited and distinct undergraduate programs in Aerospace and Mechanical Engineering, at the graduate level there is only one Ph.D. program. All graduate students take a common set of core courses plus a minimum of nine additional graduate level courses. Thus, the Engineering faculty believes that the distinction between a major in Aerospace or Mechanical Engineering is somewhat arbitrary. Further, because of methods used to identify disciplinary faculty, adopting a combined designation, as

other universities have done, can lead to improved national rankings.

The Graduate Council approved the request for a combined designation. Prof. Hatch stated that the proposal for a combined designation also comes with the approval of the Executive Committee.

Fr. Malloy asked for a vote on the proposal to change the title of a Ph.D. in "Aerospace Engineering" or "Mechanical Engineering" to "Aerospace and Mechanical Engineering." The Academic Council unanimously approved the proposal.

2. Amendments to the Academic Articles Governing Elections. Prof. Mooney, Chair of the University Elections Committee, explained that currently the section of the Academic Articles concerning election to committees of the University, of any College, or of the Library, provides that a majority of votes elects. (Academic Articles, Article IV, Section 6.) While majority vote is the current rule, it has not been the practice in all the Colleges. Majority vote has not been the rule in the very large College of Arts and Letters, except with regard to those positions specifically designated as requiring a majority. Were it otherwise, the College would spend much of each year circulating ballots. For these reasons, the Elections Committee has proposed amending the Articles so that, except when otherwise provided in the Articles, in all College and University elections, the nominee receiving the highest number of votes will be elected if he or she receives at least one-third of the total votes cast for the position. [See Attachment A.] Prof. Mooney explained that the number one-third was chosen to ensure that if a person is elected by less than a majority, he or she has more than a handful of supporters. Prof. Mooney further explained that the Articles already contain a provision requiring majority vote for election to the Provost's Advisory Committee. At the request of the Executive Committee, election to the Academic Council and to the University Committee on Appeals will continue to be by majority vote.

Prof. Mooney called attention to three other proposed changes. First, while faculty on leave can continue to vote in University or College elections, the proposed amendment provides that the onus is on the faculty member to keep informed

about elections and to find a means to participate in a timely manner. Second, the proposed amendment eliminates any reference to write-in votes. Because the name of any faculty member showing interest in a position, as well as all others nominated by the Elections Committee, must appear on the ballot, there have rarely been write-in votes and an allowance for them is not necessary. Third, the proposed amendment contains a new subsection, Article IV, Section 3, Subsection (o), formalizing the practice of election to the Academic and the Faculty Affairs Committee of the Board of Trustees.

There being no comments or questions concerning the proposed amendments, Fr. Malloy called for a vote. The proposed amendments were unanimously approved.

3. Report on the University Academic Code of Honor from the Undergraduate Studies Committee. Prof. Fox, Chair of the Undergraduate Studies Committee, explained that, despite lengthy discussions, the committee found itself unable to recommend a final document at this time. He said that some deep philosophical differences and questions remain concerning the Honor Code and its implementation. Rather than trying to partially fix the current draft, the committee decided to remand study of the Code to the University Honor Code Committee. That committee can start afresh with the revisions.

Fr. Malloy asked committee members their sense of the degree to which students abided by the Honor Code. Prof. Fox replied that there might be a difference of opinion on that question. He believes that the prevailing view is that cheating is not a large-scale problem. For the most part, the committee feels that students adhere to the Honor Code, but that the Code contains some inconsistencies that need to be remedied. One of the key issues to be resolved is the disclosure of students' offenses, including how long and where records of allegations and violations are kept. The revised Honor Code must also address some new issues that have surfaced in our technological age—for example, certain opportunities for cheating presented by Internet sources.

Fr. Malloy commented that the determination of what constitutes cheating has

always been an issue in discussions and applications of the Honor Code. Another issue is how cheating is ascertained, particularly by methods other than anecdotal evidence or actual witnessing of the act. A third issue is how allegations of violations are adjudicated.

Prof. Fox identified two other Honor Code issues: What is a minor offense and what is a major offense? What is the level of consistency in adjudications and sanctions across campus?

Prof. Kolman stated that the present system of adjudication of Honor Code violations is so decentralized that, before the Honor Code Committee can even approach revising the Code, it must be better informed by the departmental committees of the kinds of allegations coming before them and how the committees act upon them.

Prof. Fox added that anecdotal evidence exists of students in some departments or colleges receiving very minor sanctions for offenses penalized much more harshly in other departments. He believes the Honor Code Committee must specifically define cheating and what constitutes major and minor violations of the Code.

Fr. Malloy asked if the committee has any statistical information on how many students receive sanctions for Honor Code violations, both those deemed major and minor. Prof. Fox replied that he was not aware of the existence of any such information. Who would supply it?

Fr. Gaffney said that, according to the faculty manual, all adjudications resulting in a determination of "guilty" are sent to the deans.

Prof. Fox commented that perhaps the committee should ask each of the deans to prepare brief reports on the number of Honor Code violations in their colleges.

Prof. Preacher stated that the Honor Code itself might preclude such a request. Each dean would need to designate a person to examine the files and to identify major and minor offenses. That determination could be made in some instances, but not in others. She does not believe that the statistical data Fr. Malloy is requesting is the kind of information the Honor Code encourages deans to gather.

Fr. Malloy posed the following question: Suppose a nonfaculty member of the community overheard students discussing an instance of cheating. Would that person be under the impression that the faculty would want to know about the incident? In other words, do various members of the University community have the same impression of the level of significance the Honor Code holds? Fr. Malloy said he asks the question because he is still trying to ascertain the committee's sense of the level of cheating present on campus and to gauge the University community's reaction to allegations of cheating, whether those allegations are infrequent or common.

Prof. Fox returned to the question of gathering statistical evidence of Honor Code violations. He believes that the deans' offices could examine files from the past few years, ascertain the number of incidents reported, and determine the breakdown between major and minor offenses. However, information gleaned from the files may not alone indicate the level of cheating on campus.

Prof. Incropera stated that there are 670 students enrolled in the College of Engineering, yet only three cases of cheating crossed his desk this year. He has difficulty believing that in such a large number of students these were the only three instances of dishonesty. His impression is that the faculty and administration are not looking for instances of cheating. For example, the present Code allows professors to absent themselves from examination rooms. He believes that practice, coupled with students' reluctance to report other students' Honor Code violations, leads to a situation in which many at the University are looking the other way.

Prof. Fox said that in the College of Arts and Letters, with 5,000 students enrolled, approximately ten cases of Honor Code violations surfaced this past year. Were there only ten instances of cheating? He suspects not. In this regard, the issue of faculty members' presence during examinations was hotly contested in committee. No consensus on the issue was ever reached.

Prof. Powers stated that he has served on several departmental honesty committees, as well as being involved in exit interviews with seniors. Every year the

seniors are asked whether cheating is a problem. By and large, they have said it is not. His own experience is that cheating is not a problem during examinations. Most instances of cheating he has witnessed have been in laboratories. Students have a different set of standards for what constitutes cheating during examinations and in laboratory situations.

Fr. Malloy confirmed with Prof. Fox that the Academic Council is being asked today only to receive the report of the Undergraduate Studies Committee. That report remands study of the Academic Code of Honor to the University Honor Code Committee.

Fr. Malloy concluded discussion of the Honor Code by remarking that he has been involved in the Code at various stages of its formation. A survey was done once which tried to compare the level of cheating with and without a code. Whether one believes, for example, that only ten students in the College of Arts and Letters violated the Honor Code last year reveals one's fundamental theory of human nature. However, that is a different question than whether having an Honor Code creates a climate in which expectations of trust and reliability are built into the value system the University hopes to pass on to those who join its community.

Fr. Malloy continued that there is also the very complicated question of how one ascertains and deals with cheating. In our litigious society, that question must assume new importance. If a student receives a severe penalty in an Honor Code case, all involved in the case may find themselves in court. Recognition of that possibility is the source of a great deal of unpleasantness when one tries to defend the significance of the system. Nevertheless, Fr. Malloy concluded, the Honor Code and possible revisions of it are a very important matter. Fr. Malloy stated his hope that the committee will continue its endeavors to ascertain the level of adherence to the Honor Code and to have a good system of adjudication for allegations of violations in place.

4. Report of the Ad Hoc Committee on Academics and Student Life. In accordance with a resolution passed at the April 19, 1999 Academic Council meeting, an *ad hoc* committee was appointed by Fr. Malloy in the fall of 1999

to explore the relationship between the academic and student life missions of the University. The resolution was passed after lengthy debate concerning three Faculty Senate resolutions related to the decision by the Office of Student Affairs at the end of Spring semester 1998 to place the Women's Resource Center (WRC) on probation. Fr. Malloy said that after the committee's report (Attachment B) is received and discussed today, he will study the committee's recommendations and, this summer, he will try to devise some effective ways of making progress on this important issue.

Prof. Mooney, chair of the *ad hoc* committee, thanked the committee members for their diligence and willingness to work together. The full committee met together 12 times and held two meetings open to the entire University community. In addition, during the 1999 fall semester, various subcommittees met with 22 persons and groups. Prof. Mooney said that the report which resulted has the unanimous support of the committee. There was much give and take in the report's preparation, but the product was fully supported by the whole group.

Prof. Mooney stated that although the committee was formed after Academic Council discussions related to the probationary status of the Women's Resource Center, it understood its charge to be much broader—namely, the exploration of the relationship between the academic and student life missions of the University. While committee members were aware that some in the University community would want to focus very specifically on the WRC incident, the committee itself saw the issues flowing from the incident as symptomatic of the larger tensions between academic and student life at the University.

During the committee's consultative phase, Prof. Mooney continued, committee members discovered, discussed, and wondered about a gulf they perceived between academics and student life. That gulf manifests itself in several ways: Faculty/student interaction outside the classroom is not as rich as it could be; residential life is largely divorced from the intellectual life of the campus; differences exist in the governing philosophies of the Office of Student Affairs and of the faculty; and, at times, faculty and Student Affairs personnel exhibit hostile or disre-

spectful attitudes toward each other. Having perceived this gulf between the two spheres of the University, Prof. Mooney said, the committee does not mean to imply that there are not people who work very hard to bridge it. Nevertheless, a gulf exists. It was a surprise to most on the committee to discover how great the divide may be. Fundamentally, the divide is marked by tension between the commitment to free inquiry, which is, of course, one of the hallmarks of a university, and Notre Dame's commitment to the formation of its students' character. Prof. Mooney said this tension will always exist, which is good, because the two spheres of the University have important roles. However, members of the University community must find creative ways to balance these roles.

Prof. Mooney said that what occurred in the Academic Council meeting last spring is evidence of the gulf between the two spheres. Three resolutions came before this body. Two of the resolutions could not be considered because they were determined to fall within the province of the student life sphere. They were then sent to the Campus Life Council, which was not sure it could take action on them. The Academic Council did consider the third resolution, although it was transformed into the resolution that gave rise to the formation of the *ad hoc* committee.

Given the existence of the University's two very separate structures for student life and academic life, Prof. Mooney said that the committee's primary recommendation (Recommendation 1) is that the University should have a body charged with the integration of these two components. The committee would serve an advisory role to all the officers of the University, but principally to the President, the Provost, and the Vice President for Student Affairs. A substantial majority of the members of the committee should be elected. Among the elected members, there should be roughly equal representation of faculty, students, and Student Affairs personnel.

The committee made seven other recommendations which flow from its primary recommendation. The third recommendation relates specifically to the issue of academic freedom. It is that the new council should "call for articulation of, and integration of, Notre Dame's dual goals for formation and inquiry." The

council should provide for dissemination of materials that will set forth that articulation and facilitate continuing discussion of it. Thus, Prof. Mooney continued, while tensions and questions will continue to exist, under the committee's recommendations, there will be a constructive way for the tensions and questions to be thought about, discussed, and addressed.

Fr. Malloy asked if any of the members of Prof. Mooney's committee also on the Academic Council—Prof. Woo, Prof. Meara, and Dr. Walvoord—wished to add their comments. Prof. Meara complimented Prof. Mooney on her role as head of the *ad hoc* committee and said she expressed members' concerns very well. Dr. Walvoord concurred.

Prof. Nordstrom commented that the committee had produced a well-written and vibrant report. She continued that, in her anthropology classes, she has received hundreds of cultural studies of Notre Dame. On the basis of what she has read in those studies, she thinks students would be in complete agreement with the committee's recommendations. However, while recognizing that tensions exist between the University's academic and student life spheres, Prof. Nordstrom believes all members of the University community—staff, faculty, rectors, rectresses—are doing a far better job in integrating the two spheres than they sometimes seem to acknowledge. In the profoundly intimate stories of the campus she has read, she finds the existence of a remarkable moral basis. This is unusual on college campuses, and she has been on several. Prof. Nordstrom said she points this out because it demonstrates that there is ground on which to build and many professors choose to teach at Notre Dame precisely because ethical considerations are taught in class as part and parcel of the curriculum. She believes that rectors, rectresses, and Student Life personnel also inculcate ethical considerations in what they do. If one listens to the students and observes their actions, they actually have synthesized the intellectual life and the moral life quite well. Thus, Prof. Nordstrom concluded, while she agrees with the report's recommendations, she does want to express her optimism about the foundation that already exists.

Fr. Malloy pointed out that there are actually six Academic Council members who teach at the University and reside on

campus, and in some small way have tried to bridge whatever gap may exist between the two spheres of the University. From his experience, he finds the language of "gulf" to be a bit strong. He would characterize the situation as one in which members of the University community become busy, even overwhelmed, with the specific responsibilities of the particular world in which they live. It becomes difficult to imagine ways in which another set of people can be taken into one's life while continuing to do justice to those who already have a call on one's time and energy. Fr. Malloy said he perceives this to be a dilemma for the faculty. When he meets individually with faculty members, many have told him how difficult it is to know even the other members of their department. This is especially true in the larger departments. The problem worsens as more faculty members live farther distances from campus, with some living as far away as Chicago. Likewise, Fr. Malloy said, rectors can feel overwhelmed with the logistics of getting to know all those entrusted to their care. Thus, he would characterize whatever divide exists between the academic and student life spheres at the University as based less on ideology than on constraints of logistics and personal commitment. It is easy to become overwhelmed by one's primary responsibilities and thus become unable to take on the next set of relationships and connections.

Prof. Porter commented that she thought the committee's report was very good and, obviously, the product of much hard work. The only reservations she has with it have more to do with what is not said than with what is said. First, the second of the original Senate resolutions quoted on page 1 of the report asked specifically that the Academic Council "clarify" the formal responsibilities of the Vice President for Student Affairs in reporting to the Provost "on procedures regulating student organizations whose officially approved goals and procedures involve a significant academic or political component." However, nothing in the report speaks to reviewing the structure of the Office of the Vice President for Student Affairs. Nor does the report deal directly with examination of the structure of the Campus Life Council. Prof. Porter said she was struck by the fact that the *ad hoc* committee never suggests a review or revision of the structures currently in place. Instead, it suggests setting up yet

another entity. Prof. Porter said she wonders if that recommendation is perhaps both too much and too little—too much in that she is not sure that another council is the solution to the problem and too little in that, in addressing the issues raised in the report, she believes the University community should first step back and look more closely at the functioning of the entities already in place.

Responding to Prof. Porter's comments concerning the Campus Life Council, Prof. Mooney replied that one of the many drafts of the *ad hoc* committee's report suggested that the proposed new council should take its place. Ultimately, the committee decided not to make that suggestion. It seems to her, Prof. Mooney continued, that if the new council is in place and working as it should be, the Campus Life Council would become superfluous and might very well be abolished. However, the committee did not want to hinge its report on the abolition or reconfiguration of the Campus Life Council. The committee believed that reconfiguration of the Campus Life Council was not an adequate solution to the problem of the gulf between the University's two spheres. While it felt that reconfiguration could occur, the committee wanted its message to be that a new council, charged with bridging the gap between the academic and student life spheres of the University, is most definitely necessary.

As to the Office of Student Affairs and the examination of its operation, Prof. Mooney said she considers that a natural agenda item for the proposed council. Her committee saw its task as analyzing where the University stood now and recommending ways in which it could go forward by building on current strengths. The committee did not believe examination of the Office of Student Affairs to be its charge.

Prof. Porter replied that, while she understood the desire to keep the charge of the *ad hoc* committee manageable, the result may be that three or four years will elapse before some of the fundamental structural issues giving rise to the Senate resolutions will be addressed. First, a new committee must be formed. Then, there will be the lengthy process of amending the Academic Articles and elections for the council positions. Finally, the Council must function a year or so before structural changes will occur.

Prof. Mooney said she doubted the process Prof. Porter described would take as long as three or four years. Formation of the new council may not require amendment of the Academic Articles. There are a number of campus bodies, including the Campus Life Council, that exist without inclusion in the Academic Articles. The Provost's Advisory Committee is another example. It existed for many years without inclusion in the Academic Articles.

Prof. Porter reiterated her concern about the length of the process. Prof. Mooney repeated that she believed the process would be much speedier than Prof. Porter described and that, rather than analyzing specific issues, the committee tried to take a more global view of the problem of integrating the University's two spheres.

Prof. Powers said that while he certainly supported the committee's recommendations for more faculty/student involvement, he wished to point out that some programs to foster interaction exist right now, but students do not always utilize them. For instance, a few weeks ago, as many as 30 Engineering faculty members attended a lunch at South Dining Hall. However, student attendance was so low that professors had to actually seek out students to come join them.

Prof. Mooney acknowledged that efforts to foster faculty/student interaction outside of the classroom already exist. The specific recommendation of the committee in this regard is that "[t]hose colleges that do not already do so should make funds available to faculty for promoting faculty/student contact outside the classroom, e.g., for dinners at faculty homes." [Recommendation 5] When such funds are available, they have been used—to the great satisfaction of both faculty and students. Prof. Mooney said she believes that lunch with faculty in the middle of the day has met with less success than dinners.

Prof. Gernes commented that, as a college fellow in Arts and Letters for four years, she administered funds for entertaining students in faculty homes. While the money was used somewhat unevenly, it was used. One advantage of such a fund is that it allows and encourages Teaching Assistants and Adjuncts, who, as a group, have much contact with students but are not paid as generously as full-

time Teaching-and-Research faculty to entertain students. Another program that worked well to promote faculty/student interaction was language tables. Faculty and TAs were given free tickets to eat at a French or other language table in the dining halls. Prof. Gernes commented that one of her predecessors set up the coffee house on the ground floor of O'Shaughnessy. She believes the coffee house has been successful because it makes faculty/student interaction easy. When trying to facilitate interaction between faculty and students, very often locale and proximity make a huge difference. For that reason, Prof. Gernes continued, she believes the very practical suggestion that classroom space and faculty offices should be more closely integrated in campus buildings [Recommendation 2] is an excellent one. Last year, one of her graduate students wrote a poem about how intimidating it was to walk into Decio to see her professors. That a graduate student could be intimidated by a major faculty office building illustrates to her how important it is to engineer physical space on campus. Prof. Gernes said she thought the committee's acknowledgment of the importance of the configuration of campus space was one of the most striking aspects of its excellent report.

Fr. Malloy asked Prof. Gernes whether she believes the greater incentive for faculty/student interaction at dinners and similar events is funding, or whether it is simply the urging or promotion of the event. Prof. Gernes said she believes both are factors. For non-Teaching-and-Research faculty, reimbursement of the expenses involved in entertaining students seems to her to be key. However, many regular faculty took advantage of the Arts and Letters program as well. For them, she believes the program was important not so much for the funding it offered as the official sanction it extended to entertaining students in faculty homes.

Prof. Woo, a member of the *ad hoc* committee, commented that the committee's report was very difficult to write because its work involved a large and amorphous issue. As one discusses the issue of integrating the academic and student life spheres of the University, it is not always possible to identify which of the observed differences are philosophical, which are logistical, which are caused by certain structures, and which exist because of poor communications. After having lis-

tened to 26 groups of people, Prof. Woo said she would say that all these differences exist. The bottom line, however, is that the committee observed many exchanges, some of which were quite shrill in nature, which were not very constructive or respectful. Thus, the report's recommendations, taken together, should be viewed as a tactic, a pattern of how to address the issue of integrating the University's two components. No matter what one believes to be the root of the problem, if the now very separate spheres of the University community are not brought together, she and others are concerned that the shrill exchanges will continue and the fabric of the community will continue to be torn.

Prof. Meara, also a member of the *ad hoc* committee, said she agreed with Prof. Woo's comments. The committee had two goals: (1) To articulate as well as it could that, whether one characterizes it as a gulf, a split, or a misunderstanding, there is a division between the two spheres of the University. (2) To try to envision a mechanism by which the people involved in the division could talk to each other. Referring to Prof. Porter's comment about the report's failure to suggest reconfiguring or abolishing the structures already in place, Prof. Meara said she believes that if the people who are being evaluated do not have any control or voice, the outcome cannot be successful. Thus, the heart of the primary recommendation of the committee, which tried to be very balanced, is that there must be organized conversation. Out of that organized conversation, structural changes might flow.

Mr. Krieger made the observation that the Catholic historical tradition, particularly in an academic context, posits that the two endeavors of the University—intellectual inquiry on the one hand and moral formation on the other—are, in fact, complementary. The belief that the two can be complementary, even harmonious, goes back at least as far as the founding of Notre Dame. This history bodes well for the success of the proposed new council.

Prof. Weinfield said he felt he must offer a negative voice to the discussion. There are ideological splits on campus. This is inevitable and not something to be worried about or to try to ameliorate. There will even be a certain amount of acrimony from time to time, and he sees noth-

ing wrong with that. What does worry him, Prof. Weinfield said, is that the possibility of acrimony should produce such a flutter of nervousness that a report is issued that essentially tries to eliminate acrimony when that acrimony is based on some very real differences of opinion. He does not think that the situation that arose last year over the Women's Resource Center was so terrible. It was inevitable. In his view, the worry that unpleasantness will occur is more dangerous than unpleasantness itself.

Prof. Scheidt said that one of the concerns of last year's campus debate over the probation placed on the Women's Resource Center was that there were some flat-out prohibitions, essentially, "Thou shalt not even think about certain issues." From his perspective, that was one of the central issues of the controversy. There is a division at the University between what is generally considered the academic life and what is considered the residential life. For some matters, what goes on in the academic life is much more freewheeling than what goes on in residential life. For other matters, it is the reverse. He believes that was one of the issues the *ad hoc* committee was trying to address. While some may characterize the difference between the University's two spheres as "acrimony," he believes there are more fundamental issues at stake.

Prof. Mooney responded that the "Vision" section of the committee's report acknowledges that tensions do exist between the intellectual and formation aspects of the University's mission. Whatever action is taken to integrate the University's two components, those tensions are likely to remain. The question is how to balance the two components' goals. Working at balancing them requires an organized, structured plan, which is why the committee advocated a new council. It does not mean that there will never be controversies or differences of opinion—for that is what universities are about at every level.

Prof. Aldous commented that she has always made a point of having students over to her house, for that facilitates the goal of a university, which is the free exchange of ideas. Given that goal, it is inevitable that there will be disagreements. As other speakers have stated, she believes that the root of the controversy over the Women's Resource Center was the statement by administrators that,

"You shall not do these things." Perhaps, Prof. Aldous said, what Notre Dame needs is a committee to explain to the administrators the purpose and nature of a university.

Prof. Weinfield stated that, to clarify his earlier remarks, he believes it is understandable that at Notre Dame there are times when the administration must intervene in the way it does. While he may not always agree with the intervention, he recognizes that it must occur. Given that the administration must intervene, yet some will object to its intervention, an ideological conflict is built into the situation. No amount of bridging, advisory committees, or similar strategies will eliminate the built-in tension. Thus, Prof. Weinfield said, he is not complaining about the tension. His complaint is with the idea that the tension can and should be resolved.

Prof. Conlon said he believes there are two kinds of discomfort to identify in the situation. Tension can be uncomfortable in itself, and then there can be discomfort about the management of discomfort. The latter is what the proposed council is to address and he thinks it is an entirely reasonable pursuit.

Prof. Woo responded that the committee's intent was not to eliminate tension. The goal of the University should not be to eliminate tension, but to have constructive venues for groups to work together so that the students are not split between the two spheres.

Prof. Nordstrom said that as she read the committee's report, she was thinking less about the desirability of tensions between the University's two spheres than the model it presents for a new kind of blossoming on campus. Her hope is that the model the report presents will help the many Notre Dame students who struggle with the issue of excessive drinking. Judging from the cultural studies students submit in her anthropology classes, she believes that one cannot overestimate the amount of drinking that occurs on campus. In class, students tell her that there is no venue on campus in which they can interact in neutral space in creative new ways, and separate themselves from the culture of excessive drinking. As Prof. Nordstrom read the committee's report, she realized that committee members had identified some of the same ten-

sions on campus her students have identified. The council proposed by the committee provides a forum in which the University community can discuss how one breaks some of the habits associated with drinking and the "hook-up culture," as well as providing more interaction with faculty who can provide positive role models for students.

Fr. Malloy thanked the committee for its hard work and excellent report. He will take the report very seriously and, after talking it through in all its dimensions, will be ready to act on it. Because he lives in two worlds, Fr. Malloy said, he knows that there are wonderfully dedicated, devoted people both on the faculty and in Student Affairs. There are many good things going on in both worlds and many common issues to be addressed. He believes the report allows, in the broad stroke, a chance to make some progress toward integrating the two spheres of the University. He understands the committee's intent is not to eliminate tension, but to provide an opportunity for members of both spheres to converse.

Fr. Malloy also noted that other than the military academies, Notre Dame is the most heavily residential campus in the nation. Notre Dame is also distinctive, as well as fortunate, to have a significant adult presence in the dorms. The University must determine how to most effectively utilize this. A third distinctive quality of Notre Dame is that its students are extremely generous in their extracurricular activities.

Fr. Malloy said his own experience is that Notre Dame students work very hard academically—and that they party with the same intensity. The question is: Is there any relationship between two? He has spent the last few years overseeing a national study on what works and what does not work to control college drinking. A report will be issued in the next year. In the chapters of the report he has read thus far, Notre Dame is attempting to do all that the national study recommends, albeit with varying degrees of success.

Fr. Malloy concluded the meeting by expressing his hope that there will be an effective mechanism to bridge some of the gaps that have developed at the University and to bring together people of good will so that motives and intentions will not be misunderstood. If it is accept-

able to Academic Council members, he, Prof. Hatch, and Fr. Poorman, with the advice of many others, will try to formulate some proposals that address the committee's recommendations and then move forward with one or more of them.

The meeting was adjourned at 4:15 p.m.

Respectfully submitted,

Carol Mooney
Secretary

Academic Council

May 10, 2000

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Rev. E. William Beauchamp, C.S.C., Rev. Timothy Scully, C.S.C., Carol Mooney, James Merz, Rev. Mark Poorman, C.S.C., Francis Castellino, Christopher Fox, Frank Incropera, Eileen Kolman, Patricia O'Hara, Jennifer Younger, Jean Porter, Henry Weinfield, Rev. Thomas Blantz, C.S.C., Rev. Patrick Gaffney, C.S.C., Naomi Meara, Sonia Gernes, Charles Kulpa, W. Robert Scheidt, Ikaros Bigi, Samuel Paolucci, Joseph Powers, Rick Mendenhall, Edward Conlon, Rev. Richard Bullene, C.S.C., Alan Krieger, Ava Preacher.

Members Absent: Jeffrey Kantor, Carolyn Woo, Andrea Selak, Joan Aldous, Neil Delaney, Carolyn Nordstrom, Fernand Dutile, Kenneth DeBoer, Matthew Hedden, Cristina Mejias, Cindy Mongrain.

Observers Present: Mary Hendricksen, Dennis Moore, Col. Stephen Popelka, Harold Pace.

Observers Absent: Dan Saracino, Barbara Walvoord, Sean Seymore.

Invited Guests: Members of the Faculty Board on Athletics: Profs. Matthew Barrett, John Borkowski, Joseph Guiltinan, Alex Hahn, Jerry Marley, Clark Power.

Prof. Hatch opened the meeting at 10:05 a.m. with a prayer.

1. Proposed Changes in the Academic Articles concerning the Faculty Board on Athletics. Prof. Hatch welcomed members of the Faculty Board on Athlet-

ics to this special meeting of the Academic Council.

Fr. Malloy explained that the proposed amendment to the Academic Articles governing the Faculty Board on Athletics [Art. IV, Sec. 3(k)] was precipitated by the recent change in the reporting structure for the University's Athletic Department. The members of the Faculty Board had already given some consideration to amending the Articles when they met with Fr. Malloy to discuss a variety of issues related to the role and function of the Board. Following the meeting, a proposal for changing the Academic Articles was circulated. Throughout the spring, discussions were held and drafts circulated. The draft amendment that was presented to the Academic Council for discussion and a vote (Attachment A) had the support of the members of the Faculty Board.

Under the Board's proposal, the composition of the Faculty Board on Athletics would be modified to reflect the new reporting relationship of the Athletic Department, which will report directly to the President. The amendment provides that the chair of the Faculty Board will be appointed by the President from the Teaching-and-Research Faculty members of the Board. The chair will also function as the Faculty Athletic Representative to the National Collegiate Athletic Association (NCAA). The chair can be an appointed or elected member of the Board. If the chair is an elected member, then the College that elected him or her will elect another representative to the Board. Under the proposed amendment, the number of Board members is increased from 14 to 15. Fr. Malloy said the increase was at the recommendation of Faculty Board members, who also recommended that the President have the authority to appoint three, rather than two, members to the Board. The additional appointee will compensate for the fact that the chair will be selected from among the members of the Board.

Fr. Malloy noted that it is further proposed that only elected and appointed members of the Board, the student representative, and the Vice President for Student Affairs will be allowed to vote on matters before the Board. This change was also initiated at the Board's recommendation. Members insisted that the Vice President for Student Affairs should

have a vote, although all other *ex officio* members [the Director of Athletics, the Director of Academic Services for Student-Athletes, and a representative of the Office of the President] do not, because important student issues come before the Board.

Fr. Malloy continued that, in the proposed amendment, the mandate of the Board has been modified significantly to reflect the true nature of the group's function. It is an advisory group to the President on matters related to the education and well-being of student-athletes. Thus, the Board recommended a change in the language of the Academic Articles to reflect this function. The proposed language is intentionally general so that, over time, the Board can identify and discuss appropriate issues. However, the members of the Board also asked that it have some specific, delegated functions, particularly with respect to issues such as the fifth year of eligibility.

Finally, Fr. Malloy said, language allowing for executive session was included in the proposed revisions after this year's experience with the change in the University's Athletic Director. The proposed amendment allows the Board to hold conversations without the Athletic Director or the Director of Academic Services for Student-Athletes present. It is presumed that there will be very few occasions when this clause will be invoked, but the proposed amendment allows for the possibility.

Fr. Malloy concluded by stating that it is important to differentiate between the role of the chair of the Faculty Board on Athletics, which is a University position, and that of the Faculty Athletic Representative, which is an NCAA position. While the proposed amendment provides that the same person will hold both titles, the positions are distinct. Because serving as the NCAA representative is an extremely time-consuming activity, Fr. Malloy said he believes the Articles should allow the President the freedom to choose either an elected or appointed Board member for that position. Serving as the NCAA representative requires a significant reduction in a faculty member's academic responsibilities. It is the equivalent of a fairly major administrative appointment.

Fr. Malloy then asked members of the Faculty Board to provide their comments on the proposed revisions.

Prof. Guiltinan said that he wished to clarify that the proposed amendment is not simply responsive to Fr. Malloy's initiative, but that, even before receiving Fr. Malloy's suggestions, faculty members of the Board had begun discussing the future role and scope of the Athletic Board.

Prof. Borkowski said that with respect to the appointed Board members, he would like to publicly make the point that it is the Board's hope that the appointed positions would be used in large part to increase diversity on the Board. The Board recognizes its whiteness and its maleness. It recommends that there be more women and men and women of color appointed to serve on it.

Prof. Borkowski also emphasized that, in some ways, the proposed amendment represents a major change in the functioning of the Board. The Board is not particularly interested in who will be a team captain, who will receive a monogram, or which teams Notre Dame will play. The Board is interested in helping the University's student-athletes become better people and better students.

The University's goal is to educate young people not only intellectually, but spiritually and personally as well, so that they emerge from Notre Dame as the best possible men and women; that is a great challenge. Many of the student-athletes compete under difficult situations involving time constraints and high expectations. The Board feels that it is its job to support the University's student-athletes in their efforts to improve their lives in many dimensions. Prof. Borkowski said that time will tell whether the Board's aspirations to help student-athletes meet this challenge will be met. However, it is the possibility of doing so that motivates most members of the Faculty Board.

Prof. Porter stated that the proposed amendment appears to be a very thoughtful and well-developed set of changes. The Faculty Senate discussed the suggested revisions last night and three broad issues of concern were raised. First, in the proposal, the Faculty Board is drawn only from the ranks of the Teaching-and-Research Faculty. Was there any consider-

ation given to including Library and Special Professional Faculty, a quite significant sector of the University's faculty, on the Board? Second, as written, it appears that the chair of the Board has fairly exclusive rights to set the agenda. Was consideration given to permitting the members of the Board to determine the agenda in a more collective manner? Third, is the proposal to be understood as, in any way, narrowing of the scope of responsibility of the Faculty Board? Members of the Faculty Senate noticed that there are specific parts of the Board's charge in the current Academic Articles that are not included in the proposed amendment. For example, language has been omitted that gave the Board authority to make recommendations to the President concerning NCAA regulations and decisions and concerning standards for appointment of coaching personnel.

Prof. Hahn replied, concerning the agenda, that it is explicitly stated in the proposed amendment that any faculty member has the opportunity and the right to bring matters before the entire Board. He does not believe the agenda process can be any broader than that.

Prof. Porter explained that the concern is that the proposed language is: "Members of the faculty and the members of the Faculty Board may propose items for the Board's agenda." That can mean one of two things—either that members of the Board may propose items and the items proposed will be placed on the agenda, or that faculty members may propose items for the agenda and the chair will decide if they will or will not be included. If the Board's intent is the first interpretation, the Senate does not have a problem with the language. If it is the latter, there are concerns.

Prof. Hahn responded that the intent of the proposed language is that the chair should make every good faith effort to put a proposed item on the agenda. However, from the point of view of the flow of the agenda, it may well happen that a dozen items may be proposed and, at some point, some choices must be made.

Prof. Porter asked if a significant number of faculty members, or even a significant number of members of the Board, want an item on the agenda, can it be said with a high degree of certainty that the item would be included. She does not mean

that every single item every individual raises must be placed on the agenda, but if a significant number of faculty want to discuss an issue, would it be included?

Prof. Hahn said it is his personal interpretation that it would.

Fr. Malloy said that he did not believe Prof. Porter's concerns on the right of agenda are likely to become an issue. The proposed language is intended to facilitate faculty involvement in a focused way. Presumably, a good faith effort would be made not only by the chair of the Board, but by Board members, to bring to the table items of concern over which the Board has specific authority.

Prof. Porter then asked for discussion of the first question raised by the Faculty Senate: Are Library Faculty and Special Professional Faculty eligible for election by the colleges to the Board? These two groups of University faculty vote for their own representatives to the Faculty Senate.

Fr. Malloy said his own position is that it is desirable, because of the specific mandates and responsibilities of the Board, to restrict its membership to the regular Teaching-and-Research Faculty. This restriction is not intended to be discriminatory, but is proposed only because of the specific concerns of the Board. Other faculty who wish to bring issues to the Board's attention can do so through the faculty representatives.

Prof. Bigi commented that he does not understand why Library and Special Professional Faculty should be excluded from the Board. One could argue about the appropriate number of non-Teaching-and-Research Faculty representatives, but Library and Special Professional Faculty are members of the University concerned with its educational mission. He believes they should be eligible for election or appointment to this important University committee.

Fr. Malloy replied that there are other important University entities for which a choice has been made to restrict membership to the Teaching-and-Research Faculty—for example, the Provost's Advisory Committee.

Dr. Younger commented that, within the Library Faculty, there is definite interest

in representation on the Faculty Board on Athletics.

Prof. Preacher said, speaking as a representative of the Special Professional Faculty, she believes there is a great deal of interest among the members of this faculty group in serving on the Board. She understands why the Provost's Advisory Committee is restricted to Teaching-and-Research Faculty. However, there are members of the Special Professional Faculty who have both an interest in the matters under the Faculty Board's charge and the qualifications to deal with them.

Prof. Hahn suggested that perhaps the proposed language should be changed so that the President may appoint members of the Library or Special Professional Faculty to the Board from the three allotted faculty appointments. Fr. Malloy said that if there were to be a change in the composition of the Board, the appointed positions would be the right place to accomplish it.

Prof. Porter proposed: In the fourth and sixth line of the first paragraph, strike the words "teaching-and-research" and substitute "regular faculty." This would make it possible for the two at-large elected members to come from the Library or Special Professional Faculty and for the President to appoint members to the Board from those faculty groups.

Prof. Hatch asked if Prof. Porter intended to include Research Faculty in the amendment as well. If Special Professional and Library Faculty would be eligible for positions on the Faculty Board, then Research Faculty also should be eligible.

Prof. Porter agreed. The term "Regular Faculty" includes Research Faculty. [Academic Articles, Art. III, Sec.1(e)]

Fr. Malloy said he would be willing to accept Prof. Porter's amendment as a friendly amendment if the members of the Board were also willing.

Prof. Hatch said he favored restricting the membership of the Faculty Board on Athletics to the Teaching-and-Research Faculty. The Board's function involves the University's core educational mission. While there are some members of the Special Professional, Library, and Research Faculties capable of judging the matters under its jurisdiction there are others who are

not. He believes that the core academic mission of the University is bestowed in a special way on the Teaching-and-Research Faculty. Thus, he would argue that the language of the amendment should remain as it was first proposed.

Prof. Porter replied that, while she appreciates Prof. Hatch's point, her view is that the process of election or appointment would address his concerns. Those faculty members standing for election presumably have an interest in the matters coming before the Faculty Board, and Fr. Malloy can use his discretion in making appointments.

Fr. Malloy asked for a show of hands by those favoring a change in the proposed language from "teaching-and-research faculty" to "regular faculty."

Prof. Preacher asked for clarification. Are there only two places where it is now proposed that the amendment would be changed—in the language concerning election of at-large members and appointed members—but not the portion of the amendment dealing with election of members by the colleges? Prof. Porter responded that she was correct.

Seven members of the Academic Council indicated they would be in favor of the change; more than seven were opposed.

Prof. Porter then asked for discussion of the third question raised by the Faculty Senate: Is the proposed amendment to be construed as a narrowing of the Faculty Board's responsibilities?

Prof. Marley said the amendment was intended to delineate some of the specific issues the Board would address. Members wanted the Board to focus on academic issues involving athletes and on the University's overall educational mission. There was some discussion in committee as to whether or not approving recommendations for team captains falls into that category. However, generally, the intent was to refocus the Board's duties on issues impacting the University's academic mission.

Prof. Porter said, to give one example, the proposed amendment omits language concerning the Board's authority "to consider standards for appointment of coaching personnel." Was the omission due to the committee's belief that such matters

are not considered part of the academic mission of the Board, or because it did not want to include such specific duties in the proposed amendment?

Prof. Guiltinan said it was more the latter. The Board views the proposed amendment as giving it broadened responsibilities, not narrower. While the Board could assume the power to set a variety of standards for hiring assistant coaches, hiring proceeds without its approval or oversight. It has no way of truly being involved in that process. The Board's greater concern is in such matters as evaluating Athletic Department employees once they are coaches. The Board would like to ask whether the coaches are supportive of Notre Dame's educational mission in the full sense. Do they engage in unprofessional conduct toward students? These questions involve the Board's perception of what its role should be—essentially, looking at Athletic Department employees' performance from the eyes of student-athletes.

Prof. Guiltinan continued that the Faculty Board on Athletics is faced with some very important issues. The fact that the faculty athletic representative to the NCAA is also the chair of the Faculty Board on Athletics indicates the committee's presumption that there will be discussion on the Board of some critical NCAA issues. Thus, in answer to Prof. Porter's question, the committee views the proposed amendment as a broadening of the Board's responsibilities, and, in his own view, a broadening of the time commitment Board members must make.

Prof. Borkowski said he believes Prof. Guiltinan's point regarding the Faculty Board's interest in NCAA issues is a good one. Usually, NCAA issues arise when there is a potential violation. The Faculty Board is less concerned with violations and punishment than with taking a proactive stance to help create a more constructive environment on campus, one in which the student-athlete lives, plays sports, and attends class. Board members view their job as reviewing procedures and proposing suggestions to make the best possible integration of sports and academics in the lives of student-athletes. Thus, he also believes the proposed amendment is a major broadening of the Board's responsibilities. There has been some apprehension expressed about where this broadening of responsibilities

will lead—for instance, to whom the Board will speak and what they will report. Broadening its responsibilities has, in some ways, made the Board's agenda for next year quite unclear. However, Board members are willing to accept the responsibility of trying to help make the entire process of being both an athlete and a student at Notre Dame fit better into the mission of the University than it has in the past.

Prof. Hahn stated that the intent of the Board during the amendment process was to make the potential impact of the Board as broad as possible within its appropriate domain. The language that exemplifies that intent is in the first sentence of the fifth paragraph: "In carrying out its charge, the Board periodically reviews policies, procedures and practices that impact the educational experience of student-athletes." Thus, the committee's view is that the Board's role and responsibilities should be interpreted as broadly as possible, but within an academic context.

Prof. Bigi noted that the new text is much longer than the old. He asked whether that is because it codifies what has been practiced, or because the Board wants to take on new initiatives.

Fr. Malloy replied that he and the Board believed that, during the amendment process, they had an opportunity to undertake some additional tasks that would help provide a balancing mechanism for the well-being of student-athletes. That expanded role will require a real commitment of time and effort, but he is convinced that it will serve the University well. Part of the reason the proposed text is a bit longer, particularly the mandate portion of it, is the intent to combine general language allowing the Board to take on new tasks, while also preserving some well-established and appropriate duties it has had since its inception. There was a stage in the evolution of the draft that eliminated many of the Board's specific duties, but Board members ultimately thought it best to specifically include them. Thus, the proposed amendment is a mix of general mandate and particular duties.

Fr. Beauchamp noted that the proposed amendment provides that if the chair of the Faculty Board comes from the elected members of the faculty, then whatever

college elected him or her elects another member. In that instance, is the number of appointed members then reduced? If not, the Board will have more than 15 members.

Fr. Malloy replied that if the chair is one of the elected members, then he or she moves out of the category of elected members and into that of appointed members. There is then another college election for the chair's former spot.

Fr. Malloy thanked the members of the Faculty Board on Athletics for their diligence in working through drafts of the proposed amendment. He then called for a vote, which was unanimous in favor of the proposed amendment's adoption.

2. Report of the Faculty Affairs Committee on the Non-Regular Faculty.

The Non-Regular Faculty subcommittee was established by the Faculty Affairs Committee in the 1997-98 academic year. While the subcommittee sought to identify and discuss various issues associated with the University's non-regular faculty, it defined its primary task as clarifying the use of the classification "non-regular faculty." The classification covers a variety of appointments and is used in different ways by departments and colleges across the University. Department chairs use several titles to identify non-regular faculty. Some of these titles are: Adjunct, Visitor, Concurrent, Guest, Lecturer, and Emeritus.

Prof. Hatch explained that the committee's report (Attachment B) was not to be acted upon at the meeting, but was presented for brief discussion. On the whole, the Executive Committee's reaction to the report was positive. However, members felt that certain questions must still be resolved. One question involves emeritus faculty. As the committee's report reads, any regular faculty member who retires would have an emeritus classification. ["Emeritus: Designates a regular faculty member who has retired from his or her position."] This, Prof. Hatch said, has not been the University's practice. Before language such as the committee's definition becomes standard, the procedure by which a retiring faculty member is designated as emeritus must be clarified.

Prof. Mooney said the issue Prof. Hatch raises was discussed in committee. She had believed University practice was to

confer the title of emeritus only on Teaching-and-Research Faculty. However, other committee members pointed out examples of non-Teaching-and-Research Faculty who had been designated emeritus. Thus, the committee arrived at its current definition. She recognizes that it is broader than Notre Dame's current practice.

Prof. Merz asked whether the classification of emeritus is presently automatic for retiring Teaching-and-Research Faculty. Profs. Mendenhall and Mooney replied that it was. Prof. Mooney added that promotion to emeritus status for Teaching-and-Research Faculty has been automatic for several years, preceding her time in the Provost's Office.

Fr. Malloy asked if the classification was age specific, or, if a professor retired early, does he or she also automatically become emeritus.

Prof. Mooney answered that the University's definition of "retirement" requires a person to be at least age 55 and to have at least 15 years of service or to be age 62 with 10 years of service. [Academic Articles, Art. III, Sec. 12]. Given these age and years of service requirements, a 32-year old cannot retire and be designated as emeritus.

Fr. Beauchamp said he believes the Academic Articles provide that, when a person retires, he or she must be specifically designated as emeritus. Prof. Castellino and others concurred. A retiring professor must be appointed as emeritus.

Prof. Mooney said, while they were correct, in recent years appointment to emeritus status has been virtually automatic for retiring Teaching-and-Research Faculty members.

Fr. Malloy said there is a process by which a retiring faculty member is designated as emeritus. Paperwork for the designation is directed to Prof. Hatch, and then to him. Both must approve. Usually, promotion to emeritus status is built into the specification of a faculty member's terms of retirement.

Prof. Merz asked Prof. Mooney: Would it be a useful tool in retirement negotiations for the designation of emeritus not to be automatic, but to be a title offered only to some faculty members?

Prof. Mooney answered that, of course, the more one has to offer, the easier it is to negotiate. However, she does not believe the question of making emeritus status selective has been considered for a long time.

Fr. Malloy said, of all the terms the University negotiates with retiring faculty members, he suspects the designation of emeritus is the least significant. He reiterated that promotion to emeritus status does require administrative approval.

Prof. Powers commented that the emeritus title does denote merit. Yet, occasionally, a faculty member retires who does not have as much merit as others. Should that person be designated as emeritus?

Prof. Bigi, a member of the Faculty Affairs Committee, said committee members knew that designation of emeritus status was not automatic. However, effectively, it always seems to happen, at least in certain categories of faculty members. Thus, committee members saw no reason not to formally make the designation automatic.

Prof. Meara commented that the University's current practice appears to be working without any problems. Why, then, must it be changed? Departments may want to praise some retiring faculty members more than others, yet the process of administrative approval of emeritus status does not seem overly burdensome. She suggested that the committee edit the definition of "emeritus" so that it designates a regular faculty member who has retired and been promoted to that position.

Prof. Hatch stated that the issue of awarding emeritus status to retiring faculty members is not principally with Teaching-and-Research Faculty, but with other categories of regular faculty. The University has not typically awarded all retiring regular faculty members emeritus status. This is the area that must be clarified and for which criteria must be set. He suggests that the Provost's office think about possible criteria, develop a proposal, and meet with the subcommittee for discussion in the fall.

Prof. Mooney said she wished to reiterate that the intent of the committee was to provide definitions in the Academic Articles for various titles in order to resolve

problems with consistency of their use. The committee was not attempting to change current practice, but to define it. It wanted department chairs and others who make appointments to have clear guidelines for placing faculty members in certain categories. Perhaps the emeritus definition has been the focus of discussion today because it does not accurately describe current practice as well as the committee's other proposed definitions of subcategories of non-regular faculty.

Prof. Kolman said she knows of at least one Professional Specialist who has been given emeritus status. She hopes that designation remains a possibility for other Professional Specialists when they meet the relevant criteria. Prof. Kolman also asked about use of the term "concurrent." The committee's definition is "non-regular faculty members who teach in one department while holding a primary appointment elsewhere in the University." Must the primary appointment be a faculty appointment? It was her understanding that it must be.

Prof. Mooney and several members answered that it need not be a faculty appointment. The concurrent designation could refer to a staff member, a librarian, or a professional specialist.

Prof. Castellino returned to the issue of awarding emeritus status to retiring faculty members. He said he takes the designation of emeritus very seriously. Achieving emeritus status is a promotion and is recognized as such. The practice does appear to be to give emeritus status automatically to Teaching-and-Research Faculty. A judgment as to whether emeritus status should be awarded becomes more important when a person is leaving office. In his view, because one leaves an office or leaves the faculty does not mean he or she should be designated as emeritus.

Prof. Scheidt said, at least in the Chemistry Department, there are privileges associated with being retired and emeritus, as opposed to being simply retired. At one time, there was an attempt to distinguish between two kinds of retired individuals—those who were retired, and those who were retired with some merit. He believes it is a good distinction to make. Perhaps including the distinction in the definition of "emeritus" should be part of the process of imposing some uni-

formity across departments and colleges in the non-regular faculty subcategories.

Prof. Castellino said that making a distinction between retired faculty members and emeritus faculty members could be an educational aspect of the committee's report.

Prof. Porter asked what privileges emeritus faculty received that non-emeritus retired faculty do not. She indicated that she knows of emeritus faculty who do not even have office space.

Prof. Castellino answered that, in the College of Science, there are rules for the privileges associated with emeritus status. While the chair of a department cannot guarantee office space to emeritus faculty members, there is certainly every effort to secure it.

Fr. Gaffney asked whether emeritus faculty may continue to teach under certain conditions.

Profs. Castellino and Porter both answered that they can. Prof. Porter added that teaching is possible, but not necessary. It is negotiated on a case-by-case basis.

Fr. Gaffney added, for emeritus faculty, teaching should be considered a privilege.

Prof. Hatch noted that while it need not be reflected in the committee's clarification of terms, there is a distinction made between emeritus faculty who continue to live in the area and recognize it as their principal community and those who plan to move away. Those who stay have normal faculty privileges.

Prof. Bigi asked if there has been a case in which a faculty member received the title of emeritus, stayed in the area, but then later moved and had the title taken away.

Prof. Mooney answered that, in such a case, a person's office might be taken away, but not his or her title.

Prof. Hatch suggested that, after thinking through members' comments, the Provost's Office propose some language to discuss with the chair and the Faculty Affairs Committee in the fall concerning the emeritus designation and other subcategories of non-regular faculty.

Prof. Mendenhall concurred.

3. Revision of the Academic Articles concerning the Research Faculty.

Prof. Hatch explained that the proposed revisions to the Academic Articles (Attachment C) give University centers and institutes the authority to appoint Research Faculty directly rather than requiring that their appointments come exclusively through academic departments. The proposed language is the work of Prof. Merz, the University's Vice President for Graduate Studies and Research, and his staff. In the Executive Committee, the primary issues raised concerned appointment and promotion. Specifically, if the proposed amendment were adopted, what would be comparable to a Committee on Appointments and Promotions (CAP) for Research Faculty not connected to an academic department? Prof. Hatch asked Academic Council members to discuss this question, as well as any other issues involving Research Faculty, so that, in the fall, the proposed amendments may be brought forward for a vote. The purpose of the discussion today was to get a sense from Academic Council members as to whether freeing the appointment of Research Faculty from departments is the direction they think the University should take.

Prof. Weinfield said he believes the question posed by Prof. Hatch is a crucial issue for the Academic Council. His view is that there is a real danger to the educational mission of the University in centers and institutes becoming independent of academic departments. He imagines it is fairly easy to start an institute. Then, because institutes are popular, there is a tendency for them to become independent and to split off from departments. However, the educational center of the University must remain in its academic departments. The institutes should be an adjunct of the departments.

Prof. Weinfield noted that Prof. Hamlin of the History Department circulated a letter stating that an appointee of the Medieval Institute was imposed on the History Department rather than receiving an appointment through the ordinary channels of the departmental CAP. Such a thing can happen if institutes are allowed to be independent of departments. It is not so much the wording of the proposed changes that troubles him, Prof. Weinfield

said, but the phenomenon of institutes and centers.

Fr. Gaffney said he was not sure he understands the intended scope of the proposed revisions. Section 1(b) appears to relate only to Research Faculty, not to Teaching-and-Research Faculty. Do the proposed changes apply only to certain kinds of research facilities? If so, then the issue raised concerning an appointment to the Medieval Institute, which engages in both teaching and research, is not the best example.

Prof. Hatch replied that, in some ways, the proposed revisions apply more to technical fields at the University than to those in the humanities and social sciences. There are some exceptions, but, typically, individuals are not appointed to Research Faculty positions in the humanities and social sciences.

Fr. Gaffney said the autonomy, in general, of institutes and centers should be treated as a separate issue. To give two examples, the Peace Institute and the Institute for Irish Studies are not academic departments, but each has an academic mission and its own internal criteria for such procedures as hiring faculty. These institutes act like departments in that they have mirror images of departments' internal structures. Research institutes are not quite the same.

Prof. Castellino said he takes the opposite view of Prof. Weinfield. He believes having institutes and centers that are autonomous and can appoint their own Research Faculties is a crucial step for Notre Dame to take in becoming a credible research university. He does not believe autonomous centers and institutes need interfere with departmental autonomy in any way. The classic case is the Radiation Laboratory. It is an extremely high-level research facility that should be allowed to appoint its own faculty. While he agrees that the CAP issue must be addressed, it can be handled rather simply. There is oversight at the deans' level and by the Provost. Giving the centers and institutes that are strictly research components of the University the ability to appoint their own faculties is absolutely critical for Notre Dame to grow out of merely being one of the crowd.

Prof. Bigi commented that, in the future, interdisciplinary studies is an area where the University must focus. There, it may be counterproductive to insist that a certain institute or its various faculty members must be attached to one department. Particularly in the area of interdisciplinary research, there must be people who serve as bridge builders between different departments and even between different colleges. Prof. Bigi said, concerning the issue of appointments and promotions, he understands that the present director of the Radiation Laboratory has created a CAP or CAP-like entity to handle these matters. That may provide the University with some experience for other centers and institutes.

Prof. Castellino said he does not believe it is productive to become bogged down on the CAP issue. The general principle of autonomous centers and institutes is far more important. CAPs or their counterparts can be worked out, even if centers and institutes need to borrow from departments to put people on them. With goodwill, that is a detail that can be resolved.

Prof. Kulpa identified himself as the director of a technical center that crosses three colleges: The Center for Environmental Science and Technology. He agrees with Prof. Castellino that giving centers and institutes hiring autonomy would clear up serious difficulties he now encounters. If, for example, he has a research problem requiring a specific post-doctoral student and he wants to hire the best candidate and give him or her a position as a Research Assistant Professor, many times it is difficult to find a department into which the person can fit. The proposed amendment would allow centers and institutes to enhance their research and technical capabilities. His particular center does not have a teaching mission. Its mission is research—a mission that would be much easier to fulfill with passage of the proposed amendment.

Prof. Mooney said that as the University tries to expand its research capabilities, the appointment of Research Faculty becomes increasingly important. The difficulties the University encounters in hiring researchers are often with its departments. In some sense, there is pressure placed on departmental autonomy so that the researchers necessary to carry out the work of centers and institutes can receive

appointments. In these hiring situations, departments often worry about maintaining the balance of people in various fields. Thus, while the proposal certainly adds flexibility to centers and institutes, on the departmental autonomy issue, its effects cut two ways. It eliminates the pressure that some departments currently experience to hire a person whom an institute or center wants, but it creates a hiring entity that is independent from the departments.

Prof. Porter said, in her discussions with faculty over the past year, her sense is very strong that faculty members' concerns over the function of centers and institutes are totally different in the College of Arts and Letters than in the College of Science. She believes the issue of centers' and institutes' autonomy will need to be addressed in two separate spheres. Personally, she sees no problem with the proposal as long as the issue of CAPs can be resolved. Prof. Porter said she does want it understood that the proposed revisions have little or nothing to do with the function of centers and institutes in the College of Arts and Letters and their adoption does not in any way preclude looking into the kinds of issues Prof. Weinfield raised.

Prof. Hatch said he would respond more extensively at another time to questions concerning the hiring decision at the Medieval Institute. Briefly, the circumstances of that case largely involved a matter of timing.

Prof. Castellino commented that the situation with the Medieval Institute concerned the appointment of tenured faculty and has nothing to do with the current proposal. Prof. Hatch agreed. While Prof. Castellino said he believes the issue Prof. Weinfield raises is important, it should be distinguished from the ability of centers and institutes to hire their own Research Faculty.

Prof. Porter said that was her point. There are two separate issues, two separate concerns, and two separate ways of functioning between centers and institutes in the College of Arts and Letters and those in the College of Science.

Prof. O'Hara said there may be as many as three distinct ways for centers and institutes to function. In many ways, the Center for Civil and Human Rights in the

Law School is closer to the typical humanities center than to centers existing within the College of Science. Yet, it differs from both because of its high level of integration within the Law School. All appointments to the Center for Civil and Human Rights, whether of Teaching-and-Research Faculty or Professional Specialists, have always proceeded through the Law School appointments and promotions process. Once appointed to the Center, faculty have enjoyed voting privileges and have been treated like Law School faculty. The proposal under discussion would present a wrinkle for the Center in that it does not require hires to be approved by a CAP. Prof. O'Hara said she believes this example illustrates that, before a vote on the proposed amendments, the University must think through the models presented by centers and institutes already existing. Different centers are already functioning in different ways.

Prof. Hatch asked whether the Center for Civil and Human Rights has appointed Research Faculty. Prof. O'Hara replied that it has not. However, one could posit a situation in which, if the proposal were adopted as is, without mention of a CAP, a person could become a Researcher at the Center without going through the Law School's CAP process. Then, the Law School would be faced with the question of whether that faculty member is an integrated member of the Law School faculty entitled to voting privileges.

Prof. Hatch said that very issue has been a significant one for the Radiation Laboratory. It has a large number of scientists. If they were all integrated into the Chemistry Department, there is a danger that they could overwhelm it.

Prof. Merz offered a reflection on the differences between centers based in the sciences and those in the humanities. He can conceive of a case in which an institute in the College of Arts and Letters might want to hire a very high-level, post-doctoral sort of non-tenured researcher to work on a specific project—for example, the problem of government in Colombia or a peace issue. It is unlikely that a particular department would be interested in hiring this person, yet the institute might find it extremely valuable to approve a researcher on a year-to-year renewable basis—such as occurs with post-doctoral appointments, but at a much higher level

of competence and contribution. While he can envision such a situation in the humanities, it is clearly much more appropriate and would occur much more frequently in science and engineering centers.

Prof. Scheidt said that the issue here is one of quality. There must be some kind of oversight so that the level of people appointed to Research Faculty positions will have some uniformity. Further, he said, institute directors need some protection from the pressures they sometimes feel from those under them to make hiring decisions. Again, it is very important to have oversight procedures in place. Without them, the quality of researchers in centers and institutes could turn out to be uneven, which would defeat the whole purpose of their existence.

Prof. Merz agreed, but said that oversight is the responsibility of the dean and/or the Vice President for Graduate Studies and Research. In the case of a multi-college center, responsibility for oversight is with the Provost and the President.

Fr. Gaffney said he wondered how passage of the proposed amendment would affect the Kellogg Institute for International Studies. While it is more analogous to centers and institutes in the College of Arts and Letters, it is not a teaching institute. The work of the Kellogg Institute is strictly research.

Prof. Hatch said he believes the Kellogg Institute typically appoints people as Special Professional Faculty, not Research Faculty.

Fr. Gaffney asked: If the proposal passes, would it continue to do that?

Prof. Hatch replied that the proposal does not demand a shift in the classification of faculty appointed to centers and institutes. It deals with the situation of those who want to appoint Research Faculty.

Prof. Castellino said, if the proposal is adopted, any center or institute would still have the option of appointing Research Faculty through an academic department. He wants to reiterate that, in the world of science, large block grants are becoming ever more important. One needs people outside of academic departments to perform the work of the grants. Departments have an obligation to

represent many different fields; research centers do not. If one wants the large block grants that can benefit departments by, perhaps, pulling isolated Teaching-and-Research Faculty into the grant, the University must have the researchers. It is impossible to secure these grants without them—at least in the sciences. Prof. Castellino said he realizes it is different in Arts and Letters, but he suspects the situation in the College of Engineering is similar to that in the College of Science. Adopting this proposal is an action he believes the University must take.

Prof. Bigi said perhaps Prof. Castellino's point concerning the option of appointing Research Faculty through an academic department should be clarified in the proposed amendment.

Prof. Hatch asked to remand the issue of centers' and institutes' ability to appoint Research Faculty directly to the Faculty Affairs Committee for it to take up at its first meeting in the fall. The issue will then return to the full Council. There was no dissent.

4. Committee Reports.

(a) Undergraduate Studies Committee. Prof. Fox reported that the primary task of the committee has been extensive work on revision of the Academic Code of Honor.

(b) Graduate Studies Committee. Prof. Meara said that the committee completed a document members hoped would untangle the overlap between the Graduate Council and the Graduate Committee of the Academic Council. The document has been sent to the Academic Council's Executive Committee, appended to the committee's minutes, with the request that the Graduate Studies Committee of 2000-2001 review it and operate according to its recommendations. The recommendations do not require a change in the Faculty Handbook or the Academic Articles because authority for the committee is not contained within either of them.

(c) Faculty Affairs Committee. Prof. Mendenhall reported that the committee had brought forward its report on the Special Professional Faculty earlier this term and, today (May 10, 2000), its report on the non-regular faculty. Subcommittees are working on a faculty alcohol policy and the issue of Library Faculty represen-

tation on University committees. Prof. Mendenhall said that work on the issue of adjunct faculty representation in the Faculty Senate has not progressed as he had hoped and must be carried forward to next year. Just beginning its work is a subcommittee dealing with a proposal to add 150 members to the faculty above what is called for by the Colloquy. Finally, as Prof. Hatch has directed, revisions to the Faculty Handbook concerning appointment of Research Faculty by centers and institutes will be on the committee's agenda in the fall.

There being no further business, Fr. Malloy thanked Academic Council members for their hard work throughout the year and adjourned the meeting at 11:15 a.m.

Sincerely,

Carol Ann Mooney
Secretary

Academic Council

August 24, 2000

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Rev. Timothy Scully, C.S.C., Rev. John Jenkins, C.S.C., Jeffrey Kantor, Carol Mooney, James Merz, Rev. Mark Poorman, C.S.C., Eileen Kolman, Patricia O'Hara, Mark Roche, Carolyn Woo, Jennifer Younger, Jean Porter, Susan Roberts, Thomas Blantz, Rev. Patrick Gaffney, C.S.C., Naomi Meara, Sonia Gernes, Carolyn Nordstrom, Joan Aldous, Patricia Blanchette, Teresa Ghilarducci, W. Robert Scheidt, Umesh Garg, Joseph Powers, Panos Antsaklis, Rick Mendenhall, Edward Conlon, Jay Tidmarsh, Alan Krieger, Kenneth DeBoer, Ava Preacher, Andrew Olejnik.

Members Absent: Francis Castellino, Frank Incropera, Ikaros Bigi, Dino Marcantonio.

Observers Present: Mary Hendricksen, Capt. Patrick Casey, Harold Pace, Barbara Walvoord, Omar Munoz.

Observers Absent: Dennis Brown, Dan Saracino.

Prof. Hatch opened the meeting at 3:05 with a prayer.

Before undertaking its formal business, the members and observers of the Academic Council introduced themselves to each other.

1. Remarks of Fr. Malloy. Fr. Malloy reviewed some events of the summer. First, he noted the ceremony in the rotunda of the Capitol Building at which Fr. Theodore Hesburgh, C.S.C., President Emeritus of the University, was awarded the Congressional Gold Medal. Fr. Malloy said the ceremony was important not only because it honored Fr. Hesburgh, but because it brought together representatives from government, the University community, and other areas of life.

Second, Fr. Malloy spoke of the international conference he and others attended at the Tantur Ecumenical Institute in Jerusalem. The conference served a very important role in intra-Christian dialogue, as well as, derivatively, in conversation among the three monotheistic religions.

Later in the summer, Fr. Malloy and a group of University representatives attended the International Federation of Catholic Universities conference hosted by Notre Dame Australia. Fr. Malloy noted that Notre Dame helped found Notre Dame Australia and that several people from Notre Dame U.S. have served on the Board of Notre Dame Australia or in a consulting role with it. Hosting the conference was a remarkable achievement for a school that has been in existence only 10 years. Fr. Malloy found the conference a very effective gathering—serving as a reminder of the diversity of circumstances, size, support structures, and academic missions of a variety of Catholic-affiliated schools from around the world.

Over the course of the summer, the University's Generations fund-raising campaign neared its suggested but never predicted goal of one billion dollars. Fr. Malloy said he expects the billion-dollar goal to be met in the next month or two, before the campaign's December 2000 end date. There will then be an opportunity to celebrate this tremendous achievement. Fr. Malloy said he is grateful that so many people have so generously given to the campaign in order that the University might do its task well, but reminded Council members that many of the funds received or pledged are already designat-

ed for certain purposes, including the endowment.

Fr. Malloy noted the appointment this summer of Prof. Tex Dutile of the Law School as the University's new Faculty Athletic Representative to the National Collegiate Athletic Association. Prof. Dutile was also appointed the chair of the University's own Faculty Athletics Board. Fr. Malloy said that Tex, who has served at various times on the Academic Council, is ready to move vigorously and thoughtfully into his new responsibilities. Also during the summer, procedures were implemented for the Office of Academic Services for Student-Athletes to report to the Provost.

Fr. Malloy also noted that a press release in today's *Observer* (Aug. 24, 2000) announced the establishment of the advisory committee for academic and student life recommended by the report submitted to Fr. Malloy last year. The committee will be cochaired by the Provost, Prof. Nathan Hatch, and the Vice President for Student Affairs, Fr. Mark Poorman, C.S.C. The chairs are now in the process of establishing the committee's membership. Fr. Malloy said that any discussion concerning the membership could occur at the Academic Council's retreat, set for September 6.

Finally, Fr. Malloy said, Prof. Hatch is now completing his fifth year as Provost of the University. As provided in the Academic Articles, a provost's review committee will be convened this academic year. Its members will be elected by the Academic Council during the retreat meeting.

2. Remarks of Prof. Hatch. Prof. Hatch introduced Fr. John Jenkins, C.S.C., a new associate provost. He said Fr. Jenkins' responsibilities will be similar to those of Fr. Timothy Scully's, C.S.C., now the University's Executive Vice President, when he served as an associate provost. They will include matters related to undergraduate education, distance learning, international programs, assessment, and accreditation—a process the University will face soon.

Prof. Hatch noted that the administration made two other appointments in late spring. Prof. Scott Appleby will head the Joan B. Kroc Institute for International Peace Studies, and Charles Loving, who

served as Acting Director of the Snite Museum of Art, has been confirmed as the museum's permanent director.

In the Library, three new appointments were made. Gay Dannelly came from Ohio State University to be the Associate Director for Resources and Collection Services; Daniel Marmion was named the Associate Director for Library Systems; and Theresa Casad was appointed Manager of Budget and Facilities Services. Prof. Hatch said he applauded Jennifer Younger, Director of University Libraries, for successfully filling these senior positions in the library. He believes these appointments are very important in moving the Library forward.

Prof. Hatch sketched a profile of the University's new entering class. Over 10,000 applications were received for 1,960 places, making the applicant pool the largest in history. The average SAT score of the entering class continues to rise. It was 1341 this year. The percentage of minority students is up by one point, to 17%, as well as the percentage of international students—now 3%. Almost one-quarter of the applications for this class were received electronically, an increase over last year of 18%.

Over the last four years, Prof. Hatch stated, the University has achieved a dramatic increase in financial aid. During this time, financial aid to students from the University has essentially doubled, from \$5 million to over \$10 million. Given the fact that most of the University's financial aid is endowment-based, the outstanding performance of the endowment has provided additional funds for students.

Prof. Hatch said that he attributes a very positive trend in admissions statistics to the University's goal of meeting its students' full financial need. A survey of entering students taken each of the past three years shows that those accepted both at Notre Dame and Georgetown have chosen Notre Dame in increasing numbers: 40%, 54%, 63%. For those accepted at Notre Dame and Duke, the trend has been 35%, 45%, 50% in Notre Dame's favor. Prof. Hatch said the numbers are even more striking when Notre Dame is compared to highly-ranked public universities. For students admitted both to Notre Dame and the University of Virginia, the trend has been 46%, 74%, 77% in Notre Dame's favor; for the Uni-

versity of North Carolina at Chapel Hill, it is 47%, 69%, 86%. Comparison to two other schools—the University of Pennsylvania and Stanford—is also positive. Over the past three years, students accepted both at Notre Dame and Stanford chose Notre Dame in 32%, 26%, and 50% of cases.

In regards to the Generations Campaign, Prof. Hatch said he wished to note the existence of a new program called "Endowment for Excellence," which awards individual departments gifts of at least \$100,000 for the enrichment of academic life at the departmental level. In the past two years, 41 Endowments for Excellence have been provided.

Prof. Hatch continued by noting that the University is moving forward on construction of its new Science Teaching Facility. A committee in the College of Science is undertaking a search for an architect, with the expectation that construction will begin in about two years.

Finally, Prof. Hatch said, he has appointed a committee, the Task Force on Environmental Research and Education, to examine environmental studies on campus—specifically, how departments can better coordinate and emphasize their environmental studies programs. Prof. David Lodge of the Biology Department is chairing the committee, which is composed of faculty from across campus. Also, Prof. Hatch said that he expects the University to appoint a new director of the Notre Dame Environmental Research Center within the next few weeks.

3. Election of the Executive Committee. Prof. Mooney explained the procedure by which the Academic Council elects five of its members to the Executive Committee. [The Executive Committee convenes before each Academic Council meeting to establish the agenda for the full Council meeting and to discuss issues that have been brought to its attention from other University entities; e.g., for example, the Faculty Senate.] The committee consists of the Provost, Chair; a Vice President and Associate Provost designated by the Provost (Prof. Carol Mooney); the Chairperson of the Faculty Senate (Prof. Jean Porter); five members elected annually by the Council; and three members appointed from the Council by the President. Prof. Mooney noted that members of the Executive Commit-

tee serve as chairs of the Council's three standing committees. Neither Fr. Malloy nor observers to the Council are eligible for election.

Professors Woo, Meara, and Tidmarsh withdrew their names from consideration for election.

During the course of the meeting, the Council elected five of its members to the Executive Committee: Professors Patricia O'Hara, Richard Mendenhall, Joseph Powers, Ava Preacher, and Mark Roche. Fr. Malloy named Prof. Edward Conlon, Prof. Umesh Garg, and Susan Roberts, Academic Commissioner from Student Government, to fill the three appointed positions.

4. Presentation by Lee Svete from Career Services. Prof. Hatch introduced Lee Svete, the Director of the University's Career Center.

Mr. Svete explained that the Career Center was formerly called Career and Placement Services. The name was changed in July 1999 to convey the idea that the office is a center for all of a student's career activities, not only an entity that "places" students in entry-level positions during their senior year. The Career Center's goal is to teach students the necessary tools to succeed for a lifetime, including extensive self-analysis and assessment of interests, skills, and values. An accompanying change in the philosophy of the Center is that the staff now identifies and views students and parents as "customers and consumers"; Notre Dame faculty and staff as "campus leaders and colleagues"; and employers and recruiters as "clients."

Mr. Svete stated that academics, leadership, community, spirit, and faith are the keys to the Center's success. He sees Notre Dame's alumni as the Center's "power base" and the key to the Center's expansion. In recent visits across the country, from Paramount Pictures in Los Angeles to the offices of Merrill Lynch in New York City, alumni have met him with open doors and warm welcomes. He is now working with William Sexton, Notre Dame's Vice President for University Relations, on ways the Career Center can tap into the alumni network.

Mr. Svete said that the Center has been off to a promising start this current academic year.

It hosted a cookout outside Flanner Hall on August 23, 2000, as a kickoff to this year's events for seniors. Nearly 1,200 seniors attended the first of two sessions of "Senior Kickoff."

In terms of its facility, Mr. Svete believes that Notre Dame's Career Center is the best in the nation. On the first floor, Dr. Russell Kitchner, Associate Director of the Center, oversees the new Graduate Career Services Office. That floor also contains the Business Center for Recruiters, 24 "wired" interview rooms, and the Career Resource Center, which houses a 12-station computer lab for students. The Career Resource Center also contains nearly 2,000 volumes of career books and periodicals. In addition to its regular staff, 18 to 20 student assistants provide peer advising, a program that has met with enormous success.

Mr. Svete continued that, in addition to Dr. Kitchner, the Center's staff includes Paul Reynolds, Associate Director, who works with College of Business students; Olivia Williams, Assistant Director, who works with many of the University's students of color; and Rose Kopec, Assistant Director, who heads services for Science and Engineering students. In addition, Anita Rees is the career counselor for Arts and Letters; Tina Alexander is in charge of the Employer Relations Program, which now includes 1,000 organizations, a number that has doubled in one year; Robin Sullivan handles student internships; and Allison Hagan is the new Career Resource Coordinator.

Mr. Svete then identified what he perceives to be the strengths of Notre Dame's Career Center. There is no question, he said, that for students interested in careers in Accounting, Finance, Electrical and Computer Engineering, Consulting and Management Information Systems, or Computer Applications, the Center attracts some of the finest organizations in the world. Many Fortune 500 companies come to campus, interview, and hire Notre Dame students in great numbers. Last year, with a total of 12,000 on-campus interviews, the average Engineering and Business student had 17-18 interviews. And, with the current strong economy, salaries are up 7 to 10% in those fields.

For students in all of the University's colleges, Mr. Svete said, the strength and

reputation of Notre Dame's academic programs are the keys to the Career Center's success in attracting top employers to campus. It is the Center's job to capitalize on the University's academic reputation.

Another strength of the Career Center is its power base of Notre Dame alumni. Alumni live throughout the world and work in business, government, the arts, education, and social services. They are eager to help younger Notre Dame students—and not only by contributing to University fund-raising campaigns. The Center's initiation of an alumni mentoring program will be an opportunity for the University to move forward in securing alumni assistance in the job market.

Mr. Svete then identified some "areas of development" for the Career Center. First, while the business and engineering programs are well established, he would like to focus on some careers that have been missing from the Center's recruiting program both on and off campus—advertising and public relations; the arts, museums, and entertainment; communications; careers in environmental fields; fashion, design, and merchandising; government and public policy; management and marketing; pre-law; and pre-medicine, science, and research.

Second, Mr. Svete said, the Career Center is striving to engage more students in its programs through outreach and networking. He noted that, in the 1998-99 academic year, the Career Center engaged 19% of the total Notre Dame student population. During that same academic year, over half of all seniors—56%—participated in interviews or programs at the Center, an increase of 65% since 1995-96.

Mr. Svete continued that a third area of development for the Career Center is expanding the geographical base of hiring for Notre Dame students. The Career Center has numerous contacts and activities in place for those students who choose to work in Chicago or New York. However, he would like to establish stronger connections with employers in other cities, including Los Angeles, Denver, Atlanta, Dallas, Boston, and Seattle.

Mr. Svete said that expanding the geographical hiring base is related to a fourth area of development he has already discussed—establishing a formal alumni career mentoring program.

Finally, as to strengthening its programs, Mr. Svete said that moving out of the Hesburgh Library and into Flanner Hall has greatly increased overall campus awareness of the Career Center's programs.

When the office was known as Career and Placement Services, its foundation was strong employer relations in the business world. The new philosophy of the Center includes working and networking with the University's academic departments. During the past year it has collaborated with many University departments and programs, including the First Year of Studies; the A.C.E. program; the Center for Social Concerns; the Development Office; the Departments of English, Government, and Psychology; and the Intercultural Affairs Center. In addition, with Fr. Poorman's help, Career Center personnel attended several residence hall events.

Mr. Svete continued that the Career Center has a formal Strategic Initiatives Plan for the years 2000-2003. Foremost among the initiatives is increasing and enhancing student services. The Center has extended hours for students to 7:00 p.m. daily.

From 1:30 to 4 p.m. daily, a student can walk into the Career Center without an appointment and see a counselor within five or ten minutes. More than 700 students took advantage of this program last year. In addition, the Center has established programs in residence halls and at the Kaneb Teaching and Learning Center. Through these efforts, Mr. Svete said that there has been a 71% increase in the number of student counseling appointments in 1999-2000 compared to the number in 1995-96.

By college, the 71% increase in student counseling appointments breaks down as follows:

	1995	1999	%
<u>College</u>	<u>-1996</u>	<u>-2000</u>	<u>Increase</u>
Arts and Letters	5698	41	48%
Business	311	597	92%
Engineering	216	248	15%
Science	103	183	78%
Alum/Other	471	792	81%
On Call	330	646	96%
TOTAL	1576	2694	71%

By class, the 71% increase in individual counseling appointments breaks down as follows:

	1995	1999	%
<u>Class</u>	<u>-1996</u>	<u>-2000</u>	<u>Increase</u>
Senior	801	1249	56%
Junior	390	551	41%
Sophomore	107	344	221%
Freshman	21	161	667%
Graduate	157	210	34%
Alum/other	100	179	79%
Total	1576	2694	71%

A second strategic initiative of the Career Center is increasing the office's focus on internship programs for students. Previously, Career and Placement Services operated primarily on a senior placement model. While helping seniors secure employment or enroll in graduate school certainly takes priority at the Center, Mr. Svete said, the staff felt there was an element missing from its undergraduate program that might be remedied by increasing the emphasis on internships. The advantages of internships are many. Initiating contact with sophomores and juniors early in their career planning process allows the Career Center to help students discover and examine various careers, improve their résumés, and learn how their academic training relates to the world of work. Last year, the first year with an emphasis on internships, the Center placed students in nearly 500 internships. With 18,300 internships currently online and a Summer Internship Job Fair planned for January 24, 2001, Mr. Svete said he hopes that number will dramatically increase this coming summer. Also, at Fr. Poorman's urging, there are plans to open an Internship Center in the year 2001.

The Career Center's third strategic initiative is to become more aggressive in employer development and recruiting. As Mr. Svete mentioned earlier, the key to employer development is utilizing Notre Dame's untapped alumni network. Developing this network will be one of his highest priorities this year. To sample the strength of the alumni network, the Center did a mailing to women graduates of the College of Arts and Letters and received 700 responses—all of which were entered on the Center's Go Irish Web site. Mr. Svete said he hopes alumni will aid in career advising, informational

interviewing, résumé critiquing, leads on internships, and job opportunities.

In addition to greater use of alumni, the Center plans to add to the 17 job fairs it held last year by developing new job fairs in such cities as Los Angeles, Atlanta, and Washington, D.C. Mr. Svete said he believes the Center's job fairs offer a good return on its investment. For example, the Arts and Letters Job Fair held in March 2000 cost \$8,700 and generated 32 student job offers, which is a return of \$3.8 million in tuition dollars for this investment.

The Center's fourth initiative relates to technology—specifically, the new Go Irish Web site, which was endorsed by the student government last year. Go Irish is an acronym for Internet Recruiting, Interviewing, and Scheduling Hotlink. The Web site gives employers and students access 24 hours a day, seven days a week. It has allowed the scheduling of 12,000 interviews—all without ever touching paper. Since its inception in August 1999, Go Irish has received 3.1 million hits from students, employers, parents, and alumni. Mr. Svete noted that students use Go Irish quite heavily. There are more hits during the hours from midnight to 2:00 a.m. than during any other time of the day.

Mr. Svete explained that with Go Irish students submit their résumés electronically; employers review the résumés; select the candidates they wish to interview; and e-mail the students back to set up interviews. Currently, there are 5,303 students registered with the Career Center via the online service. This number should be contrasted with the 1,900 students registered with the Center in 1999. The Go Irish site is drawing in a high percentage of freshmen and sophomores. In 1999, there were 200 sophomores registered with the Center. Now, there are 600. Once registered, the Career Center can e-mail students with internship and career opportunities based upon the profile they present.

Mr. Svete continued by stating that the Go Irish Web site has led to record increases in the number of organizations registered to recruit at Notre Dame. In August 1999, 686 organizations were registered online. Now there are 1,379. Likewise, the number of internship opportunities has increased—from 112 to 680. Mr.

Svete noted that a prime asset of Go Irish is that it will enable the Career Center to diversify job and internship opportunities for students. The Web site gives students access to government, health and non-profit organizations, and advertising and biotechnology firms—many of which do not have the resources to conduct live, on-campus interviews. Furthermore, Go Irish provides the Career Center with the capability to hold workshops and employer information sessions online. To date, 147 workshops and seminars have been scheduled for on-campus presentations and publicized on careercenter.nd.edu.

Mr. Svete concluded his presentation by stating that as promising as technology is in facilitating career opportunities for students, he and the staff at the Career Center know they must always strive to balance "touch" and technology. The Center's staff wants to offer Notre Dame students the individual attention they deserve and need, but provide them with various Internet tools to access a wide range of potential employers. Go Irish will allow the Career Center to be a communication link, not a placement island.

Prof. Porter said that she appreciates many of the Career Center's programs and services, but believes that a problem exists with its dossier service for Ph.D. students. There have been instances of letters not being put into files, files not being updated, files being sent late, and even the failure to send files at all. When a graduate student is applying for a position, none of the Career Center's many services will help the candidate if files are not forwarded to the potential employer. Prof. Porter asked Mr. Svete what his office was doing to remedy the problems with its dossier service.

Mr. Svete said he shared Prof. Porter's frustrations with the Center's current dossier service. The problem, he said, is that it is a paper-based system that is unable to run smoothly with a staff of one or two people. As of June 2000, the number of active dossier participants at the Center was 201, with approximately 2,565 dossiers distributed during the 1999-2000 academic year—a task involving more than 57,000 copies. The dossier program lost more than \$20,000 during that year.

Mr. Svete indicated that by the Spring of 2001, the Career Center will replace its

paper-based dossier system with a paperless online service named Interfolio.com. With this service, graduate students will be able to put their credentials online for approximately \$2 per file. (The Center will charge \$8 per request if a graduate student chooses to continue to use the old paper-based system.) The costs associated with Interfolio.com should be contrasted with last year's expenses of three temporary assistants paid \$13/hour, for 172 hours each, which was not adequate to complete the job of updating dossiers and forwarding them to potential employers.

Mr. Svete noted that last year the Philosophy Department said that it wished to resume the task of doing the credentials for its graduate students. The Center worked with Prof. Weithman to develop a system for doing so. However, Mr. Svete said, he recently learned that the department has decided that the Career Center should retain responsibility for the dossier service.

Prof. Porter asked how, under the Interfolio system, the Center would handle a request to send a letter to four companies. Mr. Svete replied that a staff member would scan the letters and maintain strict confidentiality during this online process.

There being no further questions, Mr. Svete thanked the members of the Academic Council for providing him an opportunity to explain the current and proposed programs of the Career Center. Mr. Svete said that he would be happy to answer questions or discuss individual needs either by phone or e-mail.

5. Presentation by Harold Pace, University Registrar. Dr. Harold Pace, University Registrar, addressed the Council concerning new services for faculty which have been developed by his office. First, he announced that beginning August 24, 2000, faculty would have access to online class lists with photos of the students enrolled in the class. This new service fits well with the character of the University, Dr. Pace said, because it allows faculty members to learn students' names early in the semester.

Faculty access the new service, "Online Class Roster," through IrishLink. When accessed, the first page provides much of the basic information about students

which is currently provided on paper. The next page allows faculty members to access photos of students enrolled in their classes, with a name beside each photo. Clicking on the name of a particular student gives the faculty member a more personal look at that student—such information as his or her campus residence, hometown, major, e-mail address, and, as was previously suggested by Prof. Aldous, whether the student has participated in one of the University's international or other special programs.

Dr. Pace said the Online Class Roster is the first Web service of its kind that the University has offered to faculty. He expected that many faculty members would want to access it in the next few days which, as with any Web service, could slow it down a bit. He asked faculty to be patient and to experiment with the service.

Dr. Pace explained that an online class list with photos was not offered previously because the browser technology allowing a quality printout became available only this past year. He knew faculty would want to print the photos and take them to the podium so that they could compare photos and faces in class. The new browser technology is incorporated into the IrishLink system and faculty may print any page of the Online Class Roster.

Dr. Pace said another feature of the new service allows faculty to download students' e-mail addresses into a spreadsheet. Previously, some faculty members have collected e-mail addresses using File Transfer Protocol (FTP). Now, they can accomplish this task very easily with the Online Class Roster. Also, faculty can use the service to e-mail the entire class or one individual. For example, if a faculty member is concerned about a student's absence from class, he or she can go to the on-line list, click on the e-mail, and send the student a message.

Prof. Hatch asked if the new service had been rolled out to the entire University. Dr. Pace responded that, to lessen the load on the system, access to the service would occur in two stages. That afternoon, parts of the faculty would receive an e-mail announcing its existence. The next day all other faculty would receive notice. Any faculty member signed on to

IrishLink would be able to access the service.

Fr. Gaffney, C.S.C. said he had successfully accessed IrishLink and used the service that day.

Dr. Pace noted that, unfortunately, faculty had not been able to access IrishLink in the past. Some years ago, IrishLink was developed as a student product, and the students have used it very heavily. Students are able to access address information, their grades, and their rank in class. IrishLink is much in demand during registration because it provides a "live" look at which classes are open. If a seat becomes available in a desired class, through IrishLink, the students can see that available seat and use DART to register for it. Now, like students, faculty need only use their AFS identification and password to access IrishLink. The Online Class Roster is the first of the online services developed for faculty. For example, plans for online grading are now in development.

Prof. Ghilarducci pointed out that issues of students' privacy arise with the Class-Look pages. She asked Dr. Pace what steps the Registrar's Office has taken to safeguard privacy.

Dr. Pace responded that, while the Class-Look pages were in development, his office discussed the service with William Kirk, Assistant Vice President for Residence Life. Dr. Pace is aware that some universities routinely distribute all the information Notre Dame's service contains—including photos and e-mail addresses—to an entire class. While Notre Dame could do the same, the University has some concerns about students' privacy and is not making a wholesale distribution of the lists.

Dr. Pace continued that he knows there would be the inclination, particularly in a small class, for professors to make a copy of the IrishLink Class-Look pages and distribute them to students—just as, in the past few years, some faculty members have collected the e-mail addresses of students enrolled in a particular class and distributed them to all class members. However, before the Class-Look pages are copied and distributed, Dr. Pace asked that faculty members receive students' permission to do so. Some students have on file their wish to keep their e-mail

and/or residence addresses private. Faculty members distributing a class list without the permission of all members of the class would circumvent some students' requests for privacy.

Prof. Woo asked what the precise procedure is for accessing the online list. Dr. Pace explained that the Notre Dame Home Page contains a box under "Resources for Current Students" named "IrishLink." With one click on IrishLink, a request for an AFS identification number and password appears. Once they are entered, the Faculty Services page appears on the screen. Then, the faculty member simply clicks on the line named "Online Class Roster."

Dr. Pace further explained that, currently, faculty members can access only their own class lists. A second stage of the service will allow teaching assistants, secretaries, and other proxies designated by the faculty member to access the online list as well. This will, of course, be useful for large classes with sections and TAs. For now, however, only the person listed with the Registrar's Office as the class instructor may access the Class-Look pages.

Fr. Malloy said that, as he understands the new service, faculty members may also access class lists from courses they have taught in the past. Dr. Pace said that can be accomplished by clicking on the line "Show classes from previous terms." He believes this feature will be useful to faculty members when they are asked to write recommendations for students enrolled in classes several years previously. Seeing a photo of the student will most likely jog more accurate memories than a name alone, leading to a better letter of recommendation. Dr. Pace said that faculty members can access class lists from 1982 and forward, but photos of students are available only from 1996 forward. He reminded the faculty that any classifications or e-mail addresses on the class lists from previous years will be those attached to the student when enrolled in the particular class. They are not current, active addresses.

Dr. Pace continued that, because not all faculty members' computer software is identical, it is difficult to standardize such a service as the Class-Look pages. Thus, his office is offering tips to help with accessing and printing. For instance,

when printing the list, a particular computer's font may differ from that which the Registrar's Office has selected. That could mean there would be fewer photos on a page or that some photos could be spliced. Using the tips listed on the Web page will help smooth out these potential difficulties.

Dr. Pace noted that the service operates "real" time. Thus, if a student adds a class, the faculty member will see the newly enrolled student the next time the Class-Look pages are accessed. The same is true of students who drop a class. They will instantaneously "disappear" from the class list.

Prof. Meara asked if the online class list service can be accessed from home computers. Dr. Pace replied that it is available from any computer in the world with access to the Web. Access through a dial-in will be a bit slower because the computer will be downloading graphics, but it is available.

Mr. Olejnik said, as a student, he is excited about the new service. He believes any development directed towards improving student/faculty relations is definitely favorable. However, there are issues of security that concern him. How much personal information will the online service release? If the information provided now includes whether a student has studied abroad, what else might be added? He does not think the Registrar's Office should operate under a theory that the more information it provides to faculty, the better. For instance, will students' identification numbers be visible on the site?

Dr. Pace answered that faculty have always had paper lists of students' identification numbers. However, because students' I.D. numbers are identical with their Social Security numbers, their publication in any form troubles him. The Registrar's Office is in the process of replacing Social Security number I.D.s with what it is calling "permanent I.D. numbers." That should ease concerns about posting grades according to I.D.s and other such public uses of the numbers.

Regarding the larger issue of possible infringement of students' privacy, Dr. Pace said he is aware that even though the information published in the online service was available to faculty members

in the past, it is now collected in a much more versatile form. Thus, his office will be speaking to faculty about privacy issues. As mentioned earlier, the Class-Look pages should not be downloaded and distributed to an entire class without every student's permission. Also, the Registrar's Office will continue its policy of not releasing to faculty members information about students' grades in previous courses or their grade point averages. Faculty sometimes request this information because it appears that a particular student does not have the background he should for a class or is not doing as well as he should. However, because such information may "taint" the student's grade—if the faculty member discovers that the student is an "A" student, he may be graded differently than if he is a "C" student—the policy of the Registrar's Office is not to supply the information.

Dr. Pace assured Council members that the Registrar's Office will be very careful about releasing students' personal information. Most likely, the office will release only information that is considered "directory information." Furthermore, he will always consult with the Student Affairs Office before adding any more personal information to the Online Class Roster or to any other service.

Dr. Pace then explained a second new service being provided by his office—Compass, a degree audit and advising tool. This, too, is a Web-based system. While it is not yet available to students, the service has been piloted with some department heads and deans. The Compass program lists all the requirements for a major and, beside each, how the student has met them. The white spaces on the computer screen are indications that the student has not taken a required course, or that the department has not applied one of the student's courses to the chosen major's requirements.

Dr. Pace said the new Compass program is a very good tool, probably the best degree audit and advising tool in the nation. The University's software company, SRN, has worked closely with the Registrar's Office to develop it. Several universities use similar, but more generic, programs which are much more complicated. His office and SRN's software engineers worked with such Notre Dame faculty as Prof. Preacher and the other assistant and associate deans to make Compass as simple and as visual as possi-

ble. Advisors can access the Compass service from their desktop computers and see exactly where a student stands *vis-à-vis* the completion of his or her major's requirements. This should lead to a productive advising session with that student.

Dr. Pace said the idea behind the development of Compass was that, particularly in large departments, faculty members are sometimes reluctant to advise students. There is much to know about the specific requirements of various degrees, making some faculty uneasy assuming authority for telling students the precise requirements for graduation. With Compass, faculty advisors can be experts on degree requirements. Further, with the service, conversations with students about actual degree requirements can be simplified and shortened, with more time spent on mentoring students and developing an advisory relationship.

Dr. Pace acknowledged that during the development of Compass, there had been concerns raised that it might replace one-on-one advising on campus. Prof. Preacher was one faculty member who voiced this concern. Dr. Pace said the Registrar's Office will take steps to ensure that personal advisory relationships continue. The Compass technology will be put in students' hands, but with the expectation that it will facilitate more conversation between advisors and students, rather than less.

Prof. Woo asked Dr. Pace a question concerning the sample Compass page he provided. What is the significance of a student's courses appearing on the screen with a green background? Dr. Pace said this indicates that a department or college has not applied one of the student's completed courses to a degree requirement. He then pointed out that the Compass program necessitates upkeep throughout the year. Every time the degree requirements change in a college, that information must be supplied to the Registrar's Office so that Compass can be updated. Much of the responsibility for updating the Registrar's Office concerning degree requirements falls on the academic departments.

Prof. Woo commented that one source for degree requirements should exist in which students can place absolute confidence. Curriculum can be very fluid,

which is appropriate. But if this system is to work, academic departments need some coaching, or better, well-designed steps or even policy so that they feed the system updated information. There should be a natural and transparent way that information on degree requirements is supplied to the Registrar's Office.

Dr. Pace replied that Prof. Woo was absolutely correct. Systems must be in place to allow updating to occur regularly and correctly.

Dr. Pace then addressed the subject of managing the University's class schedule. By sampling some representative departments, he has confirmed that over the past few years an increasing number of faculty members are requesting 75-minute blocks of time, twice a week, for their classes. Unfortunately, he said, this trend presents an array of difficulties. First, students find it more difficult to create schedules when so many classes are compressed into two days a week between the hours of 10 a.m. and 2 p.m. (This is particularly true when only four days of the week are being used.) Second, classroom space is a limited resource at the University. He simply cannot accommodate the number of requests received for the most desired time slots. Thus, Dr. Pace said, he urges faculty to use the entire class day and the entire class week.

On the other hand, Dr. Pace acknowledged that different departments have different needs. The Math Department holds 100% of its classes on Monday, Wednesday, and Friday. So much information is presented in a typical Calculus class, for example, that 50 minutes is the appropriate length of such classes. In contrast, the History Department might argue that 75 minutes provides its instructors with a better format for presenting information. Thus, it is difficult for either the Registrar or the Provost to mandate that every department must hold half its classes on a Tuesday/Thursday schedule and half on a Monday/Wednesday/Friday schedule. Nevertheless, there are limited resources in terms of time slots and classroom space at the University.

Dr. Pace suggested that the Undergraduate Affairs Committee of the Academic Council take up the class scheduling problem. Perhaps it can determine if

there is a fair structure that will make it more likely that departments will use the full class week and the full class day. Dr. Pace said, ideally, he does not want the Registrar's Office to be in the position of policing use of scarce time slots. He also stated that other topics in the province of the Undergraduate Affairs Committee that are of concern to him as the University's Registrar are grade inflation and requirements for graduating with honors.

Dr. Pace concluded his presentation by commenting on the subject of technology classrooms at Notre Dame. There are 162 classrooms managed by the Registrar's Office. Of these, 54 (one-third) are equipped with computer projection. His office receives a significant number of requests from faculty who prefer those rooms. Currently, it is difficult to accommodate the demand for them. Prof. Kantor, in the Provost's Office, is targeting classrooms the University can convert to technology-equipped classrooms, with the goal that all classrooms at the University will operate at the same technological level. However, technology-equipped classrooms have their own difficulties. A major difficulty is security. Classrooms must be locked when they are equipped with state-of-the-art technology, thereby eliminating their use as a group or individual study room. Thus, Dr. Pace said, he would like to find a middle ground on this matter.

Fr. Malloy thanked Mr. Svete and Dr. Pace for their presentations. There being no further business, he adjourned the meeting of the Academic Council at 4:45 p.m.

Respectfully submitted,

Carol Ann Mooney
Secretary

Academic Council

September 6, 2000

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Rev. Timothy Scully, C.S.C., Rev. John Jenkins, C.S.C., Jeffrey Kantor, Carol Mooney, James Merz, Rev. Mark Poorman, C.S.C., Francis Castellino, Frank Incropera, Eileen Kolman, Patricia O'Hara, Mark Roche, Carolyn Woo, Jennifer Younger, Jean Porter, Susan Roberts, Thomas Blantz, Rev. Patrick Gaffney, C.S.C., Naomi Meara,

Sonia Gernes, Carolyn Nordstrom, Patricia Blanchette, Teresa Ghilarducci, W. Robert Scheidt, Ikaros Bigi, Umesh Garg, Joseph Powers, Panos Antsaklis, Rick Mendenhall, Edward Conlon, Alan Krieger, Kenneth DeBoer, Ava Preacher, Andrew Olejnik, Patrick Shea, Sarah Bassler

Members Absent: Joan Aldous

Members Excused: Jay Tidmarsh

Observers Present: Mary Hendricksen, Dennis Moore, Capt. Patrick Casey, Barbara Walvoord

Observers Absent: Harold Pace, Dan Saracino, Omar Munoz

Prof. Hatch opened the meeting at 4:05 p.m. with a prayer.

Fr. Malloy explained that this is the "retreat meeting" of the Academic Council. During the first part of the meeting, he, Prof. Hatch, Fr. Scully, and Prof. Kantor will comment on various events and plans at the University. Then, Council members will elect the review committee for Prof. Hatch, who is starting his fifth year as the University's Provost. Finally, members of the Council's three standing committees will meet and set their agendas for the year.

1. Remarks of Fr. Malloy.

(a) *Ex corde Ecclesiae*. Fr. Malloy announced the release of the booklet *The Application of "Ex corde Ecclesiae" for the United States*, issued by the National Conference of Catholic Bishops.

Fr. Malloy explained that the apostolic constitution on higher education, *Ex corde Ecclesiae* ("From the Heart of the Church"), was issued on August 15, 1990 by Pope John Paul II. The document described the identity and mission of Catholic colleges and universities and provided General Norms to be applied concretely by episcopal conferences throughout the world. The United States' bishops set forth proposals for the application of *Ex corde Ecclesiae* in various documents, which generated nine years of discussion. In November 1999, the bishops approved a final document, which Roman authorities subsequently approved in May 2000. Now, there is a

year assigned for conversation about implementation of the final document.

Fr. Malloy said he believes Part One, "Theological and Pastoral Principles," of the bishops' document will not be controversial. It is Part Two, "Particular Norms," that is likely to generate disagreement.

As to Notre Dame's course of action in this final year of discussion, Fr. Malloy said there are various entities at the University with varying degrees of responsibility. One entity is the Fellows; another is the Trustees; a third is the Academic Council; and a fourth is the Theology Department, whose members are, potentially, particularly affected by the norms. These various groups will participate actively at as many levels of meetings and considerations of the document as is feasible. Meetings may occur on the diocesan, regional, and national levels.

Fr. Malloy said, to date, there has not been much discussion about how conversation at any of the three levels will proceed. Four persons, representing either organizations of Catholic educators or learned societies, have been added to the Bishops' Committee on Implementation. He is on the Board of the Association of Catholic Colleges and Universities, the most representative body of Catholic educators. That Board has sought various kinds of counsel and will be included as participants in whatever format unfolds for discussion this year.

Personally, Fr. Malloy continued, he has had the opportunity to make his views on the implementation of *Ex corde Ecclesiae* well known. He thinks it is important for a cross section of interested and responsible parties to have another chance at stating their views. He has ordered copies of the *The Application of "Ex corde Ecclesiae" for the United States* for all Academic Council members. If, in the future, the Council chooses to deal with *Ex corde Ecclesiae* in some detail, all members can then refer to the same pages of the same document.

(b) *Northeast Neighborhood Initiative*. Fr. Malloy next discussed Notre Dame's involvement in an initiative in South Bend's Northeast Neighborhood, which borders the campus on the south. The University announced last week that, with the approval of the officers' group, it has committed funds to renovate the

former Goodwill/Aldi's facility near the corner of Eddy Street and Corby Boulevard. Notre Dame owns the former Goodwill/Aldi's property, will pay for its renovation, and has committed funds for programming. In addition, the University's Center for Social Concerns is committing funds and personnel to the project. Notre Dame's involvement in the project will be supervised by Lou Nanni, Fr. Malloy's Executive Assistant. He will report to a committee established by the officers' group. Plans are for the buildings to become a neighborhood center for area residents, particularly youths and senior citizens. Meeting and office space will exist at the Center for such neighborhood groups as the Northeast Neighborhood Association.

Several kinds of programming are in development. In an attempt to bridge the "digital divide," an important component of programming will involve computers—not only classes for children, but internet access for neighborhood residents of all ages. A second component of the programming will be health related. St. Joseph's Regional Medical Center will offer various kinds of medical advice and counsel to residents. The Center will also provide a safe and convenient place for church groups in the neighborhood to meet and to sponsor their own programming.

Fr. Malloy said the establishment of the neighborhood center is one element of what he hopes will be a long-range strategy for invigorating and increasing home ownership and retail development in the Northeast Neighborhood. Notre Dame, St. Joseph's Regional Medical Center, Memorial Hospital, and Madison Center have each committed money for the next five years to stimulate these efforts. Those organizations, together with representatives elected from the neighborhood, have formed an organizing council. A number of other entities and groups have been contacted and have expressed interest in joining the coalition.

The organizing council is in the process of selecting an executive director, who will analyze the needs of the neighborhood and receive full community input. The executive director will also explore how to leverage state and federal dollars that might be available for the neighborhood revitalization project.

A statistical profile of the neighborhood has been completed; it reveals a gradual, but serious, reduction in home ownership. In the early 1990's, there were significant crime problems in the neighborhood. The building known as the Notre Dame Apartments was down to weekly and even daily rental, and holdups and other serious crimes were occurring. The University felt the need to take dramatic action. It helped make money available to buy and renovate the Notre Dame Apartments, as well as several other structures that had become problematic. Those actions, however, were a short-term response to safety and quality-of-life concerns.

Fr. Malloy said the University's participation in this new, long-range initiative is not undertaken defensively, but because it is the right step to take. At times, there is resentment of the University from some of its neighbors. Generally, the students who live off-campus are good citizens, but there are occasional complaints and problems. The University hopes to bridge some of the boundaries between the campus and its surroundings, as well as infusing some of its energy and talent into the neighborhood.

Prof. Ghilarducci asked if the University had considered encouraging home ownership in the Northeast Neighborhood by faculty and graduate students through such incentives as low-interest loans.

Fr. Scully replied that he chairs a University committee regarding neighborhood initiatives. The possibility of offering low-interest loans to University faculty and students is one initiative the committee will address as it engages in strategic thinking about the neighborhood. The committee will ask the question: What would the University like the neighborhood to look like in 20, 30, and 40 years?

Prof. Hatch commented that last year a group from Notre Dame visited the University of Pennsylvania to learn about a very successful program there to help stabilize a neighborhood adjoining its campus.

Fr. Malloy said Stanford, the University of Chicago, and Columbia are just three universities that have engaged in neighborhood revitalization projects. While Notre Dame's situation is not dire, the University is trying to address the problem of

neighborhood deterioration before it is out of control. The Northeast Neighborhood does have certain indications of deterioration, particularly the median age of the majority of its housing. Habitat for Humanity has built some houses in the neighborhood. Those projects benefit families and stabilize the neighborhood, but do not upgrade it significantly. Fr. Malloy cautioned that whatever projects are initiated in the University's surroundings must be undertaken with sensitivity to the present residents of the neighborhoods, including their racial and economic mix.

Fr. Malloy said that when he asks faculty and administrators new to the University why they choose to live where they do, the two replies he hears most frequently are "safety" and "schools." The quality of housing is an additional factor in their decision. Some people choose to live in suburbia; some in more urban environments. Whatever their decision, because safety, schools, and the quality of the housing stock are the critical factors, these are matters in which the University is interested. It is not interested in tearing down neighborhoods and building anew. With the initiative, there is now a coherent strategy for the neighborhood in which the University will have an effective voice.

Prof. Scheidt asked whether the residential section of South Bend known as Harter Heights is considered part of the Northeast Neighborhood.

Fr. Malloy said, for purposes of the initiative, the official description of the Northeast Neighborhood does not include Harter Heights. It does include areas south of Harter Heights—for example, Niles Avenue, where Madison Center is located, a new townhouse development is under construction, and the Marriott's Residence Inn is located. While St. Joseph's Regional Medical Center is contained within the official description of the area, its presence in the neighborhood is a variable the University cannot control. The hospital's Board of Directors has indicated a certain ambivalence about remaining in the center city.

Fr. Scully stated that the Neighborhoods Initiatives Committee he chairs also intends to deal with areas east of the campus. The University is the largest landholder in that area. As the University

expands, it will most probably need to acquire more property there.

Fr. Scully said another task of his committee is to discuss a strategy for the University's charitable giving in the neighborhoods surrounding campus. An audit he requested revealed that Notre Dame gives approximately 1.5 million dollars in cash annually to various local organizations. Different units give different gifts at different times. When it is all added up, the total is substantial—with a high amount of double, triple, and even quadruple giving to the same entities. Thus, he would like to examine the situation in depth and then develop a coherent strategy for the University's donations.

(c) *U.S. News and World Report Rankings.*

Fr. Malloy then discussed the results of the latest *U.S. News and World Report* rankings of the nation's colleges and universities. Notre Dame was ranked 19th in the category of national research universities—the same rank it held last year.

Fr. Malloy explained that every year the magazine's rankings change, in part, because the editors adjust their methodology—e.g., the weight given to one of the factors or subfactors may change or a new factor may be introduced. For example, a year ago the California Institute of Technology, which had never been in the ranking's top three, suddenly became number one. This year, Cal Tech dropped to fourth place and Princeton was ranked first. The reason for the shift was not so much a change at the institutions, but a change in the magazine's methodology. Keeping in mind, Fr. Malloy said, that the rankings are intended to evaluate the quality of a school's undergraduate instruction and learning environment, it is interesting to note the schools that are behind Notre Dame in the new rankings. Institutions ranked lower than Notre Dame are: the University of California at Berkeley, the University of Virginia, Vanderbilt, Carnegie Mellon, Georgetown, UCLA, the University of Michigan, and the University of North Carolina at Chapel Hill. These schools occupy places 20 through 25 in the rankings, although they are widely considered some of the best universities in the country—even the world.

Fr. Malloy then provided an overview of some of the factors contributing to Notre Dame's rank of 19. For the Academic Rep-

utation factor, which comprises 25% of a school's overall score, Notre Dame had a 3.9 out of a possible 5.0. All schools ranked above Notre Dame overall were at least slightly higher on this factor. For the Graduation and Retention Rate factor, contributing 20% of the total score, Notre Dame was rated fourth—behind Harvard, Princeton, and Yale. For a subfactor in this category, Average Freshman Retention Rate, Notre Dame's score was 98%, behind Princeton at 99%, and tied with Yale and Stanford. Fr. Malloy also noted that *U.S. News and World Report* ranked Notre Dame 21st in "Best Business Programs" and 44th in "Best Undergraduate Engineering Programs with Ph.D."

Fr. Malloy said the magazine's rankings are the single most influential source for parents and prospective students trying to determine the "best" schools. Notre Dame has made progress in some categories in which it has received lower scores in the past.

Fr. Malloy noted that an institution's score in the very important Academic Reputation category is the result of a qualitative judgment. To arrive at that score, three people—presidents, provosts, and directors of admission—from peer institutions (Notre Dame's category is "National Research Universities") rank schools by putting them in a quintile: Distinguished, Strong, Good, Adequate, or Marginal. The remainder of the factors used to calculate an institution's rank are based on quantitative data submitted by the institutions themselves.

Prof. Castellino said regardless of what University administrators think of the *U.S. News* rankings' validity, many people perceive them as the final word on institutional quality. Given that the rankings are determined largely by data submitted by institutions themselves, he asked how much time is spent at Notre Dame strategizing about the numbers and, without cheating, trying to make them look as strong as possible.

Prof. Kantor answered that a small coordinating committee does just what Prof. Castellino suggests. It tries to ensure that the University's responses are accurate, but also to provide the best picture possible. Increasingly, he said, *U.S. News and World Report* is moving to standard sources of data rather than self-reported data. For example, financial numbers for

the rankings are based on what an institution submits for the Integrated Post-Secondary Education Data System—National Center for Education Statistics (IPEDS) survey. Many times, institutions' self-reported data are not reported on a comparable basis. The challenge lies in making sure Notre Dame understands how its peers are reporting data.

Prof. Castellino said that it is clear that lobbying of the editors exists—as shown by Fr. Malloy's explanation of Cal Tech's rise and fall in the rankings.

Prof. Kantor recalled that Dr. Eva Nance, Director of Notre Dame's Office of Institutional Research, made a presentation to the Academic Council on January 24, 2000, in which she explained the kinds of data the University reports and how the data influence the different measures the magazine's editors use in the rankings. He said the University knows its strengths and weaknesses in the data and in how the numbers are put together.

Prof. Porter asked Fr. Malloy to explain Notre Dame's score of 3.9 for the Academic Reputation measure. Fr. Malloy said no school received a 5.0, the highest score possible. Five schools—Princeton, Harvard, Yale, MIT, and Stanford—have a 4.9. Some of the universities clustered just above Notre Dame on this measure are Emory and the University of Washington (4.0); Washington University in St. Louis and Vanderbilt (4.1); and Carnegie Mellon, Rice, and the University of North Carolina at Chapel Hill (4.2). All the schools in the top 25 are at 3.9 or above; all in the top 50 are at 2.9 or above.

Prof. Porter asked how Notre Dame's score on this measure has changed over the last few years. Mr. Moore answered that he did not have an immediate comparison because the magazine recently began using digital ranks on scales of 4.0—now 5.0—after many years of using numerical rankings—for example, 1st or 5th or 21st. [Mr. Moore has prepared an appendix to the minutes comparing the 1987 *U.S. News and World Report* rankings with those of 1991 and 2000.]

Fr. Malloy reiterated that, for the Academic Reputation measure, the president, provost, and admissions director of a school are asked to place their peer institutions in a quintile. Thus, if Notre Dame is to change its ranking, these are the

three classes of people it must influence. The prevailing strategy is for schools to send these administrators their magazines and bulletins.

Mr. Moore said Notre Dame sends the decision makers at other institutions material that is more focused than magazines or bulletins.

Mr. Olejnik asked for clarification of Notre Dame's score in the Faculty/Student Ratio category. Fr. Malloy answered that it is 13:1. Cal Tech has a 3:1 ratio, the University of Chicago has a 4:1 ratio, and Princeton and Emory have a 6:1 ratio. He noted that directly below Notre Dame in the overall ranking is the University of California at Berkeley with a 17:1 faculty/student ratio.

Mr. Olejnik pointed out that only two of the schools achieving an overall rank higher than Notre Dame have double-digit Faculty/Student Ratio scores. Cornell, ranked 10th overall, has a 13:1 faculty/student ratio; Brown, ranked 15th overall, has a 15:1 ratio.

Prof. Powers noted that the *U.S. News and World Report* rankings are available on the Worldwide Web at the site named <http://www.usnews.com>. He then asked how Notre Dame's ranking has changed over time.

Prof. Kantor answered that Notre Dame's ranking has been generally, but modestly, up. He again referred Council members to Dr. Nance's presentation of last year. At that time Dr. Nance stated that Notre Dame's fortunes in the rankings are more tied to shifts in the magazine's methodology, particularly in the weights given to various factors, than to changes in the institution. Institutional changes have a limited effect on the rankings because the weight of single measures is usually small, because institutional change is not dramatic, and because the University's competitors are moving in the same direction it is.

Prof. Bigi pointed out that because the Academic Reputation score is arrived at by placement in a quintile rather than by giving each institution a digital score, small shifts in scoring could have a large impact. Fr. Malloy agreed.

Prof. Woo said recent articles in *Washington Monthly* and *The Washington Post*

reported that, in 1997, *U.S. News and World Report* asked for an independent audit of its methodology. While the audit found the methodology to be flawed, the editors have ignored it. She suggested that any University press release concerning the rankings might note the audit report's findings.

(d) Alcohol Abuse. Fr. Malloy then provided an update on the ongoing, national discussion of problems associated with college students' drinking, including its impact on academic performance. In the next two months, a committee he has co-chaired at the National Institutes of Health will issue a report to Congress on campus alcohol abuse. The report collects the findings of the country's best-qualified research scientists on this subject, as well as the views of college and university presidents.

Fr. Malloy said he knows the Academic Council's Undergraduate Studies Committee took up the topic of alcohol abuse last year. In addition to studying the impact of excessive drinking on academic performance, the committee attempted to discover whether there were factors unique to Notre Dame's campus that might make alcohol abuse a significant issue. The NIH report indicates that Notre Dame does have a number of the factors that have been shown to make alcohol consumption a serious issue; however, programmatically, in terms of trying to change the culture, there is nothing recommended in the NIH report that Notre Dame is not trying in one form or another.

Fr. Malloy said he and Fr. Poorman are in regular conversation about this topic. One matter they have discussed and that is noted in the NIH report is the importance of Friday classes, particularly classes with exams or other rigorous requirements, in controlling student drinking. Notre Dame, however, appears to be moving fairly quickly to a four-day academic calendar. This shortens the number of days required for responsible behavior. While there are many pressures to move to a four-day week, Fr. Malloy said he believes the relation of a shortened week to student drinking is one dimension of the class scheduling issue to consider.

Prof. Scheidt commented that, when classes do meet two days a week, a Monday/Friday schedule should be con-

sidered as well as the more common Tuesday/Thursday and Monday/Wednesday schedules. The College of Science is short of space. It has no alternative but to have Friday classes, including labs that meet until 5:00 p.m. that day. It is more difficult to hold classes on Friday when classes in other colleges are finished for the week on Wednesday or Thursday.

Prof. Kantor replied that a small number of Monday/Friday classes do exist, as well as some classes that meet on a Wednesday/Friday schedule. At times, the Registrar's Office tries to work a scheme of two classrooms and three classes—e.g., Monday/Wednesday, Wednesday/Friday, and Monday/Friday—to make the best use of classroom space, as well as to accommodate some Friday classes. Dr. Harold Pace, University Registrar, is the person to whom each department should speak regarding class scheduling.

Prof. Incropera said classroom space is a resource he does not believe the University is effectively utilizing. It is difficult to find classroom space Tuesday through Thursday, but not at all difficult to find a classroom on Friday.

Prof. Kantor said the prime time for classroom space is Tuesday/Thursday mornings. One of the most underutilized slots is 8:30 a.m. Monday/Wednesday/Friday. If colleges can be persuaded to move some courses to that hour, they would address Fr. Malloy's concern about the relation of the class schedule to excessive drinking.

Mr. Olejnik commented that he believes a Wednesday/Friday schedule is more effective in reducing student drinking than a Monday/Friday schedule. If students have Wednesday off, there is a greater likelihood they will drink on Tuesday evenings. Already, little drinking occurs on Sunday night because alcohol cannot be purchased in Indiana on Sunday and dorms hold their Masses that evening.

Fr. Malloy said the Undergraduate Studies Committee can continue with this topic.

(e) Proposed University Council on Academic and Student Life. Fr. Malloy asked Prof. Hatch and Fr. Poorman to speak about a new council they will co-

chair on the interface between the academic and student life spheres of the University.

Prof. Hatch said he is looking forward to working with Fr. Poorman and the council. Some council members will be elected; others appointed. Prof. Mooney's report of April 2000, which recommended the formation of the council, had many good suggestions on the kinds of issues it should consider. To begin, Prof. Hatch thinks a central responsibility of the council should be to try to assess and monitor where the University is in respect to the interface between the academic and student life spheres. Beyond that, he expects the council will try to formulate interesting initiatives for living and learning unities. For instance, one suggestion from the task force on curricular innovation was the creation of small residential learning communities for students in their senior year. Other ideas that were intended to help residence-hall life take on a more cerebral quality, such as the Hall Fellows program, have been tried at the University with varying degrees of success.

Prof. Hatch continued that he and Fr. Poorman will jointly set the agenda for council meetings. They have already instituted regular meetings between the Provost's Office and the Office of Student Affairs. This spring, the two offices will hold a meeting to bring together deans, associate deans, and rectors for a program that will include such topics as "What I Wish Rectors Knew about Students" from the faculty side and "What I Wish Professors Knew about Students" from the rectors' side.

Fr. Poorman said he has enjoyed working with Prof. Hatch on putting together an agenda for the new council. He expects it to be a group that makes broad policies rather than one that deals with individual issues. One topic the council will take up is how well some academic departments and offices are meeting the needs of student life.

Prof. Porter asked if, at some point, Prof. Hatch and Fr. Poorman will issue a document setting forth the constitution of the council, its exact portfolio, how the members are to be elected or appointed, and other such details.

Prof. Mooney replied that the document will be available this semester.

Prof. Porter asked if it would be possible to issue it still this month. There is some interest in the Faculty Senate in looking at the document and seeing if it can work out a liaison arrangement with the new council or obtain the right of agenda. To accomplish this, the Senate needs to know more specifically how the council is being put together.

Profs. Mooney and Hatch said they believed it would be possible to release such a document by the end of September.

2. Remarks of Prof. Hatch. Prof. Hatch said an issue that he will initially bring to the Provost's Advisory Committee (PAC), but that may eventually return to the Council, is the possible amendment of the Academic Articles to accommodate the making of faculty appointments across departmental lines. The issue is one of immediate interest because there are several important faculty appointments that are proving difficult to make given current departmental structures. One such example is the desire to make appointments in the field of Business Ethics. For the most part, the Management Department of the Mendoza College of Business is comprised of social scientists; however, the most outstanding business ethicists are humanists. Another example involves a proposal from the Kroc Institute for International Peace Studies for an appointment to a professorship in Religion and Peacemaking that has been funded by the Luce Foundation. The candidate who would best fulfill the purposes of the Luce grant would straddle the departments of Theology and Government, but does not fit well into either department. The problem is that the Academic Articles require that appointments be made by a Committee on Appointments and Promotions (CAP) of a given department. Prof. Hatch said that he planned to discuss this type of appointment at an early meeting of the PAC and then form a small group to explore the advisability of amending the Academic Articles to accommodate such appointments. The issue might then be presented to the Academic Council next year.

Prof. Hatch¹ said he also plans to set up a PAC committee, headed by Fr. John Jenkins, to explore certain enrollment issues.

While departments and colleges ebb and flow in enrollment, in recent years, there have been acute problems in certain departments. University tradition is not to have formal gates; however, Prof. Hatch said, the issue of gates may now need to be explored. The faculty of some over-enrolled departments are not capable of providing adequate education for their students. What action the University should take when serious over-enrollment occurs will be the task of this PAC committee.

A third issue that Dr. Hatch said he would like to explore is grade inflation—a topic on which the Faculty Senate has set forth a proposal. Prof. Hatch said he had thought that grade inflation was a subject appropriate for the Undergraduate Studies Committee to examine; yet, when he sampled the Executive Committee, some members felt that there are complicated dimensions to the subject that involve graduate and professional students as well. Thus, the Executive Committee will explore the topic first. Then, in some fashion, the issue of grade inflation will be forwarded to the Undergraduate Studies Committee. Prof. Hatch noted that the statistics on grade inflation at Notre Dame are quite striking. What the University can do, and whether there are any actions that should be taken, are issues he thinks worth addressing this year.

Fr. Malloy commented that grade inflation is an issue at peer institutions across the nation.

3. Remarks of Fr. Scully and Prof. Kantor. Fr. Scully began by reporting on the status of several University construction projects. The Philosophy and Theology Building, which will provide much needed space for Arts and Letters faculty, is proceeding slightly ahead of schedule. The renovation of Hayes-Healy Hurley is ahead of schedule and under budget. The basement of the building is being opened up with some very dramatic window openings for the mathematics library. Also, a small area in the building will become space for International Studies—appropriate, Fr. Scully said, because of the globe in that area. Other than office space for International Studies, the building will be used solely by the Math Department.

In addition, plans for the Center for Performing Arts continue to move ahead. Fr.

Scully said he hopes to break ground for that building very soon. Plans for the Science Teaching Facility have been approved and a request for qualifications has been issued to architects and design companies. This is a \$70 million project—the most ambitious building project to date at the University. Fr. Scully thanked Prof. Kantor for his hard work in making possible the construction of this and other facilities.

Fr. Scully continued that the officers and trustees have approved an expansion of the Hesburgh Center for International Studies to accommodate 25 new offices.

Also approved for construction are plans for housing visiting faculty. Prof. Hatch requested such a facility as the number of visiting faculty to all of the University's colleges has continued to rise. The new housing will consist of 24 units of two-bedroom apartments very similar to the Fischer and O'Hara-Grace Graduate Residences.

Fr. Scully said plans are in development to expand the University's presence in Washington, D.C. A benefactor has come forward to make possible the acquisition of a facility in that city.

In terms of facilities on the Notre Dame campus, some of the challenges that lie ahead are expansions to the Engineering and Law School buildings. The Psychology Department has very pressing needs as well. Peer benchmarking reveals that this department is quite behind in its space requirements. Also, the comments of the University's benefactors regarding their accommodations at the Morris Inn have moved from lighthearted to biting. Fr. Scully said his office has put together a committee to examine the possibility of a new lodging facility able to accommodate campus visitors as well as participants in conferences and the Executive M.B.A. program.

As to the University's finances, Fr. Scully said the regular cycle of budget meetings has begun. Thus, this morning, he met with Kevin White, the new leader of the Athletic Department. In the past, the University's budgeting has been fairly centralized. Now, the administration is trying to move towards a model of budgeting that is more responsibility centered—that is, shifting some of the incentives for saving down to the lowest level of responsi-

bility. Under this model, departments, institutes, chairs, and deans can reap rewards from areas in which they have been able to save. Fr. Scully said Dean Woo has pushed the envelope furthest in this regard and has realized some very exciting potential. Now, the University would like to move forward with this idea in other units as well, although some units are more easily identifiable as entrepreneurial than others.

The University has established a relationship with McKinsey and Company for assistance in creating an aspirations-based, long-term planning instrument. This process is just beginning. At some point, the Academic Council and the broader University community will be informed about how the administration wants to move forward with strategic planning. In particular, Fr. Scully said, he is enlisting McKinsey and Company's help in looking carefully into policies regarding aspects of the University's finances such as purchasing, travel, telecommunications, and vehicles.

As to the status of the endowment, Fr. Scully thanked his predecessor, Fr. Beauchamp, for his leadership role in last year's record earnings of 58.7%. While it will be challenging to match this percentage, August proved to be a very good month. Because of endowment growth, the University will be able to increase its endowment spending at the same, or perhaps slightly greater, pace as last year.

With regard to human resources, the University has enlisted some very high-level talent—the heads of Human Resources from the University of Michigan and Duke and the former head of Human Resources for UCLA (now an independent consultant)—to review this area. The review will begin in October. Fr. Scully said he expects to have a report by late fall which will suggest ways to improve service and quality at the University.

Fr. Malloy added that construction of the Coleman-Morse Building, located in the old bookstore area, will be completed early in 2001. It will house the First Year of Studies, Campus Ministry, the University Writing Center, and Academic Services for Student-Athletes. Coleman-Morse will also contain 24-hour social space.

Fr. Scully added that the University is also moving forward on the first phase of a major, \$8 million renewal effort for the Hesburgh Library.

Prof. Bigi asked Fr. Scully the best time estimate for completion of the Science Teaching Facility, the apartments for visiting scholars, and the Performing Arts Center.

Fr. Scully replied that, because the housing for visiting scholars is essentially a replica of existing Notre Dame buildings and the financing for the facility is already in place, he is optimistic that its construction will be completed in 12 months. The other two buildings are more challenging because of their sophisticated design and construction demands. Best estimates now are five years for construction of the Science Teaching Facility and four years for the Performing Arts Center.

Prof. Kantor explained that construction plans for the Performing Arts Center are further along than those for the Science Teaching Facility. Planning phases of the architect's work for the Performing Arts Center are nearly completed. Thus, as soon as the University is able to break ground, which may be as early as this fall, construction will take approximately 27 months. For the Science Teaching Facility, the University is just now looking at architects and planners. Some steps can be taken to fast-track the project—for example, bringing a contractor on board immediately. One factor that will determine completion time for the building is the University's ability to provide input and information to the architect and contractor. Four years for the completion of this building would be an aggressive schedule and would require all aspects of the project to fall into place. A more classic approach would allow a five or six-year time frame. The Science Teaching Facility is a challenging project with some uncertainty still remaining. Prof. Kantor said that in three to six months, when the architect and contractor are hired, he would be able to speak much more concretely about a time frame for this building's construction.

Fr. Scully reiterated that the University has recognized the urgency of completing the Science Teaching Facility and has fast-tracked its construction. The project was approved in mid-July and the request for

qualifications has already been issued. He said that requests will be returned by September 14, a short list will be available for the trustees to review on October 4, and construction would then move forward.

Fr. Malloy said the University held an event last weekend to raise additional funds for the Science Teaching Facility. On Friday, he spoke to an audience of physicians in their 30s and 40s and their spouses about the needs and plans for the facility. Emeritus Prof. Emil Hofman was present and brought back memories of his legendary chemistry tests for the participants in the weekend.

Prof. Kantor announced that the University has begun a search for a Chief Information Officer. The creation of this position was recommended last spring by a University committee composed primarily of faculty members. The position of the University's Chief Information Officer will encompass the roles of Director of the Office of Information Technologies as well as that of Director of University Web Administration. The individual selected will report to the Provost.

Prof. Kantor said, in consultation with the deans, a committee was formed to help with the search. He is chair of the committee. Members include Frank Incropera, Matthew H. McCloskey Dean of the College of Engineering; Jennifer Younger, Director of University Libraries; Roger Jacobs, Director of the Law Library and Associate Dean of the Law School; Dr. Harold Pace, University Registrar; John Sejdinaj, Assistant Vice President for Finance and Director of Budgeting and Planning; Neal Cason, Professor of Physics; Matt Bloom, Assistant Professor of Management; Ted Cachey, Professor, Romance Languages and Literatures; Scott Maxwell, Matthew A. Fitzsimons Chair, Psychology; and Anh Tuan Do, a student. Prof. Kantor said that, although he wants to complete the search as efficiently and effectively as possible, it will be a complex and difficult task. Many universities are looking for a person with similar qualifications and, of course, on the commercial side, demand is very intense. Ideally, the search will take two to six months; however, that time frame may prove too optimistic. Anticipating a difficult search, he has proposals from three very competent search firms experienced in university settings. All three

have placed individuals in many of the nation's top universities.

Prof. Kantor continued that the search committee will meet for the first time early next week and further refine the search process. He expects that the committee will look for strong technical leadership in a person who can foster strategic dialogue on technology and then build that into an implementation plan for the campus. The position of Chief Information Officer is a critical, major appointment for the University.

Prof. Woo said she agrees that finding the right person for the position of Chief Information Officer is important. She believes, however, that before choosing the individual, the University should set goals and priorities in the information technology area and develop a strategic plan for supporting them. Goals and priorities should reflect scholarship needs—both for research and teaching. The University's units need to know what they should do individually and how to "tie up" with other units at the University. There are many technology choices to make—most of which are very expensive. Proceeding in disparate directions is even more costly. She feels that the implementation of technology is occurring at the University without a good sense of all the different pieces. Thus, she recommends a process that would allow input into development of a university-wide information technology plan.

Prof. Kantor replied that he believes the development of a unified plan in the information technology area must be the principal agenda for the individual chosen as the University's Chief Information Officer.

Prof. Woo said that for some University searches, particularly at the presidential level, the process is expected to take up to two years. The first eight months of such a search are devoted to identifying goals and objectives for the institution and as well as for the position to be filled. Such a process allows interviews to focus on how the candidate would meet already-established goals. Prof. Woo said she knows that including a planning component in the search process may be very difficult to accommodate, but she is concerned that a person could be hired who does not have a complete sense of what must be accomplished at the University.

Prof. Incropera replied that the Office of Information Technologies has provided much input into goals and objectives. A number of departments and colleges have also conducted studies. He does not think the University is too far away from establishing its perspective.

Prof. Hatch commented that he has found working with executive search firms very helpful. They will push a committee to refine objectives and priorities.

Fr. Malloy said there is no other area of the University either more important or potentially more expensive than information technology. There is a certain amount of frustration in this area because the level of aspiration for computing has grown exponentially. Information technology is so critical that Prof. Hatch has asked Prof. Kantor to spend a significant portion of his time in this area. Every college or university president with whom he has spoken is faced with the same kind of turmoil and sense of infinite demand in this area. The University must be wise in how it chooses a plan and hires the right people to implement it so that a level of satisfaction is reached that users have a right to expect.

Prof. Walvoord commented that another piece of this complicated puzzle is the Teaching and Learning Technology Roundtable (TLTR), which is one of about four or five hundred such campus organizations nationwide. At Notre Dame, the TLTR includes 36 faculty members, students, and administrators. It has met for almost two years. Last spring, the committee submitted a set of recommendations that she believes could be part of the documentation to guide a vision of information technology on campus.

The steering committee of Notre Dame's TLTR will meet later this month to determine whether the group should continue as an entity. It was originally established not only to make recommendations, but to facilitate collaboration and communication among all the various enterprises connected with teaching, learning, and technology. The committee has put a great deal of effort into its recommendations, gathering examples of best practices nationally and on Notre Dame's campus. The TLTR's next task is to determine whether it has a role right now, whether its job is finished, or whether it should wait to do any further work until a

Chief Information Officer is hired. Prof. Walvoord said she would welcome the views of Academic Council members on this question.

Prof. Kantor said the TLTR has played a vital role in the discussion of the use of technology in the campus learning environment and in the determination of where the University should make its investments in this area. He will use the committee's report in the search for a Chief Information Officer.

Prof. Woo asked, in connection with the discussion of strategic planning, about the status of the eight task force reports submitted to the Provost's Office. Prof. Hatch replied that he spent a week in the middle of August drafting a response to the task forces' recommendations. His response should be given to the faculty in the next few weeks.

4. Election of the Provost's Review Committee. The Academic Articles provide that the University's Provost "is elected by the Board of Trustees for an indefinite period upon recommendation of the President. The appointment is subject to formal review every five years." Academic Articles, Art. II, Sec. 1. With Prof. Hatch starting his fifth year as Provost, Prof. Mooney explained the procedure by which the Academic Council would elect five faculty members and one student member to form the review committee. She said the faculty members elected to the review committee must be elected representatives to the Council. Ex officio members are not eligible. After a lengthy voting process, the five faculty members elected to the review committee were: Profs. Ikaros Bigi, Edward Conlon, Teresa Ghilarducci, Naomi Meara, and Joseph Powers. Andrew Olejnik was elected as the student member.

5. Committee Reports. The three standing committees of the Academic Council met to formulate their agendas for the coming year. A member of each committee then reported back to the Council as a whole.

(a) Faculty Affairs Committee. Prof. Mendenhall reported that the Faculty Affairs Committee will continue work begun last year on devising a faculty alcohol policy and the question of representation of Library Faculty on University committees. Additional topics that the

committee members agreed to take up include Adjunct Faculty representation in the Faculty Senate; a Faculty Senate resolution regarding a proposal to add 150 members to the faculty in addition to the number recommended by the Colloquy; proposed changes in the Faculty Handbook regarding Research Faculty; and the representation of women on the Notre Dame faculty.

(b) Graduate Studies Committee. Prof. Garg said, last year, committee members decided that their primary function should be to advise the Vice President for Graduate Studies and Research on strategic initiatives and planning. Beyond that, committee members see themselves as advocates of graduate education at Notre Dame. Members would like to explore how the University can best promote graduate education. In addition, the Graduate Council appointed several committees that formulated various recommendations; the Graduate Studies Committee will take up the question of implementing those recommendations. Finally, an important topic the committee intends to take up is that of the infrastructure for research activities at the University, including technical support, secretarial assistance, and library support.

(c) Undergraduate Studies Committee. Prof. Roche reported that the committee members suggested a number of issues for consideration this year, but the group still must decide how to prioritize them.

Last year, the committee should have looked at the report of the Task Force on Curricular Innovation. Members would like to consider the report this year, as well as Prof. Hatch's response to it. Two issues in which the committee is particularly interested are: (1) The role of service in experiential learning at Notre Dame. A student member of the committee pointed out that the number of students applying for experiential learning opportunities now far exceeds the number of available slots. (2) Faculty/student relations in the context of curricular innovation. Committee members will ask how the University might foster better faculty/student relations by looking at the present recognition and reward system.

At the end of last year, the revision of the Academic Code of Honor was returned to the University Honesty Committee

chaired by Prof. Stuart Greene. Prof. Roche said some members suggested today that, because the Undergraduate Studies Committee had not been involved in the revisions, committee members were not invested sufficiently in the changes when they were presented to the Academic Council. If the Undergraduate Studies Committee does take up potential revisions to the Honor Code, members intend to investigate practices across the colleges and inventory the various issues identified by each college. While the Academic Council discussed several issues related to the Honor Code last year, the discussion may not have included all the critical issues related to this topic.

Committee members also feel that it is time to meet with Dr. Harold Pace, University Registrar, and discuss with him course scheduling problems related to the relatively small number of Friday classes at Notre Dame. The committee may explore arguments in favor of adopting some kind of formula for moving classes into Friday slots. It may also look at how other institutions deal with this issue.

Some committee members also said they would like to take up the issue of grade inflation. Although the Executive Committee plans to examine this topic, it is primarily an undergraduate issue and the committee may be interested in studying it.

Prof. Roche said the final issue raised for consideration by the committee this year is the possibility of creating a University office to foster postgraduate scholarships for Notre Dame students. This topic has been explored by various bodies at the University, and has even been discussed in the Academic Council, but none of the various proposals has ever gotten off the ground. Committee members suggested that they review the work of previous committees and determine whether any of their recommendations could be brought forward.

Fr. Malloy thanked Academic Council members for participating in the retreat meeting. He reminded members that when the Council moved to a committee structure, the intent was for creative ideas to come to the group as a whole by way of the standing committees. While the Executive Committee has the option of canceling a scheduled meeting of the full Council for lack of an agenda, all

three committees have outlined enough important work this year to establish a sufficient agenda for every Council meeting. Some committee work may take several months to come to fruition; however, if there are matters to be brought forward—even if only for discussion—it would assist the whole Council in its endeavor to identify and own various issues over which it has responsibility.

Fr. Malloy adjourned the meeting at 8:30 p.m.

Sincerely,

Carol Ann Mooney
Secretary

Graduate Council

A joint meeting with the University Committee on Research and Sponsored Programs.

October 4, 2000

Graduate Council members present:

James L. Merz (chair), Terrence J. Akai, Peri Arnold, Cindy Bergman, Mark Buckles, Peter Burns, Francis J. Castellino, Peter Diffley, Julia Douthwaite, Umesh Garg, Anthony K. Hyder, Frank P. Incropera, Dennis Jacobs, LeRoy J. Krajewski, Gary A. Lamberti, Blake Leyerle, Samuel Paolucci, James H. Powell, John Renaud, Alex Samuel, Dan Sheerin, Andrew Sommese, Bill Spencer, Lynette P. Spillman, James C. Turner, Carolyn Y. Woo, Jennifer A. Younger.

Graduate Council members absent

but excused: Mark W. Roche, Barbara M. Turpin

Observers: Russell S. Kitchner, Janice M. Poorman, Diane R. Wilson

University Committee for Research

members present: James L. Merz (chair), Peter H. Bauer, Jacek K. Furdyna, Howard Hanson, Don A. Howard, Anthony K. Hyder, LeRoy Krajewski, Charles F. Kulpa, Wolfgang Porod, Jerry Wei.

University Committee for Research members absent but excused: Charles E. Rice

Guests: Nathan O. Hatch, Carol A. Mooney

Prof. James L. Merz, Vice President for Graduate Studies and Research, called the meeting to order at 3:30 p.m.

I. Minutes of the 281st Meeting of the Graduate Council

The minutes for the 281st meeting of the Graduate Council were approved without change.

II. Election of a Search Committee for a New Vice President for Graduate Studies and Research

To begin the election process, Prof. Merz introduced the Provost of the University, Prof. Nathan O. Hatch.

Prof. Hatch thanked Prof. Merz for his very fine work as Vice President. He noted that Prof. Merz had been an effective advocate among the officers for new Graduate School resources; that he had emphasized the need for Notre Dame to be strong in core disciplines as well as niche areas; that he had insisted on the importance of advances in science and engineering; that he had called attention to the key role of centers and institutes in the development of the University; and that he had been active in seeking funds for faculty research, both as a board member of Indiana's 21st Century Fund and as a participant in Notre Dame's new effort to earmark appropriations in Washington.

Prof. Hatch then described key requirements of the position. He noted the Vice President is the person principally responsible for articulating a vision for graduate studies and research, and therefore must have broad knowledge and an objective view of a variety of fields. The job also demands management skills appropriate for a sizeable staff and budget, and because it is not a "line" academic position, it requires personal skills which facilitate collaboration with department chairs and deans. The Vice President is an active participant in staff discussions in the Provost's office. The position also involves obligations as an officer of the University.

In regard to the search process, Prof. Hatch pointed out that it would seek external as well as internal candidates,

and possibly make use of a consulting firm. A person appointed from outside the University would also be hired as a faculty member in the appropriate department. The search committee's work will begin immediately. Interviews will most likely take place after Christmas.

During a brief question period, Prof. Woo stated that though the University has tremendous research resources, the Vice President for Graduate Studies and Research has little freedom to reshape the budget from year to year, and generally seems to lack leverage. Prof. Hatch responded that the position has more leverage than at other institutions. It controls large amounts of money for student financial aid and faculty research, and it will be instrumental in shaping the University's next strategic plan. To a question from Prof. Castellino concerning possible structural changes in the position, Prof. Hatch replied he would be willing to consider such changes.

Following Prof. Hatch's remarks, Prof. Merz called on Prof. Carol Mooney, Vice President and Associate Provost, to begin the election process.

Prof. Mooney distributed an excerpt from the Academic Articles indicating that the search committee for a Vice President for Graduate Studies and Research is chaired by the Provost, and consists of five faculty members and one advanced degree student elected by the Graduate Council and the University Committee on Research meeting in joint session. She then recommended that balloting follow a procedure used in the Academic Council to elect the five members of the Executive Committee. After the close of nominations, voting would proceed in two discrete blocks, the first to elect three faculty members, the second to elect two. The voting for the first block of three would proceed first by having each voting member vote for three persons from the full slate. On the first and second such ballots, any nominee receiving a majority would be elected. It is possible that as many as two and as few as zero persons would be elected as the result of the first two ballots. To fill out the first block of three, the slate would shrink to the five persons receiving the highest number of votes and then a series of ballots would be used on which the voting members would vote for one and the person receiving

ing a plurality of the votes would be elected until the first three positions are filled. Then the process would begin again for election of the other block of two faculty members. The floor again would be open to nominations. Once the nominations were closed, two ballots would be completed on each of which the members would vote for two persons from the slate. If any person received a majority, he or she would be elected. If necessary to fill the remaining slots, the body would then move to ballots on which a single person would be elected by plurality. Voting for the student member would be conducted separately.

There were no objections to the procedure recommended by Prof. Mooney. After 21 nominations and several ballots, the following faculty members and student were elected to the search committee:

- Julia V. Douthwaite (Arts and Letters)
- Thomas P. Fehlner (Science)
- Maureen T. Hallinan (Arts and Letters)
- Frank P. Incropera (Engineering)
- Gerald L. Jones (Science)
- Phillip Harrington (Ph.D. program, Mathematics)

III. Graduate School Programs and Procedures

During ballot counting for the search committee election, three members of the Graduate School staff presented information on various projects and procedures.

Dr. Terrence J. Akai, Associate Dean for Recruitment and Admissions, reported on the development of an online application for the Graduate School. The online application program was launched on October 2, and has already produced a few responses. Information received electronically can be pulled into the database and sent to departments without being reentered at Notre Dame. Information received on paper cannot, at this point, be sent to departments electronically. In addition, every online application will involve a paper signature page sent with

the application fee. A meeting has been held with department assistants to familiarize them with the application. Dr. Janice Poorman, Associate Dean for Recruitment and Admissions, has negotiated a contract with GradAdvantage (sponsored by Educational Testing Service and Peterson's) to advertise Notre Dame's graduate programs, and to provide prominent "gateway" to the application.

Mr. Howard T. Hanson, Assistant Vice President for Research, reported on two new requirements for faculty research.

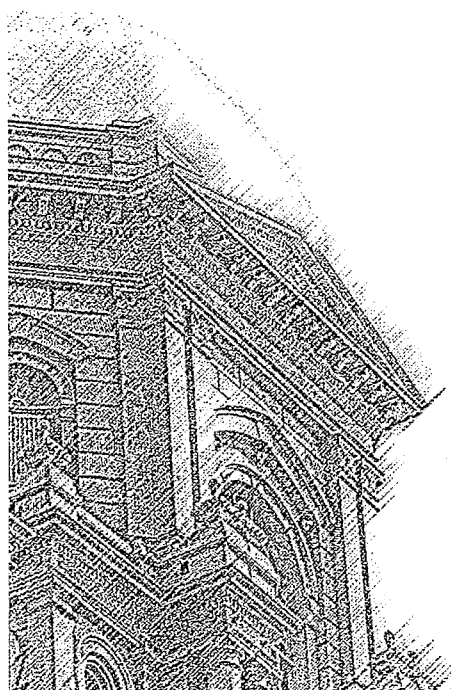
For all proposals submitted after Oct. 1, 2000 which include human subjects, the PI(s) involved must complete training on the protection of human research participants prior to activating an award from that proposal. As in the past, the proposal must be approved by a school's IRB (institutional review board).

Since 1990, the Public Health Service (PHS) has required that recipients of training grants develop and administer a program of instruction in the responsible conduct of research. A new policy proposed by PHS extends this requirement to all staff engaged in research or research training with PHS funds. The anticipation is that whatever policy is finally adopted will eventually apply to awards from other sponsors as well. This will be a significant effort, since it will effectively require all researchers and staff to complete the training (probably annually), and will require that an institution be able to document that training has been completed.

Dr. Peter Diffley, Associate Dean for Financial Resources, reported on two summer programs to support graduate students, and on a new program to provide a limited number of postdoctoral teaching fellowships.

At the conclusion of the search committee election, Prof. Merz adjourned the meeting at 5:05 p.m.

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