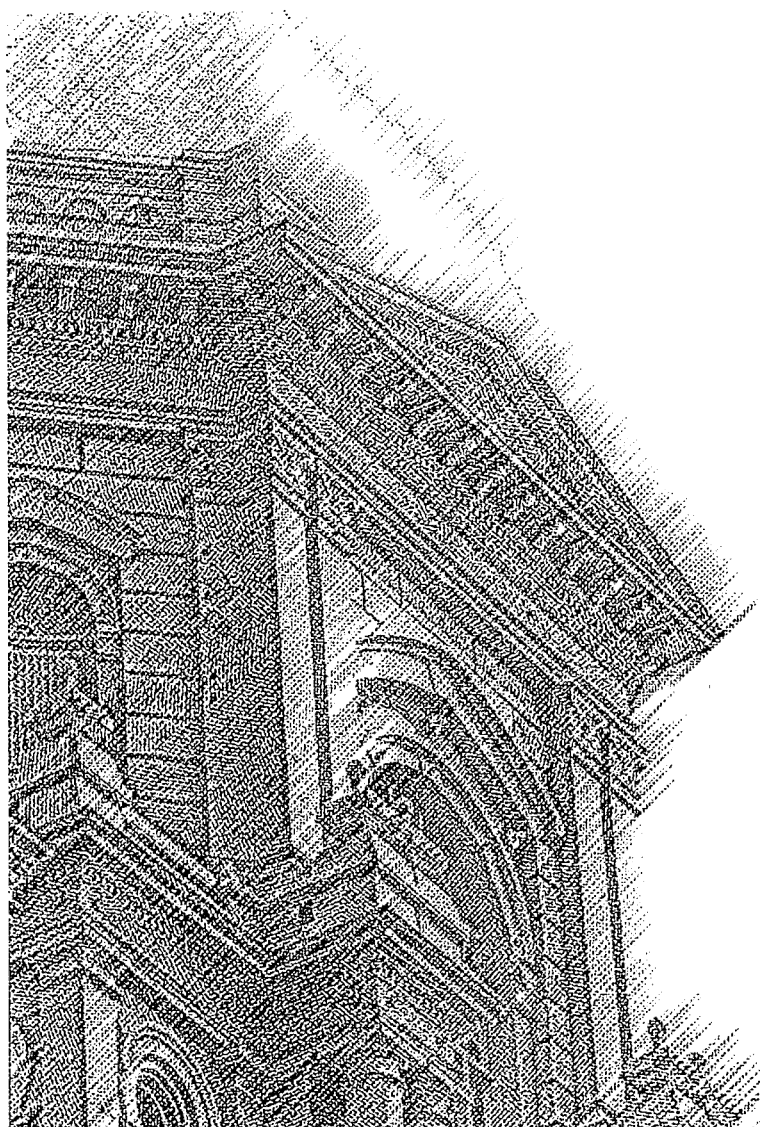


Notre Dame Report



Faculty Notes

- 385 Honors
- 385 Activities
- 388 Publications

Administrators' Notes

- 391 Activities
- 391 Publications

Documentation

- 392 2001 Commencement Honorary Degrees
- 394 Commencement Address
- 396 Valedictory
- 398 Invocation
- 399 Laetare Medal
- 400 Faculty Awards
- 403 Faculty Promotions
- 405 Academic Council—
February 16, 2001
- 417 Graduate Council—
November 29, 2000

Research

- 420 Departmental Awards Received
and Proposals Submitted
- 421 Awards Received
- 422 Proposals Submitted

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N U M B E R 1 8

Faculty Notes

Honors

Kevin J. Christiano, associate professor of sociology, was elected vice president and president-elect of the American Council for Québec Studies, an international organization of approximately 400, the goal of which is to promote the study of the history and culture of Québec.

Ralph McInerney, Grace Professor of Medieval Studies, Director of the Maritain Center, and professor of philosophy, has been appointed to the editorial board of Ave Maria Press's new series, *Thomas Aquinas in Translation: Commentaries on Scripture*.

Frank Reilly, Hank Professor of Business Administration, was awarded The Daniel J. Forrestal III Award for Professional Ethics and Standards of Investment Practice by the Association of Investment Management and Research. This award is presented periodically to an AIMR member who has championed the pursuit of excellence in professional ethics and standards of practice and has provided outstanding leadership in elevating the integrity and competence of the profession.

Steven R. Schmid, associate professor of aerospace and mechanical engineering, was recently selected to serve a three-year term as an associate editor of the *Journal of Manufacturing Science and Engineering*.

Marsha Stevenson, librarian, was elected to the position of vice chair/chair elect of the American Library Association's Buildings and Equipment Section of the Library Administration and Management Division.

Eugene Ulrich, O'Brien Professor of Theology, has been elected a Fellow of the American Academy of Arts and Sciences.

Jim Wittenbach, professor of accountancy, received the University of Notre Dame Club Coordination Council's (Academic Division) "2000-2001 Club Advisor of the Year" award for his work with Beta Alpha Psi.

Activities

Mark S. Alber, associate professor of mathematics, presented "Piecewise Smooth Solutions of PDE's and Cell Aggregation in Biology" at the Univ. of California, Santa Barbara, on April 26.

Ani Aprahamian, professor of physics, gave the invited talk "Nuclear Masses" at the Symposium on Rare Isotope Research—Past, Present and Future, at the 221st American Chemical Society National Meeting, San Diego, April 1-5; and gave the invited talk "Nuclear Masses and Abundances of the Elements in the Universe" at the American Physical Society Spring Meeting in Washington, D.C., April 28 through May 1.

Wendy Arons, assistant professor of film, television, and theatre, presented "From Miss Sara Sampson to Miss Julie: Naturalist Configurations of the Fallen Woman" at the Comparative Drama Conference, Columbus Ohio, April 26-28.

Stephen Batill, professor of aerospace and mechanical engineering and associate dean, College of Engineering, presented an invited lecture, "Simulation Uncertainty in Multidisciplinary Design: From Technical to Ethical Issues" in the Symposium on Simulation, Complexity, and Ethics at the 2001 Annual Meeting and Science Innovation Exhibition of the American Association for the Advancement of Science, San Francisco, Feb. 17.

Geoffrey J. Bennett, professor of law, presented a seminar on "The Anglo-American Law of Evidence" to a Senior Visitors' Delegation attending the EU-China Legal and Judicial Cooperation Programme 2001 held at the School of African and Oriental Studies, Univ. of London, January 8.

Joanne M. Bessler, associate director for user services and librarian, presented "Development that Rewards; Rewards that Develop" at the annual conference of the Indiana Library Association in Indianapolis, April 11, and presented an invited paper "Alternative Rewards: Creating a Winning

Package" at the 2001 International Personnel Management Association—Southern Region Conference in Oklahoma City on April 23.

Ikaros Bigi, professor of physics, delivered the physics colloquium "Heavy Flavour Decays—a Case Study in High Sensitivity and High Accuracy Physics" at Università Roma III, Rome, Nov. 7; delivered the physics colloquium "The Breakdown of Microscopic Time Reversal Invariance and the Cathedral Builders' Paradigm" at LNF Frascati, Italy, Nov. 9, and at Northwestern Univ., Evanston, Ill., Nov. 29; gave the invited lecture "Charm Physics and the Poor Sleeper's Impatience" at BCP4, Ise, Japan, Feb. 19–23; gave the HEP Seminar "The Brown Muck of Beauty—the Beauty of the Brown Muck" at the Univ. of Barcelona, Spain, Jan. 8, and the Univ. of Hiroshima, Japan, Feb. 26; and gave the HEP Seminar "Charm like Botticelli in the Sistine Chapel" at the Technical Univ. of Munich, Jan. 10.

Rev. David Burrell C.S.C., Hesburgh Professor of Arts and Letters, professor of theology and philosophy, and Kroc Institute Fellow, presented "Thomas Aquinas and Mulla Sadra on the Primacy of *esse/wujud*" at the Lebanese Univ. Center for Iranian Culture, Beirut, on April 2; and "Some Reflections on the Transformation of Islamic Philosophy from *Peripatetic* to *Ishraqi*" at the American Univ. in Beirut, April 2.

Peter Cholak, McAndrews Associate Professor of Mathematics, presented "The Latest (Exciting) News about the Computably Enumerable Sets" to the Logic Colloquium, Indiana Univ., Bloomington, April 19.

Olivia Remie Constable, associate professor of history, presented "Lawyers at Home and Merchants Abroad: Southern European Urban Statutes and Foreign *Fondacos*" at the 36th International Congress on Medieval Studies, Western Michigan Univ., Kalamazoo, on May 3.

Thomas Cosimano, professor of finance and business economics, discussed two papers at the session "Emerging Issues in the 'New

Economy'" for the International Atlantic Economic Association at the ASSA meeting in New Orleans, Jan. 7.

Daniel J. Costello Jr., Bettex Professor of Electrical Engineering, organized and chaired a session entitled "Iterative Decoding Techniques" at the 30th Annual IEEE Communication Theory Workshop, Borrego Springs, Calif., April 30 to May 2.

Michael J. Crowe, Cavanaugh Professor of Humanities, cochaired (with **Rev. Nicholas Ayo, C.S.C.**, professor of liberal studies) a conference held at the Univ. of Notre Dame on April 4–5 titled "Liberal Learning and the Great Books," marking the 50th anniversary of the founding of the program of liberal studies. He presented "Teaching Seminars on *Euclid's Elements of Geometry*, Book One" at the meeting of the Association for Core Texts and Courses, Notre Dame, April 6; and "Ten Misconceptions of Mathematics and Its History" at the Polytechnical Univ. of Madrid, April 26.

Roberto DaMatta, Joyce Professor of Anthropology and Kellogg Fellow, delivered the paper "Reflections on the Brazilian Carnival" for the international seminar on "Performance Genres and Comparative Aesthetics," in Ascona, Switzerland, April 26–29.

James Davis, associate professor of management, copresented "IPO Boards of Directors and Financial Performance: Considering the Life-Cycle of the Firm" with S.M. Carter and C.R. Young at the Strategic Management Society conference, Vancouver, B.C., Oct. 18; and presented "Organizational Change and Strategic Imperatives" at the International Health Care Executives annual meetings, sponsored by Bayer Corporation, Orlando, Fla., April 10.

Victor Deupi, assistant professor of architecture, was a respondent at the First Transect Symposium that explored the history, theory, and application of an operating system, drawn from ecological practice, that organizes human and natural habitats as an urban-to-rural continuum, Yale School of

Architecture, April 28; and was a visiting juror for the Graduate Thesis Reviews at the School of Architecture at the Univ. of Miami, Coral Gables, May 4.

Sarvanan Devaraj, assistant professor of management, copresented "The IT Paradox: Is Technology Usage the Missing Link?" with R. Kohli and "Service Quality and Product Quality: Antecedents of Customer Loyalty in the Automotive Industry" with **Khalil F. Matta**, professor of management, and E. Conlon, both at the Annual Conference of the Decision Sciences Institute, Orlando, Fla., Nov. 18–22.

Richard Economakis, assistant professor of architecture, was interviewed in the *International Herald Tribune*, regarding the project for a new Ara Pacis Museum in Rome (Dennis Greenan, "Is Ara Pacis Project Fit for Eternal City? Architects and Students in Rome Challenge the Ongoing Renovation Works Plotted Out by America's Richard Meier," in the *Italy Daily Section*, April 14–15).

Ming Fan, assistant professor of management, presented "Internal Supply Chain Coordination through Bundle Markets" with J. Stallaert at the Informs Annual Conference, San Antonio, Nov. 5–8.

Leonid Faybusovich, professor of mathematics, gave a colloquium talk entitled "New Approaches to Semi-infinite Programming," Chinese Univ. of Hong Kong, March 28.

Teresa Ghilarducci, associate professor of economics and Kroc Institute Fellow, presented "Delinking Benefits from a Single Employer: Alternative Multiemployer Models" at the Pension Research Council Conference, Wharton School of Univ. of Pennsylvania, April 30 through May 1.

James A. Glazier, associate professor of physics, presented the invited colloquia "How Cells Know Where to Go," Indiana Univ., Bloomington, March 28; at Kent State Univ., Kent, Ohio, April 5; and at the W.M. Keck Seminars in Computational Biology, Dept. of Biomathematics, UCLA, Los Angeles, April 19.

Dirk M. Guldí, associate professional specialist in the Radiation Laboratory, presented "Fullerene, 3-Dimensional Carbon Cages" at the 22nd Miller Conference, Windermere, U.K., April 7-12.

David Hartvigsen, associate professor of management, presented "Process Simulation in Excel with SimQuick" at the INFORMS Conference, San Antonio, Nov. 6.

Roger Huang, Meyer Chair in Finance, presented "Price Discovery by ECNs and Nasdaq Market Makers" at the Commodities Futures Trading Commissions in Washington, D.C., Nov. 15.

Robert C. Johansen, professor of government and international studies, was invited to present a keynote address, "The Need for an Earth Parliament," before the Conference on the Future of Global Governance, Venice, March 24-27; delivered the Eighth Hibbert Roberts Lecture in Ethics and Public Policy, "Deterring International Outlaws: Unprecedented Opportunity in International Humanitarian Law," Illinois State Univ., Normal, Oct. 3; "Transnational Politics and Nongovernmental Organizations: Drafting a Treaty to Establish a Permanent International Criminal Court," on the panel on Evolving Practices in Transnational Politics and was the panel chair and discussant on the theme panel on "Democracy and Inequality" at the International Studies Association annual convention, Chicago, Feb. 23-24; presented "Radical Islam and Nonviolence: A Case Study of Religious Empowerment Among Pashtuns" on the panel on Nonviolent and Quietistic Islam, Association for Asian Studies, 53rd Annual Meeting, Chicago, March 23; and was the panel chair for "Institutional and Normative Constraints" at the conference on the Waning of Major War, Kroc Institute for International Peace Studies, Notre Dame, April 7.

Joni Kanzler, assistant librarian, presented "Building Blocks for Better BI" at Indiana Library Federation (ILF) annual conference in Indianapolis on April 9.

Pamela A. Krauser, professional specialist in the Graduate School, presented the concurrent session "ERA = Easy Research Administration, Right???" at the Society of Research Administrators Midwest Section Spring Meeting, Rockville, Md., May 6.

Alasdair MacIntyre, research professor of philosophy, presented "The Two Faces of Philosophy" at the Royal Irish Academy meeting, National Univ. of Ireland, Cork, Jan. 18; delivered the Aquinas Lecture on "Truth as a Good" at the Pontifical Univ. at Maynooth, Jan. 23; gave the annual Carol Simon Lecture at the Univ. of Vermont on "Moral Disagreement and Natural Law," April 11; and was a Millennium Lecturer presenting "Four Types of Atheism" at the Univ. of Manchester, England, April 22.

Rev. Edward A. Malloy, C.S.C., president of the University, delivered the commencement address at North Carolina Agricultural and Technical State Univ., Greensboro, May 12.

Julia Marvin, assistant professor of liberal studies, organized the session "The Brut Tradition and Historiography" and organized and chaired the session "The Brut Tradition and Arthurian Literature" at the 36th International Congress on Medieval Studies, Western Michigan Univ., Kalamazoo, May 3-6.

Peter C. Massey, research assistant professor of electrical engineering, presented an invited lecture entitled "A 4-state Alternative Code to the Proposed 8-state Turbo Coding Standard" at the 30th Annual IEEE Communication Theory Workshop, Borrego Springs, Calif, April 30 to May 2.

Rev. Don McNeill, C.S.C., professional specialist, executive director for the Center for Social Concerns, and concurrent associate professor in the Department of Theology, copresented the Hesburgh Lecture on "Faith, Compassion, and Justice in Everyday Life" with M. Pfeil at St. Joseph's Univ., March 31.

Rev. John P. Meier, professor of theology, presented "The Absence and the Presence of the Church in John's

Gospel" at the annual meeting of the International Commission for Dialogue between the Disciples of Christ (The Christian Church) and the Roman Catholic Church in Rome, May 18-25.

Richard Mendenhall, associate professor of finance, acted as session chair at the European Working Group on Financial Modeling, annual conference, New York, Nov. 16-17.

Peter R. Moody Jr., professor of government and international studies, spoke on WSBT radio and television on the EP-3 surveillance plane incident with China, April 3, 10, and 11; and spoke on Korean politics at a conference, "The Political Economy of Korea in the 21st Century," Notre Dame, April 25.

Daniel J. Myers, assistant professor of sociology, presented "Modeling Social Diffusion Processes using Event History Analysis: Some Conceptual Issues, Practical Considerations, and Empirical Patterns" at the Institute of Social and Economic Research and Policy, Columbia Univ., New York, April 20. He also presented (with E. Walls, K.S. Jones, and M. Baggetta) "The Response to Rioting: Shifts in Racial Attitudes 1967-1968" and (with C. Bolzendahl) "Influences on Feminist Attitudes in Women and Men," at the annual meetings of the Midwest Sociological Society, St. Louis, April 5-7.

John Robinson, associate professor of law, presented "How Brain Death Became Part of American Law: Preliminary Investigations" and "How *Gluckberg* Trumped *Roe* and What it Means for American Political Life" at the Georgia Institute of Technology on March 20.

Mark W. Roche, O'Shaughnessy Dean and Joyce Professor of German Language and Literature, participated in an "Author Meets Critics" session on his book *Tragedy and Comedy: A Systematic Study and a Critique of Hegel* at the 25th Comparative Drama Conference, in Columbus, Ohio, April 26.

Jonathan Sapirstein, professor of physics, presented the invited talk "A Feynman Diagram Approach to the

Many-Electron Problem with Application to Lithiumlike Bismuth" at the European Research conference "Relativistic Effects in Heavy-Element Chemistry and Physics," Kerkrade, The Netherlands, April 21-26.

Paul Schultz, Clark Professor of Finance, presented "Who Makes Markets?" at the Univ. of Minnesota, Dec. 8.

Alan Seabaugh, professor of electrical engineering, presented "Tunneling Device Nanoelectronics" at Lund Univ., Sweden, on May 1.

Margaret Shackell-Dowell, assistant professor of accountancy, received a grant of \$17,000 from the Chartered Institute of Management Accountants (CIMA) in the U.K. for a research project entitled "Performance Measurement in B2C Internet Firms" with E. Demers of the Univ. of Rochester and S. Widener of Rice Univ.

Rabbi Michael Signer, Abrams Professor of Jewish Thought and Culture, presented "Pathways to Peace in the Jewish Tradition" to the International Liaison Commission with Vatican Commission on Religious Relations with the Jews, New York, April 30 to May 4; and "The Eschatological Elements in the Writings of Agobard of Lyons" at the Institute for Advanced Studies seminar, "Millennial Pursuits," Hebrew Univ., Jerusalem, May 16.

Mark Suckow, director and associate research professor in the Freimann Life Science Center, presented "Preventive Medicine for Rabbits" at the District V meeting of the American Association for Laboratory Animal Science, in Indianapolis, April 27; and presented the seminar, "Professional Ethics" at the Institute for Laboratory Animal Management in Memphis, Tenn., May 9.

Rev. Robert E. Sullivan, concurrent associate professor of history and senior associate director of the Erasmus Institute, served as discussant on a panel on "Faith Histories" at a conference on "Faith and History: Catholic Perspectives" at Cornell Univ., March

30, and as discussant on a panel on "New Perspectives on the Catholic Enlightenment" at the annual meeting of the American Society for Eighteenth Century Studies in New Orleans on April 21.

Eugene Ulrich, O'Brien Professor of Theology, and **James C. VanderKam**, O'Brien Professor of Theology, have been awarded a two-year grant from the National Endowment for the Humanities for the publication of four volumes of *Discoveries in the Judaean Desert*.

Jerry Che-Yung Wei, associate professor of management, presented "The Selection of Business-to-Business Solutions for Electronic Procurement" with D.J. Ballou at the National Meeting of the Decision Sciences Institute, Orlando, Fla., Nov. 18-20.

Rev. Oliver F. Williams, C.S.C., associate professor of management and Kroc Institute Fellow, presented "The Multinational Pharmaceutical Companies and the HIV/AIDS Pandemic in Southern Africa: Moral Responsibility" at the Univ. of New Mexico Anderson Schools of Management, Albuquerque, April 25; gave the Keynote Address at the Annual New Mexico Ethics in Business Awards Dinner, Albuquerque, April 25; and presented "After A Code of Conduct: The Next Step" at the annual meeting of the National Structured Settlements Trade Association, Palm Springs, May 7.

Samir Younés, associate professor of architecture and director of Rome Studies, presented "Classicism and the Nature of Modernity" at the Rome: Classicism and Conservation Conference organized by the American Institute of Architects, Historic Resources Committee, at the Palazzo Pio in Rome, on April 23.

Publications

Ani Aprahamian, professor of physics, coauthored "End Point of the rp Process on Accreting Neutron Stars" with H. Schatz, V. Barnard, L. Bildsten, A. Cumming, M. Ouellette, T. Rauscher, F.-K. Thielemann, and

Michael C. Wiescher, Freimann Professor of Physics, published in *Physical Review Letters* 86, no. 16 (2001): 3471-3474.

Hafiz M. Atassi, Hank Professor of Mechanical Engineering, wrote "Domain-Decomposition Method for Time-Harmonic Aeroacoustic Problems," published in the journal of the *American Institute of Aeronautics and Astronautics* 39, no. 5 (2001): 802-809.

Anthony J. Bellia, assistant professor of law, published "Federal Regulation of State Court Procedures" in the *Yale Law Journal* 110, no. 6 (2001): 947-1001.

Geoffrey J. Bennett, professor of law, wrote "Criminal Procedure and Sentencing," published in *All England Law Reports Annual Review of 2000* (2000): 161-172.

Doris L. Bergen, associate professor of history and Kroc Institute Fellow, wrote "Between God and Hitler: German Military Chaplains and the Crimes of the Third Reich," published in *In God's Name: Genocide and Religion in the Twentieth Century*, O. Bartov and P. Mack, eds. (New York, Oxford: Berghahn Books, 2000): 123-138.

Jeffrey H. Bergstrand, associate professor of finance and business economics, Kellogg Institute Fellow, and Kroc Institute Fellow, coauthored "International Trade in Services, Regional Free Trade Agreements and the WTO" with **Scott Baier**, assistant professor of finance and business economics, published in *Services in the International Economy*, R. Stern, ed. (Ann Arbor: Univ. of Michigan Press, 2001): 157-184.

Joan F. Brennecke, professor of chemical engineering, coauthored "How Polar are Room-temperature Ionic Liquids?" with S. Aki and A. Samanta, published in *Chemical Communications*, 2001: 413-414.

Hsueh-Chia Chang, Bayer Corporation Professor of Chemical Engineering, coauthored "Wave Dynamics in Two-Layer Couette Flow" with R.M.

Robert, Y. Ye, and E.A. Demekhin, published in *Chemical Engineering Science* 55 (2000): 345; "Coherent Structures, Self-Similarity, and Universal Roll Wave Coarsening Dynamics" with E.A. Demekhin and E. Kalaidin, published in *Physics of Fluids* 12 (2000): 2268; and "Designing a Fast-Igniting Catalytic Converter System" with J.M. Keith and **David T. Leighton Jr.**, associate professor of chemical engineering, published in the *AIChE Journal* 47 (2001): 650.

Daniel M. Chipman, professional specialist in the Radiation Laboratory, wrote "Hydrogen-bonding Effects on Free-radical Properties," published in the *Journal of Physical Chemistry A* 104, no. 104 (2000): 11816-11821.

Peter Cholak, McAndrews Associate Professor of Mathematics, coauthored "The Strength of Ramsey's Theorem for Pairs" with C. Jockusch and T. Slaman, published in the *Journal of Symbolic Logic* 66, no. 1 (2000): 1-55.

Rev. Michael Connors, C.S.C., assistant professor of theology, wrote *Inculturation Pastoral: The U.S. Hispanic Experience*, Inculturation series, vol. XX, Gregorian University Press, 2001.

James T. Cushing, professor of physics and philosophy, wrote a review of Partha Ghose's *Testing Quantum Mechanics on New Ground*, published in *Studies in History and Philosophy of Modern Physics* 32 (2001): 131-134.

Rev. Brian E. Daley, S.J., Huisking Professor of Theology, wrote "The Ministry of Primacy and the Communion of Churches," published in *Church Unity and the Papal Office*, C.E. Braaten and R.W. Jenson, eds. (Grand Rapids, 2001): 27-58.

Keith J. Egan, adjunct professor of theology, wrote a review of *Transforming our Days: Spirituality, Community, and Liturgy in a Technological Culture*, by R.R. Gaillardetz, published in *Theology Today* 58 (April 2001): 107-108.

Stephen A. Fredman, professor of English and Monahan Director of the

Core Course Program, wrote *A Menorah for Athena: Charles Reznikoff and the Jewish Dilemmas of Objectivist Poetry* (Chicago: Univ. of Chicago Press, 2001): 193 pp.

Umesh Garg, professor of physics, co-authored "GAMMASPHERE + FMA: A Journey beyond the Proton Drip-line" with D. Seweryniak, P.J. Woods, J.J. Ressler, C.N. Davids, A. Heinz, A.A. Sonzogni, J. Uusitalo, W.B. Walters, J.A. Caggiano, M.P. Carpenter, J.A. Cizewski, T. Davinson, K.Y. Ding, N. Fotiades, R.V.F. Janssens, T.L. Khoo, F.G. Kondev, T. Lauritsen, C.J. Lister, P. Reiter, J. Shergur, and I. Wiedenhofer, published in *Nuclear Physics A* 682 (2001): 247c-255c; and "Giant Monopole Resonances in Deformed Nuclei" with M. Itoh, H. Sakaguchi, T. Ishikawa, T. Kawabata, T. Murakami, H. Takeda, T. Taki, N. Tukahara, M. Uchida, Y. Yasuda, H. Fujimura, K. Hara, T. Noro, E. Obayashi, H.P. Yoshida, M. Yosoi, M. Fujiwara, P. Toutatchkov, B. Kharraja, and M. Volkerts, published in *Nuclear Physics A* 687 (2001): 52c-57c.

Richard Garnett, assistant professor of law, published "Brown's Legacy, Blaine's Wake" in *17 Const. Comm.* 651 (reviewing *Choosing Equality: School Choice, the Constitution, and Civil Society*, by J.P. Viteritti).

Teresa Ghilarducci, associate professor of economics and Kroc Institute Fellow, wrote "Complementarity of Pensions and Training under Multiemployer Plans," published in the *Journal of Labor Research* XXII, no. 3 (2001): 615-634; and "Small Benefits Large Funds: How Governance Affects Pension Plans," published in *Working Capital: The Power of Labor's Pensions*, T. Hebb, et. al., eds. (Ithaca: Cornell Univ. Press, 2001).

Sr. Mary Catherine Hilkert, O.P., wrote *Speaking with Authority: Catherine of Siena and the Voices of Women Today* (Mahwah, N.J.: Paulist Press, 2001): 184 pp.

Paul W. Huber, associate professor of chemistry and biochemistry, coauthored "A Proline-rich Protein Binds to the Localization Element of *Xenopus*

Vgl mRNA and to Ligands Involved in Actin Polymerization" with W.-M. Zhao, C. Jiang, and T.T. Kroll, published in *European Molecular Biology Organization Journal* 20 (2001): 2315-2325.

Gordon L. Hug, associate professional specialist in the Radiation Laboratory, coauthored "Photochemical Reactions of β -2,4,6-trimethyl-1,3,5-trithiane in Solution" with E. Janeba-Bartoszewicz, H. Kozubek, W. Urjasz, and B. Marciniak, published in the *Journal of Photochemistry and Photobiology B: Biology* 140 (2001): 133-138.

Robert Johnansen, professor of government and international studies, wrote "To Test or Not to Test: That is the Question (of Faith)," published in the *Manchester College Bulletin of the Peace Studies Institute* 30 (2000): 7-12; "Enforcing Norms and Normalizing Enforcement for Humane Governance," published in *Principled World Politics: The Challenge of Normative International Relations*, P. Wapner and L.E.J. Ruiz, eds. (New York: Rowman & Littlefield, 2000): 209-30; and "Applied Conflict Resolution Theory: Review of Roger Hearn's *UN Peacekeeping in Action: The Namibian Experience*," published in *The Review of Politics* 62, no. 4 (2000): 855-857.

Prashant V. Kamat, professional specialist in the Radiation Laboratory, coauthored "Photoinduced Electron Transfer between 1,2,5-Triphenylpyrrolidinofullerene Cluster Aggregates and Electron Donors" with V. Biju, S. Barazouk, K. George Thomas, and M.V. George, published in *Langmuir* 17, no. 10 (2001): 2930-2936; and "Radiation Induced Catalytic Dechlorination of Hexachlorobenzene on Oxide Surfaces" with G.A. Zacheis and K.A. Gray, published in the *Journal of Physical Chemistry B* 105, no. 20 (2001): 4715-4720.

Gary A. Lamberti, professor of biological sciences, coauthored "Effects of N:P Ratio and Total Nutrient Concentration on Stream Periphyton Community Structure, Biomass, and Elemental Composition" with R.S. Stelzer, published in *Limnology and Oceanography* 46 (2001): 356-367.

Alasdair MacIntyre, research professor of philosophy, wrote "Once More on Kierkegaard," published in *Kierkegaard After MacIntyre*, J.J. Davenport and A. Rudd, eds., (Chicago: Open Court, 2001): 339-355.

Edward J. Maginn, associate professor of chemical engineering, coauthored "Effect of the Surface Energy Barrier on Sorbate Diffusion in ALPO₄-5" with G. Arya and **Hsueh-Chia Chang**, Bayer Corporation Professor of Chemical Engineering, published in the *Journal of Physical Chemistry* 105 (2001): 2725.

Dan Meisel, director of the Radiation Laboratory and professor of chemistry and biochemistry, coauthored "Reducing Radicals in Nitrate Solutions. The NO₃²⁻ System Revisited" with A.R. Cook, N. Dimitrijevic, B.W. Dreyfus, L.A. Curtiss, and D.M. Camaioni, published in *Journal of Physical Chemistry A* 105, no. 14 (2001): 3658-3666.

Marvin J. Miller, Clark professor of chemistry and biochemistry, coauthored "Regio- and Stereochemically Controlled Formation of Hydroxamic Acid Containing *anti*- or *syn*-1,4-Cycloalkenols from Acylnitroso-Derived Diels-Alder Adducts" with M.D. Surman, published in *The Journal of Organic Chemistry* 66 (2001): 2466-2469.

Peter R. Moody Jr., professor of government and international studies, edited and wrote the introduction to *China Documents Annual, 1996: The Year of Living Dangerously* (Gulf Breeze: Academic International Press, 2001).

Samuel Paolucci, professor of aerospace and mechanical engineering, coauthored "Viscous Detonation in H₂-O₂-Ar Using Intrinsic Low-Dimensional Manifolds and Wavelet Adaptive Multilevel Representation" with S. Singh, Y. Rastigejev, and **Joseph M. Powers**, associate professor of aerospace and mechanical engineering, published in *Combustion Theory Modeling* 5 (2001): 163-184.

Steven R. Schmid, associate professor of aerospace and mechanical engineering, coauthored "Flow Factors for

Lubrication with Emulsions in Ironing" with J. Zhou, published in the *Journal of Tribology* 123 (April 2001): 283-289.

Mihir Sen, professor of aerospace and mechanical engineering, coauthored "Analysis of Heat Transfer Enhancement in Coiled-tube Heat Exchangers" with N. Acharya and **Hsueh-Chia Chang**, Bayer Corporation Professor of Chemical Engineering, published in the *International Journal of Heat and Mass Transfer* 44 (2001): 3189-3199.

Slavi C. Sevov, associate professor of chemistry and biochemistry, coauthored "[Co(en)₃][B₂P₃O₁₁(OH)₂]: A Novel Borophosphate Templated by a Transition-Metal Complex" with G-Y. Yang, published in *Inorganic Chemistry* 40 (2001): 2757-2760.

Rabbi Michael Signer, Abrams Professor of Jewish Thought and Culture, edited *History and Memory in Christianity and Judaism* (Notre Dame: Univ. of Notre Dame Press, 2001): 272 pp.; and wrote an essay therein, "Abraham: The One and the Many"; and coedited *Jews and Christians in Twelfth Century Europe* (Notre Dame: Univ. of Notre Dame Press, 2000): 408 pp. with **John van Engen**, Tackes Professor of History, which contains an essay he wrote, "God's Love for Israel: Hermeneutical Strategies in Twelfth-Century Biblical Exegesis."

Nancy K. Stanton, professor of mathematics, published a review of *Real Submanifolds in Complex Space and Their Mappings* by M.S. Baouendi, P. Ebenfelt, and L. Preiss Rothschild in the *Bulletin of the American Mathematical Society* 37, no. 4 (2000): 511-514.

Robert E. Sullivan, concurrent associate professor of history and senior associate director of the Erasmus Institute, published "Rethinking Christianity in Enlightened Europe," in *Eighteenth-Century Studies* 34 (2001): 298-309, and edited and introduced *Higher Learning and Catholic Traditions* (Notre Dame: Univ. of Notre Dame Press, 2001): 160 pp.

J. Kerry Thomas, Nieuwland Professor of Science, coauthored "Enhanced Quenching of Anthracene Fluorescence by Nitroalkanes in Zeolite X and

Y" with E.H. Ellison, published in *Langmuir* 17 (2001): 2446-2454; and "Single-Pulse Measurements of Fluorescence Lifetimes: The Influence of Solvent on the Isomerization of *trans*-Stilbene Included in Zeolites," also with E.H. Ellison, published in the *Journal of Physical Chemistry B* 105 (2001): 2757-2760.

Eugene Ulrich, O'Brien Professor of Theology, wrote "The Bible in the Making: The Scriptures Found at Qumran," published in *The Bible at Qumran: Text, Shape, and Interpretation. Studies in the Dead Sea Scrolls and Related Literature*, 5, P.W. Flint and T.H. Kim, editors (Grand Rapids: Eerdmans Press, 2001): 51-66.

James C. Vanderkam, O'Brien Professor of Theology, wrote "The Angel of the Presence in the Book of Jubilees," published in *Dead Sea Discoveries* 7 (2000): 378-393; "When Archeology Conflicts with the Bible," published in *The Banner* 136, no. 7 (2001): 16-19; "The Interpretation of Genesis in 1 Enoch" in *The Bible at Qumran: Text, Shape, and Interpretation. Studies in the Dead Sea Scrolls and Related Literature*, 5, P.W. Flint and T.H. Kim, editors (Grand Rapids: Eerdmans Press, 2001): 129-148.

Robert P. Vecchio, Schurz Professor of Management, coauthored "Managing Employee Envy in the Workplace" with K. Dogan, published in *Compensation and Benefits Review* 33 (2001): 57-64.

John A. Weber, associate professor of marketing, coauthored "Emerging Technologies for Enhancing Supplier-Reseller Partnerships" with R. Mirani and D. Moore, published in *Industrial Marketing Management* 30, no. 2 (2001): 101-114.

John P. Welle, associate professor of Italian in the Department of Romance Languages and Literatures, wrote "Tales of Cinematic Customs: Early Italian Cinema Literature, Reception and Historiography," *A nuova luce: Cinema muto italiano. I / Italian Silent Cinema. I. Atti del convegno internazionale*, Bologna, Nov. 12-13, 1999. M. Canosa, ed. (Bologna: CLUEB, 2000): 25-32.

Administrators' Notes

Activities

James P. Malloy, associate director of financial aid, made two presentations on college financial aid at a "College Information Day," the Illinois Math and Science Academy, in Aurora, Ill., April 28.

Publications

Alan S. Bigger, director of Building Services, coauthored "Undo Stress before It Undoes You!" with L.B. Bigger, published in *Executive Housekeeping Today* 22, no. 5 (2001): 4-6; and "The End-User's World of E-Commerce," published in *ISSA Today* 27, no. 5 (2001): 10-12.

2001 Commencement Honorary Degrees

May 27, 2001

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

the forty-third President of the United States. A straightforward, faith-based Texan, he combined his business acumen with compassionate and inclusive conservatism to first govern the Lone Star state and then rise to national prominence. As only the second son to follow his father into the Oval Office, he stands at the dawn of his presidency, committed to reaching across partisan divides to lead this nation toward its promise of opportunity for all.

On

George W. Bush
Washington, District of Columbia

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Science, *honoris causa*,
on

a pioneer astrophysicist who has brought new insights to the inner workings of the Sun and stars. Along with his seminal work in the field of "emerging neutrinos," he also developed the currently accepted model for our galaxy. Through his leadership of the National Academy of Sciences and his contributions to the development of the Hubble Telescope, he has become a central figure in the evolution of modern astronomy.

On

John Norris Bahcall
Princeton, New Jersey

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a Benedictine monk professed fifty years, educated at Louvain, and whose historical scholarship is exemplary. His pathfinding work on African-American Catholics in the United States is a benchmark study and reference point for all subsequent research. Continuing this analysis while also writing on monastic history and serving the Church in Africa, he is a vibrant example of Saint Benedict's ideal of prayer and work.

On

Cyprian Davis
St. Meinrad, Indiana

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

the first laywoman president of the Catholic women's college that has prospered alongside Notre Dame for more than a century and a half. A career steeped in higher education and a personal manner marked by unassuming good humor serve her well as she directs an ambitious master development plan for Saint Mary's College. She is an agent for change who respects tradition, a listener who is unafraid to act, a mentor who knows that enabling is a form of leading.

On

Marilou Denbo Eldred
South Bend, Indiana

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a respected corporate executive who also uses his administrative gifts to champion excellence in public schools. As chairman and chief executive officer of IBM, he is credited with reviving the fortunes of the world's largest computer company. Seeking a similar reinvention of public education, he is leading a series of efforts to eliminate technological barriers to reform and to drive high academic standards for our schools.

On
Louis Vincent Gerstner Jr.
Armonk, New York

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

an alumnus, trustee and benefactor of Notre Dame who turned the leveraged buyout mantra from "buy, break up and sell" to "buy, build and improve." He left a New York City venture capital firm in 1982 to found a private investment company which has acquired more than 50 companies with sales exceeding \$6 billion. In addition to his entrepreneurial business style, he has made major philanthropic contributions, particularly to education and the cultural arts.

On
John Weaver Jordan II
Chicago, Illinois

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Letters, *honoris causa*,
on

a journalist and novelist who has transformed reality into literary art and spiritual journey in a body of literature remarkable for its keen sense of place and soul. Author of the acclaimed Albany Cycle of fiction which includes the Pulitzer Prize-winning *Ironweed*, he views his characters as warriors, dramatic figures who struggle with the myriad forces of life. Leavened by sharp wit and surrealistic flourishes, his writing not only bears witness to such strife but also reminds us that "no one knows the potential of any human breast."

On
William Joseph Kennedy
Albany, New York

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a priest, scholar and prelate who is a renowned expert on Japanese culture and history. A loyal member of the Society of Jesus, he served as president of Sophia University in Tokyo and later as rector of the Pontifical Gregorian University in Rome. Appointed secretary of the Congregation for Catholic Education by Pope John Paul II, he has established a reputation as one of the leading educators of our time.

On
Archbishop Giuseppe Pittau, S.J.
Vatican City

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Laws, *honoris causa*,
on

a passionate advocate for improving educational opportunities in the Hispanic community. Under her leadership, the Hispanic Scholarship Fund has awarded millions of dollars to thousands of young students. This remarkably talented and dedicated woman is working tirelessly to achieve the organization's goal of doubling the rate of Hispanic-Americans earning college degrees.

On
Sara Martinez Tucker
San Francisco, California

At the 156th Commencement
The May Exercises
The University of Notre Dame
confers the degree of
Doctor of Engineering, *honoris causa*,
on

an engineering genius whose innovative work enabled Qualcomm to develop the international standard for digital wireless communications systems. For more than four decades he has worked at the forefront of industry and academe in the advancement of both practice and theory in his field. Recently elected to the American Academy of Arts and Sciences, he is a visionary on the leading edge of a new era in human communication.

On
Andrew James Viterbi
San Diego, California

Commencement Address

President of the United States
George W. Bush

May 20, 2001

Thank you, Father Malloy. And thank you all for that warm welcome. Chairman McCartan, Father Scully, Dr. Hatch, Notre Dame trustees, members of the class of 2001. It is a high privilege to receive this degree. I'm particularly pleased that it bears the great name of Notre Dame. My brother, Jeb, may be the Catholic in the family, but between us, I'm the only Domer.

I have spoken on this campus before. It was in 1980, the year my dad ran for Vice President with Ronald Reagan. I think I really won over the crowd that day. In fact, I'm sure of it because all six of them walked me to my car.

That was back when Father Hesburgh was the president of this University during a tenure that in many ways defined the reputation and values of Notre Dame. It's a real honor to be here with Father Hesburgh and with Father Joyce. Between them, these two good priests have given nearly a century of service to Notre Dame. I'm told that Father Hesburgh now holds 146 honorary degrees. That's pretty darn impressive, Father, but I'm gaining on you. As of today, I'm only 140 behind.

Let me congratulate all the members of the class of 2001. You made it, and we're all proud of you on this big day. I also congratulate the parents who after these years are happy, proud, and broke.

I commend this fine faculty for the years of work and instruction that produced this outstanding class.

And I'm pleased to join my fellow honorees as well. I'm in incredibly distinguished company with authors, executives, educators, church officials, and eminent scientists. We're sharing a memorable day and a great honor, and I congratulate you all.

Notre Dame, as a Catholic university, carries forward a great tradition of social teaching. It calls on all of us, Catholic and non-Catholic, to honor family, to protect life in all its stages, to serve and uplift the poor. This University is more than a community of scholars. It is a community of conscience—and an ideal place to report on our nation's commitment to the poor, and how we're keeping it.

In 1964, the year I started college, another President from Texas delivered a commencement address talking about this national commitment. In that speech, President Lyndon Johnson issued a challenge. He said: "This is a time for decision. You are the generation that must decide. Will you decide to leave the future a society where a man is condemned to hopelessness because he was born poor? Or will you join to wipe out poverty in this land?"

In that speech, Lyndon Johnson advocated a war on poverty, which had noble intentions and some enduring successes. Poor families got basic health care; disadvantaged children were given a head start in life. Yet, there were also some consequences that no one wanted or intended. The welfare entitlement became an enemy of personal effort and responsibility, turning many recipients into dependents. The War on Poverty also turned too many citizens into bystanders, convinced that compassion had become the work of government alone.

In 1996, welfare reform confronted the first of these problems with a five-year time limit on benefits and a work requirement to receive them. Instead of a way of life, welfare became an offer of temporary help—not an entitlement but a transition. Thanks in large part to this change, welfare rolls have been cut in half. Work and self-respect have been returned to many lives. That is a tribute to Democrats and Republicans who agreed on reform and to the President who signed it: President Bill Clinton.

Our nation has confronted welfare dependency, but our work is only half done. Now we must confront the second problem: to revive the spirit of

citizenship—to marshal the compassion of our people to meet the continuing needs of our nation. This is a challenge to my administration, and to each one of you. We must meet that challenge—because it is right and because it is urgent.

Welfare as we knew it has ended but poverty has not. When over 12 million children live below the poverty line, we are not a post-poverty America. Most states are seeing the first wave of welfare recipients who have reached the law's five-year time limit. The easy cases have already left the welfare rolls. The hardest problems remain—people with far fewer skills and greater barriers to work. People with complex human problems, like illiteracy and addiction, abuse, and mental illness. We do not yet know what will happen to these men and women or to their children. But we cannot sit and watch, leaving them to their own struggles and their own fate.

There is a great deal at stake. In our attitudes and our actions we are determining the character of our country. When poverty is considered hopeless, America is condemned to permanent social division, becoming a nation of caste and class, divided by fences and gates and guards. Our task is clear, and it's difficult: we must build our country's unity by extending our country's blessings.

We make that commitment because we're Americans. Aspiration is the essence of our country. We believe in social mobility, not social Darwinism. We are the country of the second chance, where failure is never final. And that dream has sometimes been deferred. It must never be abandoned.

We are committed to compassion for practical reasons. When men and women are lost to themselves, they are also lost to our nation. When millions are hopeless, all of us are diminished by the loss of their gifts.

And we're committed to compassion for moral reasons. Jewish prophets and Catholic teaching both speak of God's special concern for the poor.

This is perhaps the most radical teaching of faith—that the value of life is not contingent on wealth or strength or skill. That value is a reflection of God's image.

Much of today's poverty has more to do with troubled lives than a troubled economy. And often when a life is broken, it can only be restored by another caring, concerned human being. The answer for an abandoned child is not a job requirement—it is the loving presence of a mentor. The answer to addiction is not a demand for self-sufficiency—it is personal support on the hard road to recovery.

The hope we seek is found in safe havens for battered women and children, in homeless shelters, in crisis pregnancy centers, in programs that tutor and conduct job training and help young people who may happen to be on parole. All these efforts provide not just the benefit, but attention and kindness, a touch of courtesy, a dose of grace.

Mother Teresa said that what the poor often need, even more than shelter and food—though these are desperately needed, as well—is to be wanted. And that sense of belonging is within the power of each of us to provide. Many in this community have shown what compassion can accomplish.

Notre Dame's own Lou Nanni is the former director of South Bend's Center for the Homeless, an institution founded by two Notre Dame professors. It provides guests with everything from drug treatment to mental health service, to classes in the Great Books, to preschool for young children. Discipline is tough. Faith is encouraged, not required. Student volunteers are committed and consistent and central to its mission. Lou Nanni describes this mission as "repairing the fabric" of society by letting people see the inherent "worth and dignity and God-given potential" of every human being.

Compassion often works best on a small and human scale. It is generally better when a call for help is local, not long distance. Here at this University you've heard that call and responded.

It is part of what makes Notre Dame a great university.

This is my message today: there is no great society that is not a caring society. And any effective war on poverty must deploy what Dorothy Day called "the weapons of spirit."

There's only one problem with groups like South Bend's Center for the Homeless—they're aren't enough of them. It's not sufficient to praise charities and community groups; we must support them. And this is both a public obligation and a personal responsibility.

The War on Poverty established a federal commitment to the poor. The welfare reform legislation of 1996 made that commitment more effective. For the task ahead, we must move to the third stage of combating poverty in America. Our society must enlist, equip, and empower idealistic Americans in the works of compassion that only they can provide.

Government has an important role. It will never be replaced by charities. My administration increases funding for major social welfare and poverty programs by 8 percent. Yet, government must also do more to take the side of charities and community healers, and support their work. We've had enough of the stale debate between big government and indifferent government. Government must be active enough to fund services for the poor—and humble enough to let good people in local communities provide those services.

So, I've created a White House Office of Faith-based and Community Initiatives. Through that office we are working to ensure that local community helpers and healers receive more federal dollars, greater private support, and face fewer bureaucratic barriers. We have proposed a "compassion capital fund," that will match private giving with federal dollars.

We have proposed allowing all taxpayers to deduct their charitable contributions, including non-itemizers. This could encourage almost \$15 billion a

year in new charitable giving. My attitude is, everyone in America—whether they are well-off or not—should have the same incentive and reward for giving.

And we're in the process of implementing and expanding "charitable choice"—the principle, already established in federal law, that faith-based organizations should not suffer discrimination when they compete for contracts to provide social services. Government should never fund the teaching of faith, but it should support the good works of the faithful.

Some critics of this approach object to the idea of government funding going to any group motivated by faith. But they should take a look around them. Public money already goes to groups like the Center for the Homeless and, on a larger scale, to Catholic Charities. Do the critics really want to cut them off? Medicaid and Medicare money currently goes to religious hospitals. Should this practice be ended? Child-care vouchers for low-income families are redeemed every day at houses of worship across America. Should this be prevented? Government loans send countless students to religious colleges. Should this be banned? Of course not.

America has a long tradition of accommodating and encouraging religious institutions when they pursue public goals. My administration did not create that tradition—but we will expand it to confront some urgent problems.

Today I'm adding two initiatives to our agenda, in the areas of housing and drug treatment. Owning a home is a source of dignity for families and stability for communities—and organizations like Habitat for Humanity make that dream possible for many low-income Americans. Groups of this type currently receive some funding from the Department of Housing and Urban Development. The budget I submit to Congress next year will propose a threefold increase in this funding, which will expand home ownership, and the hope and pride that come with it.

And nothing is more likely to perpetuate poverty than a life enslaved to drugs. So we propose \$1.6 billion in new funds to close what I call the treatment gap—the gap between the 5 million Americans who need drug treatment and the 2 million who currently receive it. We will also propose that all these funds—all of them—be open to equal competition from faith-based and community groups.

The federal government should do all these things, but others have responsibilities as well—including corporate America.

Many corporations in America do good work, in good causes. But if we hope to substantially reduce poverty and suffering in our country, corporate America needs to give more—and to give better. Faith-based organizations receive only a tiny percentage of overall corporate giving. Currently six of the 10 largest corporate givers in America explicitly rule out or restrict donations to faith-based groups, regardless of their effectiveness. The federal government will not discriminate against faith-based organizations and neither should corporate America.

In the same spirit, I hope America's foundations consider ways they may devote more of their money to our nation's neighborhoods and their helpers and their healers. I will convene a summit this fall asking corporate and philanthropic leaders throughout America to join me at the White House to discuss ways they can provide more support to community organizations—both secular and religious.

Ultimately, your country is counting on each of you. Knute Rockne once said, "I have found that prayers work best when you have big players." We can pray for the justice of our country, but you're the big players we need to achieve it. Government can promote compassion, corporations and foundations can fund it, but the citizens—it's the citizens who provide it. A determined assault on poverty will require both an active government and active citizens. There's more to citizenship than voting—though I urge you to do it. There's more to citizenship than

paying your taxes—though I'd strongly advise you pay them. Citizenship is empty without concern for our fellow citizens, without the ties that bind us to one another and build a common good.

If you already realize this and you're acting on it, I thank you. If you haven't thought about it, I leave you with this challenge: serve a neighbor in need. Because a life of service is a life of significance. Because materialism, ultimately, is boring, and consumerism can build a prison of wants. Because a person who is not responsible for others is a person who is truly alone. Because there are few better ways to express our love for America than to care for other Americans. And because the same God who endows us with individual rights also calls us to social obligations.

So let me return to Lyndon Johnson's charge. You're the generation that must decide. Will you ratify poverty and division with your apathy—or will you build a common good with your idealism? Will you be a spectator in the renewal of your country—or a citizen?

The methods of the past may have been flawed, but the idealism of the past was not an illusion. Your calling is not easy, because you must do the acting and the caring. But there is fulfillment in that sacrifice that creates hope for the rest of us. Every life you help proves that every life might be helped. The actual proves the possible, and hope is always the beginning of change.

Thank you for having me, and God bless.

Valedictory

Carolyn Weir

May 27, 2001

Mr. President, Father Malloy, distinguished guests, faculty, family, friends, and fellow members of the class of 2001. Greetings!

We embarked on our journey to the University of Notre Dame in pursuit of knowledge, in a quest for ourselves, and in search of God. But along the way, we received countless other gifts that we never could have anticipated. I stand here now with immense gratitude in my heart. And, on behalf of the graduates of the class of 2001, I thank you, Notre Dame.

Thank you for the visits to the Grotto, Notre Dame encounters, and masses in the residence halls. Thank you for the inspiring music of the Notre Dame Folk Choir, the Liturgical Choir, and the other Basilica choirs. Thank you for the classes, the professors, and the friends who have challenged and strengthened our values and beliefs. We have learned to cherish what is truly important. We have begun to discover ourselves, and we have grown closer to God. Thank you, Notre Dame, for developing God's gift of faith.

Thank you for tempering us with difficult papers and challenging exams. Thank you for supporting us during our difficulties in relationships and in the pain of lost loved ones. We have learned to find strength in God, in ourselves, and in each other. We have seen how strong we can be in the face of seemingly insurmountable obstacles. Thank you, Notre Dame, for cultivating God's gift of hope.

Thank you for life in the residence halls, for the fun during SYRs and Bookstore Basketball, for the memories of Freshmen Orientation and the Alumni-Senior Club. Thank you for the excitement of pep rallies and football games, and thank you for our women's basketball team and their success in

the national championship. Thank you for quiet walks around the peaceful lakes, for beautiful flowers and trees newly alive each spring, and for those fearless, ever-hungry squirrels. Thank you for teaching us the value of friendship, community, and service. Thank you for being our family. Thank you, Notre Dame, for nurturing God's gift of love.

Our particular gifts of faith, hope, and love are like the three petals of a shamrock. The Notre Dame family has been like a field of shamrocks, and each of us is like one of those shamrocks. Just as a shamrock's petals are a part of its identity, Notre Dame's cultivation of faith, hope, and love have shaped us into who we are and who we are called to be. Over the past few years, as we have delved more deeply into our Notre Dame experience, our gifts have grown and have flourished. As we took small steps beyond Notre Dame, through study-abroad programs, service activities, work experiences, and internships, we began to see the uniqueness of our Notre Dame blessings and started to realize the responsibility required by our special gifts.

Our responsibility to share our faith, hope, and love can be accomplished through effective leadership. By providing us with knowledge and skills in a Catholic university setting, each college at Notre Dame has endowed us with the capacity for leadership. Brett Perkins, a graduating finance major, says "the Mendoza College of Business not only instructs students in the basics of financial analysis or the selection of a corporate strategy, but it also forms leaders who will provide a witness in the business world to Christian values and ethics." Matt Altman, a civil engineering major, believes that "Notre Dame's College of Engineering trains students to be leaders by coupling the engineering experience with a strong community, a deep spirituality, and a dedication to service." Julia Pilipovich, another graduate, says that "Notre Dame's College of Architecture gives students an extensive understanding of traditional architecture and teaches them the importance of a supportive community." David Swinarski, a math major, finds that "Notre Dame's

College of Science involves students in research, encourages them to be well-rounded, and acknowledges the importance of faith in the work of scientists." As a student of theology and of the Program of Liberal Studies, I have discovered that the College of Arts and Letters gives students a broad liberal education rich in spiritual tradition and intellectual thought. From reading classics such as St. Augustine's *Confessions*, Milton's *Paradise Lost*, and Tolstoy's *War and Peace*, I have learned how to read appreciatively and critically as well as how to analyze and question primary texts. I feel blessed to have engaged in dialogue with the great thinkers of the past and to have continued in lively discussion with my professors and classmates.

As we leave Notre Dame, the world will become our great book. What is it that we will read in the world? How will it challenge us; what dialogue will we hold with it; and what questions will we ask of it? Already, we might ask: "World, do you believe in anything?" "Why are money and power so important to you?" "Why are your adolescents so lost and your prisons so full?" "Why can't you get your food and your medicine to people in greatest need?" And, "World, why do you play god by killing the innocent, unborn ones and by executing the guilty ones?"

Notre Dame's cultivation of faith, hope, and love in conjunction with our skills and knowledge have prepared us to lead with the vision of a better world. Father Theodore Hesburgh once said, "the very essence of leadership is vision." Through the development of faith, hope, and love, Notre Dame has fostered in us the vision of a more just, more peaceful, and, yes, a more perfect world. The vision of a world in which human beings are treated with dignity and respect from the moment of conception to the moment of natural death. The vision of a world in which all people have the same opportunities for health, education, and well-being. And, the vision of a world that truly reflects the faith, hope, and love of Jesus Christ. This Christian vision, united with our knowledge and skills, is our lasting

heritage from this, Our Lady's University.

Our duty, now, is to actualize this vision as true leaders of the world, as true servants of the world. Perhaps, we will be servant-leaders on a large scale, like Monsignor George Higgins, whose faith, scholarship, and labor activism Notre Dame honors today with the Laetare medal. But more likely, our servant-leadership will be lived out in the small, daily activities of our work, family, and community life. By simply taking time to talk to others, to truly listen to them, and to try to understand the other's point of view, we simultaneously become leaders and servants of others.

I learned about servant-leadership when I participated in a summer service project at St. Agatha Catholic Church in inner-city Chicago. I was eager to work in this community, and I was convinced I was going to make some important changes. But as soon as I arrived in Chicago, I was quickly humbled by Father Mike Ivers, the pastor of St. Agatha. He said, "Carolyn, you are not here to do anything special. You are here simply to be with the people. You will make the most impact by forming quality relationships." Like my summer service project, our Notre Dame family has taught us that relationships are fundamental to life and to leadership.

As effective leaders, we have the responsibility to do ordinary things in extraordinary ways. William Wordsworth said, "the best portion of a good person's life is his or her little, nameless, unremembered acts of kindness and love." In the workplace, let us not be ruled by competition but rather encourage collaboration and teamwork. In our graduate classes and professional schools, let us show our smiling Irish eyes to our hardworking classmates. In our families, let us cultivate faith, hope, and love with our spouses and in our children by nurturing their passion for worship, study, and service.

Fellow graduates, our gifts ultimately become fruitless if they are not shared.

We have a responsibility to lead others in the development of their own faith, hope, and love. We have a responsibility to serve those in greatest need. And, we have a responsibility to serve those right in front of us. Our strong foundation in faith, hope, and love coupled with our knowledge and skills makes us unique as graduates of the University of Notre Dame. Let us now step beyond the comforts of this family and share our gifts with all the world. As we leave Notre Dame today, let us say "thank you" for what has been and say "yes" to the challenges and responsibilities that await us. May God be with us and congratulations!

Invocation

Tonight, when the sun dips below the horizon and the final glancing rays of God's radiant light strike Our Lady standing atop of the Golden Dome, let us remember what we have done, let us ponder what God has left for us to do.

When the sun sets this evening, we find that our time at Notre Dame has ended. We will spend today recognizing our achievements and hard work from the last four or five years. Tonight we will fondly remember our friends and time at school. Tomorrow we will find ourselves anxious of what is to come when we leave here. It is only fitting, at this major crossroads in our life, we seek God's wisdom and guidance in prayer.

Great are You, O Lord. As Creator of us all, we ask for Your blessing on what we have done in our yesterdays, on what we undertake today, and on what we hope to accomplish in all of our tomorrows. As You cause joy and strength to grow within us, we pray that You will also let truth and wisdom grow in our souls so we may more perfectly understand You.

In the morning twilight, stand by us and guide us in building the future for You, as You have created us to be the leaders and servants, thinkers and builders of tomorrow.

In the rising sun, as your mercy and love have dawned in us, give us the courage and strength to break our bread for the hungry, to give our wine to the thirsty, to give our clothes to the naked, and to open our door to the homeless.

In the midst of the day, grant us the love and compassion to forgive those who have wronged us. Let us see suffering and sorrow as a chance you have given us to show love and grow in spirit and faith.

In the setting sun, hearken to our souls and nourish them with love, compassion, and peace.

In the night, take us into your eternal reign when we shall be with You in the Heavenly Jerusalem. You have made us and drawn us to Yourself, and our heart is restless until it rests in You.

We pray for all of this and Your blessing with great gratitude. You have provided all we need, both materially and spiritually. Your compassion has given each of us a supportive family and caring friends. Your love has provided us with an opportunity to further grow in our education to see You as a personal God. When the sun sets tonight over the campus, let us remember the good we have already done in our lives. When the sun rises in the morning, let us look to tomorrow, filled with your Holy Spirit, conscious of our abilities, and willing to use them to truly build the future for You.

We pray for this Our Lord's name and in the name of Notre Dame—our Mother, our life, our sweetness, and our hope.

Amen.

Laetare Medal

Monsignor,
Saint Matthew, an accountant sensitive to economy and divinity alike, remembered this: When Jesus drove some demons out of Gadara, they fled into a herd of swine, the whole tormented lot of which then plunged into the waters of Tiberias and drowned. Adverse effects on Gadarene hog futures alarmed the locals, and, deciding that His Kingdom cost too much, they asked our Lord to leave their town and leave them to their high-heaped tables, their overflowing troughs, and their satisfied flesh. So Jesus left them there.

As Matthew warns, God has a stake in what we get and spend and save and share, and we, no less than Gadarenes, must choose between our comfort and his Kingdom. At the heart of our Church, in our every Eucharist, we remember, celebrate, and consume the inconvenient Christ, our blue-collar Lord whose first followers were fishermen, day laborers, the homeless, and the unemployed—those also inconvenient people whose voices resound faintly, if at all, in corridors of power and corporate boardrooms. To ignore them is to ignore Him and thus to become an atheist indeed.

That admonition lodges at the heart of your career. As a churchman, a scholar, a journalist, a friend of labor, and a champion of the poor, you have always spoken truth to power and always in a voice resonant with Matthew's shrewd eloquence, your native wit, and our Lord's own love.

Ordained a priest some 60 years ago, you earned master's and doctoral degrees in economics and political science from Catholic University. The Catholic bishops of our country then appointed you to counsel them on social and political affairs, a role that officially—and only officially—ended in 1980 when you allegedly retired to teach theology at your alma mater. You have been teaching us all since 1945, when you began to write your weekly syndicated "Yardstick" column in the Catholic press. During the exhilarating and tumultuous years of the

Second Vatican Council, the architects of Church renewal sought your help, and before, during, and after the Council you made yourself and your prodigious talents generously available to working men and women and the unions that represented them.

In all of these ministries—whether from pulpit or podium, in print or on soapbox, in church or on picket line, you never cease reminding us of our problematic kinship with the Gadarenes. You never cease exhorting us to beg God's Son to stay.

For this unsettling and crucial service, and in the name of its advocate and patroness, the Mother of God and wife of the journeyman Joseph, the University of Notre Dame rejoices to confer on you its highest honor, the Laetare Medal,

On
Monsignor George C. Higgins
Washington, D.C.

Faculty Awards

May 27, 2001

2001 REINHOLD NEIBUHR AWARD

The salient characteristic of this honoree's professional life is his tireless work as a peacemaker and a builder of bridges. This magna cum laude graduate of Notre Dame began his professional career as an Assistant Professor of Religious Studies at Saint Xavier College in Chicago where he is now a member of the Board of Trustees. From the University of Chicago, where he received his Ph.D. and later became Associate Director of the Fundamentalism Project, he came to Notre Dame's History Department. He has become a leading "public intellectual" in the American Catholic community. His work as a builder of bridges between Muslims and Jews, between Catholics and Protestants, between Catholic academia and the pastoral ministry, and between the factions of conservatives and liberals within the Church, helps them all to overcome their ideological differences and act together for social justice and the common good. Deeply committed to the mission of the Church, he has also been very active in media work for the Church and is often chosen to respond to reporters on timely subjects related to the Church, its activities, and pronouncements of the hierarchy. Through his lectures and numerous publications he has worked to make Catholic teaching more accessible to the laity in general. When he is invited to speak in parishes, as is often the case, he does so gratis. After serving as Director of the Cushwa Center for the Study of American Catholicism, he is now Director of the Joan B. Kroc Institute for International Peace Studies. Tonight we are especially privileged to honor

R. Scott Appleby

2001 PRESIDENTIAL AWARD

A member of the Notre Dame faculty for 17 years, including the last 11 as department chair, this individual has balanced the demands of administration, teaching, research, and professional service. As chairperson, his leadership has resulted in a more diverse faculty, a substantial increase in research productivity, and national recognition of faculty scholarship. His concern for students goes far beyond his innovative classroom teaching, including significant involvement in admissions, international programs, and placement. At the same time he has maintained a stream of research and publications in the field of Marketing Ethics that is recognized both in the U.S. and abroad. Tonight we honor a 1970 graduate of this University and a genuine reflection of Notre Dame

Patrick E. Murphy

2001 PRESIDENTIAL AWARD

An acclaimed theologian and patristics scholar, he has established himself as a leading expert in Augustinian studies and the early medieval period. Students at all stages of university life attest to his passion for teaching and mentoring. The Graduate School named him a "Master Mentor" in 1999 and over the past eight years, he directed a dozen Ph.D. dissertations. His vision, faith, ability to build consensus, and commitment to Notre Dame's Catholic character are clearly evident in his service as chair of the Department of Theology. Besides augmenting the department's high standards and diversity through energetic student recruitment and strategic faculty hires, he has inspired new departmental initiatives like the development of the Master of Theological Studies program, the 1999 Ecclesia in America conference, and ongoing efforts to enhance both the department's collaboration with the larger Church and expertise in Latino theology. He is loved and esteemed for his dedication to family, friends, and colleagues and his tireless service to the University, the Diocese of Fort Wayne-South Bend, and the Catholic Church nationally. Tonight we honor

John C. Cavadini

2001 THOMAS J. MADDEN TEACHING AWARD

A truly dedicated teacher, he captivates his students with lectures that inspire them to view the world and what happens in it with new eyes. His genuine care for students is evidenced both inside and outside the classroom in his determination to get to know each individual, whether in a class of 18 or a hundred. Not only a gifted teacher, this highly energized individual also is a stellar scholar. He was the first political scientist to receive the Prize of the German Exchange of Scholars Program for distinguished scholarship in German Studies. His third book, published this year, *Judging the Past in Unified Germany*, analyzes human rights issues that arose in the transition to democracy within the new Germany. Tonight we honor the chair of the government department and fellow of both the Joan B. Kroc Institute for International Peace Studies, and the Helen Kellogg Institute for International Studies

A. James McAdams

2001 PRESIDENTIAL AWARD

This honoree has been an outstanding contributor to teaching, research, and administration in both his department and college. Early in his career he engineered a major reorganization of his college's research support staff and also invested long hours assisting junior faculty in developing research funding support. Later, as chair of the Department of Aerospace and Mechanical Engineering for eight years, he led the way in a dramatic upgrading of the department's graduate programs—an accomplishment that earned him the James A. Burns, C.S.C., Graduate School Award. His contributions to the University continue unabated, and so tonight it is our honor to bestow this latest award on

Thomas J. Mueller

2001 JAMES A. BURNS, C.S.C. GRADUATE SCHOOL AWARD

When the winner of the 2001 Burns Award arrived on campus in the early 1970s, he found his department's graduate program floundering, and the graduate population so low that it was difficult to sustain a competitive research program. Thanks to his exhaustive and hands-on efforts in recruiting prospective students, within a few years the department saw a 45 percent increase in its enrollment. At the same time, he helped to develop the chemistry department's fledgling program in biochemistry. His reputation as a researcher served to sustain it and give it much needed visibility. A dedicated mentor, he respects the fact that students need to become self-confident and independent researchers and allows them considerable freedom. One of his students writes that in a department known for exemplary teachers, "he is the best." In recognition of an outstanding educator and scholar in graduate education, the University of Notre Dame confers the 2001 James A. Burns, C.S.C., Graduate School Award on

Thomas L. Nowak

2001 RESEARCH ACHIEVEMENT AWARD

Joining the Notre Dame faculty in 1975, the inaugural recipient of the Notre Dame Research Achievement Award has established a superb record of research and scholarship through his outstanding and lasting contributions to the field of chemical engineering. His pioneering and original contributions to the synthesis of advanced materials, and the understanding, analysis, and design of chemical and catalytic reacting systems have earned international recognition both for Notre Dame and for himself. Dedicated and creative, he is rigorous in his research approach and his publications represent a body of important and widely quoted contributions to knowledge. Recently appointed the director of the newly formed Center for Molecularly Engineered Materials, we honor the recipient of the first annual Notre Dame Research Achievement Award

Arvind Varma

2001 WILLIAM A. TOOHEY, C.S.C. AWARD

This year the Rev. William A. Toohey, C.S.C. Award for excellence in preaching is awarded to a Holy Cross priest whose homilies are always personal, moving, and offer reflections based on the Gospel and on the person of Jesus Christ. He has won the hearts of the many students who have come to know and treasure him as greatly as his colleagues do, whether in the residence hall, on retreats, around the Campus, at the Basilica, as chaplain to the Mendoza College of Business, and even in Bookstore Basketball, where he is a decent, if somewhat aggressive, basketball player! This priest we greatly admire has also served as a Campus Ministry staff member with personal responsibility for attention to our gay and lesbian undergraduate students. We will miss him when he leaves Notre Dame this summer for Harvard, where he will pursue advanced studies. But Notre Dame's loss is Harvard's temporary gain. When he completes his studies, we know he will walk among us again. For the first time, the Toohey Award winner for preaching is also the recipient of the Toohey Award for exemplifying and promoting social justice and the social teachings of the Catholic Church. The double Toohey Award winner is, of course

Rev. Thomas P. Doyle, C.S.C.

2001 PRESIDENTIAL AWARD

One of the leading lights in the social sciences at Notre Dame, this preeminent authority on Latin American politics and the comparative study of political institutions has been referred to by others in the field as "the most prolific scholar of his generation." He has brought international distinction to the University through the publication of numerous seminal books and scores of articles. In addition, he has been a gifted and energetic program builder and administrator, serving both as chairperson of the Department of Government and International Studies and

as director of the Helen Kellogg Institute for International Studies. Finally, as a devoted and challenging teacher, justifiably earning the reputation of being one of the best and most sought after mentors of graduate students at Notre Dame, we honor

Scott P. Mainwaring

2001 FACULTY AWARD

This individual has been involved in teaching, research and administration in the Mendoza College of Business at Notre Dame for 40 years. He inaugurated the international marketing courses for undergraduates and MBAs in the 1960s, and more recently has introduced a popular new course in Pacific Asian Business, a program for Japanese managers in the U.S., and an extremely well-received summer internship program for Notre Dame MBA students in Japan. He conducted significant research on international business before it was a mainstream research topic. His administrative contributions include serving as a department chairperson, associate dean, acting dean on two occasions, and finally the seventh dean of the college. In these roles, he was the architect of the Executive MBA Program and the college's Non-Degree Executive Programs. He was instrumental in increasing support for research and improving the research climate of the college. As chair or a member of more than 100 University and college committees, he is known for always providing well-developed and thoughtful insights. Tonight we honor an esteemed colleague with enormous humility and dedication to Our Lady's University and its students

Yusaku Furuhashi

2001 PRESIDENTIAL AWARD

This honoree has spearheaded many initiatives to advance teaching, scholarship, and the position of women here at Notre Dame. Through her efforts in encouraging collaborative teaching, faculty from different departments have been able to cross disciplinary boundaries to work together to enhance student learning. Her support of the arts has brought scholars and performers to campus to enrich the life of our University. Through her interactions with donors and alumni, she demonstrates that our University is open to new ideas and welcomes contributions from each of its constituencies. As a mentor and role model she has inspired her colleagues to focus on positive goals and to channel their energies in productive directions. We honor one who represents us all well. The director of the Institute for Scholarship in the Liberal Arts (ISLA)

Julia V. Douthwaite

2001 PRESIDENTIAL AWARD

A teacher in the Department of Chemistry and Biochemistry, this recipient has focused her efforts on the local community, working with the South Bend Community School Corporation to develop inquiry-based standards-driven K-12 science materials. She is a champion of efforts to retain an interest in science and mathematics in middle-school girls through the "Expanding Your Horizons" program and a tireless worker in arranging demonstrations, laboratory tours, and classroom visitations for local school children. For her commitment to education at all levels, we honor

Karen M. Morris

2001 PRESIDENTIAL AWARD

As a dedicated mentor, a compassionate teacher, a scholar, a visionary, and a true renaissance man, this recipient has brought the African and African-American Studies Program (AFAM) to a new level of prominence. He has implemented the Erskine Peters Dissertation Year Fellowship Program to provide academic support and professional guidance for upcoming scholars, and he has established the Institute for the Study of Religion and Culture in Africa and the African Diaspora (ISCRAD). His commitment to the mission of the University can be seen in his support and the development of outreach programs such as the Urban Research and Development Initiative, which created a center for the study and research of Afrodiasporan urban life. He touches the lives of his students academically, intellectually, and athletically, and has worked to create a community in which his colleagues may thrive personally, professionally, and spiritually, and for this we honor

Rev. Hugh R. Page Jr.

2001 JOHN "POP" FARLEY AWARD

Known for her social and political awareness, this Sister of St. Joseph has never hesitated to challenge students in their thinking and actions. For 10 years, she has been her residence hall's spiritual leader and, with the help of resident assistants and hall officers, has fashioned a vibrant community of young women. Believing that it is critical that the world beyond campus have a place in her students' lives, she has thoughtfully fostered service work among them. Time and again she has referred to her daily responsibilities as "an amazing ministry." In light of her labors of love and service in Lyons Hall, we present the John "Pop" Farley, C.S.C. Award to

Sister Kathleen Beatty, S.S.J.

2001 FOIK AWARD

The recipient of the Rev. Paul J. Foik Award is noted for her broad, balanced, and strong array of achievements that manifest an unwavering commitment to the spirit of Notre Dame and to the spirit of its Law School. She has been a dedicated and effective teacher of courses in Legal Research and Advanced Legal Research. Her publications have appeared in *Notre Dame Law Review*, *Notre Dame Lawyer*, and other professional journals. She has organized several exhibits at the Law School and has given numerous invited lectures to local and regional groups. And she has performed outstanding service both on committees within the Law School and through professional activities outside the University. During an era of change, her colleagues at the Law School rely on her to maintain the core of their value system, advance the pursuit of their shared professional goals, and remind them of what they aspire to be.

Lucy Salisbury Payne

2001 REINHOLD NIEBUHR AWARD

For three decades, our honoree has written about social justice in connection with international law, especially human rights and environmental law. Through treatises that guide courts and tribunals around the world and casebooks that teach the next generation of lawyers and scholars, she has brought the power of reason and law to bear on the protection of individual humans and the world in which they live. Her award-winning scholarship represents the best of efforts to recognize each individual's God-given right to dignity and protection and to safeguard that right through law and other norms. A member of the Notre Dame faculty since 1995, she has served as a consultant to the United Nations, the European Community, the Council of Europe, and several individual national governments. Tonight we are privileged to honor

Dinah L. Shelton

2001 GRENVILLE CLARK AWARD

This year's Grenville Clark award winner humbly and quietly serves the poor in our local community, bearing witness to the truth that "They will know we are Christians by our love." For more than a decade, this faculty member, librarian, and administrator has served as the President of the St. Vincent DePaul Society in his parish, leading the group's efforts to distribute food, clothing, and other necessities of life. Under his leadership, the Society's activities offer support to nearly 250 families within the borders of the St. Joseph Parish each year. We are especially honored to recognize

Roger F. Jacobs

Faculty Promotions**To Emerita or Emeritus**

REGINALD F. BAIN
Film, Television, and Theatre

WILLIS E. BARTLETT
Psychology

STEVEN C. BASS
Computer Science and Engineering

CHARLES CRAYPO
Economics

HARALD E. ESCH
Biological Sciences

MORTON S. FUCHS
Biological Sciences

NAI CHIEN HUANG
Aerospace and Mechanical Engineering

EDWARD A. KLINE
English

RUEY-WEN LIU
Electrical Engineering

CHARLES E. RICE
Law School

HOWARD J. SAZ
Biological Sciences

ROBERT H. SCHULER
Chemistry and Biochemistry

MAURICE E. SCHWARTZ
Chemistry and Biochemistry

To Associate Professional Specialist

SHERI A. ALPERT
The Reilly Center for Science, Technology, and Values

ALAN R. DeFREES
Architecture

MARTINE M. DeRIDDER
Hesburgh Program in Public Service

NAHID A. ERFAN
First Year of Studies

NORIKO HANABUSA
East Asian Languages and Literatures

JOSHUA B. KAPLAN
Government and International Studies

THOMAS MARK OLSEN
Biological Sciences

DIANNE PATNAUDE
Physical Education

DAVID B. PULLING
Physics

To Professional Specialist

JEFFREY A. BERNEL
Management

JAY W. BRANDENBERGER
Center for Social Concerns

IAN C. CARMICHAEL
Radiation Laboratory

JOHN DARBY
Joan B. Kroc Institute for International Peace Studies

KEVIN C. DREYER
Film, Television, and Theatre

CLAUDIA S. KSELMAN
International Study Programs

To Assistant Librarian

ELIZABETH A. DUBE
University Libraries

CAMERON K. TUAI
University Libraries

To Associate Librarian

BARTLEY ALLEN BURK
University Libraries

ROBERT LEE KUSMER
University Libraries

CAROLE J. RICHTER
University Libraries

LINDA A. SHARP
University Libraries

To Associate Research Professor

DAVID P. BENNETT
Physics

MARK A. SUCKOW
Biological Sciences/Freimann Animal
Care Facility

To Librarian

MARINA B. SMYTH
University Libraries

To Associate Professor and Tenure

J. MATTHEW ASHLEY
Theology

CHARLES E. BARBER
Art, Art History and Design

SCOTT D. BRIDGHAM
Biological Sciences

GRAHAM L. HAMMILL
English

GLENN S. HENDLER
English

BRADLEY J. MALKOVSKY
Theology

CHRISTIAN R. MOEVS
Romance Languages

DANIEL MYERS
Sociology

ESTHER-MIRJAM SENT
Economics

RICHARD E. TAYLOR
Chemistry and Biochemistry

TED A. WARFIELD
Philosophy

OLAF WIEST
Chemistry and Biochemistry

PAMELA WOJCIK
Film, Television, and Theatre

To Tenure: Associate Professor

WILLIAM K. KELLEY
Law

XIAOBO LIU
Mathematics

To Assistant Professor

ALEXANDRA CORNING
Psychology

To Professor

MARK S. ALBER
Mathematics

JIANGUO CAO
Mathematics

OLIVER M. COLLINS
Electrical Engineering

MICHAEL R. DEPAUL
Philosophy

KENNETH W. DYE
Music

KENT EMERY JR.
Program of Liberal Studies

THOMAS P. FLINT
Philosophy

THOMAS E. FUJA
Electrical Engineering

DAVID B. HARTVIGSEN
Management

PAULA M. HIGGINS
Music

IVAN A. JAKSIC
History

M. CATHLEEN KAVENY
Law

THOMAS G. MARULLO
German and Russian Languages and
Literatures

JOHN C. NAGLE
Law

TERRENCE W. RETTIG
Physics

DAVID W. SEVERSON
Biological Sciences

SUN-JOO SHIN
Philosophy

BRADLEY D. SMITH
Chemistry and Biochemistry

GREGORY R. STERLING
Theology

JoELLEN J. WELSH
Biological Sciences

To Tenure: Professor

GEORGES ENDERLE
Marketing

To Endowed Professor

ALBERT-LÁSZLÓ BARABÁSI
Emil T. Hofman Professor of Physics

E. MARK CUMMINGS
Notre Dame Professor of Psychology

LAWRENCE S. CUNNINGHAM
John A. O'Brien Professor of Theology

ALEJANDRO GARCIA
Grace-Rupley Professor of Physics

GREGORY T. GUNDLACH
John W. Berry Sr. Professor of Business

M. CATHLEEN KAVENY
John P. Murphy Foundation Professor
of Law

KATHLEEN O'BRIEN-O'KEEFFE
Notre Dame Professor of English

JEAN PORTER
John A. O'Brien Professor of Theology

To Associate Dean

CINDY BERGEMAN
Associate Dean, College of Arts and Letters

To Director

CHARLES R. CROWELL
Director of the Computer Applications Program

KENNETH W. DYE
Director of Bands

CHRISTOPHER FOX
Director of Keough Institute for Irish Studies

DAVID R. HYDE
The Navari Family Director of the Center for Zebrafish Research

JOYCE V. JOHNSTONE
The Jim and Colleen Ryan Director of ACE Education Outreach

CHARLES R. LOVING
Director, Snite Museum of Art

KATHLEEN A. PYNE
Director, Program in Gender Studies

Academic Council Meeting of February 16, 2001

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, Rev. Mark Poorman, C.S.C., Frank Incropera, Eileen Kolman, Mark Roche, Carolyn Woo, Jennifer Younger, Jean Porter, Susan Roberts, Thomas Blantz, Rev. Patrick Gaffney, C.S.C., Naomi Meara, Sonia Gernes, Lionel Jensen, Joan Aldous, Hilary Radner, Teresa Ghilarducci, Umesh Garg, Joseph Powers, Panos Antsaklis, Rick Mendenhall, Jay Tidmarsh, Alan Krieger, Kenneth DeBoer, Ava Preacher, Andrew Olejnik, Patrick Shea, Sarah Bassler

Members Absent: Edward Conlon

Members Excused: James Merz, Francis Castellino, Patricia O'Hara, W. Robert Scheidt, Ikaros Bigi, Dino Marcantonio

Observers Present: Mary Hendriksen, Dennis Brown (for Dennis Moore), Capt. Patrick Casey, Harold Pace

Observers Absent: Dan Saracino, Barbara Walvoord, Omar Muñoz

Invited Guests: Margaret Doody, Julia Douthwaite, Robert Norton, James Powell, and Barbara Turpin

Fr. Malloy called the meeting to order at 3:05 p.m. Fr. Jenkins offered a prayer.

1. Minutes approved. The minutes of the Academic Council meeting of November 27, 2001, were approved without amendment.

2. Introduction of New Members. Fr. Malloy introduced Profs. Lionel Jensen and Hilary Radner. They are taking the places of Profs. Nordstrom and Blanchette, who are both on leave this spring.

3. Proposal from the Graduate Council for a New Ph.D. in Literature Program. Prof. Hatch introduced the guests invited to be present for dis-

cussion of a proposal to establish a new Ph.D. program in literature: Profs. Margaret Doody, Robert Norton, and Julia Douthwaite, and Graduate School Associate Deans Barbara Turpin and James Powell. Prof. Jensen was also identified as a member of the committee that had prepared the proposal.

Prof. Hatch prefaced the discussion by explaining that the decision to approve a new academic program should be kept separate from any decision as to the exact budget necessary to actually launch the program. In approving a program, no approval of the program's administrative budget is implied nor of the number of faculty lines the program might require. The issue before the Council today is solely the academic integrity and viability of a Ph.D. in Literature program.

Prof. Doody began her presentation by stating that Notre Dame is a place associated with excellence in the humanities. The College of Arts and Letters has a great reputation for undergraduate teaching. It has ambitions—comparing itself with institutions such as Vanderbilt and Princeton. Every one of the universities with which it likes to be compared, however, has graduate-level study in modern languages (French, Italian, Spanish, etc.) and classical literatures (both Latin and Greek). Notre Dame's graduate programs are saliently lacking in such areas. Looking at the University from the outside is like looking at a great castle with one wall down—ragged stones and space where something ought to be.

Prof. Doody said the committee on which she has served proposes to mend this gap by the creation of a Ph.D. in Literature program. Creation of the program is made all the more important by Notre Dame's position as a major Catholic university. A major Catholic university without a multicultural study of literature and modern and ancient languages is truly anomalous. After all, until recently, Latin was the language of the liturgy. And from the Middle Ages on, throughout all of Europe, the study of the classics has been intimately bound up with

the life of Catholic intellectual institutions of great repute. Moreover, Notre Dame was founded by a French order. Today, it exists in a world and a hemisphere where knowledge of the Spanish language and of Spanish culture, both Iberian and Latin American, will be essential in all Americans' cultural and business lives in the 21st century.

In light of Notre Dame's origins and character, Prof. Doody continued, it seems odder and odder that the University does not offer programs at the doctoral level in Spanish, Italian, French, German, and Irish studies. Having acted recently as an external reviewer for the English Department, she believes the absence of such doctoral programs affects Notre Dame's reputation adversely in the outside world. Yet, Prof. Doody said, when one looks at Notre Dame closely, as she has had the opportunity to do since she began to consider joining the faculty, one can see the makings of what could be a highly-regarded and original program of study in languages and literature. In addition to the distinguished faculty already present at the University, institutes and centers have been established over the past years that would seem to invite, as well as support, graduate-level work in these areas. It is not as if the University would be starting from scratch. With the Kellogg Institute for International Studies, the Medieval Institute, the Devers Program in Dante Studies, the Nanovic Institute for European Studies, the Keough Institute for Irish Studies, and the Institute for Latino Studies, much is already in place. In terms of library collections, there are literary specializations already recognized—for example, the Zahm Dante Collection, Neo-Latin texts in the Medieval Institute, and collections of Latin American materials, as well as recent efforts by Dean Roche, Profs. Vittorio Hösle, and Robert Norton to build up collections of distinction in German literature. A National Endowment for the Humanities grant has supported Irish Studies by allowing the Library to acquire northern vernacular literature—making Irish Studies one of the fastest-growing and most interesting areas of the humanities at Notre Dame. Also, in relation to Irish Studies, Eamonn

O'Ciardha, a Cambridge-trained Irish scholar, has come this year to help develop the Library's acquisition of Irish-language materials.

Prof. Doody said all these institutes, centers, and materials exist, but as a set of islands. The committee's proposal would connect the islands by an elegant and relatively inexpensive bridge, thereby solving a number of problems at once instead of spending money on bits of problems at different times. The connecting bridge—the proposed Ph.D. in Literature program—would strengthen existing entities and programs as well. One way it will do this is by adding more graduate students to the University, which leads to a livelier intellectual life overall on campus. Graduate students are not mere inert bodies. They are a university faculty's youngest colleagues and their very presence makes a great contribution to the formation of a thinking group of scholars. With the presence of graduate students, not only will Notre Dame continue to attract great faculties, it will also be able to retain them—which is more difficult, particularly when one is trying to retain the best and the brightest of young faculty. When graduate studies are offered, faculty can teach at their maximum capacity.

The committee also expects that the Ph.D. in Literature program would improve placement in Notre Dame's English department. At the moment, Prof. Doody said, Notre Dame's placement in English is suffering from a glass ceiling. She attributes this largely to the fact that current doctoral students are isolated. They are not part of a total nurturing, intellectual environment—the kind that exists at other schools where English graduate students have peers in Spanish, German, or Latin, and where there are seminars to share and broaden knowledge. Placement in English would improve once a lively Ph.D. in Literature program existed.

Undergraduates would also benefit from the creation of the program. Prof. Doody believes there is a tendency, perhaps unconscious, with undergraduate teaching to assume that the

professor's job is to supply answers. With graduate teaching, the emphasis is more on open-ended questions, and this should play back into a livelier approach by the faculty with undergraduates. Undergraduates will also benefit from the lectures, guest speakers, and other events associated with a high-level graduate program.

Another benefit of the program is that in attracting high-level scholars to the University, the dynamism of the University Press will be bolstered and its choice of subjects increased. The effect of the proposed program on the development of the press demonstrates the interrelatedness of all these factors, for, as the Press grows and develops, placement of graduate students and the attractiveness of the University to new faculty are enhanced.

Prof. Doody said the desirability of the program is made even more clear by the changing demographics of the United States. Spanish is and will continue to be a major multimarket language. Furthermore, when one looks at job advertisements at institutions across the country, cross-disciplinary expertise is increasingly demanded. More than ever before, the emphasis in academic programs is on interdisciplinary, intercultural, multilingualistic, and multicultural work.

Prof. Doody summarized her position by stating the proposed Ph.D. in Literature program fits well with the profile of Notre Dame, offers more scope for the faculty already on board, and will supply the University with new possibilities for the future. Looking at the combined powers of Notre Dame's faculty spread throughout various departments, it is possible to see that excellent teams exist in all sorts of subjects, including all the language areas. The program would not be limited by small department size, but only by the faculty who exist, as a whole, in the College of Arts and Letters. The expertise of the faculty in theology, philosophy, and languages is very great—for the latter, much greater than would be indicated by the size of individual departments.

Prof Doody said she believes the time is right to create the program. Library materials and faculty are already in place. In particular, some faculty new to the University are enthusiastic, interested, and capable of taking on the task of establishing the program. It is not always true that an institution can put off decisions and expect the same set of circumstances to present themselves again. This is the ideal time to make the change—a change that will enhance the direction the University already seems to be taking as well as connecting many exciting but different points of interest.

Dean Roche said he supports the proposal for several reasons. First, while it may seem that creating a new Ph.D. program in Literature is counter to the idea of focusing on centers of excellence and investing in areas already strong at Notre Dame, the proposed Ph.D. program would bolster existing strengths. As a discipline, the humanities at Notre Dame score highest in national rankings; yet, the one serious gap that exists in the humanities is in the area of foreign language and literature programs. The committee's proposal links those programs with the English department, as well as with philosophy and theology. It represents an effort to take the humanities' weakest area and build bridges to the strongest programs, thus advancing the humanities overall. Previously, the language and literature programs were clearly service units that were a step below the other departments in Arts and Letters; however, there have been recent hires at the senior level and four new chairpersons—all from outside the University—are now leading the four departments (German and Russian Languages and Literatures, Romance Languages and Literatures, Classics, and East Asian Languages and Literatures). In addition, the University has hired language directors who would be important in the training of graduate students in the program and has invested in some new faculty lines. Thus, as Prof. Doody has indicated, the college is already moving to a point where existing programs are ripe to flourish at the next level.

Second, Dean Roche stated that Notre Dame rightly emphasizes its internationalism, which is partly represented by the large number of students studying abroad. Yet, an institution cannot be considered an outstanding international university without strong programs in languages and literatures. The proposal addresses the effort to bolster the University's international character.

Third, Dean Roche pointed out that because of the intimate connection between literature and religion, it is very important for a Catholic university to have strong programs in literature and the arts. From the early Christian era to the early modern period, all art was created in the service of God. The sacramental vision of Catholicism, with its elevation of the idea that the transcendent becomes manifest in the finite, and the Catholic view of human creation as an effort to bring, in a certain sense, the absolute into the visible world, are very closely linked to literature and the arts. Thus, in relation to Notre Dame's Catholic character, there is a strong reason to approve the proposal.

Fourth, the field of literary studies is changing in dramatic ways. At colleges and universities across the nation, there is less and less emphasis on great literary works and increasing emphasis on literature's broader context. Dean Roche said if an undergraduate majoring in German asked him today where he or she might apply for graduate study in German with a focus on literature, it would be difficult to recommend a particular department. With a focus on literature, Notre Dame can develop a distinct identity.

Finally, there are pragmatic reasons to approve one literature program. The number of language and literature faculty in individual units at the University might not be sufficient to develop a full-fledged Ph.D. program in each of the individual departments. Moreover, because of concerns over placement, even the best programs in the country (e.g., the Cornell German Department) are admitting only two or three students a year. If he were a graduating senior, Dean Roche said, he would

much prefer to enter a program where he would have the opportunity to take courses with Seamus Deane, Margaret Doody, and Vittorio Hösle rather than only with professors in the German department. Not only is this pragmatic, it works very nicely with the idea that literature is universal. While literature has always been universal, the study of literature has become increasingly international. Thus, Dean Roche concluded, the proposal allows the University to pool faculty resources and attract a cohort of students who can work collaboratively beyond their individual pursuits.

Prof. Jensen recalled that when he arrived at the University in August and was first introduced to the proposal, he noted a tension between what might be called the categories of distinction and despair. In a certain way, that tension is related to Notre Dame's identity as a peerless institution. Notre Dame identifies itself as the preeminent Catholic university in the world and this identity is well deserved, as he knows, even as far away as China. However, believing an institution to be peerless sometimes has unfortunate consequences, particularly when the University must compare itself to other institutions. When comparisons are made, Notre Dame is favored in some cases; in other cases, however, it is not.

Prof. Jensen said the committee is not advancing the proposal as a gesture of despair—that is, because members believe that Notre Dame has fallen short of Vanderbilt or some other school. Personally, his motivation is the cluster of extremely talented and dynamic individuals in a remarkable college, all led by a very inspired dean. The excitement this proposal has generated may be because there are not literature Ph.D. peers. Notre Dame might very well be inventing something new with this proposal. Thus, the creation of the program should be seen as a gesture of distinction motivated by enthusiasm and exuberance. The program breaks paradigms rather than serving as an effort to “catch up” to other institutions.

Prof. Porter said she participated in the Executive Committee's discussion of the proposal and was the one member who voted against endorsing it, which she hated to do. This is the kind of proposal she would like to support. Moreover, Prof. Porter agrees strongly with Dean Roche that the University needs to build additional doctoral programs in the College of Arts and Letters. If she were convinced that the proposed Ph.D. in Literature program would be a good, viable program she would be very happy to sign off on committing resources to it; however, she has many concerns about the program.

Prof. Porter stated her major concern is that, if the proposal is approved, the University would be creating a doctoral program which, on the showing of the proposal itself, has no clear constituency and will train students without any real confidence in the faculty's ability to place them. Most programs that teach literature do so in departments centered around a traditional national literature—French, German, Spanish, etc. That says to her that when institutions hire in these departments, they will be looking for people who have the competency not only to teach the language, but who have the doctoral-level training that prepares them to teach the literature of that language. That is not something Notre Dame has the resources to offer.

Prof. Porter said her comments are not meant to impugn the quality of individual colleagues; they are intended to descriptively address the number of faculty at Notre Dame and the overall resources available here. The University will not be able to create departments capable of training graduates for tenure-track positions simply by connecting together different people in a program of interdisciplinary literature. She knows from experience that people with interdisciplinary training are very difficult to place unless they first have clear, demonstrated training in one recognized discipline.

Finally, Prof. Porter said, while the committee makes much of the comparison between its proposed program and the literature program at Duke, Duke's program is actually the excep-

tion that proves the rule. While Duke does have the kind of interdisciplinary focus the committee advocates establishing at Notre Dame, it also has doctoral programs in French, German, Russian, Hispanic literatures, and Slavic literatures. In other words, Duke can place its graduates in tenure-track positions in established departments. She does not believe the proposal will allow Notre Dame to do the same. While the proposed Ph.D. program may serve various University aims and ideals, she does not believe it has been shown to serve potential students.

Prof. Norton agreed that the concern Prof. Porter raises about placing graduates of the program is serious. The same concern has preoccupied the members of the committee throughout the time they have been meeting. In several places in the proposal, however, the committee states that students in the program should have a "grounding" in a particular national language and literature. This is to ensure that graduates would be able to compete successfully at the highest levels when seeking a position in traditional language departments. Obviously, this commitment puts an enormous burden on the selection committee. The committee as a whole devoted much time to thinking about how the selection committee would be constituted and the criteria to apply to student candidates. It is true that most of the potential hiring entities are universities and colleges with language departments that are nationally based; however, as Dean Roche previously mentioned, there has been a market shift in the focus of most of these departments. For example, most of the leading German departments in the United States have renamed themselves "German Studies" departments. This is not a shift in name only; it is a shift in substance. The Literature Ph.D. proposed is, in some ways, a kind of "Literature Studies" with a solid basis in literature—on the model of the interdisciplinary programs that are taking root, or have already taken root, in traditional literature departments.

Prof. Norton continued that some may wonder why the proposal is not one

for a comparative literature program. Comparative literature was a child, or offshoot, of a certain kind of new critical approach—very often quite formalist and theoretical. The Committee specifically named this proposal one for a "Ph.D. in Literature" and put the emphasis on interdisciplinarity, or multidisciplinary, as a way of signaling its interest in pulling in what is known under the rubric of cultural studies into the study of literature—again, always with a grounding in what was formerly called a national language tradition.

Prof. Porter replied that while she appreciates Prof. Norton's point, what the proposal says is that the committee wants to be sure that it enrolls students who have a sufficient competence in a language to teach the language. That differs from a student having a sufficient competence in the study of a national literature so that doctoral-level work can be undertaken. Prof. Porter said she does not doubt that the proposed program would train students, or even accept them already trained, to be language instructors. What she is questioning is whether the students who enter the program could receive the kind of doctoral-level training in a literature that she suspects people will demand when they hire in their own departments.

Prof. Norton reiterated that the concern Prof. Porter raises was discussed thoroughly in committee. He believes part of her concern may be due to a misunderstanding of the proposal. When the committee says it would require students to be "grounded" in one foreign language discipline, it does not mean that they would be expected to be able to teach only beginning language classes in that discipline. Rather, the committee's expectation is that students would enter the program with such superb language skills that not only would they be able to teach language classes, they would be fully capable of teaching advanced courses in literature. Prof. Norton said that was true of his graduate school peers and should be true today for students enrolled in the best programs in the country.

Prof. Norton commented that most graduate-level seminars in foreign language departments are taught either in the language of the literature being studied or, very often, in English, and it is important to remember that students in the proposed program will be trained to function and operate at the highest critical level in an English-language environment. The students must develop a critical arsenal at a high English-language level in discourse, seminars, and in their written work. Of course, if a student is a native speaker of a language other than English, program administrators would expect, and certainly allow, him or her to write at least some of their work in the non-English native language. Speakers of English would write in English and conduct seminar work in English. That does not mean, however, that their language skills are any less well developed than those of students in traditional national language and literature doctoral programs.

Prof. Doody agreed that committee members discussed Prof. Porter's concern. Prof. Doody said that to address that concern it is important to have an idea of what "literature" is. It is no longer assumed by those in the field that they know what literature is and their job is to teach it. Instead, in addition to the critical theory questions of the kind that occupied academia in the 1970s, 1980s, and 1990s, the cultural studies movement laid on the table the next question: What is literature? Thus, it would be considered very valuable for a student who intends to teach undergraduates in any way, shape, or form touching on literature to have some understanding of the variety of literatures in the world and some critical sophistication in analyzing them.

Furthermore, Prof. Doody said, people tend to assume that the world will stay stable except for themselves and that things really are today just as they were in the late 1970s. From her own experience at other institutions—Berkeley, Princeton, and Vanderbilt—and her continuing connection with these universities, she knows that not to be true. There is a movement afoot to unite the disparate foreign language

departments of institutions and create a kind of language and literature module. Thus, it should not be assumed that students who graduate after the year, say, 2010, will face a world in which departments are as they were in 1995.

Prof. Doody said the seismic shift she believes is occurring in language and literature departments has already taken place in the sciences. No longer are physics and biology, for example, two absolutely separate entities. The lines between previously delineated fields cannot be clearly drawn. Moreover, scientists do not want the lines. They are much happier being able to work together and creating new bridges between formerly separate fields. Divisions between academic areas are mere conveniences. When they are no longer convenient, they go, just as the old Medieval and Renaissance system of dividing up studies was abandoned. This does not mean that the old systems were bad or wrong or that people did not do wonderful work under them; however, certain systems became less and less useful in the 18th century and were unworkable in the 19th century.

Likewise, we exist in a time when a shift is occurring. In fact, Prof. Doody continued, she would argue the opposite of Prof. Porter. To train students now the way they would have been trained in 1980—to be a specialist in French or German or another national language—will not offer a road to success by 2005. Rather, Prof. Doody believes that adhering to the old ways is a dicey path to follow. It assumes that departments and departmental lines will stay stable. She can offer her assurances that that will not happen. Already, a look at Modern Languages Association advertisements shows that requirements are changing. Institutions are looking for individuals who can do several different kinds of things, some of which are quite germane to what the committee proposes to teach graduate students.

In addition, with changes in demographics and world trade, globalization is more than just a political or economic mantra. Knowledge of world lit-

erature will be demanded of young teachers. Already, experience in world literature courses is considered highly desirable. Thus, for real world, historical, and academic reasons, Prof. Doody believes instituting the proposed program would put Notre Dame ahead of the wave instead of behind it. Notre Dame even has an advantage in that there are no past structures within which the program must fit. As Prof. Jensen has said, the University could offer a new paradigm for the study of literature.

Prof. Ghilarducci said she fully supports innovation and paradigm shifts, yet she is questioning how she would feel if such an interdisciplinary program were to be announced in her department. She asked Dean Roche to represent the views of department chairs from the history, philosophy, and theology departments.

Dean Roche said he believes that, as the proposal developed, the committee met with the chairs of the relevant departments, as well as with other professors who had particular interests in such subjects as religion and literature or philosophy and literature.

Prof. Doody confirmed that meetings had occurred with relevant department chairs. Furthermore, she said, as the proposal states, the program's administrative board would include the chairs of the participating language and literature departments. Nothing could proceed without the chairs' permission and they would be thoroughly cognizant of all developments. The departments represented on the board are the departments that would be truly affected by the launching of the program. The English department is already represented in that its representatives are built in—Irish Studies faculty tend to have appointments partly in English; comparativists like Prof. Joseph Buttigieg also have appointments in English; and Prof. Doody has an appointment in English. The other departments need only accept students into their seminars, which she thinks they would be delighted to do. Certainly, no departments have registered any complaints about having more students in their

graduate seminars. As the proposal states, the committee has chosen certain already-existing seminars that would be ideal for the program—for example, Theology 548, "Religion and Science," and Theology 661, "Philosophical Theology." The committee has discussed with members of the theology and philosophy departments which courses already being offered would be well suited to the program. Existing departments need not take any more hand in the program than they want. A few members of the faculty have registered interest in teaching a class, although that decision would be up to the individual professor with the consent of the department. Departments can cross-list courses which should not disadvantage them in any way. Rather, cross-listing should lead to an influx of bright students into existing courses.

Prof. Ghilarducci asked if the departments not represented on the Administrative Board would agree that they would suffer no indirect costs.

Dean Roche replied that other than the language and literature departments, English, philosophy, and theology also would be involved in the program. He discussed the proposal with the chair of the English department, Prof. Chris Vanden Bossche, who is very supportive. Prof. Vanden Bossche believes, as does Prof. Doody, that the program will enhance the placement of English graduate students. Moreover, three professors who hold endowed chairs in English—Margaret Doody, Joseph Buttigieg, and Seamus Deane—were driving forces in putting the proposal together. Prof. Vanden Bossche has an interest in developing a program in the literature of the Americas, and he sees a great deal of interest in the overlap of English and Hispanic literature. In addition, two of the foci of the English department are Medieval Studies and Irish Studies, each of which intersects very strongly with the Ph.D. in Literature proposal.

As to the philosophy department, Dean Roche said many of the analytic philosophers would probably not be enthusiastic about the proposed program, although they might be indiffer-

ent to it. Philosophy has recently hired Fred Rush, who has expertise in aesthetics, and he is certain that Prof. Rush would be very interested in the program. Prof. Stephen Watson, chair of the philosophy department, has an interest in philosophy and literature, so he too is supportive. Also, Prof. Karl Ameriks, whose specialty is the history of German philosophy and continental philosophy, has been involved in some of the discussions of the proposal.

Dean Roche continued that in theology there are a number of faculty members with strong interests in literature. For example, Prof. Cyril O'Regan, one of the department's recent hires, has discussed offering a course in literature and religion. The chair of the department, Prof. John Cavadini, was involved in some early discussions of the proposal and did have some cautionary reflections on the proposal—one of which is the desirability of investing in a new program when those teaching in existing programs would like to receive more resources. Beyond that, Dean Roche said Prof. Cavadini was, in principle, supportive of the idea of a Ph.D. program in literature. Prof. Cavadini did want to be certain that the program would make sense for a Catholic university—that is, he would not want it to develop in ways that would more closely resemble what might be called the majority view in literary and cultural studies today.

Upon a request from Fr. Scully to elaborate on his last point, Dean Roche said there is a tendency in literary studies today to abandon the study of literature. For example, when reviewing applications for a position in German, there might be more candidates with dissertations on such topics as "Fashion in the Weimar Republic" than "The Study of Evil in Faust." That is a trend in the profession. This proposal, in contrast, places literature at the forefront of literary studies.

In addition, Dean Roche said, there is a tendency in literature departments, perhaps more so in German than in French or Italian, and certainly even more so in comparative literature departments, to place a tremendous focus on what is called "theory." That

tendency usually involves contemporary thinkers who may be less interested in traditional thought on literature beginning with Aristotle. In the committee's proposal, the focus is not on theory, but on having courses in literature and philosophy and literature and religion that would offer a different paradigm—one much more at home in a Catholic university. Notre Dame would be attracting students who would not find the same set of questions addressed here as at other universities. Given the importance at the University of the Medieval Institute and the Keough Institute of Irish Studies, a focus already exists here on two cultures with a literature very closely connected to questions of religion and philosophy.

Prof. Roche concluded by saying his goal for the Ph.D. in Literature program is for it to be ahead of its time in the bringing together of different national literary traditions, yet so traditional in its focus on literature as to be revolutionary again. Of course, a traditional focus does not mean that participants would ignore the existence of a production and reception context for literature, but they would place that in a secondary position to literature itself. If the program develops in that way, it will have an identity very much linked to Notre Dame's Catholic identity.

Fr. Jenkins asked committee members to respond to Prof. Roche's last point. Looking forward, are there distinguished people the University could hire who would put into practice the kind of program that has been described? While he is comfortable with the theoretical description of the proposed Ph.D. in Literature program, it does seem that the focus of some institutions' literature programs is quite different.

Prof. Doody responded that she wants to emphasize that the committee's paradigm is based on Notre Dame, and, thus, on its Catholicity. As the proposal reads, it would be mandatory for each student to take one course in philosophy and one course in theology. Because most students would very likely fulfill this requirement in the first year, many may become very

interested in the connection between literature and philosophy or literature and theology and want to build a program that takes that interest into account. While there are already faculty members at the University with expertise in areas of study included in the proposed program, certainly it would be possible and exciting to hire additional faculty. Whether the proposal is approved or not, Prof. Doody would emphasize that Notre Dame must shore up its offerings in the classics, without which the University cannot continue with a sparkling and solidly-based humanities program. There must be people at Notre Dame who can actually read Aristotle in the original Greek and teach students how to do so.

Fr. Jenkins rephrased his question: As the University looks to the future, would this program attract people as teachers who would flourish in it rather than in programs with a more theoretical interest?

Prof. Doody replied that there are a variety of approaches in the study of literature. Notre Dame would not be in the same mode as existing programs because the committee is not trying to replicate programs such as Duke's. While she admires Stanley Fish (now dean of Arts and Sciences at the University of Illinois at Chicago), this program would be much different than Duke's. That program is typical of the third quarter of the 20th century, when theory flourished, reaching its zenith around 1980. Notre Dame's program would have a different emphasis. Looking to the future, the University could hire people with quite a spectrum of beliefs and theoretical positions—all of whom would be very interested in the type of questions that would be pursued here. After all, research is only as good as its questions. Notre Dame's program would produce an atmosphere in which certain kinds of questions can be asked honestly and with subtlety, and with wide but not sloppy connections. This will be deeply fascinating to many people. In a way, the world has been ready for Notre Dame to offer the program so that people can come here rather than go elsewhere to meet their interests.

Prof. Porter reiterated that despite the assurances committee members have offered, she continues to have concerns with placement of the program's graduates. A second concern she has was also raised in the Executive Committee meeting and that is understanding the initiating committee's intent concerning which faculty members would teach in the program. The proposal states that the program would be run by a director and an Administrative Board. They would decide who among the teaching-and-research faculty in the relevant departments could teach in the program and who could not. In other words, the University would be setting up a situation in which some teaching-and-research faculty would be told, in effect, that they could not have access to the graduate students in the program. If that is the intent of the committee, she thinks it would set a very unfortunate precedent.

Prof. Doody said she wanted to make clear that the Advisory Board named in the proposal differs from the Administrative Board. The first is the "ginger" group. It will supply ideas and be consulted on major policy matters such as curricular innovations and degree requirements. The second is the executive body of the program. It will decide both on which applicants to accept into the program and which faculty members will teach in it.

Prof. Porter said, given that definition, the Administrative Board would decide on the focus of the program.

Prof. Doody replied that doing so would not be unusual in programs of any kind.

Prof. Porter said it would be unusual in her department.

Prof. Doody said not every professor in a department teaches graduate students. Faculty members do not have a right to teach a particular graduate course, to teach it in any particular year, or even to teach graduate students at all.

Prof. Porter replied that while at some universities people are hired into

graduate faculties, the committee's proposal is a little bit different. The University would be saying to professors who are members of the teaching-and-research faculty—faculty who are already teaching in master's degree programs—that they might not be good enough to teach in the proposed new doctoral program. The program would draw lines between faculty who are already at the University and who are already teaching graduate students. Prof. Porter does not think the University wants to proceed in that direction.

Prof. Douthwaite commented that the point Prof. Porter raises is important and was discussed in committee. She pointed out that the proposal before the Academic Council today was approved by the Graduate Council by a vote of 22 to 2. The Graduate Council encouraged the committee to hold a public forum with the entire faculty of the College of Arts and Letters. That forum was held on January 16 and was very well attended. The major issue arising there was the language abilities of prospective students. As to that question, as committee members have stated today, the program's administrators are committed to ensuring that prospective students are thoroughly grounded in a particular national language and literature.

Prof. Douthwaite said she found it rather poignant that the other issue that arose at the forum was how faculty members could become a part of the proposed Ph.D. in Literature program. As she sees it, this will be somewhat self-selecting because teaching in the program will be extremely demanding. To be part of the program, faculty will need to publish frequently and have a very high-profile professional career so that they are able to make the contacts that will facilitate the hiring of their students. Perhaps some faculty are not willing to do that. Some faculty who teach in a master's degree program may not have been required to do that.

Prof. Douthwaite said she believes the program could shake things up a bit in a positive way. It will open things up for the junior, up-and-coming faculty and would also create ways of thinking

about one's field in terms of cohorts across the college and across different disciplines. Faculty will work together in different fields and mentor students together.

Prof. Meara said she believes Prof. Porter's point raises a question of policy. When a person is hired into Notre Dame's teaching-and-research faculty as an assistant professor, he or she has graduate faculty status. In fact, Prof. Meara said, when she came to Notre Dame, she was surprised by this policy. When a department's Committee on Appointments and Promotions (CAP) recommends a candidate to the dean, provost, and president for hiring, and the hiring occurs, that person receives graduate faculty status. Now, the committee's Administrative Board could effectively change that rule. In addition, the program has no entity equivalent to a department, with its own CAP, to make decisions on whether a faculty member is assigned to teach graduate students.

Prof. Douthwaite said the Administrative Board would be that body.

Prof. Meara replied that the problem is that the Administrative Board is comprised of faculty from various departments. She does not believe it should decide who is on the graduate faculty.

Prof. Hatch questioned whether the situation would be similar to the Medieval Institute, which is an interdisciplinary doctoral program. There are many medievalists at the University who cannot teach in that program as much as they would like. The director of the program and faculty colleagues decide what courses need to be offered and then the director negotiates with departments to see who can be freed up to teach them. One could say that the Institute is "discriminating" against some faculty members, but even in departments with a large number of doctoral students, a new faculty member does not have a right to teach a graduate seminar. In any given department, decisions on teaching graduate students are worked out in terms of where the students are, their interests, and who teaches graduate students

well. While the procedures for selecting faculty for the proposed Ph.D. in Literature program would be a bit more complicated because of its interdisciplinary nature, it is analogous to situations elsewhere at the University.

Prof. Meara asked if the chair of a department would have the authority to refuse a request of the Administrative Board for a certain faculty member to teach a course.

Profs. Hatch and Doody answered that the chair would have the authority. Such matters are negotiated.

Prof. Meara asked what might occur if a faculty member wanted to teach a course in the proposed program, his or her chair authorized it, but the Administrative Board said, although it wanted the course, a different faculty member would teach it?

Prof. Porter said she believes it is important to note that the steering committee in the Medieval Institute is elected from its constituency. In the case of the Ph.D. in Literature program, a decision would be made by an appointed committee. She agreed with Prof. Hatch that larger departments such as philosophy do not automatically assign junior faculty to teach graduate seminars and that some restrictions exist on whether junior faculty can direct dissertations, but it is never said to a regular teaching-and-research faculty member, "You cannot work with graduate students." There is some self-selection that occurs, as well as some natural selection in terms of the faculty members with whom students prefer to work, but it is never said that certain faculty members cannot teach graduate students.

Fr. Gaffney said he favored the program and suggested that better clarification of the director's role in administering the program might clear up the question that has arisen over assigning faculty to courses.

Prof. Doody answered that the Administrative Board should be characterized largely as a committee of departmental chairs. Nothing could be done without negotiation among them. What is being

described are the nuts and bolts questions present in any program that exists outside of standard departmental boundaries. Because of the kind of strenuous conversation and negotiation that the proposed program would require, when the deans reviewed the proposal they suggested that the program should have an associate director to perform some of the daily work. The current committee, which will morph into the Administrative Board, did include wherever possible the directors of graduate studies from the relevant departments. They are the administrators who know what courses have been given in the past or have been suggested for the future. Thus, if it is desirable for these directors to be part of the program's administrative structure, they can be. Alternatively, the chairs could consult with them.

Prof. Norton said that the committee had not thought of external criteria that would exclude any faculty members from participating in the program. The Administrative Board would be very interested in looking at all proposals submitted and, through a process of negotiation, would either solicit or select proposals for courses. The interest is in having a vibrant and intellectually sound program, with courses taught by faculty from any of the ranks. He agrees with Prof. Douthwaite that committee members would be delighted if the proposal resulted in a program the faculty viewed as competitive and highly desirable.

Dean Roche commented that Prof. Meara was essentially asking two questions. First, how will the program include the faculty members who must negotiate with their chairpersons to teach a course in the program? He does not see this presenting a problem. The Administrative Board includes the chairs, and it is not as if they must fill spots in two competing graduate programs. Graduate seminars would be offered both to departmental graduate students and to Literature Ph.D. students. Thus, each seminar would constitute one graduate activity for the faculty member.

Dean Roche said that Prof. Meara's second question, initially raised by Prof. Porter, is more complex. On the one hand, it raises concerns about inclusion and democratic participation in an intellectual endeavor; on the other, it points up concerns over placement and ensuring that graduate students have appropriate mentors. He thinks the committee has chosen a reasonable path by giving the Director and the Advisory and Administrative Boards certain authority to choose which courses to offer and selecting faculty members for those courses so that proper mentoring will be addressed.

Mentoring and placement concerns were raised by Prof. Merz, Vice President of Graduate Studies and Research, when the proposal was first discussed with him. Addressing these concerns requires choosing very carefully who will offer a small number of graduate courses. Again, he thinks the committee has found a reasonable path between making the program so inclusive that it is almost as if one teaches by some arbitrary lottery mechanism and so exclusive that certain faculty members are denied permission to teach. The board will use its judgment to bring in faculty who can most prominently mentor the graduate students admitted to the program.

Prof. Jensen asked Prof. Porter what, specifically, would convince her that the program is viable and likely to succeed.

Prof. Porter named three ways to alleviate her concerns. First, some kind of statement from reviewers outside the University as to the viability of the program, whether they would recommend the program to students, and whether they would hire a graduate of the program. Second, a clearer statement of the rationale of the program and a clearer indication of the course of study. She becomes very uneasy when she sees a doctoral program that can be structured in a multitude of ways in accordance with a student's particular interests. While it is important to leave some flexibility, she perceives the program to be almost totally open ended. Third, a more structured account of the core of the program—that is, what every graduate of the program should

have and be able to do, no matter what else they have and do, when the course of study is completed?

Prof. Jensen commented that, while the proposal could be vetted by people outside the University and their opinions on its viability received, the problem is that if the program truly is paradigm-breaking, it may be unable to be evaluated effectively by others.

Prof. Porter asked if others are unable to evaluate the program, how will they accept graduates of it?

Prof. Jensen answered that he would address that concern by an example. Last spring, Stanford graduate students called a conference for graduate students in national literature programs across the country for the purpose of beginning to forge a new paradigm for the teaching of literature at the doctoral level. The students claimed they could no longer bear the way that they were trained in traditional language programs that prevented them from actually being able to converse with colleagues studying other literatures and other disciplines. They spent an entire weekend trying to find a way to talk about their dilemma and to read history, philosophy, and literature—not only in the original language, but also in translation. That kind of struggle for a new paradigm may well be what Notre Dame is in front of with the committee's proposal.

Second, Prof. Jensen said, while the committee may not be able to say how or where graduates could be placed tomorrow, if one looks at the Modern Languages Association's interview schedule, it is apparent that institutions are hiring individuals whose studies are broader and more far-reaching than in the past. He knows that to be true in Asian Studies. In his field, there are more and more people with Ph.D.s who do research in Chinese or Japanese and in Greek or Latin. Inevitably, this is to overcome the limitations of a purely national focus. One cannot understand a certain nation's history or literature without understanding its intercourse with the rest of the world.

Prof. Preacher moved to call the question. Ms. Roberts seconded her motion. The Council's vote was evenly split—14 to 14—on whether to curtail discussion.

Fr. Malloy asked whether the Executive Committee intended Council members to vote on the proposal today or only to discuss it.

Prof. Hatch said he believed a vote was intended. He then asked committee members whether, leaving budget and implementation issues aside, it is possible to have a program in which extraordinarily high standards will be set for incoming students even in the initial years. How would the program work if, in the first year, the Board adhered to a very high bar and, failing to garner applications from five outstanding students, it admitted only two?

Prof. Woo asked whether any bodies other than the Graduate Council had reviewed or approved the proposal.

Dean Roche replied that graduate proposals that come out of the College of Arts and Letters are not vetted in the College Council but go straight to the Graduate Council. When the proposal was voted on by the Graduate Council, there were only two negative votes. After the College held an open forum in January to address various issues, the committee met again. The italicized language in the [revised proposal] represents very modest changes resulting from the open forum. The proposal then went to the Executive Committee of the Academic Council and passed by a vote of 5-1-1.

Prof. Mooney pointed out that, by agreement, the Graduate Studies Committee of the Academic Council does not review new graduate programs presented to the Council. Members have decided that that kind of review is not an appropriate function of the committee.

Prof. Garg qualified Prof. Mooney's comment by saying the committee will review proposals when specifically asked to do so by the Council.

Prof. DeBoer asked for clarification. Page 13 of the proposal states: "The Director . . . is also the director of Graduate Studies"; yet, page 14 states: "The Program's Director of Graduate Studies will be selected from the Admissions Committee."

Dean Roche said that the statement on page 14 should be deleted.

Prof. Meara said that even when a program is paradigm-breaking, it is possible to ask for outside reviews of its proposal. No one had ever undertaken a program like the Alliance for Catholic Education (ACE), but she encouraged outside reviews of that program when it was at the proposal stage and those reviews were made. There are legitimate questions to ask of this proposal: Would you send your undergraduates to this program? Would you hire its graduates? Would you encourage your Ph.D. students to strive for a position in such a program? What should be the core elements of the program's curriculum?

Prof. Porter moved that the Council refer the proposal to the Graduate Studies Committee with the understanding that it consult with the committee members who developed the proposal to work on ways of soliciting external reviews. Prof. Meara seconded the motion.

Prof. Doody said that selecting the external reviewers would be problematic. How many French, Italian, or Spanish departments would be asked to review the proposal? Where does the committee find other Irish Studies programs? How many Classics departments should be asked to review the proposal? Does the committee solicit opinions from many departments all over the United States, or does it go to some representative departments and some departments of comparative literature?

Fr. Malloy said he presumed those questions would be worked out by the committee.

Fr. Scully commented that in his experience of external reviews, results depend very much on whose opinions are asked. While he appreciates Prof.

Porter's concerns, an external review can be an exercise of limited usefulness. He supports the proposal on the basis of the quality of the faculty in the College of Arts and Letters who are putting it forward.

Prof. Porter replied that, first, she does not understand the necessity for hurrying. Second, an external review should not be considered to be problematic. Of course, the committee should think carefully about the identity of the reviewers, but a logical starting point would be people in the departments where the committee would aspire to place the program's graduates. If the external review is of no value, it can be disregarded. If the review is satisfactory, the Graduate Studies Committee can report it back to the full Council again. To her, it seems a win-win proposition.

Prof. Jensen said, as one who has been involved in both sides of the reviewing process, he knows that responses can be all over the map. He questions the utility of the exercise. The responses will most likely not be unanimous. Will that mean the viability of the program should be questioned?

Prof. Porter replied that she, too, has been both reviewer and reviewed. Anyone who has been involved in the scholarly world knows how to handle an external review and how to evaluate it. She must wonder why there is so much resistance to the idea of an external review.

Dean Incropera said he was swayed by Prof. Porter's recommendation. An external review would be analogous to the way CAPs function during promotion and tenure reviews. Recommendations for reviewers are put forward by the candidate for promotion and also by the CAP. In this case, the proponents of the measure can certainly suggest a number of reviewers who they believe are enlightened and able to provide good, objective criticism. Another group of people might select other people or departments to participate in the review. The number of reviewers could be significant and the reviews themselves could be filtered very carefully by those asked to make

a decision. He sees nothing wrong with the motion.

Prof. Hatch suggested that if a review is to occur, it should be modeled on the University's process for reviewing departments. That is, rather than sending out proposals for reading, reviewers should visit the University, talk to the principals, and interview the faculty.

Dean Incropera said that would mean that a small sample, perhaps only five people, would be involved in the review.

Prof. Hatch agreed that departments are reviewed with a small number of reviewers.

Dean Woo said she is concerned about good process and the implications of an external review at this stage. The Graduate Council gave the proposal considerable thought. Why should an external committee now be charged with examining the proposal? There was no external review of the Masters in Mechanical Engineering (MEME) proposal approved by the Academic Council in November. What would insisting on the process at this stage mean for the future?

Prof. Doody said she does not think it is customary to send out proposals for new programs absolutely cold to many people. She is against the suggestion and sees it as a delaying tactic—one that will not do the faculty at Notre Dame any good. She does think it could be worthwhile to have a serious review of the program a short time after it is up and running—in the third, fourth, or fifth year. That way, there would be an actual entity to examine and, if necessary, the program's course could be corrected.

Prof. Doody reiterated her belief that there are costs to delaying the proposal. Some faculty enthused about the proposal will become disgusted and leave. In fact, one faculty member who would have been excellent for the program has already left. Even though they might love Notre Dame, people will go where they have the opportunity to teach graduate students and

where the intellectual atmosphere is lively and exciting. Delay will also cause the University's placement in English to remain at a level lower than is desirable and its negative reputation will only worsen while reviews and studies continue. She believes the Council should make a decision today.

Fr. Malloy called for a vote on the motion to command an external review of the proposal to establish a Ph.D. in Literature program. The vote was 10 in favor, 19 opposed.

Fr. Scully then moved to call the question; Fr. Gaffney seconded his motion. It passed by a voice vote.

Prof. Porter suggested that the final vote be taken by show of hands.

Fr. Malloy agreed. The vote to establish a Ph.D. in Literature program passed the Council by a vote of 23 to 7.

3. Proposed Guidelines for Faculty Concerning the Use of Alcohol.

Prof. Mendenhall, chair of the Faculty Affairs Subcommittee, explained that the guidelines proposed today have their origin in a Spring 1999 Faculty Senate resolution. As did the Faculty Senate's proposed guidelines, the subcommittee's guidelines address three areas:

- a. the manner in which faculty approach the use of alcohol in their relationships with students;
- b. the manner in which faculty approach the use of alcohol at their own gatherings and social events; and
- c. the manner in which faculty relate to one another when they perceive that one of their members is involved in an abusive use of alcohol.

Prof. Mendenhall said the subcommittee's first recommendation is to add the proposed guidelines to the policy section of the Faculty Handbook. The University developed an Alcohol Policy in 1984, which was reviewed and modified in 1988. Because most of the provisions of the policy apply to students, its text appears only in the student handbook, *Du Lac*, even though it contains a section governing

the serving of alcohol at all events hosted by the University. Adding the guidelines to the Faculty Handbook makes the general University policy known to and accessible by the faculty. Some provisions of the proposed guidelines clarify aspects of the University Alcohol Policy; others go beyond it and set forth expected behaviors in situations not directly addressed by the policy.

The subcommittee's second recommendation is that the University extend its contract with Michiana Employee Assistance Programs (MEAP) to cover faculty members. When a faculty member is struggling with alcohol abuse, the University has no professional resources formally available. The Counseling Center and the Office of Drug and Alcohol Education serve only students; the University's contract with MEAP covers only non-faculty staff. While six faculty members sought and received assistance through MEAP last year, those services were provided only as a courtesy.

Fr. Malloy asked Prof. Mendenhall to explain the differences between the subcommittee's proposed guidelines and those of the Faculty Senate.

Prof. Mendenhall said wording was strengthened in some places and, because of comments by the University's General Counsel, changed in another place. The only major change is to the Faculty Senate's proposal that, in situations of a faculty member engaging in an abusive use of alcohol, colleagues might express their concern by initiating an "intervention." [Faculty Senate Proposed Guidelines, Sec. 3A.] The subcommittee eliminated that language because members did not think that faculty members had the training to hold an intervention.

Fr. Poorman noted that Section 1A of the subcommittee's guidelines, dealing with faculty use of alcohol when students are present, changes the Faculty Senate's language of "avoiding" offering alcoholic beverages to underage students [Sec. 1A] to a prohibition against doing so "... faculty must not offer alcoholic beverages to underage students."

Prof. Preacher said she found the wording of the subcommittee's Section 1C confusing, particularly lines 48 through 51. When an event does not include undergraduates and a host is following the policy of providing alternative nonalcoholic beverages and a meal, why must there be an application for an exemption?

Prof. Mooney explained that Section 1C has five subparts: Alcohol must be dispensed by a licensed bartender; all participants must be of majority age; the cost of alcoholic drinks must be borne by individual consumers; a meal must be provided and the bar open only for a limited (brief) time either before or after the meal; and alternative nonalcoholic beverages must be provided. If any one of the five requirements listed in the subparts is not met, the host must apply for an exemption. Most likely, the primary reason for applying for an exemption will be the absence of a licensed bartender. The wording of lines 48 through 51 is intended to clarify that an exemption will never be granted unless nonalcoholic beverages and substantial amounts of food are available at the event. Thus, three of the five requirements (Subparts 2, 4, and 5) must always be met.

Prof. Preacher asked whether it is likely an exemption will be granted if those three requirements are met.

Prof. Mooney answered that exemptions are likely, but each case is fact-specific and involves examining such matters as who is invited to the event, its purpose, and its location.

Fr. Poorman questioned what force the guidelines have. He asked what advice the University's General Counsel gave concerning the extent to which faculty members could be held accountable to the provisions of the guidelines, or, if they are made regulations, regulations.

Prof. Mooney replied that the General Counsel did not say anything about that issue.

Fr. Poorman asked whether Ms. Kaesebier is concerned about it.

Prof. Mooney said no concern was expressed when the guidelines were reviewed.

Fr. Scully asked regarding the question of liability, how the University is protected from litigation resulting from a violation by a faculty member of the guidelines. In the event of a violation, would the individual faculty member or the University be liable?

Prof. Mooney replied that the answer would depend, in part, on who was hosting the event. If a faculty member is hosting an event in his or her own home with personal funds, she cannot imagine the University would be liable. Part of the reason for the change in language from the subcommittee's first draft of faculty "should not" serve alcohol to underage students when inviting students to their homes to "must not" [Sec. 1A] was exactly that concern. General Counsel would not approve the guidelines with the "should not" language. A policy is not clear if it says, essentially, that a behavior is not a good idea.

Fr. Scully asked whether the General Counsel is satisfied at this point that the proposed guidelines do not expose the University to legal jeopardy.

Prof. Mooney replied that because of the subcommittee's concerns on this issue it asked the General Counsel to review the guidelines twice.

Prof. Mendenhall commented that he did not believe the guidelines would increase the University's liability.

Prof. Mooney agreed.

Fr. Poorman said if the University did not have a policy and a department or college hosted an event resulting in a lawsuit, it would seem to him that the University would open itself up to greater liability than if a policy existed but was broken.

Prof. Mooney said that situation could go both ways.

Fr. Poorman asked if one person in the Provost's Office will handle requests for exemptions.

Prof. Mooney answered, "Yes."

Fr. Malloy said he has spent countless hours attending meetings at which the subject of alcohol on college and university campuses has been discussed. The study he cochaired at the National Institutes of Health will most likely be released this summer. It addresses the subject of alcohol abuse not only by dealing with student drinking directly, but in the broader arena of how other participants in the University community conduct themselves and the models they establish, as well as concern about the neighborhoods around a campus. While it is difficult to formulate these sort of guidelines to everyone's satisfaction, he thinks the subcommittee has done an excellent job and he appreciates their hard work.

Fr. Malloy called for a vote on the proposed "Guidelines For Notre Dame Faculty Concerning the Use of Alcohol." They were unanimously approved.

4. Proposed Resolution from the Undergraduate Study Committee on Dean's List Requirements. Dean Roche explained that the proposed resolution would amend Section 21.1 of the Academic Code to restrict Dean's Honor List awards to undergraduates who carry at least 12 graded credit hours and have a grade point average (GPA) in the top 30 percent of the college or school. The GPA would be determined at the beginning of each Fall term by using the GPAs earned by students in the college for the previous two semesters and calculating the 30 percent cutoff figure. The proposal is an extension of the decision at the last Academic Council meeting to restrict Latin honors to the top 30 percent of each graduating class.

The rationale for the proposal is the same as that for the decision. When more students receive honors than not, an honors designation becomes meaningless. Currently, the percentages of students receiving Dean's List honors are relatively high. In Fall 2000, 55 percent of the students in the School of Architecture, 57 percent of the students in the College of Arts and Letters, 48 percent of the students in

the College of Business, 37 percent of the students in the College of Engineering, and 50 percent of the students in the College of Science were placed on the dean's list.

Dean Roche said the proposal takes into account concerns raised by student members at the November 2000 Academic Council meeting about the desirability of an absolute scale for honors. Thus, although the committee proposes to tighten the requirements for dean's list honors by restricting them to approximately 30 percent of students in each college or school, the precise GPA needed to achieve dean's list honors is calculated every summer by reviewing records of the previous two semesters and determining what GPA would establish a 30 percent cutoff. The requisite GPA for the dean's list for each college would then be announced at the beginning of the fall semester. Dean Roche said that an absolute scale can be integrated into dean's list honors because they are different than the University-wide Latin honors. He also pointed out that the grade point average will vary by college, but will be linked in each college to its own 30 percent cutoff figure.

Prof. Hatch asked how dean's list honors would be calculated for students in the First Year of Studies. Would the 30 percent figure be calculated on the basis of the grade point averages of students in the previous year?

Dean Kolman replied that discussion in committee was that students' first year would be treated as a unit. It has occurred to her, however, that there is a real distinction between GPAs in the first semester of the first year and those of the second semester. Because of that, the college has different probation requirements for each semester. In the first semester, a student need only receive a 1.7 GPA to be in good standing; in the second semester that figure is 1.85 (as compared to a 2.0 GPA in all subsequent semesters).

In light of the evidence that GPAs differ rather radically in the first year from first to second semester, Dean Kolman said she would like the freedom in the First Year of Studies to set

a different grade point average each semester for dean's list honors. She proposed undertaking some historical research to see what the precise change in GPAs is from first to second semester, expecting to confirm her belief that a different cutoff in each semester would be appropriate.

Dean Roche pointed out that, as written, the committee's proposal would already allow her that freedom. The amendment states that the 30 percent cutoff would be made so that "by best estimates 30 percent of the students in the college or school will receive dean's honor list in a given semester." Thus, if Dean Kolman's review of past years suggests that the 30 percent cutoff will deviate between Fall and Spring semesters, she would be authorized to set a different GPA for each term.

Fr. Malloy commented that he spoke recently at the honors convocation for the First Year of Studies and had visual evidence that the number of students receiving dean's list honors had grown.

Prof. Tidmarsh questioned the impact on the Law School of the proposed amendment's last sentence: "For graduate and professional students in programs that choose to award dean's list honors, the dean's honor list includes those students who carry at least 12 graded credit hours in the previous semester and who achieve at least a 3.400 average in that semester." The Law School has its own system of honors, different than that proposed.

Prof. Powers, a member of the Undergraduate Studies Committee, said the wording of the proposed change would not change the status quo in the Law School or any professional school. In fact, the wording of the proposal is identical to that in the current Academic Code of Honor and would have no effect on the Law School.

Fr. Malloy called for a vote to amend the Academic Code, Section 21.1, as proposed by the Undergraduate Studies Committee, so that approximately 30 percent of undergraduates in each college or school receive dean's list honors in a semester. The proposal passed unanimously.

5. Committee reports.

(a) Faculty Affairs Committee: Prof. Mendenhall said his committee's work on the faculty alcohol policy had been discussed and voted on today.

(b) Graduate Studies Committee: Prof. Garg reported that his committee continues work on Latin honors for the graduate program. The committee awaits information from the Law School and College of Business. While the Law School has collected the requested information, the Law School faculty itself wants to discuss the issue before releasing it.

(c) Undergraduate Studies Committee: Dean Roche said, having already dealt with Latin honors and dean's list honors, the subcommittee headed by Prof. Powers is taking up the subject of contextual reporting of grades on transcripts. The same subcommittee continues work on the number of Friday classes at the University and has discussed several models for resolving the problem. It will present a proposal on that subject in the near future. A subcommittee headed by Fr. Jenkins is working on revisions to the University's honor code. Although he had hoped to present revisions to the full Council this spring, the subject is very complex. University counsel is now reviewing the subcommittee's work.

Dean Roche said a third subcommittee is studying aspects of the University's curriculum as a precursor to a broader study in the future.

There being no further business, Fr. Malloy adjourned the meeting of the Academic Council at 5:00 p.m.

Respectfully submitted,

Carol Ann Mooney
Secretary

Minutes of the 283rd Meeting of the Graduate Council

November 29, 2000

Graduate Council members present:

James L. Merz (chair), Peri Arnold, Cindy Bergman, Peter Burns, Peter Diffley, Julia Douthwaite, Anthony K. Hyder, Dennis Jacobs, LeRoy J. Krajewski, Gary A. Lamberti, Blake Leyerle, Samuel Paolucci, James H. Powell, John Renaud, Mark W. Roche, Dan Sheerin, Andrew Sommese, Bill Spencer, Lynette P. Spillman, Barbara M. Turpin, James C. Turner, Carolyn Y. Woo, Jennifer A. Younger.

Graduate Council members absent

but excused: Terrence J. Akai, Mark Buckles, Francis J. Castellino, Umesh Garg, Alex Samuel

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

Guests: W. Martin Bloomer, Seamus F. Deane, Margaret A. Doody, Dayle Seidenspinner-Nuñez

Prof. James L. Merz, Vice President for Graduate Studies and Research, called the meeting to order at 3:35 p.m.

I. Minutes of the 282nd Meeting of the Graduate Council

The minutes of the 282nd meeting of the Graduate Council were approved without change.

II. Proposal for a Ph.D. in Literature

Prof. Merz asked for a candid discussion of the Ph.D. in Literature proposal, which would be followed by a vote on whether or not to recommend that it be forwarded to the Academic Council. He next introduced Profs. Bloomer, Deane, Doody, Douthwaite, Roche and Seidenspinner-Nuñez, members of the committee that prepared the proposal.

Prof. Deane presented the proposal by commenting on specific emphases in the document. He made the following major points:

The Ph.D. in Literature described in the proposal would contribute to the stature of the University as a research institution. It would also foster a restructuring of the humanities at Notre Dame, in line with that underway at other universities in the U.S. and abroad. Nothing in the Literature Ph.D. program would harm the Ph.D. program in the Department of English. Indeed, students there would benefit from Ph.D. study going on in other languages and literatures.

The Literature Ph.D. would contribute to the Catholic character of Notre Dame. As understood by Cardinal Newman, Catholic universities should have an orientation to universal knowledge acquired through specific disciplines. The new program envisages study of literature in a transnational context with emphasis on work in national literatures.

The Literature program would stimulate closer cooperation among various departments in the College of Arts and Letters. It would help overcome insular views and enrich faculty contacts across disciplines. It would look toward possible future realignment of departments and institutes.

The program would enrich the graduate student body and the University by attracting a new type of Ph.D. student, a student who is multilingual and likely to possess a more cosmopolitan approach to academic studies.

Classics is an example of a department/discipline that transcends national languages and literatures in the manner proposed by the Literature Ph.D. program. The approach in both cases is to provide a context that knits together the study of different areas.

At the conclusion of Prof. Dean's remarks, Prof. Merz called for discussion of the proposal.

Prof. Turner said the proposal was strong and long overdue, but he wondered about its reliance on a philosophical approach to literature.

Prof. Douthwaite and Prof. Roche responded that the proposal is flexible and open to other disciplines. Philosophy would be a program strength, not an exclusive approach. The focus on philosophy also stems from the current tension in literature departments between an emphasis on history and a more philosophical approach.

Prof. Leyerle asked if students would be properly grounded in a field or fields such that they would be able to get jobs.

Prof. Seidenspinner-Núñez and Prof. Roche said that preparation of students for placement in disciplinary departments would certainly be a focus of the program, but that the program's flexibility would also allow students to train for jobs requiring a variety of preparations. Language and literature departments looking for people who can teach beyond their specialization is a trend that is likely to increase. The program's insistence on well developed language skills, at admission and at graduation, would strengthen students' qualifications for more broadly defined jobs.

Prof. Arnold asked about competing programs, and wondered if Notre Dame's program would really be cutting edge.

Prof. Roche pointed to recently established literature programs at Duke and at the University of California, San Diego, which would compete in certain areas. There would also be competition from the transformation of traditional literature departments. Notre Dame's advantage—perhaps putting it ahead of the curve—would be its emphasis on literature as opposed to cultural studies. The program would be seen as different but not radical. Students would be recognized by both traditional departments and those with newer foci.

Prof. Sheerin stated that the proposal is a resourceful answer to the question of where to develop Ph.D. study in literature at Notre Dame, but said he is not convinced students will compete

well for jobs with those trained in traditional Ph.D. programs, to which disciplinary departments usually look for hires. He asked if the program plans to recruit a special kind of student.

Prof. Deane and Prof. Doody replied that the program would indeed seek extraordinary students, and that the choice of students in the first years would be crucial. There are excellent U.S. students looking for this kind of study who would respond to the newness and flexibility of the program, and who would also be attracted by other departments and disciplinary strengths at Notre Dame. Once the program is underway, it would be even more appealing to outstanding students. Placement would always be an issue, but how jobs will be configured in the next five to fifteen years is not at all clear.

Prof. Merz noted that the Graduate School would have an oversight responsibility in regard to recruiting and placing program students, but the burden would rest primarily on the shoulders of Prof. Doody and her colleagues, whose efforts would undoubtedly be vigorous. One reason the Graduate School reduced the number of stipends originally requested is its concern about the availability of truly excellent students.

Prof. Paolucci asked if anyone had examined the placement history of the programs at Duke and the University of California, San Diego.

Prof. Douthwaite said placement at Duke had been excellent, and Prof. Roche noted that Notre Dame's Department of Film, Television, and Theatre had recently hired a person from San Diego. Prof. Roche added that one could ask about the placement history of comparative literature programs, but the Notre Dame program would be different in two respects: It would emphasize language skills, and it would provide students with the ability to deal with traditional literature as well as literary theory.

Prof. Spillman, expressing concern that students might drift, asked who would organize each student's program of studies.

Prof. Doody replied that highly motivated students would have a large say in shaping their own program. Prof. Douthwaite added that a course in literary criticism would display different approaches to literature, and students could make use of it to refine their interests.

Prof. Spencer stated that he shared Prof. Sheerin's concern that students would not belong to any one discipline, but that one could be optimistic about their prospects, since many significant advances are made at the interface of disciplines. He also wondered if the first two years of the program were not too heavily scheduled to allow sufficient opportunity for exploration. Finally, noting that promotion of the program would be crucial, at least in the short term, he asked how it would take place, and who would do it.

Prof. Roche replied that promotion would be the responsibility of the program director. Best practices from other programs would be used. The College would commit \$55,000 for display advertising, travel, mailings and a web page, and liberal arts colleges as well as research universities would be targeted.

Prof. Spencer added that faculty-to-faculty personal contact is an important means of promotion, and is especially effective if one person coordinates the efforts of the faculty involved.

Prof. Woo stated that Ph.D. programs should help faculty as well as students, and asked how the literature program would affect faculty scholarship in the College broadly.

Prof. Doody replied that the program would address concerns about interaction among College faculty, especially younger, livelier members. It would also help retain good faculty, and it would be of value to graduate students in the Department of English.

Prof. Younger, Director of University Libraries, said the program would make increased use of and contribute to the building of existing collections,

but noted there would be significant costs to add materials necessary to support Ph.D. course work and faculty research. Digital resources would be particularly expensive. The figures mentioned in the proposal should be regarded as a bare minimum.

Prof. Merz noted that a vote to approve the proposal would not mean that all necessary resources are assured. The Graduate School and the College of Arts and Letters have made specific commitments, but money for the library and new faculty is not in place. Though the Provost finds the proposal exciting, he is not yet able to commit all necessary resources. Bringing the proposal to the Academic Council would have to include this caveat.

In response to a question from Prof. Lamberti about the size of the program, Prof. Roche said there would be five new students each year with a steady state of 25. Students remaining for a sixth year might have to find their own funding. The long-range goal is to dissolve M.A. stipends in language and literature departments other than English into the Ph.D. program.

Prof. Leyerle asked if these departments are aware of plans to dissolve the M.A. programs.

Profs. Seidenspinner-Nuñez, Roche and Doody said they are. All four department chairs support the proposal; all would be involved in the Ph.D. program on a continuing basis, and the dissolution of the M.A. programs would be gradual.

Prof. Sheerin stated that perhaps the best course would be to delay voting on the proposal until interested faculty in the College had a chance to read and discuss it. He then made a motion that the proposal be tabled. Prof. Leyerle seconded the motion.

In discussion of the motion, Prof. Hyder pointed out that the language and literature chairs were already involved, and that the Graduate Council itself provided faculty with an opportunity to discuss the proposal. Prof. Woo wondered how wider reading and discussion by faculty would be brought back to the Graduate Council.

Prof. Merz called for a vote on the motion to table. The motion failed by a vote of 21 to 2.

Prof. Merz then called for a vote on a motion to approve the proposal and send it to the Academic Council, with the understanding that approval did not mean all funding for the program is assured. The motion passed by a vote of 21 to 2.

Prof. Merz adjourned the meeting at 5:05 p.m.

Departmental Awards Received and Proposals Submitted

In the period April 1, 2001 to April 30, 2001.

Category	AWARDS RECEIVED		PROPOSALS SUBMITTED	
	No.	Amount	No.	Amount
Research	31	\$7,117,333	38	\$7,261,509
Facilities and Equipment	0	0	0	0
Instructional Programs	0	0	3	182,183
Other Programs	0	0	0	0
Service Programs	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	31	\$7,117,333	41	\$7,443,692

FISCAL YEAR-TO-DATE CUMULATIVE

Category	AWARDS RECEIVED		PROPOSALS SUBMITTED	
	No.	Amount	No.	Amount
Research	348	\$50,769,885	476	\$198,379,642
Facilities and Equipment	0	0	0	0
Instructional Programs	10	994,582	4	193,683
Other Programs	1	25,000	0	0
Service Programs	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	359	\$51,789,467	480	\$198,573,325

Awards Received

Aerospace and Mechanical Engineering

Eric J. Jumper

High-Bandwidth Adaptive-Optic System
Department of the Air Force
\$200,000 12 months

James J. Mason, Danny Z. Chen, Steven R. Schmid, John E. Renaud, Davide A. Hill

Advanced Spinal Instrumentation
21st Century Research and Technology Fund
\$1,998,987 24 months

Robert C. Nelson

Indiana Space Grant Program
Purdue University
\$40,000 12 months

Steven R. Schmid

Tribology of Hot Forging
Concurrent Technologies Corporation
\$33,984 6 months

Steven R. Schmid, James J. Mason, Samuel Paolucci

Modeling of Investment Casting at Zimmer
Zimmer
\$29,998 12 months

Alliance for Catholic Education

John J. Staud

ACE Grant# 13423
Koch Foundation
\$30,000 12 months

Art, Art History and Design

Kathleen A. Pyne

Modernism and the Feminine Voice: The Search for "Woman
in Art"
Georgia O'Keeffe Museum Research Center
\$30,000 11 months

Biological Sciences

Frank H. Collins

The Anopheles gambiae Genome Project
National Institutes of Health
\$1,486,854 12 months

Frank H. Collins, David W. Severson

Malaria Control by Genetic Manipulation of Vectors
National Institutes of Health
\$670,167 12 months

Chemical Engineering

Joan F. Brennecke, Gary A. Lamberti

Risk Assessments of Novel Chemicals in the Environment
Department of Education
\$144,285 12 months

Arvind Varma

Mechanistic Studies in Combustion Synthesis of Materials
National Aeronautics and Space Administration
\$65,125 48 months

Chemistry and Biochemistry

W.R. Scheidt

X-Ray and Chemical Studies of Metalloporphyrins
National Institutes of Health
\$326,430 12 months

Bradley D. Smith

Rationally Designed Promoters and Inhibitors of Membrane
Fusion
National Institutes of Health
\$162,579 12 months

Civil Engineering and Geological Sciences

Robert L. Irvine, Peter C. Burns

Natural Formation of Dioxins in Kaolin and Ball Clay
Georgia-Pacific Corporation
\$225,000 24 months

Patricia Maurice

Dissolution of Fe(III)(hydr)Oxides by Aerobic
Microorganisms
Department of Energy
\$42,469 12 months

Clive R. Neal

Ocean Drilling Program
Texas A&M Research Foundation
\$3,000 37 months

Computer Science and Engineering

Vincent W. Freeh

CAREER: Collaborative Memory
National Science Foundation
\$31,250 36 months

Electrical Engineering

Douglas C. Hall, Bruce A. Bunker, Gregory L. Snider, Thomas H. Kosel, Patrick J. Fay

Electronic Properties and Device Applications of III-V
Compound Semiconductor Native Oxides
Department of the Air Force
\$207,670 7 months

Wolfgang Porod, Craig S. Lent

Nanoelectronics

Arizona State University

\$76,240

48 months

Film, Television, and Theatre**Jill Godmilow**

Animal Farm: An Experimental Documentary

Rockefeller Foundation

\$35,000

12 months

History**Howard P. Louthan**Creating a Cultural Identity: Religion and National Memory
in Early Modern Bohemia

International Research Exchanges Board

\$27,444

4 months

Howard P. LouthanConstructing a Catholic Identity: Culture and Religion in
Early Modern Bohemia

Princeton University

\$30,000

12 months

James C. Turner

Erasmus Institute

Pew Charitable Trust

\$500,000

48 months

Mathematics**Joachim J. Rosenthal**

Algebraic Methods in Systems Theory

National Science Foundation

\$38,000

24 months

Physics**Boldizsar Janko**

Graduate Student Support

Argonne National Laboratory

\$47,156

12 months

Walter R. Johnson

Relativistic Atomic Structure Theory

National Science Foundation

\$80,000

36 months

Randal C. Ruchti, Mitchell R. Wayne, Neal M. CasonSupplementary Funding for Research in Hadron Collider
Physics

National Science Foundation

\$350,000

50 months

Psychology**Steven M. Boker**

Dynamic Postural Equilibrium

National Institutes of Health

\$81,757

12 months

Michael J. Wenger

Dynamic Models for Latency-Accuracy Relations in Memory

National Institutes of Health

\$68,375

12 months

Radiation Laboratory**Gordon L. Hug**Radiation-Induced Oxidation Processes in Methionine-
Containing Peptides

North Atlantic Treaty Organization

\$5,563

24 months

Theology**John Meier**A Marginal Jew: Rethinking the Historical Jesus, Vol. IV
American Council Learned Society

\$50,000

12 months

Proposals SubmittedProposals for Research**Aerospace and Mechanical Engineering****Hafiz M. Atassi**Effects of Nonuniform Flow on Tonal and Broadband
Interaction Noise

National Aeronautics and Space Administration

\$288,367

36 months

Flint O. Thomas, Robert C. Nelson

Turbulent Wake Development in Pressure Gradient

National Aeronautics and Space Administration

\$48,717

12 months

Anthropology**Susan Blum**

Deception and Truth in China

National Endowment for the Humanities

\$40,000

12 months

Victoria D. SanfordBuried Secrets: Truth and Human Rights in Guatemala
The Virginia Foundation for the Humanities

\$15,000

3 months

Biological Sciences

Martin Tenniswood, Kathryn E. Packman
 Genesis of the Invasive Phenotype in Prostate Cancer
 National Institutes of Health
 \$48,300 12 months

JoEllen J. Welsh, Martin Tenniswood
 Vitamin D Mediated Apoptosis in Mammary Cells
 National Institutes of Health
 \$268,200 12 months

Chemical Engineering

Agnes E. Ostafin, Simon M. Pimblott
 Infrared Energy Harvesting Photosynthethic Microbial
 Ecosystem for Waste Recycling in an Environmental
 Control and Life Support System
 National Aeronautics and Space Administration
 \$766,915 36 months

Chemistry and Biochemistry

Holly Goodson
 Affinity of CLIP-170 Microtubule Binding Motifs for Different
 Conformational States of Tubulin
 Research Corporation
 \$35,000 12 months

Paul Helquist
 Asymmetric Synthesis of Nitrogen-Containing Organic
 Compounds
 AstraZeneca AB
 \$60,000 36 months

Paul Helquist
 Collaborative Research Program in Synthetic Organic
 Chemistry
 Procter & Gamble
 \$225,000 36 months

Civil Engineering and Geological Sciences

William G. Gray
 Collaborative Research ITR/AP: An Environmental Modeling
 Problem Solving Environment
 National Science Foundation
 \$315,065 60 months

Billie F. Spencer
 Networked Sensors in Smart Structures: A Computational
 Infrastructure
 Purdue University
 \$1,750,000 60 months

The Classics

W. Martin Bloomer
 The School of Rome
 Spencer Foundation
 \$48,000 15 months

W. Martin Bloomer
 The School of Rome
 National Endowment for the Humanities
 \$40,000 12 months

Electrical Engineering

Patrick J. Fay
 RF Device Measurement & Modeling
 Delphi Delco Electronics Systems
 \$76,667 12 months

Patrick J. Fay
 Testing Methodologies for Monolithic Photoreceivers
 Petalogic Network Devices, Inc.
 \$242,342 18 months

Wolfgang Porod, Gary H. Bernstein, Gerald J. Iafrate
 Magnetically-Coupled Nanomagnet Networks (M-Cnn)
 Department of Navy
 \$129,800 12 months

English

Sandra M. Gustafson
 Speaking Democracy: Civic Performance in the Antebellum
 United States
 National Endowment for the Humanities
 \$40,000 12 months

Kathy A. Psomiades
 Primitive Marriage: Victorian Anthropology and the Novel
 National Endowment for the Humanities
 \$40,000 12 months

Krzysztof Ziarek
 The Force of Art
 National Endowment for the Humanities
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Film, Television, and Theatre

Hilary A. Radner
 Film Stardom and National Identity in French Culture:
 Arletty, Josephine Baker and Brigitte Bardot
 National Endowment for the Humanities
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German and Russian Languages and Literatures**Kirsten M. Christensen**

Women's Mystical Literature in Reformation Europe

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Alyssa W. Dinega

A Poet of Conscience: The Myth of Criminality in Pushkin's Poetics

National Endowment for the Humanities

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Government and International Studies**Peri E. Arnold**

Reinventing Presidential Leadership in a Progressive Era, 1901-1917

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\$40,000 12 months

Catherine H. Zuckert

Plato's Philosophers

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History**Paul M. Cobb**

The Lords of Shayzar: An Arab Family in the Age of the Crusades

National Endowment for the Humanities

\$40,000 12 months

Howard P. Louthan

Creating a Cultural Identity: Religion and National Memory in Early Modern Bohemia

International Research Exchanges Board

\$27,444 4 months

Mathematics

Mathematics**Mario Borelli**

CANDAX-ME McNair

Department of Education

\$226,335 12 months

Mario Borelli

CANDAX-ME McNair

Department of Education

\$20,352 12 months

Physics**Albert-László Barabási**

ITR/SI: Collaborative Research: Towards a Scientific Approach to Internet Modeling

National Science Foundation

\$664,551 60 months

Albert-László Barabási

The Organization of Complex Metabolic Networks

Department of Energy

\$987,837 36 months

James J. Kolata

Nuclear Structure Research

National Science Foundation

\$25,000 12 months

Radiation Laboratory**Gordon L. Hug**

Radiation-Induced Oxidation Processes in Methionine-Containing Peptides

North Atlantic Treaty Organization

\$7,900 24 months

Prashant V. Kamat

Mechanism of Indo Dye Formation and Its Stability in Hair Proteins

Unilever Research U.S.

\$229,404 36 months

Simon M. Pimblott, Jay A. LaVerne

Can Physical and Chemical Processes be Ruled Out as a Cause of Bystander Effects from Low and High LET Radiations?

Department of Energy

\$185,313 24 months

Romance Languages and Literatures**Colleen M. Ryan**

Sacred Subjects: Woman and Self in the Cinema of Pier Paolo Pasolini

National Endowment for the Humanities

\$40,000 12 months

Theology**John Meier**

A Marginal Jew: Rethinking the Historical Jesus, Vol. IV

American Council Learned Society

\$50,000 12 months

Jean Porter

Virtue and Sin: Medieval Conceptions of the Moral Life and Its Limits

National Endowment for the Humanities

\$40,000 9 months

Proposals for Instructional Programs**English****Barbara E. Walvoord**

Developing Faculty Learning Communities

Miami University

\$50,600

36 months

Institute for Educational Initiatives**Joyce V. Johnstone**

Title II Improving Student Achievement through More

Effective Teachers, 2000-2001 New K-16 Transition

Partnerships

Indiana Professional Standards Board

\$121,583

12 months

TRIO Programs**Warren G. Outlaw, Joy J. Vann-Hamilton**

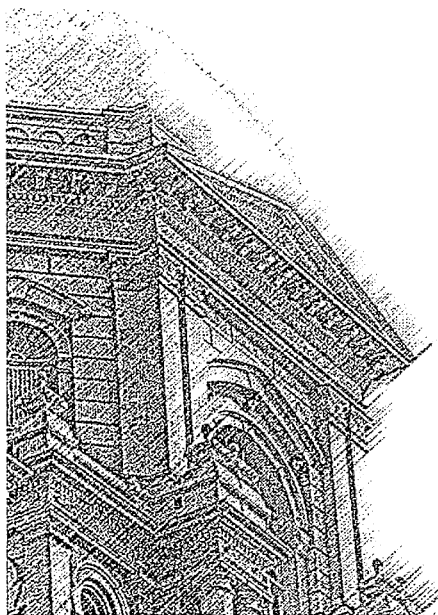
Educational Talent Search

Department of Education

\$10,000

12 months

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