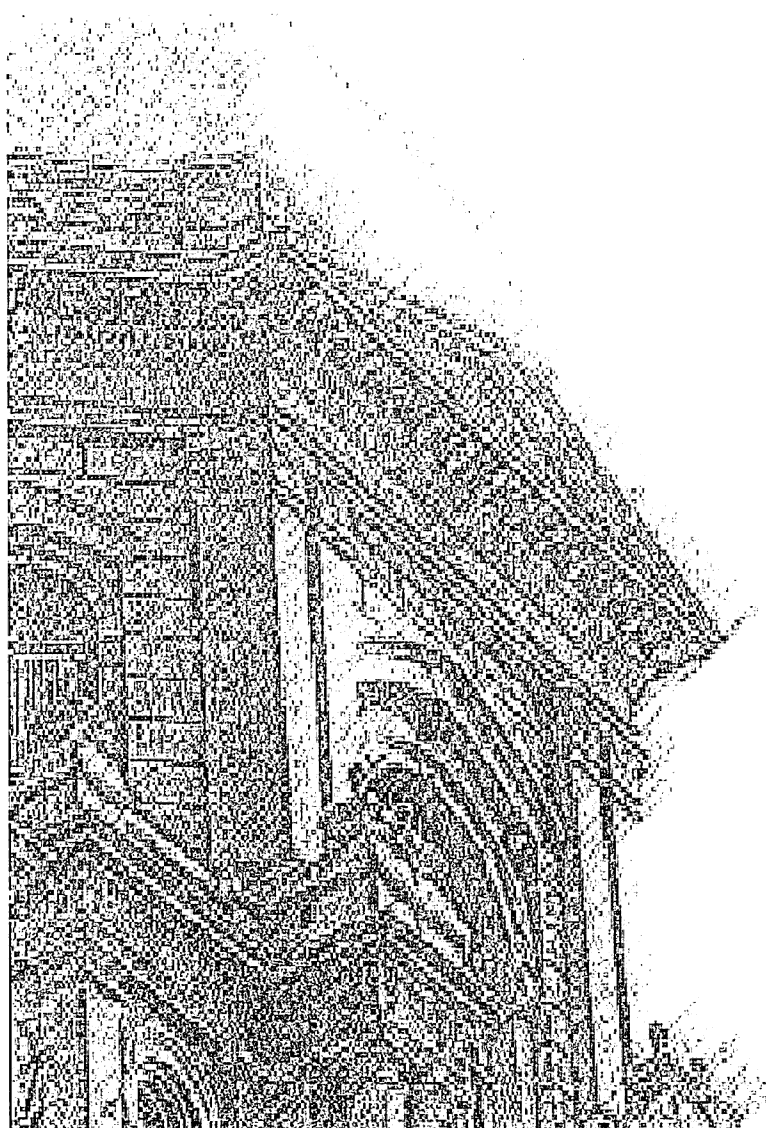


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The University

Adademic Apparel Rental

Measurements for academic apparel for the May 2004 Commencement Exercises will take place on Tuesday and Wednesday, April 13 and 14, ONLY from 9:30 a.m. to 7:00 p.m., at the Hammes Notre Dame Bookstore in the Eck Center. The rental of a

doctoral cap, gown, and hood is \$45. Faculty who received a Ph.D. or law degree from Notre Dame may rent the Notre Dame doctoral cap, gown, and hood. The rental fee is \$95. The rental of a cap, gown, and hood for the master's degree is \$42.

Faculty Notes

Honors

J. Douglas Archer, librarian, is the recipient of the Indiana Library Federation 2004 SIRS Intellectual Freedom Award, to be presented at the Federation's Annual Conference in Indianapolis, April 13.

Thomas Gresik, professor of economics and econometrics, was named an associate editor of the journal *International Tax and Public Finance*.

Thomas Guglielmo, assistant professor of American studies, was awarded the 2004 Frederick Jackson Turner Award by the Organization of American Historians for his book *White on Arrival: Italians, Race, Color and Power in Chicago* (Oxford Univ. Press, 2003).

George Marsden, the McAnaney Professor of History, had his book *Jonathan Edwards: A Life* chosen for the 2004 Merle Curti Award in intellectual history from the Organization of American Historians and the 2002–2004 biennial Annibel Jenkins Prize given by the Society for Eighteenth Century Studies to the author of the best book-length biography of a late 17th-century or 18th-century subject.

Michael Wiescher, the Freimann Professor of Physics, was named a member of the International Advisory Committee for the

Center for Nuclear and Radiation Physics Conference (NUSTAR-5), to be held in January 2005 at the Univ. of Surrey, Guildford, England.

Activities

J. Douglas Archer, librarian, served on the "The USA PATRIOT Act" panel sponsored by the Justice Education and Student Diversity Board and Peacemakers, at St. Mary's College, Feb. 26.

Joseph Bauer, professor of law, presented an invited faculty colloquium on "The Scope of Preemption of State Law Claims by the Copyright Act of 1976 and the Federal Copyright Regime" at the Univ. of Florida College of Law, Gainesville, Feb. 6; and the invited talk "Reflections on the Manifold Means of Enforcing the Antitrust Laws: Too Much, Too Little, or Just Right?" at a conference on "The Future of Private Rights of Action in Antitrust," Loyola Law School, Chicago, Feb. 20.

Sunny Boyd, associate professor of biological sciences, presented a departmental seminar titled "Neuromodulation across Time: Steroids, Peptides and Neurotransmitters" at the Univ. of Oklahoma in Norman, Feb. 11.

Jean A. Dibble, associate professor of art, presented a lecture about her recent work at Rice Univ., Feb. 4, and at the Univ. of Dallas, Feb. 8.

Jessica Hellmann, assistant professor of biological sciences, presented a research seminar "Processes, Pathways and Patterns of Extinction Risk under Climate Change" at Michigan State Univ., East Lansing, Feb. 23; and a seminar titled "Impacts of Climate Change on Butterfly Populations in Western North America" at the National Species at Risk Conference in Victoria, B.C., Canada, March 4–9.

Prashant V. Kamat, professional specialist in the Radiation Laboratory and concurrent professor of chemical and biomolecular engineering, presented the seminar "Photoresponsive Organic-Inorganic Hybrid Nanostructures" at Clemson Univ., Columbia, S.C., Feb. 16; and also in Columbia, a talk at the Fuel Cell Power Sources and Systems "From Basics to the Battlefield," Feb. 17–18.

Kathleen J.S. Kolberg, visiting assistant professional specialist in the Arts and Letters Dean's Office, presented "The Use of Appreciative Inquiry: Methodologies to Celebrate and Expand Family Friendly Skills in the NICU" at the conference "The Physical and Developmental Environment of the High-Risk Infant: Evidence-Based Science for Establishing an Appropriate NICU Environment, on Feb. 2, and was named a member of the conference organizing committee.

Grant J. Mathews, professor of physics, presented an invited overview talk "An Update on the Hot Bubble r-Process" at the "First Argonne/MSU/INT/RIA Workshop: The r-Process: The Astrophysical Origin of the Heavy Elements and Related Rare Isotope Accelerator Physics" at the Institute of Nuclear Theory, Univ. of Washington, Seattle, Jan. 8; an invited talk "X-Ray Probes of the Fifth Dimension: Disappearing Dark Matter and Brane-World Cosmology" at the "Workshop on Studies of Dark Energy and Cosmology with X-Ray Surveys," Greenbelt, Md., Jan. 16; and "White-Dwarf/Black-Hole Collisions: A New Mechanism for Type I Supernovae" at the "Joint High Energy Physics/Astrophysics Seminar," Univ. of Michigan Center for Theoretical Physics, Ann Arbor, Feb. 2, and again at

the "Astrophysics Seminar," Univ. of Notre Dame, Feb. 3.

Al Neiman, professional specialist in philosophy, presented "My Tortuous Love Affair with Wittgenstein" to the Philosophy Club, Notre Dame, Feb. 10.

Rev. Ronald Nuzzi, director, ACE Leadership Program, was invited to the White House for a special meeting with President Bush to celebrate the the national symposium celebrating the National Catholic Education Association and to announce a new choice initiative for schools; and presented two workshops on Catholic identity and spiritual leadership, Feb. 5-6, to Catholic schools principals of the Archdiocese of Mobile, the Diocese of Pensacola, and the Diocese of Birmingham, in Gulf Shores, Ala.; Feb. 23-24 to Catholic schools principals of all dioceses in Kentucky (Owensboro, Lexington, Covington, and Louisville) in Ferdinand, Ind.

Alvin Plantinga, the O'Brien Professor of Philosophy, presented "Against Naturalism" at the Univ. of Virginia, Charlottesville, Sept. 26; "Science and Secularism" at Princeton Univ., Oct. 10; "Games Scientists Play" at the Notre Dame Philosophy Colloquium, Nov. 7; "Against Materialism" at California Polytechnic, San Luis Obispo, Jan. 29; "Evolutionary Argument against Naturalism" at California Polytechnic, Jan. 30; and "Science and Religion: Conflict or Concord?" at Calvin College, Grand Rapids, Mich., Feb. 20.

Robert Schmuhl, professor of American studies and director of the Gallivan Program in Journalism, Ethics and Democracy, was an invited discussant at a forum "Trauma and News in Southern Africa" at the Dart Centre Europe in London, Jan. 12; provided "An American Perspective on the Hutton Report" for the BBC Radio 5 program *Up All Night*, Jan. 28; discussed "The Hutton Report and Journalism" on the program *It's Your Call*, on BBC Radio Leeds, Jan. 29; presented an invited paper "The Marketplace of Ideas" at a conference of the Press Commission of the Institutions of Democracy Project of the Annenberg Foundation Trust, Rancho Mirage, Calif., Feb. 6; was interviewed about "Media Coverage of American Presidential Politics" for the program *Up All Night*, Feb. 13; and presented the keynote address "The Political Landscape for 2004" at the "Symposium

on the 2004 American Election," Univ. of Southern Denmark, Odense, March 5.

Neil Shay, associate professor of biological sciences, presented the invited seminar "Soy Isoflavones Interact with Lipid Metabolism and Drug Turnover" at the Univ. of New Mexico, March 8.

Julia Adeney Thomas, associate professor of history, presented "Photography and Democracy in Occupied Japan" at Yale Univ., Jan. 27.

Rev. Oliver F. Williams, C.S.C., director of the Center for Ethics and Religious Values in Business and fellow of the Kroc Institutes, presented a workshop on business ethics at the Krannert School of Management, Purdue Univ., Feb. 13.

Carolyn Y. Woo, the Gillen Dean and Siegfried Chair in Entrepreneurial Studies, presented "Grace in a Competitive World" at the Twenty-First Scholars Program Pledge Ceremony, Lakeville, Ind., Nov. 6.

Publications

Francisco Aragón, visiting faculty fellow at the Institute for Latino Studies, published the poems "The Century" and "Your Voice" in *Heliotrope* 7 (spring).

Hafiz M. Atassi, the Hank Professor of Engineering, published "Scattering of Incident Disturbances by an Annular Cascade in a Swirling Flow" with A.A. Oli, et al., *Journal of Fluid Mechanics* 499 (2004): 111-138.

Xavier Creary, the Huisling Professor of Chemistry and Biochemistry, published "Remarkably Facile Solvolyses of Triflates via Carbocationic Processes in Dimethyl Sulfoxide" with E.A. Burtch, *Journal of Organic Chemistry* 69 (2004): 1227-1234.

Jean A. Dibble, associate professor of art, is exhibiting paintings in the "First Ladies Art Series," sponsored by the Indiana Arts Commission at the Governor's Residence, Indianapolis, Feb. 1 through April 30.

Alan Dowty, professor of political science and Kroc fellow, edited *Critical Issues in Israeli Society* (Praeger, 2004), including "Introduction: The Tribalization of Israel?" and "A Question that Outweighs All Others: Israel and the Palestinians in Broad Perspective," pp. 1-6 and 169-194, respectively.

Keith J. Egan, adjunct professor of theology and the Aquinas Chair in Catholic Theology at Saint Mary's College, reviewed Edith Stein *The Science of the Cross*, trans. J. Koepel, in *Cistercian Studies Quarterly* 39, No. 1 (2004): 93-95.

Jeffrey Feder, associate professor of biological sciences, published "Green Means Go" in *Natural History* (March): 23.

Guillermo J. Ferraudi, professional specialist in the Radiation Laboratory, published "Contrasting Intrastrand Photoinduced Processes in Macromolecules Containing Pendant -Re(CO)₃(1,10-Phenanthroline)⁺: Electron versus Energy Transfer" with M.R. Feliz, *Inorganic Chemistry* 43, No. 4 (2004): 1551-1557; and "Excited State Redox Reactions of Transition Metal Complexes" with S. Ronco, *Handbook of Photochemistry and Photobiology* 1, H.S. Nalwa, ed. (Stevenson Ranch, Calif.: American Scientific Publishers, 2004): 283-343.

Dirk M. Guldi, associate professional specialist in the Radiation Laboratory, published "Electron Transfer Processes in Molecular C₆₀ Dyads and Triads" with L. Sánchez, S. González, I. Pérez, and N. Martín, *Proceedings-Electrochemical Society 2003-15*, Guildi, Prashant V. Kamat, associate professional specialist in the Radiation Laboratory, and F. D'Souza, eds. (Pennington, N.J.: Electrochemical Society, Inc., 2004): 145-153; "Synthesis and Photo-voltaic Properties of p-Conjugated-C₆₀ Ensembles" with F. Giacalone, R. Gómez, J.L. S., N. Martín, C. Luo, A. Swartz, C. Brabec, and N.S. Sariciftci, *ibid.*: 154-163; "Applications of Soluble Carbon Nanotubes" with D. Tasis, N. Tagmatarchis, V. Georgakilas, M. Prato, D. Pantarotto, and A. Bianco, *ibid.*: 264-268; "Cyclic Voltammetry and Bulk Electronic Properties of Soluble Carbon Nanotubes" with M. Melle-Franco, M. Marcaccio, D. Paolucci, F. Paolucci, V. Georgakilas, M. Prato, and F. Zerbetto, *Journal of the American Chemical Society* 126, No. 6 (2004): 1641-1647; "Electrostatically Arranged Cytochrome c-Fullerene Photoelectrodes" with I. Zilbermann, A. Lin, M. Hatzimarinaki, and A. Hirsch, *Chem. Commun.*, (2004): 96-97; and "The First Fullerene-Heterofullerene Dyad with F. Hauke, M.A. Herranc, L. Echegoyen, A. Hirsch, and S. Atalick, *ibid.*: 600-601.

Kevin Hart, professor of English and Nanovic fellow, published a review of *Genealogy of Nihilism: Philosophies of Nothingness and the Difference of Theology* by C. Cunningham, *American Catholic Philosophical Quarterly* 77, No. 4 (2003): 613–615.

Paul W. Huber, associate professor of chemistry and biochemistry, published "Restricted Specificity of *Xenopus* TFIIA for Transcription of Somatic 5S rRNA Genes" with R. Ghose and M. Malik, *Molecular and Cellular Biology* 24 (2004): 2467–2477.

Prashant V. Kamat, professional specialist in the Radiation Laboratory and concurrent professor of chemical and biomolecular engineering, published " C_{60}/C_{60} -Redox Couple as a Probe in the Determination of Fermi Level of Semiconductor Nanoparticles" with M. Jakob and H. Levanon, *Proceedings-Electrochemical Society* 2003-15, Kamat, **Dirk M. Guldi**, associate professional specialist in the Radiation Laboratory, and F. D'Souza, eds. (Pennington, N.J.: Electrochemical Society, Inc., 2004): 9–12.

Edward J. Maginn, associate professor of chemical and biomolecular engineering, published "Density, Local Composition and Diffusivity of Aqueous Choline Chloride Solutions: A Molecular Dynamics Study" with T.I. Morow, *Fluid Phase Equilibria* 217 (2004): 97–104.

Eugene Marshalek, professor emeritus of physics, published "Bifurcations of the Self-Consistent Cranked Harmonic Oscillator," *Physical Review C* 68 (2003): 064308 (12 pp.).

Grant J. Mathews, professor of physics, published "Nuclear Cosmochronometry and Universality in the r-Process" with K. Otsuki, T. Kajino, S. Honda, W. Aoki, **Ani Aprahamian**, professor and chair of the Department of Physics, and K. Vaughan, *Nuclear Physics A* 721 (2003): C1024–1027; "Flash-Driven Convective Mixing in Low-Mass, Metal-Deficient Asymptotic Giant Branch Stars: A New Paradigm for Lithium Enrichment and a Possible s-Process" with N. Iwamoto, T. Kajino, M.Y. Fujimoto, and W. Aoki, *Astrophysics Journal* 602 (2004): 377–388; "Chemical Evolution of Mg Isotopes versus the Time Variation of the Fine Structure Constant" with T. Ashenfelter and K.A. Olive, *Physical Review Letters* 92 (2004): 041102 (4 pp.); "Evidence for Disappearing Dark Matter in Brane-World

Cosmology" with P.M. Garnavich, K. Ichiki, T. Kajino, and M. Yahiro in *SUGRA20: Proceedings of the International Conference 20 Years of SUGRA Search for SUSY and Unification*, P. Nath, ed. (New Jersey: Rinton Press, 2004): 510–516; *Relativistic Numerical Hydrodynamics* with J.R. Wilson (Cambridge, U.K.: Cambridge Univ. Press, 2003): 216 pp.; and "Constraints on Models for TeV Gamma Rays from Gamma-Ray Bursts" with P.C. Fragile, **John Poirier**, professor emeritus of physics, and T. Totani, *Astroparticle Physics* 20 (2004): 591–607.

Ralph McInerny, professor of philosophy, published "First Thoughts on the Last End," *Indubitanter ad Veritatem: Studies offered to Leo J. Elders, SVD, in Honor of the Golden Jubilee of His Ordination to the Priesthood*, J. Vijgen, ed. (Uitgeverij: DAMON Budel, 2003): 315–321.

Rudolph M. Navari, associate dean, College of Science, and director of the Walther Cancer Research Center, published "Inhibiting Substance P Pathway for Prevention of Chemotherapy-Induced Emesis: Preclinical Data, Clinical Trials of Neurokinin-1 Receptor Antagonists" in *Supportive Cancer Therapy* 1 (2004): 89–96.

Terrence W. Rettig, professor of physics, published "CO Emission from Disks around AB Aurigae and HD141569: Implications for Disk Structure and Planet Formation Timescales" with S. Brittain, et al., *Astrophysical Journal* 588 (2003): 535–544; and "Modeling the Breakup of Comet Shoemaker-Levy 9" with K. Walsh and D. Richardson, *Hubble Science Legacy: Future Optical/UV Astronomy from Space*, K. Sembach, et al., eds. (Astronomical Society of the Pacific Conference Proceedings, Vol. 291): 415–419.

Charles M. Rosenberg, professor of art, published "A Review of James R. Banker, *The Culture of San Sepolcro during the Youth of Piero della Francesca*," *The American Historical Review* (Feb.): 273–274.

Steven Ruggiero, associate professor of physics, published "Dilute Al-Mn Alloys for Low-Temperature Device Applications" with A. Williams, W.H. Rippard, A. Clark, S.W. Deiker, L.R. Vale, and J.N. Ullom, *Journal of Low Temperature Physics* (February): 973–984.

Valerie Sayers, professor of English, published "An Education in the Faith" in *Prairie Schooner* (fall 2003); "The Ayatollah of Due East" in *A Very Southern Christmas: Holiday Stories from the South's Best Writers* (Algonquin Books, 2003); a review of *Sacred Time* by U. Hegi in the *New York Times Book Review*, Feb. 28; a review of *Elroy Nights* by F. Barthelme in *Commonweal* (Nov. 7); a review of *Testament* by N. Ricci in *Commonweal* (Sept. 12); and "How to Read a Man," originally published in *Zoetrope*, named one of 100 "Distinguished Stories of 2003" by *Best American Short Stories 2003* (Houghton Mifflin, 2003).

Robert Schmuhl, professor of American studies and director of the Gallivan Program in Journalism, Ethics and Democracy, published "Going Our Way" *Notre Dame Magazine* (Autumn 2003): 18–25; and "World Views America as 'Empire in Denial'" in the *Chicago Sun-Times*, Sec. A (Feb. 8): 38.

Alan C. Seabaugh, professor of electrical engineering, published "Partially Depleted SOI MOSFETs under Uniaxial Tensile Strain," written with W. Zhao, J. He, R. Belford, and L-E Wernersson, visiting professor in electrical engineering, in the *IEEE Transactions on Electron Devices* 51 (2004): 317–323.

Michael Wiescher, the Freimann Professor of Physics, published "The Fate of Matter on Accreting Neutron Stars" with M. Beard, *Revista Mexicana de Fisica* 49 (August): 139–144.

William Wilkie, the Nathe Professor of Marketing, published "Scholarly Research in Marketing: Exploring the '4 Eras' of Thought Development" with **Elizabeth S. Moore**, associate professor of marketing, *Journal of Public Policy and Marketing* 22, No. 2 (2003): 116–146.

Andreas Woehr, research assistant professor of physics, published "Beta-Decay Studies of r-Process Nuclides in the ^{132}Sn Region" with W.B. Walters, et al., *Proceedings of the Third International Conference on Fission and Properties of Neutron-Rich Nuclei* (New Jersey, World Scientific, 2003): 337–344; and "Weak r-Process Experiments with Fast Radioactive Beams" with H. Schatz, et al., *ibid.*: 345–352.

Administrators' Notes

Honors

Susan Steibe-Pasalich, director of the University Counseling Center, was reappointed to the Franciscan Ministries Foundation board of trustees for a three-year term.

Activities

John Haynes, the Leighton Director of Performing Arts, presented "How I Learned to Stop Worrying and Love Fundraising: A Skeptical CEO's Journey into the Heart of Philanthropy" at the Association of Fundraising Professionals meeting in Sarasota, Fla., on March 10; and a presentation about the new Marie P. DeBartolo Center for the Performing Arts and the development of arts programs at the Notre Dame Alumni Association's Florida Fling in Palm Beach, Feb. 21.

Maureen Lafferty, coordinator of internship training in the University Counseling Center; Helen Bowden, intern; Staci Simmelink-Johnson, intern; and Catherine Woolley, intern, presented "Becoming a 'Specialist': Implementing Specialty Service and Training in Eating Disorders and Substance Abuse" at the Big 10 Counseling Centers conference at Purdue Univ., Feb. 20.

Iris L. Outlaw, director of Multicultural Programs and Services, presented "Multicultural Parenting" at the Healthcare Seminar, St. Mary's College, Jan. 29.

Wendy Settle, staff psychologist for the University Counseling Center and concurrent assistant professor of psychology, was invited to serve on the Broad Based Planning Committee of the Penn Harris Madison School Corporation, to assist in overseeing the district's federally funded programs and instruction for gifted and talented K-12 students.

Publications

Alan Bigger, director of Building Services, published "An Ounce of Prevention: Floor Care Concerns at Schools and Universities," *Commercial Floor Care* 3, No. 1 (2004): 17-20; and "Going in Style," *ISSA Today* 30, No. 2 (February): 24-25.

Cappy Gagnon, manager of special event security for NDSP, wrote three biographical entries for *Deadball Stars of the National League*, T. Simon, ed. (Washington, D.C.: Society for American Baseball Research, 2004).

Jeremiah P. Freeman, staff in the Chemistry Department, edited *Organic Synthesis Collective Volume X* (Hoboken, N.J.: Wiley & Sons, 2004): 810 pp.

Gail G. Peshel, director of Career Services in the Law School, wrote the chapter on "Statistics: Supporting the 'What, Why, When and How' of a Career Services Office" in *Perspectives on Career Services* (NALP, 2004).

The Academic Council

Documentation

April 8, 2003

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Rev. Timothy Scully, C.S.C., Rev. John Jenkins, C.S.C., Carol Ann Mooney, Rev. Mark Poorman, C.S.C., Frank Incropera, Eileen Kolman, Joseph Marino, Patricia O'Hara, Mark Roche, Carolyn Woo, Michael Lykoudis, Jennifer Younger, John Robinson, Jay Brandenberger, Thomas Merluzzi, Pit-Mann Wong, James Ryan, Dennis Jacobs, Patricia Maurice, Thomas Noble, Joan Aldous, Teresa Ghilarducci, Brian Krostenko, Cornelius Delaney, Vittorio Hösle, John Welle, Mary Rose D'Angelo, Umesh Garg, Mitchell Wayne, Steven Buechler, Panos Antsaklis,

Jay Tidmarsh, Dino Marcantonio, J. Douglas Archer, Kenneth DeBoer, Ava Preacher, Anthony Hagale, Bradley Buser, Stephanie Arnett

Members Absent: Albert Miller, Meghan McCabe, Sean Thornton

Members Excused: John Affleck-Graves, Jeffrey Kantor, Patricia Blanchette, Mihir Sen, Robert Bretz, Thomas Frecka

Observers Present: Lt. Col. David Moskinski

Observers Absent: Mary Hendriksen, Dennis K. Moore, Harold Pace, Thomas Laughner

Observers Excused: Dan Saracino

The Rev. Edward Malloy, C.S.C., called the meeting to order at 3:05 p.m. Prof. Hatch offered a prayer.

1. Minutes of the meeting of February 18, 2003. Fr. Malloy asked if members had corrections to the minutes of the meeting of February 18, 2003, regarding the reorganization of the Economics Department. Because Prof. Hösle said that revisions to a statement he submitted to the recorder had not been incorporated into the minutes, Fr. Malloy said he would delay approval of the minutes until the next meeting.

2. Proposals and recommendations of the Undergraduate Studies Committee on the

curriculum. Fr. Malloy asked Prof. Kolman, chair of the Undergraduate Studies Committee, to introduce the package of proposals and recommendations developed by the Curriculum Review Committee for Notre Dame's undergraduate curriculum. The Rev. John Jenkins, C.S.C., the chair of the Curriculum Review Committee, and Prof. Delaney, a member of the Executive Committee and of the Undergraduate Studies Committee as well as of several previous University curriculum committees, were identified as additional leaders for the day's discussion.

Prof. Kolman gave a brief history of the current round of curriculum review. She said that the curriculum review was not undertaken to address any particular problem. Rather, it was conducted as part of the strategic planning process Notre Dame undertakes every ten years. As always, that process provides an opportunity to review the University's core curriculum.

The members of the Curriculum Review Committee ("the Committee") were appointed and began their work in January 2002. The members of the Committee are:

Jay Brockman, Associate Professor of Computer Science and Engineering

Rev. John Jenkins, C.S.C., Associate Provost and Associate Professor of Philosophy (Chair)

Eileen Kolman, Dean of First Year of Studies, Concurrent Assistant Professor of Mathematics

David Lodge, Professor of Biology

Thomas Noble, Professor of History,
Robert Conway Director of the Medieval Institute

Melissa Rauch, Student, Class of 2002

James Ryan, Student, Class of 2003

Ann Tenbrunsel, Associate Professor of Management

Catherine Zuckert, Nancy R. Dreux Chair and Professor of Political Science

In November 2002, the Committee made a presentation to the Undergraduate Studies Committee and then to the full Academic Council. [See *Notre Dame Report*, No. 16, pp. 372-383 (April 25, 2003)] In December 2002, the Committee held an open campus meeting to which all faculty were invited

and at which members received many suggestions and comments. After the November and December meetings, Committee members worked for several months to incorporate suggestions from those meetings into their report by revising their original proposals. This March, the Committee brought its report to the Undergraduate Studies Committee, whose members made a few changes and then unanimously endorsed the package of proposals and recommendations. A week later, the proposals and recommendations were brought to the Executive Committee. Its members made minor, clarifying changes and then they, too, unanimously endorsed them.

Referring to the two-part Curriculum Report members received before today's meeting (Attachment A), Prof. Kolman said that the first part, the "Preface," is intended only to be explanatory. No vote is necessary as to it. The second part, titled "Proposals and Recommendations of the Curriculum Review Committee, 2002-03," consists of a preamble, two proposals, and three recommendations. Today, separate presentations will be made on each proposal and recommendation. After discussion of each, there will be a vote on the proposals and recommendations as a whole.

Prof. Kolman said that the core curriculum, sometimes referred to as "core requirements," have a long tradition at Notre Dame. They are the courses/required of every undergraduate at the University, regardless of department or major. Thus, they form a common experience for students. The core requirements are set forth in the University's *Academic Articles*, Sec. 15.2(a):

English composition (1 semester)

Mathematics (2 semesters)

History (1 semester)

Social science (1 semester)

Fine arts/literature (1 semester)

Natural science (2 semesters)

Philosophy (2 semesters)

Theology (2 semesters)

(One of the above course requirements must be in the University Seminar format.)

Proposal 1: Create Incentives to Increase Faculty Engagement in the Core

Curriculum

Prof. Kolman then addressed the first proposal: "Create incentives to increase faculty engagement in the core curriculum." Clearly, she said, Notre Dame can offer students a high-quality experience with the core curriculum only when the University's faculty is providing those experiences. Good teaching of core courses requires time and effort; yet, many priorities compete for faculty members' time and interest. Thus, the point of the first proposal is to emphasize the need for incentives and rewards to encourage faculty to teach the core curriculum—for teaching it is a responsibility held by no department in particular but by the University as a whole. Thus, the first proposal urges the Provost, deans, department chairs, and other administrators "to ensure that time, money, resources and weight in the promotion process be devoted to developing and delivering courses of high quality which fulfill the core requirements. Incentives and support should be offered to individual faculty, departments and colleges to teach such courses well."

Prof. Hösle asked whether Committee members considered the core requirements of the different colleges when formulating their proposals and recommendations. [For example, the College of Arts and Letters has a language proficiency requirement.] When the colleges' requirements are examined in relation to the University's core requirements, he said, some may conclude that one or the other should be reduced.

Fr. Jenkins replied that while the Committee was aware of the different colleges' requirements, there was no discussion between the various college councils and the Committee about their intersection.

Prof. Hösle responded that the amount of time faculty are able to devote to teaching the core requirements may depend on how many other courses they are required to teach. It would be useful to integrate the two sets of requirements.

Fr. Jenkins asked whether Prof. Hösle's concern was that the faculty must *teach* many required courses or that the students must *take* many required courses.

Prof. Hösle said that while he spoke from the point of view of the faculty, the stu-

dents may consider the dual requirements demanding as well.

Fr. Jenkins said that while Committee members were aware that faculty have many demands competing for their time, it was not the Committee's charge to examine the various colleges' requirements. From the start, members determined that they would not add to the University's core requirements; yet, after discussion, they also determined that there was no need to decrease the number of requirements. Examination of the overlap and intersection of the University's requirements with those of the colleges would require a different kind of body and a different kind of charge.

Prof. Kolman clarified that Committee members did meet with groups from each of the colleges—either a college council or a subgroup chosen by the dean. In the course of those discussions, however, there was no move to reduce the University's core requirements. As a tradition that has been established over time, the twelve courses that comprise the core curriculum form the base of every Notre Dame undergraduate's education. Given that well-established curriculum as the starting point, she said, perhaps individual colleges should look more closely at it when crafting their own requirements. It would seem to be going a bit in the other direction to reduce the core curriculum to accommodate the various colleges' requirements.

Proposal 2: Core Curriculum Committee and Subcommittees

Prof. Kolman asked Fr. Jenkins to address the second proposal, which establishes a Core Curriculum Committee and various subcommittees and, she said, is the proposal on which most of the review committee's work was centered.

Fr. Jenkins began by reiterating Prof. Kolman's comment that the curriculum review was not undertaken to address a particular problem; rather, it was part of the University's ten-year strategic planning process. Furthermore, he said, the major proposal that resulted from that review—establishing a core curriculum committee and subcommittees for each core requirement—is not a radical notion. Of the 20 peer institutions Fr. Jenkins' assistant examined on behalf of the Committee, 19 have a curriculum committee—some with much stronger

oversight than is proposed at Notre Dame. Fr. Jenkins said he would be happy to share the report on peer institutions with any members of the Academic Council.

Taking the proposal section by section, Fr. Jenkins explained that Section I lists the core requirements and their "designated academic unit" or units, which are the departments or programs that normally offer courses fulfilling the requirements.

Prof. Lykoudis said that while the School of Architecture is not included in the list of departments that fulfill the fine arts requirement, it does, in fact, offer courses students take to fulfill that requirement.

Fr. Jenkins said that the Curriculum Review Committee recognized that there are faculty in departments other than those mentioned in Section I of the proposal who offer courses that fulfill the University's core requirements. In addition to architecture faculty who offer courses that fulfill the fine arts requirement, American Studies provides another example. That department is not listed in Section I with the departments that fulfill the literature requirement; yet, American Studies faculty do offer such courses. Fr. Jenkins said that the point Prof. Lykoudis makes was raised in the Undergraduate Studies Committee as well. As he explained there, while it is acceptable for schools or departments not listed in Section I to offer courses to fulfill various requirements, the purpose of Section I is to focus on the departments that regularly and routinely offer such courses.

Fr. Malloy said that the section's listing is thus representative rather than exhaustive.

Turning to Section II of the proposal, "Formulation of a Rationale for Each Core Requirement," Fr. Jenkins explained that this section says that a brief rationale must be formulated for each core requirement "stating the contribution that the required course will make to a student's education." That rationale is to "state the knowledge, skills, experiences, etc. that students should acquire through the course or courses" that satisfy a particular requirement. This section also identifies the departments that should draft the rationale for each core requirement. In some cases—the mathematics requirement, for example—one department is solely responsible for drafting the appropriate rationale. For other requirements—for instance, science—drafting

committees are to be appointed by the dean of a college.

Prof. Roche commented that he recalled either reading or hearing that some departments at the University have already developed rationales for the core requirements. For the record, and to guide the drafting committees, he would emphasize that the intent of the review committee's proposal is not to ask departments to state *why* a certain requirement exists. The point here is to answer a *what* question—specifically: What are the learning goals for students in particular core requirements? Answering that question may require a bit of a shift in culture—although more from the students' perspective than from that of the faculty.

Fr. Jenkins then summarized Sections III, IV, and V of the proposal. Those sections establish core curriculum subcommittees, delineate the composition of the subcommittees, and set forth the subcommittees' role in approving courses proposed to fulfill specific University requirements. He said that the Curriculum Review Committee's hope is that the role of the subcommittees will extend beyond what the Preface calls their "judicial" role of approving or denying courses. [See Preface, Section 3] As stated in Section V, each subcommittee "will seek appropriate ways to enhance teaching and learning in the courses fulfilling the requirement under its purview and to ensure that they accord with the rationale for that requirement." Also, each subcommittee is to provide "assistance, encouragement and advice" to individual faculty members on how a proposed course "might more effectively attain the goals specified in the rationale."

Prof. Jacobs said that he was concerned that the language of Section V appears to establish a one-to-one correspondence between a course and an instructor. He asked if the Committee could clarify that if a course is approved once but then taught in a different semester by a different instructor, no additional approval need be granted by the subcommittee as long as the spirit of the course remains the same.

Noting that he and Prof. Jacobs had discussed this issue previously, Fr. Jenkins proposed that the following friendly amendment be added as the last sentence of Section V(A)(1), titled "Normal Procedure for Approval": "Once a course is approved,

another instructor from a unit designated for that requirement may teach the course without seeking further approval, provided that the instructor retains the syllabus or course description under which it was originally approved."

Prof. Aldous objected to that wording, pointing out that it could create difficulties if the original instructor had not taught the course well or if the syllabus had been deficient. She said that faculty are not expected to be clones of each other. The proposed amendment eliminates any sort of original contribution a different faculty member might make to the course.

Fr. Jenkins responded that the intent of the proposed amendment is to make clear that a faculty member may take over a course with no further approval by the subcommittee if the syllabus or description is unchanged from the time of the subcommittee's first approval. Certainly, if a faculty member wants to teach a *different* course, he or she is welcome to pursue approval of that course through the procedure set forth in Section V.

Prof. Aldous said that she is hypothesizing a situation in which a faculty member is teaching the *same* course but using a different syllabus. With the language Fr. Jenkins has just proposed, it does not seem that faculty are allowed any originality to develop a course in a unique way.

Fr. Jenkins said that the language is not intended to preclude faculty members from developing a new syllabus for a course already approved. To do so, they must merely have their own syllabus approved. He reiterated that the intent of the amendment he has proposed in response to Prof. Jacobs' suggestion is to make clear that approval is not needed when the *only* change in a course is the instructor.

Prof. D'Angelo commented that the source of Fr. Jenkins' and Prof. Aldous' disagreement may be the reference in the proposed amendment to the word "syllabus." As a demonstration of commitment to her courses, she changes the syllabi for them quite significantly every year. Perhaps rather than specifying that the "syllabus" must remain the same, it would be better to use the word "description."

Fr. Jenkins responded that the proposed amendment includes both words:

"... provided that the instructor retains the syllabus or course description under which it was originally approved." The purpose of this open-ended language, he said, is to make clear that it is up to each subcommittee to decide what level of detail members need to assure themselves that the rationale established for a core requirement is met by a certain course.

Prof. Kolman pointed out that Part C of Proposal 2, Section V, "Review of Previously Approved Courses," endorses the notion that courses need to be continually rethought and improved and that approval for such improvements need *not* be sought from the subcommittee for each change. While the language of Part C covers a slightly different scenario than that suggested by Prof. Jacobs, it does acknowledge that courses should be updated and improved.

Fr. Malloy asked if there were any objections to the friendly amendment proposed by Fr. Jenkins. There were none.

Prof. Preacher asked how the proposed Section V will affect the cross listing of courses. She looked today at a course with a student that is cross listed in history, English, anthropology, and gender studies, although it is primarily a history course. The student wanted to know if the course could be used to satisfy the social sciences requirement of the core curriculum. Her answer was that it *could* satisfy that requirement *if* the student elected to take it under the "anthropology" listing. Likewise, it would satisfy the literature requirement if the student enrolled in it under the "English" listing or the history requirement if enrolled in as a "history" course. Given the many cross-listed courses at the University, Prof. Preacher asked how the proposal will affect the way departments cross list courses and whether courses must be approved for cross listing.

Fr. Jenkins responded that to "count" for any requirement, a particular course must be approved by the relevant subcommittee. A course such as the one Prof. Preacher has described might very well be taken to three subcommittees. Approval at each will depend on how well it meets the rationale that has been established for that requirement. One subcommittee might conclude that the course does *not* fulfill the rationale for the requirement with which it is charged.

That means, Prof. Preacher said, that it would be possible for a course to be cross listed in various departments, but it might not necessarily be used to fulfill core requirements in all instances.

Fr. Jenkins said that would be true. Fulfilling a requirement of the core curriculum involves additional steps that the process of cross listing a course does not satisfy.

Prof. Preacher asked how students and their advisors will know what courses fulfill the various core requirements.

Fr. Jenkins said that the University's registrar, Dr. Pace, has informed him that by the Spring 2005 semester, the University's new computing system will indicate what courses fulfill the various requirements.

Prof. Preacher said that nevertheless, there could very well be logistical problems. Students will assume that because a course is cross listed with a particular department it will fulfill a core requirement. Some mechanism is necessary to designate whether courses "do" or "do not" fulfill the requirements—and the mechanism must make that information very clear to students well in advance of course registration.

Fr. Jenkins agreed.

Prof. Roche said that some sort of transition period is definitely necessary. Right now, he noted, students can take any course in any of the five social sciences departments [anthropology, economics, political science, psychology, and sociology] to fulfill their social science requirement. Yet, to take one example, as the curriculum evolves, there may be a course in the political science department in the field of political theory that does *not* satisfy the University's social sciences requirement but *does* fulfill its philosophy requirement. Thus, some kind of extra mechanism is needed that will be part of the University's computing system to indicate that to students. Until such a mechanism is in place, chaos may result. Prof. Roche noted that it will take some time to develop the rationales called for by the proposal and, then, courses must be developed to fulfill those rationales. Consequently, he suggested that the Undergraduate Studies Committee meet with the Registrar and develop a timetable for rationales and proposals that will mesh with plans for the University's new computing system.

Fr. Jenkins said that Prof. Roche's point was

well taken.

Fr. Jenkins then directed members' attention to Sections VI and VII, dealing with the membership and role of the Core Curriculum Committee, the body charged by the proposal to consider the core requirements as a whole. As specified in Section VII, that committee's role extends to:

Seeking ways to enhance learning in the core requirements, for example, by generating proposals for inter-disciplinary and multi-disciplinary courses, innovative approaches to teaching, or more effective use of faculty resources;

Hearing appeals of proposals to the various core curriculum subcommittees;

Approving credit for core requirements for courses taught at other institutions.

In addition, the Core Curriculum Committee must submit an annual report to the Provost's Office that includes data on the availability of classes fulfilling core requirements, size of classes, indications of the quality of learning, measures of student satisfaction, and suggestions and proposals about ways in which the education of students in the core curriculum can be improved.

Prof. Preacher asked if the responsibilities of the proposed Core Curriculum Committee will extend only to the core requirements. Will its powers be any broader than those requirements—for instance, will it become involved in the curriculum disputes that inevitably arise at the University?

Fr. Jenkins answered that under the current proposal the responsibilities of the proposed committee extend only to the core requirements.

Prof. Preacher said that there is a whole realm of courses at the University that fall into disputed areas that are not part of the core curriculum but that should be subject to some oversight. Might that be an area in which the proposed committee could involve itself?

Prof. Kolman responded that when the Curriculum Review Committee began its work 15 months ago, its members had an expansive vision of the changes to the curriculum they might wish to see. When trying to move some items forward and to create a consensus among the faculty, the

Committee's vision became more focused on the core requirements, although clearly, that is not all that could or should be addressed. The question was raised at the Executive Committee meeting whether another curriculum committee should be created to tackle additional and different issues. As she answered there, probably "not in my lifetime." Yet, perhaps once the Core Curriculum Committee is up and running, there might be ways other curricular issues could be addressed. To answer Prof. Preacher's specific question, though, the proposed Core Curriculum Committee deals only with core requirements.

Fr. Jenkins agreed, pointing out that the composition of the proposed Core Curriculum Committee is geared to the core curriculum. If a University-wide curriculum committee were to be established, it would require a different membership. Many departments are not represented on the proposed Core Curriculum Committee.

Prof. Höslé asked where the proposal contains language specifying the number of courses needed to fulfill the core requirements—for example, the requirement that all undergraduates must take two courses in theology and philosophy.

Fr. Jenkins replied that those requirements are contained in Section 15.2 of the *Academic Articles*, and they were not changed by the proposal.

Prof. Höslé asked Fr. Jenkins whether the distribution of the single disciplines to the number of courses remains the same as well.

Fr. Jenkins said that it does.

Prof. Roche said he would like to return to some of the questions raised by Prof. Preacher. While he was persuaded at the Executive Committee that nothing more should be added to the current proposals, there are several issues related to the curriculum that the Undergraduate Studies Committee may wish to take up next year. Issues arise every day in his office related to matters such as double counting and international studies. He has asked Prof. Preacher to identify some of these issues so that members can begin to think about how perhaps another body, even an experimental one, might examine at least some of them. Prof. Roche added that the

University is anomalous in not having a University curriculum committee charged with looking at such issues. The Undergraduate Studies Committee has too much variability and too many people with busy schedules to take on some of the issues that concern the curriculum.

Prof. Preacher said that disputes arise most frequently when there is inconsistency among the colleges. A good example is treatment of ROTC courses by the various colleges. In the College of Arts and Letters, for example, students are not allowed to use first- and second-year ROTC courses to count toward the 120 credits needed for graduation. Other colleges make different judgments. Students see an inconsistency between the colleges and ask why it exists. Another example is that there are courses in various colleges that may count for a requirement if taken by a student who is a member of that college but not when taken by students of a different college. Again, the inconsistency is bothersome to students.

Prof. Preacher continued by saying that international studies is perhaps the major area of difficulty in the curriculum. There is great variation in the credits attached to courses students take abroad. The problem extends beyond international studies to transfer credits. Her office receives, literally, hundreds of requests for the transfer of credits from other institutions. Each request involves looking at the quality of the other institution, individual course descriptions, and even syllabi. Moreover, the whole decision-making process is time sensitive. She would appreciate having some direction from a larger committee about what her office should focus on in this task as well as how to set standards and to make decisions.

Prof. Wayne, an associate dean of the College of Science, said he does not see the problem quite as drastically as does Prof. Preacher. While there are some issues—among them, double counting, international studies, and transfer credits—he would not be in favor of some higher committee trying to solve these problems. Rather, much of what the larger committee might do can be accomplished with better communication among the colleges. In his own college, whatever action is taken or whatever the situation, the practice is to establish a policy and to make sure that

it is documented—whether in the college bulletin, on its website, or by some other means—and to try to be consistent with the standards that are set.

Prof. Brandenberger asked where, on a sustained basis, the University considers such issues as: Should there should be an ethics requirement? How many courses should students take? How is work across disciplines best accomplished? If the conversations the Curriculum Review Committee began are not sustained, they will be more difficult to begin anew in ten years. He asked whether it is appropriate for the Undergraduate Studies Committee to focus on those issues. Does it have enough time, or is there a need for a separate body? Additionally, how is the University community to know if the goals set forth by the current proposal are being met? A permanent committee might be the best vehicle to attend to such matters.

Referring to the preamble to the Curriculum Review Committee's set of proposals and recommendations, Prof. Antsaklis asked why the phrase "undertaken every decade" is necessary. While he understands that the curriculum issues addressed in the proposal and recommendations did not arise in response to some particular problem but as part of the University's normal strategic planning process, the phrase seems to indicate that the University addresses curriculum issues only every ten years and not continuously. He would advocate changing "undertaken every decade" to "periodically."

Fr. Jenkins said he would be open to a motion on that point. As mentioned previously, the intent of the phrase as originally constructed was to indicate that the curriculum review was not undertaken in response to any sort of crisis.

Prof. Antsaklis then asked: If some faculty members at the University feel that undergraduates need a background in a subject not currently in the core curriculum—computer science, for example—how would they go about attempting to add it to the core curriculum? Is the core curriculum fixed?

Prof. Kolman replied that the last two times the curriculum was reviewed, a strong and nearly universal feeling prevailed that no

more requirements should be added to the core requirements. While there was interest even during this past round in introducing some new requirements, it appears to be the consensus of the community that the University should not do so. Addition or deletion of core curriculum requirements is an issue that can be raised outside of a standard ten-year review—most appropriately, she said, through the Undergraduate Studies Committee of the Academic Council. She believes, however, that there is a strong institutional stance among Notre Dame's faculty and students that the undergraduate curriculum is quite prescribed and quite full. Most would consider introducing an additional requirement only if a current requirement is eliminated—which would present its own difficulties.

Prof. Antsaklis said that he was not thinking of adding to the number of the core requirements. He was thinking, for example, of the possibility of replacing some of the science or mathematics requirements with a different requirement.

Prof. Kolman said that the identical issue was raised during the current round of curriculum review. Members of the review committee decided that the proposed Core Curriculum Committee, along with its various subcommittees, would be a step forward in the creation of a forum for such issues to be addressed. Now, there is no mechanism outside of the ten-year review process to consider such issues. Recognizing that, the proposal at hand is to create bodies that will give an intense look at each of the requirements. Prof. Kolman noted that in previous drafts, members may have noticed a proposal that technology courses offered by the College of Engineering could satisfy the science requirement. Yet, ultimately, the way the review committee decided to deal with such issues was by attention to the composition of each core curriculum subcommittee. The subcommittee for the sciences, for example, which is the body that will write the rationale for the science requirement and approve courses to fulfill it, will have representation from Engineering through the presence of both the dean of that college and another faculty member. [See section 3 of the Preface for more background on this topic.]

Prof. Kolman noted that she is optimistic about the fruitfulness of such interdisciplinary discussions. This past summer, she chaired a subcommittee on science, mathematics, and technology. What became clear is that it is necessary for scientists and engineers to sit down together and talk about the rationale for various courses because no rationale was articulated in the past. Once that is done, there will most likely be room for faculty and departments not currently in the mix to offer courses that meet the rationale. Thus, rather than prescribing specific courses, the review committee tried to establish a *process* that would involve the right people in discussions.

Prof. Incropera said his recollection is that when the Curriculum Review Committee was established, expectations were fairly high that it would play an important role in the strategic planning process. The intention was that the Committee would examine the core requirements and propose significant changes that would lead to a distinctive, world-class program. As it turns out, the product of the Committee's work is a focus more on committee structure than on substantive changes. Thus, much will depend on how proactive, visionary, and aggressive the subcommittees will be. There is the possibility, however, that nothing revolutionary or substantive will emerge and that given the extensive commitments of most faculty members, not even evolutionary change will occur. Thus, in a sense, some of the expectations at the beginning of the process have yet to be realized. His hope, though, is that the Core Curriculum Committee and its subcommittees will take their charge seriously and, that if need be, the Provost will prod them to do so.

Prof. Robinson commented that the Core Curriculum Committee is in reality quite weak. With respect to rationales, if its members do not like a particular rationale, all they can actually do is to ask the subcommittee to redraft it. Then, the subcommittee can choose to make changes or not. Furthermore, if a subcommittee turns down a request from a faculty member for a particular course to fulfill a core requirement and the faculty member appeals to the Core Curriculum Committee, all that committee can do is to ask the subcommittee to "reconsider" its decision. There is no power to overturn the subcommittee's

decision. Prof. Robinson said that his point is that the Core Curriculum Committee is structurally weak—he did not offer a judgment about whether that is good or bad—but his observation was linked to Prof. Incropera's remarks about much future change being dependent on the vision of the subcommittees. The words "aggressive" and "visionary" are not usually linked to the word "powerless."

Fr. Jenkins said that the rationales drafted by the subcommittees must be approved by the Core Curriculum Committee, but that Prof. Robinson is correct in stating that the committee has no power to actually overturn the decisions of the subcommittees.

Prof. Robinson asked if that was the intent of the Curriculum Review Committee.

Fr. Jenkins said that at the December meeting of the Committee with the faculty, feelings ran very high that the proper oversight of the core requirements should reside in the departments. Faculty said that giving a separate committee too much power would end in charlatanism or a watering down of the requirements. The result is the proposal at hand, which the Committee believes represents a consensus position. Fr. Jenkins said he believes, however, that while the current proposal is not radical, it at least represents movement toward a situation where faculty discuss the requirements. It provides a structure and a forum for the discussion which do not now exist.

Prof. Hatch noted that another innovation introduced by the proposal requires the Core Curriculum Committee to prepare an annual report informing departments and the University as a whole of the state of the core requirements.

Prof. Maurice asked whether the proposal should include language about the Core Curriculum Committee's ability to make changes to the composition of the subcommittees. As the proposal is written, certain departments and other academic units make up the membership of the subcommittees. Yet, departments are dynamic. They may switch from one college to another, merge, split apart, or new departments may be created. How does the Committee envision that changes to the subcommittees' composition be made?

Fr. Jenkins said that the Undergraduate Studies Committee of the Academic Coun-

cil is the body best suited for the task of reviewing the subcommittees' composition and making any necessary changes.

Prof. Maurice responded that if nothing is added to the proposal to take account of departmental evolution, there seems to be a clear message that the University is unwilling to change the *status quo*. New departments may very well develop in a certain discipline, and those departments should be integrated into the subcommittee structure.

Prof. Incropera commented that he believes much of the entropy resulting from the Curriculum Review Committee's meeting with the faculty in December was driven by a desire expressed there on the part of many faculty to maintain the *status quo*. Even with the subcommittees that the proposal establishes, forces to maintain the existing courses and objectives may very well dominate and change will *not* occur over time.

Prof. Kolman addressed Prof. Maurice's question as well. She pointed out that the current proposal gives much appointment power to the Provost and the deans. Thus, at least in the short term, those administrators can take departmental evolution into account when putting together the curriculum subcommittees. And, if they discern that some dimension of the curriculum is not represented on the subcommittees, they are given the opportunity to remedy that through their powers of appointment. In fact, the language used in the proposal makes clear that the appointment power exists to ensure that there is breadth of representation: [Section IVA of Proposal 2 states: "In making appointments, the Provost is urged to consider various factors which would bring the optimal balance of perspectives and skills to reflection on the required courses."]

Recommendations: Integrative Courses, Honors Opportunities, and Ethics Education

Prof. Kolman then turned to the "Recommendations" section of the proposal. She said that over the 15 months of the Curriculum Review Committee's work, many topics surfaced that could have been addressed and, perhaps, *should* have been addressed. Yet, in the end, it was the consensus of members that the proposed Core Cur-

riculum Committee and its subcommittees provided the best hope for taking up many of those issues. As Prof. Incropera has pointed out, though, that is only a hope.

There were some issues, however, about which members of the Curriculum Review Committee felt very strongly and that could very well not be subsumed into the new committee structure. Thus, they have chosen to address three of them in recommendations:

- Develop integrative courses to satisfy core requirements
- Encourage the development of honors opportunities within departments and colleges
- Enhance education in ethics

The idea, Prof. Kolman said, with regard to these three recommendations is that they will be taken up by the appropriate bodies over time.

Prof. Kolman asked Prof. Delaney, currently a member of the Executive Committee and the Undergraduate Studies Committee as well as a member of previous curriculum review committees, to lead the discussion on the recommendations.

Prof. Delaney began by observing that in his extensive experience with curriculum review committees, it has always been true that the endeavor begins with heroic ideals and a desire to rethink the entire curriculum. Ultimately, though, realism takes over and members recognize the various constraints of the structures and requirements that exist at the time.

As for the current set of proposals and recommendations, Prof. Delaney said that as one who was largely on the outside of the process, it appears to him to be an enormous step forward from the previous recommendations—not because it changed any requirements—it does not—and not because it dismantled disciplinary autonomy—it does not. What is unusual and forward-thinking about the work of this particular curriculum review committee is that its members did not accept defeat in the face of realism. Rather, the proposals set forth an oversight structure consisting of a nested set of committees that are intended to lead to an examination of Notre Dame's core requirements.

Prof. Delaney observed that many of Notre Dame's peer institutions have an under-

graduate college, which provides for constant examination of college requirements. Notre Dame does not have an undergraduate college. Its undergraduate education is fragmentary in that there are four colleges, a school, and a first-year-of-studies program—and there is absolutely no communication between those entities. Thus, it is an enormous step forward to put in place a set of committees that will look at what the University regards as its core requirements. Faculty must actually sit down and think about the requirements and which courses in their departments fulfill those requirements. Initially, that examination will occur in individual departments. Then, as the committees become broader and courses in other departments and colleges are considered in relation to the core requirements, faculty members will need to think about the University requirements as a whole.

The first of the three recommendations, Prof. Delaney said, indicates that although the traditional disciplinary way of describing the core requirements has been maintained for the present, faculty are encouraged to think outside the box concerning how those requirements can be met. They may possibly be fulfilled through a course in someone else's department or by an interdisciplinary course.

He continued that the second recommendation—encourage the development of honors opportunities within departments and colleges—aims to take the research component of undergraduate education much more seriously than has been done in the past. The point is to ratchet up the undergraduate experience—not necessarily for every student, but there should at least be an *opportunity* for every student to do serious undergraduate research in a chosen area. That may occur through an honors track, a capstone research project, or getting students involved in research early in their four years at Notre Dame. Other major universities do all those things.

Prof. Delaney said that the third recommendation—enhance education in ethics—is in keeping with Notre Dame's principles as a Catholic university. Particularly in this day and age, with corruption rampant, ethics should figure more prominently in the curriculum as a whole and not be confined to the Philosophy and Theology Departments. The Mendoza College of Business is

taking interesting steps toward making ethics more central to its students' curriculum. One could imagine Engineering doing a similar kind of thing. The recommendation is a reminder to all departments that ethics should not be the purview of any one department.

Prof. Delaney concluded by reiterating that while the language of the recommendations may appear conventional, the Undergraduate Studies Committee is not endorsing a conventional view of undergraduate education. The message to faculty is to look more adventuresomely as to how various core requirements can be satisfied.

Prof. Garg asked what it means for the Council to endorse the recommendations. What would the next step be after a vote of approval?

Fr. Jenkins said endorsement would provide some weight to the endeavors of many at the University—in departments, colleges, and the Office of the Provost—who are very concerned with moving forward on some of the ideas expressed in the recommendations. For example, granting a degree with honors is essentially a logistical problem. Putting the Council's weight behind it would move that idea forward.

Prof. Garg asked if the Council should add language asking the Provost to forward the three recommendations to such administrators as deans and department chairs.

Prof. Hatch said that it is the responsibility of his office to set up the committees that will formulate the rationales.

Prof. Garg said he is referring instead to the recommendations.

Prof. Roche said the message could be conveyed by the Provost's Office website or an e-mail announcement sent either to all department chairs or to individual faculty members directly. He would recommend that rather than merely informing faculty of the Council's actions regarding the recommendations, the colleges should ask faculty to identify which items they might like to discuss in the next semester. That would more likely result in initiation of the discussion.

Fr. Jenkins said that with Prof. Hatch's permission, he would be happy to send that kind of communication to faculty.

Prof. Kolman noted that both the first

and second recommendations ask specific groups to take action on the subject they raise. The Core Curriculum Committee is directed to encourage the development of multidisciplinary and interdisciplinary courses and the Undergraduate Studies Committee is asked to revisit the topic of honors opportunities. Still, anything that can be done to make the recommendations a reality is important.

As to the second recommendation, Prof. Hösle asked whether there is any policy at the University on grading. The standard for "A" and "B" work varies from professor to professor and department to department. He said that this seems to be a matter bordering on obsession with some students and may become even more so if departments and colleges institute honors opportunities.

Fr. Jenkins said that while a recent University Rhodes Scholar did not have the most impressive grade point average, he was the youngest person to ever publish an article in the *Journal of Science*. That is an example of the kind of culture shift the Committee would like to cultivate—a culture shift that can only become a possibility through a series of small steps.

Prof. Kolman moved that the entire proposal regarding the undergraduate curriculum, including its preamble, two proposals, and three recommendations, be brought to a vote.

Fr. Scully seconded the motion.

Prof. Roche asked that Prof. Antsaklis' suggestion to delete the phrase "undertaken every decade" be considered a friendly amendment.

After seeing that there were no objections, Fr. Jenkins agreed to amend the proposal.

Fr. Malloy called for a vote on the proposals and recommendations developed by the Curriculum Review Committee. The vote was unanimously positive.

Fr. Jenkins thanked the members of the Curriculum Review Committee for their hard work and dedicated service on a difficult task. He said that had his colleagues known the task that lay ahead when he invited them to serve fifteen months ago, they probably would have turned him down. Serious curricular reviews are endemically contentious and difficult. The work of a curriculum review committee

often resembles nothing so much as charging the machine gun nests at Gallipoli. But the Committee members have worked in a dedicated and selfless manner, not for anything he could offer them, but to improve education at Notre Dame. They deserve the gratitude of all at the University, on whose behalf he thanked them.

3. Committee reports

(a) *Undergraduate Studies Committee:* Prof. Kolman said that in addition to the curriculum proposal just passed, there was one other issue before the Undergraduate Studies Committee: course scheduling. Committee members plan to finish work on a proposal this semester, but they will not bring that proposal to the full Academic Council until the first meeting of the Fall 2003 semester.

(b) *Graduate Studies Committee:* Prof. Antsaklis reported that members of the Graduate Studies Committee met April 3, 2003, to discuss ways to restructure the committee and, by extension, the entire committee structure of the Academic Council. They hope to present their proposal at the next meeting.

(c) *Faculty Affairs Committee:* Prof. Mooney reported on behalf of Prof. Ghilarducci that the committee continues work on a number of issues. The topic of faculty grievance and disciplinary procedures is being studied with a committee from the Faculty Senate. Committee members hope to present a proposal on that topic to the Academic Council next fall. In addition, committee members will meet this week to discuss the holiday issue on their agenda—specifically, whether Labor Day and Presidents' Day should be University holidays. Finally, a subcommittee on salary equity should have a proposal ready for the last Academic Council meeting of this year.

There being no further business, Fr. Malloy adjourned the meeting.

Respectfully submitted,

Carol Ann Mooney
Secretary

The Academic Council

April 23, 2003

Members Present: Rev. Edward Malloy, C.S.C., Rev. Timothy Scully, C.S.C., John Affleck-Graves, Carol Ann Mooney, Jeffrey Kantor, Rev. Mark Poorman, C.S.C., Frank Incropera, Joseph Marino, Patricia O'Hara, Jennifer Younger, John Robinson, Jay Brandenberger, Thomas Merluzzi, Albert Miller, Pit-Mann Wong, James Ryan, Dennis Jacobs, Patricia Maurice, Thomas Noble, Joan Aldous, Brian Krostenko, Cornelius Delaney, Vittorio Höse, John Welle, Steven Buechler, Panos Antsaklis, Mihir Sen, Robert Bretz, Thomas Frecka, Jay Tidmarsh, J. Douglas Archer, Kenneth DeBoer, Ava Preacher, Anthony Hagale, Meghan McCabe, Bradley Buser, Sean Thornton

Members Absent: Mary Rose D'Angelo, Umesh Garg, Dino Marcantonio, Stephanie Arnett

Members Excused: Nathan Hatch, Rev. John Jenkins, C.S.C., Eileen Kolman, Mark Roche, Carolyn Woo, Michael Lykoudis, Patricia Blanchette, Teresa Ghilarducci, Mitchell Wayne

Observers Present: Mary Hendriksen, Harold Pace, Daniel Saracino

Observers Absent: Dennis K. Moore, Thomas Laughner

Observers Excused: Lt. Col. David Mosinski

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

1. Approval of the minutes of the Meeting of February 18, 2003. By a unanimous vote, the minutes of the meeting of February 18, 2003, were approved without amendment.

2. Approval of the minutes of the meeting of March 20, 2003. On behalf of Prof. Roche, who was out of town at another meeting, Prof. Mooney suggested several minor changes to the minutes of the meeting of March 20, 2003, concerning the reorganization of the economics department.

After Prof. Bretz noted an additional minor correction, the minutes, as amended, were approved unanimously.

3. A proposal on disclosure of faculty salary information from a subcommittee of the Faculty Affairs Committee. Prof.

Mooney explained that while the proposal on disclosure of faculty salaries has been circulated to the full Faculty Affairs Committee electronically, because of scheduling difficulties, it has never been aired fully at a Committee meeting. Nevertheless, Prof. Ghilarducci, the chair of the subcommittee, asked the Executive Committee to put the item on the agenda as a discussion item—arguing that without input from Academic Council members, the proposal is not likely to change significantly—with the possibility that it may be ready for adoption. Members of the Executive Committee discussed the proposal extensively and agreed to present it to members for discussion and possibly a vote.

Prof. Frecka, one of the three members of the subcommittee [also Prof. Teresa Ghilarducci and Prof. John Affleck-Graves], presented the proposal to members:

Using processes to be determined by PAC, a University Salary Equity Review Committee shall be formed to review the salaries of the Teaching and Research Faculty. A majority of the committee members shall be elected members of the Provost's Advisory Committee. The committee shall assess, annually, the methods used by the administration to assure fairness of faculty salaries and to identify and correct salary inequities. The committee shall be subject to confidentiality and annually will issue both a public report (which upholds confidentiality) and a more detailed report for the Office of the Provost, the relevant portions of which shall be sent to each Dean.

Prof. Frecka explained that under the University's current disclosure policy, each year, Institutional Research calculates average salary and compensation by faculty rank—professor, associate professor, assistant professor, or instructor—and reports it internally in Table 10.3 of the University's *Factbook*. He noted that there have been periodic calls for additional disclosure of faculty salary information—the most significant of which was a 1993 Faculty Senate survey. Then, over 75% of the 359 respondents—representing a response rate of 44%—favored the release of additional information on faculty salaries by college or department. As the subcommittee report notes, various women's groups have also called for additional disclosure.

Prof. Frecka continued that the subcommittee discussed the shape that additional disclosure might take, but only one member believed there to be a need or justification for disclosure of individual faculty salaries. Members then concluded that the emphasis should be on strengthening procedures and processes already in place that ensure that faculty salaries are determined in a fair and unbiased manner. Further, the subcommittee concluded that most concerns expressed about salary inequity issues relate primarily to gender inequity.

As to the current processes that ensure equity, Prof. Frecka noted first that normal review procedures by department chairs, deans, and the Provost's Office exist at the University. Then, periodically, the Provost's Office asks Institutional Research to perform additional quantitative analyses. The primary form of analysis is multiple regression, by college, of salary against several variables, including gender. Additional variables analyzed are faculty rank, minority status, age, years at the University, years since attaining the highest degree, years in current rank, terminal degree, endowed-chair status, administrative appointments, and the departmental home.

Prof. Frecka said that he, Prof. Ghilarducci, and Prof. Affleck-Graves reviewed the regression analyses performed for the 2001-2002 academic year. The regressions have very high explanatory power with R-squares ranging between 76% and 94%, and the subcommittee found no evidence, at least using Institutional Research's statistical methodology, of any gender bias in University salaries. Prof. Frecka added that in addition to the standard regression analyses, under the direction of the Provost's Office, Institutional Research performs a residual analysis using a similar regression procedure. Under this analysis as well, the plots show no evidence of systematic bias in salaries of either men or women. Finally, he said, on an individual basis, the Provost's Office examines faculty salaries that produce the largest residuals.

Prof. Frecka continued that while subcommittee members concluded that the processes used by the University to address salary fairness issues are reasonably effective, they believe that concerns within the faculty about those processes could be alleviated through faculty participation in a

review. Concerns are often heightened by news items such as the one Prof. Ghilarducci sent him from the April issue of the American Association of University Professors' publication, *Academe*, stating that, for full professors at Notre Dame, the average salary for male faculty members is \$113,000 but \$102,000 for female faculty members. With such reports, it may appear that there may be reason to suspect bias; yet, as the subcommittee found, examination of the regression analyses demonstrates that there are many other variables that explain average differences in salaries between men and women faculty members.

Prof. Frecka said that he, Prof. Ghilarducci, and Prof. Affleck-Graves originally believed that a subcommittee of the Academic Council would be most appropriate for the faculty oversight they envision; however, they quickly moved to the belief that, using processes to be determined by the Provost's Advisory Committee (PAC), a University salary equity review committee would be a better choice. The committee would be charged with reviewing the processes and policies now in place to ensure equity and also will review evidence in that regard.

Prof. Frecka concluded his remarks by recommending discussion of the proposal today followed by incorporation of members' feedback into a proposal to be returned to the Faculty Affairs Committee for further refinement—with the expectation that a final proposal would be brought to a vote by the full Council next fall. With that timetable, there would still be sufficient opportunity to put a review committee in place for the 2003-2004 academic year.

Prof. Affleck-Graves added that the methodology the University uses to analyze salary equity follows almost exactly the recommendations of the American Association of University Professors. That methodology is outlined in *Paychecks: A Guide to Conducting Salary-Equity Studies for Higher Education Faculty*.

Prof. Welle began the discussion by remarking that the problem seems to be largely one of the perception of inequity. When that is the case, information can do much to alleviate concerns. The dean of his college, Mark Roche, addressed faculty members' perception in a lengthy e-mail last spring sent to all members of the college.

Another strategy that has been successful in addressing the perception of inequity within the College of Arts and Letters, Prof. Welle related, is that, this spring, a committee visited various departments to talk about salary issues. These discussions gave faculty members an opportunity to see that, perhaps, there is not as much inequity in regard to salaries as they believe.

Prof. Mooney commented that she is very much in favor of a proposal that leads to the sharing of information with faculty, for there are misperceptions that such a process provides an opportunity to correct. Yet, she wonders about the language of this particular proposal, which does not define the sort of inequities the committee should examine. For instance, the outline in the AAUP's *Paychecks* booklet is aimed at developing regression analyses, which show problems based on sex, race, or ethnicity. Other kinds of inequities, or situations many believe to be inequitable—such as salary compression within a discipline because salaries have risen quickly in the marketplace or using outside offers to boost salary—are not addressed by regression analyses. She believes that the intent of the subcommittee was to have the newly established committee examine inequities in salaries that may be related to race, gender, or ethnicity; yet, as written, the proposal's charge is so broad that the committee it sets up might be charged with trying to determine *any* kinds of inequities. Thus, she suggested that the proposal should be clearer about the committee's charge—lest members be accused of not doing their job.

Prof. Hösle said that a young colleague who was recently awarded tenure told him that there are some assistant professors in his department who earn more than its associate professors. This seems very strange. He would find it helpful if the administration would give some general broad outline to salary issues. While, for example, it is easy to explain the market forces that cause law professors to earn more, on the average, than faculty in some other colleges, why should an assistant professor earn more than an associate professor in the same department?

Prof. Frecka replied that it is the same reason that new, first-round professional football players command higher salaries than some more-established players: It's

just the nature of the beast. The market responds to whatever it takes to hire assistant professors, and in some disciplines at least, the competitive market salary for assistant professors rises very rapidly. This is the phenomenon called "compression," and it is one which universities find very difficult to resolve.

Prof. Incropera said that a good example of salary compression exists in the computer science and engineering department. Over a period of two or three years, the demand for good people accelerated at such a tremendous pace that starting salaries exceeded what the college was paying its associate professors. Given budgetary constraints, it was not possible to adjust to those conditions, because the department needed to recruit and bring on junior faculty. Thus, a salary compression problem exists in that department which he is trying to address over a period of time.

Prof. Incropera then agreed with Prof. Mooney's assessment that the current proposal may be too open-ended. He is concerned about how it might be used. Having been a department chair for nine years, he said, he has spent a great deal of time explaining to faculty members the basis for decisions concerning their pay raises. Given the general sentiment that "we're all above average," those discussions were very difficult at times and even led to situations in which he found it necessary to become honest and blunt.

Prof. Incropera said he believes that salaries should be based—or increases to salaries should be based—on measures of productivity. He is not sure how far the subcommittee intended the proposed committee to involve itself in those kinds of issues; yet, the proposal is written in a way that opens the door to explorations that may be unintended.

Mr. Archer said that rather than being too broad, the proposal may be too narrow, for it deals only with teaching-and-research faculty. He asked whether there would be any consideration to including the special professional, library, and research faculties in some way in the proposal and in the proposed committee's work for next year.

Prof. Affleck-Graves said that he agrees completely with Profs. Mooney and Incropera that the proposal is too broad.

When many faculty look at the results of the regression analyses performed by Institutional Research, they comment that the percentage of the variation in salaries it explains is only 74 to 80 percent. Yet, that is exactly what one would expect. The University is not going to get a regression that fits exactly because there are merit differences between people and differences in such areas as performance.

Prof. Affleck-Graves continued that it is very important to remember that the type of analysis undertaken in the area of salary is extremely weak at the unit level. It is an average study. That is what regression does. It is very good at saying, for example, whether a particular subset of people, on average, are paid below or above a norm. Yet, regression analyses are very, very weak at saying whether an *individual* is paid below or above a norm. The AAUP's *Paychecks* offers a good explanation of the purpose of a regression analysis, pointing out that its objective is not to capture quality measures. There will always be some residual, and the presumption is that the residual captures merit issues.

Prof. Affleck-Graves added that he believes the committee could expand its scope to consider salaries of the special professional, library, and research faculty. Whenever a salary analysis is undertaken, the issue is whether there are enough people in each group to make it worthwhile. If there are only one or two people in a group, then the regression model is much weaker. That is not the case with the other three groups classified as regular faculty. Including them is certainly something the committee should explore.

Prof. Robinson said that his understanding of the language of the proposal may differ from Prof. Mooney's, in which case he needs some clarification. As he sees it, the task of the proposed committee is not to ensure fairness or equity or anything other than to make sure that the *methods* used by the administration to ensure fairness are correct. Certainly, debates exist over which methods of analyzing salary equity are best, and the methodologies for assessing equity change over time. To take one example, if the issue of salaries and age were to be considered by the proposed committee, the question before its members would not be whether the current salary structure is

fair or equitable; rather, it would be simply whether the *method* used to analyze the issue is appropriate.

Prof. Mooney responded that Prof. Robinson's question centers on the meaning of the third sentence of the proposal: "The committee shall assess, annually, the methods used by the administration to assure fairness of faculty salaries and to identify and correct salary inequities." The issue is whether the word "methods" applies only to the words "assure fairness" and whether "to identify and correct salary inequities" is a separate duty. Or, she asked, does the word "methods" apply also to the second half of the sentence?

Prof. Mooney continued that the confusion as to the meaning of the third sentence is confounded, in part, by the last sentence: "The committee shall be subject to confidentiality, and annually will issue both a public report (which upholds confidentiality) and a more detailed report for the Office of the Provost, the relevant portions of which shall be sent to each Dean." That sentence suggests that the committee is looking not just at the administration's methods but at the answers the methods produce. Otherwise, there would be nothing warranting confidentiality. Given the totality of the paragraph, she assumes that the proposed committee's task is to examine more than methodology.

Prof. Frecka pointed out that the proposal before the Council today is not the subcommittee's original proposal; it is the Executive Committee's refinement of its proposal.

Prof. Mooney said he was correct.

Prof. Tidmarsh commented that he agreed with Mr. Archer that the scope of the committee should be expanded to include all segments of the regular faculty—teaching-and-research, special professional, library, and research. While PAC may not be the appropriate body to review salary issues for all faculty—for its expertise is with the teaching-and-research faculty—there are other mechanisms appropriate for review of salary equity for the other members of the regular faculty.

Prof. Noble said he wonders about the notion of a committee whose purpose is to review numbers and then pronounce on matters of equity. He agrees with those who

consider the proposal too broad. Equity is a matter of departmental culture, college culture, and the work of particular individuals. He does not know how a committee like the one described in the proposal could decide what is equitable or not. What it *could* identify are possible anomalies in large groups of numbers. Then, those anomalies could be highlighted for units, subunits, college departments, and individuals to examine and discuss with chairs, deans, and others.

His point, Prof. Noble said, is that there is not some absolute thing called "equitable" against which every case can be measured. Thus, he does not know how a committee like this could, in a sense, do its job. Once it got its numbers, what would it do next? While generating numbers and making them widely available is a wonderful idea, he finds it difficult to imagine a committee charged with deciding the import of those numbers.

Prof. Frecka answered that, again, the intent of the proposal is simply to review processes and procedures now in place designed to ensure fairness and equity. Part of that process involves looking at outliers from the regression analyses. There is a process in place, he believes, in which deans and department chairs are asked to explain those outliers.

Prof. Aldous said that she is uncomfortable with the proposal because there is nothing in it related to the gender of department heads or deans. In her own college, she does not believe that any women hold the position of departmental chair. Yet, to have an open handling of an issue central to a large number of people who do not earn a great deal of money, it must be absolutely clear that the procedures used by administrators are entirely fair. For that to occur, the University must empower some women.

Prof. Mooney said that in fact, there are two women department chairs in the College of Arts and Letters: Jeanne Day in psychology and Dayle Seidenspinner-Nunez in Romance Languages. Prof. Aldous responded that she understands Prof. Day is stepping down.

Prof. Mooney said that is correct; however, her point is that there are currently two female department chairs in the College of Arts and Letters.

Prof. Mooney continued that as for gender equity in general, the purpose of the proposal is to look at methodologies for assessing fairness—again, not to look at individual salaries. What Institutional Research has done for the Provost's Office in the past is to take the salaries of all the teaching-and-research faculty in the University broken down by college—and, even within the College of Arts and Letters, broken down again by such classifications as faculty within the social sciences, the arts, and so on—and, using large regression analyses with the factors Prof. Affleck-Graves has outlined (for example, years in rank and years since attaining a Ph.D.) examine if, at a systematic level, there is disparity in the income levels between men and women.

Prof. Mooney continued that based on the regression analyses performed, which, as has been said, utilize methods that follow the AAUP guidelines, there has been no evidence of gender inequity at Notre Dame. Thus, the purpose of the proposal is to bring faculty into the process of examining the methodology used and disseminating information about how the Provost's Office studies these various issues and the kind of results the analyses produce.

Prof. Aldous said her point is that the gender of a department head may be a confounding variable. Aside from the Law School and the Mendoza College of Business, deans and department heads at the University are primarily men. The gender of department heads is simply another variable that can be added to the regression analyses.

Prof. Krostenko suggested a minor change to the proposal. He pointed out that the correct word is to "ensure" fairness rather than "assure."

Further, Prof. Krostenko agreed with Prof. Mooney that the language of the proposal produces ambiguity on the proposed committee's task. Changing "used by the administration" to "which the administration uses" would clarify that ensuring fairness is the administration's function while the committee's role is purely advisory, which, he believes, is what the subcommittee intended.

Prof. Frecka agreed that that was the subcommittee's intent.

Fr. Malloy thanked members for their comments on the proposal, which will be returned to the Committee on Faculty Affairs for further refinement.

4. A fourth Academic Council subcommittee charged with making recommendations about the Council's subcommittee structure. Prof. Mooney explained that the second discussion item grows out of a suggestion from the Graduate Studies Committee, whose members have said from time to time that they are unsure what their current function is within the Council. Thus, Graduate Studies Committee members have asked the Council to rethink its current three-committee structure. They have proposed a four-committee structure for next year, with one committee being charged with examination of the Council's committee structure. One specific question for that committee is the role of the Graduate Studies Committee and whether it might be melded into one of the other two committees. The proposed committee would also examine other ways the Council's committee structure might be changed to more effectively accomplish the work of the Academic Council.

Prof. Antsaklis, chair of the Graduate Studies Committee, said that there are several reasons why the Academic Council should reexamine its committee structure. First, conditions have changed. The number of Academic Council members has increased with the restructuring that occurred last year with the Faculty Senate.

Second, Prof. Antsaklis said, the existence of the University's Graduate Council, which decides many important matters, makes the function of the Academic Council's Graduate Studies Committee unclear. Graduate Studies Committee members have pointed out this problem on several occasions. Some time ago, it was decided not to duplicate the efforts of the Graduate Studies Committee in the Academic Council but to forward decisions approved by the Graduate Council directly to the Executive Committee. This, he believes, is a good idea. Yet, it leaves the Graduate Studies Committee without its traditional tasks—or at least not as much work as either the Undergraduate Studies Committee or the Faculty Affairs Committee. Thus, it is time to look at the Council's committee structure again and, perhaps, to re-balance it.

Prof. Antsaklis said that the Executive Committee of the Academic Council has had extensive discussions in several meetings on possible restructuring. At this point, the suggestion is to form a special committee of the Academic Council to examine the issue and to make recommendations.

Prof. Mooney said that the proposal asks for approval to divide Academic Council members into four committees in the fall. The purpose of the fourth committee would be to study whether amending the Council's entire committee structure is a good idea and, if so, what form that restructuring should take.

Fr. Malloy said he does not understand what the possible additional committees might be.

Prof. Kantor responded that the issue is not whether there should be more committees than are currently assigned. Rather, it is whether the Graduate Studies Committee has a role within the Academic Council, whether and how its duties should be reassigned to the other two committees, and if so, how the names of the committees should be changed. Should, for example, some of the issues that would currently be assigned to the Graduate Studies Committee go to the Undergraduate Studies Committee?

Prof. Mooney explained that the discussion at the Executive Committee meeting focused on the fact that, for the last several years at least, the committee with the heaviest workload has been the Undergraduate Studies Committee; yet, it is of equal size with the others. Members suggested that perhaps the Graduate Studies Committee could be folded into that committee. Then, with an expanded size, it could deal more adequately with a heavy workload.

Prof. Kantor commented that the redundancy between the Graduate Council and the Graduate Studies Committee is problematic as well. That is another piece of the puzzle to be sorted out.

Fr. Scully asked whether the concerns members raise could be met by a few sessions of the Executive Committee. One of the roles of the Executive Committee is to think about structural issues of this sort and then to come forward with recommendations to the body as a whole. He wonders

if creating yet another committee of the full Council to address this issue is necessary.

Prof. Mooney responded that while that is certainly an option, discussion at the Executive Committee meeting was in favor of having a committee look at the issue over a period of time rather than adding to the Executive Committee's workload. She added that Prof. Antsaklis tried several times this year to have the Executive Committee focus on the issue of restructuring the Council's committee, but because of other business at hand, it was not able to do so.

Prof. Kantor said that given the *ad hoc* nature of the issue, perhaps there is an alternative to a separate committee with independent membership, either within or external to the Executive Committee.

Fr. Scully suggested creation of an *ad hoc* committee to examine the Council's committee structure.

Prof. Mooney agreed that an *ad hoc* committee could accomplish the task, explaining that the reason for calling for a fourth committee was that, next year, service on it would take the place of a member's other committee assignment.

Prof. Noble said that if the question is what the role of the Graduate Studies Committee should be in the current configuration of responsibilities, it is unnecessary to form a committee to advise the Academic Council on that issue. Rather, the Graduate Studies Committee itself could reflect on what its responsibilities are. If, on the other hand, the question is the configuration of the committee structure as a whole, then that opens up a larger discussion.

Prof. Kantor responded that the issue is whether whatever oversight the Academic Council wishes to have with respect to graduate studies is accommodated appropriately within the current committee structure. Graduate Studies Committee members concluded in their discussions that resolving this issue is beyond the scope of just one committee.

Prof. Antsaklis said that throughout the committee's discussions, members contributed their knowledge of other institutions' oversight of graduate studies as well as knowledge of the focus of other Notre Dame committees. Their thinking was that if the proposed committee is to examine

the role of the Graduate Studies Committee, that process affords an opportunity as well to examine the entire committee structure of the Council, which has not been done for some time.

Fr. Malloy summed up by saying that the will of the Council as a whole is to create an *ad hoc* committee next fall to study the Academic Council's entire committee, as well as the specific question of how oversight of graduate studies should be treated. While service on the *ad hoc* committee would be equivalent to serving on one of the other Council committees—at least while it was engaged in its business—he would hope that the committee could offer its recommendations speedily rather than waiting until the end of the year.

Seeing that his suggestion to create an *ad hoc* committee was acceptable to Council members, Fr. Malloy said a vote on the matter was unnecessary.

5. Committee reports

(a) *Undergraduate Studies Committee.* Prof. Preacher, a member of the Undergraduate Studies Committee, said that the Committee worked on two major items this year: curriculum review, for which a proposal was passed at the last Academic Council meeting, and course scheduling. Members continue their work on a course scheduling proposal. Late in the semester, they still had a series of questions that had not been answered, so they need a bit more time to finish up their work. She said that there will be a proposal on course scheduling by the first meeting of the Academic Council next year.

(b) *Graduate Studies Committee.* Prof. Antsaklis said the Committee's major item of business was the previous discussion item.

(c) *Faculty Affairs Committee.* On behalf of Prof. Ghilarducci, Prof. Mooney reported that the Faculty Affairs Committee had three items on its agenda this year. One was the salary equity proposal already discussed today. Committee members have also worked with a subcommittee from the Faculty Senate on faculty discipline and faculty grievance procedures. That matter is not concluded, but there is a three-hour joint meeting scheduled for tomorrow morning. Members hope to have a proposal ready very early in next year's fall semester. The

third item is whether the University should designate Presidents' Day and Labor Day as holidays. She called on Prof Aldous to address this issue.

Prof. Aldous said that when the question of University holidays is discussed, she always thinks of Arthur Miller's line at the very end of *Death of a Salesman*: "People have to pay attention." It is extremely important that the University recognize these national holidays, particularly at this time in our nation's history. While she is happy that Labor Day is a holiday for Notre Dame staff, all at the University should be given the opportunity to honor Mr. Washington and Mr. Lincoln and their contributions to our country. As for Labor Day, even though faculty are fairly well off and do not need to work by the sweat of their brow, declaring the day a University holiday affords the opportunity to recognize that this country has been built on labor—and hard labor at that.

Prof. Aldous continued that recognizing these two national holidays as University holidays includes the duty of discussing their importance with students. One need not be a historian to do this; it is necessary only to be an old-fashioned patriot. Prof. Aldous added that she also advocates declaring Martin Luther King Day a University holiday.

Prof. Mooney said that because the subcommittee has not yet completed its work on this issue, it will take it up with dispatch in the fall.

Prof. Aldous said that one of the ways that things are not done and by which administrators can escape making hard decisions is referring issues to committees. She thinks the Council could take some sort of vote now to be passed on to the committee next fall. She raised this issue in the fall term.

Prof. Mooney responded that as seen earlier today on the salary equity issue, until a committee is finished with its work, it is not this body's practice to vote a proposal. First, the issue must be worked through the appropriate committee and the committee must come forward with a proposal. That is why the committee structure exists.

Prof. Aldous said she rests on what she said before.

Prof. Incropera said that if the Faculty Affairs Committee comes forward with a recommendation that the University make Presidents' Day and Labor Day University holidays, he hopes that recommendation also includes adding a class day for students. He does not want to see additional University holidays come at the expense of students' education.

Prof. Mooney said that while it is unfortunate the Committee was not able to come forward with a proposal on the holidays this year, keeping the issue in committee is not a delaying tactic. She pointed out that Prof. Incropera's recommendation will require some committee work—specifically, looking at the master calendar and whether adjustments in it are necessary. In the Law School, for example, there are a certain number of class hours required per semester to meet accreditation requirements. She recalls that the last time the Council adjusted study days and the exam schedule in an effort to recapture class time, it had to recraft the master calendar as well. That kind of detail work, assuming that the committee is in favor of adding Presidents' Day and Labor Day as University holidays, takes time.

Fr. Malloy thanked Academic Council members for their contributions this year. He said that several very substantive issues have been discussed and resolved. He appreciates members' efforts at the committee level, as well as on the Council as a whole.

There being no further business, Fr. Malloy adjourned the meeting at 4:05 p.m.

Respectfully submitted,

Carol Ann Mooney
Secretary

The Academic Council

September 8, 2003

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Carol Ann Mooney, Maura Ryan, Rev. Mark Poorman, C.S.C., Frank Incropera, Eileen Kolman, Joseph Marino, Patricia O'Hara, Mark Roche, Carolyn Woo, John Stamper (for Michael Lykoudis), Jennifer Younger, John Robinson, Jay Brandenberger, Seth Brown, Nasir Ghiaseddin, Paula Higgins, Kate

Schlosser, Patricia Maurice, Carol Tanner, Thomas Noble, Susan Blum, Neil Delaney, Vittorio Höslé, Joseph Buttigieg, Olivia Rennie Constable, Christian Moevs, Carolyn Nordstrom, Steven Buechler, Hope Hollocher, Mihir Sen, Robert Bretz, Thomas Frecka, Teresa Phelps, Dino Marcantonio, J. Douglas Archer, Ava Preacher, Kenneth DeBoer, Willa Qian, Nicole Wykoff, Angela Colmenero

Members Absent: Mary Rose D'Angelo, Meghan McCabe, Tim Dale

Members Excused: John Affleck-Graves, Jeffrey Kantor, Panos Antsaklis, Mitchell Wayne

Observers Present: Mary Hendriksen, Capt. James Shelton, Harold Pace, Kevin Barry

Observers Absent: Dennis Moore, Daniel Saracino

Invited Guests: Gordon Wishon, Chief Information Officer, Office of Information Technology; Craig Brummell, ERP Program Manager, Office of Information Technology

The Reverend Edward Malloy, C.S.C., called the meeting to order at 3:05 p.m. Prof. Hatch offered a prayer.

1. Election of members to the Executive Committee. Prof. Mooney explained the procedure by which five members of the Academic Council are elected each year to the body's Executive Committee, which convenes before each Academic Council meeting to establish the agenda for the full Council meeting and to discuss issues that have been brought to its attention from other University entities, such as the Faculty Senate. She said that any member elected to the Executive Committee must be willing to stand for election as chair of one of the Council's three standing committees.

Prof. Woo, who is chairing her college's accreditation review this academic year, asked to have her name withdrawn from consideration.

Several rounds of ballots resulted in the election of five members to the Executive Committee: Profs. Neil Delaney, Frank Incropera, Teresa Godwin Phelps, Ava Preacher, and Mark Roche. Fr. Malloy, who, as provided in the *Academic Articles*, appoints three members to the Executive Committee each year, asked Prof. Joseph

Marino, Prof. Carolyn Nordstrom, and Ms. Kate Schlosser, the Academic Commissioner for Student Government, to serve on the Committee as well.

2. Remarks of Fr. Malloy. Fr. Malloy then provided an update on a key accomplishment of the previous academic year—the completion of a new, ten-year strategic plan: *Notre Dame 2010: Fulfilling the Promise*—and offered some reflections on the plan's goals and aspirations.

Fr. Malloy said that the crafting of the ten-year strategic plan was a process that engaged the University across every level—beginning, on the academic side, with departments, institutes, and centers, and on the non-academic side with such units as student life, athletics, and finance. These units worked to develop visions of where they could and should be ten years in the future. Their reports formed the basis of larger plans by the individual colleges and other major functional areas. Those plans were submitted to the Office of the Provost, the Office of the Executive Vice-President, and the Office of Student Affairs; then, recommendations were formulated and some priorities assigned. The Coordinating Committee he chaired—consisting of six faculty members and six administrators, five of whom are also members of the teaching-and-research faculty—made further distillations and refined the priorities. Finally, Fr. Malloy, said, he himself further refined the document. In all, it was a process that took nearly two years.

Fr. Malloy said that the strategic plan will be presented to the Board of Trustees at its October 2003 meeting, where he has every expectation that it will be approved. Presentations on various aspects of the plan have been made at previous board meetings and were favorably received. Fr. Malloy noted that at 30 pages, the final plan is intended to be of a manageable size but pointed out that, in addition to his final report to the Board of Trustees, much of the material submitted by the various units and a substantial amount of background material are available on the web at www.nd.edu/~stratgic. Looking at the documents available on the website can provide a fuller sense of the various units' plans and goals.

Fr. Malloy described *Notre Dame 2010: Fulfilling the Promise* as both inspiring and attainable. It is a plan, he said, that can carry Notre Dame forward into the next decade and enable the University to realize many of the ambitions we hold for it. He pointed out that there are no dollar figures attached to the plan at this stage. The next stage in the ten-year cycle is gathering feedback from all the report's recipients and then asking Development and the Office of University Relations, along with University officers and trustees, to identify which of the goals are realistic and which may need to be deferred. The point of that process, he said, is to avoid complacency about the goals that should be set for the next capital campaign.

As to that campaign, Fr. Malloy continued, no one can predict accurately what the fund-raising climate will be in the country three, five, or ten years from now. Obviously, it is a more challenging environment than was the case five years ago; however, the last time Notre Dame was just a year away from a capital campaign, it was a challenging environment as well. Ultimately, that campaign raised in excess of one billion dollars.

Fr. Malloy then discussed individual parts of the strategic plan. The preamble, he said, tries to capture something of the essence of Notre Dame—both its history and present configuration. Furthermore, it sets forth the relationship between Notre Dame's aspirations as a Catholic university and as a university that intends to assume a leadership role among the great universities of the world.

The plan's first section, titled "Fundamental and Defining Premises," lays out under five headings the elements that will be the University's focus for the next ten years:

(1) *A center for Catholic intellectual life:*

Fr. Malloy said that the challenge here is to determine how contributions to Catholic intellectual life and the fostering of that life can be effective and meaningful across the whole University. Those tasks should not be isolated in only a few units that might seem particularly suited for them.

(2) *A heightened sense of urgency for the centrality of research and scholarly publication:*

Fr. Malloy said that the natural constituency of Notre Dame has more familiarity

with undergraduate life than with the University's professional and graduate schools. Yet, many of the reports submitted by the academic units indicate that the University is poised to move ahead very straightforwardly as a center of research and scholarship. The infrastructure and the faculty are in place. His focus now, Fr. Malloy said, is to bring people to the realization that there is not a zero-sum relationship between undergraduate and graduate instruction. That was very much the message he conveyed to the advisory councils in recent meetings.

(3) *A teaching institution that advocates for, and rewards, dedicated professorial involvement in the learning process:* Fr. Malloy said that this section sets forth very clearly that superior teaching is a high priority at the University.

(4) *The courage to focus more clearly, building on established strengths and eliminating discernible weaknesses:* This, Fr. Malloy said, is a goal every individual can be in favor of except, perhaps, when it applies negatively to him or her. It is an area that requires shrewd assessment at the level of colleges and schools as well as at various levels in other units of the University. No institution can do everything well. There will always be limited resources relative to what might be aspirational at the highest level. Thus, making decisions about what to promote and what to undertake with additional resources will be critical in the University's future.

(5) *A residential community that fosters integrated learning in the tradition of leadership formation and generous service:* The last defining premise, Fr. Malloy explained, has to do with the unique nature of Notre Dame as a residential community. This section identifies the challenge of the future as connecting the University's residential experience more clearly with the academic life of the institution.

Fr. Malloy then addressed the report's next section: "Academic Priorities." The content of the first of its subsections, "Goals and Priorities," relates back to much of what was said about the University's fundamental and defining premises. He believes that if Notre Dame can achieve the first goal—providing students with "a premier undergraduate experience integrating teaching and research better than any other university"—everything else Notre Dame

does will fit smoothly into the life of the institution.

Regarding the second academic goal—"achieve an acknowledged position among American research universities"—Fr. Malloy said that the latest *U.S. News and World Report* rankings of the nation's research universities show Notre Dame tied with Vanderbilt for 19th place. While observing that the methodology and validity of the rankings has been a subject of more than one Academic Council meeting, Fr. Malloy said that to be among the nation's top-20 research universities and aspiring to an even higher rank seems very much within Notre Dame's ability to control. Many of the professional schools as well as the School of Architecture and the master's of divinity program have made great progress and have the capacity to go even further. The challenge lies in maximizing Notre Dame's potential as a research institution—not to the detriment of other aspects of the University—but because the University has the greatest opportunity to make significant progress in this regard.

The section's third academic goal and priority is to "unequivocally establish Notre Dame as the premier center of Catholic intellectual life." Some of the specific goals are: recruiting aggressively and nurturing the next generation of Catholic intellectuals, scholars, and artists; enhancing Notre Dame as a center of scholarship relating religious belief and tradition to modern learning; consolidating Notre Dame's strength as a center for normative, foundational, and applied ethics; and increasing Notre Dame's presence as a center of reflection on pressing national and international issues and in response to challenges facing the Church and its members. Fr. Malloy said that it is interesting to note that many of the conferences and symposia planned for campus, even in the current year's fall semester, are strongly connected to this particular goal. That gives much hope as to what can be accomplished in the future.

Fr. Malloy continued that the section's fourth academic goal and priority is to "renew Notre Dame as a diverse and international academic community." He is happy to see noteworthy signs of progress in terms of diversity—particularly in regard to the racial, ethnic, and international diversity of the student body and, to some extent, the

faculty. Notre Dame aspires to be fully representative of the demographics of higher education in the country.

The next sections of the plan deal with the goals of specific academic units, student life, athletics, and support structures in the areas of finance, facilities, and human resources. Fr. Malloy noted that the strategic plan does not have an extensive section on computing. Much of the institutional energy on that topic, he said, is being directed towards Project Renovare, about which Council members will hear a presentation later in today's meeting.

Fr. Malloy concluded by saying that he is excited about what is represented in the document. It is a document that can be used as a vehicle when talking to prospective faculty, students, and staff. He acknowledged that the plan is not set in stone, for certain challenges may need to be taken on as events unfold. Still, it is a document that gives a clear sense of priorities and that was crafted out of a good and inclusive process. It will also serve as a portion of the University's self-study for this year's accreditation visit by the North Central Association.

3. Remarks of Prof. Hatch. Prof. Hatch also commented on the strategic plan. He said that it has two purposes, the first of which is providing a framework for the next capital campaign. The message and goals of that campaign will be developed during this academic year, and then the University will launch the quiet phase of the campaign the following year. Even more than was true of past capital campaigns, he said, the process of setting priorities and goals for this campaign will involve colleges, centers, institutes, and departments—in a broad-based way, similar to their involvement in the crafting of the strategic plan.

Prof. Hatch said that the central point of the upcoming capital campaign is moving each of the five colleges at the University dramatically forward. That will involve determining the key priorities of each college and then packaging them in a way that invites generous responses by donors. Lou Nanni, Vice President of University Relations, and his staff are already deeply involved in work for the campaign. Development is one sector of the University in which there is continued investment, even in a time of cutbacks, because so many of

the University's goals and aspirations can be met only with new money.

Prof. Hatch said that the second purpose of the strategic plan is to set certain goals that the University intends to achieve before the upcoming capital campaign. Some of those goals are: providing a premier undergraduate experience, increasing the University's research capacity, becoming the preeminent center of Catholic intellectual life, and becoming more diverse and international. This summer, he convened over 20 meetings with colleges, centers, and institutes to identify what, in the short term, could be done to meet some of these goals. At the meetings, he gave academic units feedback on their plans and asked them to think about those plans in light of the priorities established by the strategic plan. They are to return to him with ideas about what can be done in the short term—the next year or two—to move those plans forward.

Prof. Hatch then identified and discussed five top priorities of the Provost's Office for the 2003-2004 academic year.

The first, he said, is to do everything possible to expedite the building of the science learning facility. Academic Council members know that given the current financial situation, the Board of Trustees has imposed certain constraints on the amount of money that must be in hand before any campus construction can occur. Prof. Hatch said he is optimistic that at its October meeting, the Board will approve moving forward with building the science learning facility. Even after approval is given, however, it will take a full 27 months before construction is complete and students and faculty can actually move into the building. That kind of construction timeframe makes it imperative that the building of this facility be given top priority this year.

Prof. Hatch said that his second priority this year is deciding how to balance access to certain academic programs and majors at the University. The locus of this discussion is the Mendoza College of Business, which has seen a dramatic increase in undergraduates over the last several years. Now, nearly one-third of Notre Dame's undergraduates have declared business their major. For a variety of reasons, both University and College administrators think this number is too large. The high

number of business majors makes it difficult for the College to fulfill its mission and for the University to sustain its character. Thus, this year, Prof. Hatch said, he will be working actively with an *ad hoc* committee to determine the steps that should be taken to address the issue of the distribution of undergraduate majors.

One idea being floated, he said, is that if the number of business majors is reduced, room would become available in a certain set of the first basic business courses for other students at the University. Now, students in the College of Science can apply to a five-year combined science/business program in which they emerge with both a Bachelor of Science and a Master of Business Administration degree. Arts and Letters students, however, cannot currently declare either a business major or minor and thus have difficulty registering for many business courses.

Prof. Hatch acknowledged that the problem of balancing access to majors is complex, particularly because Notre Dame has long had a culture without "gates." Nevertheless, he said, it is an issue that must be tackled this academic year.

The third priority of his office this year, Prof. Hatch said, is hiring even more distinguished faculty. With the last ten-year strategic plan, the emphasis was on new hiring in terms of quantity. Thus, Notre Dame's faculty has grown more proportionately than that of any other private university in the top 20. That, in turn, has allowed it to reduce its faculty-student ratio more than any other university in its peer group. Yet, at the same time Notre Dame has the lowest score in the "academic reputation" category of any private university in the top 20, and one of the lowest number of members in the four national academies [the National Academy of Sciences, the American Academy of Arts and Sciences, the National Academy of Engineering, and the National Academy of Education]. While every hire does not need to be a senior hire, attracting more distinguished faculty to Notre Dame will be a high priority of his office this year. Prof. Hatch said he was greatly encouraged at this August's new-faculty retreat by the number of very distinguished scholars who have joined the University this academic year. He thinks the University has more

capacity than ever to attract high-caliber scholars to Notre Dame.

In addition, Prof. Hatch continued, it will be a priority of his office to continue to be more intentional and direct about issues of diversity. The University has made some strides in its hiring in this regard, both in terms of members of underrepresented groups and women. With respect to gender diversity, he said, now, 42% of the University's assistant professors are women—a number that is well above the average for private universities in the top-20. Yet, looking at the associate professor and full professor ranks, Notre Dame is significantly below the average. Ten percent of Notre Dame's full professors are women—as compared to an average of 16% in private universities in the top-20. For associate professors, 24% are women, as compared to an average of 33% among private universities in the top-20.

Finally, Prof. Hatch said, a major priority of the Office of the Provost is to strengthen the academic engagement of first-year students, who are arriving at Notre Dame increasingly talented and increasingly well educated. An initiative now underway is to pilot a set of first-year seminars next year that would be offered by the University's major research institutes and centers. The seminars to be offered will be in engineering and the sciences as well as the humanities and social sciences. The point is to try to engage students who are interested in and committed to research early in their years at Notre Dame.

Prof. Roche asked when the new University seminars would be offered and how many are contemplated.

Prof. Hatch replied that the new seminars are intended for "Notre Dame Scholars"—about 400 students. The plan is to have 10 seminars each semester, so 20 a year. It may not be possible to have all 20 seminars up and running next year, but the goal is to have at least a set of them available by next fall. Prof. Maura Ryan is heading up this initiative.

Prof. Roche asked if the proposed new seminars would replace or supplement the existing first-year-seminar program.

Prof. Hatch said that the proposed seminars will be offered in addition to the present

first-year seminars. Prof. Kolman has argued, and he agrees, that whatever seminars are offered must fulfill University requirements. The program will not work unless that is the case.

Prof. Hösle said he agrees that it is important to give students the opportunity to engage in research early in their undergraduate careers. Yet, Notre Dame's capacity to change a student's educational goals is somewhat limited. If the University is to achieve its own goal of becoming a pre-eminent research university, it must try to attract more students who are interested in graduate education. Currently, the number of Notre Dame graduates who go on to earn a Ph.D. is quite low compared to other research universities. The problem may very well lie in the population with which the University starts. How do other universities manage to bring in a far higher number of students who go on to Ph.D. programs? Are these schools selecting their students in a different way than Notre Dame? If it is the aim of the University to increase the number of students who go on to earn a Ph.D., then certain aspects of the selection process need to be changed.

Prof. Hatch agreed that Notre Dame is significantly below its peers in the number of students who go on to graduate school. He said that he can assure Prof. Hösle, though, that Notre Dame is not turning away academically gifted students. Superior academic ability is the first criterion in admission of students. Nevertheless, careful examination of Notre Dame's admissions policies and recruitment efforts is always necessary.

Prof. Moevs commented that at other top schools there are some self-selection mechanisms at work. It is very difficult to use an Ivy League undergraduate education as a vocational degree. At Harvard and Yale, for example, no students are majoring in business. The business programs at those schools are only at the graduate level. Perhaps Notre Dame's admissions office needs to focus less on applicants' high school records and more at what students are interested in and their motivations for attending college.

Prof. Buechler said that the effect of particular undergraduate experiences on

students' future plans should not be underestimated. In the late 1980s, almost no Notre Dame mathematics majors went on to graduate school. One faculty member, Frank Connolly, tried to rectify this by offering undergraduate students opportunities for research. The results have been impressive. Every year, the Department of Mathematics now sends eight or ten of its majors to top graduate programs.

Prof. Nordstrom expressed her belief that at the beginning of the 21st century the very nature of the academy is changing. Perhaps it is not the case in mathematics, but in the social sciences, a debate is raging on the appropriateness of producing a large number of Ph.D.s. There are very few jobs and when jobs do exist, salaries are very low. Given this debate, perhaps Notre Dame can be on the forefront of redesigning "The Academy." Last year, for example, she gave the students in a class—most were seniors—the option to try to publish in either a popular or professional journal. She was amazed that of the 98 percent who took on that challenge, a quarter of them were successful. Having the names of those undergraduates attached to publications will result in favorable publicity for Notre Dame and, perhaps, will begin to expand the notion of the academy. She wonders what other ideas people might have for putting Notre Dame in the forefront of redesigning the entire concept of education.

Prof. Roche asked Prof. Hatch to address more specifically what the colleges should be thinking about as they enter into conversations about their priorities in preparation for the next capital campaign.

Prof. Hatch responded that Development is currently working on external studies of Notre Dame's constituents to determine what dollar amount would be a reasonable target for the University's next campaign and what kinds of interests potential donors have displayed. The studies underway are using both major survey tools and in-depth interviews. Concurrently, Development is making plans to engage senior academic leaders on campus in conversations about their priorities and how those priorities should be packaged. Part of the question is which ideas will be so compelling to donors that they will invite significant contributions. Creativity will be the key to

this venture. Prof. Hatch said that the University knows it can raise money for chairs and scholarships. The question is how it can raise money for other priorities.

Prof. Hatch said that the most successful campaign in the history of higher education was completed just recently by the University of Southern California, which raised \$2.6 billion. That campaign received a number of gifts of \$50 million and \$100 million by donors who were not even USC graduates. The president of USC, Steven Sample, has said that the key to success in his institution's fund-raising campaign was that certain ideas were so good that they *compelled* donors to give. Thus, in preparation for Notre Dame's campaign, there must be much creativity in determining who the University's constituents are and how best to present ideas to them. Fr. Malloy noted that in the University's two previous capital campaigns, the model was the traditional pyramid, in which the highest *percentage* of gifts is given by donors who give the smallest *amount* dollar wise. In actuality, those capital campaigns brought in fewer gifts at what might be called an "extraordinary" level and many more gifts at the "medium" level. Part of USC's success in bringing in four gifts of \$100 million was driven by factors unique to California and its television, music, and movie industries. Much of USC's money came from those sources. Thus, Notre Dame is strategizing relative to its own constituents how, like USC, it might be able to be the beneficiary of some very large gifts—which, of course, accelerates achieving whatever monetary goal is set for the campaign as a whole. At the same time, the University is strategizing how to build on the tremendous strength it displayed in previous campaigns in its broad base of mid-level donors—a base that is stronger at Notre Dame than for many of its peers.

Prof. Woo said she is concerned about how the University is managing interaction between units—for example, the interaction between technology and academics, between facilities and academics, or between athletics and academics. Recently, she and others were interviewed by consultants who were completing a pricing analysis of Notre Dame's tuition. The conversations that occurred at that meeting were deeply troubling to her. It raised serious questions

about how to best bring together the different units in conversations so that they are not working separately for what may very well be the same goal.

Prof. Hatch said he agreed that the topic raised by Prof. Woo is a serious one, yet there is not a simple solution. The key, however, is sustaining a viable conversation between the leaders of various units about priorities.

Prof. Woo said she would advocate that the planning group for the capital campaign think about some process that would allow some of these different units to have a meaningful conversation about convergences between them.

4. Presentation on the Office of Information Technology's Project Renovare. Prof. Hatch introduced Gordon Wishon, Associate Vice President, Chief Information Officer, and Associate Provost of the University. He explained that Mr. Wishon came to Notre Dame in 2001 from the Georgia Institute of Technology and is well known in the field of university computing systems. While Mr. Wishon was head of Georgia Tech's office of information technology, he coordinated the computing systems for the Atlanta Olympics. Also during his tenure there, he oversaw the rebuilding of Georgia Tech's computing systems. That is always a painful process, Prof. Hatch said, and when Mr. Wishon came to Notre Dame, he had no expectation that he would need to oversee the same process here so soon. As it turns out, that is precisely the challenge that lies before him now.

Prof. Hatch noted that Mr. Wishon is known throughout the nation as an expert on issues of computer security. He co-chairs the Educause/Internet 2 Security Task Force, a higher education industry group working on that subject. Because of Mr. Wishon's expertise in this matter and the safeguards he has implemented, Notre Dame was hit less hard than other universities in the late-summer outbreak of computer viruses that swept the nation.

Prof. Hatch also introduced Craig Brummell, a 1990 Notre Dame graduate who joined the University in 2002 to head up the computing replacement project.

Mr. Wishon thanked Fr. Malloy and Prof. Hatch for the opportunity to provide

the Council with an update on Project Renovare, as the University's computing replacement project has been designated. It was just two short years ago, he said, that he addressed the Academic Council and described some of the challenges he saw on the horizon with regard to computing infrastructure and support for teaching and research at the University. [See *Notre Dame Report*, Vol. 19, p. 413 (October 16, 2001)] It was only a few weeks after that presentation that he was informed by Notre Dame's principal technology supplier that it would be dropping support for the platform on which the University had chosen to host virtually all of its administrative systems. Thus, since that time, particularly over the course of the last 18 months, he and his staff have been working to develop a strategy to replace those systems.

Mr. Wishon said that last February, the Office of Information Technology (OIT) sent out a letter under Prof. Hatch's and Father Scully's signature to the faculty describing some of Project Renovare's objectives. Since that time, OIT has been quite successful in gearing up organizationally for the project and in marshaling the assets and support needed from the University to begin its planning and implementation.

Mr. Wishon then introduced Renovare's project manager, Craig Brummell. Mr. Wishon said that Mr. Brummell has developed an outstanding track record on similar projects with both Arthur Andersen and General Electric. It is a substantial challenge, he pointed out, for any university to undertake a comprehensive computing replacement program. It is a project requiring enormous energy, will, and resources. But, Mr. Wishon said, the preparation the University has done over the past 18 months puts Notre Dame in as good a position to be successful at this project as any university he has ever seen. Notre Dame has the right people, the right resources, the right support, and the right leadership to complete the challenge successfully.

Mr. Brummell began his overview of Project Renovare by noting its goal of replacing administrative systems across campus by January 1, 2007. Project Renovare will make key contributions to the overall mission of the University. Now, the University's central administrative computing systems are antiquated. They are not able to provide

flexibility to support users' demand for improved processes and policies or their future information needs.

Mr. Brummell said that the project has designated "core systems" to be replaced, including the financial systems, the Student-Faculty Information System, the Human Resources and Payroll systems, and the Development system. In addition, some ancillary systems—including eProcurement, health services, security dispatch, and Student and Exchange Visitor Information Systems—will be replaced. All of these applications are folded within Project Renovare. In replacing the core systems, Mr. Brummell said, project teams are spending time analyzing the processes that these systems now use. Thus, he hopes to improve not only the systems, but if possible, the related processes. In both endeavors, the University will establish the best practices in technology and thereby better position faculty, staff, and students to succeed in their studies and work.

Mr. Brummell said that the months from June 2002 to March 2003 were spent evaluating possible vendors, negotiating with several of them, and ultimately, selecting the University's software partner—SCT. The selection process included assessment of performance on over 900 functional, technical, and general requirements by the final three vendor candidates: PeopleSoft, SCT, and SunGard. Over 40 representatives of Notre Dame's faculty and staff participated in that assessment. Then, eight site visits were made to educational institutions that use either SCT or PeopleSoft. Twelve other colleges and universities were consulted as to their experiences with one of these systems.

Mr. Brummell said that since SCT's selection in late March 2003 as Notre Dame's vendor partner, Project Renovare has moved forward in earnest. The implementation of the replacement systems, he explained, is designed to occur in stages, because it is impossible to implement a total computing systems restructuring all at once. The finance project is currently underway, with a target date for completion of July 1, 2004. Replacement of the student-faculty system began in August 2003 and is moving forward with its first round of design sessions. It is scheduled for completion in August 2005. The redesign of the Human

Resources and Payroll systems will begin in December 2004 and should be completed one year later. In addition, OIT is well into the process of implementing the restructuring of Development's systems. That office is preparing for a major capital campaign, and the expectation is that Development's systems will be completely live by July 2004. Mr. Brummell said that implementation of the various ancillary systems will be interspersed throughout those of the core systems over the next three to four years.

Mr. Brummell noted that one of the complexities of the computing replacement project is the multiple layers it involves. Beginning with the user community (students, faculty, administrators, staff, prospective students, alumni, friends and family, and affiliates), there is an array of applications and shared applications that the infrastructure must support, as well as data storage functions.

He continued by stating that Project Renovare will impact every one of the University's students, faculty, and staff—whether they are receiving a paycheck, or using a particular portal to register for classes, or using the web to submit grades. For these users, there are three primary benefits to the replacement project:

- (1) Improved access to information;
- (2) Streamlined and automated business processes;
- (3) Increased integration between systems.

Mr. Brummell identified other expected benefits of the project such as web-based grading capabilities; improved course management options for the faculty; streamlined faculty and staff recruiting, hiring, and status form processes; added self-service capabilities for payroll and benefits administration; and improved tracking and analysis of donor and potential donor information.

Mr. Brummell then explained the principles that have guided management of Project Renovare. These principles were set by a steering committee co-chaired by Prof. Hatch. Its members represent all sectors and offices of the University. The principles are:

- (1) "Vanilla" implementation—implement systems as configured, no customizations;

(2) Standardize and improve processes across all entities unless justified by the University's mission or cost;

(3) Evaluate and minimize "shadow systems."

The first guiding principle, Mr. Brummell said, is aiming for what is called a "vanilla" implementation. This will be a change for Notre Dame, where many users have experienced customization of their current systems. The steering committee made a choice to refocus the University's systems to a "vanilla" system, whereby certain processes will have to be changed rather than customizing the software. The reason for the change is that customization inherently limits an institution's ability to grow, to make changes, and to be flexible in what it does. It also increases the cost of the system quite significantly in terms of maintenance, support, and the ability to take system upgrades.

Regarding the second principle the steering committee adopted—process standardization and improvements—Mr. Brummell said that the focus here is to try to standardize where possible across colleges and the University but to decentralize where the University's mission or cost effectiveness so justify. Mr. Brummell noted that because of the size and complexity of Project Renovare, he and his staff are focused on an "80/20 rule" with regard to process improvements. That is, it may not be possible to implement all functionality or achieve all the capabilities users enjoy today by the first round of implementation. Some functionality may need to be deferred and phased in over time.

Finally, Mr. Brummell said, the third principle guiding them in the project has been evaluation and minimization of "shadow systems," which are independent systems storing data outside the institution's shared database. At the University, these are the Excel databases, Access databases, Filemaker Pro, and manual tracking mechanisms. By minimizing the shadow systems, a single source for all institutional data can be used for consistent reporting and tracking.

Mr. Brummell said that OIT has pulled a number of individuals from their current jobs to work full time as "functional project leaders" in the core systems replacement project. These are the people who

will represent the University in the design process. He also has assigned appropriate technical people to work full time on Project Renovare as well. In addition, there will be a "change management" team whose members will work with the other teams and members of the University community to manage the change to the new computing system with regard to both culture and process changes.

Mr. Brummell closed his presentation by explaining the structure of the management team for the Student/Faculty Project. Harold Pace, University Registrar, will chair the steering committee, which is in the process of being formed and will include deans and representatives of the faculty, student body, and academic departments. Under the steering committee is the Student/Faculty team, which has four subprojects under it—admissions; financial aid; registrar and degree audit; and student accounts. The members of these four teams provide month-to-month and week-to-week execution of the project. They are important for making decisions, gathering input, and then working to build commitment and "buy in" for the project. There are similar project teams for Finance, Development, Human Resources and Payroll, and the ancillary systems.

Throughout the process, Mr. Brummell emphasized, OIT has done its utmost to involve members of the various colleges and the faculty. Several Renovare project leaders and Harold Pace have met with the deans of the professional schools—the Mendoza College of Business, the Law School, and the Graduate School. Now, those same people are planning meetings with other deans to begin to identify various point people for the project—those who can help make decisions, provide input, filter information, and work with the Renovare project teams.

Finally, Mr. Brummell addressed what he said was a frequent question for him as project manager: How much is the University investing in implementation of the new computing system? Typically, he said, costs for a project as significant as Project Renovare are measured over a course of five years. The current projected five-year dollar amount for Project Renovare is \$46 million. There is an additional recurring component of 4.3 million dollars that represents an ongoing addition to the

operating budget. For those familiar with other institutions and their implementations, Mr. Brummell noted, both Ohio State University and the University of Michigan spent substantially greater amounts on their replacement systems. He attributes Notre Dame's lower dollar figure to extensive work at the "due diligence" phase, hard negotiations, and such high levels of care and dedication on the part of current full-time campus employees that the University was able to use them as resources for the system redesign rather than hiring outside consultants.

Prof. Incropera said he is concerned by recent decisions at the University concerning vendors. In two instances—the changes in the overnight-delivery service and general computer acquisitions—it seems that the decisions were driven by a desire to go with the lowest-cost provider rather than the most effective or highest-quality provider. He asked Mr. Brummell whether the choice of SCT as the University's vendor was driven by cost more than any other factor and whether there was some risk involved in choosing SCT. At the moment, Prof. Incropera observed, the software industry seems particularly volatile. For example, Oracle has wanted to acquire PeopleSoft, which is much larger than SCT. He wondered if there is a possibility that, down the road, SCT might not exist—making future upgrades to the University's systems impossible.

Mr. Brummell responded that, as he described earlier, a significant amount of time was spent evaluating over 900 functional requirements and assigning points based on the capabilities of the SCT, PeopleSoft, and the SunGard systems—in the end, the three core systems that were compared. Out of those more than 900 functional requirements, SCT came out on top. SCT did not meet all requirements, but it met the majority of them and received the highest score out of the three vendors. True, he said, PeopleSoft was very close behind SCT, and the evaluation team determined that, given that closeness, either system would be acceptable. In the end, however, the decision was made to go with SCT.

Mr. Brummell noted that while the more than 900 functional requirements were being evaluated, a separate team was looking at cost totally apart from the functional and

technical considerations. That team determined that SCT was not the lowest-cost provider. It was in the middle, with PeopleSoft the highest and SunGard the lowest. Then, a comparison was made that plotted functionality to cost on a matrix. It was that calculation, in which SCT came up in the appropriate quadrant, which ultimately drove the evaluation team's decision. Mr. Brummell noted that a qualitative analysis was made as well—from site visits, telephone calls, and demonstrations—in which teams determined that SCT would be the right partner for the University. He fully recognizes that SCT will not cure all problems or meet all of the University's needs. Certainly, there will be issues along the way. Nevertheless, the Steering Committee did believe that SCT would provide the best fit for the University.

Mr. Wishon commented that it would be foolish to try to predict the state of the software industry ten years hence. Looking only at recent history, it is evident that there is high volatility in the software market and in the computer industry as a whole. He pointed out, though, that SCT is the leading provider of administrative system software to institutions of higher education. Moreover, when considering what is happening with Oracle and PeopleSoft, he is far more comfortable sitting here today talking about SCT as the University's software partner than he would be talking about either of those companies. Prior to SCT's selection, several teams did an extensive amount of research as part of what he feels was a very objective process. As Mr. Brummell has noted, that process was augmented substantially by site visits to other universities that were using one of the two vendors who emerged as competitors in the selection process. Again, he is confident that it was a good decision-making process and that the best vendor was selected.

Certainly, Mr. Wishon continued, during this and other selection processes, decision-makers were very sensitive to the issue of overall cost. Because cost effectiveness can often be achieved through economies of scale, the University selected Gateway as the principal provider of desktop platforms at the University. Still, OIT and Procurement Services developed a process by which departments and units could acquire systems other than the standard Gateway platform.

As was done in that case, OIT will continue to pursue contracts that provide flexibility within the contract and a willingness to provide alternatives for researchers and faculty with needs that cannot be met by the standard product.

Prof. Woo asked whether there will be a process to collect user feedback on the success of a contract, such as the University's contract with Gateway, before its reevaluation. She said that within the Mendoza College of Business, the experience of users of Gateway products has not been impressive.

Mr. Wishon said that an invitation for user feedback will most certainly be a part of all contract reevaluation and renewal processes. He would point out, though, that a very substantial effort was made to acquire feedback prior to the awarding of the contract to Gateway. OIT will work again with Procurement Services, who led that acquisition, to improve the process and any similar acquisitions in the future.

Prof. Incropera asked Mr. Wishon to comment on instructional computing and high-performance computing at the University. He realizes that they are not part of Project Renovare, but he is interested in what may be occurring in parallel to that project to ensure that Notre Dame remains on the leading edge in both of these areas, particularly that of high-performance computing.

Mr. Wishon agreed that high-performance computing is an area of very great concern. When he was invited to join Notre Dame, the focus was totally on supporting teaching and research at the University. As he has said, it was only when Hewlett Packard surprised OIT in October of 2001 by the announcement that it would no longer support the University's administrative computing systems that he needed to shift the emphasis at OIT, at least for a short period of time, to rebuilding the administrative systems. Yet, without going into a great deal of detail about the OIT strategic planning process, his office is working very closely with all of the colleges and departments to understand their needs with respect to support for teaching and research. Also, the new, *ad hoc* University Committee on Academic Technologies is focused specifically on the needs of teaching and research at the University and is currently actively

reviewing OIT's strategic plan to ensure consistency with the needs of the colleges, departments, institutes, and centers. In addition, along with Prof. Kantor, he will be co-chairing another *ad hoc* committee on computing infrastructure. Committee members will be developing a strategy to better support the research computing needs and advanced networking needs of the University. He would not presume to suggest what those infrastructure needs will be without first gathering requirements and input from the faculty and research communities.

Fr. Malloy thanked Mr. Wishon and Mr. Brummell for their presentation and discussion of Project Renovare.

Fr. Malloy adjourned the meeting at 4:35 p.m.

Respectfully submitted,

Carol Ann Mooney
Secretary

The Academic Council

September 18, 2003

Members Present: Rev. Edward Malloy, C.S.C., Nathan Hatch, Carol Ann Mooney, Maura Ryan, Jeffrey Kantor, Eileen Kolman, Patricia O'Hara, Mark Roche, Jennifer Younger, John Robinson, Jay Brandenberger, Seth Brown, Nasir Ghiaseddin, Kate Schlosser, Patricia Maurice, Carol Tanner, Susan Blum, Neil Delaney, Vittorio Hösele, Joseph Buttigieg, Mary Rose D'Angelo, Olivia Remie Constable, Christian Moevs, Carolyn Nordstrom, Mitchell Wayne, Steven Buechler, Hope Hollocher, Panos Antsaklis, Mihir Sen, Thomas Frecka, Teresa Phelps, Dino Marcantonio, J. Douglas Archer, Ava Preacher, Kenneth DeBoer, Meghan McCabe, Willa Qian, Nicole Wykoff, Tim Dale, Angela Colmenero

Members Absent: Thomas Noble

Members Excused: John Affleck-Graves, Rev. Mark Poorman, C.S.C., Frank Incropera, Joseph Marino, Carolyn Woo, Michael Lykoudis, Paula Higgins, Robert Bretz

Observers Present: Mary Hendriksen, Capt. James Shelton

Observers Absent: Dennis Moore

Observers Excused: Harold Pace, Daniel Saracino, Kevin Barry

The Reverend Edward Malloy, C.S.C., called the meeting to order at 4:40 p.m. Prof. Hatch offered a prayer.

1. Approval of the minutes of April 8 and April 23, 2003. After a clarification to the minutes of April 23, 2003, both sets of minutes were approved.

2. Committee break-out sections. Prof. Mooney explained that the purpose of today's meeting is for the members of the four Academic Council committees to establish their agendas for the year. Thus, members of the three standing committees (Undergraduate, Graduate Affairs, and Faculty Affairs) and the new committee on Committees (charged with examining the committee structure of the Academic Council, particularly with regard to the role of the Graduate Studies Committee) met for two hours to decide the issues each will take up this coming academic year.

3. Committee reports. The members of the Academic Council then gathered to give committee reports:

(a) Undergraduate Studies Committee. Prof. Preacher, chair, said that the Undergraduate Studies Committee had one item remaining from last year: a resolution on classroom management. It will be submitted to the Executive Committee and presented to the full Council at its October meeting.

Other agenda items she named for the committee this year are: publication of Teacher Course Evaluations (TCEs) or providing this kind of course information to students in some other way; honors tracks in all colleges at the University; distance learning, particularly distance learning courses for transfer students; the issue of Advanced Placement credit at Notre Dame; and minor language changes in the Honor Code to resolve some difficulties.

(b) Graduate Affairs. Ms. Schlosser reported that Prof. Marino had been elected chair of the committee. She said that committee members agreed to take up the following issues this year: collaborating with the Graduate Studies Committee relative to the Graduate Council; health insurance for graduate students; amendments to the graduate student handbook; gender and

ethnic diversity in Notre Dames graduate programs; and research and computing issues that affect graduate students.

(c) Faculty Affairs. Prof. Nordstrom, chair, reported that the following issues would be taken up by the committee this year: new procedures governing the sanctioning of faculty members; grievance procedures; salary equity; clarification of the Academic Articles' provisions governing faculty elections; reconfiguration of the University Committee on Computing and Information Services; insurance for adjunct faculty; the title of the head of the School of Architecture; and nondepartmental appointments at the senior level.

One additional issue is that of TCEs. Prof. Nordstrom said she understands that a proposal is coming from Student Government on this issue. Some committee members have suggested that because evaluation of teaching impacts promotion, perhaps a subcommittee with membership from both the graduate and undergraduate committees and the faculty affairs committee would be appropriate. The committee will forward a proposal to the Executive Committee on this subject.

Finally, Prof. Nordstrom said that committee members had voted against presenting a proposal to make both Labor Day and Presidents' Day holidays for faculty and students. In the case of Labor Day, one of the reasons articulated for voting against bringing the proposal forward was members' feeling that it is not in the best interests of students to begin the academic year with a three-day weekend.

(d) Committees. Prof. Robinson, chair, explained that the charge of his committee is to examine the current committee structure of the Academic Council and decide if restructuring is in order. Committee members will first do some information gathering, internally and externally, and then formulate their proposals. A major issue will be whether the structure of the Academic Council itself should remain untouched, or, if in the process of redesigning the committees, the Council itself should be redesigned.

There being no further business, Fr. Malloy adjourned the meeting at 8:00 p.m.

University Committee on Women Faculty and Students

December 1, 2003

Members present: Teresa Godwin Phelps (chair), Belinda Byrne, Susan Blum, Liz Dube, Sr. Mary Louise Gude, C.S.C., Mary Ann McDowell, Agnes Ostafin, Erica Pirnie, Anna Skoien, Katherine Spiess

Members absent: Patricia Bellia, Doris Bergen, Emily Chin, Mary Rose D'Angelo, Barbara Mangione, Maura Ryan

Guests: Rhonda Brown, Director, Office of Institutional Equity; Ava Preacher, Assistant Dean, College of Arts and Letters; Kaitlyn Redfield, Gender Relations Committee, Student Senate

Observers: Mary Hendriksen, reporter

Prof. Phelps, chair, called the meeting to order at 12:35 p.m.

1. Minutes of the November 11, 2003 meeting: The minutes of the meeting of November 11, 2003, were approved unanimously.

2. Presentation on the Student Senate proposal for a Gender Resource Center at Notre Dame: Kaitlyn Redfield, a member of the Gender Relations Committee of the Student Senate, made a presentation on that committee's recommendation to establish a Gender Resource Center at Notre Dame. She explained that on November 5, 2003, the Senate unanimously passed a resolution regarding the creation of a women's resource center on campus. (See Attachment A: SS0304-17) The resolution was first presented to the Campus Life Council on November 10, 2003, which assigned it for review/mark-up to that Council's Gender Committee. With a change in the name of the center from "Women's Resource Center" to Gender Resource Center," the Campus Life Council unanimously approved the resolution on November 24, 2003.

Ms. Redfield and other members of the committee have met with David Moss, Assistant Vice President, Student Affairs, to discuss the proposed center. They hope to meet this month as well with the Reverend Mark Poorman, C.S.C., Vice President for Student Affairs.

Ms. Redfield said that the primary objective of a gender resource center would be to provide services, resources, and counsel to both male and female students on topics related to gender relations, as well as on women's health, sexuality, feminism, sexual violence, women in the workforce and society, and what the center's advocates perceive as an interlocking web of "isms" (for example, religious discrimination, racism, sexism, and classism) that affect every facet of student life. Research by committee members showed both that Notre Dame students believe that gender relations among undergraduates would be improved by such a center and that Notre Dame is the only top-20 institution in the nation without such a center. Most recently, in May 2002, Brooke Norton, student body president made a student government report to the Board of Trustees, recommending the creation of a center for women and men. Board members responded favorably to the report.

Ms. Redfield then shared her committee's benchmarking study with UCWFS members. It showed that all the University's peers, with the possible exception of Johns Hopkins, have a well-established women's or gender resource center that is sponsored, funded, and staffed by the institution. While Notre Dame has had a Women's Resource Center in the LaFortune Student Center for ten years, Ms. Redfield said, it is a student-run group with club status, uneven hours of operation, and no professional staffing.

Ms. Redfield continued that members of her committee and the Student Senate acknowledge that concern exists among some University administrators that the proposed center might promote positions on contraception, abortion, or homosexuality that are counter to Church teachings. She pointed out, however, that Georgetown University and Boston College, both Catholic institutions, have active centers that provide information on issues of sexuality but see their role as one dedicated to educating students on such issues. Committee members believe, she said, that Notre Dame can create a center based on the premise that Catholicism both encourages and accommodates the informed personal development of young Catholic men and women. Further, she said, the University may have

more success with promoting Catholic values by various educational initiatives the proposed center might launch or sponsor rather than dealing with the spectrum of issues related to sexuality in an ad hoc manner and, frequently, after the fact. She said that Committee members particularly recommended the Georgetown website, as a model for the way they envision education on issues related to sexuality might occur at Notre Dame.

Ms. Redfield noted that there have been several attempts—all accompanied by various reports and studies—in the past few years to persuade the administration of the necessity of establishing a women's or gender resource center at Notre Dame. Most recently, in May 2002, Brooke Norton, student body president, made a recommendation for such a center to the Board of Trustees, which received her report favorably. Ms. Redfield noted that in students' recent conversations with administrators, budget considerations were raised as the primary obstacle to the establishment of a gender resource center.

Sr. Mary Louise commented that students at Notre Dame need information on issues that would be the focus of such a center. Given its club status, the current Women's Resource Center has hours of operation that are dependent on the schedules of student volunteers and, thus, cannot serve students adequately. If there were a will to establish a gender resource center at Notre Dame, she said, it could be done. Notre Dame's center would not look like Georgetown's; rather, it would have its own unique character.

Members then discussed issues of space and budgeting. Ms. Brown pointed out that if the gender resource center could be established in existing space, fewer budgetary concerns would exist. Members had questions on how much space other universities provide for their centers. Ms. Redfield said that Duke's center occupies an entire building; the amount of space occupied by centers of other colleges and universities varies in size. There was general agreement that the proposed center should be as centrally located and convenient to students as possible and have room for a director's office, a reception area, two or three additional offices, and a meeting or gathering area.

As for staffing, Ms. Redfield agreed with UCWFS members that initially, a director, most likely with a Ph.D., would need to be in place for about a year to get the center up and running. After that, there might be a mix of paid and volunteer or intern positions.

Members agreed that Prof. Phelps would write a letter to Fr. Poorman on behalf of the University Committee on Women Faculty and Students supporting the establishment of a gender resource center. They also suggested potential sources of funding for the proposed center. Prof. Phelps said that she believes an appeal for funding to women who were part of Notre Dame's first coeducational graduating classes—for example, the classes of 1973 through 1977—could be very successful. Ms. Skoien stated that it is important to direct appeals for funding to men as well as to women.

3. The University Salary Equity Committee: Prof. Phelps distributed the text of a proposal approved at the Academic Council meeting of November 18, 2003, to establish a University salary equity review committee. The review committee will oversee an annual quantitative analysis of the salaries of Notre Dame's Teaching-and-Research Faculty with identifying name information removed. Review committee members will examine the results of the analysis to determine whether there is a pattern of inequity based on gender or minority status. One of the seven members of the review committee is to be an elected member of the UCWFS.

Noting that the UCWFS has advocated for such a salary equity review for the past year, Prof. Phelps congratulated members on passage of a proposal that was very close to the Committee's own.

Ms. Dube asked if there had been discussion at the Academic Council meeting on extending the salary equity review to library faculty or to special professional faculty.

Prof. Phelps said that the point was raised; however, it was said that because of the wide spectrum of job descriptions among the special professional faculty, a regression analysis for their salaries would not give an accurate picture of salary equity. It was also said that the administration is examining how best to review salary equity among the

members of the faculty who are not classified as "teaching-and-research."

4. Addition of male members to the UC-WFS: Prof. Phelps reported that as the Committee requested after its initial meeting of the 2003-2004 academic year, Fr. Malloy has asked a male graduate student and male undergraduate student to join the Committee. They will begin attending meetings in the Spring 2004 semester. Prof. Phelps noted that the Committee also asked Fr. Malloy to appoint a male faculty member to the Committee.

5. Committee reports:

(a) Eating disorders: Ms. Dube reported on her research of literature on eating disorders. She said that while studies appear to be inconclusive on the relation of the prevalence of eating disorders among college students and the gender makeup of their dormitories, the link established between eating disorders and expectations of high achievement is strong.

Sr. Mary Louise said that subcommittee members will continue to explore how faculty members at Notre Dame can be encouraged to be more alert to signs of eating disorders and feel secure in helping students receive professional counseling. She also said that subcommittee members will continue to update the Committee on how the Counseling Center's team approach to treatment is working.

(b) Maternity benefits for Graduate Students: Ms. Byrne distributed a handout on the policies of some of Notre Dame's peer institutions regarding maternity benefits for graduate students. Now, Notre Dame has no policy; thus, arrangements for time off for birth and infant care are left up to each student and her advisor.

Ms. Bryne would like to propose that Notre Dame adopt a written policy allowing graduate students six weeks leave following an "uncomplicated" birth, with no financial penalties or effect on a student's visa status. If a longer period of leave is requested or required (for example, for a "complicated" birth), arrangements would need to be made between the student and her advisor. She will write a letter to the Graduate School advocating such a policy and noting that the number of graduate students who give birth, particularly in the early years of

their Ph.D. programs, is not large.

Prof. Preacher asked Ms. Byrne if she would make any recommendation regarding paternity leave.

Prof. Phelps suggested that Ms. Bryne speak to Carol Mooney, Vice President and Associate Provost, and Carol Kaesebier, Vice President and General Counsel, regarding specific language for the proposed policy. She noted that University policies on faculty leaves for maternity and childcare are written to accommodate students' needs for continuity in their education. There might be similar implications for graduate students who are serving as teaching assistants.

(c) Sexual harassment: Prof. Phelps reported that the subcommittee will continue its focus on developing a proposal for faculty training on what constitutes sexual harassment and how it should be reported.

(d) Residency at Notre Dame: Prof. Blum reported that subcommittee members plan to first assess what has been done to date on the advantages and disadvantages of co-residentiality at Notre Dame. By the end of the Spring 2004 semester, they hope to have surveyed students and developed a proposal for the Office of Student Affairs.

Prof. Ostafin reported on a study that showed binge drinking occurred whether dormitories were coed or single sex; however, drinking was shown to be less problematic in coed residence halls. In a survey of one of her own 40-student undergraduate classes, students said that they would like to be offered the option of coed residence halls.

There being no further business, Prof. Phelps adjourned the meeting at 1:50 p.m.

SS0304-17

Resolution for the University Creation of a Gender Resource Center

REALIZING that the University of Notre Dame one of only two of the top 20 research institutions, and the only top Catholic institution in the country without a University-sponsored, -funded, and -staffed Gender Resource Center.

NOTING that the Office of Multicultural Students Programs and Services (MSPS) was created to serve the 21% minority population, yet has effectively benefited the

entire student body.

FORSEEING that a Gender Resource Center would have the same beneficial impact upon the student body.

RECOGNIZING that at 47% of the student body, the female population is not only a numerical minority at Notre Dame, but also a subordinate minority in terms of historical representation, power and status.

ACKNOWLEDGING the consensus among faculty and students that despite holding coeducational status for the past 31 years, gender relations at Notre Dame are below the socially acceptable standards required for fostering the supportive community needed to encourage student growth.

ENVISIONING a Women's Resource Center that would:

1. benefit from adequate professional staffing able to devote a majority of their time to the programming and educational needs of the University community.
2. provide a lending library with literature on topics of health, sexuality, feminism, domestic violence, psychology, careers, and further gender related materials.
3. sponsor varied and topical programming aimed at preventing sexual violence and providing support and advocacy to victims of sexual violence. Possible events or activities include establishing a sexual-assault crisis line, strengthening SafeWalk, designing more involved and appropriately timed Freshman Orientation prevention programming, and assisting victims with their desired course of action.
4. provide a networking system for the many campus organizations that center around gender relations and women's issues (i.e. A Life Uncommon, C.A.R.E., The University Committee on Women Faculty and Students, the Standing Committee, etc.).
5. provide literature, information, programming, and networking resources (with MSPS, the Standing Committee on Gay and Lesbian Student Needs, etc.) on the interlocking web of isms (i.e. religious discrimination, racism, sexism, classism, etc.) and how these affect every facet of student life, as well as life beyond Notre Dame.

6. enhance students' academic experience by providing academic programming centering on gender in the workforce and in society.

7. provide meeting space for different campus groups related to gender relations.

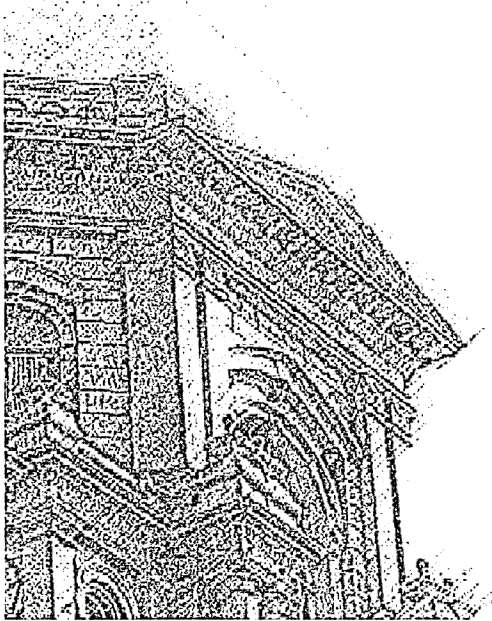
EXPECTING that the Notre Dame administration will recognize the needs of its sons and daughters and lend its support to the Notre Dame community.

WHEREAS then-Student Body President, Brooke Norton's 2002 report to the Board of Trustees recommended the creation of a similar center for identical reasons was well-received by the Board.

THEREFORE BE IT RESOLVED that the University commit the appropriate resources to the creation and maintenance of a Gender Resource Center.

Created by the 2003–2004 Gender Relations Committee of the Student Senate.

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