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# Notre Dame

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# R E P O R T

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## Sacred Heart Church Designated a Minor Basilica

Sacred Heart Church, the campus and national landmark which has been a center of worship at Notre Dame for more than 120 years, has been designated a minor basilica. The designation of a minor basilica is an honor authorized by the Vatican for historically important churches or significant centers of worship and devotion. Bishop John D'Arcy of Fort Wayne/South Bend sought the designation for this site of Catholic pilgrimage and worship more than 300 years old.

In 1686, French Jesuit priest Claude Allouez established the first Catholic mission church, Sainte Marie du Lac. The mission served local Potawatomi people, French trappers and other settlers until the British seized the region in 1759 and expelled all Catholic clergy. In 1832, Stephen Badin, the first Catholic priest to be ordained in the United States, rebuilt the chapel and re-established the mission.

In 1842 Edward Sorin assumed pastoral responsibility for the area and renamed the mission Notre Dame du Lac. He replaced Badin's chapel with a much larger log chapel which served the community until 1848 when a new church was built on the site and dedicated to the Sacred Heart of Jesus.

In 1870, construction for the present Sacred Heart Church began. Mass was first celebrated at the Gothic Revival church in 1875 and it was officially consecrated in 1888. Sacred Heart Church is served by priests, brothers and sisters of the Congregation of Holy Cross and is the main church for the University and for Sacred Heart Parish.

## Electrical Engineering Institutes Award Honoring Quigley

The Department of Electrical Engineering has instituted a new student award in honor of Associate Professor Emeritus of Electrical Engineering Arthur J. Quigley. The award will be given annually to an outstanding undergraduate and will include a certificate plus a check for \$100. Quigley joined Notre Dame in 1942 as an associate professor of electrical engineering. Since assuming emeritus status in 1980, he has continued teaching on a regular basis in the areas of power systems and energy conversion.

## McPartlin Family Establishes Freshman Writing Prize

The Freshman Writing Program has established an annual \$100 prize for outstanding writing. The prize was made possible by a gift from the Stephen E. McPartlin family of Wildwood, Ill. The winner will be selected from a field of nominations made by teachers of freshman writing.

# Faculty Notes

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## Honors

Charles B. Alcock, Freimann professor of electrical engineering and director of the Center for Sensor Materials, will be an honorary visiting professor at Imperial College in London, England, six weeks in the fall 1992 semester.

Paul F. Bradshaw, professor of theology, was elected vice-president of the North American Academy of Liturgy, 1992-93.

Abbot Astrik L. Gabriel, director and professor emeritus of the Medieval Institute, was honored by the International Society for Hungarian Church History, with headquarters in Regis College of the Society of Jesus in Toronto, Canada, with the founding of an "Astrik L. Gabriel METEM prize." It will be given to recognize outstanding essays written in the field of medieval Hungarian church history. The citation mentioned the important prosopographical files of Hungarian Students who studied at the many medieval Universities. This collection is now kept in the Medieval Institute at the University of Notre Dame.

John E. Matthias, professor of English, has received a Lilly Endowment Faculty Open Fellowship for 1992-93.

## Activities

Stephen M. Batill, associate professor of aerospace and mechanical engineering, presented a paper titled "Flow About Cylinders with Helical Surface Protrusions" at the AIAA 30th Aerospace Sciences Meeting and Exhibit in Reno, Nev., Jan. 6-9.

John E. Chateaufneuf, assistant professional specialist in the Radiation Laboratory, presented the paper "Laser Flash Photolysis Studies in Supercritical Fluids" at the fourth Inter-American Photochemistry Society winter conference in Clearwater Beach, Fla., Jan. 1-5.

Donald P. Costello, professor of English, presented a paper titled "God's Lonely Man: *Taxi Driver* in Script and Screen" to the "Myth, Christian Typology, and the Cinema" session sponsored by the conference on Christianity and Literature at the annual meeting of the Modern Language Association in San Francisco, Calif., Dec. 27. He presented a paper titled "Sidney Lumet's *Long Day's Journey into Night*" at the "Literature into Film" session of the western conference on Literature, Film and the Humanities at Arizona State University in Tempe, Ariz., Jan. 4.

George B. Craig Jr., Clark professor of biological sciences, served as an Indiana delegate to NCR-165, Medical Entomology in North Central States and gave an Entomology Department seminar at the University of Illinois titled "The Diaspora of the Asian Tiger Mosquito" at the University of Illinois in Urbana, Ill., Nov. 13-16. He gave an invitational address to Section D on "The Spread of the Asian Tiger Mosquito onto Six Continents" at the annual meeting of the Entomological Society of America held in Reno, Nev., Dec. 7-12. He participated in a week-long advisory seminar on "Dengue and Control of *Aedes Aegypti*" and presented a working paper on "Biology and Ecology of *Stegomyia* Mosquitoes" at the Pan American Health Organization Meeting in Washington, D.C., Dec. 14-22.

Sperry E. Darden, professor of physics, delivered a nuclear seminar talk titled "Spin Polarization Effects in the  $^3\text{He} + d \rightarrow ^3\text{He} + p + n$  and  $^3\text{He} + d \rightarrow t + p + n$  Reactions" at the School of Physics and Space Research at the University of Birmingham, England, Nov. 21.

John G. Duman, associate dean of science and professor of biological sciences, presented a seminar titled "Insect and Plant Thermal Hysteresis Antifreeze Proteins" to the Department of Biology at the University of Victoria in British Columbia, Canada, Jan. 9-12.

## Faculty Notes

**Harald E. Esch**, professor of biological sciences, moderated one section and gave the seminars "How Do Bees Shiver" and "The Bee Language Controversy" to the Entomology Department at Ohio State University in Columbus, Ohio, Oct. 29-30. He moderated one section and gave the talk "How Bees Shiver" at the Entomological Society of America meeting in Reno, Nev., Dec. 8-11.

**Robert G. Hayes**, professor of chemistry, gave the invited seminar "Behavior of Molecules upon Core Electron Excitation" in the series "Science at the NSLS (National Synchrotron Light Source)" at the Brookhaven National Laboratory in Upton, N.Y., Aug. 16.

**Jeffrey C. Kantor**, associate professor of chemical engineering, presented a seminar titled "Nonlinear Process Control" to the Department of Chemical Engineering at the University of Alberta in Edmonton, Alberta, Dec. 17.

**Rev. Robert A. Krieg, C.S.C.**, associate professor of theology, presented an invited paper "Nazism: Modernity Run Amuck" at the annual convention of the American Catholic Historical Association in Chicago, Ill., Dec. 30.

**George A. Lopez**, associate professor of government and international studies and faculty fellow in the Kroc Institute for International Peace Studies, gave a talk titled "After the Cold War: What Direction for Catholic Peace Studies Programs?" at a meeting of peace studies faculty from Catholic University, Georgetown University and Trinity University at Catholic University in Washington, D.C., Dec. 17. He chaired and served as commentator for a consultation session among academic specialists, U.S. State Department and Agency for International Development officials on "Strategies for Conflict Management and Human Rights Protection in Ethnic Conflicts" hosted by the National Research Council in Washington, D.C., Dec. 18. The meeting is part of a joint AID-NRC project on conflict, human rights and democratization.

**Scott P. Mainwaring**, associate professor of government and international studies, gave a paper on "Presidentialism, Multipartism, and Democracy: The Difficult Combination" at the U.S./Hungarian political science exchange in Budapest, Hungary, Dec. 16.

**Paul McGinn**, assistant professor of electrical engineering, presented the poster "Effects of BaSnO<sub>3</sub> Additions on Zone Melt Textured YBa<sub>2</sub>Cu<sub>3</sub>O<sub>6+x</sub>" at the Materials Research Society fall meeting in Boston, Mass., Dec. 3.

**Anthony N. Michel**, McCloskey dean and Freimann professor of electrical engineering, presented the papers "Qualitative Theory for Dynamical Systems with Saturation Nonlinearities," "A Learning and Forgetting Algorithm in Associative Memories: The Eigenstructure Method" and "Stochastic Adaptive Control of Non-Minimum Phase Systems" at the 30th IEEE conference on Decision and Control held in Brighton, England, Dec. 11-13. He was one of six panelists on a panel discussion titled "Neural Networks in Control Systems" at the conference, Dec. 13.

**Alven M. Neiman**, assistant dean in the College of Arts and Letters, spoke on "Professor Pines on Multiculturalism" at a meeting of the Association for the Philosophy of Education held in conjunction with the eastern division meeting of the American Philosophical Association in New York, N.Y., Dec. 30.

**Michael K. Sain**, Freimann professor of electrical engineering, co-chaired and co-organized the invited session "Algebraic and Geometric Advances from Linear to Nonlinear Systems" at the 30th IEEE conference on Decision and Control in Brighton, England, Dec. 11-13. He co-authored the papers "Pole Zero Conservation Results for Nonminimal Systems" and "Qualitative Theory for Dynamical Systems with Saturation Nonlinearities" at that conference. Sain attended the "IEEE Transactions on Automatic Control" editorial board meeting in Brighton, England, Dec. 11. He presented the 1991 George S. Axelby Prize Paper Award for the best paper published in "IEEE Transactions on Automatic Control" at the awards banquet of the conference, Dec. 12.

**James H. Seckinger**, director of the National Institute for Trial Advocacy and professor of law, served as a faculty member for the NITA Rocky Mountain Deposition Program in Denver, Colo., Dec. 4-6. He gave a lecture to the faculty on Effective Teaching Techniques. He was a faculty member for the NITA/Arthur Andersen Expert Witness Program in St. Charles, Ill., Dec. 11-12.

**Albin A. Szewczyk**, professor of aerospace and mechanical engineering, presented a paper titled "Effects of Imposed Mild Three-Dimensionality on Flows Past Bluff Bodies" at the Division of Fluid Dynamics 44th annual meeting of the American Physical Society at Arizona State University in Tempe, Ariz., Nov. 25. He chaired a session at the meeting titled "Instabilities of Jets and Wakes."

## Colloquy for the Year 2000

(Editor's Note: *Notre Dame Report* will publish the minutes of the five committees carrying on the work of the "Colloquy for the Year 2000." The minutes of the first two meetings of the coordinating body, the Committee for the Whole, are published below. The committees whose minutes will appear in the future are the Committee on Academic life, the Committee on Finances, University Relations and Athletics, the committee on Student Life and the Committee on Mission, Opportunities and Challenges.)

### The Colloquy Committee for the Whole November 12, 1991

Father Malloy convened the meeting on the 14th floor of the library at 7:07 p.m.

Distributed to each member of the group were background materials consisting of the 1973 COUP Report, the 1982 PACE Report, and the April 8, 1988, special issue of *Notre Dame Report* containing the reports of the Task Forces on Marriage, Family and Other Life Commitments, on Whole Health and the Use and Abuse of Alcohol, on the Quality of Teaching in a Research University, and on Residentiality. Also distributed were listings of proposed topics for each of the Colloquy committees submitted by officers of the University.

Father Malloy's opening remarks restated the description of the Colloquy and the Committee for the Whole contained in his October 1, 1991, address to the faculty. The Colloquy will be a structured attempt on the part of a cross-section of the University community to reflect on the future priorities of Notre Dame. It will serve as the self-study necessary for the upcoming North Central Association accreditation review as well as providing the customary evaluation of educational mission and academic aspiration which precedes a major development campaign. The Committee for the Whole, the members of which will also serve on one of the four other Colloquy committees, will organize the Colloquy and write the final report. Father Malloy said he expected the committee to evolve its own discursive style, one which would generally proceed by consensus. Aside from occasional access to confidential material, the early work of the committee would not of itself be marked by confidentiality. In the beginning, the bulk of the work of the Colloquy would be carried by the individual committees, with the activity of the Committee for the Whole increasing as it was called upon to discuss the work of individual committees and distill it into a final report. Father Malloy said the timing was opportune for the work of the Colloquy and that he was enthusiastic about the task ahead.

The four sheets containing suggestions submitted by officers of the University for topics for the four other Colloquy committees were distributed, and committee members were asked to add to them. The following are additions offered by members of the committee.

#### Finances, University Relations, Athletics

- The pay-out from endowment to support academic initiatives.
- The relationship of the University's academic life to external constituencies, such as campus-based proprietary research.
- The image of Notre Dame as it is affected by such things as intercollegiate football and the NBC contract.
- Salaries for clerical and secretarial people.
- Stipends for graduate students.
- Policies governing investments, especially using them as leverage for promotion of positions on social issues.
- The budgeting process.
- Role of continuing education (should perhaps go under "academic life").
- The budgeting process.
- The capitalization of new faculty positions in science and in engineering.
- The University's impact on its physical environment.
- The renewal of the faculty and issues such as early retirement.
- Post-hiring enhancement of sense of family for employees.
- The impact of gender-blind admissions on Title IX requirements for allocation of resources to female athletics.
- Day care.
- Relationship to South Bend and financial commitment to northeast neighborhood.
- Financial aid policies for disadvantaged socio-economic groups.
- Education of University community regarding extent and allocation of resources.

#### Academic Life

- Reward structure as it relates to priorities such as teaching excellence.
- The place of professional education in Notre Dame's academic mission.
- The role of continuing education in Notre Dame's academic plan.
- Graduate teaching assistant compensation.
- Professional development of graduate students as teachers.
- Whom do we consider our academic peers and how does this influence our self-perception and goals?
- Non-need-based undergraduate academic scholarships.
- Clear statement of our scholarly aspirations and priorities for graduate education and research.
- Admissions criteria.
- Role of ROTC.
- Interdisciplinary initiatives in curriculum.
- Study of where our graduates end up and how well they are served in preparation; placement and career counseling.

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- Strategies to deal with enrollment trends.
- Examination of bookstore's contribution to enrichment of University's intellectual life.
- Expansion of foreign studies, especially for science and engineering students.
- Improvement of writing in undergraduate education.
- Examination of Arts and Letters-Science honors program.
- Awareness of increasing pressure to declare major as sophomore.
- Examine Notre Dame from the perspective of those subtle things that go into making a university great.

## Student Life

- Applicability of du Lac to postbaccalaureate students.
- Coeducational housing.
- Place of interhall football and Bengal Bouts in student life.
- Alcohol abuse in residence halls.
- Orientation of transfer students.
- Extent and impact of cultural activities on campus.
- Rationale for alienated people doing required volunteer service.
- Role of priests and liturgy in halls.
- Consultative process involved in developing policies such as those on harassment.
- Faculty interface with residence halls; foreign language enclaves in halls; experimental residential college.
- Rationale for banning sororities and fraternities.
- Lack of student-oriented commercial district near Notre Dame.

## Mission

- Use data from Task Force on Evangelization to establish profile of Notre Dame student.
- Evolving relationship with Saint Mary's and Holy Cross Colleges in light of their changing priorities.
- Place of members of other faiths on campus.
- Models of governance.
- Implication of student body relatively homogeneous in cultural, religious, economic background.
- Trends in percentage of undergraduate Catholics.
- Are we sufficiently cognizant of educational implications of the fact that Hispanics will soon constitute a majority of American Catholics?
- Can we enhance Notre Dame's influence in the shaping of public policy?
- What are the implications for Notre Dame of new educational technology—library services? Continuing education? Classroom teaching tools?
- How can we further develop volunteer service as an educational trademark? "Teachers for a Catholic America" program for postgraduate service in inner city Catholic schools?

Richard W. Conklin

## The Colloquy Committee for the Whole December 13, 1991

Father Malloy convened the meeting on the 14th floor of the library at 4:30 p.m.

He enumerated the number of groups that should be consulted during the Colloquy process, including the following:

- Student residence halls.
- Student government (undergraduate, graduate, professional).
- Academic departments.
- College Councils
- Faculty Senate
- Institutes and Centers
- Alumni Board
- Black alumni
- Parents
- Holy Cross Community
- Retired of Notre Dame (ROND)
- Staff by units
- Advisory Councils
- Trustees
- Chaired professors

He suggested that coordination of contacts with these groups will be necessary to eliminate redundant consultation.

Father Beauchamp briefed the group on University finances, using the fiscal 1991 Financial Statements of the University and a report on University finances by Business Affairs Office prepared for the last meeting of the Board of Trustees.

Among the oral glosses he made were these:

- The University has virtually no debt at a time when debt service is proving very burdensome for many universities. This situation has enabled it to maintain a residence hall renovation schedule unusual in higher education and now to embark on a systematic renovation of academic buildings.
- The University normally builds a deficit budget while anticipating a surplus of revenue over expenses due to such recurring situations as unfilled faculty positions. It generally adds about \$300,000 yearly to its Current Unrestricted Fund Balance, which is the University's working capital and now totals about \$6.3 million.
- While honest accounting would show about 90 percent of intercollegiate athletic programs in the country to be losing money, Notre Dame is virtually unique in garnering about \$5 million from athletics.

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- The University remains very tuition dependent, with tuition and fees accounting for 86 percent of the educational and general budget.
- Since diversifying its investments, the University over the past five or six years has been in the top quartile in endowment growth among American institutions of higher education. The University does not spend appreciation, only dividends and interest from its endowment.

Father Malloy observed that it is important to get an overall sense of where the University gets its revenues and how it spends them, especially against the background of growing fiscal problems in American higher education.

Father Malloy reviewed the COUP and PACE reports in order to get a sense of where the University was and how far it has come. He noted that in COUP freedom for Catholic scholars, the role of theology and preference for Holy Cross priests and religious were noted under Catholic Character. In terms of finances, the tone was somewhat pessimistic when compared to that of PACE, a reminder of the cyclical nature of the economy. Endowment was stressed as a way of achieving academic strength, and there were fears that tuition increases would affect the make-up of the student body. Maintenance was a concern, but the report did not foresee the physical growth that was to take place on campus. An undergraduate enrollment of 6,600 was recommended (it is not 7,700). Other issues included greater selectivity at the post-baccalaureate level; a concern about lagging undergraduate enrollment in science and engineering; the necessity of increased endowment for student aid; the continuing importance of residentiality and the intellectual role of the rector; the growing role of interdisciplinary study and the need for housing for advanced students (now partially met, 20 years later).

Also, there was considerable attention given to initiatives to promote excellence in teaching, the improvement of graduate programs and their evaluation by outside consultants, the need for more resources to be spent on the library as well as on computing infrastructure and audiovisual tools.

Prof. O'Meara observed COUP's emphasis on two matters that would reemerge—the improvement of graduate studies and the articulation of the institution's Catholic identity. Father Malloy noted that COUP reveals that immediate pay-offs of such self-studies are not as obvious as the eventual realization of objectives over the long-range.

In commenting on PACE, Father Malloy called attention to its mission statement, which will have to be assessed anew in the work of the Colloquy.

In assessing progress on each of PACE's individual recommendations, Father Malloy indicated that virtually all of them had either been fully or partially accomplished.

In discussion, the following points were made:

- In each of the last two development campaigns, the library's goal was not met. Reply: The library is not as inherently attractive to our donor constituencies as some other gift or opportunities, but we are learning to package it better, e.g., the endowed collections.
- In the standard higher-education fund accounting done by Notre Dame is it not possible to lose sight of unrestricted funds available to meet pressing needs? Reply: It is a matter of priorities. Right now, increased endowment for student aid has been set by the Trustees as the number one priority, and some unrestricted money is going toward that goal. There is constant competition among needs, such as faculty salaries and library expenditures, for limited resources. There is no "quick fix" for any major need.
- What is the nature of the report of the Colloquy? Whose report is it and to whom is it directed? Fr. Malloy: It is the president's report to the Trustees, and it is hoped it will grow by consensus from the work of the Colloquy, as did the PACE report.

Father Malloy asked each of the chairs of the other Colloquy committees to briefly describe where their groups were in the process, and each did so.

Father Malloy asked each committee to make its minutes available to other members of the Colloquy, and he asked that the Faculty Handbook be distributed to each member of the Committee for the Whole, with particular attention being called to the sections on University governance and the academic articles.

Richard W. Conklin

## 243rd Graduate Council Minutes November 20, 1991

Dr. Nathan O. Hatch opened the meeting at 3:30 p.m. on November 20, 1991, in Room 210, Center for Continuing Education.

Members absent and excused: Dean Francis J. Castellino, represented by Dr. John G. Duman; Dr. Chau T.M. Le; Dr. Jeanne D. Day; Dr. Ethan T. Haimo; Dr. Albert E. Miller; Dr. John H. Van Engen.

Guests: Rev. Ernest J. Bartell, C.S.C.; Dr. J. Samuel Valenzuela; Dr. Philip Quinn.

### I. MINUTES OF THE 242ND GRADUATE COUNCIL MEETING

The minutes of the 242nd Graduate Council Meeting were approved without correction.

### II. REVIEW OF THE HELEN KELLOGG INSTITUTE FOR INTERNATIONAL STUDIES

Dr. Hatch called upon Philip Quinn, chairperson of the internal review committee, to comment on the committee's report.

Dr. Quinn noted that the remarks of the internal review committee generally coincide with those of the external committee. He pointed to two specific recommendations of his committee which were not found in the external report. The first of these, found on page four, proposes that a fixed term be applied to the leave of a chairholder in the institute, Dr. Alejandro Foxley, who is currently serving as Finance Minister of Chile. The second, found on page seven, suggests that the Kellogg Institute be allowed, as an exception to University policy, to draw from its endowment at a rate of 5 to 6 percent in order to enhance its teaching function.

He said that the institute has done remarkable things over the last decade in regard to research, but that it hasn't quite lived up to expectations with respect to establishing itself as a presence on campus.

Dr. Hatch then called upon Rev. Ernest Bartell, C.S.C., executive director of the institute, for his response.

Fr. Bartell responded to the two points raised by Dr. Quinn. Foxley's perceived nominal affiliation with the institute, he said, is not a problem. He is not a chair, and his arrangement is only part-time. His salary, which is taken out of the

institute's endowment, not the University's operating budget, reflects this. Keeping his affiliation is thus costless to the University. The odds are low that Foxley will return, but there's no need to move quickly to replace him. He has two more years left in his term as Finance Minister of Chile.

With respect to the issue of the teaching function of the institute, Fr. Bartell argued that the perception that it doesn't carry its share of the teaching load in the College of Arts and Letters is based on Guillermo O'Donnell's arrangement with the institute. When the institute was established, it was necessary to establish networks in Latin America; consequently, O'Donnell has been gone from campus more often than he's been here. In January, however, he will take up permanent residence.

Fr. Bartell went on to explain that because their stipends are so small, the institute cannot require its visiting faculty to teach. As far as its core group is concerned, Dr. Valenzuela is the chair of the Sociology Department; as such, he doesn't have much time to give to the institute. Dr. Mainwaring was relieved of a course in the Government Department to work on projects in the institute, but generally he prefers to teach. Dr. Da Matta of the Anthropology Department was brought here to develop a graduate program. Though his teaching load was reduced, he does a lot of directed readings. Thus, his real teaching load doesn't show up in the normal way. All of these things contribute to the perception on campus that the institute isn't carrying its share of the teaching.

He noted that Dr. Scully does teach full-time and administers the Latin American Studies program.

The other faculty associated with the institute owe their primary allegiance to the departments. Fr. Bartell added that it is at the department level that something needs to be done. More faculty are needed in disciplines related to Latin American studies. This will then impact on teaching. He noted that the History Department, for example, has no one in this area. He also said that the current policy of the University with respect to the distribution of endowment income means that the institute cannot keep pace with the internal rate of inflation. This needs to be changed.

Finally, Fr. Bartell said that the external reviewers suggested that the institute move out from its Latin American emphasis. He noted that it is trying to expand into the far east and eastern Europe but it doesn't have the faculty infrastructure to do this effectively.

Dr. Valenzuela argued that the amount of teaching the institute does may not be the best indicator of its 'presence' on campus. He suggested that its impact be measured in terms of its prestige. It is very highly regarded, and thus enhances Notre Dame's overall reputation. The institute also



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exposes students to lectures by outside people, and it has helped graduate students with their research and with networking.

Furthermore, although it is an institute for international studies, in the beginning it did concentrate on Latin American studies, as it still does, because this strategy allowed it to become very well known in one particular area. But the institute's concern is not so much areas but questions. This emphasis can be seen in many of its conferences. The focus on questions then leads naturally to comparative studies with eastern and central Europe.

Dr. Hatch then opened the meeting for general discussion.

Dr. Goerner stated that although the impact of the institute on graduate education has been great, on the undergraduate level it has been small. If the institute could receive a greater return on its endowment, he asked Fr. Bartell, would these funds be committed to higher stipends to require visiting fellows to teach?

Fr. Bartell said he agreed in principle with this, but expressed concern that if this was done, departments would shirk their own responsibilities.

Dr. Duman said that he thought the institute was a research institute. Why worry about teaching?

Fr. Bartell responded by saying the original mandate was to strengthen the awareness of international issues on campus. Teaching is a necessary part of this.

Dr. McComas asked how the external reviewers were appropriate for this task, given that they were dealing with an institute and not a department.

Fr. Bartell replied that one of them directs a similar program at Stanford; another is a professor of political science at U.S.C. who writes on U.S. policy in Latin America; and the third is an economist who designed a development model in Brazil and who heads up a similar program at the University of Illinois.

Dr. Connolly said that the University's policy on the distribution of endowment money is absurd and agreed that it needs to be changed. He also raised the issue of governance, which was sharply criticized by both the external and internal reviewers, and to which Bartell had not yet responded. He asked if the institute's core group would address this.

Fr. Bartell said that the institute has not behaved in a totalitarian fashion. The criticism has surfaced only in the last few years, as a result, he said, of the lack of funds and the inability to take on new initiatives. Faculty whose projects have not been approved have been hostile.

He also noted that it has been impossible to get the academic committee together as the external review recommended because everyone has been gone.

Dr. Valenzuela added that although it doesn't meet frequently, the group is always in contact via fax. Initiatives get going and get developed this way. He said that democratic procedures may not be conducive to the functioning of an institute.

Fr. Bartell said that it would be impossible for the institute to be democratic. It doesn't even know who its constituency is. They would have to invite everyone to participate.

Dr. Hatch asked if the faculty who are not part of the core group feel a part of things.

Dr. Valenzuela responded by saying that anyone with an initiative on international studies can present it. Those who serve on the committees to disperse fellowship or seed monies are not all members of the core group.

Dr. Miller said that any decision to change or expand the scope of the institute's activities would have to consider outside costs that would be incurred by that, such as library resources.

Kurt Mills asked about O'Donnell's teaching duties when he returns in January, and about the possibility of the institute's expanding its interests into Africa.

Fr. Bartell said that O'Donnell will have a full teaching load, but that the institute will need him. It can't be run like a hobby. It will be a full-time commitment.

As far as Africa is concerned, he said that the University doesn't have enough people working in this area to do this.

## III. PROPOSAL TO REDUCE THE NUMBER OF PH.D. ORAL CANDIDACY BOARD MEMBERS

Dr. Hatch then opened discussion on this issue. He presented the report compiled by the Graduate School on departmental preferences in this regard, and the responses which were obtained from other universities surveyed. The three options given to departments included: 1) retain the current policy of requiring five members; 2) retain five members but allow exceptions; and 3) four members are sufficient.

There was some discussion over the meaning of the third option, for which most departments (nine) voted. With the clarification that departments would also be permitted to have more than four, this motion was carried by a vote of 12 to four.

Dr. Hatch then adjourned the meeting at 5:20 p.m.

## The 1990-91 Academic Affirmative Action Report

"...the University of Notre Dame is ...committed to a serious effort to create a Notre Dame community enriched by increased minority presence among students, faculty and administration" (University of Notre Dame. Minority Report Press Release, February 22, 1988).

"In my Inaugural Address four years ago, I described my priorities as president of the University; prominent among these was sustained effort to increase cultural diversity...I suggested then and reaffirm now that we must find a unique, Notre Dame way to realize this goal" ("Open Letter on Cultural Diversity" *Observer*, April 29, 1991).

Rev. Edward A. Malloy, C.S.C.

The University of Notre Dame, with its aspirations to be an outstanding center of learning, has voiced its commitment to attaining among its faculty a broad range of perspectives and insights. To accomplish this requires a substantial presence in the faculty of minorities and women. Therefore, more than equal opportunity — which assures equitable treatment of applicants — is necessary. Affirmative Action is the active effort to attract minority and women candidates and the implementation of programs that assist in the appropriate retention of individuals actually hired.

In 1989, the Provost's Office, with the approval of Rev. Edward A. Malloy, C.S.C., expanded the membership of the Academic Affirmative Action Committee (AAAC) to aid in fulfilling the University's stated commitment. The committee has earmarked six critical areas of responsibilities.

1. To analyze organizational and policy issues that assist or hinder the goals of Academic Affirmative Action at Notre Dame.
2. To recommend to the University policies and procedures to assist in the attainment of University goals.
3. To assist academic units in developing programs to further the University's goals and to identify sources of suitable candidates.
4. To develop and maintain a database of current information on minority and female representation on the faculty of this University.

5. To develop for administrative approval, a formal University Academic Affirmative Action statement, with appropriate definitions, goals and responsibilities.

6. To report annually to the University community on the progress and problems in the University's quest for diversity.

Related to these responsibilities, over the past year the committee has undertaken a number of specific tasks which are discussed below.

### I. Current Faculty Diversity

In this section faculty diversity among various groupings of our faculty is analyzed. The discussion is based on the various attached tables which are derived from a self-identification questionnaire sent to all faculty by the Academic Affirmative Action Committee. This data will be used as a baseline for all future comparisons. This year, for the first time, we give data for U.S. citizens (US), for permanent residents (PR) and for non-residents (NR). In previous years the sum of all three categories has been given. This change does make strict comparisons with previous years difficult.

In Table 1, our "Total Faculty" is divided first into regular and non regular categories and then into sub-categories as Teaching and Research (TR), Special Professional (SP), Research (RE), Library (LI) and Administration (AD) as defined in the Faculty Handbook. We first look at the subset of our faculty impacting our students most immediately: the tenure track *Regular Teaching and Research Faculty* (TR). This faculty's affirmative action characteristics are given in the first row of Table 1. We have summarized these data as percentages of the total faculty in a given minority without regard to citizenship (i.e., the sum of the US, PR and NR numbers) and also, in parenthesis, for U.S. citizens only, since we feel that, for some purposes, this is a significant distinction.

Among our 614 Regular Teaching and Research Faculty, women represent 12.9 percent, (11.9 percent) of the total, while all minorities<sup>1</sup> are 11.2 percent, (6.5 percent). In this second category black representation is 1.1 percent (1.1 percent), Hispanic is 3.6 percent (1.8 percent), and Asian is 6.5 percent (3.4 percent). In the Non-Regular Faculty the picture brightens somewhat for women so that in the "Total Faculty" there are 234 women out of a total faculty of 1153 for 20.3 percent (18.4 percent). However, the

<sup>1</sup>Minorities: For the purpose of this report, minorities are defined as persons other than white as per the following: *White*: a person with origins in any of the original peoples of Europe, North Africa or the Middle East (not of Hispanic origin). *Black*: A person with origins in any of the Black racial groups (not of Hispanic origin). *Hispanic*: A person of Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race. *Asian or Pacific Islander*: A person with origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. *American Indian or Native*: A person with origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.

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situation with respect to minorities actually worsens so that we have 123 minority faculty members for 10.7 percent (6.0 percent) of the total faculty.

The distribution of women and minorities by rank is given in Table II. Among our Regular Teaching and Research Faculty 37 of our 454 Professors and Associate Professors are women. Thus of our senior faculty only 8.2 percent (7.7 percent) are women. The untenured ranks provide some improvement with women representing 25.6 percent (23.8 percent) of our Assistant Professors and Instructors. All minorities represent 11.9 percent (3.8 percent) of our faculty at the senior ranks of Professor and Associate Professor. In the junior ranks, all minorities are 12.1 percent (3.4 percent). We note that the distribution of minorities in rank is fairly even whereas women are much less represented in the senior ranks.

Table III distributes to the individual colleges and administrative units all men, women and minorities who hold faculty appointments. The representation of women on the faculty is largest in the University Libraries (category U3) at 53.1 percent (53.1 percent) and in the College of Arts and Letters (AL) which has, for example, 17.8 percent (17.2 percent) women on the Regular Teaching and Research Faculty. Engineering is the lowest (we exclude some small non-academic units) with 3.5 percent (2.4 percent) women on the Regular Teaching and Research Faculty. The situation is just reversed with respect to minorities where the Library has 6.3 percent (6.3 percent), Arts and Letters has 7.4 percent (4.0 percent), but Engineering has 17.6 percent (9.4 percent) minority representation on the Regular Teaching and Research faculty.

For Regular appointments other than TR and University Libraries we construct from Table 3 the women/minority percentages averaged over all academic units. Women are well represented in the Regular Special Professional Faculty (SP) at 41.6 percent (37.9 percent) but less so in the Regular Special Research Faculty (RE) at 13.8 percent (13.8 percent) and the Regular Administration (AD) at 14.9 percent (14.9 percent). The figures for minorities are 21.2 percent (9.1 percent) on the Regular Special Professional Faculty, 27.6 percent (6.9 percent) on the Regular Special Research Faculty, and 10.6 percent (10.6 percent) in Regular Administration.

Table IV provides still more detail concerning the Teaching and Research Faculty. This table displays our data by colleges and departments. It also provides an "availability index" which can be used to begin an evaluation of the affir-

mative action status of our academic departments. The provost's office and our academic departments assisted in the development of these availability indexes. They are reflective of the national experience\* and our own University's experience in the academic labor marketplaces. Non-residents (NR) are excluded from this table because they are not counted in the national availability data.

There are 33 academic units listed in Table IV for which we have availability data. Of these just 13 (three departments in Arts and Letters, three in Business, two in Engineering, three in Science, the Law Library and the Law School) have sufficient women on their regular faculty, which comes to within one percentage point or better than the availability figure. While the absolute numbers of minorities is usually much smaller than those of women they are much better represented when compared to their availability. Here 14 (six departments in Arts and Letters, three in Business, none in Engineering, three in Science, the Law Library and the Law School) of the 33 units equal or exceed the availability figures. From this point of view there seems to be a more widespread problem in the hiring and retention of women than of minorities. We should note from Table 1, however, the very small numbers (and availability) of American Indians, Blacks and Hispanics as compared to Asians.

Since 1981-82 our faculty size has increased by about 20 percent. What has happened to the representation of women and minorities on our faculties in that nine year period? In this discussion we use total figures, independent of citizenship status. In 1981-82 minorities were 9.2 percent of the Regular Teaching and Research Faculty while they were 11.2 percent in 1990-91. Women were 10.0 percent of that faculty in 1981-82 and 12.9 percent in 1990-91. In the Total Teaching and Research Faculty minorities were 8.3 percent in 1981-82 and 9.7 percent in 1990-91 while women were 11.2 percent and 16.5 percent respectively. In the total of all faculties minorities increased from 9.4 percent in 1981-82 to 10.7 percent in 1990-91 while women increased from 13.7 percent to 20.3 percent.

In summary the progress with respect to minorities appears minimal—in the 2 percent range. This is somewhat mitigated by the very small availability figures for some minorities. It is more disturbing that so few of our academic units have used the growth of faculty size in the past nine years to at least meet the availability figures. The percentage of women on the faculty has increased substantially but a relatively small part of that increase occurs in the Regular Teaching and Research Faculty—an increase of only 3 per-

\*The baseline data were compiled by the University of Washington Equal Employment Office. This office estimated faculty work force availabilities on the basis of national data through 1988. These data do not count non-resident aliens. It should be noted that the index is reflective of the availability of affirmative action appointments at all ranks. In many instances, the current availability of new women Ph.Ds is much higher.

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cent. Again it is disappointing that so few academic units meet the availability figures.

We have made some progress in the past decade. We have nearly tripled the number of Hispanics on our Total Faculty, we have raised the number of Asians from 46 to 67, and the number of women from 113 to 234. We note again, however, that a disproportionate number of these are not in the Regular Teaching and Research Faculty. The addition of women and minorities, particularly Blacks, Hispanics and American Indians, to the Regular Teaching and Research Faculty, and in the higher ranks, appear to be the areas of greatest need.

## II. Report on Departmental Visits

The AAAC continued its practice of conferring with departmental chairs and committees on appointments and promotions, concentrating its efforts on those departments not visited the previous academic year. These visits were intended to a) identify obstacles to advancing the presence of women and underrepresented minorities on our Faculty; b) learn about affirmative action initiatives used in the hiring, retention and promotion process, especially those that, after proven successful, could be of value on a University-wide basis; and c) raise the level of consciousness and commitment toward achieving affirmative action goals at the department level.

The problems and barriers raised in this year's meetings with academic departments reflect similar concerns to those pinpointed in the past. Adequate employment opportunities for spouses in the local community continue to be a significant hindrance in attracting and retaining appointments. Sometimes the very small number of qualified minority candidates (especially Blacks and Hispanics) in certain fields is a real obstacle, given that those potential applicants are heavily targeted by competing institutions. Some departments continue to mention that insufficiency of funds for recruiting often limits the scope and extent of their review and selection process. At the same time, Notre Dame, especially within certain departments, has not yet reached a critical mass in either the number of women or the number of minorities to make underrepresented faculty newcomers feel more welcome and attracted. In a few cases, and for the first time, some departments conveyed the concern that the need to maintain the Catholic nature of our institution may conflict with other affirmative action goals.

On the promising side, a few departments have been successful in improving the presence of women and minorities in their faculty. They have done so as a result of a decisive commitment and a forceful attitude of "it can be done," without compromising the highest quality standards that

Notre Dame endorses. This success was achieved as a result of support not only by the departments, but by the respective colleges as well. The increased emphasis, especially in identifying and pursuing the available pool of candidates, should be tried by other departments whose attempts to implement affirmative action goals have been less fruitful.

## III. Report on Visits With the Administration

In the 1990 report of the Academic Affirmative Action Committee a number of recommendations were specifically addressed to the deans of the five colleges and the provost. The current committee felt that it would be useful to evaluate the extent to which the issues raised by these recommendations had been addressed. To that end, a subcommittee was charged with conducting interviews with all of the deans and with the provost. A summary review of the individual interviews follows. It should be noted that the interviews tended to focus on general affirmative action issues more than the enactment of specific recommendations.

### A. Interviews with the Deans:

#### 1. College of Arts and Letters

Dean Loux began by observing that the college has done considerably better over the past few years in respect to the hiring of women, less so in regard to underrepresented minorities. In the academic year (1990-91), approximately 50 percent of the total hires in the College of Arts and Letters are women. Departments which have previously been less assiduous in their appointment of women have been actively encouraged not only to hire for diversity but also at a senior level thus establishing female departmental mentors and a presence of women on AP committees. In respect to higher administrative appointments within the college, women have been appointed at the associate dean and assistant dean levels and as chairs.

#### 2. College of Business Administration:

Dean Keane noted that the College of Business has achieved some progress since his appointment began in January, 1989. The number of women on the faculty has grown from four to seven (with two additional incoming hires), a growth actively supported by the provost and the president. All of the appointments of women have been at the junior level (as have practically all of the college's appointments in general).

The representation of minorities has been less successful. Dean Keane noted that the college is in direct competition with business for both junior and senior faculty and admin-

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istrative staff, making the appointment of minorities (and women) very difficult. The use of academic networks by department chairs and A & P committees has been a successful tactic in identifying and recruiting women and underrepresented minorities. Similarly, the identification of candidates prior to their entry into the marketplace has also proven to be a successful affirmative action strategy.

The dean has not appointed women and minorities to administrative positions because of his policy requiring full professors for department chairs. None of the women faculty is yet tenured. This situation will change for the better in the future as entry-level faculty become tenured. The college is devising a 10-year strategic plan. Consistent with University priorities, the increase of women and minorities on the faculty will be a significant aspect of the emerging plan.

## 3. College of Engineering:

Dean Michel noted that affirmative action concerns within the College of Engineering have concentrated on women and groups underrepresented in the engineering faculty. In respect to the hiring of underrepresented minorities, the college finds itself in a triple bind. First, because of the relatively small size of the Notre Dame engineering faculty, the college has identified specific sub-disciplines in which it seeks to excel, thereby limiting the areas in which it hires. Start-up funds and research colleagues makes this strategy the most reasonable one. Second, the number of minority candidates available in the overall pool is extraordinarily small. For example, Notre Dame found itself ranked eighth among all graduate programs in engineering in the number of Black Ph.D. candidates with only a single Black doctoral candidate in the college. Finally, the college finds itself in direct competition with industry for qualified faculty. Thus, the prospects for an increase in the number of underrepresented minorities on the engineering faculty seems small. Dean Michel noted, however, that the college is pursuing several strategies, including the creation of a tutorial program, to try to increase the numbers of minorities who go on in engineering. It is to be hoped that this will bear fruit in the future.

In respect to women, Dean Michel noted that the larger departments have established with some success affirmative action positions for women. He observed that there was a general understanding concerning the desirability of fulfilling affirmative action goals within the college.

Women and underrepresented minorities are regularly invited as visitors and lecturers in numbers reflecting their general presence in the fields.

## 4. Law School:

The committee noted that, within the College of Law, the dean has an extraordinary degree of administrative control. As a result, Dean Link has been able to introduce a very aggressive affirmative action policy quickly and effectively. Within the constraints of curricular requirements, the Law School has regularly designated positions as affirmative action lines without any sacrifice of quality. The issue of the development of a diverse faculty is regularly discussed in annual retreats, at faculty meetings, and throughout the appointment and tenure process. There have been several appointments of underrepresented minorities, particularly Hispanics and Blacks, but it has been difficult to retain these faculty members. Because of the nature of the marketplace, minority faculty tend to be in great demand, and, therefore, the University is regularly subjected to strong competitive pressures from other institutions, as well as from the government and the private sector.

The college regularly brings in women and minorities as short term visitors and lecturers through its own funds and those provided by the White Center for Law and Government.

According to Dean Link, there is no easy solution to the scarcity of minority candidates. The number of students pursuing an advanced degree in law, and therefore the number who might potentially seek a career in academia, is directly proportionate to the number of scholarships provided. Thus, the only way in which the presence of minorities can possibly be improved will be through an increase in the amount of financial aid available to minority students.

## 5. College of Science:

Dean Castellino noted that the number of underrepresented minorities in the sciences (biology, chemistry, mathematics and physics) is extraordinarily low, making recruitment of faculty almost impossible. Furthermore, there is a tendency for minority faculty to prefer to settle on either the East or West Coast, rather than in the Midwest. Finally, the Catholic character of the University and the nature of South Bend's lifestyles may also function as impediments to minority hiring. Thus, though the appointment of underrepresented minorities to the faculty remains a priority for the college, the prospects for immediate successes in achieving this goal are slight.

The issue regarding women is quite different. In that area the college has made significant strides. There are currently four women in physics, three in mathematics, two in chemistry and three in biology. Though in the latter two cases, the ultimate goals are a bit higher, on the whole the number of women in the college represents a major improve-

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ment. This progress has been accomplished by a commitment of positions and other financial resources by the dean and provost, and a highly positive response from the departments. The dean regularly encourages his chairs to enrich the pool of applicants to be certain that it reflects the affirmative action goals of the college.

## B. Interview with the Provost:

Prof. O'Meara began by pointing out that in regard to the hiring of women, the University is finally beginning to approach its goals. In the coming academic year, for example, close to 40 percent of all the new faculty hired will be female, over 50 percent in Arts and Letters. Thus, though in absolute numbers we may still be significantly below our ultimate goal, the University has created an ethos wherein the appointment of women has become a universally understood priority. At the same time, Prof. O'Meara also acknowledged that, though the University has made some significant advances in respect to hiring underrepresented minorities, there has been considerably less success in this area. According to the provost, the major part of this is the result of market conditions. He also commented on limitations on the resources which the University might be willing or able to commit to the hiring or retention of minority faculty in an extraordinarily competitive environment.

The provost agreed that affirmative action was one of the University's major priorities. He pointed to the designation of affirmative action positions in all of the colleges as a concrete example of this priority in action.

Prof. O'Meara noted that the University has been addressing the issues of family needs such as child care, parental leave, and spousal hiring through a number of committees, and that these issues have proven to be extraordinarily complicated.

The provost is not currently conducting formal exit interviews. However, as he pointed out, the numbers which are involved are small, and though he supports the idea of collecting information relative to retention of minorities and women faculty, he does not feel that an elaborate formal mechanism is warranted and suggested that Kathleen Cannon, O.P., associate provost, might conduct exit interviews.

Prof. O'Meara strongly supported the idea of targeting fellowships, post-doctoral appointments, and visiting faculty positions for minorities, and pointed out certain successes in this area, most notably the Coca-Cola program. He also observed, however, that these programs need outside funding and support.

The provost noted that several women have been appointed to high administrative positions over the past two years and

that this trend will more than likely continue. Minority administrators have perhaps not been as prevalent as they might have been. Also the number of female chairpersons is still relatively small, but this may change as current junior female faculty members achieve tenure.

Finally, Prof. O'Meara suggested that there is not an inherent conflict between the University's affirmative action goals regarding minorities or women, and those regarding Catholics. The statistics for the current hiring year certainly seem to suggest that the University need not sacrifice one set of priorities to achieve the other.

## IV. Departmental Affirmative Action Plan Requests

### A. Requests

As indicated by last year's report, the University has made some progress in the area of faculty diversity, but there is room for significant improvement. While the University as a whole has a commitment to affirmative action in theory, the committee noted that there is no specific plan of action available to help the University achieve its commitment. To address the lacuna, the committee decided to request each academic unit within the University to formulate a specific affirmative action plan for its specific unit.

The purpose of devising such a plan was two-fold: to act as a review of where the department or institute stands in helping the University meet its goal of faculty diversity; and to help the department identify specific practices within its recruitment, hiring and retention processes which might be creating barriers to achieving faculty diversity.

To help the academic units in devising the plan, the committee initially prepared a faculty self-identification questionnaire which was distributed to the entire faculty. The responses from this questionnaire provided information on the sex and ethnic composition of the current faculty within the various departments and within the various academic ranks. This information is included in the departmental tables appended to this report. The committee supplied each department with statistics relating to the availability of women and minority candidates in particular disciplines. This information will allow each department to determine whether the composition of their current faculty reflects the diversity of available faculty candidates.

The committee also provided each unit with a guide outlining the steps involved in devising an affirmative action plan, as well as a sample affirmative action plan prepared by the government department. The committee requested that each department or institute submit a draft of its affirmative action plan to the committee; the committee could then act as a resource in sharing information and ideas.



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As of the date of this report, the committee has received Affirmative Action Plans from 13 of the 43 academic units in the University. This is a start, but obviously only a start. As noted previously, words alone have not accomplished the stated goal of faculty diversity. As last year's report made clear, in the course of 10 years the presence of minority and women faculty has not increased appreciably. What is required is a concrete set of steps aimed at achieving diversity which will guide a department during the interview, hiring and retention processes. A specific written affirmative action plan provides such a set of steps.

## B. Provision of Data Base Sources to Departments

Departments received information from the Academic Affirmative Action Committee on minority and women Ph.D. candidates and recipients by academic fields. The sources for that information were: *The CIC Directory of Minority Ph.D. Candidates and Recipients*, *Minority and Women Doctoral Directory* and *National Minority Faculty Identification Program Subscription*.

## V. Proposal for a Visiting Junior Scholars Program at the University of Notre Dame

In addition to other University efforts to attract women and underrepresented minority group members to the Notre Dame faculty, the AAAC proposes that the University administration institute an in-residence Visiting Junior Scholars Program.

Our rationale for the institution of such a program is based upon the University's commitment to Affirmative Action and on the general difficulty of attracting and retaining women and underrepresented minority group members at Notre Dame. This problem of attraction and retention is due in part to the public's unfamiliarity with Notre Dame as a serious research institution, skepticism about Notre Dame's religious character, and the scant availability of doctoral recipients in some of the underrepresented groups and some of the academic disciplines.

It is our feeling that Notre Dame needs a complete affirmative action program which acknowledges that in order to hire a diverse faculty one must be committed to the production of candidates. That commitment must be demonstrated through various levels of affiliation and support including institutional association with schools in the private and public sectors.

Since the University of Notre Dame cannot demonstrate a long history of commitment to the building of a faculty which includes a significant ratio of women and underrepresented minority group members, the University

must therefore actively engage itself in this commitment. That is, the University must deliver to the public a new assertive image in this endeavor.

The AAAC has therefore, forwarded to the administration of the University of Notre Dame a proposal for the implementation, through the Office of the Provost, of a Visiting Junior Scholars Program.

## VI. Future Proposals Concerning Spousal Issues and Ombuds

A joint sub-committee of the Academic Affirmative Action Committee and the Faculty/Student Committee on Women is currently examining the spousal hiring issue. It is our intent to offer to the administration proposals to consider concerning spousal employment assistance. The AAAC is also examining the operation and role, and advantages and disadvantages of an ombuds. Our initial impression is that such a position may be of particular assistance in affirmative action issues.

## VII. General Observations and Recommendations:

### A. General observations:

1. Affirmative action seems to be a genuine priority for the individual colleges, as expressed by the deans, and for the University as a whole, as stated by the provost.
2. Significant strides have been made within certain academic units, although for the University as a whole, there has not been an appreciable difference in the overall number of women and underrepresented minorities.
3. The committee was struck by the extent to which various levels within the University pointed to other levels as obstacles to attaining affirmative action goals. The committee's efforts to identify bottlenecks within the University system have led to the conclusion that no level is responsible for impeding progress. Every administrative unit must take responsibility for ensuring progress toward the goal. The affirmative action commitment must be constantly re-examined and re-emphasized at all levels.

### B. General recommendations:

1. The goal of achieving a truly diverse faculty is too important to be sacrificed to short term financial considerations.
2. It is essential to recognize that quality, the maintenance of a Catholic identity, and cultural diversity are co-equal priorities of the University. They must not be seen as in

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conflict with one another, or used as excuses for lack of progress in one area or another.

3. The University needs to acknowledge that the creation of a truly diverse faculty is not simply a matter of achieving percentages. It also entails the creation of an atmosphere in which women and members of all ethnic groups feel welcome and part of the whole community.

## C. Recommendations to the President and Provost:

1. The University needs to reaffirm on a regular basis its commitment to affirmative action and to state publicly that it is one of the highest priorities of the institution.

2. The administration should clarify its procedures and funding methods for implementing and improving affirmative action hires and retention.

3. Achieving faculty diversity should be carefully factored into the University's larger allocation of budgetary resources, both for the hiring of new faculty and the retention of existing faculty.

4. Deans and departments should continue to be pressed administratively to maintain diversity as a high priority in hiring decisions.

5. In order to develop and recruit women and minority candidates, special fellowships, post-doctoral appointments, and visiting faculty positions should be targeted at these underrepresented groups.

6. Issues of family, particularly as they affect the retention of women, continue to be a pressing concern. Areas which still need attention include a spousal hiring policy and the provision of child care facilities.

## D. Recommendations to the Deans of the Colleges:

1. The creation of a truly diverse faculty should be regularly and publicly reasserted as a high priority of each of the colleges.

2. Departmental chairs and A & P committees should be regularly reminded of the importance of generating a list of candidates which reflects the diversity of the availability pool.

3. Departments should be encouraged to show a certain amount of flexibility in respect to defining their particular subdisciplinary needs when these needs act as impediments to the achievement of affirmative action goals.

4. Economic resources in the form of faculty lines and visiting positions should continue to be allocated so as to encourage and assist departments in achieving affirmative action goals:

## E. Recommendations to Department Chairs:

1. Affirmative action goals and strategies should be clearly defined and be part of all A & P considerations.

2. Actions should be taken to ensure that, whenever a search is conducted, the candidate list reflects the diversity of the larger population. Networking and the consultation of minority vita data banks should be used to expand the candidate pool to include women and minorities.

3. An effort should be made to incorporate women and minority faculty in departmental governance, including participation in searches, curriculum development, and appointment and promotion decisions.

4. Efforts should be made to provide faculty guidance and resources to encourage and support promising female and minority undergraduates to pursue an academic career.

## The University Academic Affirmative Action Committee Members:

Sharon O'Brien, Chairperson, Associate Professor, Department of Government and International Studies

Kathleen Cannon, O.P., Associate Provost

John G. Duman, Associate Dean, College of Science

Percival Everett, Professor, Department of English

Barbara J. Fick, Associate Professor of Law

Gerald L. Jones, Chairperson, Department of Physics

Kenneth R. Lauer, Professor, Department of Civil Engineering

Jerry J. Marley, Associate Dean, College of Engineering

Robert C. Miller, Director, University Libraries

Erskine A. Peters, Professor, Department of English

Charles M. Rosenberg, Chairperson, Department of Art, Art History, and Design

Juan M. Rivera, Associate Professor, Department of Accountancy

Robert W. Williamson, Associate Dean, College of Business Administration



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**Table 1: Counts\***  
**Women and Minority Composition for 1990-91 by Faculty**

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
Regular																		
TR	38	10	487	4	2	73	7		13	5	22	9	2	11	20	5	520	614
SP	4	4	76	3	2	43	4		3	3		1	2	3	3	1	112	132
RE	6	1	18			4			5	1	2				1		20	29
LI			19	1		21	2				1			1			36	41
AD			40			7	3				3						41	47
Non-regular																		
TR	28	4	163	3	3	59	2	1	5		4	1		3	25	7	212	260
SP			7			3											10	10
RE	5		5	4		1						4			5		6	15
LI						1											1	1
OT			4														4	4
TOTAL	81	19	819	15	7	212	18	1	26	9	32	15	4	18	55	13	962	1153

\* Note: In Tables 1-4A: White is imputed when ethnicity is unknown; male is imputed when sex is unknown; foreign is imputed when citizenship is unknown; non-resident alien is imputed when visa is unknown; includes spring only appointments (figures tabulated by Institutional Research).

**Table 1: Percentages (Base=Status Category Citizen)**  
**Women and Minority Composition for 1990-91 by Faculty**

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
Regular																		
TR	90%	83%	87%	9.5%	17%	13%	1.3%		31%	42%	3.9%	21%	17%	2.0%	48%	42%	93%	100%
SP	57%	67%	64%	43%	33%	36%	3.4%		43%	50%		14%	33%	2.5%	43%	17%	94%	100%
RE	100%	100%	82%			18%			83%	100%	9.1%				17%		91%	100%
LI			48%	100%		53%	5.0%				2.5%			2.5%	100%		90%	100%
AD			85%			15%	6.4%				6.4%						87%	100%
Non-regular																		
TR	90%	57%	73%	9.7%	43%	27%	.9%	.5%	16%		1.8%	3.2%		1.4%	81%	100%	95%	100%
SP			70%			30%											100%	100%
RE	56%		83%	44%		17%						44%			56%		100%	100%
LI						100%											100%	100%
OT			100%														100%	100%
TOTAL	84%	73%	79%	16%	27%	21%	1.7%	.1%	27%	35%	3.1%	16%	15%	1.7%	57%	50%	93%	100%

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**Table 2: Counts**  
**Faculty Composition Detail for 1990-91 by Track and by Faculty Level**

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
Regular																		
TR																		
FULL	9	5	224			10	3		2	2	15	5	1	5	2	2	211	248
ASSOC	5	1	172	1	2	25	1		2	1	6	2	1	4	2	1	186	206
ASST	21	4	88	3		36	3		7	2	1	2		2	15	2	118	152
INSTR	3		3			2			2						1		5	8
TOTAL	38	10	487	4	2	73	7		13	5	22	9	2	11	20	5	520	614
SP																		
FULL	1		7			2			1								9	10
ASSOC		1	36		1	9	1			1			1	1			43	47
ASST	3	2	27	3	1	25	3		2	2		1	1	2	3		47	61
INSTR		1	6			7										1	13	14
TOTAL	4	4	76	3	2	43	4		3	3		1	2	3	3	1	112	132
RE																		
FULL	1	1	3						1	1							3	5
ASSOC			5			3					1						7	8
ASST	5		10			1			4		1				1		10	16
TOTAL	6	1	18			4			5	1	2				1		20	29
LI																		
FULL			5			2	1				1						5	7
ASSOC			7			11											18	18
ASST			5			4	1							1			7	9
INSTR			2	1		4									1		6	7
TOTL			19	1		21	2				1			1	1		36	41
AD																		
UNKWN			40			7	3				3						41	47
TOTAL			40			7	3				3						41	47
Non-Regular																		
TR																		
FULL	11	1	45	1		4	1		2					1	10	1	47	62
ASSOC	6	3	36			6			1		3	1		2	4	3	37	51
ASST	6		49	2		25		1	1		1				7		72	82
INSTR	5		33		3	24	1		1						4	3	56	65
TOTAL	28	4	163	3	3	59	2	1	5		4	1		3	25	7	212	260
SP																		
FULL			1			1											2	2
ASSOC			1														1	1
ASST			2			1											3	3
INSTR			3			1											4	4
TOTAL			7			3											10	10
RE																		
FULL	2		3	1		1									3		4	7
INSTR	3		2	3								4			2		2	8
TOTAL	5		5	4		1						4			5		6	15
LI																		
INSTR						1											1	1
TOTAL						1											1	1
OT																		
UNKWN			4														4	4
TOTAL			4														4	4

# Documentation

Table 2: Percentages (Base=Status Category Citizen)  
Faculty Composition Detail for 1990-91 by Track and by Faculty Level

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
Regular																		
TR																		
FULL	21%	42%	40%			1.8%	.5%		4.8%	17%	2.7%	12%	8.3%	.9%	4.8%	17%	38%	40%
ASSOC	12%	8.3%	31%	2.4%	17%	4.5%	.2%		4.8%	8.3%	1.1%	4.8%	8.3%	.7%	4.8%	8.3%	33%	34%
ASST	50%	33%	16%	7.1%		6.4%	.5%		17%	17%	.2%	4.8%		.4%	36%	17%	21%	25%
INSTR	7.1%		.5%			.4%			4.8%						2.4%		.9%	1.3%
TOTAL	90%	83%	87%	9.5%	17%	13%	1.3%		31%	42%	3.9%	21%	17%	2.0%	48%	42%	93%	100%
SP																		
FULL	14%		5.9%			1.7%			14%								7.6%	7.6%
ASSOC		17%	30%		17%	7.6%	.8%			17%			17%	.8%			36%	36%
ASST	43%	33%	23%	43%	17%	21%	2.5%		29%	33%		14%	17%	1.7%	43%		39%	46%
INSTR		17%	5.0%			5.9%										17%	11%	11%
TOTAL	57%	67%	64%	43%	33%	36%	3.4%		43%	50%		14%	33%	2.5%	43%	17%	94%	100%
RE																		
FULL	17%	100%	14%						17%	100%							14%	17%
ASSOC			23%			14%					4.5%						32%	28%
ASST	83%		45%			4.5%			67%		4.5%				17%		45%	55%
TOTAL	100%	100%	82%			18%			83%	100%	9.1%				17%		91%	100%
LI																		
FULL			13%			5.0%	2.5%				2.5%						13%	17%
ASSOC			18%			28%											45%	44%
ASST			13%			10%	2.5%							2.5%			18%	22%
INSTR			5.0%	100%		10%									100%		15%	17%
TOTAL			48%	100%		53%	5.0%				2.5%			2.5%	100%		90%	100%
AD																		
UNKWN			85%			15%	6.4%				6.4%						87%	100%
TOTAL			85%			15%	6.4%				6.4%						87%	100%
Non-Regular																		
TR																		
FULL	35%	14%	20%	3.2%		1.8%	.5%		6.5%					.5%	32%	14%	21%	24%
ASSOC	19%	43%	16%			2.7%			3.2%		1.4%	3.2%		.9%	13%	43%	17%	20%
ASST	19%		22%	6.5%		11%		.5%	3.2%		.5%				23%		32%	32%
INSTR	16%		15%		43%	11%	.5%		3.2%						13%	43%	25%	25%
TOTAL	90%	57%	73%	9.7%	43%	27%	.9%	.5%	16%		1.8%	3.2%		1.4%	81%	100%	95%	100%
SP																		
FULL			10%			10%											20%	20%
ASSOC			10%														10%	10%
ASST			20%			10%											30%	30%
INSTR			30%			10%											40%	40%
TOTAL			70%			30%											100%	100%
RE																		
FULL	22%		50%	11%		17%									33%		67%	47%
INSTR	33%		33%	33%								44%			22%		33%	53%
TOTAL	56%		83%	44%		17%						44%			56%		100%	100%
LI																		
INSTR						100%											100%	100%
TOTAL						100%											100%	100%
OT																		
UNKWN			100%														100%	100%
TOTAL			100%														100%	100%

# Documentation

Table 3: Counts  
Detail of All Faculties for 1990-91 by College

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
AL																		
Regular																		
TR	13	3	228	2		51	5		3	1	3	5	1	4	7	1	267	297
SP			20	2	1	14	1		1			1	1	3			30	37
RE			1														1	1
AD			6			1	1										6	7
Non-Regular																		
TR	14	4	69		3	41	2	1	1		1	1		1	12	7	105	131
SP			1			1											2	2
RE				1											1			1
OT			2														2	2
BA																		
Regular																		
TR	5	1	64			7			3	1	4	1		2	1		65	77
SP		1	6							1							6	7
AD			3														3	3
Non-Regular																		
TR	3		27			7			1						2		34	37
EG																		
Regular																		
TR	9	3	70		1	2			3	2	7	1	1	1	5	1	64	85
SP			4														4	4
RE	1		1						1								1	2
AD			5								1						4	5
Non-Regular																		
TR	1		22	1		1					1				2		22	25
SP			1														1	1
OT			2														2	2
FY																		
Regular																		
TR			2														2	2
SP		1	9			9										1	18	19
AD			1			2	1										2	3
Non-Regular																		
SP			2			1											3	3
LW																		
Regular																		
TR			22			4	1				1			1			23	26
RE			1														1	1
LI			5			4	2										7	9
AD			3			1											4	4
Non-Regular																		
TR	6		12	2		5								1	8		16	25
SC																		
Regular																		
TR	9	3	101	2	1	9	1		4	1	7			3	7	3	99	125
SP			7	1		7			1								14	15
RE	5		14			4			4		2				1		16	23
AD			3														3	3

# Documentation

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
Non-Regular																		
TR	4		32			5			3		2			1	1		34	41
SP			1														1	1
U1																		
Regular																		
AD			3			2											5	5
U2																		
Regular																		
SP			6			2											8	8
AD			4			1											5	5
U3																		
Regular																		
LI			14	1		17					1			1	1		29	32
AD			1														1	1
Non-Regular																		
LI						1											1	1
U4																		
Regular																		
AD			1														1	1
U6																		
Regular																		
SP						1											1	1
AD			1														1	1
W1																		
Regular																		
TR	2											2						2
SP	4	2	13		1	5	2		1	2			1		3		16	25
RE		1	1							1							1	2
AD			3														3	3
Non-Regular																		
TR			1														1	1
SP			1			1											2	2
RE	5		5	3		1						4			4		6	14
W2																		
Regular																		
SP			7			4											11	11
Non-Regular																		
SP			1														1	1
W3																		
Regular																		
SP			4			1	1										4	5
AD			6				1				2						3	6
TOTAL	81	19	819	15	7	212	18	1	26	9	32	15	4	18	55	13	962	1153

# Documentation

Table 3: Percentages (Base=College Status Category Citizen)  
Detail of All Faculties for 1990-91 by College

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
AL																		
Regular																		
TR	87%	100%	82%	13%		18%	1.8%		20%	33%	1.1%	33%	33%	1.4%	47%	33%	96%	100%
SP			59%	100%	100%	41%	2.9%		50%			50%	100%	8.8%			88%	100%
RE			100%														100%	100%
AD			86%			14%	14%										86%	100%
Non-Reg.																		
TR	100%	57%	63%		43%	37%	1.8%	.9%	7.1%		.9%	7.1%		.9%	86%	100%	95%	100%
SP			50%			50%											100%	100%
RE				100%											100%			100%
OT			100%														100%	100%
BA																		
Regular																		
TR	100%	100%	90%			9.9%			60%	100%	5.6%	20%		2.8%	20%		92%	100%
SP		100%	100%							100%							100%	100%
AD			100%														100%	100%
Non-Reg.																		
TR	100%		79%			21%			33%						67%		100%	100%
EG																		
Regular																		
TR	100%	75%	97%		25%	2.8%			33%	50%	9.7%	11%	25%	1.4%	56%	25%	89%	100%
SP			100%														100%	100%
RE	100%		100%						100%								100%	100%
AD			100%								20%						80%	100%
Non-Reg.																		
TR	50%		96%	50%		4.3%					4.3%				100%		96%	100%
SP			100%														100%	100%
OT			100%														100%	100%
FY																		
Regular																		
TR			100%														100%	100%
SP		100%	50%			50%										100%	100%	100%
AD			33%			67%	33%										67%	100%
Non-Reg.																		
SP			67%			33%											100%	100%
LW																		
Regular																		
TR			85%			15%	3.8%				3.8%			3.8%			88%	100%
RE			100%														100%	100%
LI			56%			44%	22%										78%	100%
AD			75%			25%											100%	100%
Non-Reg.																		
TR	75%		71%	25%		29%								5.9%	100%		94%	100%
SC																		
Regular																		
TR	82%	75%	92%	18%	25%	8.2%	.9%		36%	25%	6.4%			2.7%	64%	75%	90%	100%
SP			50%	100%		50%			100%								100%	100%
RE	100%		78%			22%			80%		11%				20%		89%	100%

# Documentation

	Men			Women			Black	Native Amer.	Asian			Hispanic			White			Total
	NR	PR	US	NR	PR	US	US	US	NR	PR	US	NR	PR	US	NR	PR	US	
AD			100%														100%	100%
Non-Reg.																		
TR	100%		86%			14%			75%		5.4%			2.7%	25%		92%	100%
SP			100%														100%	100%
U1																		
Regular																		
AD			60%			40%											100%	100%
Non-Reg.																		
SP			75%			25%											100%	100%
AD			80%			20%											100%	100%
U3																		
Regular																		
LI			45%	100%		55%					3.2%			3.2%	100%		94%	100%
AD			100%														100%	100%
Non-Reg.																		
LI						100%											100%	100%
U4																		
Regular																		
AD			100%														100%	100%
U6																		
Regular																		
SP						100%											100%	100%
AD			100%														100%	100%
W1																		
Regular																		
TR	100%											100%						100%
SP	100%	67%	72%		33%	28%	11%		25%	67%			33%		75%		89%	100%
RE		100%	100%							100%							100%	100%
AD			100%														100%	100%
Non-Reg.																		
TR			100%														100%	100%
SP			50%			50%											100%	100%
RE	63%		83%	38%		17%						50%			50%		100%	100%
W2																		
Regular																		
SP			64%			36%											100%	100%
Non-Reg.																		
SP			100%														100%	100%
W3																		
Regular																		
SP			80%			20%	20%										80%	100%
AD			100%				17%				33%						50%	100%
TOTAL	84%	73%	79%	16%	27%	21%	1.7%	.1%	27%	35%	3.1%	16%	15%	1.7%	57%	50%	93%	100%

# Documentation

Table 4: Percentages (Base=Department Status)

1990-91 Teaching and Research Faculty

Primary Appointment Must Be Teaching and Research By Appointing Departments

	Total	Women Available	Women	Men	Minority Available	Black	Native Amer.	Asian	Hispanic	White
Regular										
AL										
AMST	100%	35%	16.7%	83.3%	8%	16.7%				83.3%
ANTH	100%	39%		100%	7%					100%
ART	100%	40%	14.3%	85.7%	6%	7.1%				92.9%
COTH	100%	32%	28.6%	71.4%	0%					100%
CSM	100%	NA		100%	NA					100%
ECON	100%	12%	11.1%	88.9%	10%			11.1%		88.9%
ENGL	100%	45%	20.6%	79.4%	5%	5.9%				94.1%
GOVT	100%	19%	13.0%	87.0%	11%				4.3%	95.7%
HIST	100%	22%	19.0%	81.0%	8%	4.8%				95.2%
LLCO	100%	32%	12.5%	87.5%	19%					100%
LLGR	100%	43%	14.3%	85.7%	2%					100%
LLR	100%	50%	30.0%	70.0%	17%					100%
MI	100%	NA		100%	NA					100%
MUS	100%	25%	40.0%	60.0%	6%			6.7%		93.3%
PHIL	100%	17%	6.7%	93.3%	5%			3.3%		96.7%
PLS	100%	20%	16.7%	83.3%	6%					100%
PSY	100%	38%	33.3%	66.7%	8%					100%
SOC	100%	34%	21.4%	78.6%	12%				21.4%	78.6%
THEO	100%	15%	15.6%	84.4%	7%				3.1%	96.9%
BA										
ACCT	100%	15%	10.0%	90.0%	5%				5.0%	95.0%
FIN	100%	10%	9.1%	90.9%	15%					100%
MARK	100%	6%	8.3%	91.7%	1%			16.7%		83.3%
MGT	100%	7%	11.1%	88.9%	8%			16.7%	5.6%	77.8%
EG										
AME	100%	2%		100%	21%			17.4%		82.6%
ARCH	100%	19%	10.0%	90.0%	18%				10.0%	90.0%
CE	100%	3%	10.0%	90.0%	21%			10.0%		90.0%
CHEG	100%	5%	9.1%	90.9%	22%			9.1%	9.1%	81.8%
CSE	100%	11%		100%	11%					100%
EE	100%	2%		100%	21%			16.7%		83.3%
FY										
PE	100%	NA	0%	100%	NA					100%
LW										
LONL	100%	NA		100%	NA					100%
ZOFC	100%	24%	16.0%	84.0%	9%	4.0%		4.0%	4.0%	88.0%
SC										
BIOL	100%	25%	9.1%	90.9%	8%			4.5%		95.5%
CHEM	100%	13%	4.2%	95.8%	11%	4.2%		4.2%		91.7%
EASC	100%	10%	16.7%	83.3%	6%				16.7%	83.3%
MATH	100%	12%	11.1%	88.9%	11%			11.1%	7.4%	81.5%
PHYS	100%	6%	8.6%	91.4%	9%			8.6%		91.4%
TOTAL	100%		13.1%	86.9%		1.2%		4.7%	2.3%	91.8%



# Documentation

	Total	Women Available	Women	Men	Minority Available	Black	Native Amer.	Asian	Hispanic	White
Non-Regular										
AL										
AMST	100%		20.0%	80.0%			20.0%			80.0%
ANTH	100%			100%						100%
ART	100%		42.9%	57.1%						100%
CORE	100%		25.0%	75.0%						100%
COTH	100%		50.0%	50.0%						100%
ECON	100%			100%						100%
ENGL	100%			100%						100%
FWP	100%		60.9%	39.1%		4.3%				95.7%
GOVT	100%		20.0%	80.0%						100%
HIST	100%			100%						100%
LLCO	100%		50.0%	50.0%				50.0%		50.0%
LLGR	100%			100%						100%
LLR	100%		72.7%	27.3%						100%
LON	100%			100%						100%
MUS	100%		25.0%	75.0%						100%
PHIL	100%		50.0%	50.0%						100%
PLS	100%			100%						100%
PSY	100%		43.8%	56.3%					6.3%	93.8%
SOC	100%			100%						100%
THEO	100%		25.0%	75.0%						100%
ZOFC	18.2%		4.5%	13.6%		4.5%				13.6%
BA										
ACCT	100%		40.0%	60.0%						100%
FIN	100%		16.7%	83.3%						100%
LONB	100%			100%						100%
MARK	100%			100%						100%
MGT	100%		23.5%	76.5%						100%
ZOFC	4.5%			4.5%						4.5%
EG										
AME	100%			100%						100%
ARCH	100%			100%						100%
CE	100%			100%						100%
CHEG	100%			100%						100%
CSE	100%			100%						100%
EE	100%			100%				16.7%		83.3%
ROME	100%		25.0%	75.0%						100%
ZOFC	4.5%			4.5%						4.5%
LW										
LONL	100%		100%							100%
ZOFC	72.7%		18.2%	54.5%					4.5%	68.2%
SC										
BIOL	100%		18.2%	81.8%				9.1%	4.5%	86.4%
CHEM	100%		25.0%	75.0%						100%
EASC	100%			100%						100%
MATH	100%			100%						100%
PHYS	100%			100%						100%
W1										
RAD	100%			100%						100%
TOTAL	100%		27.1%	72.9%		.9%	.4%	1.7%	1.3%	95.6%

# Documentation

**Table 4A: Percentages (Base=Status)  
1990-91 Library Faculty Primary Appointment Must Be Library by College**

	Total	Women Available	Women	Men	Minority Available	Black	Native Amer.	Asian	Hispanic	White
Regular										
LW	100%	40%	44.4%	55.5%	10%	22.2%				77.7%
U3	100%	63%	54.8%	45.2%	.09%			3.2%	3.2%	93.5%
Non-Regular										
U3	100%		100%							100%
Total	100%		100%							100%

**Table 5: University of Notre Dame Affirmative Action Accomplishments, 1981-82 to 1990-91\*\***

**1981-82 1982-83 1983-84 1984-85 1985-86 1986-87 1987-88 1988-89 1989-90 1990-91**

Regular TR Faculty = Full time Teaching and Research faculty (Prof., Assoc. Prof., Asst. Prof., and Instructor as defined in Article III, Sec. 1, Subsec. (a) and (e) of the *Faculty Handbook*).

Minorities - Regular TR Faculty

	47=9.2%	51=9.6%	52=9.8%	49=8.6%	55=9.5%	55=9.5%	59=10.2%	62=10.6%	65=11.0%	69=11.2%
Black	9	7	8	6	4	4	3	5	5	7
Hispanic	9	10	12	11	18	18	20	20	23	22
Asian	28	33	32	34	33	33	36	37	37	40
Native American	1	1	0	0	0	0	0	0	0	0

Women-Regular TR Faculty

	51=10.0%	56=10.6%	56=10.5%	56=9.8%	56=9.6%	56=9.7%	63=10.9%	64=10.9%	69=11.7%	79=12.9%
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Total-Regular TR Faculty

	512	521	531	570	582	578	579	585	591	614
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Total TR Faculty = Regular and Non-regular Teaching and Research faculty (Prof., Assoc. Prof., Asst. Prof., Instructor, including part-time adjunct, visiting, guest, emeritus, concurrent and lecturers, as defined in Article III, Sec. 1, Subsec. (a), (e) and (f) of the *Faculty Handbook*).

Minorities- Total TR Faculty

	55=8.3%	56=8.0%	63=8.8%	68=8.8%	68=8.7%	79=9.8%	87=10.7%	79=9.7%	78=9.3%	85=9.7%
Black	11	9	8	8	6	6	8	6	7	9
Hispanic	11	11	17	16	24	28	29	28	28	26
Asian	32	35	38	44	38	44	50	44	43	49
Native American	1	1	0	0	0	1	0	1	0	1

Women-Total TR Faculty

	74=11.2%	91=12.9%	92=12.9%	98=12.7%	100=12.8%	101=12.6%	116=43.3%	117=14.4%	124=14.8%	144=16.5%
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Total TR Faculty

	663	703	714	770	782	803	811	812	836	874
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Total Faculty = All levels of faculty, both Regular and Non-regular, of Teaching and Research, Special Professional, Special Research, Library and Academic Administration as defined in Articles II and III of the *Faculty Handbook*.

Minorities-All Faculties

	77=9.4%	80=9.2%	89=9.9%	96=10.4%	90=9.5%	107=10.7%	116=11.4%	114=11.1%	117=11.0%	123=10.7%
Black	17	15	14	17	15	14	15	15	16	18
Hispanic	13	14	25	23	22	34	32	35	39	37
Asian	46	50	50	55	53	57	68	63	62	67
Native American	1	1	0	1	0	2	1	1	0	1

Women-All Faculties

	113=13.7%	133=15.4%	137=15.2%	146=15.8%	154=16.2%	157=15.7%	177=17.4%	189=18.3%	196=18.4%	234=20.3%
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Total-All Faculties

	822	866	899	925	951	1001	1018	1031	1063	1153
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\*\*Note: The discrepancy between Total TR Faculty on Table 1 and Table 5 is due to a difference in time of the year during which faculty counts were taken.

# The Graduate School Research Division

## Current Publications and Other Scholarly Works

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

### COLLEGE OF ARTS AND LETTERS

#### Art, Art History and Design

Adcock, Craig E.

C.E. Adcock. 1991. Duchamp's Way: Twisting Our  
Memory of the Past for the Fun of It. Pages 311-349 in,  
T. de Duve, ed., *The Definitively Unfinished Marcel  
Duchamp*. M.I.T. Press, Cambridge, Massachusetts.

C.E. Adcock. Nov. 1991. Video. Interview with Garnett  
Puett. Video Data Bank, School of the Art Institute of  
Chicago, Chicago, Illinois.

C.E. Adcock. Nov. 1991. Video. Interview with Mierle  
Laderman Ukeles. Video Data Bank, School of the Art  
Institute of Chicago, Chicago, Illinois.

#### Economics

Dutt, Amitava K.

A.K. Dutt. 1991. Review of Economic Problems of the  
'90s, Edited by P. Davidson and J. Kregel. *Manchester  
School* 59(4):435-436.

Swartz, Thomas R.

T.R. Swartz. 1991. Efficiency and Effectiveness: The Case  
of American Fiscal Federalism. Pages 183-208 in, T.P.  
Hardiman and M. Mulrehny, eds., *Efficiency and Effec-  
tiveness in the Public Domain*. Institute of Public Ad-  
ministration, Dublin, Ireland.

#### English

Brogan, Jacqueline V.

J.V. Brogan. 1992. Poem. The Bond. *The Anthology of  
New England Writers* 4:26.

J.V. Brogan. 1991. Poem. Villanelle. *The Formalist*  
2(2):80.

#### Government and International Studies

Walshe, A. Peter

A.P. Walshe. 1991. Justice and Peace. Pages 1-14 in, M.  
Browne, SND, ed., *The African Synod: The Church in  
Africa, Her Mission toward the Year 2000*. Africa Faith  
and Justice Network, Washington, D.C.

## Philosophy

McInerney, Ralph M.

R.M. McInerney. 1991. In the Bag. Pages 151-161 in, C.  
Jordan, ed., *Alfred Hitchcock's Home Sweet Homicide*.  
Walker and Company, New York, New York.

R.M. McInerney. 1991. Principles of Natural Law. Pages  
139-157 in, C.E. Curran and R.A. McCormick, eds.,  
*Readings in Moral Theology No. 7*. Paulist Press, New  
York, New York.

McMullin, Ernan

E. McMullin. 1991. Galileo and Newton. Pages 610-611  
in, *Handbook of Metaphysics and Ontology*.  
Philosophia, Munich, Germany.

## Theology

Bradshaw, Paul F.

P.F. Bradshaw and L.A. Hoffman. 1991. Editors. The  
Changing Face of Jewish and Christian Worship in  
North America. University of Notre Dame Press, Notre  
Dame, Indiana. xiii + 271 pp.

P.F. Bradshaw and L.A. Hoffman. 1991. Editors. The  
Changing Face of Jewish and Christian Worship in  
North America (Two Liturgical Traditions, Vol. 2). Uni-  
versity of Notre Dame Press, Notre Dame, Indiana. xiii  
+ 271 pp.

Egan, Keith J.

K.J. Egan. 1991. Foreword. Pages v-viii in, D.W. Mitchell,  
*Spirituality and Emptiness: The Dynamics of Spiritual  
Life in Buddhism and Christianity*, New York, 224 pp.  
Mahwah, New Jersey.

Hoffman, Lawrence A.

See under Bradshaw, Paul F. 1991. Editors. The Changing  
Face of Jewish and Christian Worship in North America  
Vol. 1.

See under Bradshaw, Paul F. 1991. Editors. The Changing  
Face of Jewish and Christian Worship in North America  
Vol. 2.

L.A. Hoffman. 1991. Sacred Places and the Pilgrimage of  
Life (Meeting House Essays Monograph Series). Liturgy  
Training Publications, Chicago, Illinois. 30 pp.

Searle, Mark

M. Searle. 1991. *The Liturgy and Catholic Social Doc-  
trine*. Pages 43-73 in, *The Future of the Catholic Church  
in America. Major Papers of the Virgil Michel Sympo-  
sium*. Liturgical Press, Collegeville, Minnesota.

VanderKam, James C.

J.C. VanderKam. 1991. Joshua the High Priest and the  
Interpretation of Zechariah 3. *Catholic Biblical Quarterly*  
53:553-570.

J.C. VanderKam. 1991. Jewish High Priests of the Persian  
Period: Is the List Complete? Pages 67-91 in, G.A.  
Anderson and S.M. Olyan, eds., *Priesthood and Cult in  
Ancient Israel*. Sheffield Academic Press, Sheffield, En-  
gland.

# The Graduate School Research Division

2/17/92  
J.C. VanderKam. 1991. Translation and Writing of Explanatory and Textual Notes for Psalms 37, 79, 80, 81, 83, 110 in, The Revised Psalms of the New American Bible. Catholic Book Publishing Company, New York, New York.

J.C. VanderKam. 1991. The Dead Sea Scrolls and Early Christianity, Part One: How Are They Related? *Bible Review* 7(6):14-21, 46-47.

## COLLEGE OF SCIENCE

### Biological Sciences

Fraser, Malcolm J., Jr.

D.F. Spandau, H.-G.H. Wang, M.J. Fraser and C.-H. Lee. 1991. A Functional Hepatitis B Virus X Protein Produced in Insect Cells. *Virology* 185:938-941.

### Chemistry and Biochemistry

Haller, Kenneth J.

P.M. Treichel, R.A. Crane and K.J. Haller. 1991. The Synthesis of Several New Cyclopentadienyl-Ruthenium T-Butyl Thiol Complexes. *Journal of Organometallic Chemistry* 401:173-180.

P.M. Treichel, R.A. Crane and K.J. Haller. 1990. Synthesis and Crystal Structures of Two Diruthenium Polysulphide Complexes. *Polyhedron* 9(15):1893-1899.

Pasto, Daniel J.

D.J. Pasto. 1991. Reductions of C=C and C≡C by Nuncatalytic Chemical Methods. Pages 471-488 in, I. Fleming, ed., *Comprehensive Organic Syntheses*, Volume 8. Pergamon Press, New York, New York.

Patterson, Larry K.

See under RADIATION LABORATORY; Madden, Keith P. 1991. *Free Radical Biology and Medicine* 11:349-352.

Thomas, J. Kerry

X. Liu and J.K. Thomas. 1991. Study of Surface Properties of Clay Laponite Using Pyrene as a Photophysical Probe Molecule. *Langmuir* 7:2808-2816.

S.P. Mezyk, S. Yamamura and J.K. Thomas. 1991. Pulse Radiolysis of Polystyrene Films. Pages 53-71 in, R.L. Clough, S.W. Shalaby, eds., *Radiation Effects on Polymers*. American Chemical Society, Washington, D.C.

### Physics

Blackstead, Howard A.

H.A. Blackstead, D.B. Pulling, J. Spalek and J.M. Honig. 1991. Phase-Slip Dissipation in Crystalline  $\text{La}_{1.8}\text{Sr}_{0.2}\text{NiO}_{4-x}$ . *Solid State Communications* 80:405-409.

Pulling, David B.

See under Blackstead, Howard A. 1991. *Solid State Communications* 80:405-409.

## COLLEGE OF ENGINEERING

### Aerospace and Mechanical Engineering

Chang, Hsueh-Chia

See under Sen, Mihir. 1991. Experiments on the Enhancement of Heat Transfer in Coiled Tubes by Chaotic Mixing.

Sen, Mihir

N. Acharya, M. Sen and H.-C. Chang. 1991. Experiments on the Enhancement of Heat Transfer in Coiled Tubes by Chaotic Mixing. Pages 79-84 in, M.A. Ebadian and D.A. Kaminski, eds., *Fundamentals of Forced Convection Heat Transfer*. American Society of Mechanical Engineers, New York, New York.

### Electrical Engineering

Alcock, Charles B.

J.W. Fergus and C.B. Alcock. 1991. X-Ray Diffraction of Lanthanum Aluminate Doped with Alkaline-Earth Cations. *Materials Letters* 12:219-221.

## RADIATION LABORATORY

Green, Nicholas J. B.

N.J.B. Green and S.M. Pimblott. 1991. Scavenger Kinetics and the Laplace Transform Relationship. 1. Homogeneous Systems. *Molecular Physics* 74(4):795-810.

N.J.B. Green and S.M. Pimblott. 1991. Scavenger Kinetics and the Laplace Transform Relationship. 2. Nonhomogenous Kinetics. *Molecular Physics* 74(4):811-832.

See under Pimblott, Simon M. 1991. *Journal of the Chemical Society, Faraday Transactions* 87(22):3601-3612.

Madden, Keith P.

D. Jore, C. Ferradini, K.P. Madden and L.K. Patterson. 1991. Spectra and Structure of  $\alpha$ -Tocopherol Radicals Produced in Anoxic Media. *Free Radical Biology and Medicine* 11:349-352.

Pimblott, Simon M.

S.M. Pimblott, N.J.B. Green and B. Brocklehurst. 1991. Spin Effects on Spur Kinetics: Independent Pairs Modelling of Two-Species Spurs. *Journal of the Chemical Society, Faraday Transactions* 87(22):3601-3612.

See under Green, Nicholas J.B. 1991. *Molecular Physics* 74(4):795-810.

See under Green, Nicholas J.B. 1991. *Molecular Physics* 74(4):811-832.

# The Graduate School Research Division

## Awards Received and Proposals Submitted

### AWARDS RECEIVED

In the period December 1, 1991, through December 31, 1991

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	8	886,175	8	324,544	16	1,210,719
Facilities and Equipment	0	0	0	0	0	0
Instructional Programs	0	0	0	0	0	0
Service Programs	0	0	0	0	0	0
Other Programs	0	0	0	0	0	0
Total	8	886,175	8	324,544	16	1,210,719

### PROPOSALS SUBMITTED

In the period December 1, 1991, through December 31, 1991

Category	Renewal		New		Total	
	No.	Amount	No.	Amount	No.	Amount
Research	8	1,845,175	8	1,222,315	16	3,067,332
Facilities and Equipment	1	57,000	1	591,868	2	648,868
Instructional Programs	1	10,600	2	473,585	3	484,185
Service Programs	1	31,761	0	0	1	31,761
Other Programs	0	0	0	0	0	0
Total	11	1,944,378	11	2,287,768	22	4,232,146

## Awards Received

In the period December 1, 1991, through December 31, 1991

Department or Office	Principal	Short Title	Sponsor	Dollars Months
Awards For Research				
Aerospace and Mechanical Eng.	Yang	Cold Storage Option	Whirlpool Corp.	25,000 12
Aerospace and Mechanical Eng.	Nelson, Jumper	Theoretical Study of Vortex Breakdown	Department of the Air Force	44,484 12
Aerospace and Mechanical Eng.	Batill	Preliminary Design of Flight Vehicle Structures	Department of the Air Force	38,060 12
Biological Sciences	Kulpa	Fine Acid Degradation in Anaerobic Biofilm	Amoco Chemical Research Center	65,500 12

## The Graduate School Research Division

Biological Sciences	Goetz	PI/Pkc and Ovulation	National Institute of Health	94,485 12
Center for Bioeng. Pollution Cnt.	Kulpa, Irvine	Development of HFR Reactors	Chevron Oil Company	132,000 24
Civil Eng. and Geological Science	Kareem	Wind Effects on Tension Leg Platforms	Texas Engineering Experiment Station	40,000 26
Chemistry and Biochemistry	Fehlner	Clusters as Substituents	American Chem. Soc. Petro. Res. Fund	43,000 24
Chemistry and Biochemistry	Smith, B.	Synthesis and Study of Photore-sponsive Receptors and Catalysts	American Chem. Soc. Petro. Res. Fund	21,000 28
Chemistry and Biochemistry	Basu, S.	Glycolipid Metabolism in Normal and Pathological Tissues	National Institute of Health	152,340 12
Medieval Institute	Gabriel	Support of Scholarly Work	United Casualty Agencies	4,500 11
Medieval Institute	Gabriel	Support of Scholarly Work	Wallace Bedolfe	1,500 11
Physics	Bunker	XAFS Studies of Semiconductor Microstructure	Department of the Navy	120,000 48
Physics	Lundeen	Fast Beam Atomic Physics	National Science Foundation	107,000 24
Physics	Newman	Studies of Ordering in Ternary and Multinary Semiconductors	Department of the Navy	19,991 15
Chemistry and Biochemistry	Castellino	Blood Coagulation Protein-Metal Ion-Lipid Interactions	National Institute of Health	221,859 12

## Proposals Submitted

In the period December 1, 1991, through December 31, 1991

Department or Office	Principal	Short Title	Sponsor	Dollars Months
PROPOSALS FOR RESEARCH				
Center for Bioeng. Pollution Cnt.	Kulpa, Irvine	Development of HFR Reactors	Chevron Oil Company	132,000 24
Civil Eng. and Geological Science	Kareem	Dynamic Response of Structures	National Science Foundation	10,750 12
Chemical Engineering	Chang	Forming and Hydrodynamic Instability	Champion International	63,077 12
Chemical Engineering	Hill	Microstructure of Liquid Crystal Polymers	National Science Foundation	186,152 36

## The Graduate School Research Division

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Chemical Engineering	Kantor	Studies on Integrated Process Monitoring and Control	National Science Foundation	421,497 36
Chemistry and Biochemistry	Helquist	New Methods In Organometallic and Synthetic Organic Chemistry	National Science Foundation	74,737 12
Cushwa Center American Cath.	Dolan	Hispanic Catholics in Twentieth Century United States	Lilly Endowment Inc.	123,608 32
Center for Sensor Materials	Alcock	Study for a Thermochemical Database for the Elements	National Institute Stds. and Tech.	42,003 12
Electrical Engineering	Alcock	Solid Solution Catalysts Based on Some Rare Earth Oxides	American Chem. Soc. Petro. Res. Fund	89,220 36
Mathematics	Stolz	Curvature and Topology	National Science Foundation	89,391 36
Mathematics	Migliore	Points and Curves in Projective Space	National Science Foundation	55,817 24
Physics	Ruchti	Research and Development for the SDC Experiment	Purdue University	185,161 12
Physics	Ruggiero	Single-Electron Tunneling	Department of Energy	52,552 12
Physics	Dobrowolska, Furdyna, et al.	Optical Studies of Heterostructures	National Science Foundation	284,035 36
Physics	Poirier	Research at Ultra High Energies	National Science Foundation	1,144,111 23
Program of Liberal Studies	Crowe, Kevin	Calendar of the Correspondence of of Sir John Herschel	National Science Foundation	113,221 23

### PROPOSALS FOR FACILITIES AND EQUIPMENT

Physics	Browne, Aprahamian, et al.	Equipment for Nulear Research	National Science Foundation	591,868 24
Physics	Cason, LoSecco, et al.	A Soft Photon Veto Counter for Brookhaven E852	Brookhaven Natinal Lab.	57,000 12

### PROPOSALS FOR INSTRUCTIONAL PROGRAMS

Civil Eng. and Geological Science	Silliman, Lauer, et al.	Ethics in Civil Engineering and Architecture Curricula	Lilly Endowment, Inc.	11,941 24
Civil Eng. and Geological Science	Spencer, Sain	REU Supplement to NSF Contract #BCS-9006781	National Science Foundation	10,600 12
Center for Educ. Opportunity	Blake-Smith, D., Smith, R.	Upward Bound	Department of Education	461,644 36

### PROPOSALS FOR SERVICE PROGRAMS

Biological Sciences	Grimstad	Arbovirus Surveillance Laboratory Service	Indiana State Board of Health	31,761 12
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# Notre Dame

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# R E P O R T

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